PURDUE UNIVERSITY | University Senate

Second Meeting, Monday, 18 October 2021, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order   Professor Stephen P. Beaudoin

2. Statement of Land Use Acknowledgement   Professor Stephen P. Beaudoin

3. Approval of Minutes of 13 September 2021

4. Acceptance of Agenda

5. Remarks of the Senate Chair   Professor Stephen P. Beaudoin

6. Remarks of the President   President Mitchell E. Daniels, Jr.

7. Question Time

8. Résumé of Items Under Consideration by Various   For Information
   Committees   Professor Elizabeth A. Richards

9. Senate Document 21-08 Convening Electronically   For Action
   at Will (revised)   Professor Signe Kastberg

10. Senate Document 20-56 Equity, Diversity, and   For Action
    Inclusion as a Distinct Item for Promotion   Professor Brian Leung
    Consideration

11. Senate Document 21-09 Senate Standing   For Discussion
    Committee Members Temporary Leaves of Absence Professor Robert Nowack

12. Update on Senate Document 20-60   For Information
                                                Professor Stephen P. Beaudoin

13. New Business

    Senate Document 21-10 Steps in Addressing   For Discussion
    Campus Sexual Assault and Misconduct   Professor David Sanders

14. Adjournment

Present: *President Mitchell E. Daniels Jr., Manushag N. Powell (Secretary of Faculties and Parliamentarian), Stephen P. Beaudoin (Chair of the Senate), Colleen Brady (Vice-Chair of the Senate),* Dulcy Abraham, Jay T. Akridge, Bradley J Alge, Paul A. Asunda, Jonathan Bauchet, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Thomas H Brush, Michael A. Campion, Yingjie (Victor) Chen, Matt Conaway, Todor Cooklev, Martin Corless, Ariel de la Fuente, Abigail S. Engelberth, Daniel H. Frank, Jennifer Freeman, James P. Greenan, Lori A. , Hoagland, Stephen Hooser, Shannon S. Kang, Signe Kastberg, Erika Birgit Kaufmann, Yuan H. (Brad) Kim, Neil Knobloch, Klod Kokini, David Koltick, Nan Kong, Lata A. Krishnan, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Scott E. Lawrance, Brian J. Leung, David J. Love, Oana Malis, Rose A. Mason, John J McConnell, Shannon C. McMullen, Michael McNamara, Terrence R. Meyer, John A. Morgan, Lin Nan, Deborah L. Nichols, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Daniel J. Olson, Erik Otárola-Castillo, Pete E. Pascuzzi, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Vanessa S. Quinn, Elizabeth (Libby) Richards, Brian T. Richert, Felicia Roberts, Sandra S. Rossie, Chris Ruhl, Yumary Ruiz, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Steven Scott, Thomas Siegmund, Joseph B Sobieralski, Qifan Song, Susan C. South, John A. Springer, Kevin Stainback, Rusi Taleyarkhan, Mario Ventresca, Tony J. Vyn, Eric N. Waltenburg, Jeffrey X. Watt, Ann B. Weil, Kipling Williams, Rod N. Williams, Steve Yaninek, Yuan Yao, Jane F. Yatcilla, Dabao Zhang, Haiyan (Henry) Zhang, Mark D. Zimpfer, Megha Anwer, Heather Beasley, Peter Hollenbeck, Lisa Mauer, Beth McCuskey, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim, and *Stephanie L. Dykhuizen (Sergeant-at-Arms)*

Absent: Charles A. Bouman, Sabine Brunswicker, Min Chen, Chittaranjan Das, Alan M. Friedman, Alexander V. Kildishev, Jozef L. Kokini, Angeline M. Lyon, Li Qiao, Mark C. Rochat, Juan P. Sesmero, John W. Sheffield, Michael B. Cline, Amanda J. Emmons, Keith Gehres, Lowell Kane, Carl T. Krieger, Jamie L. Mohler, and Brock Turner

Guests: Michelle Ashcraft (Student Success Program), Stacey Baisden (Purdue Online), Dave Bangert (Based in Lafayette Newsletter), Cornelius Bynum (History), Margaret Christopherson (Journal and Courier), Spencer Deery (President's Office), Joe Duhownik (Exponent), Nicole Finley (MaPSAC for A. Emmons), Jason Fish (Purdue Online), Meredith Hackler (WLFI), Sam Montgomery (Exponent), Abbey Nickel (Purdue Today), Lily Shen (Local Resident), and Allison Staley (Student Success Programs)

1. The meeting was called to order at 2:32pm.

2. Chair Beaudoin read the following Statement of Land Use Acknowledgement, as per Senate Document 20-55:

The Purdue University Senate acknowledges the traditional homelands of the Indigenous People which Purdue University is built upon. We honor and appreciate the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People who are the original Indigenous caretakers.

3. The minutes of the 13 September 2021 Senate meeting were entered as read.

4. The Agenda was accepted by general consent.

5. Chair Beaudoin presented the Senate with an update on the nine priorities he had laid out in the September meeting (Appendix A). The update included some background on the interest expressed by our colleagues at Purdue Global in implementing a shared observation of Juneteenth. He also described meeting with student protestors who met outside the Board of Trustees meeting on 1 October 2021 to voice their concern over the culture around sexual violence on campus. Chair Beaudoin stated that sexual assault and harassment are problems that exist on the same continuum and occur campus-wide, and therefore require a coordinated campus-wide response. He explained his desire for the Senate to assume a leadership role in that space.

6. President Daniels responded to pre-submitted questions concerning COVID protocols and the sale of WBAA. Detailed answers are available on the Senate website. (See also Appendix B.) He also hoped that the Senate and the faculty would work with the administration to ensure Purdue's continued excellence in all that we undertake by finding ways to increase graduation rates for all students, and especially for Pell Grant recipients. (See Appendix C.)

   Provost Akridge presented an update on Transformative Education 2.0, the goal of which is to make Purdue the most innovative residential learning program among large R1 universities in the nation—to borrow Frank Dooley's coinage, Purdue can become a "T1" university. Provost Akridge explained that there are two primary projects: Road Map Foundations (focused on support systems), and Innovation College (focused on innovation in programs and pedagogy). There has been substantial progress made in these efforts since April, supported in part by a $5 million grant from the Lily Endowment. Underpinning Transformative Education 2.0 is the belief that a data-driven ecosystem can improve retention, progression, graduation, and student satisfaction.

   Of the three projects underway, the one furthest along is the Degree Planning and Auditing Project. The tools our students use to plan their degrees and the tools we use to advise and audit them are not working well and/or not getting the use that they should. There have been meetings with many stakeholders, as well as a point person assigned to home in on policy and process issues. Software demos will be rolling out shortly, and there will be multiple opportunities for faculty and staff to weigh in. Faculty engagement is welcome and important on this issue. We are also learning to be more sensitive with the timing and mode of communication we choose

to use with our students. Re: Innovation College, Jenna Rickus will be working closely with Gary Bertoline as well as Ed Berger on an innovation hub that is heavily focused on instructional technology. Jennifer Dobbs-Oats will be leading in the experiential education on our campus. An Innovation Council is being assembled to help provide guidance across campus. Updates will be kept available on the website.

There was also a question from the floor, read by Chair Beaudoin, having to do with the timetable for moving forward with hiring in African American Studies, which had been delayed by College of Liberal Arts Dean David Reingold. Provost Akridge confirmed that the Board of Trustees committed two faculty lines to African American Studies, and had recently reconfirmed that those commitments were solid. Venetria Patton, the Head of the School of Interdisciplinary Studies, had left Purdue to become Dean at the University of Illinois. It was argued by Dean Reingold that it is a disadvantage to recruit in a competitive environment with an interim head, because faculty members prefer to know what head they will be serving under, and so the decision had been made to pause the faculty hires until a permanent head for SIS had been confirmed. Provost Akridge noted that it was his understanding the head search would start in Fall 2021 and be completed in early Spring 2022, at which point the matter of faculty lines could be revisited. He then reaffirmed again that the Trustees were committed to hiring in these African American Studies faculty positions.

7. Professor Elizabeth Richards, Chair of the Steering Committee, presented the Résumé of Items Under Consideration by Various Committees. (See Appendix D.) She noted that the Steering Committee would continue an on-going conversation about how to keep the Senate informed of the outcomes of its actions, particular in cases where there seemed to be a lag between Senate resolutions and their implementation. The Steering Committee welcomed thoughts and input on this matter. Professor Brian Leung, Chair of the Equity, Diversity, and Inclusion Committee, noted that the Chair's remarks had included an item regarding the system-wide celebration of the Federal Juneteenth Holiday, but that the EDIC had not been previously informed this was a matter for their docket.

8. Professor Signe Kastberg experienced a technological glitch, and so by general consent the Agenda was modified to reverse items 9 and 10. Professor Brian Leung presented Senate Document 20-56 Equity, Diversity, and Inclusion as a Distinct Item for Promotion Consideration on behalf of the Equity, Diversity, and Inclusion Standing Committee. Professor Leung emphasized the statement in the Document's rationale that, "Work done by Faculty members in the area of Diversity and Inclusion should be considered as a distinct and important area of work that benefits the University." He also reminded the Senate that he, as well as other new EDIC members, had not been part of the EDIC that originally passed the Document in Spring 2021, and that he had asked for a month's delay in September on considering the matter for Action to allow the new membership to review and discuss it. Professor Leung explained his sense that the purpose of this Document was to center diversity and inclusion work as a legitimate and recognized focus, formalizing its importance, rather than to treat it as a positive but non-essential asset in tenure and promotion processes. At the same

time, the language was not intended to silo current or future faculty members into having to claim diversity and inclusion as their sole or primary focus. The motion being made and seconded to adopt Document 20-56, discussion began.

Professor Tony Vyn proposed an amendment to the Document. He stated that the proposal read well and was well-intended, but might be excessively broad, and could inadvertently make it difficult for primary or area committees to evaluate diversity and inclusion work across all three categories of discovery, learning, and engagement. He suggested amending the language to highlight the nominee's work in the area of diversity and inclusion in their primary area of activity. If adopted, the amended text would then have read: "The Purdue University Promotion Nomination Form (Form 36) shall allow for explicit highlighting of a nominee's work in the area of Diversity and Inclusion in the section(s) of the form in the primary area of activity (Discovery, Learning, and/or Engagement) that the nominee is engaged in most appropriate for the work completed by the nominee." The amendment was seconded, and discussion of the amendment began.

> Professor Alice Pawley voiced her support for the unamended Document, but not for the amendment. She stated that linking diversity and inclusion work to one's primary of area of scholarship might be limiting in Engineering, where most promotion was assessed on the basis of discovery. This could have the effect of suggesting that diversity and engagement work was not as important to the areas of learning and engagement, but it was very much needed there as well.

> Provost Akridge agreed with Professor Pawley. He noted that it was not uncommon to see individuals whose scholarship was not focused on diversity, but who still had elements of diversity and inclusion that were central to their teaching mission or to an engagement project. We would not want to preclude such individuals from showcasing that activity as part of their overall record.

> There being no further discussion, the question was called. There were 14 votes in favor, 59 opposed, and seven abstentions. The amendment was not adopted.

Discussion on the primary motion resumed. Professor Dennis Saviano asked why the phrase "shall allow for" was included, since Form 36 already allows the inclusion of diversity and inclusion work, and the purpose of the Document was really to further encourage, rather than allow for, its inclusion. Professor Leung responded that, while he had not been party to drafting the Document, the incorporation of diversity and inclusion information varied considerably from unit to unit across the campus, and that the Document's adoption might allow a more standardized approach for welcoming such work.

Vice Provost Peter Hollenbeck noted that the structure of Form 36 allows multiple boxes to be checked, and that any productive activity in the areas of discovery, teaching and learning, and engagement could already be represented. Professor

Bharat Bhargava agreed with Vice Provost Hollenbeck, and explained that the EDIC committee wanted to bring some focus, at the time of promotion committee meetings at the college or university level, to identifying those who distinguished themselves in the area of diversity and inclusion. Professor Leung directed the Senate's attention to the phrase "distinct and important" in the rationale as important context for the directive of the word "shall" in the proposal. Chair Beaudoin stated that the Senate would not be rewriting the promotion and tenure Document; modifications and guidelines for the Form 36 are managed through the Provost's Office.

Professor Pawley stated that she understood Form 36 to mean the form on the front of promotion templates, and asked for clarity about why modifying Form 36 was the focus of the Document. Provost Akridge explained that the Form 36 provides guidance for the construction of the promotion Documents, and that this guidance was quite flexible and could easily incorporate attention to distinct diversity and inclusion activity. He stated that he understood the intent of the Document as asking to make sure that the Form 36 guidance is explicit with respect to the value of diversity, equity, and inclusion work, and to be certain appropriate space was available to lift up these activities.

There being no further discussion, the question was called. 62 Senators voted in favor of the Document, 16 were opposed, and three abstained.

9. Professor Signe Kastberg presented Senate Document 21-08 Convening Electronically at Will (revised) on behalf of the Faculty Affairs Committee. The motion to adopt the Document being made and seconded, discussion began.

   Professor David Sanders raised a question about the phrase, "Voting may be administered via Video Teleconferencing Software polling, online survey software, email, or any other reasonable means that is acceptable to the Senate body." Professor Sanders was concerned that there needed to be some wording making explicit that the vote would take place during the Senate meeting. He expressed apprehension that the use of a mechanism like email could potentially open voting to members not present during the meeting. Chair Beaudoin asked whether this was addressed elsewhere in the Bylaws. Secretary of Faculties Manushag Powell clarified that the Bylaw standard (reference: Bylaw 4.03) is that decisions are made by those Senators who are "present and voting." She said that sometimes over the past year and a half of meeting remotely, electronic voting has not been instantaneous, such as when the Senate uses a Qualtrics poll accessed via email, and that she understood Professor Sanders as asking whether the Document ought to be amended to state explicitly that only those present at the electronic meeting would be permitted to vote. Professor Sanders confirmed that he wished to take the temperature of the Senate to see whether such an amendment were perceived to be necessary. Brief discussion followed and the consensus was that the current Bylaw standard of "Senators present and voting" was sufficient to cover the possibility of voting via email or other remote means during electronic meetings.

There being no further discussion, the question was called. The motion carried with 75 votes in favor, one opposed, and two abstentions.

10. Professor Robert Nowack presented Senate Document 21-09 Senate Standing Committee Members Temporary Leaves of Absence on behalf of the Nominating Committee. He explained that the rationale for the proposed change is that the Senate Nominating Committee often finds out during the summer or even in the late fall (for spring semester) that a Senator will be taking temporary leave of absence. In such cases, the committee must then convene, find a replacement, vote on it, and then also take their nomination to the full Senate for confirmation. In practice, that usually means the person selected as a leave replacement member will not be able to meet with their committee until later in the given semester, in some cases missing one or two meetings (out of, usually, three or four in total) before the Senate can convene to confirm them. Under such circumstances, it would be the most efficient if the substitute Senator appointed by the academic unit of the person on leave would also cover the Senator's absence on their respective Senate Standing Committee(s) as well. The proposed addition to the Bylaw language would allow this. For leaves of longer than one semester, the usual process would remain in effect. The motion being made and seconded, discussion began.

   Secretary Powell noted that she had been accidentally recorded as having voted for the measure in committee. She clarified that she was a non-voting ex officio member of the Nominating Committee, and while she had spoken in favor of the proposal, she did not vote on it. Secretary Powell apologized for the error and promised to have it corrected.

   Professor Sanders asked why it was necessary to fill vacancies of a single semester on Senate Standing Committees. Professor Nowack explained that the Senate Bylaws specify the number of members that each Standing Committee needs to have on it, and that the Bylaws require Nominating to take action when there are not enough Senators to fill the number of seats required. There was no further discussion.

11. Chair Beaudoin provided the Senate with the update required by Senate Document 20-60 (revised). That Document had stipulated that Chair Beaudoin would present its contents to the Board of Trustees as part of the Chair's Senate report. Typically, such reports entail a summary of the discussions and actions of recent Senate meetings, along with the opportunity to draw attention to important aspects of the meeting. Chair Beaudoin conveyed that he had highlighted Document 20-60 in his remarks, and shared the slide he had used to do so (Appendix E). Chair Beaudoin explained to the Trustees that Document 20-60 had summarized the timeline leading up to the Civics Literacy Requirement; that it stated that by adopting the requirement, the Trustees had gone against the will of the Senate; stated that the Trustees did not properly engage the regional campuses before adopting requirements; stated that the Trustees had not adhered to established norms of shared governance; and requested that the Trustees would adhere to the norms of shared governance in the future. Chair Beaudoin reported that the Trustees had received the report appreciatively, and that there had been no further discussion of it.

Professor Pawley thanked Chair Beaudoin for presenting to the Board of Trustees, and for his report to the Senate on that presentation. She asked whether he had been made aware yet that the Senate at Purdue Northwest had voted unanimously to endorse University Senate Document 20-60, and that the Senate at Purdue Fort Wayne was also in the process of deciding what to do in response to the Civics Literacy Requirement. Professor Pawley stated there was some debate in Fort Wayne as to whether there might be a vote of no confidence in contrast to endorsing Document 20-60. She asked whether Chair Beaudoin was in conversation with the regional campuses, and what his intentions were regarding sharing information about their responses with the Board of Trustees. Chair Beaudoin responded that his action item had been to present Document 20-60 to the Trustees, which had been done. He affirmed that he was aware of the on-going discussions at the different Purdue campuses, and said that he looked forward to receiving more information from the regional Senates, which would then be recorded.

12. Professor David Sanders presented Senate Document 21-10 Steps in Addressing Campus Sexual Assault and Misconduct on behalf of the Student Affairs Committee. Professor Sanders explained that this Document had originated in a conversation between the Student Affairs Committee and Purdue Student Government. Both groups were interested in coming to some concrete steps for how to address [Campus Sexual Assault and Misconduct]. He stated that they did not see the proposed Document as the final step in everything that needs to be accomplished, because more data was still needed to address the scope of issues being faced by Purdue students. However, the present Document proposed concrete changes that should benefit all of the student body at Purdue University. The Document would help to make clear the expectations for behavior, and help address the issues that some of the people who have been victimized by sexual assault misconduct have undergone. The Document specifically made use of the Action Plan put together by the PSG SAFER Ad Hoc Committee. (See Appendix F.) The SAC had worked with leaders of that committee and of the Purdue Student Government, especially PSG President Kang, on the attempt to to take a large document and break it down into implementable and clearly described procedures. The proposal before the Senate attempted to address the sense of some students that information on sexual misconduct policies can be difficult to find; reflected the desire of the SAFER Committee and PSG for the consent and misconduct module—which is currently required once in an undergraduate career—to become an annual requirement; for Purdue's position on sexual assault to be explicitly addressed in the Student Handbook; and for mental health services for survivors of sexual violence and misconduct to be made more accessible and more timely, potentially by prioritizing victims of sexual assault in providing them with mental health assistance.

Professor Sanders added that the Document had been shared with the EDIC prior to the Senate meeting, but that EDIC had not held a vote. Professor Leung affirmed that the EDIC had snapped into an unplanned meeting, which over half the members had been able to attend, and that others had contributed input external to the meeting as well. The consensus of the EDIC was that this is an issue that needs to be addressed

in further form from the University. While committee members had questions about the need for productive redundancy, in general the committee had been widely supportive. While the timing of the Senate's October meeting had not allowed for a formal vote, and there were perhaps some questions about the specific language in portions of the Document, still, as a whole, the EDIC strongly supported action on the matter of campus sexual assault and misconduct.

The motion being made and seconded, discussion began.

President Kang explained that the Ad Hoc Committee had been formed in 2019, and its members had been committed to addressing sexual violence on campus well before the recent public protests. She emphasized that the students had done work to research how Purdue addresses sexual misconduct broadly construed, which includes the issue of harassment, also referenced by Chair Beaudoin in his opening remarks. PSG was eager for the input of administrators and faculty on their proposal. President Kang also noted that interest in the Ad Hoc Committee had grown tremendously since this action plan had begun circulating, and there was a common desire to improve its directive through feedback. She also thanked Professor Sanders on behalf of the students who were their mutual constituents for getting the process started to come before the Senate. She also thanked the chairs of the SAFER Committee, Lilly Ferguson and Eleanor Didonna, for their extensive efforts.

Vice Chair Colleen Brady asked about the vote count on the Document, which listed only eleven votes and four faculty members in attendance, although the Student Affairs Committee has twenty-two members. Vice Chair Brady wanted to confirm that quorum had been present during the vote. Professor Sanders confirmed that the Committee had had a quorum of twelve in the meeting, although only four faculty members were present at the time of the vote, and although only eleven members chose to vote, with one abstaining. Professor Brady asked that the Document be modified to indicate which Committee members were absent during the meeting. Professor Sanders agreed. Chair Beaudoin asked Secretary Powell to confirm that quorum had been present for the vote. She confirmed that this was the case, and explained that because our standard is present-and-voting, the quorum count and voting count do not need to match for quorum to be in effect. However, because the Bylaws do specify that absences will be noted on Senate Documents, she agreed the modification should be made, and said that an amendment to do so was not necessary, since the revision was simply to add information and bring the Document into Bylaw compliance.

Professor Mark Zimpfer asked for more information about the education module: would it be a new module taken every year, or was the same module to be repeated for years in a row? President Kang stated that the SAFER Committee's hope was that the educational module would be enhanced. The students who had taken the module, which involved watching videos and responding to questions on the computer, did not find it to be very effective. Rather, it would be preferable to research other options for what schools were finding to be effective educational approaches instead of spending more time on the same module. Professor Sanders

agreed it would be a positive for there to be consultation with the faculty and student body on the creation of a module, but that the present Document reflected the desire of the SAFER Committee that an explicit contract be connected to the modules. He added that he would be happy for future legislation to address the modules as well.

Professor John Morgan asked how prioritization of mental health support was currently being done: if we were to prioritize the victims of sexual misconduct and harassment, which mental health victims might end up lower on the priority list? Professor Sanders agreed this was an important question. President Kang concurred and stated that CAPS does address urgent needs, no matter what the circumstances, whether it be a sexual assault victim or someone who is considering self-harm. Therefore, urgent needs are addressed fairly directly, but the question of extended care is less clear, and might need to be referred back to the Ad Hoc SAFER Committee.

Purdue Graduate Student Government Madelina Nuñez praised PSG's initiative, and suggested the possible addition of some language about CARE [the Center for Advocacy, Response, and Education]. CARE is a key critical resource in supporting the victims of sexual misconduct, and is specifically designed to be a confidential advocacy space. She said that a recognition of the work they do, and some effort to ensure they receive adequate resources, would be useful; their team of just four individuals serves the entire undergraduate and graduate student population.

Professor Richards stated that she thought the Senate should strongly consider striking the line about prioritizing victims of sexual assaults over others in need of mental health services. She stated that she wholeheartedly agreed that we need to make mental health services more accessible, and that we need to provide more resources and support for them. Nonetheless, it is not a good idea for us to categorize or prioritize traumatic experiences over each other. President Kang agreed to bring this up in the Committee.

Professor Leung stated that the EDIC would like to assist in developing language for the eventual outcome of the Document, and also thought they needed to engage with Ethics and Compliance in advance of the next meeting to be certain the final version of the proposal would be as implementable as possible.

Professor Zimpfer asked whether the word "contract" was being used properly— whether we had other contracts students were asked to sign, or whether this should be understood as analogous to the Protect Purdue Pledge. Professor Zimpfer stated he was in support of the Document and wished for its final form to be as strong as possible. President Kang said that she thought the intent of the word "contract" was indeed similar to the Protect Purdue Pledge—that students will be held to an expectation of treating each other with respect.

Provost Akridge agreed that eliminating sexual violence and harassment from Purdue's campus is deeply important to all of us. He stated there is much activity in this space already, and that he would very much like to converse with the SAC and

EDIC to share some of these elements so that the language of the Document could be sharpened, and so that the Committees could help to identify places for improvement. Active conversations were ongoing reviewing the SAFER document as well.

Dean of Students Katherine L. Sermersheim concurred that several entities were already meeting with students to identify areas of concern and understand where problems could best be addressed. She stated that sexual misconduct is a campus-wide issue, and that we are all in this together; this is a pressing problem that impacts students, faculty, and staff alike. She voiced appreciation for the work of Purdue Student Government on the SAFER Document. She also praised the respectfulness and community-mindedness of the students participating in these conversations. She described a recent meeting in which many stakeholders had come together to examine the massive complexities of the reporting process. The conversation had gradually shifted to how we can all collaborate together on preventative measures.

Vice President for Ethics and Compliance Alysa Rollock applauded our students and the many committee members for signifying their concern and support of victims, survivors, and impacted parties with respect to sexual violence and sexual harassment. She voiced appreciation of the feedback thus far received, and for the opportunity to share on-going activities in the area. She shared that—just as Provost Akridge had pointed out earlier in the discussion of transformative education—communication is a big issue, and finding ways to communicate more effectively with the entire university community is important. She said that they appreciate and look forward to getting feedback about the ways in which we communicate with the university community. She addressed the Senators who would have received a message from her earlier regarding their responsibilities as mandatory Title IX reporters, and emphasized that they could help everyone by completing the annual Title IX mandatory education unit, and encouraging their colleagues to do the same. She reminded faculty that the Campus Title IX Coordinator, Christie Wright, is a person to whom reporters can refer anyone who comes to them for help and support, along with CARE and other campus partners. She reiterated the importance of a focus on prevention and risk reduction, and on being clear, as a university community, as to what our principles and values are.

Professor Sanders noted that the structure of Senate meetings, which provide for discussion before voting, is designed purposefully to allow for the kinds of feedback and modifications proposed in the Senate discussion that day. He stated that he would take the suggested modifications back to the SAC, and hoped to have a strong Document ready for approval at the next meeting.

13. There being no further business, the meeting adjourned at 4:35pm.

To:	The University Senate
From:	Faculty Affairs Committee
Subject:	Convening Electronically at Will
Reference:	Senate Document 20-01
Disposition:	University Senate for Discussion and Adoption

Rationale: The Bylaws of the University Senate do not specifically address remote meetings. However, AIP permits them, provided they are allowed in the bylaws and any applicable legal statute. Technology has advanced to the point that, while no platform is perfect, there are many advantages to electronic meeting platforms. The Senate should be empowered to makes decisions about the modality of its own meetings.

Senate Document 20-01 (Convening During the COVID-19 Pandemic) allows the Senate to meet electronically through Fall 2021. When surveyed, the majority of the Senate membership preferred meeting electronically for Fall 2021 by more than a 2:1 margin. Also, attendance for electronic Senate meetings was greater than in prior year face-to-face meetings: the absentee rate averaged 31% from 2015-2020, but averaged only 9% in 2020-21. Meeting electronically supports accessibility for all.

Proposal: The Senate will convene remotely using Video Teleconferencing Software when it shall be the will of the body, expressed as a majority vote, to do so. The Secretary of Faculties will arrange for the remote meetings and convey any necessary information to Senators, advisors, and guests. Voting, except in cases of unanimous consent, will take place electronically according to the will of the body or specific motions. Voting may be administered via Video Teleconferencing Software polling, online survey software, email, or any other reasonable means that is acceptable to the Senate body. A Senator may request a secret ballot in accordance with existing Bylaws. Voting will be administered by the Secretary of Faculties with the assistance of the Sergeant-at-Arms.

Committee Votes:

For:	Against:	Abstained:	Absent:
Min Chen			Charles Bouman
Stephen Hooser			Lisa Mauer
Signe Kastberg			
Jozef Kokini			
David Koltick			
Brian Richert			
Susan South			
John Springer			
Steven Yaninek			
Peter Hollenbeck			

PURDUE UNIVERSITY | University Senate

To:	The University Senate
From:	Equity, Diversity, and Inclusion Committee
Subject:	Equity, Diversity, and Inclusion as a distinct item for promotion consideration
Reference:	University Policy on Equal Opportunity, Equal Access and Affirmative Action, Interim (III.C.2)
	University Policy on Academic Tenure and Promotion (I.B.2)
	University Senate Document 20-25
Disposition:	University Senate for Discussion and Adoption
Rationale:	Purdue University seeks to develop and nurture its diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas and enriches campus life.

Purdue serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge.

Work done by Faculty members in the area of Diversity and Inclusion should be considered as a distinct and important area of work that benefits the University.

Proposal:	The Purdue University Promotion Nomination Form (Form 36) shall allow for explicit highlighting of a nominee's work in the area of Diversity and Inclusion in the section(s) of the form (Discovery, Learning, and/or Engagement) most appropriate for the work completed by the nominee.

In addition, work in the area of Diversity and Inclusion should be considered in the annual review and raise decisions.

Committee Votes:

For:	Against:	Abstained:	Absent:
Peter Bermel		De Bush	Terrence Meyer
Ximena Bernal		Alysa Rollock	Val Schull
Bharat Bhargava			
Sammy Bonnet			
Alex Griffin-Little			
Lowell Kane			
Neil Knobloch			
Klod Kokini			
Rodolfo Pinal			
Mandy Rispoli			
Sandy Rossie			
Audrey Ruple			
Kevin Stainback			
Susan Watts			
Kip Williams			

PURDUE UNIVERSITY® | University Senate

To:	The University Senate
From:	Nominating Committee
Subject:	Senate Standing Committee Members Temporary Leaves of Absence
Reference:	Bylaw 5.21(a)
Disposition:	University Senate for Discussion and Adoption

Rationale: The Nominating Committee often finds out during the summer (or occasionally in the late fall) that a Senator will be on a temporary leave of absence. The Nominating Committee must then convene, find a replacement, vote on it, and then take the nomination to the full Senate for confirmation. In practice, this means that the person selected as a limited-term substitute senator will not be able to meet with their committee(s) until late September, in some cases missing 1-2 meetings before the Senate can convene. Under such circumstances, it would be the most efficient if the substitute Senator appointed by their academic unit cover the Senator's absence on their respective Senate Standing Committee(s) as well.

Proposal: The Nominating Committee proposes an addition to Bylaw 5.21(a) stipulating that in the case of Senators going on a short (1-semester) leave of absence, if their academic unit selects a temporary replacement Senator, then this Senator will also replace the person on leave for their Senate Standing Committee assignment(s) during the colleague's short-term absence. For absences longer than one semester, the regular nomination process for Senate Standing Committees would still be in effect.

Current:
5.21 Duties and Responsibilities

The duties of the Nominating Committee are to:

a) Nominate elective members for all Senate committees, which may require the Nominating Committee to nominate Senators to fill Senate committee seats when too few Senators volunteer to fill all required Senate committee seats.

Proposed addition:

In the case of Senators going on a short (1-semester) leave of absence, if their academic unit selects a temporary replacement, then that Senator will also replace the person on leave for their Standing Committee assignment(s).

Committee Votes:

For:	Against:	Abstained:	Absent:
Dulcy Abraham			Martin Corless
Michael McNamara			
Larry F. Nies			
Robert Nowack			
Jan Olek			
Joseph Sobieralski			
Qifan Song			
Mario Ventresca			

To:	The University Senate
From:	The Student Affairs Committee
Subject:	Steps in addressing campus sexual assault and misconduct
Disposition:	University Senate for Discussion and Adoption
Rationale:	Purdue Student Government has created the Safety, Accountability, and Fostering an Environment of Respect (SAFER) Ad-Hoc committee to address safety issues taking place on campus, with special focus on sexual assault and misconduct. This committee, composed of individuals within Purdue Student Government and other members of the student body, is working on improving Purdue's response to instances of sexual assault, on educating students about the variety of resources Purdue offers for advocacy and health, and on pushing for larger systemic change at Purdue including the expansion of services.

The overall mission of the SAFER Committee is to create an environment on campus where students feel protected both physically and mentally from any form of sexual assault and misconduct, and where they will feel supported by the campus community and Purdue administration.

The University Senate is prepared to be a partner in these endeavors.

Proposal: The University Senate supports the following policies:

Purdue will create a streamlined, easy-to-locate website where all sexual misconduct policies, information, and definitions, as well as current issues and statements reside. These policies and definitions will also be included in the student code of conduct.

All students will be required to pass a consent and misconduct module at the beginning of each academic year. Students will complete a contract affirming Purdue's standards for consent and sexual misconduct.

Sexual assault is addressed in the student handbook.

Mental-health services for survivors of sexual assault are made more accessible, which might include prioritizing victims of sexual assault in providing them with mental-health assistance.

Committee Votes:

For:	Against:	Abstained:	Absent:
Faculty		**Advisors**	
David Sanders		Heather Beasley	
Birgit Kaufmann			
Steven Scott			
Jane Yatcilla			
Students			
Lili Ferguson			
Veronica Reynolds			
Mohamed Bouftas			
Matt Stachler			
Kamryn Bridges			
Ailin Fei			
Advisors			
Melanie Morgan			

PURDUE UNIVERSITY | University Senate

Senate Document	Title	Origin	Senate Action
20-45	**Senate Document 20-45** Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action	Presented by Purdue Student Government	TBD
20-56	**Senate Document 20-56** Equity, Diversity, and Inclusion as a distinct item for promotion consideration	Presented by Equity, Diversity, and Inclusion Committee	*Approved 18 October 2021
20-57	**Senate Document 20-57** Academic Calendar Revision: Election Day as a Civic Day of Service	Presented by Purdue Student Government	*Failed 13 September 2021
20-58	**Senate Document 20-58** Academic Regulations Update	Presented by Purdue Student Government	TBD
20-59	**Senate Document 20-59** Academic Regulations Update for Reading Week Policies	Presented by Purdue Student Government	TBD
20-60	**Senate Document 20-60** On the Need to Demonstrate Civics Literacy Through Shared Governance	Presented by Professors Francis, McNamara, Nies, Pawley, Saviano, Sheffield, and Stainback	*Approved 13 September 2021
21-01	**Senate Document 21-01** Nominees for Equity, Diversity, and Inclusion Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021
21-02	**Senate Document 21-02** Nominees for Faculty Affairs Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021
21-03	**Senate Document 21-03** Nominees for Student Affairs Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021
21-04	**Senate Document 21-04** Nominees for Steering Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021

21-05	**Senate Document 21-05** Nominees for University Resources Policy Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021
21-06	**Senate Document 21-06** Student Members of Standing Committees	Presented By Nominating Committee	*Slate Affirmed 13 September 2021
21-07	**Senate Document 21-07** Nominee for Advisor of the Educational Policy Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021
21-08	**Senate Document 21-08** Convening Electronically at Will	Presented By Faculty Affairs Committee	*Approved 18 October 2021
21-09	**Senate Document 21-09** Senate Standing Committee Members Temporary Leaves of Absence	Presented by Nominating Committee	*Action 15 November 2021
21-10	**Senate Document 21-10** Steps in addressing campus sexual assault and misconduct	Presented by Student Affairs Committee	*Action 15 November 2021

REMARKS OF THE CHAIR: 10/18

Stephen P. (Steve) Beaudoin
Chair, Purdue University Senate
Professor, Davidson School of Chemical Engineering
Director, Purdue Energetics Research Center (PERC)
; (765) 494-7944/2696

PURDUE UNIVERSITY® | University Senate

Progress Towards Priorities

- ## Teaching excellence
  - FAC and EPC partnering with Teaching Academy and with Vice Provost Rickus
  - Senate has a representative on teaching space master planning

- ## Healthcare
  - FCBC, MaPSAC, CSSAC working with Candace Shaffer on preventive care
  - Seeking volunteers to work with Candace on navigating healthcare choices

- ## J-term
  - Provost's office is working with EPC, and has apprised FAC of the evolution of this initiative

- ## Assessing critical thinking skills
  - Senate not (yet?) formally engaged – several volunteers stepped forward

University Senate

Progress Towards Priorities

- **Partnering**
  - Delivering: We are engaging and providing timely feedback on priorities

- **Diversity and Equity**
  - EDIC working on an appropriate way to recognize Juneteenth
  - Coordinating activities with Global and the Regionals

- **Grade inflation**
  - Senate not (yet?) formally engaged – there was 2019 study

- **Mental Health**
  - Senate not (yet?) formally engaged

- **Sexual Assault Prevention and Survivor Support**

Sexual Assault Prevention and Survivor Support

- **Students protested at the BoT meeting on 10/1**
  - Delivered a powerful message
  - Want to be part of the solution

- **Sexual assault and harassment not limited to the students**
  - This is a campus-wide, community-wide problem
  - Requires a campus-wide, community-wide solution

- **We can't wait for the Dean of Students, HR, Provost, or Title IX office to solve this**
  - Action is required to change the culture of campus
  - We have to listen to our stakeholders and help generate actionable solutions

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Our Role: Sexual Assault Prevention and Survivor Support

- **'SAFER' Resolution**
  - Resulting from a partnership between SAC and PSG
  - Action-focused

- **Senate will form 'Select' Committee**
  - Includes representatives from FAC, EPC, SAC, EDIC
  - Will partner with Dean of Students, CARES Center, and other appropriate offices across campus
  - **Charge: Engage stakeholders, understand the complexities of sexual violence on campus and generate informed, actionable plans that will change our culture**

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THANK YOU

PURDUE UNIVERSITY® | University Senate

Questions

COVID-Related Questions

For students who lost one or both parents due to COVID-19, is there any plan to find or create some grants to help them graduate?

There are no specific provisions for students who have lost a parent to COVID. However, any student who experiences the loss of a parent due to COVID or any other circumstance can request a "special circumstances review" from the Division of Financial Aid. During the process, a DFA counselor will reevaluate the student's current situation in light of any recent occurrences (such as the loss of a parent) that was not reflected in previously-filed FAFSA. DFA can then make adjustments to a student's financial aid if the review finds increased need.

When is Purdue going to require all employees, students, and visitors to be vaccinated?

Like the majority of schools in the country, we have strongly encouraged vaccination, but left the decision up to the individuals in our community. Members of the Purdue community who decide against vaccination or fail to confirm their vaccination status are tested regularly, and we will continue to be very firm about this requirement. We intend to continue that policy.

Our system of transparent choice and our determination to enforce it has resulted in a campus-wide vaccination rate of 87% and a positivity rate of 0.97% as of 10/18. There are currently fewer than 60 active COVID cases on campus, and among those contracting the virus, many are asymptomatic, and none has more than mild or moderate symptoms.

On close inspection, almost none of the vaccine "mandates" adopted by other universities is actually mandatory. For the most part, they include enormous loopholes and are on an unverified honor basis or some other system that is unlikely to ensure even close to full compliance.

In order to attend Purdue, students must be vaccinated against Rubeola, Rubella, Mumps, Meningitis, Diphtheria, and Tetanus, but are not required to be vaccinated for COVID19. The COVID19 vaccine is safe, effective, and FDA approved. Indiana University-Bloomington, which is similar in size and demographics to Purdue and which has a COVID19 vaccine requirement, has a higher COVID19 vaccination rate than Purdue among its students and staff. In the business world, companies that have instituted a vaccine requirement have also achieved higher vaccination rates than Purdue. In the case of Delta Airlines, instituting the vaccine requirement resulted in an increase in the number of job applicants for open positions as prospective employees sought safe and healthy work environments. How was the decision not to require the COVID19 vaccine for Purdue students and employees made, and what were the driving factors? Now that there is real world data demonstrating that such requirements are effective in encouraging vaccine-hesitant people to get vaccinated, will Purdue reconsider this decision?

We assume everyone agrees that the goal is a safe campus, not any means for means' sake. We are achieving that goal, as demonstrated by the data indicated in #2 above.

Here at Purdue we believe in and foster personal responsibility. We believe personal health decisions are for every individual to make, and so is the responsibility for the consequences. Members of the Purdue community who decide against vaccination or fail to confirm their vaccination status are tested regularly, and the compliance rate has been nearly perfect.

We doubt anyone is suggesting that Purdue terminate the employment of 65 faculty and 794 staff who have not been vaccinated, but who comply with our testing policy. Likewise, we doubt anyone is suggesting that the university expel 5,913 students who are in similar compliance.

When a person is notified that they are not compliant with the Protect Purdue protocols, their supervisor is informed. Is this a privacy violation?

Analysis from Office of Legal Counsel:

- On the technical question of HIPAA coverage, there is no issue because, in the context of employer/employee (or, student/university), Purdue is not a HIPAA-covered entity (i.e. it is not a healthcare provider handling patient care and transmitting electronic billing).
- When most people refer to "HIPAA," one could take it to mean a more general objection to revealing healthcare information that one considers confidential.
- Employment laws (like Americans with Disabilities Act and Family and Medical Leave Act) address when an employer can receive such information and what it can (and cannot) do with it.
- Those laws say that an employer can receive employee medical information as long as it:
  - has a legitimate business need to receive the information;
  - receives no more information than it needs;
  - (subject to numerous caveats and exceptions) takes no adverse action against the employee because of the medical information it receives.
- Here, the supervisor/department receives virtually no medical information – it is informed of the need to excuse an employee for COVID testing:
  - the department needs this information so it can excuse the absence and, because one tests in paid status, to enable payment for the absence;
  - the notice provides no information about the vaccination status of the employee – one could infer the excused employee is unvaccinated but it is also possible that they are vaccinated and simply prefer not to upload their proof into the system;
  - the notice doesn't reveal as much as one might glean from a medical excuse received from a medical specialist, which could be required in order to excuse a worker from work and qualify the employee for sick time;
  - we won't take adverse action against an employee who chooses to protect Purdue through frequent testing – only employees who neither submit proof of vaccination nor participate in testing as required are subject to adverse employment actions.

WBAA-related questions

Is WBAA going to be sold and when?

An update was recently mailed to all WBAA members and donors. The terms of the transfer are being finalized, and the transfer will happen later this year. We will continue to keep the Purdue community updated throughout the process.

Did the faculty have any input about the sale of WBAA? WBAA has a role in the curriculum, for training and employment, and it is a major interface with the community.

The only change people will notice will be improvements. WBBA donors and members will receive the PBS Passport, including streaming video not available to them today. Purdue students in the Brian Lamb School of Communication, WBAA's internship partner, will have access to expanded learning and development opportunities both locally with WBAA and through the larger MIPM and WFYI networks, in a wider range of positions spanning broadcasting, digital media, sales and marketing, and more.

The things listeners appreciate most about WBAA's programming will remain unchanged: NPR and BBC world news — and the associated voices our listeners are fond of, such as Indiana native Steve Inskeep — will remain, as will local news, local reporting, local personalities, and classical music.
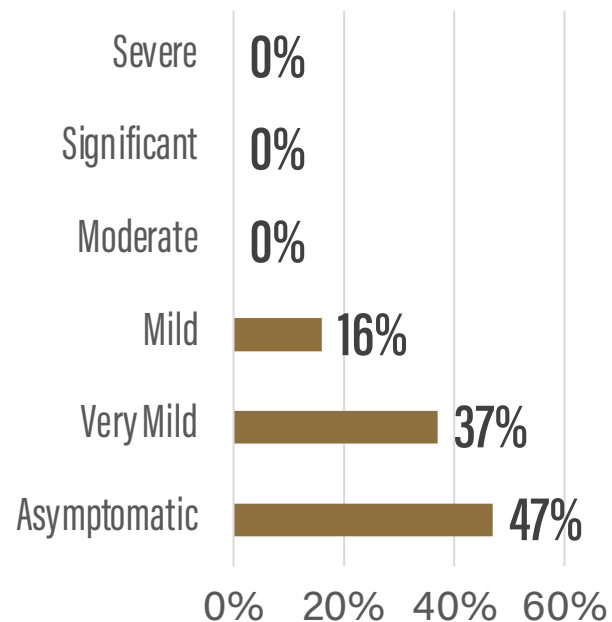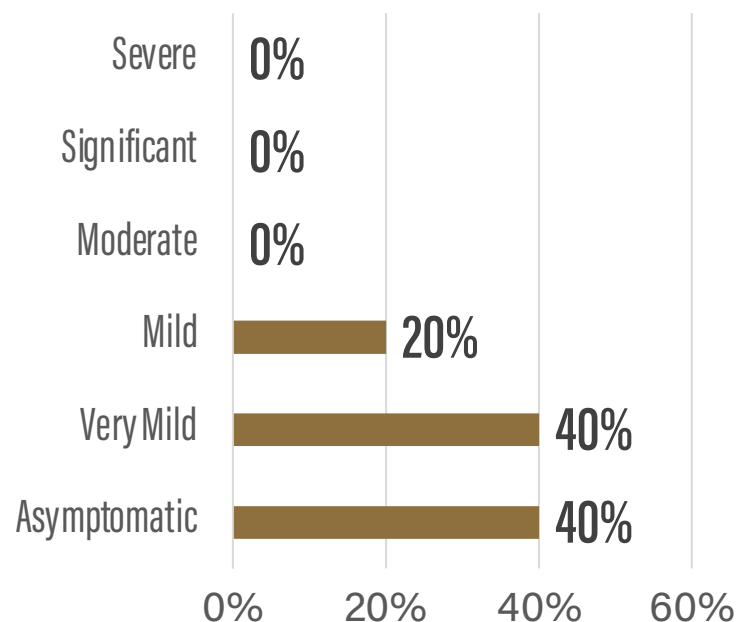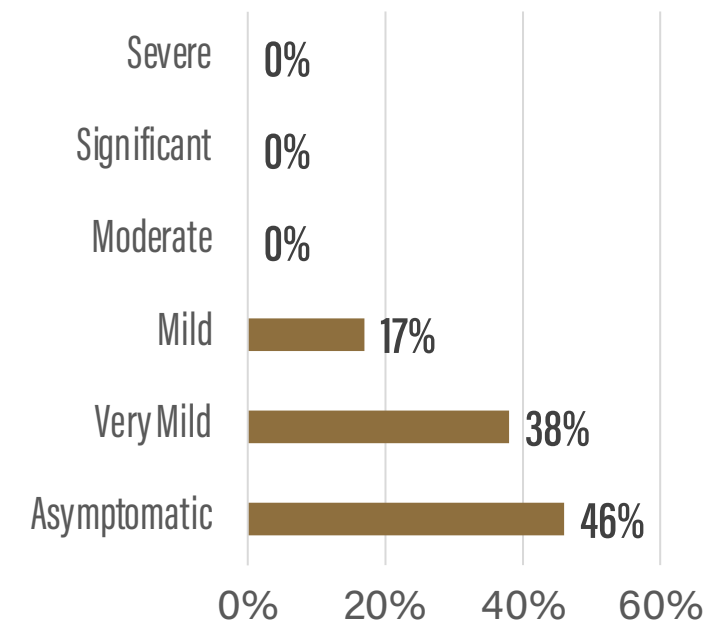
Total Vaccinations
48,021

% of Population Vaccinated
87%

% Vaccinated of those on campus

Faculty	**97%**
Staff	**86%**
Students	**87%**
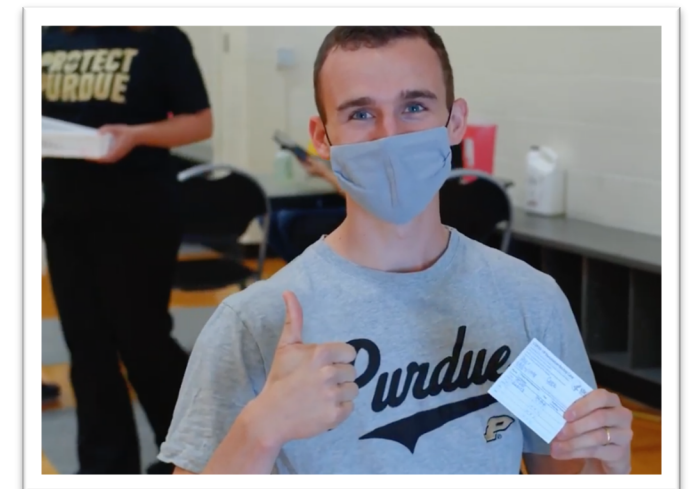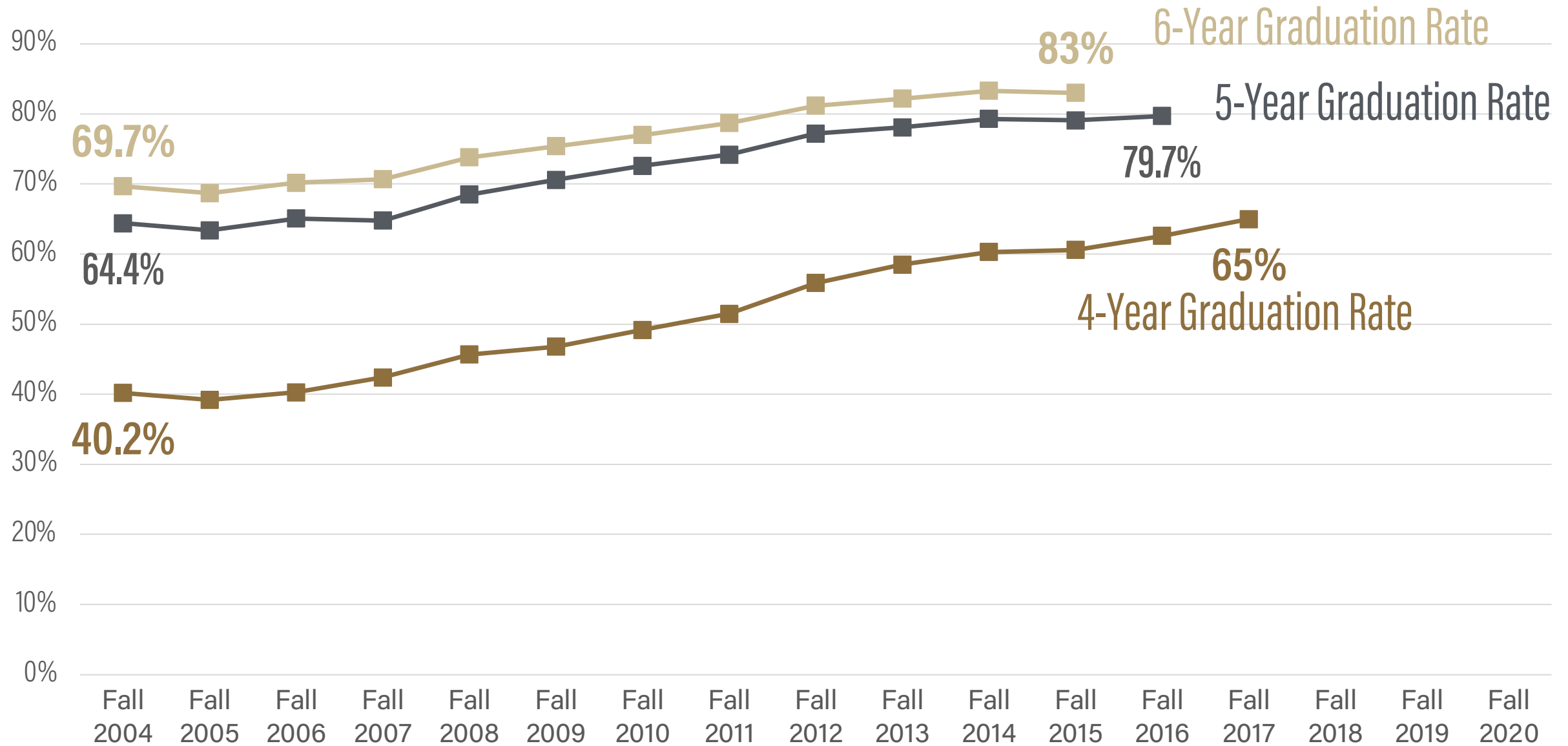
Graduation Rates in Big Ten

Newest numbers:
- 6-Year: 83%
- 4-year: 65%

	Northwestern	Michigan	Wisconsin	Ohio St.	Maryland	Penn St.	Illinois	Rutgers	Minnesota	Purdue	Michigan St.	Indiana	Iowa	Nebraska
Total	95%									83%				
4-year	85%	81%	67%	65%	70%	70%	72%	67%	71%	60%	58%	69%	54%	42%

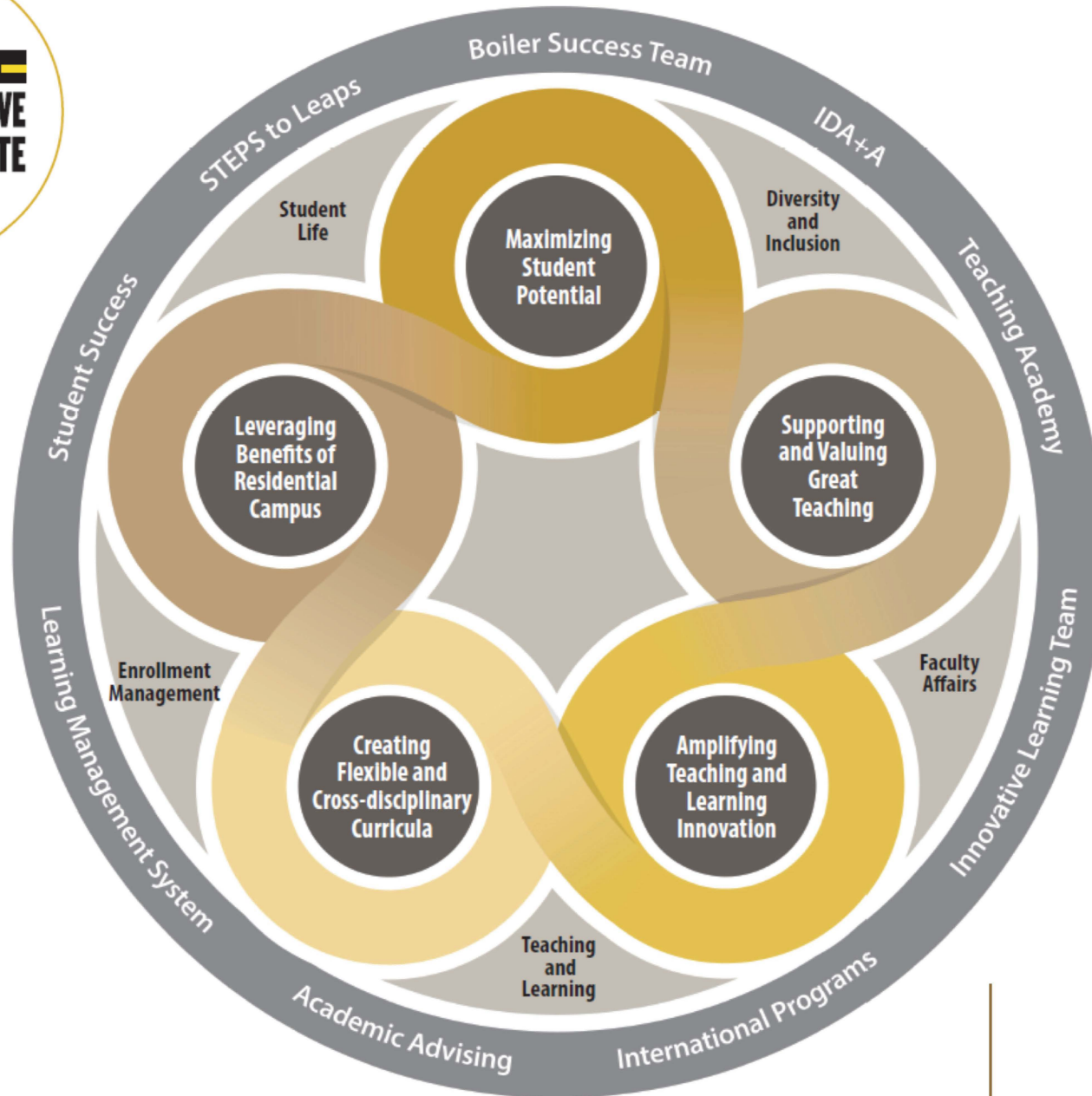**4-year** **6-year**
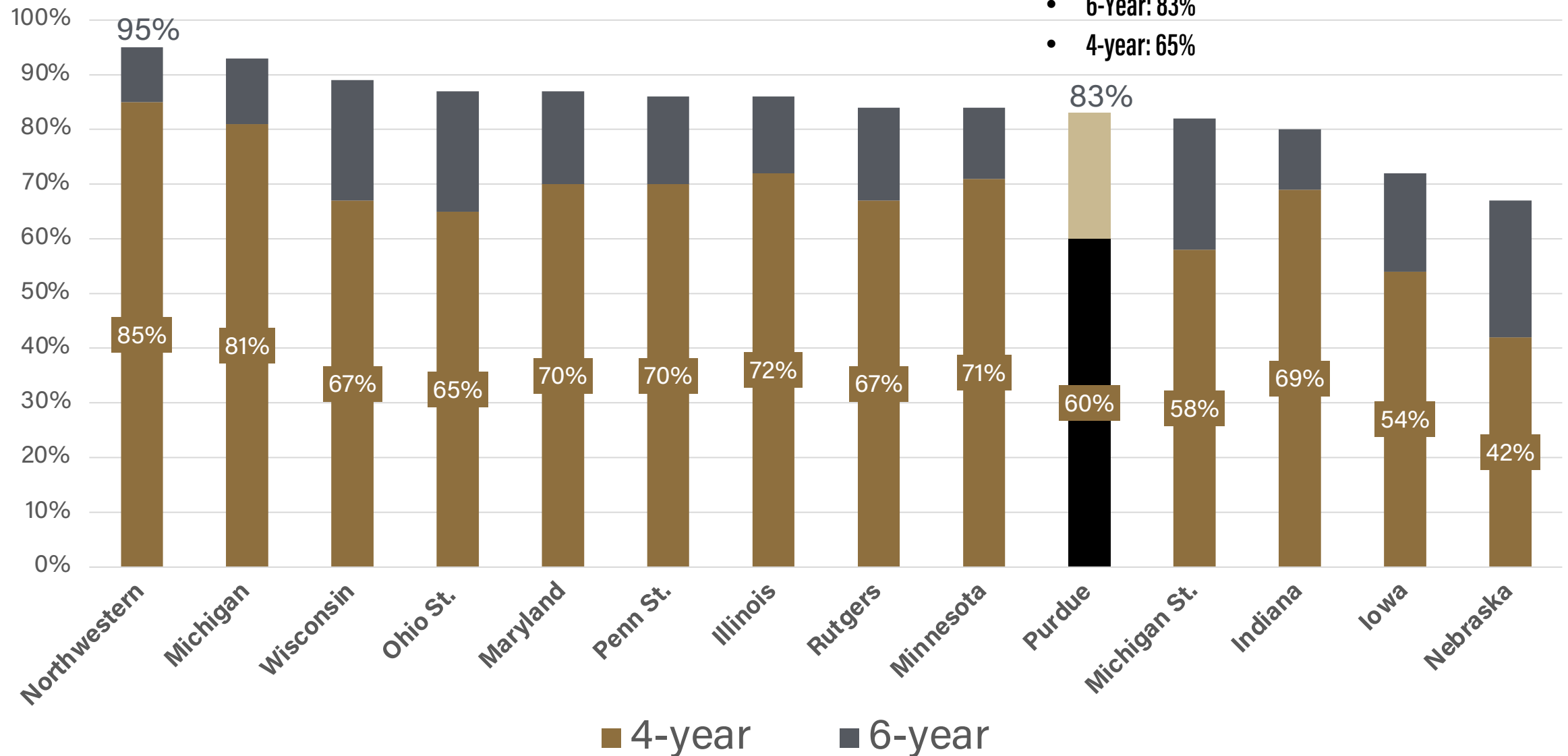
Pell Recipient Graduation Rates in Big Ten
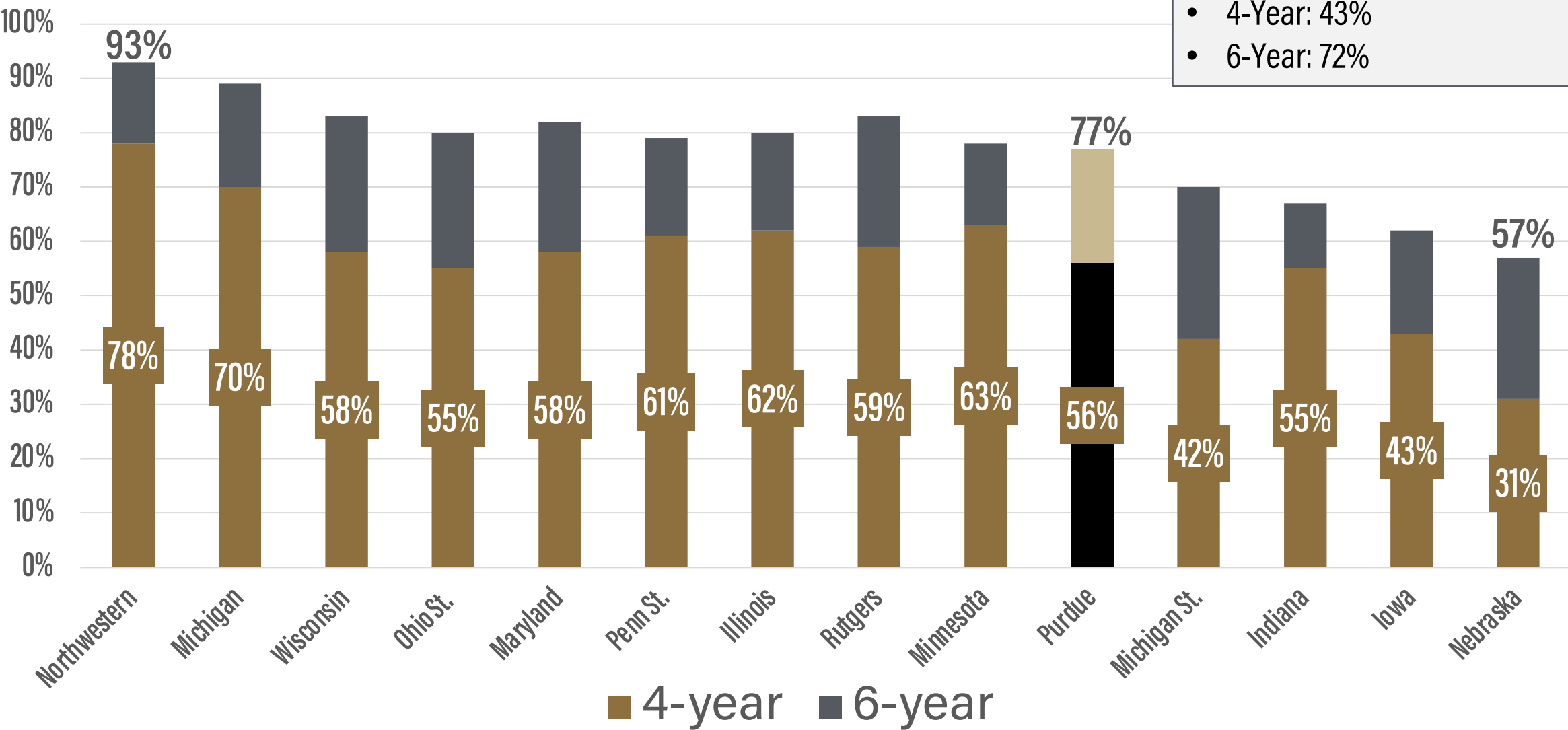
TRANSFORMATIVE EDUCATION 2.0 UPDATE

University Senate Meeting

October 2021

October 2021

ROAD MAP FOR TRANSFORMATIVE UNDERGRADUATE EDUCATION

Boiler Success Team
STEPS to Leaps
IDA+A
Student Life
Diversity and Inclusion
Teaching Academy
Student Success
Maximizing Student Potential
Leveraging Benefits of Residential Campus
Supporting and Valuing Great Teaching
Innovative Learning Team
Enrollment Management
Creating Flexible and Cross-disciplinary Curricula
Amplifying Teaching and Learning Innovation
Faculty Affairs
Learning Management System
Teaching and Learning
Academic Advising
International Programs
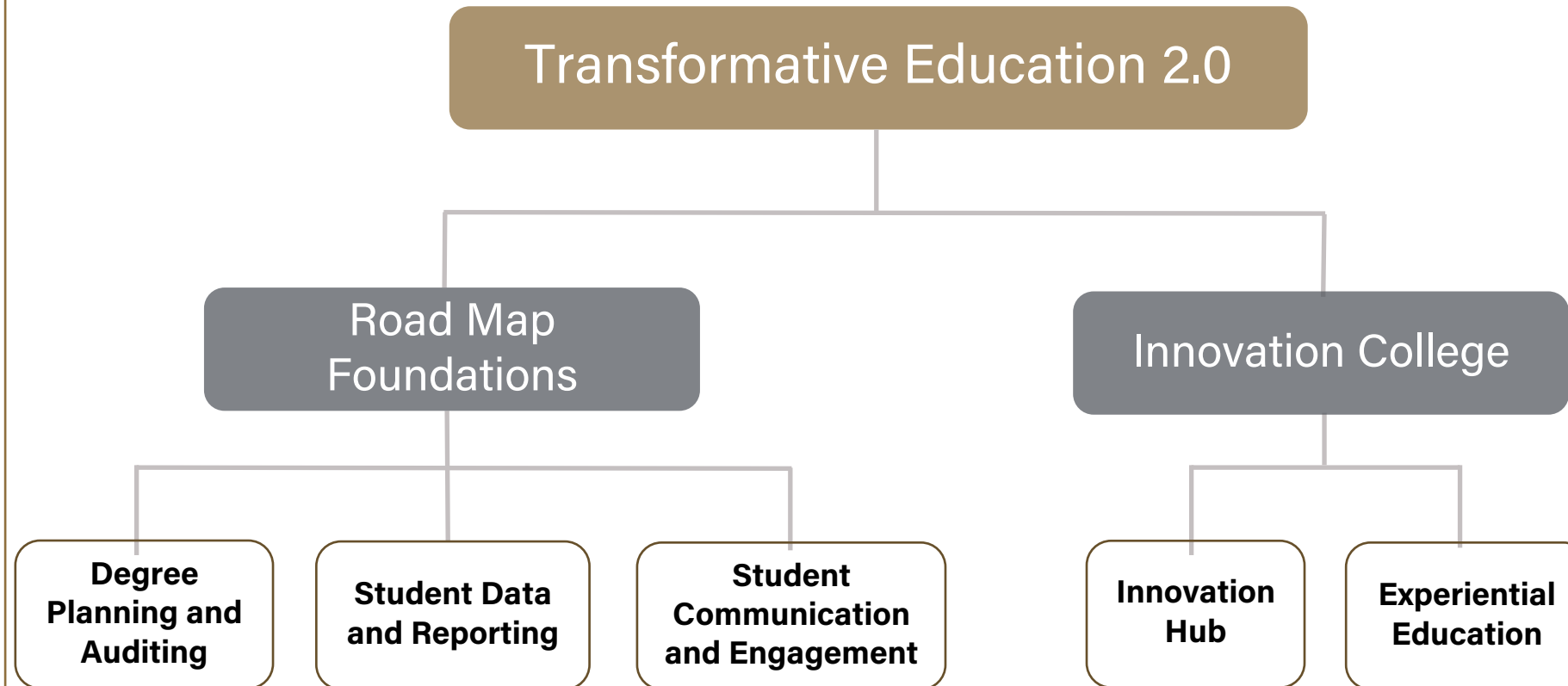
October 2021

TRANSFORMATIVE EDUCATION 2.0

GOALS

Make Purdue University the most innovative residential learning program in the US among large research universities through:

- Expanded opportunities for experiential education
- Flexible cross-disciplinary degree and credential options
- Integrated student life experiences and multiple work/learn options for paths to graduation
- Creative use of advanced technologies and online learning to enhance residential courses and improve student success
- A data-driven ecosystem that improves retention, progression, graduation, and satisfaction

Transformative Education 2.0

Road Map Foundations

Innovation College

Degree Planning and Auditing

Student Data and Reporting

Student Communication and Engagement

Innovation Hub

Experiential Education

TRANSFORMATIVE EDUCATION 2.0

PROJECT UPDATES

Degree Planning and Auditing

- Talked with over 200 stakeholders on what is and is not working: few students/advisors use current tools – many 'work arounds'

- Point person engaging 60+ campus units on needed process and policy changes

- Scheduling campus vendor demos for new degree planning and auditing tool.

Student Data and Reporting

- Engaging stakeholders to identify highest priority projects

Student Communication and Engagement

- Assessing student communications approaches: admitted student communication assessment illustrates key issues.

INNOVATION COLLEGE

Innovation Council

Provost Akridge

- Teaching & Learning, Innovation College (Rickus)
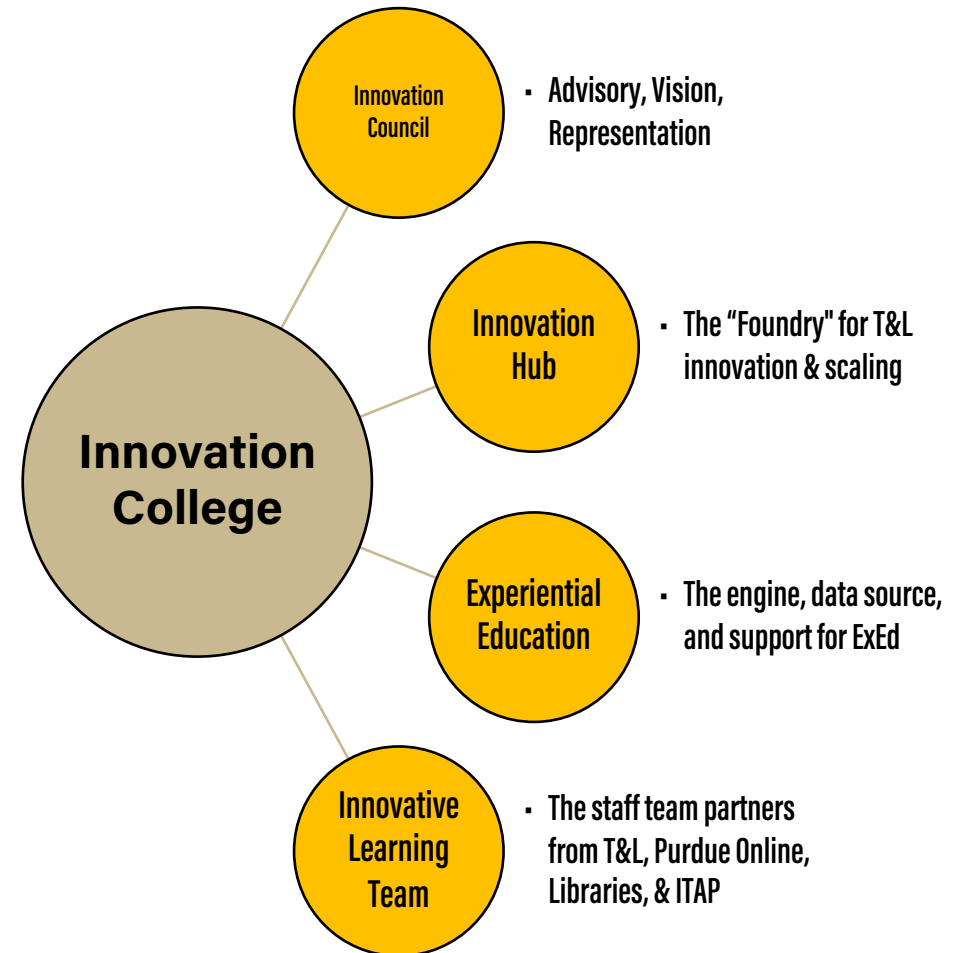- Purdue Online & Learning Innovation (Bertoline)

Innovation Hub

Experiential Education

Ed Berger
Engineering Education &
Mechanical Engineering

Jennifer Dobbs-Oates
Human Development &
Family Studies

Innovation College

- Innovation Council — Advisory, Vision, Representation
- Innovation Hub — The "Foundry" for T&L innovation & scaling
- Experiential Education — The engine, data source, and support for ExEd
- Innovative Learning Team — The staff team partners from T&L, Purdue Online, Libraries, & ITAP

October 2021

QUESTIONS

PURDUE UNIVERSITY | University Senate

To: The University Senate
From: Libby Richards, Chairperson of the Steering Committee
Subject: Résumé of Items under Consideration by the Various Standing Committees

Steering Committee
Libby Richards, erichards@purdue.edu

Advisory Committee
Stephen Beaudoin, sbeaudoi@purdue.edu

Nominating Committee
Robert Nowack, nowack@purdue.edu

1. Standing committee members temporary leaves of absence
2. Monitoring committee vacancies

Educational Policy Committee
Thomas Siegmund, siegmund@purdue.edu

1. J-term and current plans
2. Academic Emergency Policy
3. In collaboration with PSG/PGSG: Medical Excused Absence Policy, Mid Term Grade Policy, Reading and Finals Week Policy
4. In collaboration with UCC: Diversity, Equity and Inclusion in the Core Curriculum

Equity, Diversity, and Inclusion Committee
Brian Leung, brian-leung@purdue.edu

1. Vote on Document 20-56
2. Addressing Sexual Assault on Campus
3. Amplifying black scholars
4. Campus and community policing
5. University centralized funding of accessibility for deaf and hard-of-hearing community
6. Diversifying faculty via historically high number of searches this year
7. Following up on Document 20-38 (passed in April)

Faculty Affairs Committee
Signe Kastberg, skastber@purdue.edu

1. Tuition Remission Benefit
2. Compensation and Inflation
3. Authorship Standard
4. Teaching Excellence

Student Affairs Committee
David Sanders, retrovir@purdue.edu

1. Preventing Sexual Assault

University Resources Policy Committee
Janice Kritchevsky, sojkaje@purdue.edu

Update on Senate Document 20-60

Resolution 20-60 was approved with a strong majority

- The resolution summarized the timeline of the Civics Literacy requirement
- The resolution stated that by adopting the requirement, the Trustees had gone against the will of the Senate
- The resolution stated that the Trustees did not properly engage the regional campuses before adopting the requirement
- The resolution stated that the Trustees did not adhere to norms of shared governance and requested that the Trustees adhere to the norms of shared governance in the future

Sexual Misconduct Action Plan
PSG SAFER Ad Hoc Committee 2021-2022

Table of Contents

Introduction/Mission Statement

The SAFER Ad Hoc committee was introduced in 2019 to Purdue Student Government and has since been aiming to help to educate, inform, and support students on the issue of sexual misconduct. While this committee got its start in events, the more we talked to students, the more we saw a need for a larger systemic change at Purdue, which we have presented in this action plan.

The action plan in itself is divided into five main goals:

1. Transparency: Developing a More Transparent, Accessible System to Address Sexual Misconduct
2. Destigmatization: Discussing and Destigmatizing the Issues of Sexual Misconduct on Campus
3. Student Education: Educating Students About Sexual Misconduct and the Criteria for Consent
4. Resources: Creating and Committing to Resources on Campus
5. Support: Offering Support to Survivors of Sexual Misconduct

Behind these goals is the overall sentiment and mission to create an environment on campus where students feel safe both physically and mentally from any form of sexual assault and misconduct, and that they will feel supported by the campus community and Purdue administration.

Developing a More Transparent, Accessible System to Address Sexual Misconduct

Issue Addressed: Transparency is key for an effective response to difficult issues such as sexual misconduct. While there is information about harassment in current Purdue documentation, the current available information on expectations for students in regards to sexual misconduct is lacking. To improve this, Purdue Student Government urges that the following steps be taken to improve communication between students and administration to create an effective response to sexual assault and harassment. (add statistics)

Strategy 1-A: Clarifying expectations for student conduct and university response

Having clear expectations of how our students should behave is important to see the correct behavior. Defining consent, sexual misconduct, and harassment must be made clear for the purposes of consistency and transparency. By addressing the below mentioned parts of the Title IX Anti-Harassment policy and Student Code of Conduct, a clearer vision of how Purdue looks to handle sexual misconduct will be reached and students will feel more protected, and a version of which we must not stray from for the safety of our students.

1-A.i. A university provided definition of informed consent, sexual assault, and harassment
- Consent by the university is defined as "affirmative, clear communication given by words or actions that shows an active, knowing and voluntary agreement to engage in mutually agreed upon activity".[1]

1-A.ii. Include Sexual misconduct information and definitions to the student code of conduct
- While in the Title IX policies these are clearly laid out, within the Purdue University Student Code of Conduct and Purdue University Bill of Student Rights there is no mention to sexual misconduct beyond the following: "Violations of the University's Anti-Harassment policy and of the University's Equal Opportunity, Equal Access and Affirmative Action policy, as well as the investigation and resolution of complaints made under those policies, are governed exclusively by the Procedures for Resolving Complaints of Discrimination and Harassment and not by these regulations" found in the section Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, Section B student Conduct, Subsection 1 General[2]
- While it is understandable that only the Harassment policy rules would be applicable in the procedures for resolving complaints, in order to make policy more transparent and understandable to students, it makes most sense to have an abridged version of the policy mentioned in the Student Code of Conduct, as to urge students the importance and severity sexual misconduct is.
- This would best fit under section B Student Conduct, Subsection 2 Conduct Subject to

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[1] Title IX Harassment III.C.4
    https://www.purdue.edu/policies/ethics/iiic4.html
[2] Purdue Statement of Integrity and Code of Conduct
    https://catalog.purdue.edu/content.php?catoid=13&navoid=15921#statement-of-integrity-and-code-of-conduct

Disciplinary Sanctions. Beyond urging students of the severity of sexual misconduct, this would be an affirmation to survivors that this issue is one that the university takes extremely seriously.

1-A.iii. Clarified university response and revised student support during this response

- While the Harassment and Discrimination Complaint Resolution Process is set and explained in detail, there are some issues that come with it when looking from the lens of sexual misconduct.

- The statute of limitations for a complaint to be filed is within 120 days of an incident's occurrence. While four months may seem like a long time, the amount of time that a survivor takes to process their assault varies from person to person, meaning that for some 120 days may be plenty but for others that is not enough time. We urge that the university consider extending the 120 day policy for complaints to allow more leniency in these cases.

- The "respondent" to any complaint will see the name of the complaint "unless the Vice President for Ethics and Compliance agrees to a Complainant's request for anonymity".[3] The FAQ page concerning requests for anonymity is no longer available, and we request that this policy be made transparent to students.

- During the investigation of a complaint, two investigators are assigned to conduct the investigation. It has been suggested by students during tabling that survivors be provided a "case manager" or single person to help be their advocate and walk them through this university investigation that can be intimidating.

- While students are allowed to bring a support person to the meetings, this person is in no way allowed to speak on their behalf. It would be helpful for students to have an advocate that they know is on their side in this case. This could be true for both the complainant and the respondent during the investigation.

Strategy 1-B: Creating a platform for student reporting to the university

Accessibility and understandability are central to effective university policy. Platforms are essential to providing important reporting tools and policy resources to students.These websites need to be available and disseminated to all members of the Purdue community. Updates and edits to Purdue's current websites are needed to better address sexual misconduct.

1-B.i. Update the current harassment website to be more inclusive to sexual harassment and assault specifically

- As outlined earlier in this section, the consolidation and centralization of information concerning university policy,definitions, and procedures surrounding sexual misconduct is essential to improving the reporting and processing at Purdue.
- Having a platform that organizes and presents this data in an easy and digestible way is central to students finding this information when needed.
- Sexual assault issues ought to be more prominetly and clearly presented on an updated website indicating Purdue's dedication to these issues.

1-B.ii. Improve the understandability of Purdue's policies

- As the American Association of University Professors urges "Policies and procedures must be clear, readable, and accurate; information must be widely disseminated and readily accessible to all members of the campus community; and materials must include descriptive (operational)

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[3] Complaint Resolution Process- Harassment and Discrimination
https://www.purdue.edu/harassment/harassment/complaints.php

definitions of sexual assault, rape, and other forms of sexual violence, explaining why these actions violate acceptable standards of conduct and, in some cases, constitute criminal offenses. Potential campus and criminal penalties should be made equally clear."[4]

- To ensure this occurs, Purdue ought to create another section under the Office of the Dean of Students within the resources tab which would include all the information outlined previously.
- Additionally, the official policy report should be included with a more simplified version present to ensure ease of understanding.

Strategy 1-C: Eliminating hearsay and confusion in regards to sexual assault through increased email statements and student press releases

By having a clear system of communication when combatting instances of sexual assault on campus, confusion and hearsay among students will decline. Students should be updated on instances of sexual misconduct in the same manner as shootings and muggings that happen close to or on campus. Providing follow-ups in these instances will give all Purdue students access to information that will allow them to take measures necessary to ensure their campus safety. Also, by demonstrating clear communication between different organizations on campus where these situations may occur, more efficient steps can be taken to ensure the safety of all students.

1-C.i. The university should update students on situations regarding sexual assaults on campus similar to what currently is done with shootings and muggings

- Similar to how texts and emails are put out when there are instances of shootings or muggings near campus, the university should put out texts and/or emails with updates regarding sexual assaults and the disciplinary actions that follow
- According to statistics 20% of sexual assault victims choose not to report because they fear retaliation[5]. If the Purdue community is provided with updates on the disciplinary actions that follow an incident of sexual assault, victims will be more likely to report with the understanding that their university will support them—eliminating the fear of receiving backlash for speaking up
- In a study done by the Capital News Service of the University of Maryland, they found that… "among the 25 largest public universities, very few were willing to make public data about sexual assault reports, how many investigations they conducted annually and how many cases resulted in disciplinary actions or convictions"[6]

1-C.ii.. The university should work with panhellenic councils (RISK) about transparency of incidents of sexual assault that may occur at a Greek life event

- In instances of sexual assault relating to social functions put on by the various fraternities or sororities on campus, the university can coordinate with the panhellenic council on

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[4] Campus Sexual Assault: Suggested Policies and Procedures
https://www.aaup.org/report/campus-sexual-assault-suggested-policies-and-procedures
[5] The Criminal Justice System: Statistics
https://www.rainn.org/statistics/criminal-justice-system

[6] Despite #MeToo era, most top colleges share little on sexual assault
https://www.capitalgazette.com/news/ac-cn-cns-sexual-assaults-20190817-vocwixliuvanjotl3lx2dekz74-story.html

their risk management of these social functions where sexual assault may occur. This may also help to eliminate hearsay in regards to the different Greek life houses on campus

Goal 2: Destigmatization
Discussing and Destigmatizing the Issue of Sexual Assault on Campus

Issue Addressed: Sexual assault and the discussion around it is often seen as taboo, as is sexuality in general. As a result, victims can be less likely to report or seek help for their assault. According to RAINN, out of 1000 rapes, only 310 (31%) are reported to the police, only 50 of which lead to arrest, and only 25 perpetrators are incarcerated[7]. Among female college students, this statistic lowers even more. Only 20% of female students aged 18-24 report sexual violence to law enforcement, citing reasons such as fear of reprisal, thinking it is a personal matter, believing law enforcement will do nothing, and more[8]. The CDC reports that sexual violence can be prevented by discussing topics like sexual behavior, sexual communication, respect, and consent to instill healthy sexuality [9]. In this goal, we will form a plan to destigmatize talking about this topic as addressed below.

Strategy 2-A: Purdue Administration makes policies more clear and discusses sexual
assault more frequently to open the doors to student discussion.

This can be carried out by providing students with resources and areas to educate themselves on sexual assault and the steps Purdue is taking to combat this issue on campus. These resources may include more easily accessible information on events regarding information on sexual assault, resources for sexual assault victims provided by professors at the beginning of the year, and addressing sexual assault clearly in the student handbook. More information on specific Purdue policy is further discussed in the transparency section.

2-A.i. Purdue Administration will send out bi-weekly emails on the topic
- These emails can contain information related to if there have been incidents related to sexual assault recently, the action taken against the perpetrator, and safety tips. Names and identifying information should all be kept anonymous for victim safety and comfort, but general information related to this should be something the student body can hear about. There have been prior incidents that the students were never updated on, making them wonder if Purdue had taken action or been helpful.
1-A.ii. Purdue writing out procedures on the bottom of syllabus
- Each professor's syllabus at Purdue has helpful information about various resources such as disability aid, COVID-19 guidelines, mental health resources, and more. Professors often read these out to the class within the first week. If we included campus resources related to sexual assault and who to report to, it would start a dialogue and assure students in the beginning of their time at Purdue that this is being taken seriously and help to make them feel comfortable.
1-A.iii. Address sexual assault in the student handbook
- Sexual assault goes unaddressed in the student handbook while non-sexual assaults related to other violence is. This is a glaring gap in assuring student safety. The lack of mentioning it in the handbook also makes it seem like a taboo topic not to be discussed which leads to a

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[7] The Criminal Justice System: Statistics
    https://www.rainn.org/statistics/criminal-justice-system
[8] Campus Sexual Violence: Statistics
    https://www.rainn.org/statistics/campus-sexual-violence
[9] Sexual Risk Behaviors Can Lead to HIV, STDs, and Teen Pregnancy
    https://www.cdc.gov/healthyyouth/sexualbehaviors/index.htm

dangerous mindset of stigmatizing this issue. As stated above, underreporting is already rampant on college campuses as well. This is mentioned in more detail in the Transparency section.

<u>Strategy 2-B: SAFER and campus organization led events</u>

By having student led organizations, such as SAFER and any others that would be interested, talk to other students on the topic of sexual assault, it will gradually make it seem less frightening. To accomplish this, organizations will hold different events as listed below. This will also include professionals periodically to better inform the student body and destigmatize further.

1-B.i. SAFER led information booths
- Having SAFER, a group of students, informing and engaging with other students in open discourse related to sexual topics will make it more casual to discuss sexuality on campus, further destigmatizing it.

1-B.ii. Annual Consent Carnival with educational focus
- The Consent Carnival delves into what consent is and how significant it is to always make sure you have it before engaging in sexual activities. SAFER makes this topic less frightening to talk about by incorporating it into trivia games and including prizes. This once again works to make the campus more open and destigmatize sexuality and sexual assault.

1-B.iii. Any other organizations that would like to hold events, such as University Residences, PSG, CARE, etc.
- With more organizations participating in these events other than SAFER will make the destigmatizing more widespread and effective.

1-B.iv. Obtain professional guest speakers and professionals to answer a panel questionnaire
- While students talking to students works to make a more casual environment around sexuality and sexual assault, there is a limit to how much students know. Inviting professionals to talk will give a stronger backbone to the facts being disseminated as they would directly study the topics they are discussing.

Goal 3: Student Education
Educating Students About Sexual Misconduct and the Criteria for Consent

Issue Addressed: Providing clear information and education regarding sexual misconduct helps to foster a safer environment and aid survivors in finding resources in the aftermath of an incident.[10] Although Purdue provides some educational training and resources[11] we propose providing additional educational training and events to further confirm and educate students on the importance of sexual assault prevention and Purdue's safety measures regarding it.

Strategy 3-A: Requiring testing, comprehension, and commitment to sexual misconduct and consent education.

In requiring a testing process we can not only examine where the students are at with their knowledge about sexual misconduct, but we can help facilitate their better understanding and eventual comprehension with the topic to create a safer and better educated Purdue.

1-A.i. Written student affirmation/contract for upholding Purdue's standards for consent and sexual misconduct.
- This would consist of a signature by every Purdue student acknowledging Purdue's standards and codes regarding sexual misconduct. It would be included within the testing module, and an example of the affirmation is listed below.
  a.) "I, _____, consent to follow Purdue University's code of conduct regarding consent and sexual misconduct as a student at Purdue, and I promise to uphold Purdue's standards regarding sexual misconduct or face appropriate disciplinary action." [Signature of Student]

1-A.ii. Acknowledgment of Purdue's current policies[12] and consequences[13] for sexual misconduct.
- Purdue's current policies and consequences for sexual misconduct will be included in the testing course, and the students' written affirmation will also be required to acknowledge Purdue's standards regarding sexual assault.

1-A.iii. Passing consent and sexual misconduct education course at the beginning of each academic year.
- This education course would include information regarding sexual misconduct and consent that students will be required to pass with a series of questions at the beginning of each academic year. This course will be built off of the current training course included in Purdue's Pre-Arrival Homework, but will, instead, be a recurring event for students annually and will be a briefer version of this training. Although Title IX aims to promote education by "offer[ing] education

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[10] Bystander Education Training for Campus Sexual Assault Prevention: An Initial Meta-Analysis by Jennifer Katz, PhD at https://connect.springerpub.com/content/sgrvv/28/6/1054

[11] Ethics and Compliance Education Training https://www.purdue.edu/ethics/ed-training/home.php

[12] Purdue University Title IX Harassment, Interim (III.C.4) at https://www.purdue.edu/policies/ethics/iiic4.html

[13] Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals https://catalog.purdue.edu/content.php?catoid=13&navoid=15921

and primary prevention, risk reduction and awareness programs"[14] this training is brief and only conducted once; it does not have the lasting effect that a sexual assault training should have for students, nor does it acknowledge Purdue's guidelines concerning sexual assault. Some potential sample questions are listed below.

       a.) What is consent as defined by RAINN (Rape, Abuse, and Incest National Network)?
- **A. acquiescence or compliance [with the proposition of another]**
- B. one verbal "yes"
- C. the lack of objection
- D. There is a lack of consent if a person engages in a sexual act with another person by forcible compulsion or with a person who is incapable of consent because he or she is physically helpless, mentally defective or mentally incapacitated, or because of a victim's age

      b.) True or False? Indiana State Law does not have a definition for consent but defines forced action, incoherence and disability in the case of sexual assault.
- **E. True**
- F. False

Strategy 3-B: Holding SAFER, Purdue PD, OSSR, and Purdue University sponsored events that educate students and staff about sexual misconduct and consent.

The explanation and instruction on the topic of sexual misconduct and consent through accessible events will foster a safer campus community[15]. These events will not only inform students, but dissuade and rebuke sexual misconduct as they enlighten the student body on the consequences[16] of such heinous actions.

1-B.i. Host seminars both digitally and in-person.
- Instructional and discussion based seminars that both educate and address the questions of the student body

1-B.ii. Create larger scale events as extensions of BGR, student orientation, and each new semester's welcoming practices for education and to provide an interface for student/administration interaction.
- Events such as question and answer sessions, and student/administration interaction facilitated by online and in person programs that could be extensions of existing infrastructure like CAPS or their own new departments

1-B.iii. Holding a booth at the club advertising event in the CoRec.
- This booth would provide information about our committee but primarily would connect students to resources and education options

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[14] Title IX Harassment, Interim III.C.4
    https://www.purdue.edu/policies/ethics/iiic4.html
[15] The Effect of Sexual Education on Sexual Assault Prevention
    https://www.womennc.org/wp/wp-content/uploads/2015/04/2015-WomenNC-ResearchPaper-Effects-ofSex Educ-on-PreventSexAssault_Dana-Raphael0415.pdf
[16] Effects of Sexual Violence
    https://www.rainn.org/effects-sexual-violence

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Goal 4: Resources
Resources and Commitment to Resources

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Issue Addressed: By talking to the Purdue student body at a tabling event, the most salient result was that the students do not know what the resources are at Purdue, where to find them, or how to get help if something were to happen[17]. The following strategies plan to solve this issue to better inform the students and reduce the prevalence of sexaul assault and misconduct by engaing campus leadership and marketing the resources to students socially and institutionally [18].

Strategy 4-A: Consolidation of Purdue and SAFER resources to improve accessibility, and transparency

In order for the Purdue student body to always be prepared and know what to do in the terrible event of themself or one of their friends being sexually assaulted, it is imperative to have tangible resources at the ready. This will enable them to quickly act and become safer once again. This can be carried out by

1-A.i. Provide SAFER resource cards[19] at student events, BGR, and around campus for students at all times; also provide a resource liaison for all sexual assault and misconduct seminars/lectures/events that SAFER is involved with
- These resource cards are small (the size of a normal business card) and can be kept in one's wallet, backpack, purse, or pocket.This resource would have numbers to call in case of an assault, reassuring students of their options.

1-A.ii. Purdue will make a streamlined website where all of this is located under a Purdue domain, something resembling the crime log or course catalogs.
- At tabling events, many students were not aware of the resources Purdue provides related to sexual assault. While researching this topic, the SAFER Committee also had difficulty finding this information. Purdue should make one website that encompasses all of those resources so that students do not have to struggle to find them. If someone has been assaulted, they have been traumatized already and are not likely to put effort into conducting this research. Thus, under-reporting may persist to be an issue.

1-A.iii. Provide a link tree with sexual assault resources on social media accounts
- After Purdue makes the streamlined resource, SAFER and any campus organization (such as PSG, the RA association, and more) that want to participate will provide a link tree of sexual assault resources on their social media accounts. Having these on social media accounts that Purdue students frequent will make it even more accessible so that students feel safe and know what to do in case of such an event.

1-A iv. Purdue support for survivors and/or those seeking help through existing institutions like CAPS and PUSH.
- Survivor mental health often suffers after traumatic events, such as an assault. Mental Health America details how survivors are at higher risk of developing PTSD, depression, anxiety,

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[17] Tabling results available upon request
[18] Sexaul Violence on Campus: Strategies for Prevention by the CDC at
https://www.cdc.gov/violenceprevention/pdf/campussvprevention.pdf
[19] The SAFER Resource Card
https://www.canva.com/design/DAETJK8WisE/flANQ-9WRzhCxD20VbWu4g/view?utm_content=DAETJK8WisE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

substance use disorders, and eating disorders[20]. By Purdue offering support for survivors as a resource, it speaks volumes to the college's level of care for its student body/health.
- Potential ways to provide support include but are not limited to training therapists, hiring more specialized therapists or counselors, and/or having group-led discussions.

Strategy 4-B: One-on-one interface with the SAFER team and Purdue officials

In having one on one interface with the body of SAFER, Purdue students can have the opportunity to inquire about resources, ask pertinent questions, and get help from people rather than impersonal "self-help" guides or automated messaging. In providing this service we can better attend to the student populus while fostering a community and campus built on openness and a prioritization of safety.

1-B.i. Opening the SAFER Instagram Direct Message to students so that we may participate actively in directing students to the proper resources, and answering time sensitive questions
- This would be a quick resource for students who need immediate help. SAFER's Instagram is being monitored by the Social Media Chair at all times, making the Direct Messages an ideal place to be directed to the best resources in an efficient time.

1-B.ii. Providing Google Surveys to assess weaknesses in our programs and resources, as well as to provide a space for student feedback
- SAFER has held tabling events to see how the student body feels related to how Purdue is handling sexuality and sexual assault before, but there have been no formal surveys conducted. By using Google Surveys, the SAFER Ad Hoc committee and Purdue Student Government can strive toward always improving by addressing the issues that students provide feedback on.

1-B.iii. SAFER holding a semesterly event discussing resources directly with students, such as a seminar or tabling event
- The semesterly event would be a direct, face-to-face resource for SAFER to answer student questions.

1-B.iv. Having a sexual assault counselor or related group therapy through CAPS
- Both of these options would help the survivors know that they are not alone and can get the support they need. Even if the assault does not occur on Purdue campus, having this resource for students here will provide a safe space for them to get help for their previous traumas and assaults.

Strategy 4-C: Clear advertisement and display of programs and resources

By clearly showing and displaying the resources Purdue has available (such as CARE, various call numbers, who to call in the case of what kind of emergency when assaulted), the students will not only know what to do in the case of being sexually assaulted, but it will also help the students to feel more reassured by knowing these are in place, even if they do not need to use them. This can be carried out by

1-C.i. Hang posters around Purdue campus of the resources available in clear to view areas.

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[20] Sexual Assault and Mental Health
https://mhanational.org/sexual-assault-and-mental-health

- Posters can be hung around academic buildings, on signboards of residence halls, the dining halls, etc. Currently, the only location that has resource signs are the restrooms sporadically while on campus. Most students will only give it a cursory glance while washing hands. By making this knowledge more widespread, students will better know their resources.

1-C.ii. Post resources to SAFER social media, PSG social media, and Purdue social media at large, to better inform students.

- The students are currently poorly informed on what to do if an assault occurs to them or a friend. In the age of technology, social media would be a great place to better advertise these resources.

1-C.iii. Have resources listed at bottom of syllabus

- By including sexual assault resources that Purdue provides at the bottom of the syllabus, it would inspire professors to go over it at the beginning of each semester. This would ensure that students hear these resources early in their Purdue life, so that they are informed from the start.

Goal 5: Support
Offering Support to Survivors of Sexual Misconduct

Issue Addressed: Purdue currently provides support through the Center for Advocacy, Response, and Education by having advocates available to provide assistance in numerous manners[21]; however, there are some gaps in the university's provision of providing support to survivors of sexual assault. The strategies discussed below are intended to fill in any gaps in providing survivors with support in the aftermath of such events, especially as victims tend to struggle with turbulent emotions and experiences following sexual assault/harrasment.[22]

Strategy 5-A: Delineating methods and guidance for survivors who wish to take matters into the justice system.

By providing clear methods and legal support for survivors of sexual assault, students can receive legal justice with university support. Purdue currently provides legal services for other actions, such as leasing misconduct, and by providing legal support for sexual misconduct, this will aid victims of sexual assault and foster a safer community on campus.[23]

1-A.i. Providing professionals to articulate the legal process.
- These professionals would be readily available and knowledgeable to explain the legal process to victims who are interested in reporting their incident. CARE already employs some services, but this would build upon their current services by providing professionals strictly educated in the legal department who are readily available.

1-A.ii. Resources that walk through the legal process one can take.
- Although CARE lists out available law enforcements in the area to contact, there are no resources that walk through the legal process once one contacts law enforcements. As "lack of resources"[24] can be a barrier for those receiving help, we propose writing out the potential process of reporting a sexual assault in the legal system, detailing broadly what would occur and the necessary steps on CARE's website.

1-A.iii. Providing legal representation.
- Purdue currently provides legal services for landlord disputes, criminal services, etc. Although, they observe a conflict of interest "when the adverse party in the matter is

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[21] Center for Advocacy, Response and Education
    https://www.purdue.edu/odos/care/index.html
[22] Effects of Sexual Assault and Rape
    https://www.joyfulheartfoundation.org/learn/sexual-assault-rape/effects-sexual-assault-and-rape
[23] Improving Responses to Sexual Assault Survivors, Vol. 28, No. 2
    https://www.ncsl.org/research/civil-and-criminal-justice/improving-responses-to-sexual-assault-survivors.aspx
[24] Understanding the Barriers to Reporting Sexual Abuse
    https://www.psychologytoday.com/us/blog/protecting-children-sexual-abuse/201910/understanding-the-barriers-reporting-sexual-abuse

a Purdue [affiliate]."[25] We advocate that this clause be removed for issues related to sexual misconduct of a Purdue student and that Student Legal Services provide legal services for all students seeking assistance for sexual assault regardless of the adverse party.

<u>Strategy 5-B: Delineating methods and guidance for survivors who wish to seek university sanctions against perpetrators.</u>

By clearly delineating and centralizing the university protocols for sanctions against sexual perpetrators, victims of sexual misconduct will be more likely to seek action against perpetrators, and it will foster a safer community on campus.[26]

1-B.i. Centralized case manager to guide individuals through the process.
- In order to have effective case manager relationships, a centralized approach to the system that maintains a single case manager throughout the entirety of the process is essential so that the victim receives no delays in receiving help.

1-B.ii. Resources that walk through the university sanctions for sexual misconduct.
- On CARE's website, it details how the university will provide support for victims of sexual abuse by making accomodations.[27] However, it details no resources or who to contact to receive these accommodations. We propose that they address who to contact about these accommodations and that the process of applying for university sanctions (i.e., who to contact, if evidence is needed) be detailed on the CARE's site alongside this.

1-B.iii. Increase ease of communication with case managers.
- This would constitute having increased and prompt email services with respective case managers for survivors of sexual assault. This goes along with having a centralized case manager to prevent delays in victims receiving care and assistance.

<u>Strategy 5-C: Strengthening and defining mental health services specifically for survivors of sexual assault on Purdue's campus.</u>

Survivors of sexual assault/harrassment sometimes seek out mental health services for the aftermath of the misconduct. By strengthening and defining these services, survivors will be more likely and willing to receive assistance and prevent future mental health crises, as experiencing a sexual assault can increase the likelihood of mental illness.[28]

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[25] Frequently Asked Questions
https://www.purdue.edu/odos/sls/faq/index.html
[26] Barriers to Reporting Sexual Assault for Women and Men: Perspectives of College Students
http://www.middlebury.edu/media/view/240971/authentic/sable_article.pdf
[27] University Support
https://www.purdue.edu/odos/care/help/options/university.html
[28] Sexual Assault and Mental Health
https://www.mhanational.org/sexual-assault-and-mental-health

1-C.i. Make receiving mental health services for survivors of sexual assault more accessible.

- CAPS's process of receiving mental health services can often seem daunting, and those struggling tend to have a long delay in actually receiving services. We propose prioritizing victims of sexual assault in providing them with mental health assistance by providing them with individual therapy, as well as a group therapy session dealing with sexual assault.

1-C.ii. Hire more staff to provide mental health assistance in CARE and CAPS.

- This would enable more students to receive mental health services that need them, and it would encourage those who have undergone a sexual assault incidence to seek help by providing more people to assist them in the mental health process.

Strategy 6-D: Distribute more funds to CARE and sources dedicated to targeting sexual misconduct.

By distributing further funds to such organizations, these organizations will have a greater presence on campus and will be able to provide more support for sexual misconduct on Purdue's campus, dealing with the prevention and support of such.

1-D.i. Allocate existing funds in Purdue's budget towards CARE.

- This would enable more staff to be hired for CARE and put a greater emphasis on sexual abuse services on Purdue's campus.

1-D.ii. Find methods to raise money for CARE and other related organizations.

- This would entail raising money amongst students, alumni, and outside organizations by hosting donation events to raise money to promote advocacy for victims of sexual assault by providing futher funds to organizations, including CARE, who advocate for victims.

Conclusion

The changes presented in this action plan provide Purdue Student Government and Purdue Administration the fundamentals to understand the current atmosphere surrounding sexual misconduct at Purdue. In order to approach this multifaceted issue productively it's important for our committee to educate and spread awareness. Our vision of a secure campus can be realized if there is more transparency, destigmatization, education, resources, and available support within Purdue as we have outlined above.

By having access to student voices, and engaging in campus events the SAFER Ad Hoc Committee realized the necessity for larger systemic change as explicated above. Our committee will continue working towards a safer future at Purdue and as students it is our responsibility to support and advocate for this change. In concurrence with our committee's steps taken forward, we anticipate a continued systemic change towards a safer Purdue. While the SAFER Committee recognizes that systemic change cannot happen without significant financial support, however, we believe that prioritizing the safety and wellbeing of the student body is more imperative.