

URGE Complaints and Reporting Policy for Purdue University (EAPS Dept.)

This is what was found by Purdue EAPS Pod at Purdue University on policies for handling complaints, the reporting process, resources, and possible outcomes. Some information was public; answers that were only found through follow up with contacts are noted.

- **The link(s) to the reporting policy at our organization are here:**
 1. [Link](#) - (General), Purdue University Office of Institutional Equity
 - a. Here, you can file an online complaint (separate forms for harassment/discrimination/retaliation and [sexual harassment/violence/relationship violence](#).)
 - b. Can also file complaint anonymously
 - c. Can file directly through Title IX office or Purdue HR (Title IX: <https://www.purdue.edu/titleix/>)
 2. [Link](#) - EAPS Specific, Purdue University
 - a. Flowchart describing who to reach out to based on the nature of the complaint/personal preference
 - b. Future EAPS-specific code of conduct will have EAPS-specific reporting availability
 - i. Proposed: internal incident-reporting system - would go through ombudspeople but not sure whether anonymous reporting is possible yet
 3. Are reporting policies regularly reviewed? What is the process for changing policy?
 - a. Federally mandated policies (e.g., Title IX) are reviewed when the gov't says so. Code of Conduct goal is planned to be reviewed annually
 4. Are the rates of reporting made publicly available (e.g. # of reports each year)?
 - a. <https://www.purdue.edu/ehps/police/reports/YourCampus.pdf>
 5. Who is a mandatory reporter?
 - a. [Mandatory reporting no longer includes](#) most faculty nor student employees. EAPS members that serve in supervisory roles of the person in question are considered mandatory reporters. Could change with the new US administration.
 - b. [List of campus-wide confidential and non-confidential resources](#)
- **What mechanisms are available for reporting complaints, bias, microaggressions, harassment, and overt racism?**
 6. Who are the designated individuals/positions for reporting incidents?
 - a. University level: Once a complaint has been reported, OIE (office of institutional equity) will determine whether to proceed forward (either Director of IE or Dean of Students). Within 10 days of the final report, the Director/Dean of Students convenes an advisory panel to make a decision on whether policy was violated or not.
 - b. Dept. level: Report to faculty ombuds (Michelle Thompson, Ken Ridgway) or student ombuds. Faculty report incidences of sexual harassment to Title IX officer.

7. Can reports be made online? **Yes** [Link](#) Anonymously? **Yes**
 - a. [report a concern](#) [FAQ](#)
8. Who do in-person and online reports go to? Who has access to see reports?
 - a. Not clearly publicly listed. Final review of online reports at the University level is done by the Director/Dean of Students.
 - b. At the dept. level, grad committee chair or department head take final action.
9. Are police included in the process? When and how? Are individuals accompanied by an advocate or someone from the organization?
 - a. Unclear at university and department level
 - b. Reporting to Title IX has an opt-in process for police involvement
 - c. At a University level, advocates are possible -- hasn't been talked about at the EAPS level
- **What are the outcomes or consequences for reported individuals?**
10. Follow-up by supervisor, training (bias, etc.), disciplinary action, termination?
 - a. Currently being discussed for the code of conduct - hope is that at discretion of dept head to determine access to dept resources including raises, awards, dept space, removing committee appts, access to students/TA support, etc. but this is still being negotiated
 - b. Removing TA privileges from faculty, or future RA students (funded by the dept)
 - i. Grad committee
11. Who decides the outcomes/consequences? What is the process?
 - a. Outcomes are decided by the department head or Graduate Committee. Title IX office is involved in the event of harassment, etc
 - b. Decision made between reporter and ombudsperson as to whether to escalate the case to the dept head
12. Are reports tracked? How are they tracked? By who?
 - a. Unclear at department level. Title IX office tracks cases brought to them
 - b. Code of conduct intent - if report is filed, kept in perpetuity by dept head and transferred to future dept head
13. Are repeated complaints escalated to a disciplinary board? What is the process?
 - a. Nothing explicit yet. Requires further discussion by Code of Conduct Committee
- **What resources are available for individuals reporting?**
14. Counselors or advocates, especially those of the same race, ethnicity, and gender?
 - a. Department ombuds and college level ombuds are the main resource. University mental health services are also available.
 - i. EAPS makes an effort to have gender diverse ombudspeople, but race and ethnicity haven't strongly factored into that effort in the past.
 - ii. Title IX allows for confidential advisors
 - b. We cannot find specific efforts made by the dept./university to make available counselors/advocates of same race/ethnicity/gender
15. Automatic or requested investigation of potential impact on grades or evaluations.
 - a. Currently no EAPS-specific mechanism. No university-wide mechanism known.
16. Protection against retaliation or repercussions, accommodations for continuing work/courses, option for pass/fail or outside assessment.

- a. Efforts to protect against retaliation in the new code of conduct include keeping reports confidential and anonymous wherever possible, removing violators from positions of oversight over the reporter, and follow-ups with the reporter
- **What resources are available to groups raising issues or proposing changes?**
17. Petitions of # signatures trigger a town hall, meeting with organizational leadership, or policy change? What is the follow-up process for town halls and meetings?
 - a. Currently there is no such policy in the department.
 - b. Starting a petition and gaining signatures is a lot of work for a graduate student who already assumes there will be little to no benefit from the efforts.
 - c. The GSA president (on the grad committee, goes to faculty meetings) is historically the primary liaison between general graduate student issues/changes proposed and departmental leadership. This is currently the most “organized” way for a group of students to raise issues.
 - d. Students are also allowed to raise issues with the GSA president, graduate committee, department head, or ombudspeople at any point.
 - i. However, this may put an undue burden and risk on the individual(s) who first raise an issue.
 - ii. All-hands meetings are likely better for department leadership/faculty to discuss work being done to address issues already raised, rather than as a place to bring up new issues.
 - iii. Pod #2 agrees there should be a better method of bringing up issues as a group to the faculty/department leadership. For students, one suggestion is to give students/student representatives not just representation at faculty meetings, but regular time slots (e.g., 5-10 min) in which to raise issues, as well as opportunities to self organize (e.g., dedicated time in GSA meetings to discuss new issues or propose changes)
 - e. Working groups or committees with power to change or propose changes to policy?
 - i. Faculty DEI committee (has student representatives)
 - ii. The graduate committee, with respect to graduate handbook/etc.
 - iii. For students, the closest approximation would be using GSA to propose changes, but no true power. No current method for postdocs.
 18. Cultural surveys, regular or only after wide-spread reports or high-profile incidents?
 - a. Most recent climate survey occurred in late 2019 as part of the department's 5-year review.
 - b. Efforts to make this more regular are ongoing, with the plan for at least every 5 years and the goal for every 3 years.
 - c. Setting up a process for exit interviews is also ongoing, perhaps with the DEI committee, ombudspeople, or with someone other than the dept head to minimize negative power dynamics. Nothing formal is in place yet.
 19. Leadership proactively asks students and/or staff for input on how to improve?
 - a. Leadership does not proactively ask students for input on how to improve.
 - b. Leadership should formalize/anonymize this process.
 20. EAPS specific committees

- a. Which faculty have relevant training?
 - i. All faculty have mandatory yearly Title IX training. All other relevant training is optional. Ombudspeople have extra training.
- b. List of EAPS committees and members will be made available to the department, with the plan of re-circulating each new year.