

**The Diversity, Equity and Inclusion (DEI) Committee  
CLA Faculty Senate  
Report on Sexual Assault  
February 28, 2022**

## **Executive Summary**

The CLA-DEI committee's report reviews sexual violence on campus that targets undergraduate students and outlines some interventions that the CLA Senate can make. Our recommendations fall into the four broad categories listed below.

- 1) **Education and Training:** To disseminate information on sexual violence at one central and accessible location, the CLA faculty Senate should design a dedicated webpage linked to its student website. For more substantive ongoing education, it should also invite department and program head to consider ways in which pedagogy, curricula, and scholarship within their disciplines may advance knowledge on sexual violence and resistance. Finally, it should advocate for regular and recurring training for students as well as for all CLA personnel, whether or not they are designated mandatory reporters, in positions of responsibility and with a duty of care towards others. All education, information, and training should take note of the significant targeting of minoritized communities by sexual violence perpetrators.
- 2) **Increased Resources:** The CLA Senate should join the University Senate in calling upon the University to increase funding for PUSH and the Center of Advocacy, Response, and Education (CARE) and expand mental health services in particular. Increased funding is needed also to make rape-kits and the services of trained testers available at campus locations such as PUSH and CARE. In addition, the CLA Senate should petition the Provost and CLA Dean to fund internal campus climate surveys.
- 3) **Support for student activism:** the CLA Senate should endorse and call attention to the student organizations working to end sexual violence. Examples of such organizations are the SAFER ad hoc committee of the Purdue Student Government, The Feminist Action Coalition for Today (FACT), and the #MeToo movement at Purdue
- 4) **Addressing sexual violence at sororities and fraternities:** At Purdue (and elsewhere) these organizations have historically been and continue to be a locus of concern as regards safety from sexual violence and accountability for perpetrators. The CLA Senate should support calls from sororities and #MeToo at Purdue for the University to improve training, safety, and accountability for all students at fraternities and sororities.

## **Our Charge**

In October 2021, the CLA Faculty Senate charged the Diversity, Equity, and Inclusion Committee to report on the problem of sexual violence on campus and consider how to support the #MeToo movement at Purdue. What measures can the CLA Senate undertake to create an

inclusive campus free of the fear of sexual violence? How can it promote survivor-focused approaches that place responsibility where it belongs: on perpetrators and failed policies?

## **Methodology and Acknowledgements**

Sexual violence and power-based personal violence potentially impact all members of a university community. No one is immune. But the situation of undergraduate students as survivors is in sharp relief at present on campuses, given recent surges in campus sexual violence and the protests and activism that emerged in response. Like other student organizations and faculty committees presently working on sexual violence, this report focuses on undergraduate students as survivors while also considering the support and advocacy that other campus constituencies can provide.

The CLA- DEI committee comprises 10 members drawn from faculty, staff, graduate and undergraduate students, who were each invited to contribute to and review the report. In addition, we have incorporated valuable input from Briggitta August, the Director of Diversity, Inclusion, and Belonging Initiatives in CLA. We have reached out also to campus student organizations working to address sexual violence at Purdue. Examples include Purdue Student Government's (PSG) Ad Hoc Committee on Safety, Accountability, and Fostering an Environment of Respect (SAFER); the Feminist Action Coalition for Today (FACT); and #MeToo at Purdue. Throughout this report, we draw upon key findings and recommendations in PSG's thorough and timely SAFER [Sexual Misconduct Action Plan](#),<sup>1</sup> which was later adopted in part and presented to the Board of Trustees by the University Senate's Student Affairs Committee. We also reference FACT's compelling statement on its mission and its approach to addressing survivor-focused concerns. Finally, we have incorporated feedback from those Directors of Graduate Studies in CLA departments who had contacted our committee with offers to help. We thank the organizations, administrators, students, and faculty named above for sharing their insights and ongoing work on sexual violence. We particularly appreciate the input from Ashley Bagadiong and other members of FACT, and Jennifer Freeman Marshall, the faculty advisor to FACT. Special thanks to David Atkinson (DGS, History), Shannon McMullen (Director and DGS, American Studies), and Laura Zanotti (DGS, Anthropology), for their thorough and insightful feedback on earlier drafts of this report.

## **Context**

In "[Campus Sexual Violence: Statistics](#)," the Rape, Incest and Abuse National Network (RAINN) points to the high prevalence of sexual violence on college campuses:

- 13% of all students experience rape or sexual assault through physical force, violence, or incapacitation (among all graduate and undergraduate students).

---

<sup>1</sup> The SAFER committee's *Sexual Misconduct Action Plan* is the last item linked in the documents for the [University Senate Meeting, October 18, 2021](#).

- 9.7% of females and 2.5% of males experienced rape or sexual assault through physical force, violence, or incapacitation among graduate and professional students.
- 26.4% of females and 6.8% of males experienced rape or sexual assault through physical force, violence, or incapacitation among undergraduate students.
- 5.8% of students have experienced stalking since entering college.

Updated in 2022, these statistics show that sexual violence on campuses continues to be a nationwide and urgent concern, with Fall 2021 seeing an uptick as students returned to campus.<sup>2</sup> In recent months, this surge in violence as well as the perceived inadequacies of the response has led to outrage and student protests at several campuses, including Purdue. At the Board of Trustees meeting on October 1, 2021, nearly 70 Purdue students protested what they described as the University’s lack of action, failure to ensure accountability for perpetrators, and the fact that they felt unprotected at this “unsafe campus.”<sup>3</sup> As protests continued, a few students were arrested. Later that month, PSG’s SAFER committee submitted its Sexual Misconduct Action Plan, which was then adopted in part by the University Faculty Senate in its November meeting and then presented to the Board of Trustees. The CLA Senate’s charge to this committee coincided with these events, which serve as the immediate context for our report. Not knowing where to turn, many students have taken to posting on social media (see @reallifeatpurdue and @MeTooPurdue on Instagram); they have also increasingly turned to their instructors and staff for guidance on sexual violence, though, as we will elaborate later, the latter also express a need for more direction in how to support and advocate for survivors.

It is in this context that the CLA Faculty Senate took the timely initiative to request this report. Given our committee’s focus on diversity, equity, and inclusion, we call further attention to minoritized groups that are often targeted by perpetrators. The American College Health Association (ACHA) offered the following “non-exhaustive” list in 2020 of some “marginalized and vulnerable” groups:

Some populations whose needs have historically been without consideration and/ or underrepresented include, but are not limited to, individuals who belong to faith-based communities, military, people of color, minors, LGBTQIA+, graduate and professional students, women, international individuals, people with disabilities, those with a trauma history, and non-traditional students. (8)

Similar statistics emerge in American Association of Universities (AAU)’s [Campus Climate and Safety Survey, 2019](#), which notes that within the overall rate of “13 percent” of those subjected on college campuses to “nonconsensual sexual contact by physical force or inability to consent,”

---

<sup>2</sup> Referring to the pandemic’s impact on sexual violence on campus, Kenyora Palumbo, Executive Director of End Rape on Campus, notes that while COVID “changed the conditions under which the abuse may have been happening,” it did not “eradicate” sexual violence on campus. See [Inside Higher Ed's report, 9-24-21](#).

<sup>3</sup> See [the Journal and Courier coverage of the student protest](#).

the rates for women, TGQN [transgender, genderqueer, nonbinary] and undergraduate students [were] significantly higher than for men and graduate/professional students” (vii).

The AAU report calls attention to the significance of the race, sexual orientation and disabled status of survivors as factors in being targeted:

Rates were estimated by sexual orientation, ethnicity, race, disability, and marital status [...]. Hispanic students have slightly higher rates than Non-Hispanic students (14.9% vs. 12.8%). With respect to race, Asian students have the lowest rates (6.9%) compared to Whites (14.7%), African Americans (12.7%), and those reporting more than one race (14.5%). The survey collected detailed information on disability. Those who did not report any disability had the lowest rate of nonconsensual sexual contact by physical force or inability to consent (9.4%). Those who reported a single disability also had elevated rates, the highest rate being those reporting a chronic mental health condition (depression, PTSD, anxiety disorder, etc.) (26.3%). Those reporting two or more disabilities had a rate of 25.0 percent. (33)

The situation of minoritized survivors must be addressed as the issue of sexual violence gains greater visibility on campus and university administrations consider policy changes. Specifically, it must be a focus in each of the four broad recommendations we offer in this report: disseminating information, promoting education, and providing training on sexual violence; calling for increased resources and funding to support survivors; endorsing student activism on campus; and highlighting sexual violence in the context of sorority and fraternity life.

## **Recommendations to the CLA Faculty Senate**

### **1. Disseminating Information, Education and Training**

To create a preventative approach to sexual violence, universities must promote an inclusive culture that respects the rights and dignity of each member of the campus community and creates conditions for learning and work that are free of the fear of sexual and power-based personal violence. As far back as 2012, the American Association of University Professors' report on [Campus Sexual Assault: Suggested Policies and Procedures | AAUP](#) emphasized that in order to mount an effective response to sexual violence,

campus 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) 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.<sup>4</sup>

---

<sup>4</sup> The AAUP guidelines are also cited in the SAFER Committee's [Sexual Misconduct Action Plan](#) (5).

Though issued a decade ago, these AAUP Guidelines have yet to be fully embraced at Purdue. The University provides helpful information on sexual violence, but in a decentralized fashion: it is scattered across multiple web pages and sometimes de-emphasized within the broad category of "sexual harassment." Key information on sexual violence is therefore far from "widely disseminated; nor is it "readily accessible" to "all members of campus" (AAUP).

a. Disseminating online information on sexual violence effectively would require collecting in one location information from such sources as the Center for Advocacy, Response, and Education at [the CARE website](#), Purdue's Title IX pages,<sup>5</sup> and the Purdue University Police Department (PUPD's) [Annual Security Report for the West Lafayette Campus](#). Notably, though this information is often on point and helpful, sexual violence is not highlighted in the titles of these pages. In contrast, Indiana University's [Stop Sexual Violence](#) and [Sexual Violence Support](#) webpages (to take just one example) are unambiguously titled and likely to surface quickly in even basic keyword searches.

The SAFER Committee's [Sexual Misconduct Action Plan](#) speaks directly to the need for information to be disseminated more effectively and cohesively. As documented in [Senate Document, October 2021](#), the University Faculty Senate has endorsed SAFER's recommendation that the university design a "streamlined, easy-to-locate website" that collects in one place comprehensive information on definitions, sexual misconduct policies, and resources for survivors. Moreover, this information will now be included also in the student code of conduct.

The CLA Senate should join the University Senate in calling for such a webpage, but also note that no timeline appears to have been projected for its creation. In the interim, given the urgency of the issue, CLA should build its own webpage on sexual violence, with links to and highlights from the CARE, Title IX, and Purdue University Police Department (PUPD) websites. In addition, the CLA webpage should clearly distinguish between the responsibilities and roles of confidential advocates at CARE, mandatory reporters, and other instructors and staff. In an email communication with us, FACT, like SAFER, calls for greater "transparency" concerning faculty and staff roles in advising. is one of many student concerns that a CLA webpage can directly address. The CLA webpage should also point to active prevention strategies, for example, information on sober driving services and on created phrases (as in "Angel Shot") known across campus and used by those who feel unsafe to alert others. Finally, for ease of access, CLA's webpage on sexual violence can be linked to the [CLA webpage for students](#).

The CLA Senate should also endorse a recommendation offered independently by several survivor-focused organizations, namely that course syllabi include statements on sexual violence. The SAFER Action Plan notes that this measure would not only disseminate information but also start a dialogue and assure students [that sexual violence] is being taken seriously" (SAFER 8). FACT's statement on sexual violence similarly asks that syllabi be used to disseminate essential information on sexual violence; link to resources "on and off campus"; and indicate instructional

---

<sup>5</sup> For example, see [Anti-Harassment III.C.1](#), and [Mandatory Reporter Compliance Guide - Title IX - Purdue University](#)

“flexibility and accommodations for students who are survivors.”<sup>6</sup> CARE’s webpage on [Resources for Faculty and Staff](#) similarly urges instructors who are mandatory reporters to be “transparent” in their first meetings with their classes. We suggest that the CLA Senate create standard language about violence, intervention, and resources: information that instructors can request to be autopopulated in their syllabi by Brightspace.

b. Supporting education, scholarship and pedagogy on sexual violence: Beyond disseminating essential information on sexual violence at accessible sites such as a centralized CLA webpage and instructor syllabi, some CLA departments and programs are well-positioned to offer substantive, complex, and meaningful education on sexual violence. Departments and program chairs should be encouraged to invite outside facilitators or create working groups of faculty who can provide guidance on how sexual violence can be addressed in the department’s curriculum, pedagogy, and research. When possible, these faculty and/or outside experts should foster discussions on strategies for creating safe spaces in the classroom; in addition, they address the question of how potentially disturbing content may be presented to students in a way that is empowering and not (re)traumatizing.

c. Promoting training opportunities for all groups on campus: In compliance with the federal Campus Sexual Violence Elimination (SAVE) Act, Purdue mandates that incoming students complete a 30-minute online training module titled [Respect Boundaries](#). At present students are asked to take this training only once during their time at Purdue. In contrast, schools such as the University of Illinois at Urbana-Champaign require an hour’s training in sexual violence every year. Given the relative light and one-time training required at Purdue, those concerned about sexual violence often took matters into their hands, with sororities creating their own policies of training and sanction. But many students remained frustrated by a lack of more extensive action by the University (see @MeTooPurdue on Instagram).

However, thanks to the intervention of PSG’s SAFER Action Plan, training for students is likely to improve in the near future. We commend the [University Senate’s decision](#) to endorse the SAFER Plan’s recommendations that annual training be required of all students, and further that these students pass a “consent and misconduct module” at the start of each academic year and “take a pledge affirming Purdue’s standards for consent.”

But while improved training for students might be on the way, many other university personnel remain relatively under-trained and indeed unsupported in their own efforts to advocate for survivors. Under revised Title IX guidelines, as outlined in [Mandatory Reporter Information - Title IX - Purdue University](#), most faculty, graduate students, and staff are no longer designated mandatory reporters and are therefore not required to undergo training in reporting sexual violence. They are also more or less on their own in figuring out what support and advocacy they can offer student survivors who might approach them for help. Admittedly, the training provided to such groups in the past tended to be limited to protocols for mandatory reporting and also did not necessarily facilitate a broad and deep education on sexual violence. Nonetheless, that earlier training brought a visibility and awareness of sexual violence to most faculty, staff, and graduate students, and this is no longer the case. Purdue’s best education on sexual violence is still available in the training materials for mandatory reporting but relatively few faculty, graduate

---

<sup>6</sup> FACT’s statement to the DEI committee, email communication, February 20, 2022

students and staff are being directed to them. In contrast to the excellent guidance it offers students, even CARE’s [webpage for Faculty and Staff](#) offers minimal direction to faculty, graduate students and staff; nor does it point to resources for those who might want to educate themselves further in effective strategies for support.

In contrast to Purdue’s approach, some schools direct *all* university faculty, instructors and staff, (whether or not they serve as mandatory reporters), to training and resources for self-education on sexual violence. To take one example, the University of Minnesota’s statement on [Preventing Sexual Misconduct, Discrimination and Retaliation](#) requires “an education module for all University leaders, faculty, staff, and student workers,” and notes that “everyone is responsible for preventing sexual misconduct, discrimination and retaliation, and education is critical to create a community of common knowledge and common action.” We recommend that CLA create similar directives for all its faculty, instructors, and staff. Irrespective of any designation as mandatory reporters, all such groups are in positions of responsibility and could potentially be approached by survivors for help. They must therefore have access to a range of training options, including in-person workshops, presentations by CARE, and CAPS, as well as online training modules. The training can be offered at various levels, with a standard version and more in-depth options for others.

To promote self-education options on sexual violence, the CLA Senate website should also include links to meaningful scholarship on how to address sexual violence on campus. An example of such work is the American College Health Association's toolkit, [Trauma-based Approach for Addressing Sexual and Relationship Violence](#), which was created in 2018 and updated in 2020. This study aligns promisingly with CARE’s approach in noting the following:

Trauma-informed approaches emphasize physical, psychological, and emotional safety for both providers and survivors, which allows survivors to rebuild a sense of safety, control, and empowerment. Trauma-informed approaches further involve vigilance in anticipating and avoiding institutional practices and processes that are likely to re-traumatize individuals with histories of trauma and allow services to be delivered in a way that facilitates participation. (6)

Finally, on the question of training and self-education for instructors, FACT asks for clarity on what survivors can expect when they approach instructors and staff for help. They call for “transparency about the type and extent of training that all faculty are required to undergo regarding power-based personal violence.” Further, FACT asks that training for all faculty, graduate student and staff is “survivor-focused, and touches on the differences of experiences due to factors such as race, gender identity, sexual orientation, ability, etc.”<sup>7</sup> We endorse FACT’s position on training for instructors, faculty, and staff and second their important recommendation that training address the needs of minoritized groups.

## **2. Increased resources for survivor-focused advocacy and support**

---

<sup>7</sup> Email communication between FACT and the CLA-DEI committee, February 20, 2022.

Meaningful dissemination of information, training, and education on sexual violence is vital to create an environment in which the campus community can live and learn in freedom from fear. But to be effective these measures must be paired with funding and material resources. The CLA Senate should petition upper administration, the Provost's office, and other relevant offices for an increase in resources and funding to address campus sexual violence.

a. The CLA Faculty senate must call for a substantive expansion of CAPS and CARE so that survivors of sexual violence gain greater access to trained counselors and confidential advocates. Importantly, at its [Meeting on November 15, 2021](#), the University Senate has already endorsed the SAFER Action plan's recommendation that survivors of violence (along with all students) have greater access to mental health services. The CLA Senate must second this and stay mindful of the fact that while CARE and CAPS can give survivors exceptional and confidential guidance, they are vastly understaffed. In their consultations with peers, student representatives on our committee were informed of long waiting periods. The SAFER Action Plan similarly observes that students who attempt to obtain mental health services at CAPS often face "long delays" and find the process "daunting" (17). Though initial consultations with survivors are scheduled quickly, additional meetings can be delayed, leaving them without timely follow-up guidance. The CLA Senate must second the University Senate's recommendation for increased hiring and an expansion of mental health services at CAPS and CARE.

b. The CLA Senate should also advocate for Purdue to conduct regular campus climate surveys that can focus in part on how informed the community is on sexual violence. Such surveys can also incorporate anonymous input from survivors of sexual violence on ways in which the University meets or does not meet their needs for accountability, support, and advocacy. Purdue has responded to AAU's campus climate surveys in 2015 and 2019 but must also consider more frequent internal surveys. The American College Health Association's [Trauma-based Approach for Addressing Sexual and Relationship Violence](#) details how such surveys can be conducted and indicates the important possibilities they open up for campuses as they design effective policies to counter sexual violence (44).

c. The CLA Senate must call for rape kit tests and testers to be available at campus locations such as CARE and PUSH so that survivors of violence are not forced to go off campus to seek these essential resources.

d. Overall, we must assess and reallocate some funding and human resources away from police response and toward sexual violence, mental health, CAPS, campus social work staff, and other professionals trained specifically in de-escalation and survivor advocacy.<sup>8</sup>

This long-term goal is aimed at a strategy of funding, staff, and resource allocation that can help to redesign campus responses to sexual violence and conflict more generally. This model shifts toward a care and advocacy-based model and away from certain kinds of police responses that may escalate tension or lead to use-of-force cases. Given a recent high-profile case of force against a Purdue University student, we have an opportunity to consider the ways in which

---

<sup>8</sup> For studies on efficacy, see Robin Engel et al. For de-escalation models at other colleges, see [this discussion of a fatal police shooting at Georgia Tech in 2017](#).



policing, insufficient care and violence resources (including a lack of rape test kits, training programs, and CAPS staff), and stymied action on sexual violence cases through Title IX, campus police, and local police are all interconnected. Both insufficient action on sexual violence and the use of force against students is counter-productive to the safe learning environment we as a college seek to foster for our students. Related to this reallocation of resources, staff, and funds, we suggest that PUPD officers build further on the de-escalation methods they currently offer.<sup>9</sup>

### 3. Support for Student Activism

We have already suggested that the CLA Senate endorse specific recommendations from FACT, #MeToo at Purdue, and SAFER that we have described in this report. In addition, we recommend that the CLA Faculty Senate promote the work of these student organizations more broadly by linking their manifestos and mission statements on sexual violence in the Senate Minutes and supporting documents. A brief description of each group follows:

a. The Feminist Action Coalition for Today (FACT) is a student organization that has been active on campus since 2010. In response to our query, it has shared its mission statement with our committee as well as a policy statement on sexual violence. FACT notes that they are

dedicated to the ideals of intersectional feminism and reproductive justice on the Purdue campus and in the wider community. FACT is committed to advocating in an intentional and inclusive manner. Power-based personal violence is an issue that is incredibly apparent on Purdue's campus and one that FACT has addressed in a variety of ways throughout the history of the organization. Below is a list of a few FACT initiatives on these issues.

- Take Back the Night: a campus-wide annual march and vigil to advocate for survivors of sexual assault, relationship violence, and domestic violence in all forms.
- Marches: FACT volunteers marshal for the #MeTooPurdue marches.
- Education: FACT organizes general meetings to engage in discussion (such as education about statistics, cases on Purdue's campus, etc.) and actions (such as contacting President Daniels, IFC, etc.).
- FACT places a strong and clear emphasis on centering survivors in all discussions and all events

Links to FACT's website and to the events they organize should be noted and updated on any webpage CLA builds on sexual violence.

b. #MeToo Purdue (which is not associated with any university organization at present), has organized protests and marches in response to the University's handling of sexual violence and supporting survivors of sexual violence. For example, their current petition via change.org, titled [End the Toleration of Sexual Violence at Purdue University](#), asks for a "zero tolerance" policy toward perpetrators and challenges Purdue's handling of sexual violence at fraternities. As of

---

<sup>9</sup> PUPD does offer [verbal de-escalation training](#), but has cut back on other outreach programs such as [Candy Bars and Consent](#) and the [Self-defense Awareness Familiarization Exchange \(SAFE\)](#) initiatives (in some instances because of COVID concerns).

February 28, 2022, it has over 2,400 signatures. We encourage CLA faculty, staff, and students to follow the work of #MeToo and circulate and sign petitions which they support.

c. Purdue Student Government's Ad Hoc Committee on Safety, Accountability, and Fostering an Environment of Respect (SAFER) issued [the SAFER Sexual Misconduct Action Plan](#) on October 7, 2021. This is to date the most comprehensive, well-thought out, and compelling proposal to end sexual violence at Purdue. Some of its recommendations were endorsed by the University Faculty Senate at the October 18 meeting in 2021.<sup>10</sup> The initiative was then presented to the Purdue Board of Trustees in January 2022. We have referenced the Action Plan throughout this report and ask that the CLA Senate endorse the SAFER report and link it on the Senate Minutes and Documents.

#### **4. Supporting measures to end sexual violence at fraternities and sororities**

Protests at various campuses in Fall 2021, including Purdue, highlighted continuing or increasing sexual violence in fraternities and sororities, and these organizations merit specific attention in this report. Faculty and staff who serve as advisors here possibly have an opening to promote effective policies on sexual violence. In addition, *all* faculty, staff, and students, whether or not they are directly involved with fraternities and sororities, should remain aware of the specific manifestations of sexual violence in these organizations and its reverberating impact on campus. The CLA Senate should also endorse the following initiatives:

a. Increasing education and training on sexual-violence prevention at campus sororities and fraternities. New-member training, in person when possible, must be offered every fall and winter and include such issues as hazing prevention and safe alcohol use. In order not to be sanctioned, at least 80% of new members from every chapter must attend. In addition, the Presidents of each organization should undergo training in August/January.

b. Improving the training that is currently being offered: The online module for the training of Presidents is not effective.<sup>11</sup> CARE should be invited to offer training and discuss Purdue's record of sexual violence and resources available to students. Greek University, an outside organization that works to improve fraternities and sororities, should also be invited to the training. The training can build on and link to other programs, including suicide prevention, DRC resources, and queer-friendly spaces. In addition, it can draw on programs that effectively teach sexual violence prevention and community support, including [Green Dot](#) and [Culture of Respect](#). @MeTooPurdue lists other such organizations

c. Promoting ongoing conversations on sexual violence, for example, through a President's Council Meeting once a semester, brown bags, and consultations with a Greek Life coordinator

---

<sup>10</sup> See Senate Document 21-10, "Steps in Addressing Campus Sexual Assault and Misconduct," which can be accessed in the [Documents for the University Senate Meeting, November 15, 2021](#).

<sup>11</sup> To elaborate: they must undertake some online training, but do not have to complete all the modules; they therefore have the option of skipping modules on sexual violence training.

to identify whether measures are working or failing. Students who feel the University is not doing enough will be more receptive to an outsider perspective, for example, an FSCL consultant outside Purdue.

d. Designing a confidential reporting structure at sororities and fraternities.

## Conclusion

Although this report is far from exhaustive and has only scratched the surface of a complex and multifaceted issue, it will have served its purpose if it helps advance an important conversation on sexual violence and advocacy for survivors across CLA. We commend the work of students who initiated that conversation and took the lead in calling attention to the scope and devastating impact of sexual violence on campus. Without the initiative shown by #MeToo at Purdue, FACT, the SAFER ad hoc committee of PSG, as well as student protestors across campus, the new changes in policy being currently considered by the University would perhaps have been a long time coming. We are aware also of other faculty committees (such as the University Senate's *ad hoc* task force) that are working on addressing sexual violence on campus. Though our timelines were not enough in synch for us to be able to coordinate at present, we look forward to liaise with them in future. We anticipate these various combined efforts will serve to keep the troubling issue of sexual violence in focus and point the way to a far-reaching and effective survivor-focused response from the University.

## References

1. American Association of University Professors (AAUP). [Campus Sexual Assault: Suggested Policies and Procedures](#). Adopted November, 2012. Accessed February 14, 2022.
2. American Colleges Health Association (ACHA). [Addressing Sexual and Relationship Violence: A Trauma-Informed Approach](#). Updated September 8, 2020. Accessed February 14, 2022.
3. Cantor, David, Bonnie Fisher, Susan Chibnall, Reanna Townsend, et. al. Association of American Universities (AAU). *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*. Updated January 17, 2020. Accessed February 14, 2022. <https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019>
4. Carrasco, Maria. "Colleges Scramble to Educate Students on Sexual Assault." *Insider Higher Ed*, September 24, 2021 <https://www.insidehighered.com/news/2021/09/24/colleges-re-engage-students-sexual-health-and-a>

5. Engel, Robin S., Nicholas Corsaro, Gabrielle T. Isaza, and Hannah D. McManus. "Assessing the Impact of De-Escalation on Police Behavior." *Criminology & Public Policy* (January 12, 2022): 1-35. Accessed February 18, 2022.
6. Purdue Faculty Senate Document 2021-12. "Steps in Addressing Campus Sexual Assault and Misconduct." [University Senate Meeting, November 15, 2021](#). Accessed February 14, 2022.
7. Purdue Student Government SAFER Ad Hoc Committee. "Sexual Misconduct Action Plan." [University Senate Meeting, October 18, 2021](#). Accessed February 14, 2022.
8. Rape, Abuse & Incest National Network (RAINN). [Campus Sexual Violence: Statistics](#). 2022. Accessed February 14, 2022.
9. University of Minnesota, [Preventing Sexual Misconduct, Discrimination, and Retaliation](#) Accessed February 21, 2022.

**The Diversity, Equity and Inclusion Committee, CLA  
2021-2022**

**Faculty Representatives**

Pedro Bassoe, Assistant Prof. of Japanese (School of Languages and Culture), co-chair  
Aparajita Sagar, Associate Prof. of English, co-chair  
Andrew Flachs, Assistant Prof. of Anthropology  
Cheryl (Zhen Yu) Qian, DAP, Dean's Appointee

**Undergraduate student representatives**

Sarah N. Coon, undergraduate major, Spanish (School of Languages and Culture)  
Sydney Greenwood, undergraduate major, History

**Graduate student representatives**

Desirae Brown, graduate student in Art and Design (DAP)  
Christina Walker, graduate student in Political Science

**Staff and Administrative representatives—nominated by the COO of CLA (Lori Sparger)**

Stephanie Ayala-Chittick, Academic Program Manager for Cornerstone  
Mathew Kroll, Academic Program Manager, Philosophy