



ANNUAL REPORT 2020

Title IX & Gender Equity,
Office of Institutional Equity

Title IX & Gender Equity (TIXGE)

455 Van Allen Hall

Iowa City, IA 52242

Tel: (319) 335-6200

Email: oiie-tixge@uiowa.edu

Website: <https://diversity.uiowa.edu/resources/tixge-resources>

IOWA

LETTER FROM THE DIRECTOR	3
OVERVIEW OF CAMPUS PROJECTS.....	5
Title IX Regulatory Changes: Policy.....	5
Hawk Talks: Prevention and Education.....	5
Protective Environments: Prevention and Education	6
Career Readiness: Prevention and Education	7
PREVENTION AND EDUCATION	8
Interpersonal Violence Prevention (IVP) education dashboard.....	8
Education overview by the numbers	8
Pandemic modifications for education and training.....	9
Prevention and education for students.....	9
Prevention and education for employees	12
TRAINING.....	13
TIXGE CASE AND OUTCOME DATA	15
What happens when a report is made?.....	15
What happens when a respondent receives notice that they are under investigation?	17
New reports by month	18
4-year comparison of reports received	18
Affiliation of the complainant	19
Affiliation of the respondent.....	21
Incident location	22
Supportive Measures Provided	23
Report resolution.....	24
Investigation length	26
Appeals.....	27
Sanctions	28
APPENDIX.....	30
Report response process	30
Sanctions imposed.....	32

LETTER FROM THE DIRECTOR

On behalf of Title IX & Gender Equity, Office of Institutional Equity and the University of Iowa Anti-violence Coalition, I share our 2020 annual report. Each year, we document data related to reports and complaints received, as well as summarize some of our collaborative efforts from the prior calendar year.

This year brought many challenges and changes. We typically publish our annual report in the fall, however, the pandemic and new demands related to the new Title IX regulations created a delay. We persist with our commitment to share our information with the campus community and plan to issue our 2021 report in the Spring of 2023. We remained hopeful during 2020 because of the way in which university and community members collaborated to prevent harm and worked to compassionately respond to those impacted by sexual harassment and sexual misconduct. We were able to progress with the [2018-2021 Anti-violence Plan](#) strategies, despite the ever-changing work and learning environment around the COVID-19 pandemic, as well as changes in federal Title IX regulations. We also joined with local and national efforts to strive for greater equity and racial justice. All this work was completed by the committed staff, faculty, students, and community members who served on policy, prevention, and intervention workgroups. We are grateful for the ways in which our colleagues shared their expertise and value the opportunity to work with them.

In May 2020, the Department of Education issued the new Title IX Regulation with a requirement that universities and colleges be compliant by August 14, 2020. We spent the summer drafting the [Policy on Sexual Harassment and Misconduct](#) and the [Procedure for Alleged Violations of the Policy on Sexual Harassment and Sexual Misconduct](#). The new policy and procedures were shared with campus community in August of 2020 replacing the *Student Misconduct Involving Students Policy* and the *Sexual Harassment Policy*. The new policy and procedure ensured the University's compliance with the new regulations and encompassed a broader scope of prohibited behavior than required by the Title IX Regulation. Proposed changes to the policy and procedure were vetted with shared governance leaders, the President and cabinet members, the UI Anti-violence Coalition members, campus and community confidential resources, and the Student Advisory Committee on Sexual Misconduct. We also

worked with leaders from the Board of Regents staff, University of Northern Iowa, and Iowa State University to ensure consistent interpretation of the Title IX Regulation within the Iowa Regent system.

Strengthening our efforts to prevent and respond to sexual misconduct takes all of us working together to share our specific knowledge, skills, and resources. Congratulations to Teri Schnelle for being awarded a Department of Justice Office on Violence Against Women Campus Grant to help in our campus efforts. Together with campus partners, we remain committed to ending sexual misconduct on our campus and in our broader communities.

Monique DiCarlo, Title IX Coordinator
Title IX & Gender Equity, Office of Institutional Equity

OVERVIEW OF CAMPUS PROJECTS

Title IX Regulatory Changes: Policy

New Title IX regulations were issued by the Department of Education Office of Civil Rights in May 2020. The University of Iowa conducted a thorough review of the U.S. Department of Education's new Title IX rules on sexual misconduct for higher education institutions. Members of the Office of Student Accountability, University Human Resources, the Office of General Counsel, Threat Assessment Team, Department of Public Safety, and the Equity Investigations & Equity Compliance Units (formerly the Office of Equal Opportunity and Diversity) served on the review committee to revise the current policy. The Title IX Coordinator met and consulted with members of the Student Advisory Committee on Sexual Misconduct, University of Iowa Student Government, Graduate Professional Student Government, shared governance leaders from Staff Council and Faculty Senate, confidential victim advocacy agencies, and other members of the UI Anti-violence Coalition for feedback. A draft version was presented to the UI Anti-violence Coalition and stakeholders across campus for feedback. The finalized version was published and distributed effective August 14, 2020. Following dissemination of the updated policy, education sessions were conducted by TIXGE staff for departments and units across campus.

Links to the current Title IX policy and procedure can be found here:

- [*Policy on Sexual Harassment and Sexual Misconduct \(Policy\)*](#)
- [*Procedure for Alleged Violations of the Policy on Sexual Harassment and Sexual Misconduct \(Procedure\)*](#)

Hawk Talks: Prevention and Education

As part of the University of Iowa Anti-violence Plan, the university is committed to ensuring students understand the definitions of sexual misconduct, know how to report and how to access resources. These discussions cover a variety of topics throughout the academic year. The spring 2020 Hawk Talk provided education about stalking using a non-gendered scenario example, how to help a friend who has experienced stalking, and the services provided by Title IX & Gender Equity (TIXGE). Posters about stalking, including the definition and examples were in each residential community during the Hawk Talks.

- 3,100 students participated in the Hawk Talks
- Hawk Talks addressed all four Prevention Education goals: Engage in healthy relationships, engage as an active bystander, respond effectively to disclosures, and report problems.
- 93% of students could identify how to help a friend who has reported a problem
- 97% of students who could identify a stalking situation
- Clear and concise messaging for students about stalking awareness should be continued and emphasize the definition of the problem since the term is often used in many contexts.

Protective Environments: Prevention and Education

The University of Iowa 2018-2021 Anti-violence Plan includes a strategy in the Prevention and Education focus area to, “Implement strategies to create protective environments and expand prevention environments surrounding big events that are associated with alcohol consumption, including home football games and concerts”. A work group comprised of representatives from student wellness, violence prevention, athletics, assessment, harm reduction, campus law enforcement, and the Iowa City community was charged to address the research findings of Lindo, Siminski & Swensen (2018) who studied the degree to which events that intensify “partying” increase sexual assault on campus. Specifically, these authors tracked crime data about sexual assault occurrences associated with football games on university campuses across the country. The work group reviewed pertinent peer-reviewed literature, current interventions on campus at other similar universities, campus crime data, and sexual misconduct data. The committee defined protective environments as “surroundings and conditions (physical space, policies, culture, messaging) which prevent sexual misconduct and support, promote, and foster safer and healthier communities.” The following recommendations were identified:

- Create messaging that cultivates a pro-social culture around protective environments.
- Review and adjust policy and communication around relevant risk factors for sexual misconduct (ex. alcohol, tailgating) to foster protective environments.
- Utilize current assessment tools to obtain data about perceptions of safe spaces on campus and within the community.
- Support the existing Raise the Bar program in downtown Iowa City.

- Focus on marginalized student demographic groups with measures and programming that address specific risks and needs for safe spaces.

Under each recommendation, specific strategies were proposed, as well as assessment measures, if appropriate. These strategies will be evaluated for the next iteration of the Anti-Violence Plan.

Career Readiness: Prevention and Education

The University of Iowa 2018-2021 Anti-violence Plan also included the strategy, “Explore the creation of a career readiness workshop and other resources for students about sexual harassment prevention in the workplace.” A work group was charged with “recommending content, format, and an assessment plan for a workshop to support undergraduate, graduate, and professional students in prevention sexual harassment in the workplace.” We thank work group members Jenny Noyce, Pomerantz Career Center; Terri Schnelle, Division of Student Life; Gwen Archibald, College of Public Health; Carin Crain, College of Law; Jill Tomkins, College of Business; Josh Frahm, Pomerantz Career Center; Travis Greenlee, College of Engineering; Martha Pierce, Women’s Resource and Action Center; Martha Kirby, College of Liberal Arts and Sciences for their work in producing the following outcomes.

- A workshop with multiple delivery options was created with content to address this charge and an online video selected that aligned with the training goals of the workgroup.
- A communications plan was developed to work closely with academic departments to identify key collaborations for requiring the video or workshop training. Specific recommendations were made to address individual needs of different colleges and units based on existing training already in place.

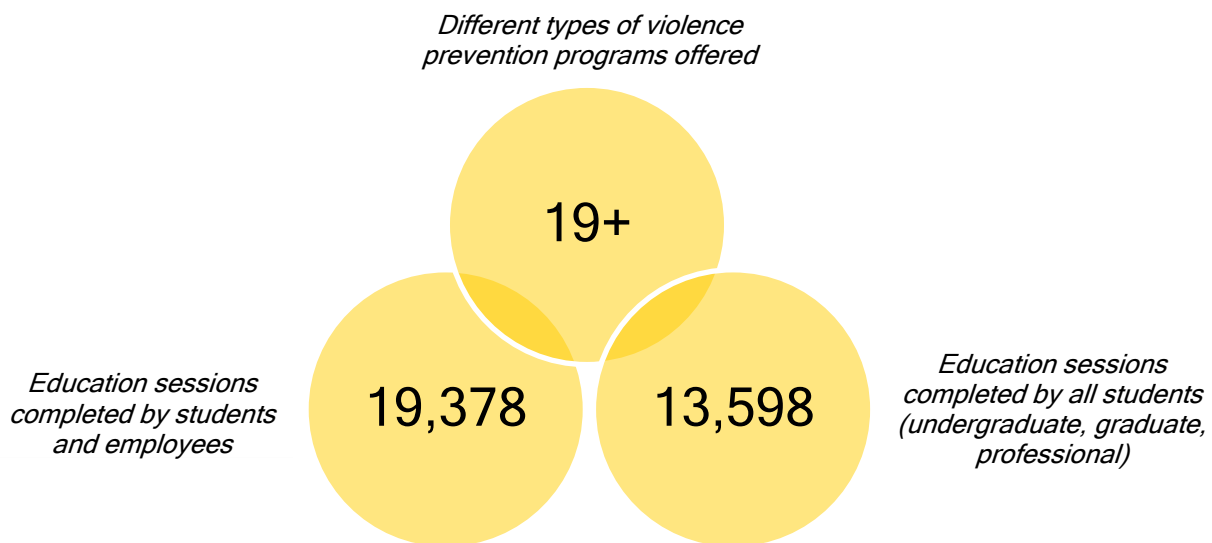
PREVENTION AND EDUCATION

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 of the UI Anti-violence Coalition brings together education providers and stakeholders from across campus to facilitate collaboration and ensure that messages, content and outcomes are in alignment.

Interpersonal Violence Prevention (IVP) education dashboard

A violence prevention education dashboard is in place to track students and employees who complete in-person and online courses and workshops. Activity attendance is tracked by student 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.

Education overview by the numbers



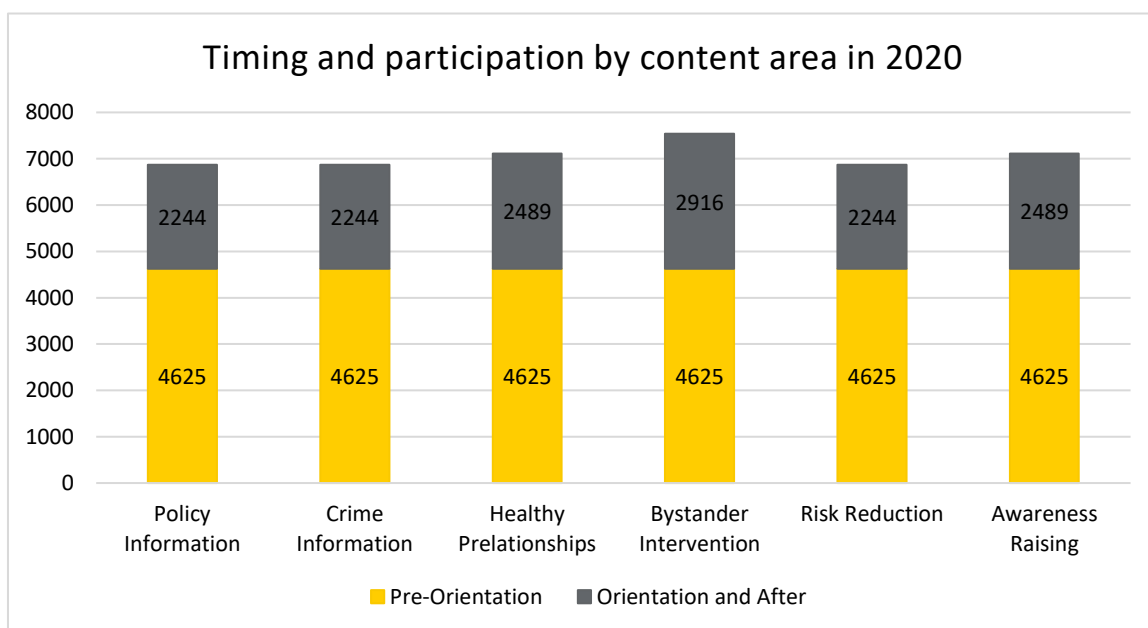
Pandemic modifications for education and training

The violence prevention educators modified all workshops to be conducted via Zoom and continued to track participation in SWIPE online. New student orientation in Fall 2020 was completed online by all incoming students and included the same programming as in previous years.

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.



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

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.

Fall 2020 Undergraduate and Graduate/Professional online education programs					
Course	Attended	1 st Year	2 nd + Year	Graduate	Professional
Every Choice	4625	4622	3	N/A	N/A
Not Anymore	2244	N/A	20	1250	974

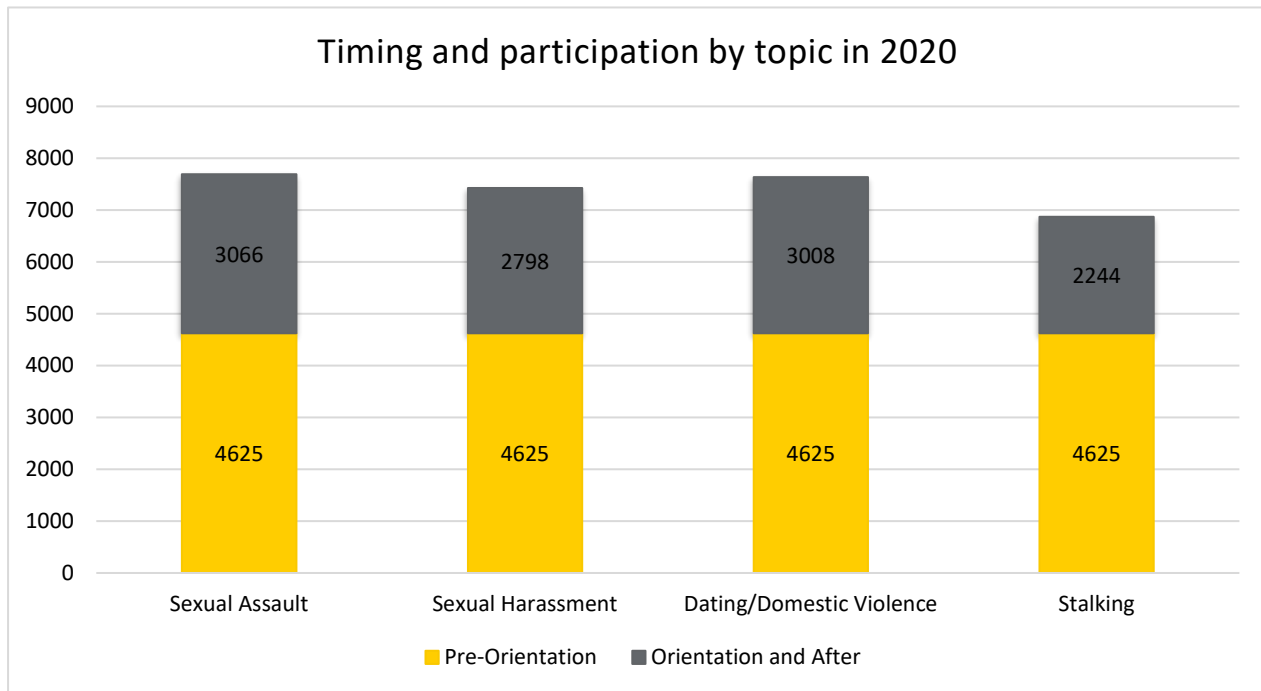
The Anti-violence Plan identifies parents and guardians as key partners in supporting the university’s prevention efforts. A handbook is issued to parents and family members of incoming UI students entitled [Talking with your Student about Sexual Assault and Dating Violence](#).

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.

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 in-person in Spring 2020 and virtually in Summer and Fall of 2020.



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

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.

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 2020, workshops were modified and converted to online presentations and tracked with the same attendance system.

Prevention and education for employees

All University of Iowa faculty and staff that hold a 50% or greater appointment are required to complete sexual harassment prevention education. This requirement also includes undergraduate students who are employed as resident assistants by University Housing & Dining, graduate/professional students who hold a teaching assistantship for one semester or longer, and medical and postdoctoral residents and fellows who hold an appointment of at least 50% time during the academic year.

This 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. In 2020, a total of 5,780 employees completed either the initial or refresher course online.

TRAINING

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 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

Faculty and staff who are required to take the sexual harassment prevention course must do so within the first six months of their employment; the course must then be re-taken every three years.

Certain employees at the university are designated as Administrative or Academic Officers (A/AOs). All faculty and staff hired into or promoted to a position serving as an AAO must complete the sexual harassment prevention course for supervisors within the first two months of their appointment. Under university policy, A/AOs are responsible to report incidents of sexual harassment/misconduct, dating/domestic violence, and stalking. TIXGE's website provides information for employees who wish to determine if they are A/AOs and their reporting responsibilities.

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

TIXGE CASE AND OUTCOME DATA

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. TIXGE case data provides one piece of the larger picture of incidents of sexual harassment/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 Equity Investigations & Equity Compliance Units, the Office of Student Accountability, RVAP, the Domestic Violence Intervention Program, and the Speak Out Iowa campus climate survey.

About our data

The data in this section reflect reports that were received by TIXGE between January 1, 2020, and December 31, 2020 (Calendar Year 20 or CY20). The data does not reflect Clery crime statistics nor is it 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, TIXGE 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 & Gender Equity, Office of Institutional Equity (TIXGE, OIE)

We are here to help. If you or someone you know has been impacted by sexual harassment/misconduct, dating/domestic violence, or stalking, contact TIXGE. 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: ois-tixge@uiowa.edu
- Via the OIE [Report a Problem](#) online form

What happens when a report is made?

TIXGE serves as a central location to report incidents of sexual harassment/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 the TIXGE unit 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 and what those measures may include, like a referral to counseling, excused absences, changes in housing, extensions on assignments, retroactive or late drops, mutual 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 they can make informed choices.

TIXGE monitors the campus climate for patterns and takes action to address a possible hostile environment. TIXGE 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 (A/AOs)

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

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

To find out if you are an A/AO, visit the [Mandated Report Defined page](#) on our website.

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

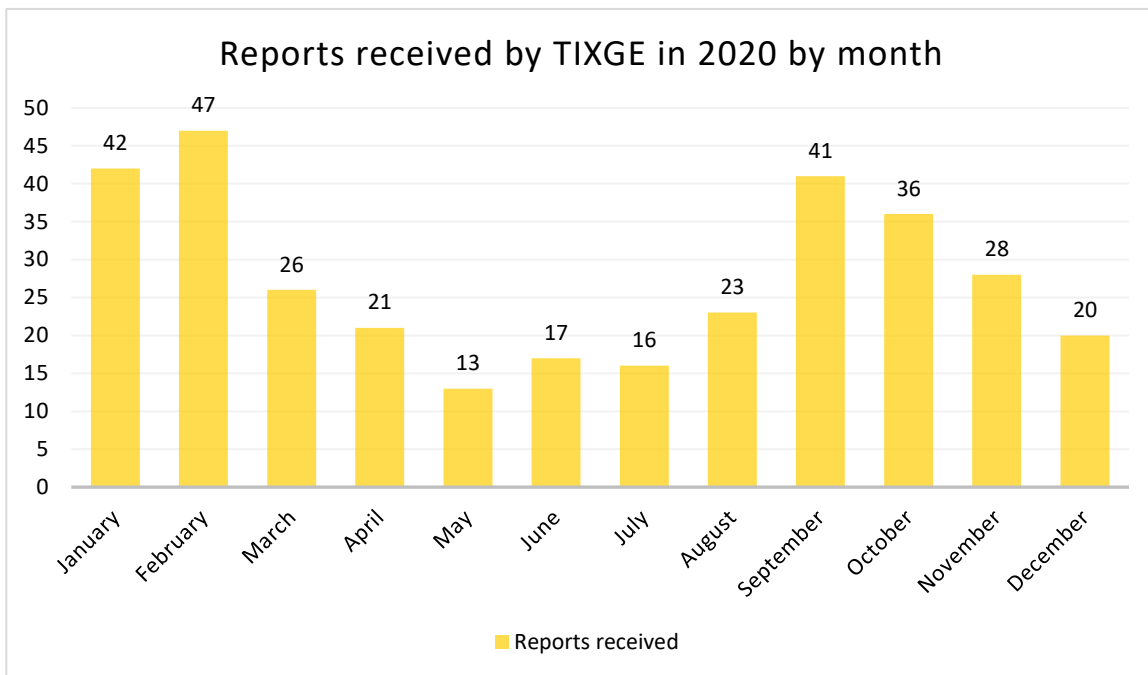
The University of Iowa is committed to treating complainants and respondents with dignity and respect, providing equitable procedural protections, providing both parties with reasonable opportunity to be heard and present evidence, and investigating and resolving university complaints fairly. When a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

- Describe the complaint resolution process as stated in the [Procedure](#).
- 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 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 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 between January 1, 2020, and December 31, 2020 (CY20). The data do not reflect Clery crime statistics, which can be found in the [Annual Security and Fire Safety 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 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 may contain more than one incident and/or incident type, or more than one complainant or respondent.

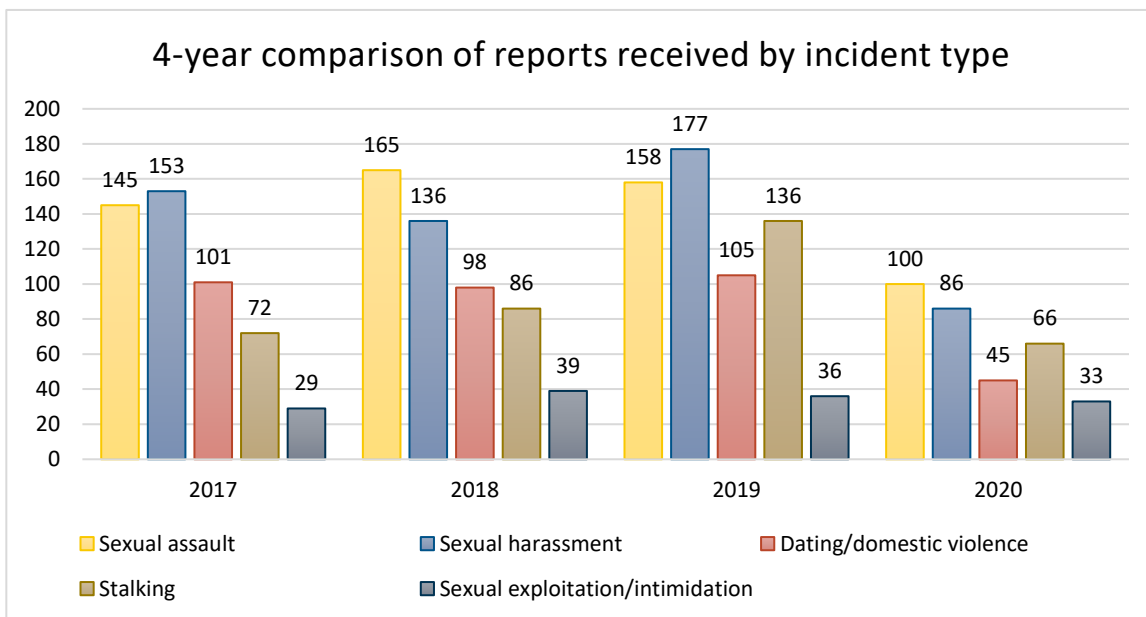
This breakdown of reports received by month reflects changes throughout the calendar year. This pattern differs from trends in previous years due to the pandemic resulting in changes to the residential campus and in-person instruction and activities.

4-year comparison of reports received

The data in this section reflect reports that were received by TIXGE during each calendar year (January 1 to December 31) in 2017, 2018, 2019, and 2020. The data do not reflect Clery crime statistics, which can be found in the [Annual Security and Fire Safety 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 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.



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

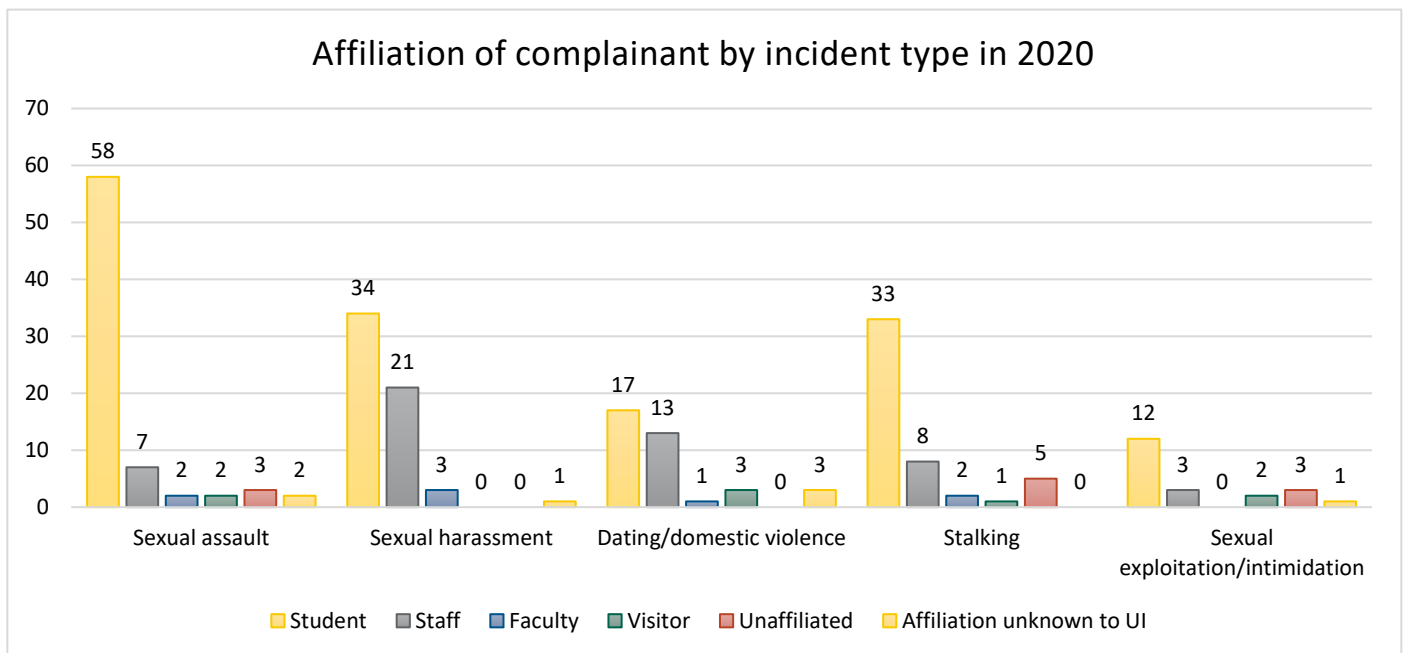
The number of reports received by TIXGE has decreased for all incident types. This is expected due to the changes on campus because of the pandemic and can be noted in the remaining reports data.

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 facilitates accommodations for any university student or employee impacted by sexual harassment/misconduct, dating/domestic violence, or stalking, regardless of whether that individual chooses to make a complaint. For cases in which the complainant has no ongoing university affiliation, TIXGE will reach out as we are able to provide information about confidential support resources and complaint options.

The “Affiliation unknown to UI” category includes reports in which the following may have been true: the complainant’s affiliation was known but not disclosed to the UI or the complainant’s full identity was unknown to the individual who reported the incident.



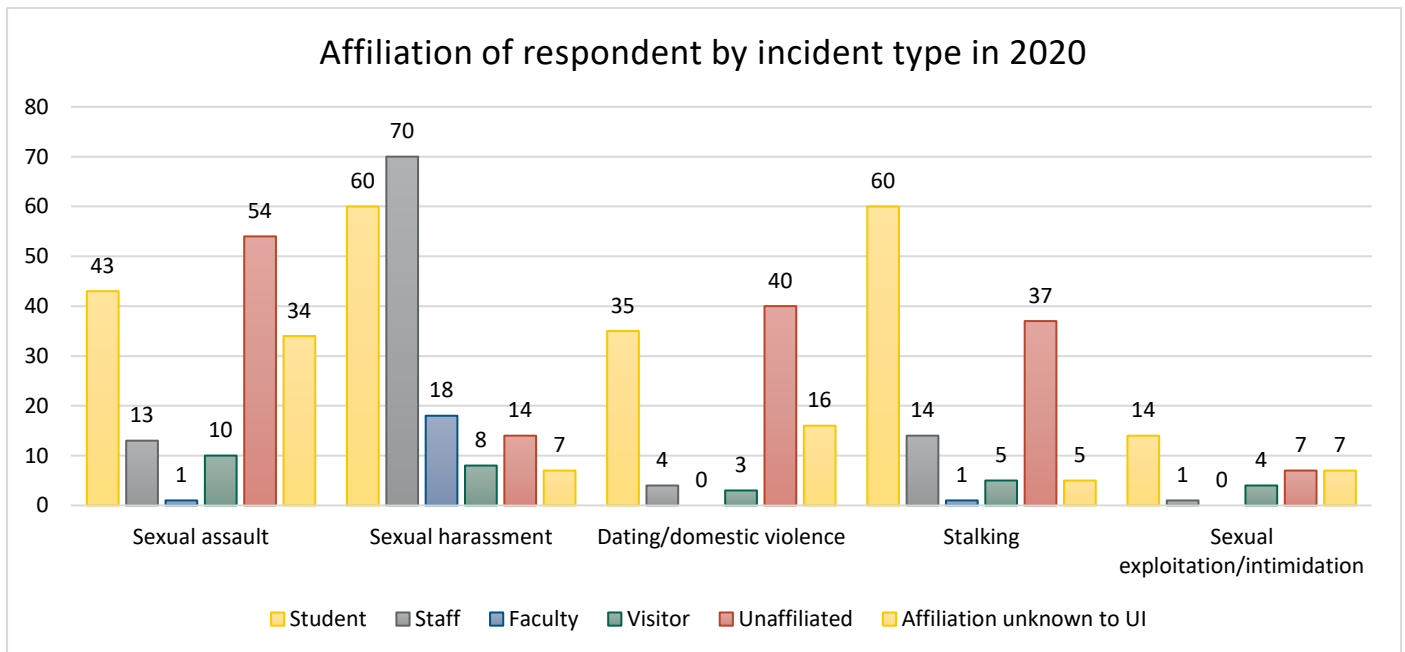
Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.

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 providing support or conducting a potential investigation. During CY20, student conduct investigations were administered by the Office of Student Accountability. Employee conduct investigations were administered by the Equity Investigations Unit (formerly the Office of Equal Opportunity and Diversity). If a respondent is not affiliated with the university, TIXGE’s ability to take action is limited.

An overall lower number of reports were observed in nearly every category in 2020. Incidents involving visitors and unaffiliated parties were significantly lower. Some reports involving unaffiliated respondents are Clery reports and relate to incidents that occurred on campus properties, including incidents in which neither party is affiliated.



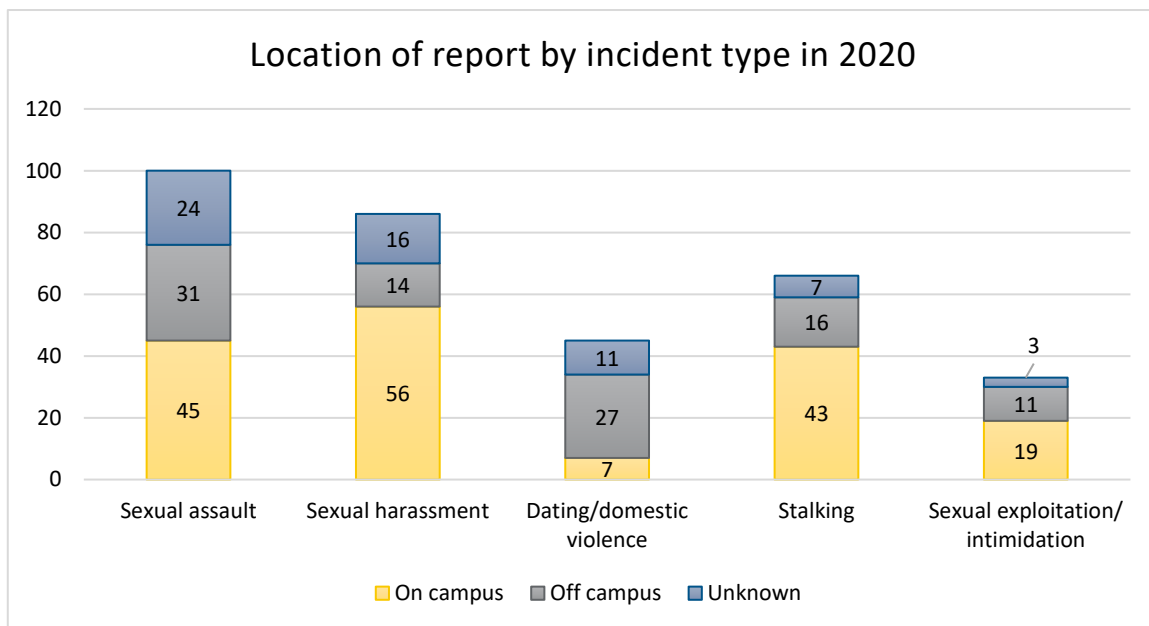
Reports may contain more than one incident and/or incident type, or more than one complainant or respondent.

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



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

Most reports received by TIXGE 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 Provided

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 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: counseling, 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, other changes to academic/living/dining/transportation situations

- *Workplace accommodations*

Examples: counseling, modifications of work schedules, changes in work locations, increased security and monitoring of certain areas of campus, other changes to transportation and/or working situations

- *Non-disciplinary interventions*

Examples: 1-on-1 coaching conversations, group education, mutual no-contact directives

Supportive Measures Provided in CY20	
Academic accommodations	166
Workplace accommodations	11
Non-disciplinary interventions	67
Total	244

Report resolution

When TIXGE receives a report, we reach out to the complainant to offer to meet to discuss resolution options and supportive measures like providing linkage with a confidential resource or facilitating requests for academic accommodations. As much as possible, we strive to put control over the decision to make a complaint in the hands of the complainant; 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 complainant will always be informed if this must happen, and it is always their choice to participate in the University initiated investigation.

Many reports received by TIXGE do not ultimately result in a university administrative investigation. TIXGE is aware that publishing information about reports that do not lead to investigations may have the potentially unintended consequence of implying that complainants' decisions to not move forward with a complaint or participate in a formal process are at fault. Research suggests that individuals may choose not to report or make a formal complaint because they blame themselves for what occurred, fear retaliation, 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 a formal complaint. Regardless of whether a formal complaint is filed, TIXGE's response coordinators still work with the individuals involved in these reports by offering to facilitate supportive measures and providing information about complaint options for the future.

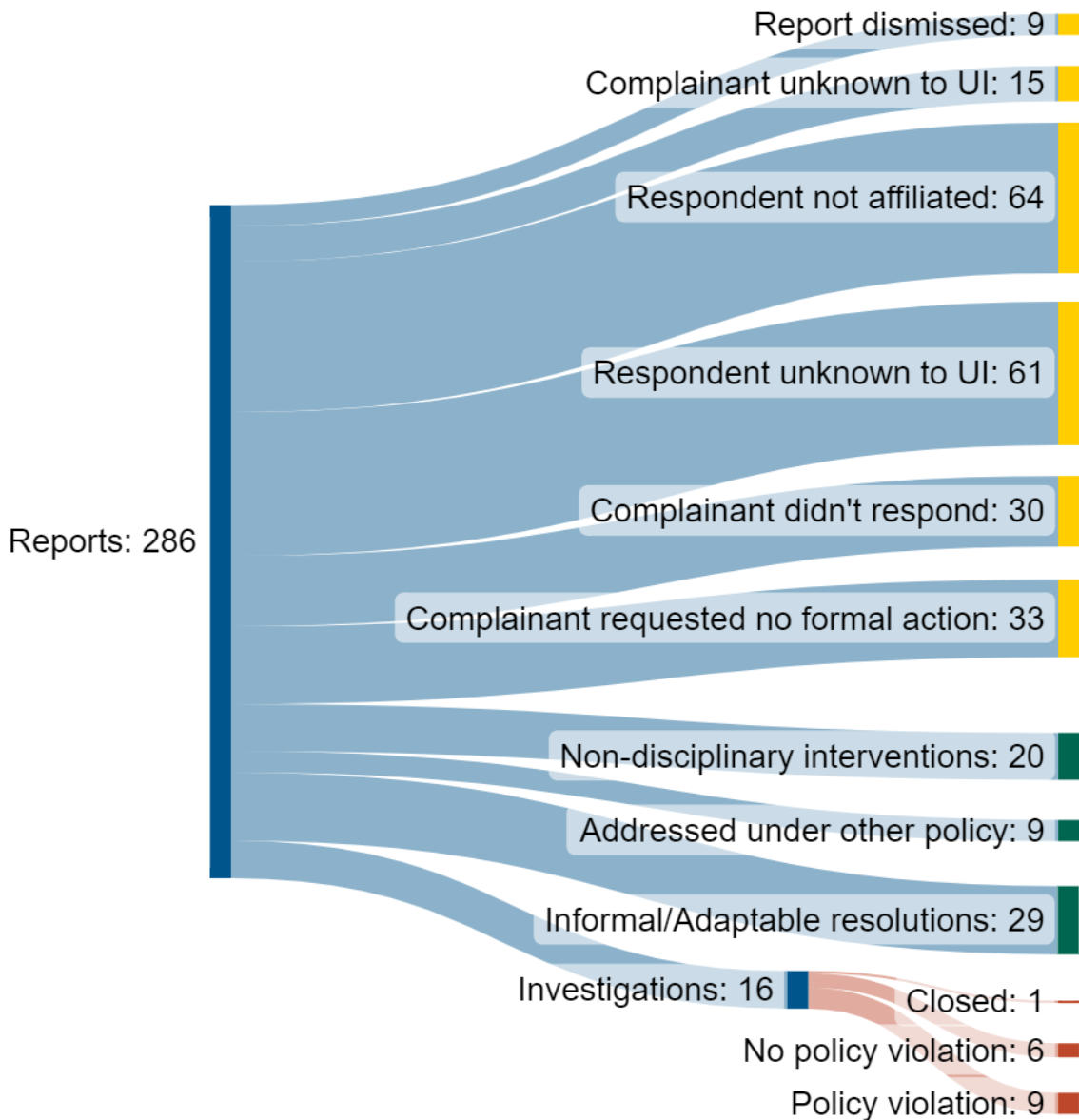
- **Reports not moving forward:** In the absence of an investigation, TIXGE works with the complainant to explore their options. Sanctions are not imposed on the respondent because a formal grievance process has not concluded that a policy violation was found. However, there may be options to pursue 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.
- **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 administrative 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 administrative 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](#) and, if true, would not result in a student being suspended or expelled.

Definitions of the report resolutions in the following chart and diagram can be found in the Appendix.

	Sexual assault	Sexual harassment	Dating/ domestic violence	Stalking	Sexual exploitation/ intimidation
Report dismissed	4	2	1	2	1
Complainant unknown to the UI	9	5	0	1	5
Respondent not affiliated	21	3	24	21	4
Respondent unknown to the UI	27	10	9	13	7
Complainant didn't respond	11	9	1	8	4
Complainant requested no formal action	6	9	3	15	3
Non-disciplinary interventions	4	13	1	4	3
Addressed under other policy	4	5	0	0	1
Informal/Adaptable resolutions	2	23	1	1	3
Investigations	12	5	6	0	2



Investigation length

During an investigation, TIXGE provides regular process updates to the complainant and respondent. During CY20, TIXGE worked with the investigating offices to track the length of investigations and helped parties understand the anticipated length of an investigation. In 2020, 22 reports led to an investigation. For these 22 investigations, the length of time between the start of an investigation (the date the Notice of Formal Complaint was issued) and the distribution of the investigator's report was:

Investigation length in 2020		
Total number of resolved investigations	22	
• Average investigation length	73 business days	92 calendar days
• Median investigation length	62.5 business days	85.5 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 are available to participate.

In August of 2020, the new [Policy](#) was implemented, resulting in an administrative hearing for 3 of the 22 investigations during CY20. For these 3 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 2020		
Total number of hearings held	3	
• Average hearing length	61 business days	89 calendar days
• Median hearing length	76 business days	113 calendar days

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.

In 2020, 22 reports led to an investigation. Of those 22 investigations, 8 were appealed by one or both parties. The length of time between the start of an appeal window (the date the investigation report or hearing outcome was distributed) and the distribution of the appeal officer's decision was:

Appeal length in 2020		
Total number of findings appealed	8	
• Average appeal length	22 business days	29 calendar days
• Median appeal length	17.5 business days	23.5 calendar days
• Decision overturned on appeal	0	
• Decisions/sanctions modified on appeal	0	

In 2020, no decisions were overturned on appeal, and no decisions or sanctions were modified on appeal by the University of Iowa. One appeal submitted to the Iowa Board of Regents resulted in modified sanctions, though the university determination of responsibility was upheld.

Sanctions

Campus actions resulting from adjudication of 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 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 of sanctions can be found in the Appendix.

Outcomes from 6 sexual assault policy violations:	4 disciplinary/safety measures 3 educational/counseling requirements 2 suspensions 4 separations
Outcomes from 1 sexual harassment policy violation:	2 disciplinary/safety measures 1 educational/counseling requirement
Outcomes from 1 dating/domestic violence policy violation:	2 disciplinary/safety measures 1 educational/ counseling requirement
Outcomes from 4 stalking policy violations:	8 disciplinary/safety measures 4 educational/counseling requirements
Outcomes from 1 sexual exploitation policy violation:	1 disciplinary/safety measures 1 separation

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

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 harassment/misconduct.

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.

Respondent not affiliated: Reports in which the harassment/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.

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

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

Non-disciplinary interventions: Reports which did not move forward into the formal grievance process but one of the following supportive measures was implemented either at the request of the complainant or Title IX Coordinator: 1-on-1 coaching conversation, mutual no-contact directive, or group education.

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

Informal/Adaptable resolutions: Reports in which a formal complaint is submitted, but either the complainant or respondent requested the option to resolve the complaint informally. Both parties must voluntarily agree to participate in the Adaptable Resolution process in order to move forward. After the new [Policy](#) was implemented in August 2020, the Adaptable Resolution became an option for complaints involving university employees and students, whereas, under the previous policy, an Informal complaint option had been available primarily in employment situations.

Investigations: Reports which moved forward into the formal grievance process for the purpose of determining whether or not a policy violation occurred.

Closed: Reports for which an investigation was initiated under the formal grievance process, but one of the following occurred: the respondent withdrew before a finding was issued, the complainant requested that the investigation cease, or the university dismissed the complaint under Section 4.23 c(5) of the [Procedure](#). 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. A student or employee respondent who withdraws from the university in the middle of an investigation will receive a hold in their academic or employment file and if they seek future employment or enrollment, the investigation will resume.

No policy violation: Reports for which an investigation was completed, but the behavior under investigation 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: Reports for which an investigation was completed, and the behavior under investigation was found more likely than not that the respondent is responsible for a violation of the [Policy](#).

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 [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
- permission required to graduate
- registration hold placed
- reprimand
- separation
- suspension
- 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 [Procedure](#) and TIXGE's [webpage](#) about the UI-CERB Program.

- education mandate or recommendation
- counseling mandate or recommendation
- substance abuse assessment
- summative meeting
- UI-CERB

Separation: Separation from the institution could take the form of termination (for employees) or expulsion (for students). Separation can also include situations in which a respondent is found responsible for violating university policy but chooses to leave the university before sanctions can be imposed. 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 a complaint receive a registration hold to prevent them from re-enrolling until the formal complaint can be resolved.