



UNIVERSITY OF IOWA

# ANNUAL REPORT 2016

OFFICE OF THE SEXUAL MISCONDUCT RESPONSE COORDINATOR

## PART 1: DIRECTOR'S LETTER

I am grateful for our campus and community partners' shared vision and collaborative work to end sexual misconduct, dating/domestic violence, and stalking.

While our campus is not new to sexual misconduct prevention, our work in 2016 demonstrates new and major commitments to creating a safer campus community. Those commitments are reflected in the [Anti-Violence Plan for Sexual Misconduct, Dating Violence, and Stalking](#). An essential element of tackling sexual misconduct on a college campus requires surveying students. Indeed, the efforts of Dr. Carolyn Hartley and her colleagues to implement the Speak Out Iowa survey on sexual misconduct provided important data that informed our goals and strategies for the Anti-Violence Plan. Student leadership and input continued to shape the plan's priorities and the outcomes achieved in 2016.

Our 2016 case data provides a sobering reminder that over 400 people were reported to have been impacted by sexual misconduct, dating/domestic violence, or stalking. Sexual misconduct and the devastating impact it has on people's academic, work, and personal lives is not theoretical—it's real and happening every day to our campus community members. While our case data informs a bit about the scope of work in which the office staff engaged, the data does not provide a clear picture about all the other offices who played a central role in our ability to respond to people harmed and prevent reoccurrence. The confidential victim advocates from RVAP, DVIP, Monsoon United Asian Women of Iowa, Nisaa, and Transformative Healing are often by the side of the person coming forward to make a complaint or request an academic accommodation. In many of those cases, the advocates have spent hours exploring with a survivor their options and ideas for coping with the potential impact of reporting an incident. We were in daily contact with the UI Department of Public Safety, the Office of Equal Opportunity and Diversity, and the Office of the Dean of Students in our shared efforts to coordinate investigations, ensure a fair process, and holds offenders accountable.



Ten years after our first campus grant from the Department of Justice's Office on Violence Against Women (OVW), we not only have compulsory education for all incoming students but have envisioned a comprehensive plan that goes beyond a "one and done" approach to prevention. The landscape was very different 10 years ago. No centralized education existed to educate students, staff and faculty were not required to complete any training programs on sexual harassment, there was not a student sexual misconduct policy or coalition that met monthly to further initiatives, and the training provided to law enforcement and campus judicial members was sporadic. Much has changed since that small group of people first worked together to propose the Department of Justice project.

Last spring, I was reminded by outgoing Vice President Tom Rocklin that it would be easy to look at how far we have come and decide to rest, especially as the threat of federal oversight eases, but he wisely reminded that our students care less about how much has changed and care more about our vision going forward. Therefore, it is with our students and for our students that we are committed to our mission of ending sexual misconduct, dating violence, and stalking.



## PART 2: OVERVIEW OF CAMPUS PROJECTS

### Achieving stronger outcomes through multidisciplinary collaboration

Our accomplishments in 2016 reflect the necessity of multidisciplinary collaboration to achieving our goal of ending sexual misconduct, dating/domestic violence, and stalking. Working together through the Anti-Violence Coalition and other multidisciplinary partnerships, we expand our resources, focus on issues of concern, hold each other accountable, and achieve better results than any single office or department could achieve alone. Input from campus and community leaders was vital to analyzing the results of the fall 2015 Speak Out Iowa campus climate survey and to integrating those results with research-based strategies to develop the two-year Anti-Violence Plan. Prevention education stakeholders published a Comprehensive Education Model to guide how our diverse education efforts fit into a shared framework, and created a new web resource for campus community members to learn about the anti-violence prevention and education being offered on campus. Not only are the outcomes of projects stronger as a result of contributions from members with different expertise, perspectives, and values, but the process of engaging in shared work facilitates trust and communication among campus and community stakeholders.

***In 2016, the Anti-Violence Coalition included representation from the following departments:***

- Athletics
- Center for Student Involvement and Leadership
- Chief Diversity Office
- Council on the Status of Women
- Department of Public Safety
- Domestic Violence Intervention Program
- Employee Assistance Program
- ESL Department
- Graduate and Professional Student Government
- International Students and Scholars Services
- Iowa City Police Department
- Johnson County Attorney's Office
- Monsoon United Asian Women of Iowa
- Nisaa African Family Services
- Office of Equal Opportunity and Diversity
- Office of Strategic Communication
- Office of the Dean of Students
- Office of the Provost
- Office of the Sexual Misconduct Response Coordinator (OSMRC)
- President's Student Advisory Committee on Sexual Misconduct
- Rape Victim Advocacy Program (RVAP)
- Residence Education
- ROTC
- SANE/SART Program
- School of Social Work
- Student Disability Services
- Student Health and Wellness
- Threat Assessment Team
- Transformative Healing
- UI REACH
- University Counseling Service
- University of Iowa Student Government
- Women's Resource and Action Center (WRAC)

## Speak Out Iowa Survey and Anti-Violence Plan

The Campus Climate Survey Subcommittee administered the Speak Out Iowa Survey in fall 2015 in order to assess students' perceptions of the campus climate regarding sexual misconduct, identify the incidence of sexual misconduct on campus, including sexual harassment, sexual violence, dating violence, and stalking, and assess students' perceptions of the UI's response to sexual misconduct. The subcommittee chose the ARC3 (Administrator-Researcher Campus Climate Collaborative) Instrument because it felt it was the most comprehensive survey available, and was based on a set of eight guiding principles that align with our institutional values of inclusiveness, mutual respect, and collaboration.

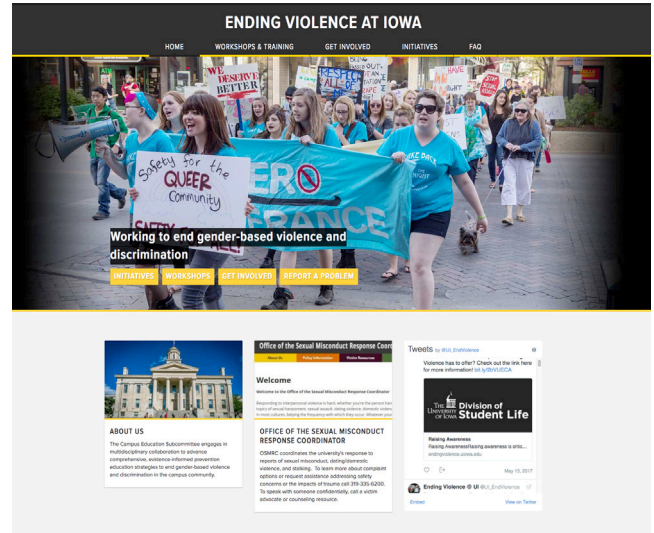
Throughout the spring 2016 semester, the Campus Climate Survey Subcommittee met with stakeholder groups, including students & shared governance leaders, to share data from the Speak Out Iowa survey, discuss its implications, and gather input on suggested action to address what was learned. In summer of 2016, the Anti-Violence Coalition began developing a two-year plan to shape the university's priorities and coordinate our efforts. The AVC reviewed the Speak Out Iowa survey data, stakeholder responses, current research, and publications from national resources to compile a list of recommendations for the plan. A writing team with representatives from across campus developed those recommendations into a two-year plan. Members of the AVC reviewed drafts throughout the process, and the writing team incorporated their feedback. The ambitious [Anti-Violence Plan for Sexual Misconduct, Dating Violence, and Stalking](#) includes 3 goals and 32 strategies; it was published together with the Speak Out Iowa Survey data in fall of 2016.

## The Comprehensive Education Model: Articulating our framework for coordinating education efforts

The Campus Education Subcommittee (CES), a subcommittee of the Anti-Violence Coalition, published the [Comprehensive Education Model](#) in 2016. This research- and compliance-guided model describes the three domains of the university's comprehensive education programming in the context of the Socio-Ecological Model framework. It was created in response to a need to articulate how the multiple forms of education being offered on campus fit into a larger framework. The model establishes primary prevention, which is aimed at changing culture norms in order to bring an end to gender-based violence, as the central domain and focus of our education work on campus. The model also describes how awareness raising and risk mitigation efforts supplement the long-term strategy of culture change by educating the community about gender-based discrimination and resources while empowering community members to protect themselves. The Comprehensive Education Model functions as a guide for coordinating the university's education efforts and planning for future work.

## New web resource provides information about anti-violence workshops, trainings, and initiatives

The [Ending Violence at Iowa](#) site went live in 2016. This web resource connects groups and individuals looking for education with the appropriate resources and opportunities. It was created by a working group of the CES in response to an identified need for a central resource clarifying anti-violence prevention and education work provided by multiple groups on campus. The site includes descriptions of workshops and initiatives, information about getting involved, and a web form for requesting a workshop or training.



## OSMRC and Monsoon collaborate to expand resources for Chinese international students

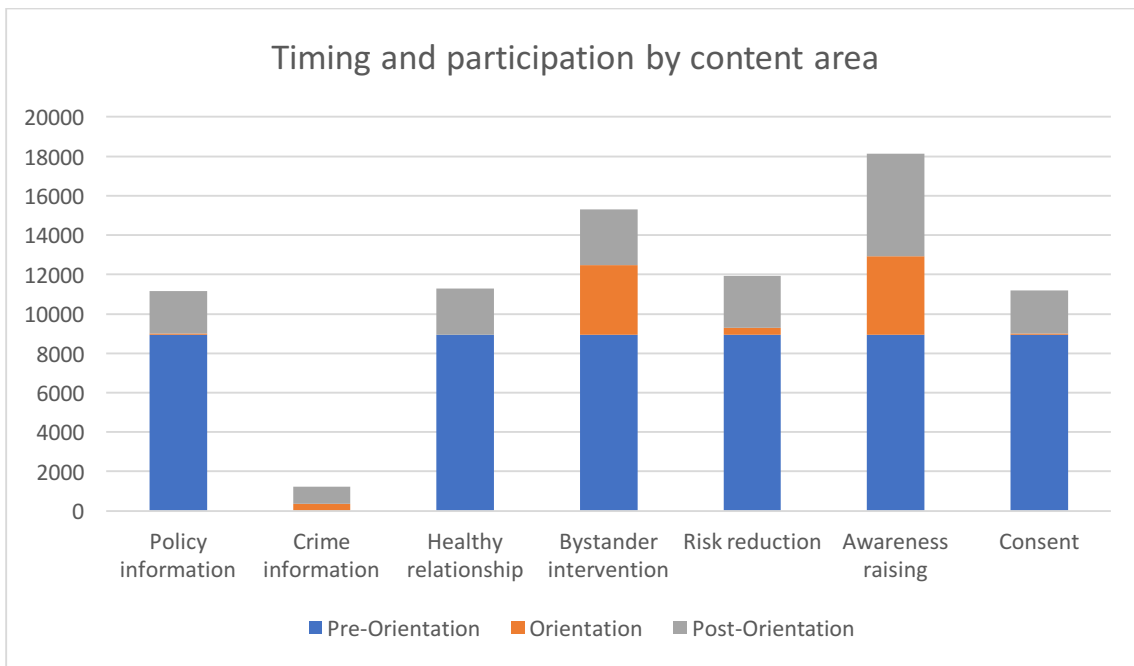
A bilingual advocate from [Monsoon United Asian Women of Iowa](#) established weekly office hours at OSMRC. The partnership between Monsoon and OSMRC has enhanced our ability to respond to the needs of Asian and Pacific Islander communities through providing input on education, training, and response procedures. Weekly office hours increased access to bilingual advocacy services for students who preferred to meet with a Mandarin speaker. Creating a Mandarin translation of the university's Resource and Referral Guide ensured that our growing population of Chinese-speaking students and community members would have access to materials in their first language.

## PART 3: PREVENTION AND EDUCATION

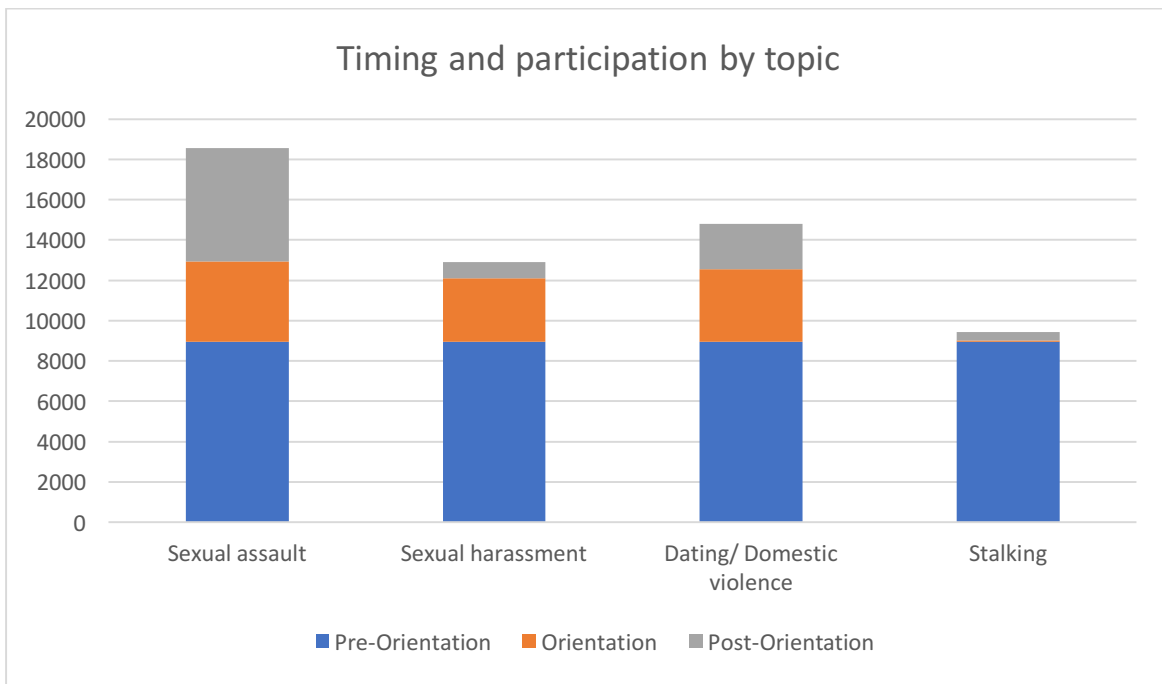
Comprehensive prevention and education efforts are one component of a multi-faceted strategy for ending gender-based discrimination and violence in our community. Many groups on campus are involved in prevention and education efforts, bringing diverse perspectives that reach a broader audience than any one group can achieve alone. The [Campus Education Subcommittee](#) brings together education providers and stakeholders from across campus to facilitate collaboration and ensure that messages are in alignment.

### Prevention and education for students in 2016

The Department of Justice's Office on Violence Against Women (OVW) influences UI education efforts through a federal grant and associated training and education requirements. OVW endorses approaching education in three phases: pre-orientation, orientation, and post-orientation. Pre-orientation is concerned with incoming students prior to arriving on campus. Orientation is concerned with incoming students after their arrival, but before classes begin. Post-orientation occurs after classes start and includes education activities reaching students throughout their academic career.



*Unique participants are not tracked; someone attending two or more events may be counted more once.*

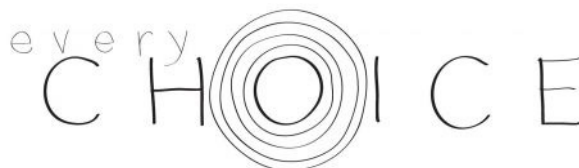


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## Pre-orientation education

The UI's education efforts begin prior to students arriving on campus with a mandatory online education program. All incoming undergraduate and transfer students are required to complete an online sexual misconduct prevention course called Every Choice. The Every Choice program is one part of a larger course called Success at Iowa. Students receive two credit hours for completing the entire Success at Iowa course during their first semester at The University of Iowa. The Every Choice program is an interactive online program that is designed to help students protect themselves and others from sexual assault, harassment, stalking, and dating/domestic violence. The program also focuses on bystander intervention skills to help students feel empowered to speak up and intervene to prevent potentially violent situations from occurring. All incoming graduate and professional students are required to take Not Anymore, an online course which educates students on gender-based violence and discrimination and bystander intervention. Students who do not complete the mandatory program have a hold placed on their registration until they complete the course.

The Every Choice and Not Anymore programs are coordinated by Student Health and Wellness. In addition to coordinating program implementation, monitoring completion, and providing support to students, Student Health and Wellness facilitates an alternate program option for students who are unable to complete the online course due to personal experience with the issues.



Completion rates of online education program

<b>Spring 2016</b>			
<b>Course</b>	<b>Completed</b>	<b>Total</b>	<b>Percent complete</b>
Every Choice	459	474	96.84%
Not Anymore	157	163	96.32%
<b>Fall 2016</b>			
<b>Course</b>	<b>Completed</b>	<b>Total</b>	<b>Percent complete</b>
Every Choice	6564	6678	98.29%
Not Anymore	1754	1768	99.21%

**After taking Every Choice:**

- 95% of students felt moderately motivated or strongly motivated to intervene in a situation of interpersonal violence, compared with 77% before taking the course.
- 92% of students agreed or strongly agreed that sexual assault, dating violence, and stalking can be prevented, compared with 86% before taking the course.
- 93% of students agreed or strongly agreed they possessed the tools to protect themselves against interpersonal violence, compared with 83% before taking the course.

**After taking Not Anymore:**

- 94% of students agreed that, within their abilities, they were responsible for stopping interpersonal violence, compared with 88% before taking the course.
- 91-93% of students said that they were likely or very likely to intervene against a form of interpersonal violence, compared with 73-87% before taking the course.
- 91-94% of students agreed that interpersonal violence was a moderate or big program on campuses in the U.S., compared with 64-84% before taking the course.

The [Anti-Violence Plan](#) identifies parents and guardians as key partners in supporting the university’s prevention efforts. Parents and guardians have the opportunity to participate in [pre-orientation sessions](#) related to supporting their incoming students. The Ensuring Student Success: Parents as Partners session is presented by the Office of the Dean of Students, Student Health & Wellness, and RVAP. It focuses on providing parents with strategies to engage their student in difficult conversations about alcohol, sexual assault, and other aspects of college life that impact a student’s ability to be successful. The Department of Public Safety (DPS) also hosts an information session for parents about sexual assault, dating violence, reporting crimes, and recognizing red flag behaviors in perpetrators to reduce risk. In 2016, the Ensuring Student Success: Parents as Partners session was offered 14 times and reached a total of 3,519 parents. The DPS session was offered 14 times to 528 parents.



## Orientation education

All incoming undergraduate students are required to attend the CHOOSE session during [OnIowa!](#) During the session students expand on what they learned in the online program, particularly on the topic of bystander intervention, by viewing a [video](#) illustrating various problematic situations staged on campus to

show students intervening to make campus safer and more welcoming. This session engages students in a variety of hands on and interactive learning experiences to better enhance their skills, knowledge, and resources surrounding topics of gender-based violence and discrimination as they enter The University of Iowa. In 2016, WRAC collaborated with OnIowa! staff to train 200 captains and leaders to deliver the CHOOSE workshop to about 5,000 incoming first-year students.



All incoming athletes receive bystander intervention training as a part of a required Athletics Transition Seminar. Individual teams can receive additional training on topics of gender-based violence and discrimination upon their request. In 2016, WRAC & RVAP collaborated with Athletics staff to facilitate five 50-minute workshops with a total of 250 incoming athletes.

## Post-orientation education

After orientation, students have opportunities to continue to participate in events related to the prevention of sexual misconduct, dating violence, and stalking. Post-orientation events are varied in their format, and include workshops, awareness raising campaign, curriculum infusion, and community events. Collaboration between the departments responsible for providing education ensures that our messaging is aligned and that our programs build upon pre-orientation and orientation programming.

### Workshops

Education workshops have been developed by providers on campus based on current best practices and campus needs. Workshop providers start with a standard plan and frequently modify it to meet the specific needs of the group requesting or hosting the workshop. In 2016, the [Ending Violence at Iowa](#) site provided a new mechanism for campus groups to learn about available workshops and request a workshop for their group. Assessments are collected at conclusion of each workshop to measure effectiveness and inform future programming.

Many workshops are scheduled at the request of a campus group that has reached out directly to the workshop provider or made a request through the Ending Violence at Iowa site. Ongoing collaboration across the campus community expands opportunities for campus partners to host these educational events. In 2016, groups that hosted events included Residence Education, Fraternity and Sorority Life, Athletics, the Center for Diversity and Enrichment, the Iowa City Police Department, International Student and Scholar Services, and the College of Law.

Workshops: Attendance and content area covered

	Number of workshops	Number of participants	Policy information	Crime information	Healthy relationships	Bystander intervention	Risk reduction	Awareness raising	Consent
<b>Healthy Sexuality</b> Student Health and Wellness	16	1546	✓		✓	✓			✓
<b>Bystander Intervention</b> WRAC, RVAP, Student Health & Wellness	27	1162			✓	✓		✓	✓
<b>Know the Law, Know Your Rights</b> Student Legal Services, Department of Public Safety	13	866	✓	✓		✓	✓	✓	✓
<b>Alcohol Education</b> Student Health and Wellness	9	387							✓
<b>Policy 101 Workshop</b> OSMRC	7	376	✓					✓	✓
<b>Resources and Campus Services</b> RVAP, WRAC, OSMRC	10	352						✓	
<b>Relationship Remix</b> WRAC, RVAP, DVIP	4	279			✓	✓	✓	✓	
<b>Healthy Masculinity</b> Athletics, WRAC	6	160			✓	✓		✓	✓
<b>Look Once, Think Twice</b> Student Health and Wellness	14	131				✓		✓	
<b>Dismantling Rape Culture</b> RVAP, WRAC	2	76						✓	
<b>Enthusiastic Consent/Queering Consent</b> WRAC, RVAP, Transformative Healing	3	70			✓			✓	✓
<b>Responding to Disclosures</b> RVAP	3	57	✓					✓	
<b>Rape Aggression Defense (R.A.D.)</b> Department of Public Safety	4	42	✓	✓	✓	✓	✓	✓	✓

*Unique participants are not tracked; someone attending two or more events may be counted more than once.*

### Curriculum infusion

[Curriculum infusion](#) engages the university community in prevention efforts by allowing prevention educators to work collaboratively with faculty members to design and deliver gender-based violence and discrimination prevention content across the curriculum. The process of integrating gender-based violence and discrimination prevention education into many disciplines challenges students to evaluate their beliefs about gender-based violence and discrimination and assess their knowledge of this issue on college campuses. In 2016, curriculum infusion in 15 classes reached 377 students, and included information about bystander intervention, consent, healthy relationships, and UI policies and procedures. Participating departments included Rhetoric, Health and Human Physiology, Higher Education and Student Affairs, and Communication Studies. Content was provided by WRAC, RVAP, OSMRC, and the Office of the Dean of Students.

### Campaigns, community events, and information booklets

Campaigns play an important role in changing social norms by sharing basic facts with members of the community and raising awareness around issues of gender-based violence and discrimination. In 2016, six community campaigns or events organized by RVAP and WRAC raised awareness about the dynamics of sexual assault and provided information about local hotlines and resources. RVAP, WRAC, and Student Health and Wellness had information tables at multiple campus events to promote their services and provide information about responding to someone who discloses being a victim/survivor.

Student Health and Wellness included information about affirmative consent and healthy relationships in their 2016 Healthy Hawk Challenge online survey, which was taken by 1765 students, and on displays in their office.



In fall 2016, the UI Parent and Family Network provided a safety booklet in every residence hall room highlighting resources available on campus to ensure students knew where to get help and where to make a report.

In 2016, RVAP trained 40 bar staff at Brothers Bar using the Raise the Bar curriculum, in which local bar staff gain knowledge on sexual assault dynamics, perpetrator red flags, the use of alcohol as a weapon and camouflage, and bystander intervention skills with the goal of developing a coordinated response to prevent sexual assault.

Peer leaders trained by WRAC and RVAP co-facilitate workshops on campus and help with coordinating community awareness raising events.

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### Prevention and education for employees in 2016

All University of Iowa employees that hold a 50% or greater appointment are required to complete [sexual harassment prevention education](#). This required course is designed to educate employees about prohibited conduct and the problems associated with sexual harassment, as well as inform alleged and potential victims of their rights and instruct administrators about how to address complaints. New employees complete the course within two to six months of being hired, depending on their role in the university. All employees must complete a refresher course every three years. The Office of Equal Opportunity and Diversity (EOD) provides the instructor-led version of the course and monitors compliance.

In 2016, 63 instructor-led workshops were held with a total of 2,469 participants. An additional 2,544 employees completed the online course.

## PART 4: TRAINING AND TOOLS FOR INTERVENTION

Ongoing training is provided to individuals involved in the campus response in order to ensure prompt, fair, and trauma-informed proceedings. The topics for training are based on best practices recommended by national institutions, federal compliance requirements, and needs identified by campus community members. Training is accomplished through a variety of methods: national trainers are brought to campus to provide training to interdisciplinary groups; staff are supported to attend train-the-trainer events to gain skills for developing sustainable training programs for their departments; campus partners provide training related to their areas of expertise; and webinars from national providers are watched and discussed in a group setting. In addition to the training summarized in this report, individuals are supported to attend training at conferences and events offered by external organizations.

### Training for Academic and Administrative Officers (A/AOs)

OSMRC collaborated with RVAP to develop a new workshop for [Academic and Administrative Officers \(A/AOs\)](#), individuals who are responsible for reporting information they receive related to an incident of sexual misconduct, dating/domestic violence, or stalking. After a pilot program in 2015, the Responding to Disclosures as an A/AO workshop was expanded in 2016 to be offered by request to departments across the university.

The goal of the Responding to Disclosures as an A/AO workshop is to ensure a caring, effective, and prompt response to disclosures by clarifying A/AO responsibilities under the Policy on Sexual Harassment, highlighting our institutional obligations, and providing trauma-informed response. The workshop promotes student success by creating an environment in which students needing assistance can turn to staff who are trained to respond compassionately and ensure the student is linked with resources and knows their options. Participants learn about the effects of trauma on the brain and how trauma might impact the behavior and memory of individuals who have experienced victimization. The workshop provides concrete recommendations for working with individuals who have experienced trauma, including methods for empowering victims by being transparent about your reporting responsibilities early in the conversation. Case scenarios give participants the opportunity to practice applying the new skills.

#### RESPONDING TO DISCLOSURES AS AN A/AO

*As a university employee, you may learn of an incident of sexual misconduct, dating/domestic violence, or stalking in your role as an academic or administrative officer (A/AO). How you respond is very important, both for the victim/survivor and for university policy. OSMRC is here to help: call (319) 335-6200 to consult.*

#### Clarify:

**As soon as you think you might be hearing about sexual harassment, sexual assault, dating violence, domestic violence, or stalking, let them know about your responsibilities and the limits to your confidentiality.**

*"I want to make sure you know that there are limits to my confidentiality. I am responsible to share information related to sexual harassment, sexual assault, dating violence, domestic violence, and stalking so that someone can get in touch with you to make sure you know where to turn for help."*

*"This conversation may feel uncomfortable. I want to acknowledge that, but I will do my best to help you feel safe during this time."*

#### Listen:

**Start by believing. Remember what barriers they may have had to overcome to share this information. This isn't the time to press for details.**

*"Thank you for sharing this information with me and trusting me with it."*

*"You've been through a lot."*

*"I'm sorry you had that experience."*

*"It's not your fault."*

The University of Iowa Office of the Sexual Misconduct Response Coordinator  
osmrc.uiowa.edu

August 2016



In 2016, OSMRC and RVAP provided the Responding to Disclosures as an A/AO workshop to staff in International Student and Scholar Services, Academic Support and Retention, International Programs, Recreational Services, Athletics, and Admissions. This workshop was also offered as a breakout session in the 2016 It's On Us Summit. A total of 110 university employees completed the workshop in 2016. Evaluations submitted following the workshop indicated that 100% of participants agreed that the training presented new information, 100% agreed that it presented valuable information. 100% agreed that their ability to respond to reports of sexual harassment, sexual assault, dating/domestic violence, and stalking improved as a result of the training, and 96% indicated that they were likely to apply the content of the training to their work.

In addition, OSMRC also developed a written resource for A/AOs in 2016. This two-page guide outlines five steps for A/AOs to consider when they hear a disclosure of sexual misconduct, dating/domestic violence, or stalking. This resource was developed based on feedback on the Responding to Disclosures as an A/AO workshop, and is intended to provide an outline of recommended best practices for A/AOs. The guide was distributed to over 8,000 faculty and staff on campus in fall 2016.

OSMRC participates in annual training for all residence hall coordinators, resident assistants, and Hawkeye guides to ensure that participants can identify incidents of sexual misconduct, dating/domestic violence, and stalking and respond appropriately.

### Training for law enforcement

In 2016, we took the first step towards establishing a sustainable annual training model on gender-based violence for university law enforcement officers. This work was made possible through our campus grant from the Department of Justice's Office on Violence Against Women (OVW). Two officers were sponsored to attend a trainer development program on sexual and gender based violence presented by the East Central University STTAABLE Campus Program and the International Association of Chiefs of Police. This training focused on strengthening presentation skills, incorporating experiential learning into instruction, developing training lesson plans and content, and troubleshooting problems in the training environment while educating law enforcement about crimes of violence against women on campus.

The trained officers developed a 5-hour training curriculum on sexual and gender-based violence. This interactive training included collaboration with Iowa City Police and the UI Threat Assessment Team to provide additional material on dating/domestic violence and stalking. All University of Iowa police officers attended the training in December, 2016. 96% rated training as good or excellent. 100% thought the presenters did a good or excellent job of covering useful material. 100% thought the presenters did a good or excellent job of presenting material that was practical to the needs and interests of the participants. A commitment has been made to continue to offer this training on a regular basis to all new University of Iowa officers.

## Training for decision makers

The Anti-Violence Coalition In-Service Training Series provides ongoing training opportunities to decision makers and others involved in adjudicating or responding to sexual misconduct, dating/domestic violence, and stalking cases. Training opportunities are open to members of the Anti-Violence Coalition, community partners, and others in the campus community. Each training event includes time scheduled for discussion; participants critically discuss how the training content relates to their role in the university's response process, share questions and concerns, and offer multidisciplinary perspectives on the training content. Participants complete an evaluation at the end of each training session.

### *In-service training offered through this series in 2016 included:*

#### Stalking and Intimate Partner Violence

**Presenter:** Michelle Garcia, director of the National Stalking Resource Center

**Description:** This webinar addressed the prevalence and dynamics of stalking, the intersection of stalking and domestic violence, and the risk of violence and lethality in stalking cases. The presenter also discussed the effects of stalking on victims as well as considerations for law enforcement, prosecutors, victim service providers, and other allied professionals responding to stalking crimes.

**Evaluation summary:**

- 22 people attended. 15 evaluations were completed.
- 100% agreed or strongly agreed that the webinar presented new information
- 100% agreed or strongly agreed that the webinar presented valuable information
- 80% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 100% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office

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#### Alcohol-Facilitated Sexual Assault

**Presenters:** Jane Anderson, JD, and Patricia D. Powers, JD, attorney advisors with AEquitas

**Description:** This webinar explored common issues and challenges related to the investigation and prosecution of sexual assault cases where alcohol is present. The presenters focused on identifying corroborating evidence, interviewing victims, basic toxicology, the effect of societal attitudes about alcohol on determinations of victim credibility, and trial strategies. Participants viewed sections of this recorded webinar that were relevant to campus cases, but did not view the portions of the webinar that were specific to trial court. Our discussion focused on a critical analysis of which elements of the webinar were applicable to the university administrative procedure.

**Evaluation summary:**

- 11 people attended. 7 evaluations were completed.
- 71% agreed or strongly agreed that the webinar presented new information
- 86% agreed or strongly agreed that the webinar presented valuable information
- 100% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 71% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office

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#### Coordinated Community Response to Women's Use of Violence in Intimate Partner Relationships

**Presenter:** Melissa Petrangelo Scaia, MPA, executive director of Domestic Abuse Intervention Programs

**Description:** This webinar provided a framework for differentiating between the woman who batters and the woman who is battered and responds with the use of violence in order to help intervening agencies and professionals distinguish between kinds of domestic violence, scope of domestic violence, severity of the violence, patters of the violence, function and purpose of the violence, and finally, primary perpetrator of the violence.

**Evaluation summary:**

- 9 people attended. 4 evaluations were completed.
- 100% agreed or strongly agreed that the webinar presented new information
- 100% agreed or strongly agreed that the webinar presented valuable information
- 100% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 75% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office

## Working with the Accused Student: Your Campus' Legal and Moral Responsibilities

**Presenter:** Gary Pavela, editor of ASCA Law and Policy Report, director of Student Conduct at the University of Maryland, retired, and fellow with the National Association of College and University Attorneys

**Description:** This webinar reviewed the legal and moral responsibilities institutions of higher education have to accused students in cases of sexual assault, and described best practices for upholding the basic due process requirements in campus conduct hearings.

**Evaluation summary:**

- 10 people attended. 10 evaluations were completed.
  - 70% agreed or strongly agreed that the webinar presented new information
  - 80% agreed or strongly agreed that the webinar presented valuable information
  - 90% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
  - 60% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office
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## Prevalence and Characteristics Among Domestic Violence and Sexual Offenders

**Presenters:** A. Mervyn Davies, M.A., LPC, CACIII, F.A.P.A., Davies and Associates; and Dominique Simons, M.A., DAS Consulting, Inc.

**Description:** This webinar highlighted the 2009 Partner Rape Study which explored the prevalence of intimate partner rape in adult sex offenders and domestic violence offenders in treatment in Colorado. Although domestic violence offenders and sex offenders are not the same, and the mechanisms that lead to these problematic behaviors differ, this webinar presented findings that these individuals exhibit similar behaviors and attitudes, particularly with respect to intimate sexual violence.

**Evaluation summary:**

- 14 people attended. 13 evaluations were completed.
  - 100% agreed or strongly agreed that the webinar presented new information
  - 92% agreed or strongly agreed that the webinar presented valuable information
  - 85% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
  - 92% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office
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## STOP SV: A Technical Package to Prevent Sexual Violence

**Presenters:** James A. Mercy, director of Division of Violence Prevention at the Centers for Disease Control and Prevention; Kathleen Basile, Division of Violence Prevention at the Centers for Disease Control and Prevention; Sally Laskey, National Sexual Violence Resource Center; and Chad Sniffen, National Sexual Violence Resource Center

**Description:** This webinar described how the CDC's STOP SV Technical Package can support prevention program decision-making, identify resources to support prevention practice, and examine potential sectors to involve in sexual violence prevention.

**Evaluation summary:**

- 6 people attended. 2 evaluations were completed.
- 100% agreed or strongly agreed that the webinar presented new information
- 100% agreed or strongly agreed that the webinar presented valuable information
- 100% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 100% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office

## Neurobiology of Sexual Assault: 2-Part Webinar Series

**Presenter:** Dr. James Hopper, independent consultant and teaching associate in Psychology at Harvard Medical School.

**Description:** This two-part webinar series explained how fear and trauma can alter brain functioning during sexual assault, resulting in experiences and behaviors that are, unfortunately, still commonly misunderstood by many who work with victims of sexual assault.

Participants learned about the key brain circuitries impacted by fear and trauma, including the prefrontal cortex and the fear circuitry; brain-based responses to sexual assault, especially those associated with involuntary habits and reflexes; and brain-based aspects of memory encoding, storage and retrieval that determine what can later be recalled and not recalled, including in investigative interviews and in court.

### Evaluation summary (Part 1):

- 14 people attended. 12 evaluations were completed.
- 100% agreed or strongly agreed that the webinar presented new information
- 100% agreed or strongly agreed that the webinar presented valuable information
- 92% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 100% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office

### Evaluation summary (Part 2):

- 12 people attended. 8 evaluations were completed.
  - 100% agreed or strongly agreed that the webinar presented new information
  - 100% agreed or strongly agreed that the webinar presented valuable information
  - 100% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
  - 100% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office
- 

## Forensic Experiential Trauma Interview: 2-Part Webinar Series

**Presenter:** Russell W. Strand, independent consultant and retired chief of the Behavioral Sciences Education & Training Division at the United States Army Military Police School in Fort Leonard Wood, Missouri

**Description:** This webinar provided information on the Forensic Experiential Trauma Interview (FETI), a technique that draws on the best practices of child forensic interviews, critical incident stress management, and neuroscience to create a three-pronged approach that unlocks the trauma experience in a way that we can better understand.

### Evaluation summary (Part 1):

- 18 people attended. 10 evaluations were completed.
- 70% agreed or strongly agreed that the webinar presented new information
- 90% agreed or strongly agreed that the webinar presented valuable information
- 90% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 70% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office

### Evaluation summary (Part 2):

- 8 people attended. 2 evaluations were completed.
- 100% agreed or strongly agreed that the webinar presented new information
- 100% agreed or strongly agreed that the webinar presented valuable information
- 100% indicated that they were likely or very likely to apply the content of the webinar and discussion to their work
- 100% indicated that they were likely or very likely to share the content of the webinar and discussion with others in their department or office



## PART 5: OSMRC CASE AND OUTCOME DATA

### Introduction

We share our case data in order to increase transparency and provide some insight into the university's response process. Sharing data helps us work with campus partners to identify potential action for our prevention, policy, or intervention work. OSMRC case data provides one piece of the larger picture of incidents of sexual misconduct, dating/domestic violence, and stalking impacting members of our campus and community. It fits together with data shared by the Department of Public Safety, the Office of Equal Opportunity and Diversity, the Office of the Dean of Students, RVAP, the Domestic Violence Intervention Program, and the Speak Out Iowa campus climate survey.

The data in this section reflect reports that were received by OSMRC between January 1, 2016, and December 31, 2016. The data do not reflect Clery crime statistics nor are they a reflection of adjudicated outcomes—only reports. While many of these reports refer to incidents that happened in the context of a person's affiliation to the University of Iowa, OSMRC also receives reports about incidents that happened off campus or before a person came to the university; these reports are included in the data shared in this report.

### A note about definitions

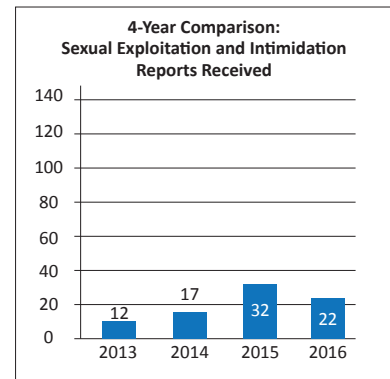
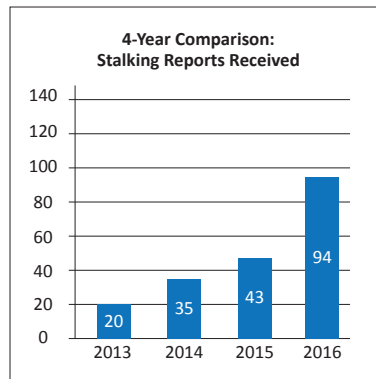
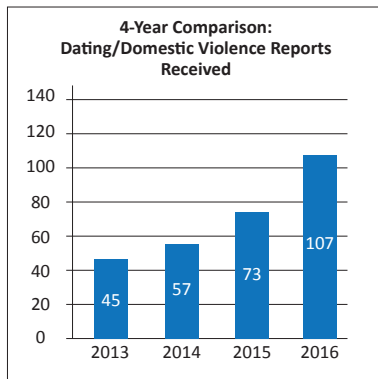
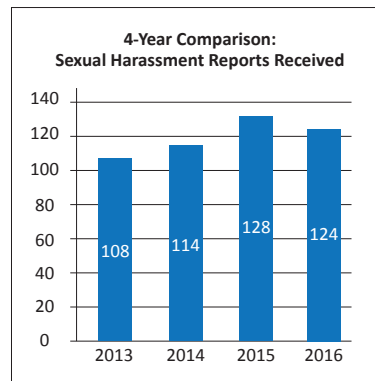
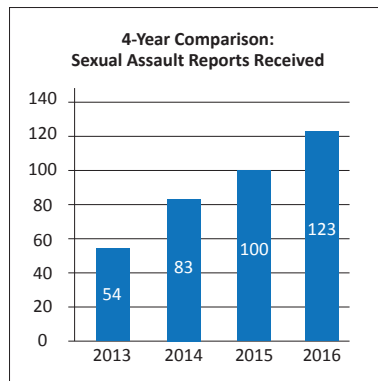
The policy definitions of sexual assault, dating/domestic violence, and stalking are broader than the criminal statutes. The policy definitions for these incident types can be found in the [Sexual Misconduct, Dating/Domestic Violence, or Stalking Involving Student Policy](#) and the [Sexual Harassment Policy](#).

## Reports received

All reports that come to OSMRC are recorded in our internal database. This allows our office to monitor the campus climate for patterns and take action to address a possible hostile environment.

The reports in this section are organized by incident type. We classify reports based on the best information we have available. Reports that we receive vary greatly in how detailed they are. While we always start by believing, it is important to understand that not all reports lead to an investigation or an adjudicated policy violation.

A single report may include multiple incidents and/or multiple incident types. Report including multiple incident types are reported under each incident type category.

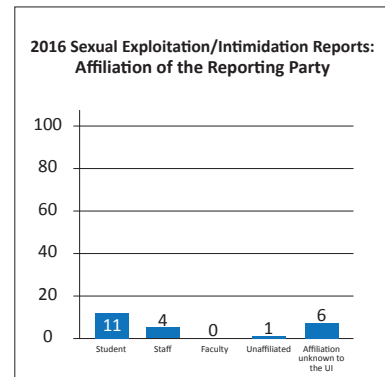
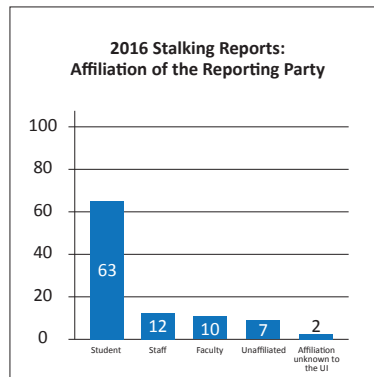
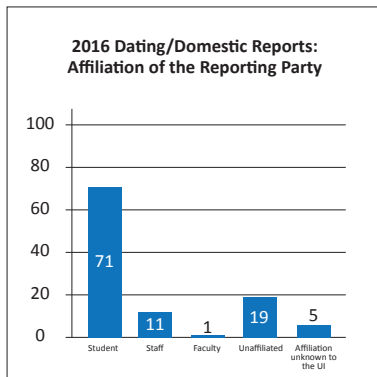
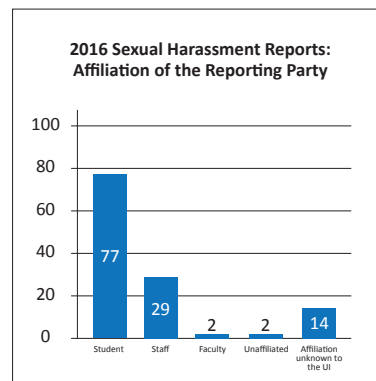
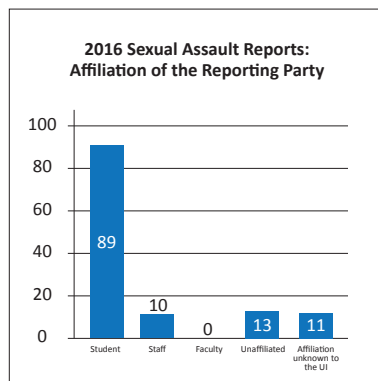


*\*Some reports have more than one respondent, and some reports contain more than one incident type*

## Affiliation of the reporting party

The affiliation of the reporting party determines the university’s ability to provide accommodations. The reporting party does not need to be affiliated with the university in order to have a complaint option.

The “affiliation unknown to the UI” category includes reports in which the party’s affiliation was known but not disclosed to the UI. These data reflect reports in which the responding party was student, staff, faculty, unaffiliated, or of unknown affiliation.

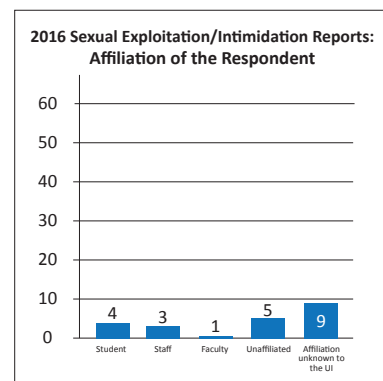
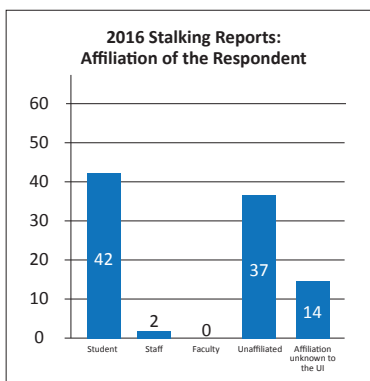
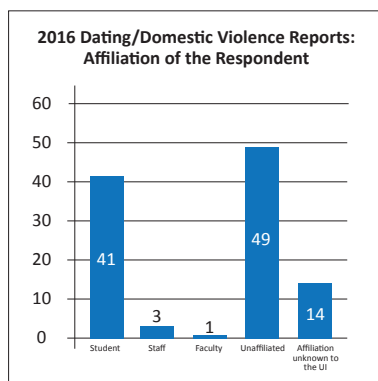
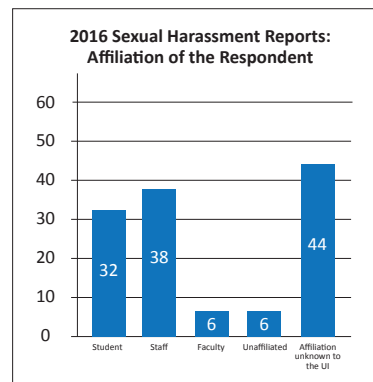
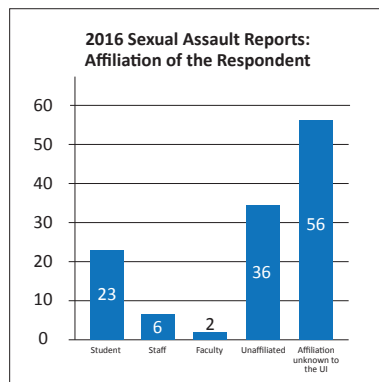


*\*Some reports have more than one respondent, and some reports contain more than one incident type*

## Affiliation of the respondent

The affiliation of the respondent determines whether the university has jurisdiction to investigate, which policies apply, and which offices might be involved in responding. If a respondent is not affiliated with the university, our ability to take action is limited. Student conduct investigations are conducted by the [Office of the Dean of Students](#) under the [Code of Student Life](#) and the [Sexual Misconduct, Dating/Domestic Violence, or Stalking Involving Students](#) policy. Employee conduct investigation are conducted by the [Office of Equal Opportunity and Diversity](#) under the [Sexual Harassment Policy](#).

The “affiliation unknown to the UI” category includes reports in which the party’s affiliation was known but not disclosed to the UI. These data reflect reports in which the reporting party was student, staff, faculty, unaffiliated, or of unknown affiliation.



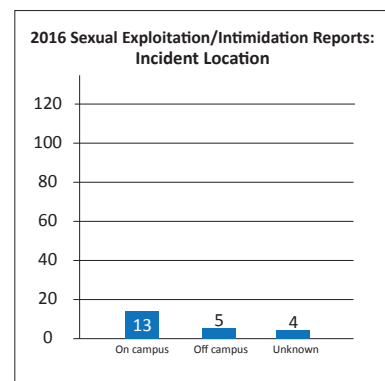
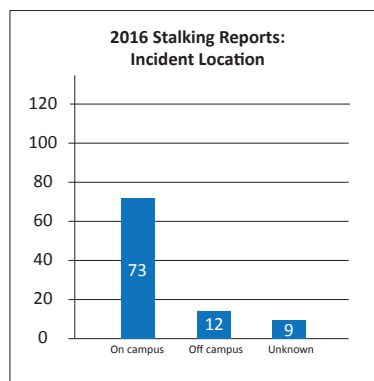
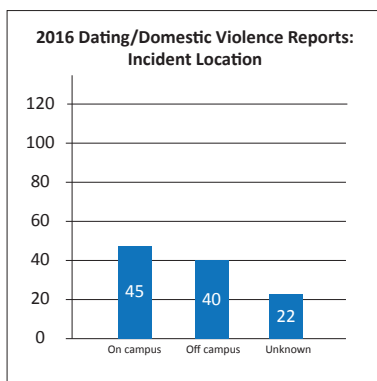
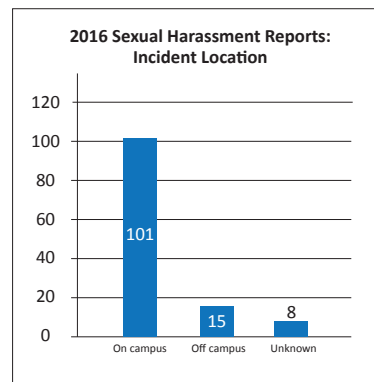
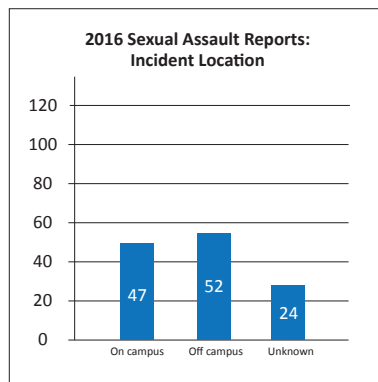
*\*Some reports have more than one respondent, and some reports contain more than one incident type*



## Incident location

Tracking the locations of reported incidents OSMRC to identify and address possible patterns. The location of incidents is also important for data collection related to the [Clery Act](#), which requires that campuses report information about crimes committed on campus or areas adjacent to campus.

For the purposes of this report, “on campus” refers to reports in which at least one incident took place in a campus building, including academic buildings, residence halls, and the hospital; in campus parking lots and public areas; in fraternity and sorority houses; and in buildings controlled by our university, such as dorms in a university-sponsored study abroad program. “Off campus” refers to reports in which at least one incident took place at a reported off campus location. “Unknown” refers to reports in which no location information was shared.



*\*Some reports have more than one respondent, and some reports contain more than one incident type*

## Discussion

Over the past four years, we've seen an increase in the number of reports of most incident types. While it's possible that this reflects an increase in the number of incidents occurring, it may also be reflective of updated policies, expanded training to help Academic and Administrative Officers (A/AOs) understand their reporting responsibilities, increased communication with other offices, or some combination of these factors.

Reports involving possible stalking increased notably from 43 in 2015 to 91 in 2016. This may be related to a revision of UI policies to include stalking as a prohibited behavior that was rolled out in conjunction with increased training to recognize and report stalking. An update to the Clery definition of stalking went into effect in this time period also, leading to many cases being classified as stalking that had previously been characterized as harassment.

Data on the affiliation of reporting parties reflect national statistics of increased victimization rates amongst college-aged populations. Information about the affiliation of reporting parties and respondents, taken together with Speak Out Iowa survey data, allows us to reflect on training and prevention priorities. The data here emphasizes the importance of strategies in the [Anti-Violence Plan](#) to implement expanded primary prevention programs for all campus populations.

Incident location data helps OSMRC work with campus partners, especially the Department of Public Safety, to address safety concerns related to specific locations. The data reflect the importance of ongoing engagement with partners in the community through efforts like [Raise the Bar](#).

## 2016 reports: Report response process

When OSMRC receives a report, we reach out to the reporting party offering to meet to provide linkage with a confidential resource, facilitate accommodations, and review reporting and complaint options. As much as possible, we strive to put control over the decision to make a complaint in the hands of the reporting party; however, there are certain circumstances in which the university has an obligation to move forward with an investigation in order to maintain a safe campus environment. The reporting party will always be told if this happens, and it is always the reporting party's choice to participate in an investigation.

### ***Reports not moving forward***

In the absence of an investigation, OSMRC works with the reporting party to explore their options. Sanctions are not imposed on the responding party unless an investigation has found evidence of a policy violation. However, there may be options to pursue environmental remedies that will help put an end to the unwelcome behavior in the absence of an investigation. Accommodations can be facilitated without making a complaint. A reporting party has the option to change their mind at any point; there is no time limit to making a university policy complaint.

*Additional information about reports that do not move forward can be found in the Appendix.*

### ***Informal resolutions***

An informal resolution may be an option in cases in which the respondent is a university employee. The purpose of an informal resolution is to stop the unwelcome behavior from recurring. Resolution may take many forms, including direct communication with the responding party, changes to the work or education environment, or group education of the whole work unit. The reporting party's wishes concerning notifying the responding party are taken into account. Informal resolutions are facilitated by the senior human resources representative or associate dean of the department where the behavior occurred, or by the [Office of Equal Opportunity and Diversity](#).

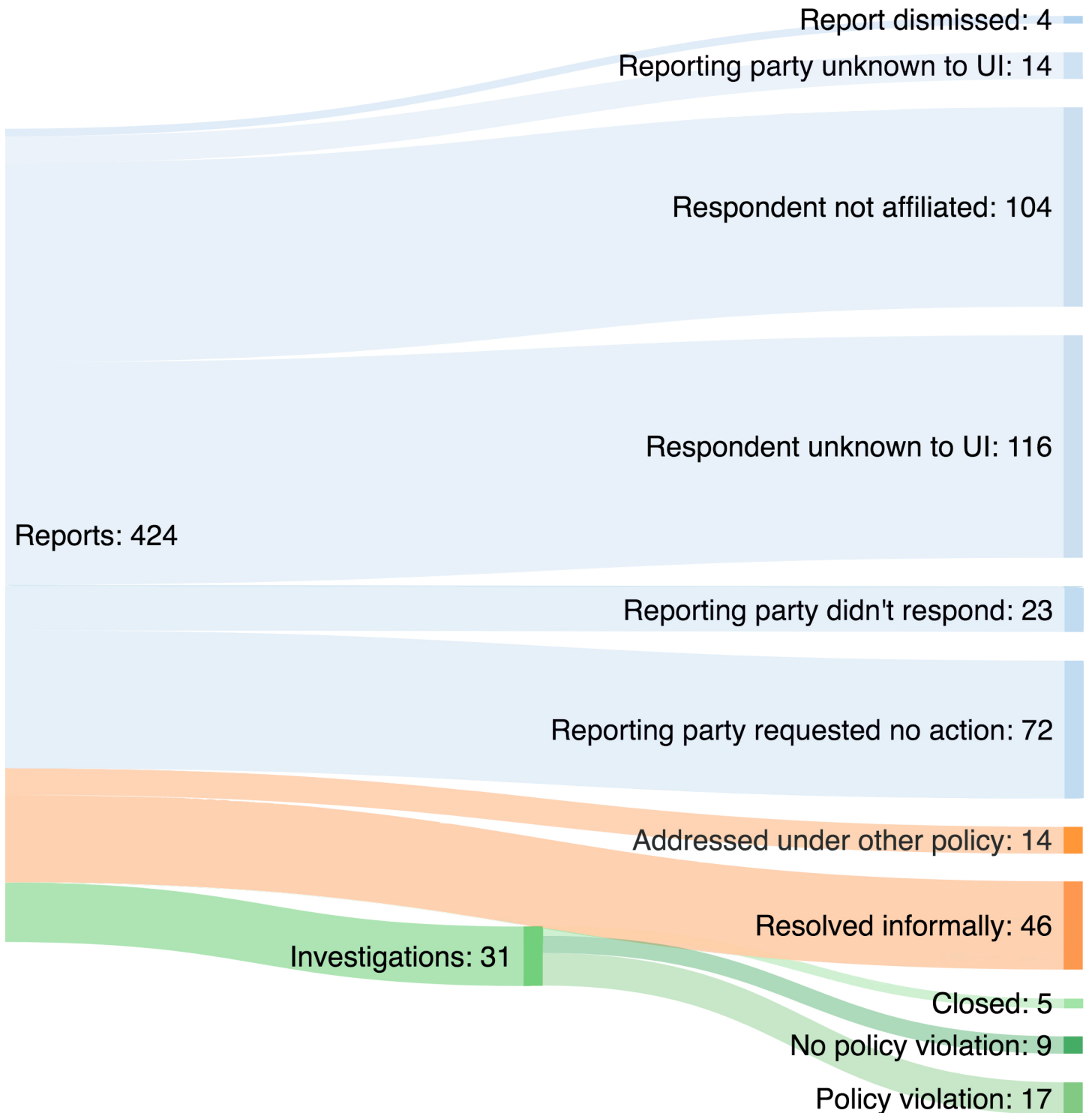
### ***Investigations***

Complaints involving student respondents are investigated by the [Office of the Dean of Students](#), and complaints involving employee respondents are investigated by the [Office of Equal Opportunity and Diversity](#). OSMRC is not an investigating office. Interim sanctions may be imposed on the respondent during the investigation if there is a concern related to safety or an ongoing threat of disruption to the academic process. The [Anti-Retaliation Policy](#) applies in both student conduct and employee conduct investigations.

The purpose of an investigation is to determine whether it is more likely than not that a university policy was violated. University administrative investigations are separate from law enforcement investigations, which may be pursued concurrently or not at all.

*Additional information about investigation outcomes can be found in the Appendix.*

## 2016: All reports received



## 2016: All reports by incident type

	Sexual assault	Sexual harassment	Dating/ domestic violence	Stalking	Sexual exploitation/ intimidation
Reports not moving forward:					
Report dismissed	1	1	0	0	2
Reporting party unknown to the UI	6	1	5	2	2
Respondent not affiliated	31	5	46	33	5
Respondent unknown to the UI	49	42	11	14	4
Reporting party didn't respond	4	4	10	6	1
Reporting party requested no investigation	11	21	19	31	1
Addressed under other policy/procedure	9	2	0	3	1
Informal resolution	0	42	0	0	5
Investigation	12	6	16	5	1

*\*Some reports have more than one incident type.*

## Discussion

Close to 25% of the overall reports received involved a respondent who was not affiliated with the university. We are grateful to have received information about these cases so that we could link the reporting parties with a confidential resource, offer accommodations, and clarify reporting options to law enforcement, even if an administrative complaint was not an option.

Close to 28% of the overall reports received involved a respondent whose affiliation was unknown to us. These include cases in which the respondent was known to the reporting party, but the reporting party chose not to share information about the respondent's identity with OSMRC.

There is always the potential that publishing information about reports not moving forward may lead to the unintended consequence of blame being directed at the reporting party. It is always the choice of the reporting party to participate in an investigation or not. Research has repeatedly found that victims/survivors of sexual assault choose not to report out of feelings of self-blame, not wanting others involved, and minimizing the seriousness of the assault. When explaining administrative complaint options, OSMRC regularly describes interim sanctions and the [Anti-Retaliation Policy](#).

## Sanctions imposed

Campus actions resulting from adjudication of complaints can include sanctions against the person(s) found responsible, remedies for the individual(s) harmed, one-on-one or targeted group education, and/or implementation of specific security measures.

There are protocols in place to ensure that intentional and appropriate outcomes, including sanctions, are imposed. When a policy violation has been determined, in either student conduct or employee conduct cases, the decision maker (the Dean of Students, the respondent's supervisor, or the Provost) must receive sanctioning input from the investigator and the Sexual Misconduct Response Coordinator. The Student Judicial Procedure allows for a victim impact statement to be provided to the decision maker before sanctions are imposed. [Ongoing professional development](#) is provided to decision makers. Outcomes are tracked to ensure fair and consistent institutional response and to decrease the effect of implicit bias.

The Anti-Violence Coalition continues to engage the campus community in conversation about appropriate sanctions which assists in our ongoing review of the sexual assault sanctioning guidelines established in 2014. We must ensure that there are no unintended side effects, such as hindrance to reporting or judicial administrators wanting to adjust a finding of responsibility in order to issue or avoid a specific sanction.

### ***Outcomes from 3 sexual assault policy violations:***

- 6 disciplinary/safety measures
- 2 educational/counseling requirements
- 2 separations
- 1 suspension

### ***Outcomes from 4 sexual harassment policy violations:***

- 10 disciplinary/safety measures
- 2 educational/counseling requirements
- 1 withdrew before resolution – registration hold placed

### ***Outcomes from 8 dating/domestic violence policy violations:***

- 14 disciplinary/safety measures
- 7 educational/counseling requirements
- 2 separations
- 1 suspension

### ***Outcomes from 1 stalking policy violation:***

- 1 disciplinary/safety measure
- 1 withdrew before resolution – registration hold placed

### ***Outcomes from 1 sexual intimidation policy violation:***

- 3 disciplinary/safety measures
- 2 educational/counseling requirements

*Definitions of sanctions can be found in the Appendix.*



## PART 6: MOVING FORWARD

Our 2017 priorities include the prevention, intervention and policy strategies noted in the [Anti-Violence Plan for Sexual Misconduct, Dating Violence, and Stalking](#). Some of those strategies include expanding the required staff and faculty training program to those not currently required to complete the program, integrating primary prevention strategies within our employee-based prevention training programs, implementing a program for student respondents found responsible for a policy violation, creating student programming that promotes healthy masculinities, ensuring our training for law enforcement and campus judicial members lead to a fair, trauma informed response process, and offering a research-based course based on the Enhanced Assess, Acknowledge, and Act curriculum by Dr. Charlene Senn. Envisioning a campus culture without sexual violence may seem aspirational given our current national climate. However, inspirational changes toward this vision are taking place every day on our campus. Through our campus partners' collective efforts our teaching, research, and service advance our mission to end sexual misconduct.

# APPENDIX

## Report response process

### ***Report dismissed***

Reports made that were determined, on their face or following an initial review, to not constitute any form of sexual misconduct.

### ***Reporting party unknown to the UI***

Reports made anonymously and/or without enough information to allow the university to identify the potential complainant to reach out to for further investigation.

### ***Respondent unaffiliated***

Reports made where the misconduct was committed by an individual determined not to be affiliated with the university. In the event the accused individual is affiliated with another institution of higher education or 3rd party entity, the university may address the matter with the other institution/3rd party to make them aware of the incident.

### ***Respondent unknown to the UI***

Reports where the identity of the respondent is either unknown, not disclosed to the university, and/or otherwise unable to be ascertained by the university, and therefore the university is limited in its ability to move forward with potential action. In these instances, there is no time limit placed on moving forward in the event the individual who has been harmed decides to proceed by sharing more information, or in the event the student or the university is later able to identify the respondent.

### ***Reporting party didn't respond***

Reports which did not move forward because the complainant did not respond to university outreach.

### ***Reporting party requested no action***

Reports which did not move forward because the complainant requested no further university action.

### ***Addressed under another policy or procedure***

Reports in which a response was pursued using a non-Title IX-related policy

### ***Policy violation***

It is more likely than not that the respondent violated a Title IX-related university policy. The sanctions imposed in 2016 are recorded later in this report.

### ***No policy violation***

The behavior reported did not rise to the level of a policy violation, or there was insufficient evidence to demonstrate whether a policy violation occurred. Respondents may also have been found responsible for violating other non-Title-IX-related university policies in a concurrent investigation; this information is not recorded in this report. A finding of no policy violation does not indicate that the reporting party was lying or not believed. Accommodations, including a no-contact directive, may still be offered following the conclusion of an investigation, even if there was a finding of no policy violation.

### ***Closed***

The respondent withdrew before a finding was issued, or the reporting party requested that the investigation cease. If a respondent withdraws before a finding is issued, the investigator compiles a report of information shared about the case and closes the investigation. No sanctions are imposed due to a lack of jurisdiction. Student respondents who withdraw in the middle of an investigation receive a registration hold to prevent them from re-enrolling until the investigation can be resolved.

### ***Still in process***

While we strive to conclude investigations within 60 days, circumstances sometimes lead to an investigation remaining open beyond that time limit.

## Sanctions imposed

### ***Disciplinary/safety measures***

Examples of disciplinary/safety measures that might be imposed as sanctions are listed below. More information about these sanctions can be found in the [Student Judicial Procedure](#).

- building prohibition
- campus prohibition
- completion of all court requirements
- computer restriction
- disciplinary probation
- group education
- limited access to activities
- no classes/student orgs in common
- no contact directive
- one-to-one conversation
- permission required to graduate
- registration hold placed
- reprimand
- restitution
- work prohibition

### ***Educational/counseling requirements***

Examples of educational/counseling requirements that might be imposed as sanctions are listed below. More information about these sanctions can be found in the [Student Judicial Procedure](#) and OSMRC's page about the [UI-CERB Program](#).

- education mandate
- counseling mandate
- UI-CERB

### ***Separation***

Separation from the institution could take the form of termination (for employees) or expulsion (for students). Individuals who are separated from the institution are also issued a campus prohibition preventing them from returning to campus, and are prevented from future employment or student status at the university.

### ***Suspension***

Students who have been suspended are issued a campus prohibition preventing them from returning to campus for the duration of their suspension. Re-enrollment requirements may be imposed as a condition of returning to the university.

### ***Withdrew before resolution***

If a respondent withdraws following a finding of responsibility for a policy violation but before the imposition of sanctions, the university loses jurisdiction to impose sanctions. Student respondents who withdraw before the resolution of an investigation receive a registration hold to prevent them from re-enrolling until the investigation can be resolved.







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Response Coordinator

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