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Title IX & Gender Equity,
Office of Institutional Equity

Annual Report 2021

Title IX and Gender Equity (TIXGE-OIE)

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LETTER FROM THE DIRECTOR

Title IX and Gender Equity, Office of Institutional Equity

On behalf of Title IX & Gender Equity, Office of Institutional Equity (TIXGE-OIE) and the University of Iowa Anti-Violence Coalition, I share our 2021 annual report. In April 2021, the University of Iowa announced it was forming a new Office of Institutional Equity under the Division of Diversity, Equity, and Inclusion (DDEI) to streamline the process of reporting bias, harassment, discrimination, equity, free speech, and sexual misconduct concerns. Effective July 1, 2021, the Office of Sexual Misconduct Response Coordinator (OSMRC), the Office of Equal Opportunity and Diversity (EOD), and two investigators of the Office of Student Accountability (OSA) related to Title IX complaints merged to become the OIE. The Title IX and Gender Equity unit in the Office of Institutional Equity coordinates the university's response to reports of sexual harassment and sexual misconduct, including dating/domestic violence, and stalking when those reports involve members of or visitors to the university community. Our annual reporting format may change as our new structure evolves.

This year, in response to our third campus survey to examine students' experience with sexual misconduct occurring on campus, including sexual harassment, dating violence, stalking, and sexual violence, we established a new 2021-2024 Anti-Violence Plan. The Plan focuses on prevention and education, intervention, and policy and is informed by data from the key findings of the third Speak Out Iowa campus climate survey (noted by numbers), evidence-informed efforts and practices (noted by letters), and input from members of the University of Iowa Anti-Violence Coalition (AVC), including students and other community stakeholders. I am grateful to our Survey Committee members and to our Anti-Violence Plan Writing Team members! These collaborative multi-disciplinary efforts complement our new Division's Hub and Spoke model for creating a safe, welcoming, and inclusive campus—a model that embraces the belief that all of us have a role to play in creating a healthy and respectful community.



Monique DiCarlo, Title IX Coordinator
Director, Title IX and Gender Equity

OVERVIEW OF CAMPUS PROJECTS

Title IX and Gender Equity, Office of Institutional Equity

***Speak Out Iowa* Campus Climate Survey**

The University of Iowa conducted its third campus survey to examine sexual misconduct occurring on campus, including sexual harassment, dating violence, stalking, and sexual violence in Spring 2021.

The survey was distributed to all degree-seeking undergraduate, graduate, and professional students to complete online in February. The survey examined 1) the frequency of sexual misconduct (technology-facilitated sexual harassment, harassment by faculty/staff, dating violence, stalking, and sexual violence) among students; 2) students' experiences supporting a friend who disclosed sexual misconduct to them; 3) how sexual misconduct affects students' academic progress; and 4) how students negotiate sexual consent.

As in the previous *Speak Out Iowa* surveys, students' participation was voluntary, and responses were anonymous. The survey was administered by a subcommittee of the Anti-Violence Coalition and sponsored by the Title IX Coordinator and the Office of the Vice President for Student Life. A 15.5% response rate was achieved, with 4,264 students remaining in the final sample. Survey results were used to continue to inform our ongoing efforts to address sexual misconduct on campus and development of the 2021-2024 Anti-Violence Plan. Highlights of the findings include:

- Most students agreed they knew where to go to get help on campus for sexual misconduct, but fewer than half understood where to report sexual misconduct or what happened when you made a report.
- Except for image-based harassment, transgender and gender nonconforming (TGNC) students and women report significantly more technology-facilitated harassment than men.
- While students report high levels of perceived behavioral control over negotiating consent for sex, many are still using indirect behaviors to communicate consent.
- Women and TGNC students report significantly higher rates of obsessive stalking behaviors and repeated stalking behaviors compared to men.
- TGNC students report significantly higher rates of sexist and crude gender harassment than men and women. Women also experience significantly higher rates of these two types of harassment compared to men.

Complete results of the *Speak Out Iowa* campus climate survey can be reviewed [here](#).

The University of Iowa Anti-Violence Plan for Sexual Misconduct, Dating Violence, and Stalking: Fall 2021 – Fall 2024

In 2021, the University of Iowa implemented its third iteration of the Anti-Violence Plan (AVP). The new three-year plan (2021-2024) for sexual misconduct, dating violence, and stalking includes action items that build on existing programs, policies, and resources and aligns with the 2020-2023 Office on Violence Against Women Campus Program Grant.

The AVP focuses on prevention and education, intervention, and policy and is informed by data from the key findings of the third [Speak Out Iowa campus climate survey](#), evidence-informed efforts and practices, and input from members of the University of Iowa Anti-Violence Coalition (AVC), including students and other community stakeholders. Specific strategies of the plan are prioritized for the semester and progress is reported back to the Anti-Violence Coalition and on the [Diversity, Equity and Inclusion website](#).

Progress was made on the following Anti-Violence Plan Strategies during calendar year (CY) 2021. For specific outcomes during this reporting period see [2018-2021 Anti-Violence Plan](#) and [2021-2024 Anti-Violence Plan](#):

- Reboot the Green Flag Campaign to help students identify positive relationship behaviors, social norming, etc.
- Pilot new tiered prevention education programming for Fraternity and Sorority Life (FSL) members to provide developmentally appropriate education based on students' tenure in the FSL community.
- Create a plan to utilize social media and other information technology, such as apps, to raise awareness of interpersonal violence and provide resources.
- Convene a summit with school district leaders, state legislators, and foundations to identify strategies/resources for strengthening healthy relationship education in middle & high schools to increase prevention education prior to enrollment at Iowa.
- Explore additional ways to issue safety alerts to campus when Clery notifications are not warranted.
- Develop a sustainable sexual misconduct training program for campus law enforcement.
- Research and evaluate community policing strategies and incorporate them to create a blueprint to assist UI Police liaison officers in increasing communication and outreach between law enforcement and UI community members, especially UI Police liaisons to groups that were identified as higher risk in the campus climate survey.
- Increase training for senior human resource representatives and associate deans on how to have effective conversations that motivate behavioral change when facilitating an informal sexual harassment resolution.

PREVENTION AND EDUCATION

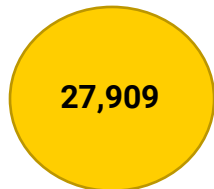
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Comprehensive prevention and education efforts are one component of a multi-faceted strategy for ending gender-based discrimination and violence in our community. Many groups on campus are involved in prevention and education efforts, bringing diverse 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, content and outcomes are in alignment. Gender-based learning outcomes are utilized to track and evaluate education content delivered.

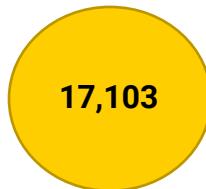
Interpersonal Violence Prevention (IVP) education dashboard

A violence prevention education dashboard remains in place to track students and employees who complete in-person and online courses and workshops. Activity attendance is tracked by university ID in SWIPE and imported into an assessment dashboard, tied to education content areas. The dashboard enables staff members to better track student engagement with programs and services, provides for multi-level assessment and reporting for individual students, student groups/cohorts/lists, department-specific training and training across departments. Education data from the dashboard is reported to the Campus Education subcommittee of the Anti-Violence Coalition (AVC.)

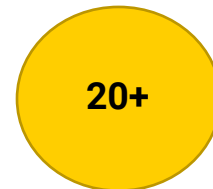
EDUCATION OVERVIEW – BY THE NUMBERS



Education sessions completed by students and employees.



Education sessions completed by all students (undergraduate, graduate, professional)



Different types of violence prevention activities offered (includes HawkTalks)

Prevention and education for students

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 Wellness. In addition to coordinating program implementation, monitoring completion, and providing support to students, Student Wellness facilitates an alternate program option for students who are unable to complete the online course due to personal experience with the issues.

The Anti-Violence Plan identifies parents and guardians as key partners in supporting the university’s prevention efforts. A digital handbook is made available to parents and family members of incoming UI students entitled [Talking with your Student about Sexual Assault and Dating Violence](#).

Timing and participation by content area in 2021**

	Policy Information	Crime Information	Healthy Relationships	Bystander Intervention	Risk Reduction	Awareness Raising
Pre-Orientation	5031	5031	5031	5031	5031	5031
Orientation and After	4420	2754	6133	2916	2984	6389

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

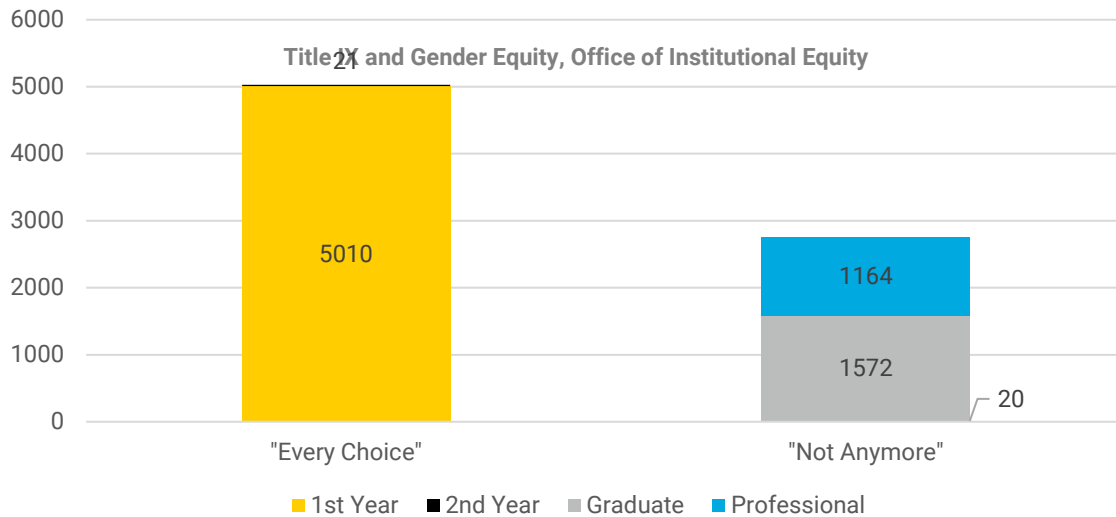
Orientation and post-orientation education

All incoming undergraduate students are required to complete part two of the online “Every Choice” training that was initiated prior to arrival on campus. All incoming undergraduate students are also required to attend the CHOOSE session during On Iowa! In the CHOOSE session, students expand on what they learned in the pre-orientation 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.

International students also participate in an orientation facilitated by International Students and Scholars Services (ISSS). International Student Orientation is offered in the Fall, Spring and Summer. The Healthy Relationships workshop is a 30-minute session offered to all undergraduate, graduate and professional students. This orientation session was offered virtually in 2021, with 380 students attending.

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 campaigns, 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.

Incoming Student Education Attendance

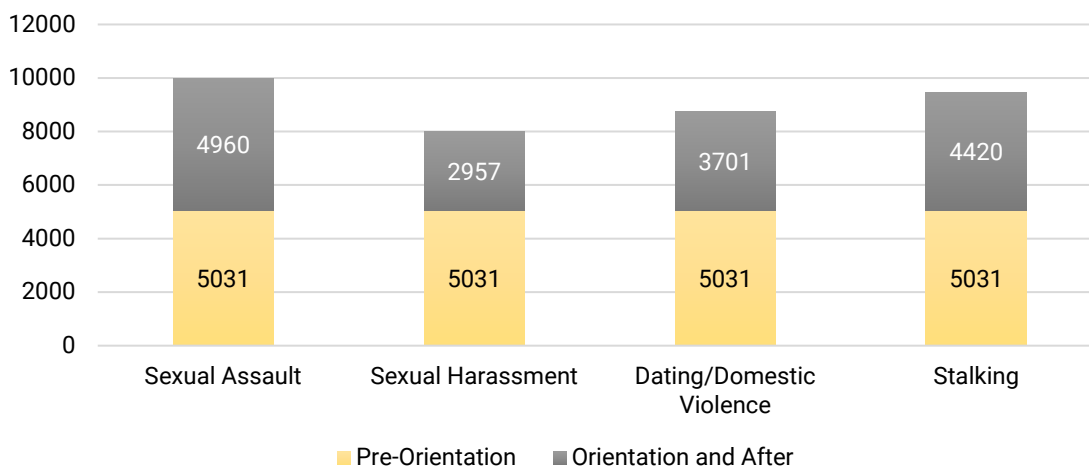


Workshops

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. Campus groups learn about available workshops and request workshops through the Ending Violence at Iowa site. 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 2021, many workshops continued in online formats, while some resumed in-person presentations.

Timing and participation by topic in 2021**



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

TRAINING

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Ongoing training is provided to individuals involved in the campus response process 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 University Employees

The education of University of Iowa employees is essential to establishing a campus environment that is free of sexual harassment. The four main goals to be achieved through educating university employees in sexual harassment prevention are as follows:

- ensuring that impacted parties (and potential impacted parties) are aware of their rights;
- notifying individuals of conduct that is prohibited;
- informing administrators about the proper way to address complaints of sexual harassment; and
- helping educate the community about sexual harassment and related issues.

The university's sexual harassment prevention education is mandatory for the following groups:

- all faculty & staff who hold at least a 50% appointment,
- all medical residents/fellows and postdoctoral scholars/fellows who hold at least a 50% appointment during the academic year,
- all graduate/professional students who hold a teaching assistantship for a period of one semester or longer and any other students as determined by the Office of the Provost,
- all university housing resident assistants and any other students as determined by the Office of the Vice President for Student Life.

New employees complete the anti-harassment prevention course within two to six months of being hired, depending on their role in the university. Faculty and staff who are required to take the prevention course must also re-take the course every 3 years. In 2021, a total of 6,534 employees completed either the initial or refresher course online for non-supervisory employees.

Certain employees at the university are designated as Administrative or Academic Officers (AAOs). All faculty and staff hired into or promoted to a position serving as an AAO must complete the harassment prevention course for supervisors within the first 2 months of their appointment. In 2021, a total of 2,148 employees completed either the initial or refresher course online for AAO's .

Under university policy, AAOs are responsible to report incidents of sexual misconduct, dating/domestic violence, and stalking. TIXGE-OIE's website provides information for employees who wish to determine if they are AAOs and their reporting responsibilities.

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TIXGE-OIE and RVAP offer “Responding to Disclosures” as an AAO workshop to ensure a caring, effective, and prompt response to disclosures by clarifying AAO responsibilities under the [Policy on Sexual Harassment and Misconduct](#), highlighting our institutional obligations, and providing trauma-informed response. TIXGE-OIE also participates in annual training for residence hall coordinators and resident assistants to ensure that participants can identify incidents of sexual harassment, dating/domestic violence, and stalking, and respond appropriately.

Additionally, employees may attend violence prevention education workshops along with students, and 620 employees attended those workshops in 2021.

TIXGE-OIE CASE AND OUTCOME DATA

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We share our data because we value transparency about the university's response and complaint resolution process. Sharing data helps us work with campus partners to identify potential action for our prevention, policy, or intervention work. TIXGE-OIE case data provides one piece of the larger picture of incidents of sexual harassment, 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 (DPS), the Equity Investigations unit (EIU), the Office of Student Accountability (OSA), the Rape Victim Advocacy Program (RVAP), the Domestic Violence Intervention Program (DVIP), and the Speak Out Iowa campus climate survey.

About our data

The data in this section reflect reports that were received by TIXGE-OIE for CY 2021 (January 1, 2021, and December 31, 2021). The data does not reflect Clery crime statistics nor is it a reflection of only adjudicated outcomes – all reports submitted to TIXGE-OIE are included in the data. While many of these reports refer to incidents that happened in the context of a person's affiliation to the University of Iowa, TIXGE-OIE also receives reports about incidents that happened off campus or before a person became a student or employee of the university; these reports are included in the data shared in this report.

Title IX and Gender Equity in the Office of Institutional Equity

We are here to help. If you or someone you know has been impacted by sexual harassment, sexual misconduct, dating/domestic violence, or stalking, contact TIXGE-OIE. Reports can be made:

- In person with a Response Coordinator (email or call to make an appointment)
- Over the phone: 319-335-6200
- By email: oiie-tixge@uiowa.edu
- Via the TIXGE-OIE [Report a Problem online form](#)

What happens when a report is made?

TIXGE-OIE serves as a central location to report incidents of sexual harassment, sexual misconduct, dating/domestic violence, and stalking. Our office receives reports directly from those individuals reporting having been harmed, from mandated reporters, and from departments on campus like University Housing and the Department of Public Safety (DPS).

When TIXGE-OIE receives a report, a response coordinator reaches out to the complainant, offering to meet. An initial meeting with the complainant covers two main areas:

- **Resolution options:** individuals are given information about the Formal Grievance Process and the Adaptable Resolution Process, as well as information about how to make a criminal complaint with law enforcement.
- **Supportive measures:** individuals are given information about the role of supportive measures, what those measures may include, such as a referral to counseling, excused absences, changes in housing,

extensions on assignments, retroactive or late drops, No Contact Directives, or a one-on-one conversation with a respondent.

We understand that talking about a traumatic incident can be hard and that options for reporting may feel overwhelming. We reach out to complainants because we care and we want to ensure they receive information about resources, whether they choose to make a complaint or not. Our goal is to provide information, including information about making an administrative complaint or reporting to law enforcement, so that complainants can make informed choices.

TIXGE-OIE monitors the campus climate for patterns and takes action to address a possible hostile environment. TIXGE-OIE is not a confidential office; we have a responsibility to balance the needs of the complainant with the need for campus safety. If we receive information that indicates a potential threat to campus safety, we may be required to take action. We work closely with confidential resources to ensure complainants have access to advocates who can assist with making an informed decision about reporting a problem or making a complaint.

Academic or Administrative Officers (AAOs)

Title IX Regulations require that universities identify responsible employees who are required to report disclosures of sexual harassment, sexual misconduct, dating/domestic violence, and stalking. At the University of Iowa, employees in positions designated as Academic or Administrative Officers (AAOs) are responsible employees under Title IX.

When an AAO hears a disclosure, they are required to refer the person harmed to RVAP or DVIP and report to TIXGE-OIE within two business days.

To find out if you are an AAO, visit the [Mandated Reporter Defined page](#) on our website.

What happens when a respondent receives notice that they are under investigation?

The University of Iowa is committed to treating complainants and respondents with dignity and respect, providing equitable procedural protections, providing both parties with reasonable opportunity to be heard and present evidence, and investigating and resolving university complaints fairly. When a student or employee receives notice that they are under investigation for sexual harassment, sexual misconduct, dating/domestic violence, stalking, or related retaliation, a response coordinator from TIXGE-OIE reaches out to:

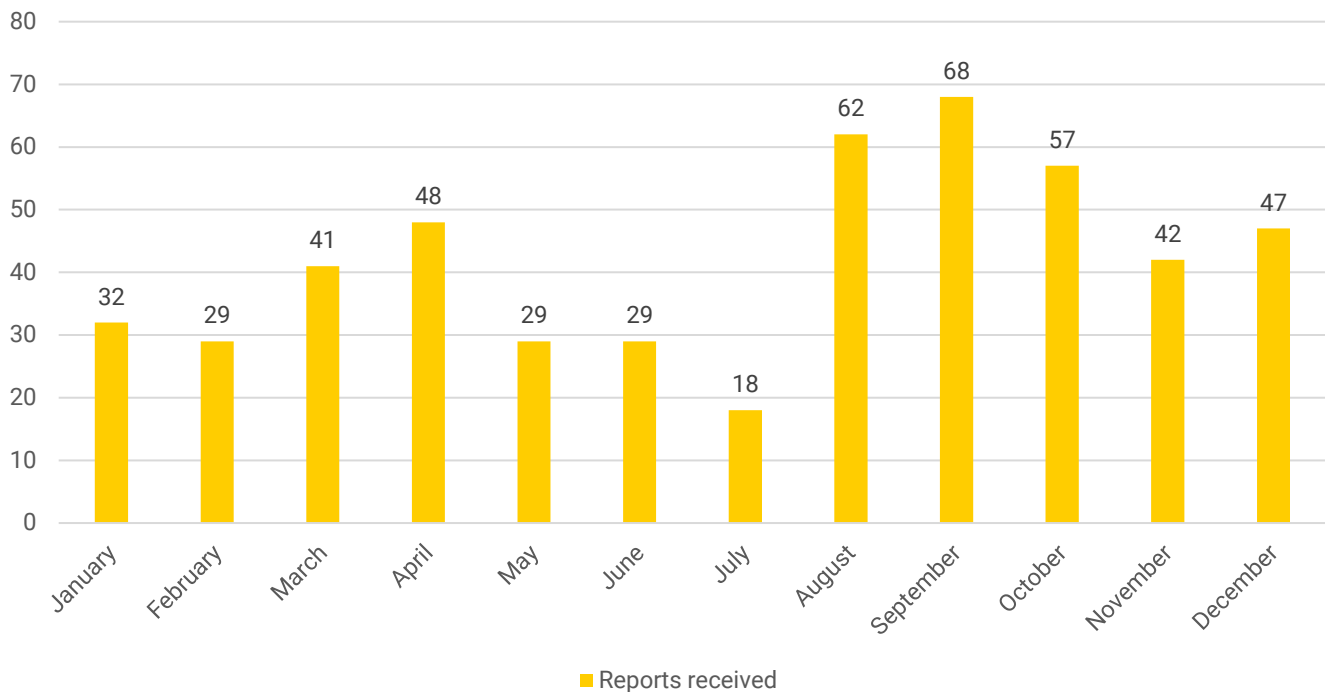
- Describe the complaint resolution process as stated in the [Procedure for Alleged Violations of the Policy on Sexual Harassment and Sexual Misconduct](#).
- Provide information about the roles and responsibilities of those involved in resolving the complaint, the anticipated timeline, and next steps.
- Provide information about the role of supportive measures and facilitate requests for assistance.

TIXGE-OIE is not a confidential resource, so anything shared with the response coordinator may also be shared with the investigator assigned to the case. For this reason, the focus of interactions between the response coordinator and the respondent is on the process and available resources, not the allegations. TIXGE-OIE does not give legal advice or assist with defense. Those accused of violating a university policy may choose to consult with an attorney at their own expense.

New reports by month

The data in this section reflect reports that were received by TIXGE-OIE during CY 2021. The data do not reflect Clery crime statistics, which can be found in the [Annual Security Report](#) published by the Department of Public Safety. While many of these reports refer to incidents that happened in the context of a person's affiliation to The University of Iowa, TIXGE-OIE also receives reports about incidents that happened off campus or before a person came to the university. These reports are also included in the data shared in this section.

Reports received by TIXGE in 2021 by month**



**Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.

This breakdown of reports received by month reflects changes throughout the calendar year. As in CY 2020, CY 2021 numbers continued to be impacted by the pandemic due to changes to residential campus and in-person instruction and activities. Primarily in-person instruction and on-campus work for UI students and employees resumed in August 2021 for the fall semester. Additionally, the restructuring of the OSMRC to TIXGE-OIE resulted in the inclusion of reports and complaints of discrimination/harassment on the basis of gender, sexual orientation, gender identity, and pregnancy in the TIXGE-OIE data.

4-year comparison of reports received

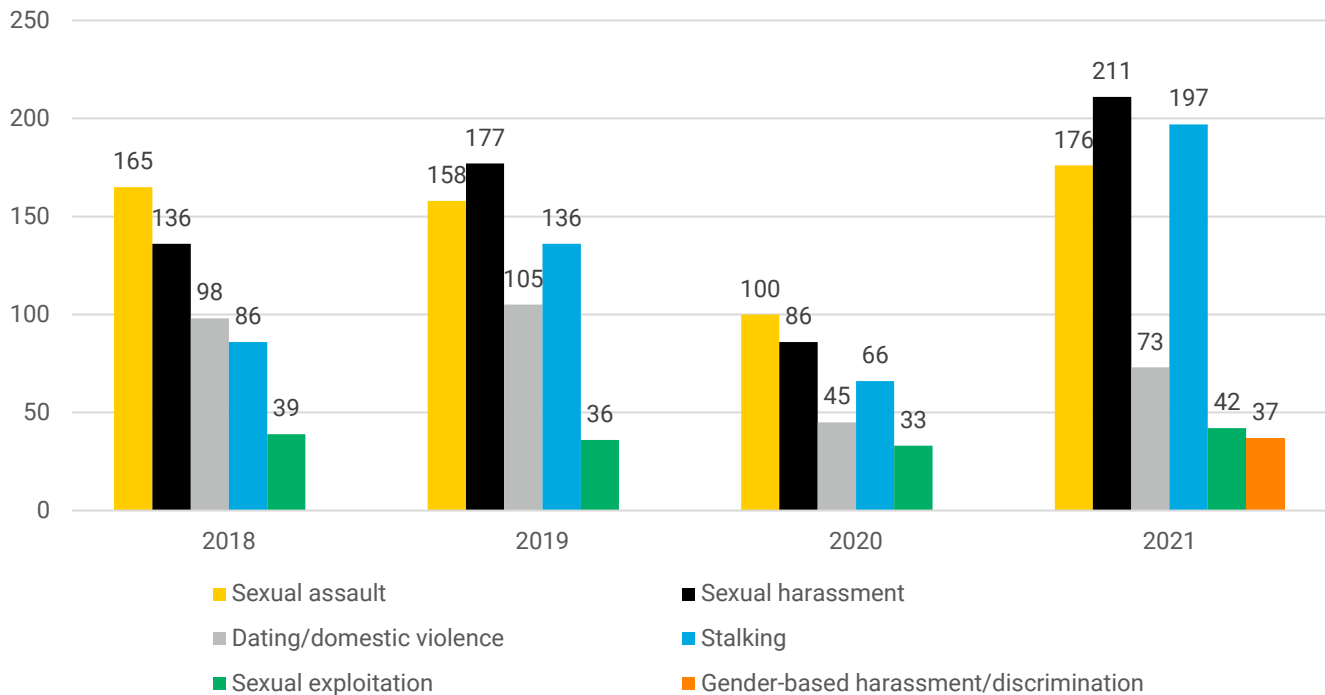
The data in this section reflect reports that were received by TIXGE-OIE during each calendar year in 2018, 2019, 2020 and 2021. The data do not reflect Clery crime statistics, which can be found in the [Annual Security Report](#) published by the Department of Public Safety. While many of these reports refer to incidents that happened in the

context of a person’s affiliation to The University of Iowa, TIXGE-OIE also receives reports about incidents that happened off campus or before a person came to the university. These reports are also included in the data shared in this section.

Reports are classified based on the best information we have available; reports we receive vary greatly in the level of detail they contain. A single report may include multiple incidents and/or multiple incident types. Reports including multiple incident types appear under each incident type category.

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4-year comparison of reports received by incident type**



**Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.

For CY 2021, the numbers for “reports received by incident type” are affected by the following revisions and/or updates made to the [Policy on Sexual Harassment and Misconduct](#) (effective 8/14/2020):

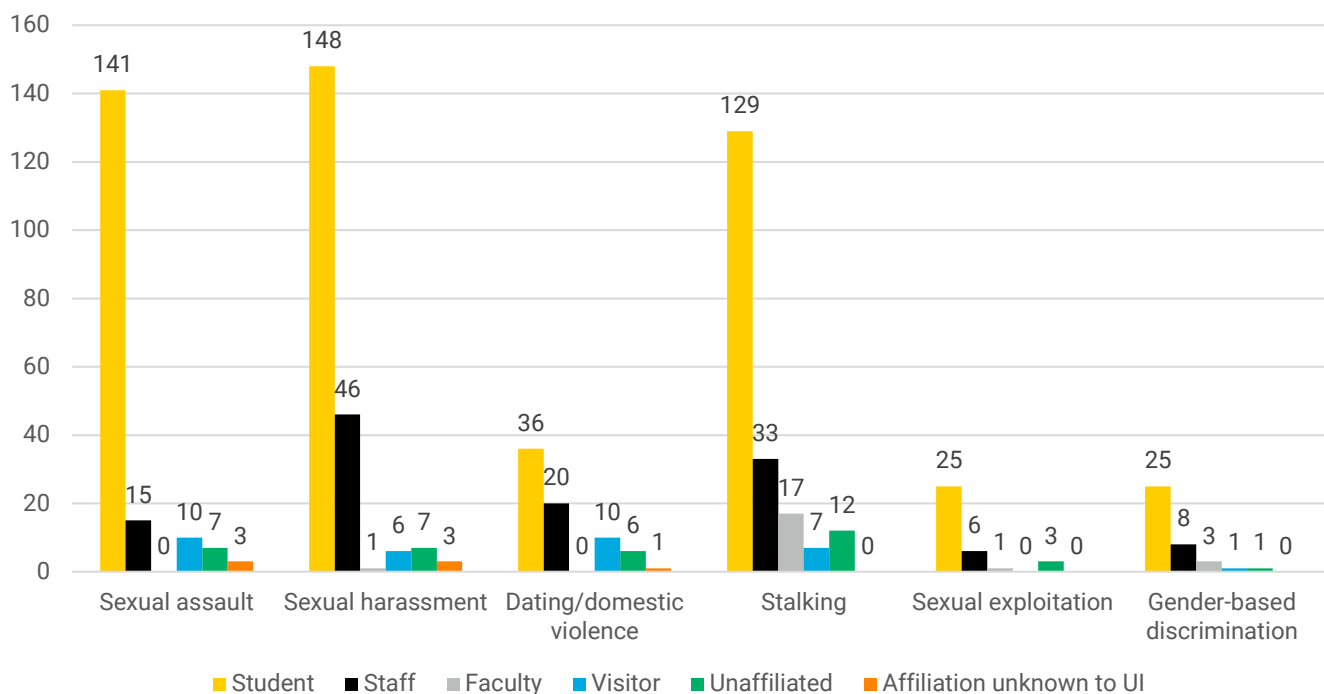
- The definitions of “sexual harassment” and “stalking” were revised to include behaviors which were formerly labeled “sexual intimidation” by TIXGE. “Sexual intimidation” was no longer captured as an independent incident type.
- The terms “sexual harassment II” and “non-consensual sexual contact” were added to the prohibited conduct section. These behaviors now fall under either the “sexual harassment” or “sexual assault” categories.

Affiliation of the complainant

We use the term “complainant” to describe the individual harmed in an incident reported to the university. Any person harmed, including those with no UI affiliation, has the option to make an administrative complaint against a UI student or employee.

TIXGE-OIE facilitates supportive measures for any university student or employee impacted by sexual harassment, sexual misconduct, dating/domestic violence, or stalking, regardless of whether that individual chooses to make a complaint. For cases in which the complainant has no university affiliation, TIXGE-OIE may reach out to provide information about confidential support resources.

Affiliation of complainant by incident type in 2021**



**Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.

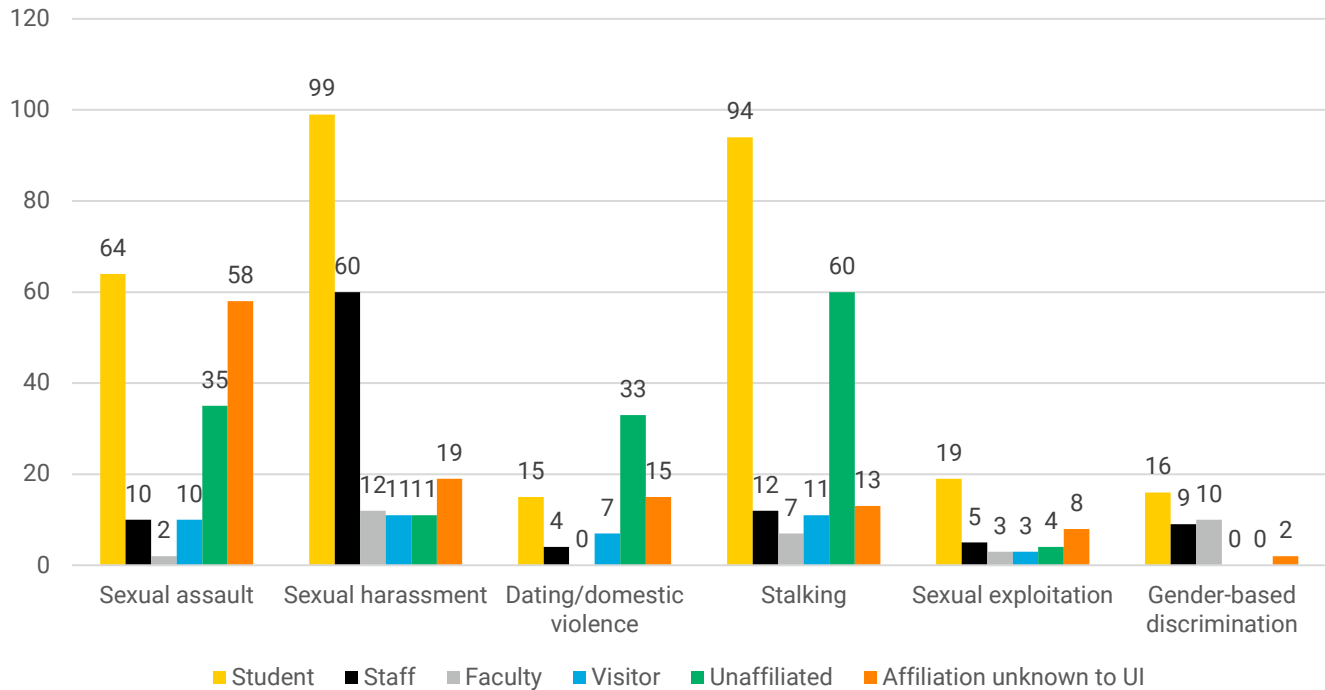
The “Affiliation unknown to UI” category includes reports in which any of the following may have been true: the respondent’s affiliation was known but not disclosed to the UI, the respondent’s full identity was unknown to the complainant, and/or the respondent was a stranger.

National statistics indicate that college-aged students are at higher risk of victimization than other age groups. Prevention programming for students continues to focus on shifting cultural norms and encouraging bystander intervention. Data from the 2017 Speak Out Iowa! survey indicates that students are most likely to disclose to a peer. Based on this data, the Student Advisory Committee on Sexual Misconduct (SACSM), a subcommittee of the Anti-Violence Coalition, continued developing scripts and working on the production for the [“How to Help a Friend” video education series](#).

Affiliation of the respondent

We use the term “respondent” to describe the individual reported to have committed harm. 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.

Affiliation of respondent by incident type in 2021**



**Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.

The “Affiliation unknown to UI” category includes reports in which any of the following may have been true: the respondent’s affiliation was known but not disclosed to the UI, the respondent’s full identity was unknown to the complainant, and/or the respondent was a stranger.

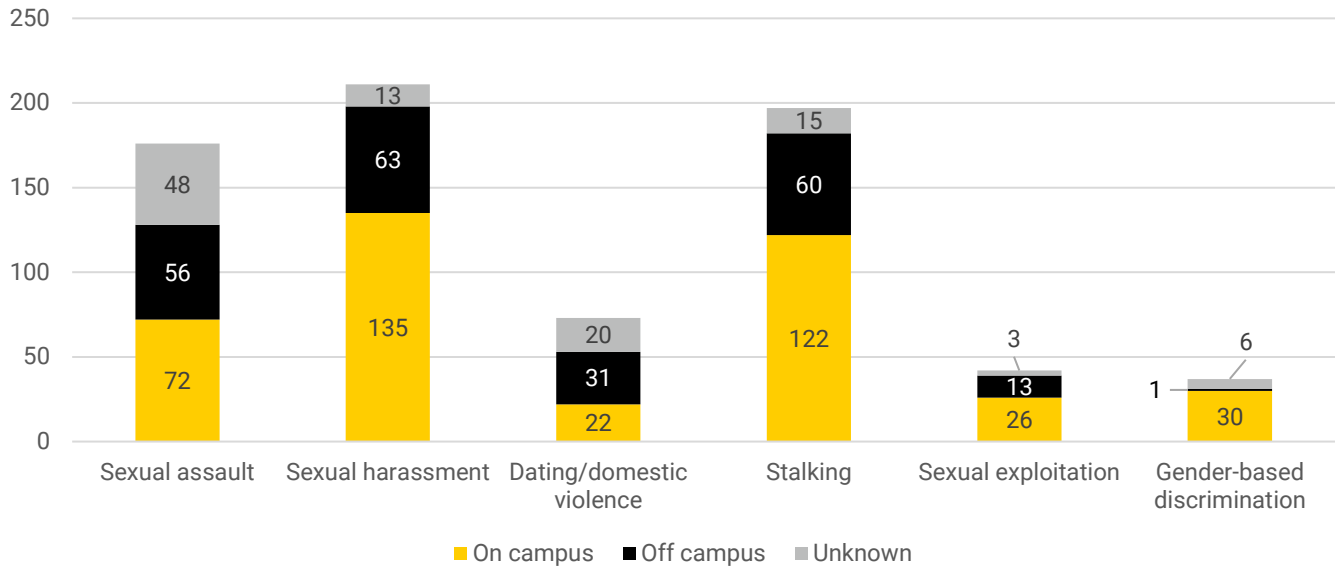
Incident location

Tracking the locations of reported incidents helps TIXGE-OIE 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. “Off campus” refers to reports in which

incidents took place at a reported off campus location. “Unknown” refers to reports in which no location information was shared.

Location of report by incident type in 2021**



***Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.*

Most reports received by TIXGE-OIE relate to incidents that occurred on campus, indicating an opportunity to continue our prevention efforts by working with departments and colleges to create protective environments on campus. There continues to be a clear need to collaborate with community partners through our Anti-Violence Coalition efforts.

Supportive Measures

Supportive measures are individualized services based on the situation which are offered as appropriate and reasonably available to both complainants and respondents. Supportive measures are non-disciplinary, non-punitive and may not unreasonably burden the other party. The measures needed by each party may change over time, and TIXGE-OIE will communicate with parties to ensure that any supportive measures are necessary and effective based on their evolving needs.

Supportive measures are designed to restore and preserve equal access to university programs and activities and are generally kept private, except to the extent necessary to implement them or in situations where a measure relates to both parties. Such measures also help to ensure the safety and well-being of the individuals involved in the report and the broader UI community.

For the purposes of this report, supportive measures broadly fall into the following categories:

- *Academic accommodations*
Examples include linkage with confidential resources, counseling, facilitating academic accommodations like extensions of time or other course-related adjustments, modifications of class schedules, changes in

housing locations, increased security and monitoring of certain areas of campus, and other changes to academic/living/dining/transportation situations.

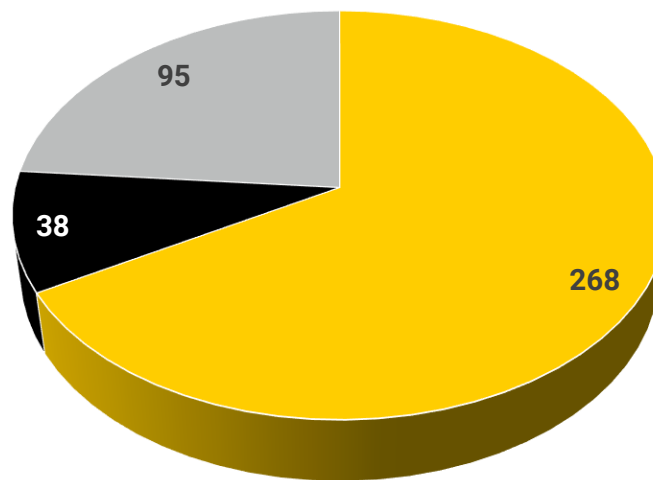
- *Workplace accommodations*

Examples include linkage with confidential resources, counseling, modifications of work schedules, changes in work locations, increased security and monitoring of certain areas of campus, and other changes to transportation and/or working situations.

- *Non-disciplinary interventions*

Examples include 1-on-1 coaching conversations, group education, and mutual no-contact directives.

Supportive Measures Provided in 2021



■ Academic Accommodations ■ Workplace Accommodations ■ Non-disciplinary Interventions

Report Resolution

When TIXGE-OIE receives a report, we reach out to the complainant offering to meet to discuss resolution options and supportive measures. As much as possible, we strive to put control over the decision to make a complaint in the hands of the person who is reporting harm; 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 person reporting harm will always be informed if this must happen, and it is always their choice to participate in the University initiated investigation.

- **Reports not moving forward:** In the absence of an investigation, TIXGE-OIE works with the complainant to explore their options. Sanctions are not imposed on the respondent because a formal grievance process has not concluded that a policy violation was found. However, there may be options to pursue supportive measures that will help put an end to the unwelcome behavior in the absence of a formal grievance process. Supportive measures can be facilitated without making a complaint. A complainant has the option to change their mind at any point; there is no time limit by which a university policy complaint must be made. Information about future complaint options, should the complainant reconsider, will also be provided by a TIXGE-OIE response coordinator.

- Adaptable Resolution:** An adaptable resolution includes resolving a complaint informally and must be voluntary for both parties. Adaptable resolution facilitators use a shuttle diplomacy process with the parties. Resolution agreements may take many forms, including the respondent agreeing to complete an education program, complete counseling, cease contact with a complainant, withdraw from a student organization, leave the university, or seek employment in another unit.
- Formal Grievance Process:** The Formal Grievance Process is used to determine if a policy violation has occurred. An investigation and live hearing, Process A, is used in cases involving students, staff, faculty, or visitors where the alleged behavior meets the definition of sexual harassment as defined in the U.S. Department of Education Title IX Regulation 106.30. Process A also applies when the alleged sexual harassment or sexual misconduct, if true, could result in a student being suspended or expelled from the University of Iowa. An investigation that does not include a live hearing, Process B, applies in cases involving students, staff, faculty, or visitors where the alleged behavior falls outside the definition of sexual harassment as defined by Title IX regulation, but nonetheless does meet the definition of prohibited behavior within the [Policy on Sexual Harassment and Sexual Misconduct](#) and, if true, would not result in a student being suspended or expelled.

Many reports received by TIXGE-OIE do not ultimately result in a university administrative investigation. However, even if a formal complaint is not filed, a response coordinator from TIXGE-OIE still informs the complainant of the Anti-Retaliation Policy, any remedies that may be available to them, and any potential supportive measures, such as providing linkage to a confidential resource and/or facilitating accommodations requests.

2021 Report Resolution Breakdown by Incident Type**

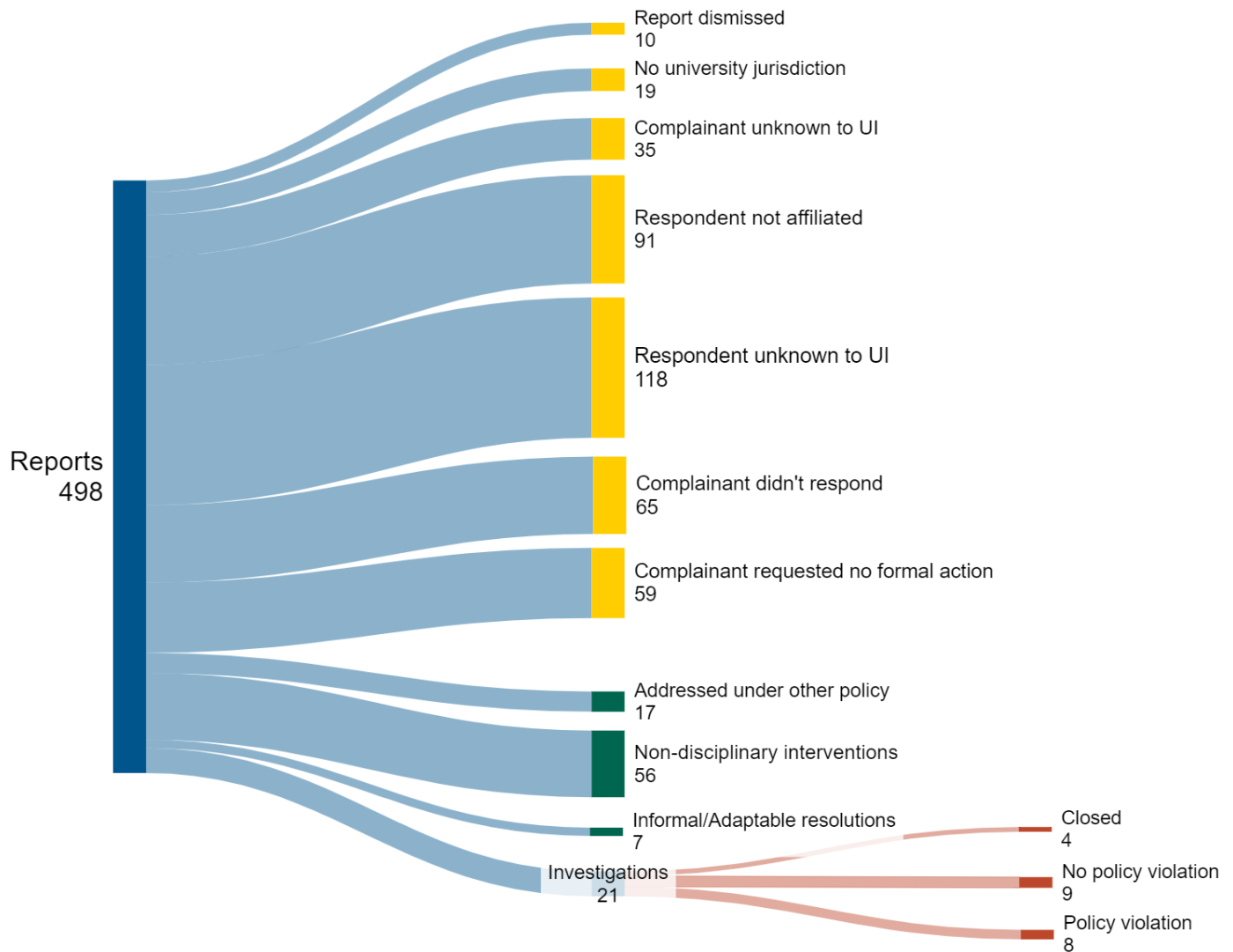
	Sexual assault	Sexual harassment	Dating/domestic violence	Stalking	Sexual exploitation	Gender-based harassment/discrimination
Report dismissed	5	2	0	4	0	2
Complainant unknown to the UI	14	14	5	0	7	4
Respondent not affiliated	36	11	34	59	4	1
Respondent unknown to the UI	89	42	18	41	10	9
Complainant didn't respond	71	49	29	72	14	10
Complainant requested no formal action	50	44	20	63	8	5

IOWA

Non-disciplinary interventions	12	43	3	25	7	8
Addressed under other policy	9	32	6	25	7	14
Informal/Adaptable resolutions	3	11	3	4	0	4
Investigations	10	30	0	0	3	2

***Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.*

2021 Report Resolutions (1:1)**



***Reports may contain more than one reason for resolution. For the purposes of this chart, a primary reason or method of resolution was determined for each report submitted.*

TIXGE-OIE is aware that publishing information about reports that do not lead to investigations may have the potentially unintended consequence of implying that the complainant’s decision not to move forward with a complaint or participate in a formal process is at fault. Research suggests that people may choose not to report or make a formal complaint because they blame themselves for what occurred, do not want others involved, and/or want to minimize the seriousness of the situation by focusing on moving forward. As a community, it is important that we work together to understand and eliminate the barriers to reporting and making formal complaints.

Additional information can be found in the appendix.

Investigation length

During an investigation, TIXGE-OIE provides regular process updates to the complainant and respondent. Response coordinators work with the TIXGE-OIE investigators to track the length of investigations and help parties understand the anticipated length of an investigation. In 2021, 20 reports led to an investigation. The [Policy on Sexual Harassment and Sexual Misconduct](#) outlines two process options for a formal investigation. Process A involves a hearing, which increases the number of days for those investigations. For these 20 investigations, the length of time between the start of an investigation (the date the complainant indicated they would like to make a complaint) and the distribution of the investigator’s report was:

Investigation length in 2021		
Total number of investigations completed	20	
Average investigation length	97 business days	139 calendar days
Median investigation length	86 business days	123 calendar days

The length of an investigation can be affected by a number of factors. For example, investigations tend to take longer if multiple witnesses need to be interviewed or if one or more parties wishes to involve legal representation. The length of investigations can also be affected by university breaks when fewer students and employees are available to participate.

In 2021, 5 of the 20 investigations were resolved through Process A, which includes holding a hearing with an outside decision-maker who determines whether a policy violation occurred. For these 5 hearings, the length of time between the start of a hearing period (the date the Referral to Hearing was issued) and the distribution of the hearing outcome was:

Hearing length in 2021		
Total number of hearings held	5	
Average hearing length	49 business days	69 calendar days
Median hearing length	37 business days	51 calendar days

Sanctions

Campus actions resulting from adjudication of formal complaints can include sanctions against the person found responsible, remedies for the individual or individuals harmed, one-on-one or targeted group education, 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 Office of Student Accountability, the respondent’s supervisor, or the Office of the Provost) must receive sanctioning input from the investigator and the Title IX Coordinator. 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.

Definitions and examples of sanctions can be found in the Appendix.

2021 Policy Violation Outcomes**

Outcomes from 3 sexual assault policy violations:	3 disciplinary/safety measures 1 educational/counseling requirement 3 separations
Outcomes from 6 sexual harassment policy violations:	3 disciplinary/safety measures 3 educational/counseling requirements 3 separations
Outcomes from 1 sexual exploitation policy violation:	2 educational/counseling requirements 1 separation
Outcome from 1 gender-based harassment/discrimination policy violation:	1 separation

***Please note that a single policy violation may result in multiple sanctions assigned to a respondent.*

Appeals

The appeal process is conducted in writing. An appeal may be submitted by either a complainant or a respondent based on any combination of the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

- The Title IX Coordinator, investigator(s), or adjudicator(s) had a conflict of interest or bias for or against complainants or respondents generally or the specific complainant or respondent that affected the outcome of the matter; and/or
- The decision, whether regarding responsibility or sanction or both, was not supported by substantial evidence when viewed as a whole.

The non-appealing party is given the option to respond to the appeal.

Appeal length in 2021		
Total number of findings appealed	11	
Average appeal length	27 business days	37 calendar days
Median appeal length	27 business days	36 calendar days
Decisions overturned on appeal	0	
Decisions/sanctions modified on appeal	1	

In 2021, 20 reports led to a completed investigation. Of those 20 investigations, 11 were appealed by one or both parties. The length of time between the start of an appeal (the date the notice of appeal was distributed) and the distribution of the appeal officer’s decision had an average length of 37 calendar days and a median length of 36 days. In 2021, no decisions were overturned on appeal, and one decision and/or sanction was modified on appeal.

APPENDIX

Title IX and Gender Equity, Office of Institutional Equity

Report response process terms

Addressed under another policy or procedure: Reports in which a response was pursued under a non-Title IX-related policy.

Closed: The respondent withdrew before a finding was issued, or the complainant 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.

Complainant didn't respond: Reports in which the complainant did not respond to university outreach.

Complainant requested no action: Reports which did not move forward because the complainant requested no formal university action.

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

No policy violation: At the conclusion of a formal grievance process, it is found more likely than not that the reported behavior 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 complainant was being untruthful or was not believed. Supportive measures, including a mutual no-contact directive, may still be offered following the conclusion of an investigation, even if there was no finding of a policy violation.

Policy violation: At the conclusion of a formal grievance process, it is found more likely than not that the respondent violated a Title IX-related university policy.

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

Respondent unaffiliated: Reports in which the misconduct was committed by an individual determined not to be affiliated with the university. In the event the respondent is affiliated with another institution, the university may address the matter with the other institution to make them aware of the incident.

Respondent unknown to the UI: Reports in which 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.

Supportive measures: Nondisciplinary, nonpunitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the University of Iowa's education program, activity, or workplace, including measures designed to protect the safety of all parties or the University of

Iowa's educational environment, and/or deter sexual harassment, sexual misconduct, and/or related retaliation. See the [Policy on Sexual Harassment and Sexual Misconduct](#) for further details and examples of supportive measures.

Title IX and Gender Equity, Office of Institutional Equity

Sanctioning terms

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 Accountability Procedure](#).

- building prohibition
- campus prohibition
- completion of all court requirements
- computer restriction
- disciplinary probation
- group education
- limited access to activities
- mutual no-contact directive
- no classes/student orgs in common
- 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 Accountability Procedure](#), [Sanctioning Guidelines for Sexual Assault](#), and on [TIXGE-OIE's website](#).

- education mandate
- counseling mandate
- substance abuse assessment
- UI-CERB

Separation: Separation from the institution could take the form of termination (for employees) or suspension/expulsion (for students). Individuals who are separated from the institution are prevented from future employment or student status at the university. In the case of a 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.