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Speak Out Iowa 2017 Survey **Key Findings, Full Report, and Anti-Violence Plan**

Trigger warning: This document addresses the sensitive topic of sexual violence and may be difficult for some readers. If you or someone you know is in need of any resources or support for sexual harassment, dating violence, stalking, or sexual violence see the Find Help Now page at speakout.uiowa.edu/resources for a comprehensive list of resources.

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Foreword

In fall 2017, the University of Iowa conducted the second iteration of its *Speak Out Iowa* campus climate survey. We thank the students who took the time to complete the survey, as their input continues to be at the core of our comprehensive strategy to respond to sexual misconduct, dating violence, and stalking on our campus.

Survey data have been used to inform a new three-year campus plan developed by the [Anti-Violence Coalition](#). The plan was created in collaboration with a wide spectrum of campus stakeholders, including student leaders and shared governance representatives. The UI has a committed team working collaboratively to prevent sexual misconduct and violence, provide support to survivors, and hold offenders accountable. We will continue to tailor our efforts to address specific campus needs, including seeking input from those impacted, rather than using a one-size fits all approach.

Sharing these results is another opportunity to engage the entire campus community in the conversation about this important issue. We're committed to continuing to improve the campus climate for everyone, and we ask for your help in creating a safe and healthy environment.

Bruce Harreld

President

Melissa Shivers

Vice President for Student Life

Monique DiCarlo

UI Sexual Misconduct Response Coordinator and Title IX Coordinator
Chair of the Anti-Violence Coalition





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Speak Out Iowa Survey **Key Findings**

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KEY FINDINGS

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Survey Methodology¹

In fall 2017, the University of Iowa (UI) administered the online *Speak Out Iowa* survey to all degree-seeking undergraduate, graduate, and professional students to:

- Determine UI students' perceptions of the campus climate and knowledge about resources for addressing sexual misconduct;
- Identify rates of sexual misconduct—sexual harassment by faculty/staff, sexual harassment by fellow students, dating violence, stalking, and sexual violence victimization²—that undergraduate, graduate and professional students³ reported experiencing since enrolling at the UI.

The Sexual Misconduct Climate Survey Subcommittee of the UI Anti-Violence Coalition oversaw the survey's administration.

The *Speak Out Iowa* survey is a modified version of the Administrator-Researcher Campus Climate Collaborative (ARC3) survey. The ARC3⁴ is a free campus climate survey explicitly designed for the higher education community. A consortium of sexual assault researchers and student affairs professionals came together to develop the instrument in response to the recommendations of the White House Task Force to Protect Students from Sexual Assault (U.S. Department of Justice, 2016⁵).

All degree-seeking, undergraduate, graduate, and professional students (N=30,458) at the Iowa City and off-campus centers, including those completing online degrees, received an invitation to participate in the *Speak Out Iowa* survey through an email message sent to their university email address. Before and during the data collection period, students were made aware of the survey through an extensive campus-wide marketing campaign.

Of the 7017 students who accessed the survey and agreed to participate, 6952 were included in the final sample. A survey completer was defined as a respondent who completed data on at least one outcome variable of interest. Thus, the **overall response rate was 22.8%**.

¹ See the full *Speak Out Iowa* Report beginning on page 23 for a complete description of the survey methodology, including the recruitment and marketing procedures and data weighting.

² Full definitions of how sexual misconduct, dating violence, and stalking are measured in the survey can be found on page 22

³ Graduate and professional students will be referred to as graduate students in the remainder of the report

⁴ <http://campusclimate.gsu.edu/>

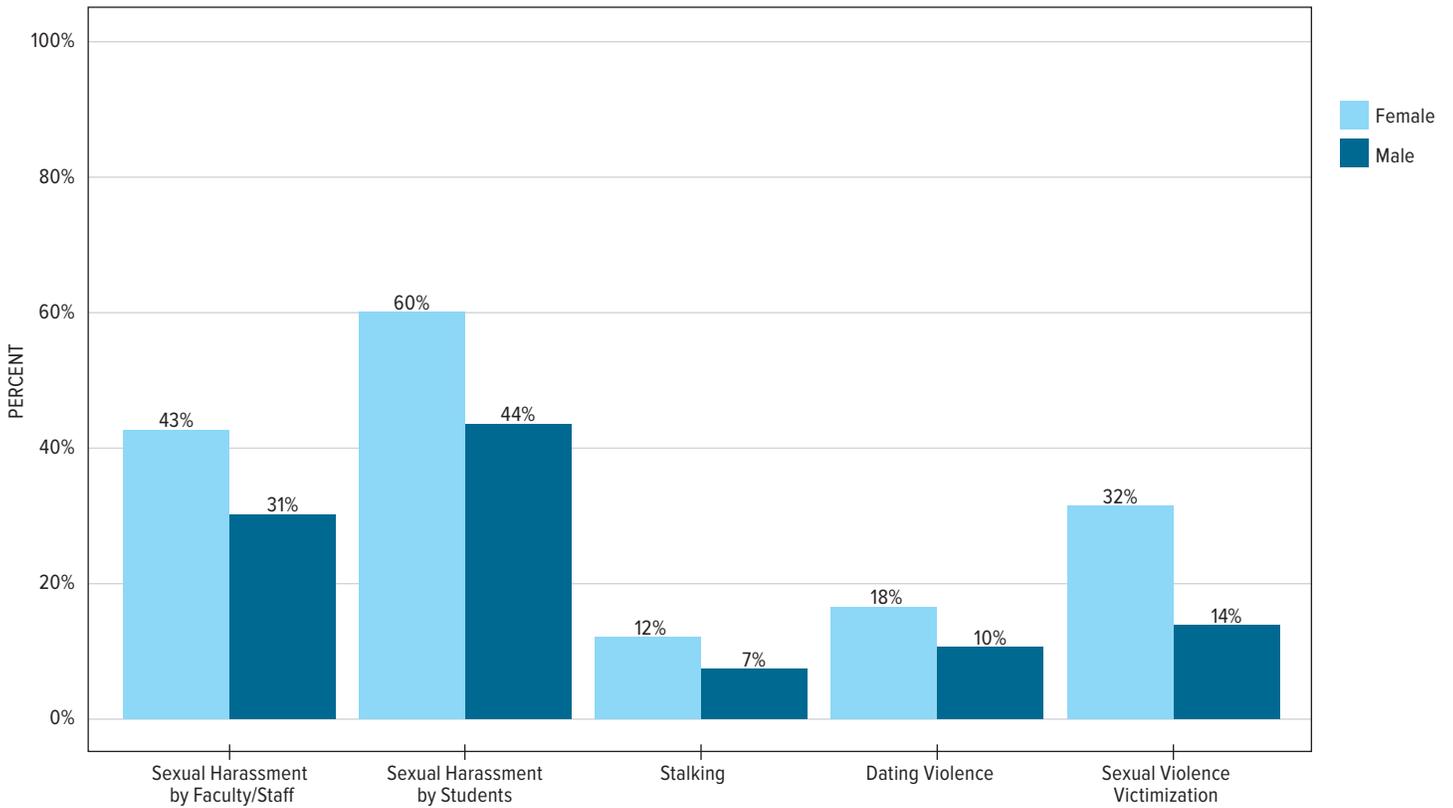
⁵ <https://www.notalone.gov/assets/report.pdf>

Table 1: Demographic Characteristics of Respondents – Unweighted Data

Unweighted Sample	Number of respondents	% of respondents	% of all UI Students
<i>Sex at Birth</i>			
Female	4728	68.0%	52.4%
Male	2198	31.6%	47.3%
Missing/prefer not to answer	26	0.4%	
<i>UI Categories of Race/Ethnicity</i>			
White	5229	75.2%	69.7%
Hispanic	518	7.5%	6.9%
International	398	5.7%	10.0%
Asian	355	5.1%	4.4%
African American/Black	200	2.9%	3.2%
Multi-racial	192	2.8%	2.9%
Other	22	0.3%	0.3%
Missing	38	0.5%	
<i>Year in School</i>			
1st year undergraduate	1596	23.0%	19.2%
2nd year undergraduate	1368	19.7%	18.4%
3rd year undergraduate	1275	18.3%	19.5%
4th year (+) undergraduate	1193	17.1%	19.0%
Graduate student	1115	16.0%	14.5%
Professional student (law, medicine, dentistry, pharmacy)	402	5.8%	9.3%
Missing	3	0.0%	
<i>Type of Housing/Residence</i>			
Off-campus, non-university sponsored housing	4068	58.5%	Not available (n/a)
On-campus residence hall	2127	30.6%	(n/a)
With parent, guardian, or other	223	3.2%	(n/a)
Fraternity or sorority house	204	2.9%	(n/a)
Own home	160	2.3%	(n/a)
Off-campus, outside of Iowa City, Coralville, North Liberty	130	1.9%	(n/a)
Other off-campus	37	0.5%	(n/a)
Missing	3	0.0%	
<i>Where Students Take Most of Their Classes</i>			
Most or all on main-campus	6748	97.1%	(n/a)
Most or all online	115	1.7%	(n/a)
Most or all at distance-education sites	82	1.2%	(n/a)
Missing	7	0.1%	

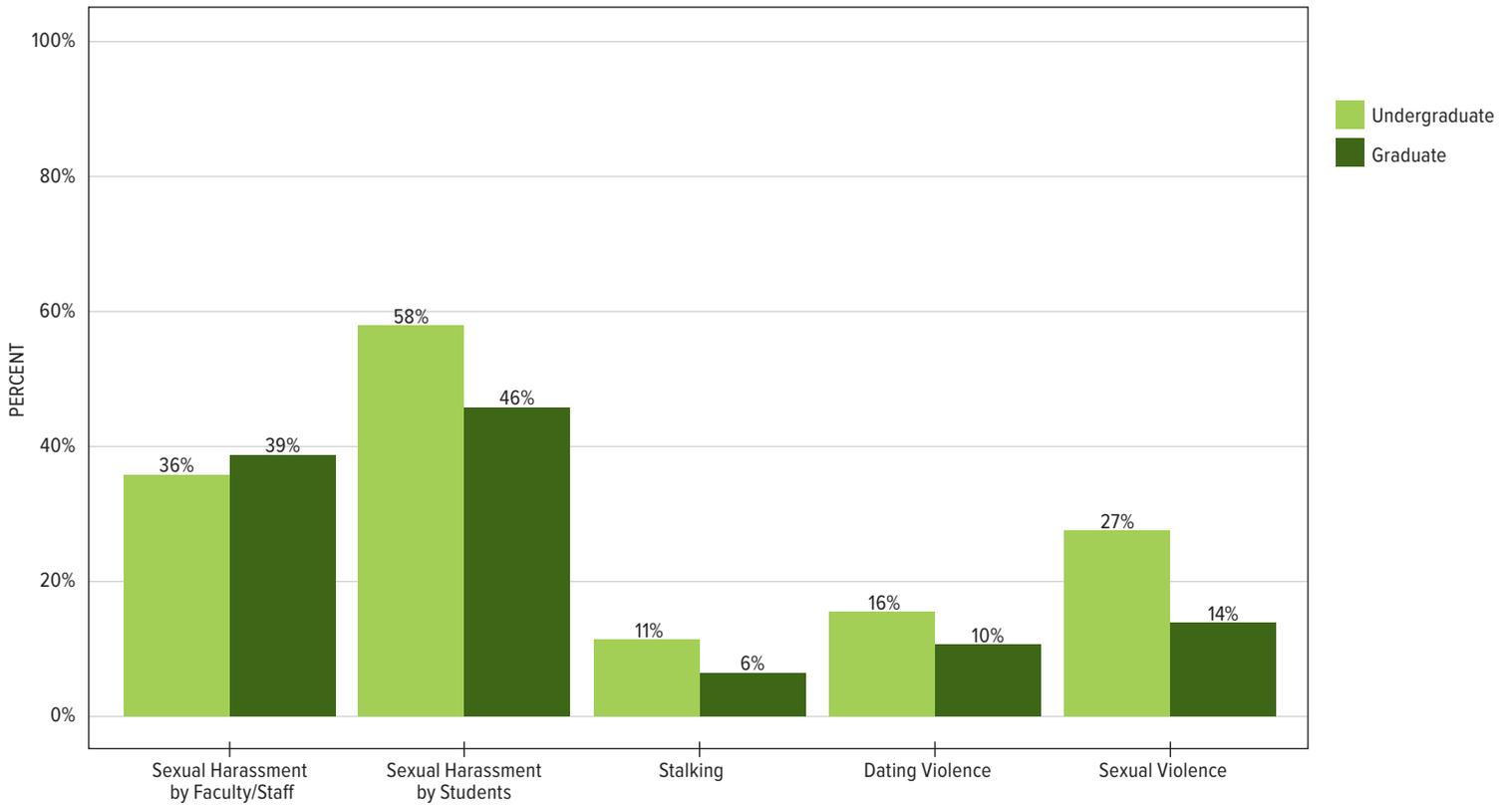
Key Finding #1

Female students reported significantly higher rates of all types of sexual misconduct compared to male students.



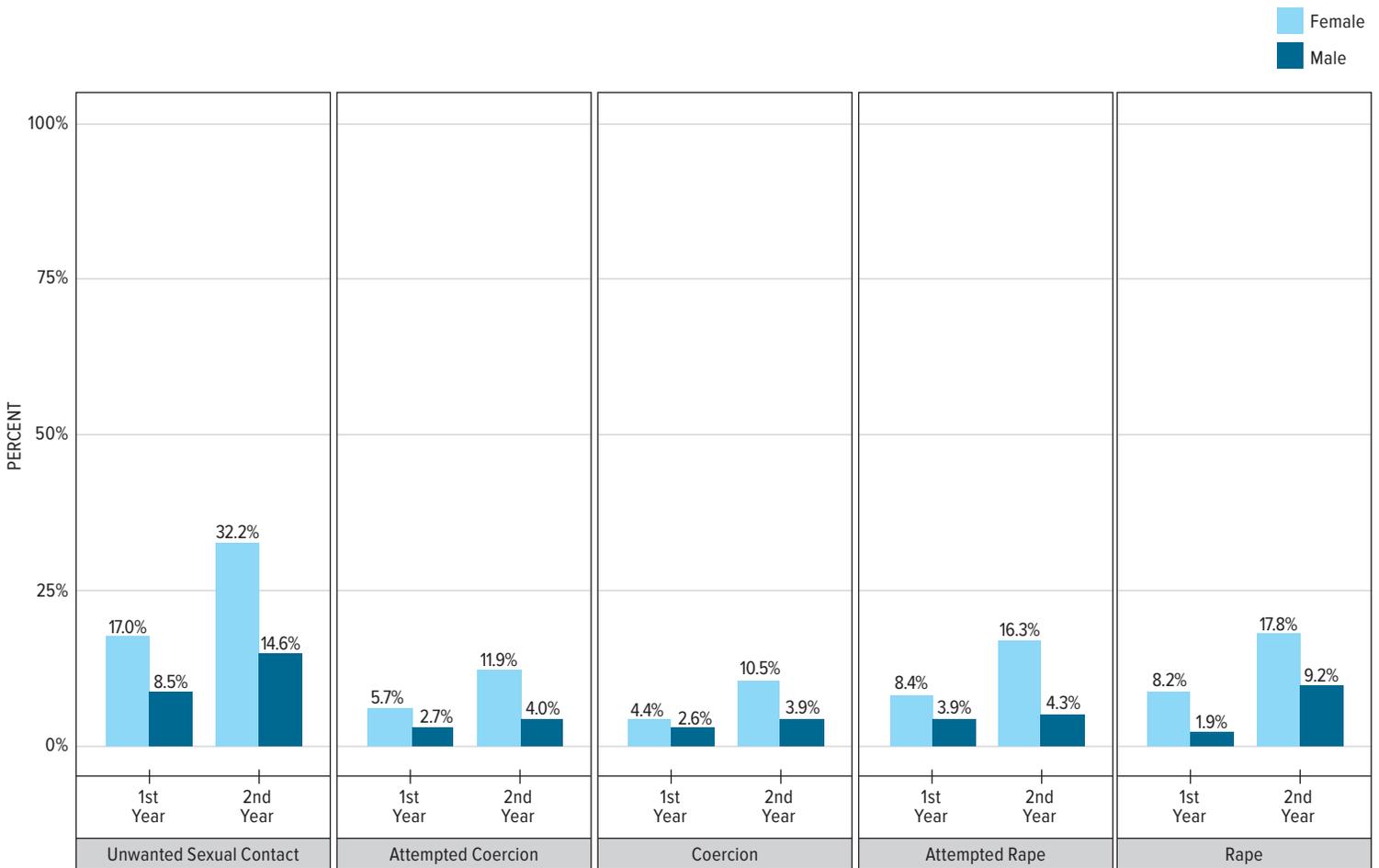
Key Finding #2

Except for sexual harassment by faculty/staff, undergraduate students reported significantly higher rates of all types of sexual misconduct compared to graduate students.



Key Finding #3

For female and male undergraduate students, there was a notable increase in all types of sexual violence victimization from the 1st to 2nd year. The second year rates capture students' first two semesters at the UI and 10 weeks into their third semester.



Key Finding #3a

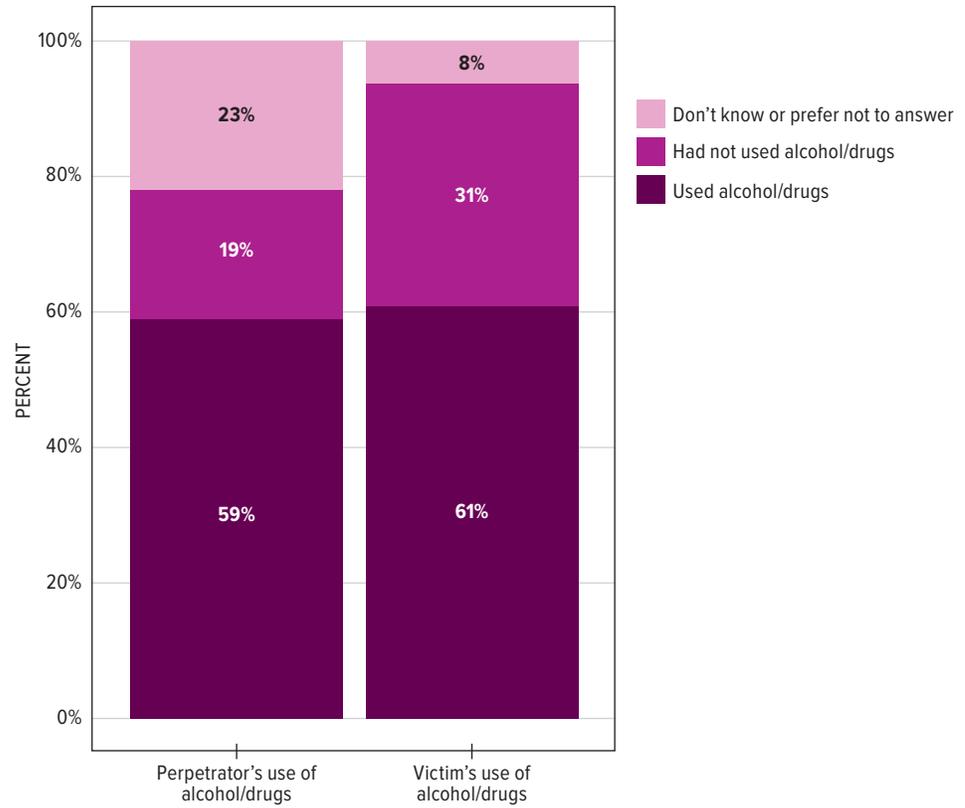
Female undergraduate students' rates of sexual misconduct doubled from the 1st to 2nd year.

Key Finding #3b

Rates of rape for male undergraduate students quadrupled from the 1st to 2nd year.

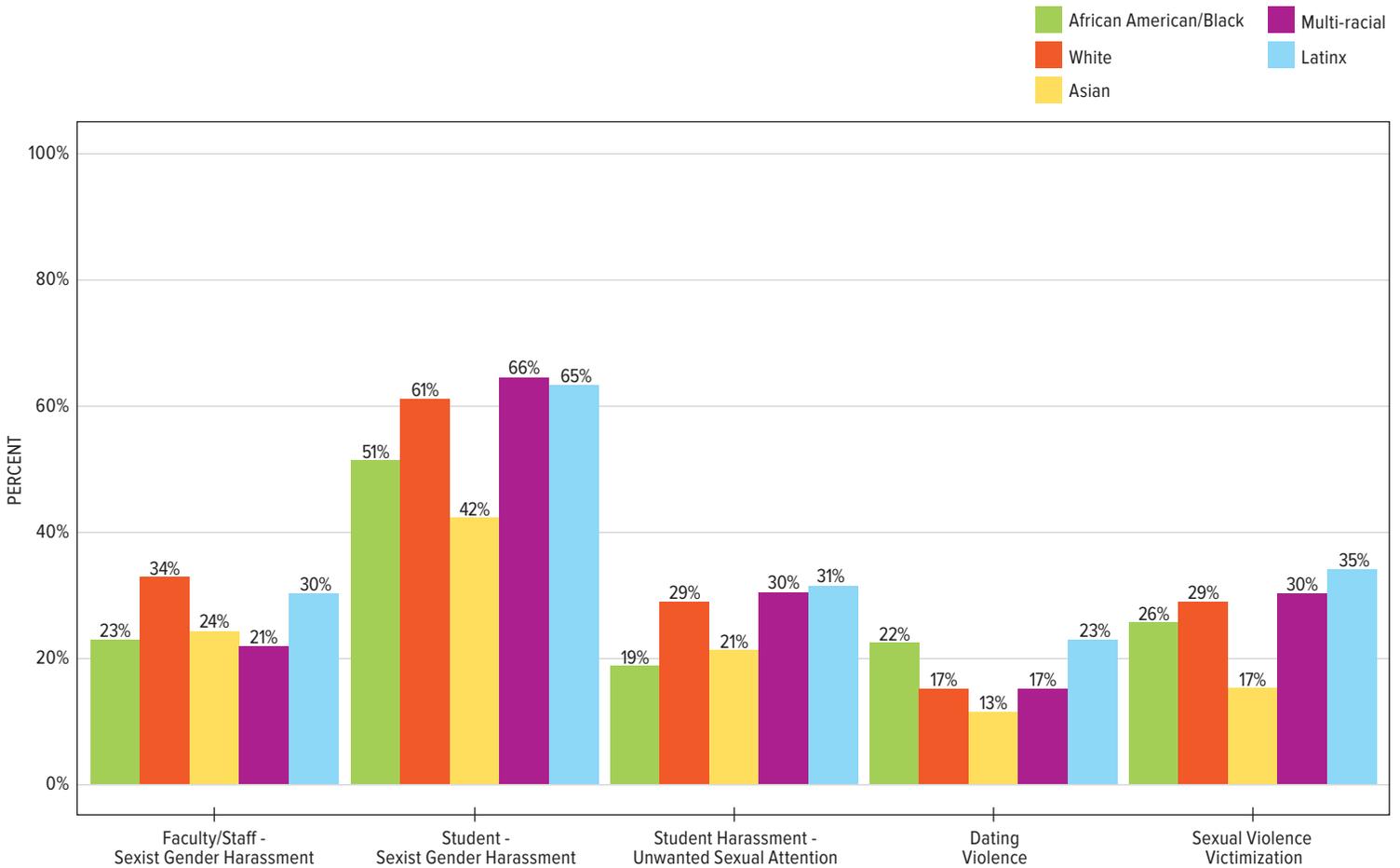
Key Finding #4

For students who reported experiencing sexual violence victimization, alcohol and/or drug use prior to the incident is common.



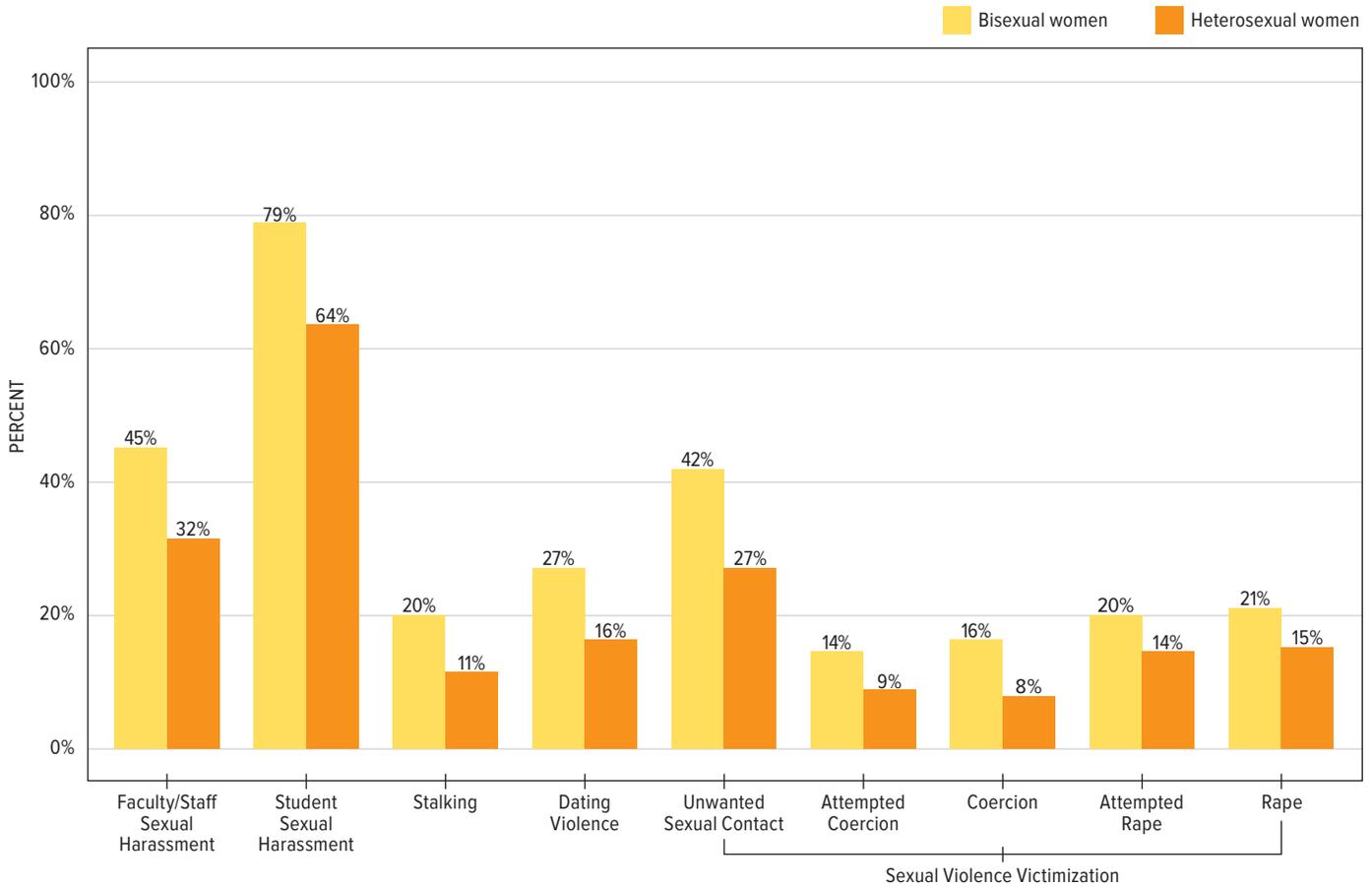
Key Finding #5

Comparing sexual misconduct rates by race/ethnicity, Asian females reported significantly lower rates of several types of sexual misconduct compared to other racial groups. The reasons for this difference need further study.



Key Finding #6

Among UI students, bisexual women reported significantly higher rates of multiple types of sexual misconduct compared to heterosexual women.

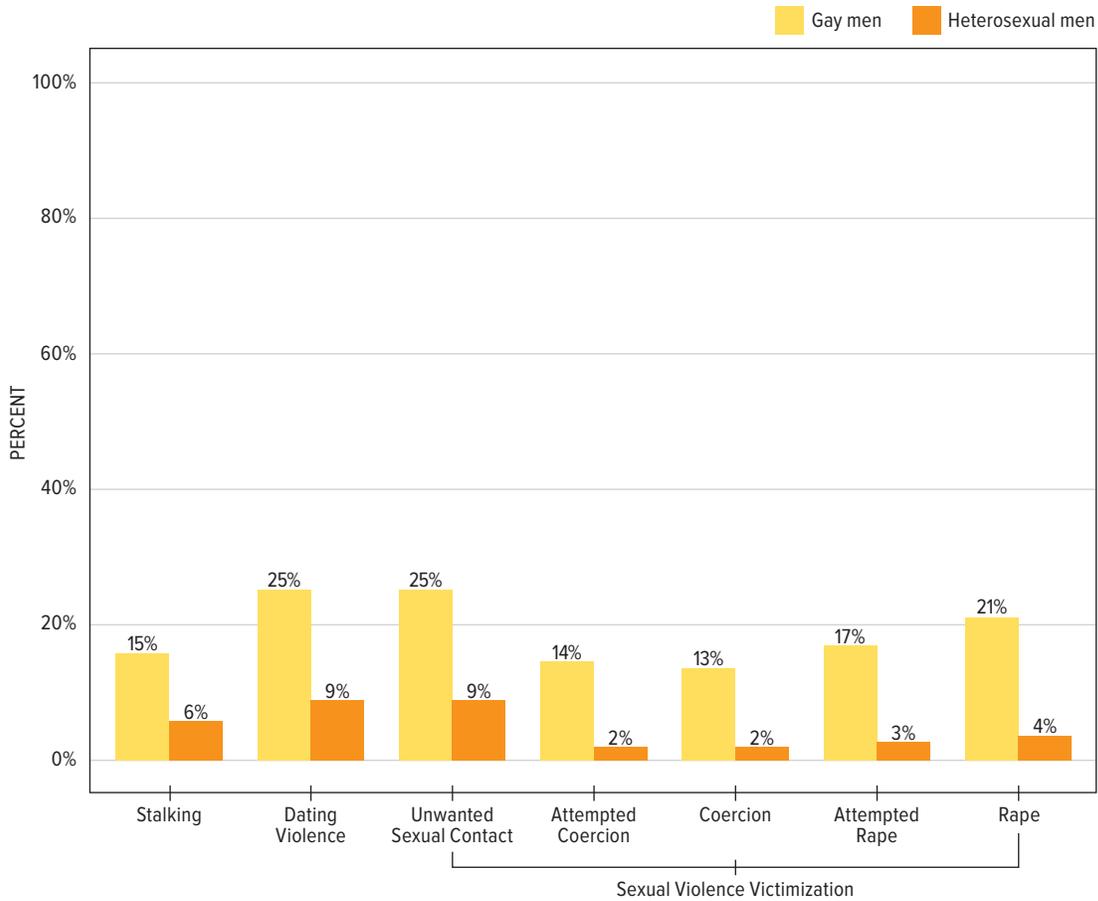


Key Finding #6a

Lesbians also reported significantly higher rates of several types of sexual misconduct compared to heterosexual women.

Key Finding #7

Among UI students, gay men reported significantly higher rates of multiple types of sexual misconduct compared to heterosexual men.

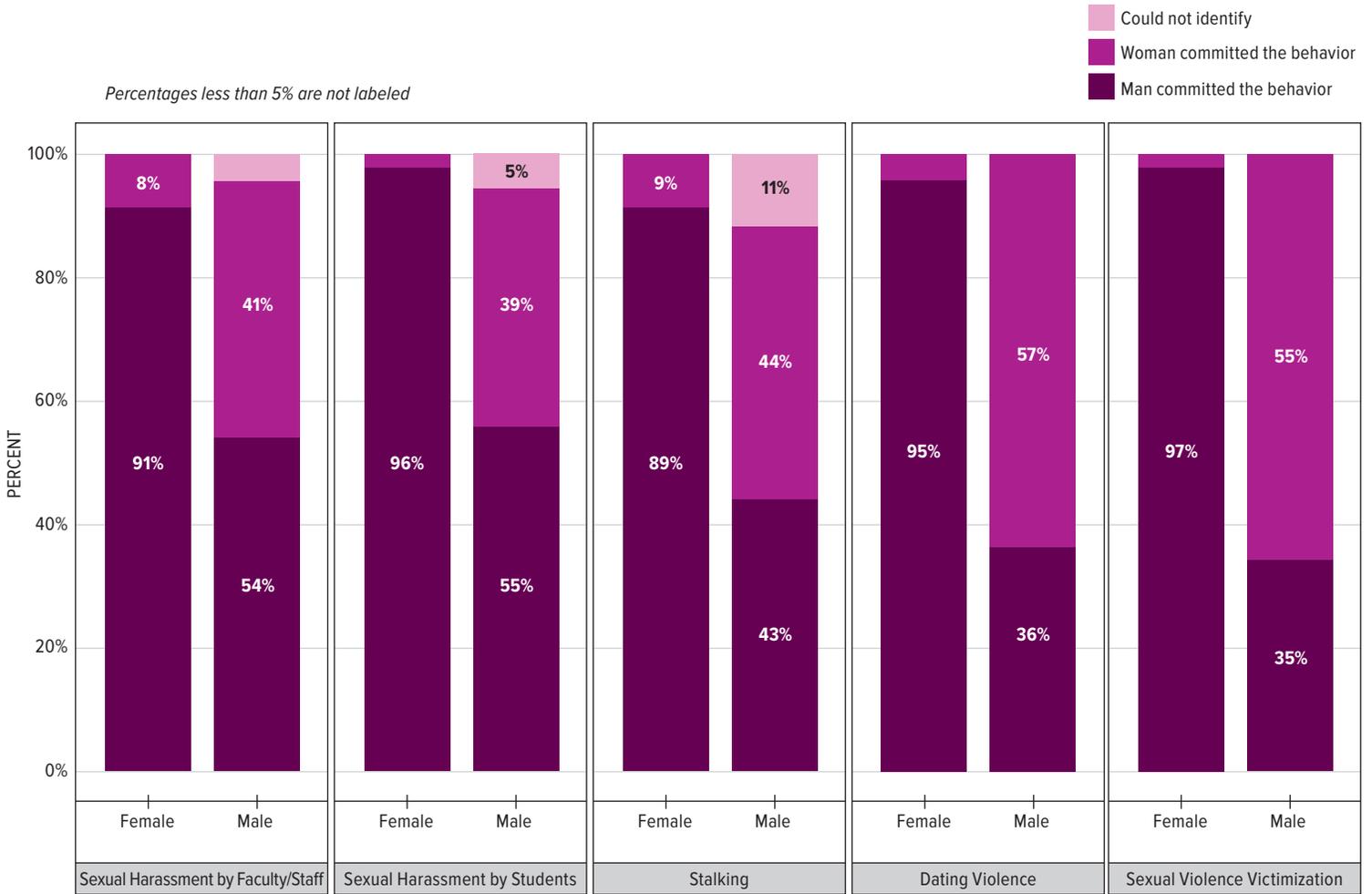


Key Finding #7a

Bisexual men also reported significantly higher rates of several types of sexual misconduct compared to heterosexual men.

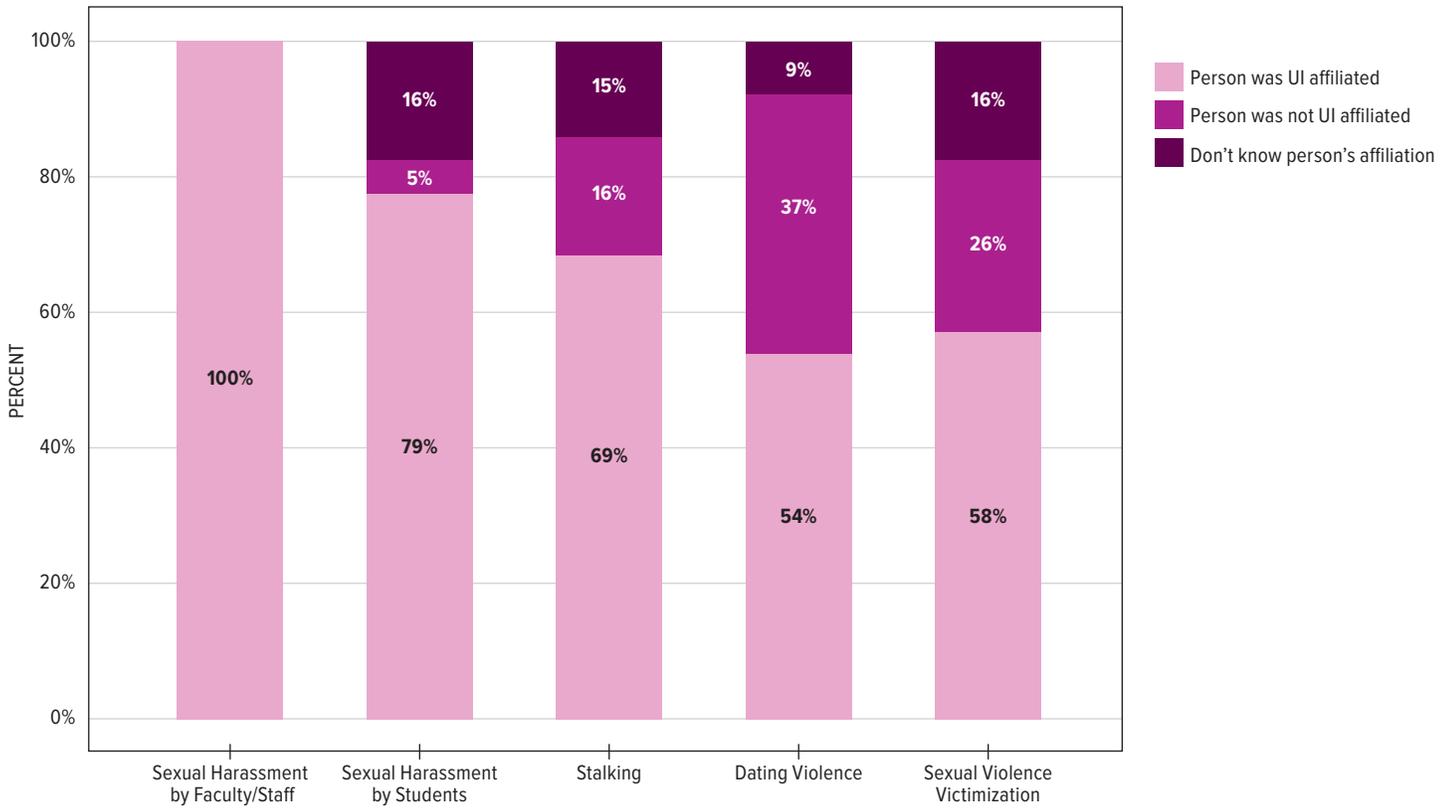
Key Finding #8

For the situation that had the most effect on them, the majority of female students reported the person who committed the behavior was a man; many male students also reported this individual was a man.



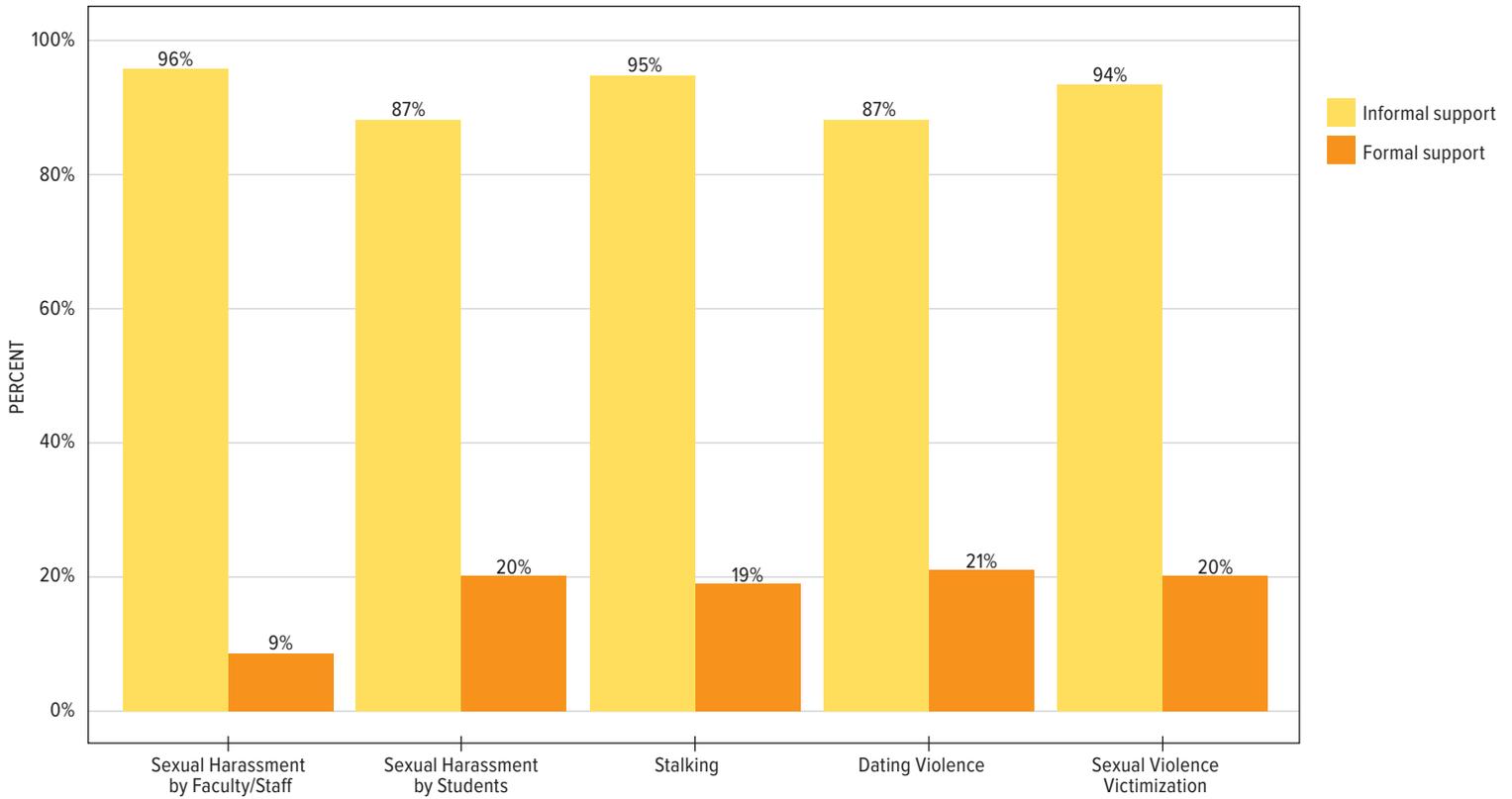
Key Finding #9

The UI affiliation (student, faculty, teaching assistant, staff) of the person who committed the behavior varies across the types of sexual misconduct reported.



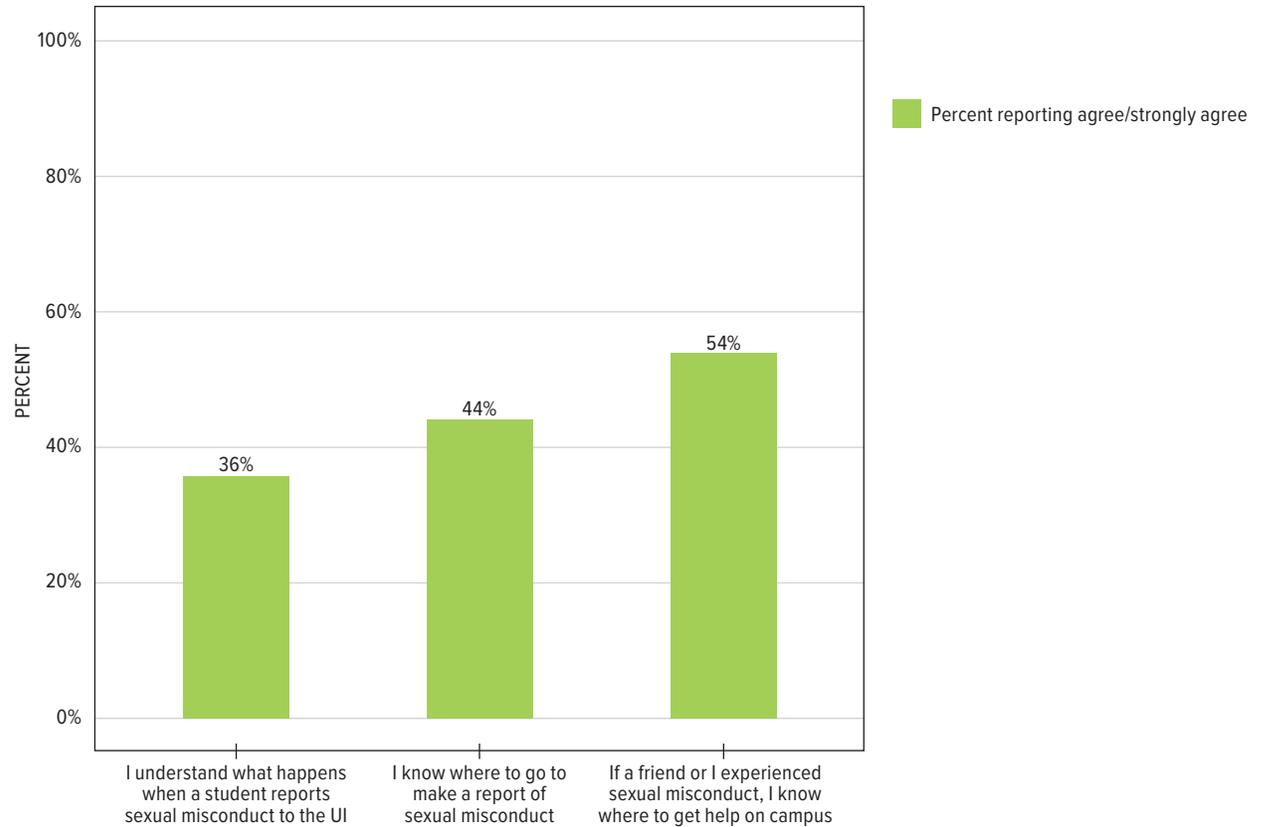
Key Finding #10

Students were more likely to disclose their experience of sexual misconduct to informal supports (i.e., friends, roommate) than formal supports (i.e., an office, department, or agency that provides services to address sexual misconduct).



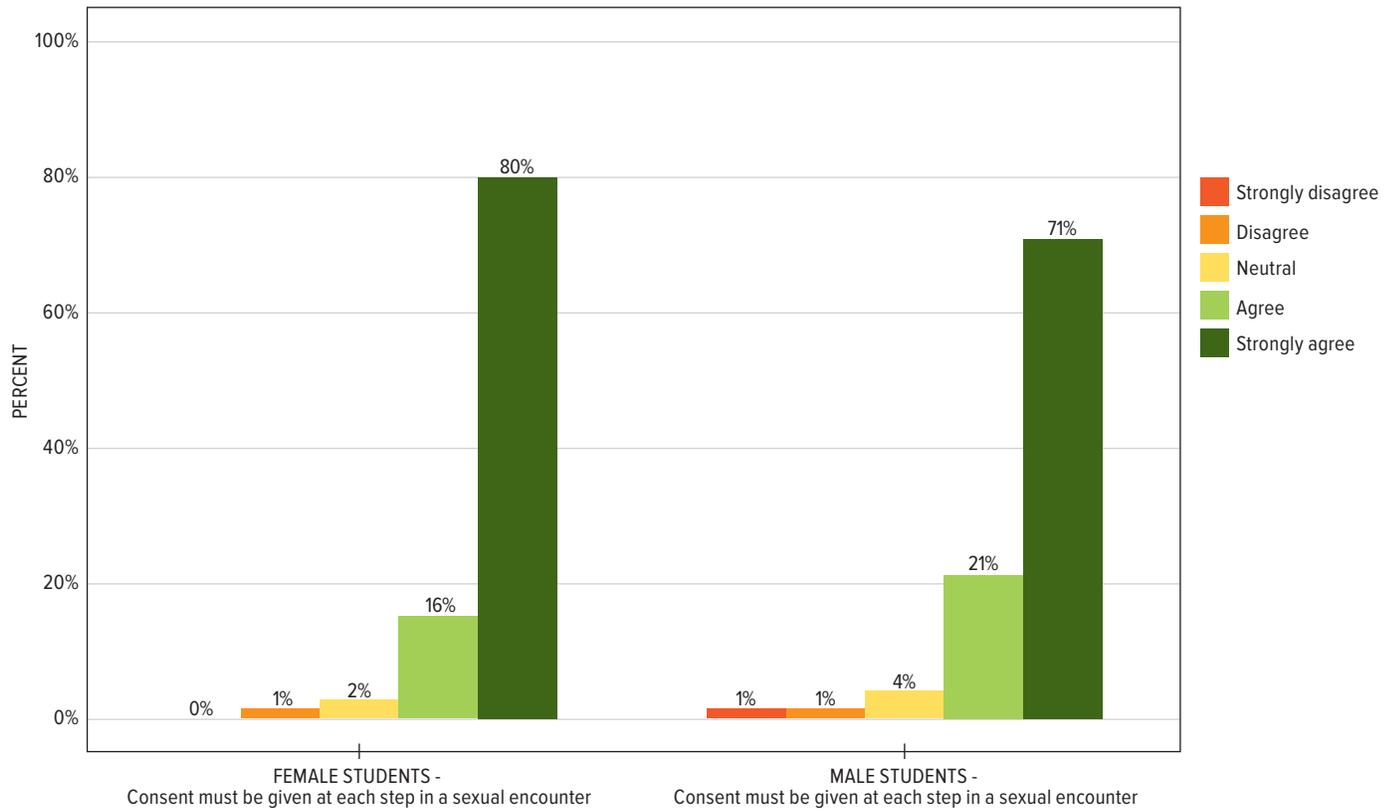
Key Finding #11

Students had limited knowledge about the reporting process and where to access help on campus for sexual misconduct.



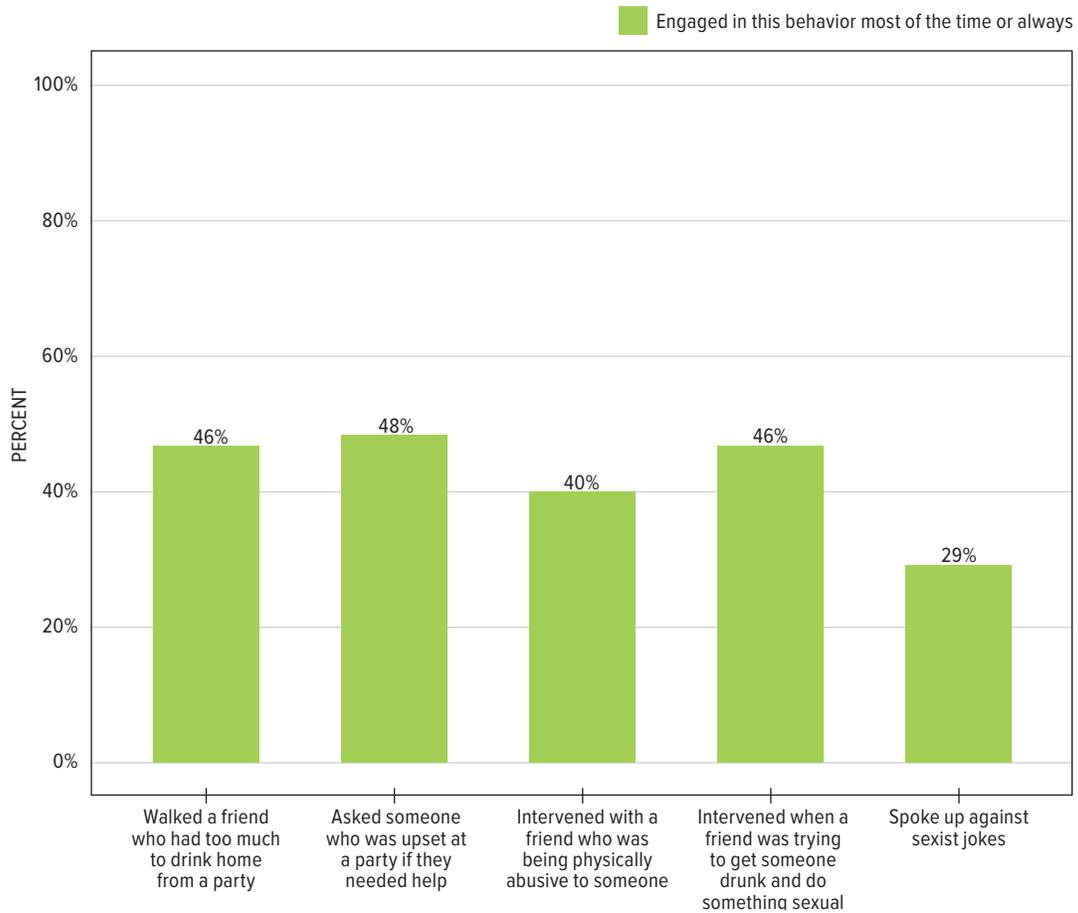
Key Finding #12

Overall, students indicated an understanding of affirmative consent.



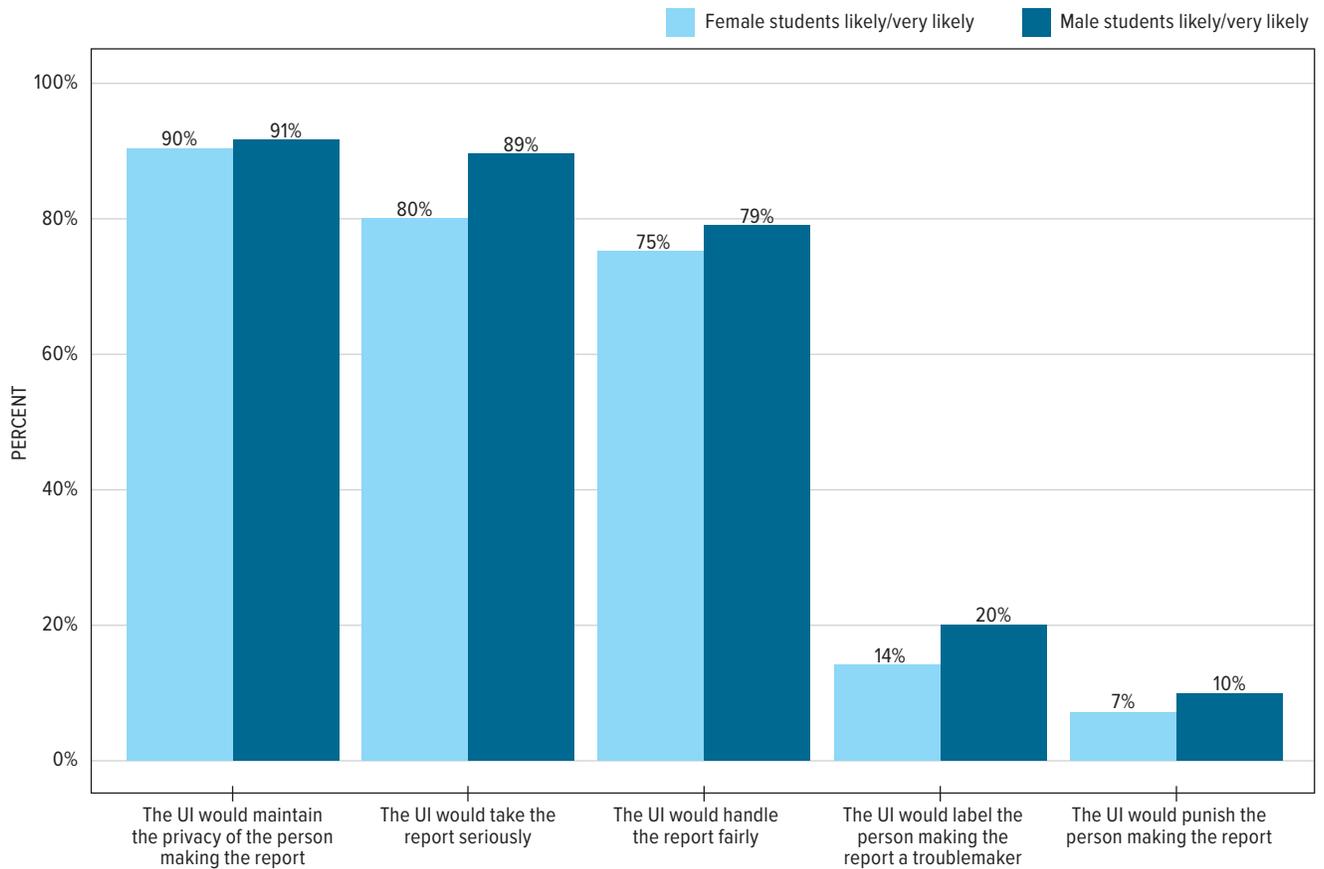
Key Finding #13

When presented with the opportunity, less than half of students reported consistently engaging in bystander intervention behaviors.



Key Finding #14

Overall, students had a favorable perception of how the UI would respond to a student reporting an incident of sexual misconduct.



Definitions of Sexual Misconduct, Dating Violence, and Stalking in the ARC3 Climate Survey

The definitions below are based on how sexual misconduct (sexual harassment and sexual violence victimization), dating violence, and stalking were measured by the *Speak Out Iowa* survey. In some cases, these definitions may not be considered violations of University of Iowa policy or Iowa State Law. All students were asked to respond to these behaviors **since enrolling at the UI**.

Sexual Harassment by faculty/staff and fellow students:

- **Sexist Gender Harassment** – being treated differently because of their sex or perceived gender identity, someone displaying sexist or suggestive materials, someone making offensive sexist remarks, or being put down because of their sex (faculty/staff and fellow students).
- **Crude Gender Harassment** – being told offensive sexual stories or jokes, unwanted attempts to being drawn in to discussions of sexual matters, someone making offensive remarks about their appearance, body, or sexual activities, or making gestures or using body language of a sexual nature that were embarrassing or offensive (faculty/staff and fellow students).
- **Unwanted Sexual Attention** – unwanted attempts to establish a romantic relationship (one item fellow students), continually being asked out for drinks or dinner, touched in a way that made them uncomfortable, or unwanted attempts to kiss, fondle or stroke them (all items faculty/staff).
- **Sexual Coercion** – being bribed with a reward to engage in sexual behavior, feeling threatened with retaliation for not being sexually cooperative, treated badly for refusing to have sex, or someone implied better treatment if they were sexually cooperative (faculty/staff only).
- **Sexual Harassment Via Electronic Communication** – someone sent or posted unwanted sexual comments jokes or pictures by text, email, social media; spread unwelcome rumors by text, email, social media or other electronic means; or called them gay or lesbian in a negative way by text, email, social media or other electronic means (fellow students only).

Sexual Violence Victimization included five types of victimization using coercive tactics, incapacitation, and/or force. *Coercive tactics* involved behaviors such as threats to end the relationship or spread rumors, continual verbal pressure to have sex, or showing displeasure or getting angry but not using physical force. *Incapacitation* involved being taken taking advantage when too drunk to stop what was happening. *Force* involved threats to physically harm them or someone close to them or using physical force such as being held or pinned down. The five types are:

- **Unwanted sexual contact** – fondling, kissing, or rubbing up against a person’s private areas of their body, or removing clothing without the person’s consent (but did not involve attempted sexual penetration) using coercive tactics, incapacitation, or force.
- **Attempted coercion** – attempted oral, anal, or vaginal sex without a person’s consent using coercive tactics.
- **Coercion** – oral, vaginal, or anal sex by coercive tactics.
- **Attempted rape** – attempted oral, anal, or vaginal sex without a person’s consent by incapacitation or force.
- **Rape** – completed oral, anal, or vaginal sex without a person’s consent by incapacitation or force.

Dating Violence included any report of physical and/or psychological abuse behaviors.

Stalking included a pattern of stalking behavior in which a student reported at least one of eight behaviors occurring three or more times.



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Speak Out Iowa Survey **Full Report**

This report was authored by the Sexual Misconduct Climate Survey Subcommittee of the UI Anti-Violence Coalition:

Carolyn Copps Hartley, PhD, associate professor, School of Social Work, Chair

Teri Schnelle, MA, Office of the Vice President for Student Life

Meghan Quigley, MA, Office of the Vice President for Student Life

Karen Heimer, PhD, professor, Sociology and Gender, Women's, and Sexuality Studies

Elizabeth Momany, PhD, University of Iowa Public Policy Center

Christina Shutters, clinical assistant professor of Obstetrics and Gynecology

Bret Gothe, MFA, Office of the Vice President for Student Life

Alex C. Lange, M.Ed., PhD student in the College of Education

Hira Mustafa, undergraduate student in the Tippie College of Business

Acknowledgements: *First, we would like to thank the University of Iowa students who shared their experiences by participating in the survey. Second, we would like to recognize the many stakeholder groups and student leaders who provided feedback on the first iteration of the survey to help increase the response rate, and who helped to interpret the results, identify the key findings, and inform the 2018 UI Anti-Violence Plan.*

Trigger warning: *This document addresses the sensitive topic of sexual violence and may be difficult for some readers. If you or someone you know is in need of any resources or support for sexual harassment, dating violence, stalking, or sexual violence see the Find Help Now page at speakout.uiowa.edu/resources for a comprehensive list of resources.*

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Introduction

In fall 2017, the University of Iowa (UI) administered the online *Speak Out Iowa* survey to all degree-seeking undergraduate, graduate, and professional students to:

- Determine UI students' perceptions of the campus climate and knowledge about resources for addressing sexual misconduct;
- Identify rates of sexual misconduct—sexual harassment by faculty/staff, sexual harassment by fellow students, dating violence, stalking, and sexual violence victimization¹—that undergraduate, graduate, and professional students reported experiencing since enrolling at the UI.

The Sexual Misconduct Climate Survey Subcommittee of the UI Anti-Violence Coalition oversaw the survey's administration (see Appendix A for subcommittee membership and charge).

About the Survey

The *Speak Out Iowa* survey is a modified version of the Administrator-Researcher Campus Climate Collaborative (ARC3) survey. The ARC3² is a free campus climate survey explicitly designed for the higher education community. A consortium of sexual assault researchers and student affairs professionals came together to develop the instrument in response to the recommendations of the White House Task Force to Protect Students from Sexual Assault (U.S. Department of Justice, 2016a).

The *Speak Out Iowa* survey was first administered in 2015. The subcommittee made several changes to the survey to increase the response rate in 2017. Our primary goal was to reduce the length of the survey, which was deemed to be a significant barrier to both engaging students to respond and complete the survey. In 2015, the average time it took respondents to complete the survey was 21:15 to 27:15 minutes depending on how many follow-up questions respondents received. The literature on online surveys for a college student population suggests that successful engagement requires keeping the survey length to less than 15 minutes (Fan & Yan, 2010; U.S. Department of Justice, 2016b).

To reduce the length of the survey, we removed the following modules from the 2015 version of the survey:

Measures of academic satisfaction, academic disengagement, life satisfaction, mental health, general well-being, general safety, and general alcohol use. Most of this information is captured in the National College Health Assessment survey which is conducted annually on campus; as such, we did not lose the opportunity to capture this vital information for our campus.

Perpetration questions. After reviewing the literature on measuring perpetration of sexual misconduct (Kolivas & Gross, 2007; Strang & Peterson, 2016, 2017; Strang, Peterson, Hill, & Heiman, 2013), we determined that a campus-wide census survey method was not likely to generate sufficiently valid rates of perpetration behaviors. For this reason, in addition to the need to shorten the survey, we removed these questions.

¹ In the remainder of the report, the term sexual misconduct refers to sexual harassment by faculty/staff, sexual harassment by fellow students, dating violence, stalking, and sexual violence victimization.

² <http://campusclimate.gsu.edu/>

Finally, there were four modules we wanted to retain in the survey, but again, towards the goal of keeping the survey length to 15 minutes, we randomized these modules, with approximately 25% of survey respondents receiving one of the following:

Consent which assesses beliefs, attitudes, and behaviors concerning how sexual consent should be negotiated between sexual partners.

Bystander intervention which assesses the frequency of specific behaviors students have exercised in situations where a friend or stranger may have been at risk for experiencing sexual misconduct.

Peer norms which assesses respondents' perceptions of peer norms regarding sex, dating violence, and sexual violence and the guidance and advice respondents receive from peers that might influence them to sexually, physically, or psychologically assault their dating partners.

Peer responses which assess respondents' anticipated responses from peers if they told them they had experienced sexual misconduct; and general anticipated responses from peers if someone were to report a case of sexual misconduct.

We also used design features in the Qualtrics online survey platform to make the survey more accessible on a wide range of electronic devices, including cell phones and tablets.

Survey Methods

Participant Recruitment

In October 2017, all degree-seeking, undergraduate, graduate, and professional students (N=30,458) at the Iowa City and off-campus centers, including those completing online degrees, received an invitation to participate in the *Speak Out Iowa* survey through an email message sent to their university email address. The email contained an online survey link. Several reminder emails were sent during data collection. Students could also access the survey directly through the *Speak Out Iowa* website (<https://speakout.uiowa.edu/>). After linking to the survey, students were asked to sign-in with their university HawkID to confirm they were UI students. They were then directed to the anonymous survey, which was not linked to any identifying information.

Before and during the data collection period, students were made aware of the survey through an extensive campus-wide marketing campaign described below.

Email recruitment included:

- An initial email from President Harreld before the survey was opened to inform the campus about the survey and upcoming release date
- Emails from the Vice President for Student Life (to undergraduates) and the Deans of Professional and Graduate Colleges (to graduate and professional students)
- An email from the University of Iowa Student Government (UISG) and Graduate and Professional Student Government (GPSG) presidents/vice presidents
- Emails from student organization leaders to their organization members
- Three follow-up reminder emails sent out when response rates began to drop off
- An email to faculty and staff informing them about the survey and asking them to share information about the survey with students

Print marketing included:

- Large banners hung in Hillcrest and Burge residence halls
- Yard signs installed at the cultural and resource centers
- Posters and table tents in the residence halls
- Posters and table tents in the Iowa Memorial Union (IMU)
- Table tents in the Campus Recreation and Wellness Center (CRWC)
- Posters in high volume campus buildings (i.e., Schaeffer Hall, IMU)
- Advertisements on the UI campus buses
- Multiple advertisements in the campus newspaper, the *Daily Iowan*
- Post-it notes placed on student doors in all the residence halls
- Vinyl sidewalk posters installed near major bus stops across campus
- Announcement on the Chalk Talk board in the IMU
- Marketing materials (posters, flyers, and buttons) sent to offices across campus (Athletics, Center for Student Involvement & Leadership, the College of Nursing, etc.)

Digital marketing included:

- Marketing materials, information and answers to frequently asked questions about the survey on the *Speak Out Iowa* website
- A Hawk Tools banner
- A notice on ICON
- Information about the survey in student electronic newsletters
- Digital signage on screens across campus
- Posting on the large digital ‘billboard’ in the CRWC
- Weekly social media posts encouraging students to complete the survey

Student contact included:

- Tabling, where flyers, buttons, stickers, and other giveaways were handed out, on multiple days at various locations on campus
- Class announcements conducted in larger lecture courses

Survey Consent and Incentives

The survey began with a consent form approved by the UI Institutional Review Board (IRB) that informed students of the purpose of the survey, the types of questions contained in the survey, and a guarantee of the anonymity of their answers. Students were also told their participation was voluntary and that after they completed the survey they would be directed to a separate webpage to register their name for survey compensation. Students had to agree to participate before proceeding to the survey questions. Information about where students could go for help if they or someone they knew experienced sexual misconduct was included in the consent form, the recruitment emails, displayed after completing the survey, and on the *Speak Out Iowa* website.

The first 3000 students to complete the survey had the choice of selecting a guaranteed \$5 electronic Amazon gift-card or entering into a prize lottery. All remaining students who completed the survey could enter into the lottery. Lottery prizes included:

- Six \$300 Visa cards
- A laptop
- Flat-screen TV
- Bluetooth headphones
- Bicycle
- Massages at CRWC for a year
- \$400 worth of campus parking vouchers
- Free Campus Activity Board (CAB) movies for a year
- Show at Hancher Auditorium for the student and a guest
- Two football tickets in the President's box for UI vs. Ohio State game
- Tickets for a men's Hawkeye basketball game
- Tickets for a women's Hawkeye basketball game
- A puppy and burrito party for the student and up to 10 friends
- Private study room in the IMU during Finals Week (2 nights) and snacks
- Early registration for spring 2018 classes
- Ride in a car in the 2018 Homecoming Parade

Response Rate and Demographics

Of the 7017³ students who accessed the survey and agreed to participate, 6952 were included in the final sample. A survey completer was defined as a respondent who completed data on at least one outcome variable of interest. Thus, the **overall response rate was 22.8%**.

Table 1 describes key demographic characteristics of the unweighted sample of survey respondents. The majority of respondents were female and white. Most students lived in off-campus housing, and 97% of students completing the survey took most or all of their classes on the Iowa City campus. The third column in Table 1 provides the demographic characteristics of the UI student population in the semester the survey was conducted.

³ 8026 students accessed the survey; 22 students declined to participate; 987 students provided no indication of consent.

Table 1: Demographic Characteristics of Respondents – Unweighted Data

Unweighted Sample	Number of respondents	% of respondents	% of all UI Students
<i>Sex at Birth</i>			
Female	4728	68.0%	52.4%
Male	2198	31.6%	47.3%
Missing/prefer not to answer	26	0.4%	
<i>UI Categories of Race/Ethnicity</i>			
White	5229	75.2%	69.7%
Hispanic	518	7.5%	6.9%
International	398	5.7%	10.0%
Asian	355	5.1%	4.4%
African American/Black	200	2.9%	3.2%
Multi-racial	192	2.8%	2.9%
Other	22	0.3%	0.3%
Missing	38	0.5%	
<i>Year in School</i>			
1st year undergraduate	1596	23.0%	19.2%
2nd year undergraduate	1368	19.7%	18.4%
3rd year undergraduate	1275	18.3%	19.5%
4th year (+) undergraduate	1193	17.1%	19.0%
Graduate student	1115	16.0%	14.5%
Professional student (law, medicine, dentistry, pharmacy)	402	5.8%	9.3%
Missing	3	0.0%	
<i>Type of Housing/Residence</i>			
Off-campus, non-university sponsored housing	4068	58.5%	Not available (n/a)
On-campus residence hall	2127	30.6%	(n/a)
With parent, guardian, or other	223	3.2%	(n/a)
Fraternity or sorority house	204	2.9%	(n/a)
Own home	160	2.3%	(n/a)
Off-campus, outside of Iowa City, Coralville, North Liberty	130	1.9%	(n/a)
Other off-campus	37	0.5%	(n/a)
Missing	3	0.0%	
<i>Where Students Take Most of Their Classes</i>			
Most or all on main-campus	6748	97.1%	(n/a)
Most or all online	115	1.7%	(n/a)
Most or all at distance-education sites	82	1.2%	(n/a)
Missing	7	0.1%	

Weighting Procedures and Significance Testing

Weighting Procedures

Our response rate (22.8%) is within the range of response rates (7% to 53%) observed on 27 college campuses that administered the American Association of University (AAU) Campus Climate Survey (Cantor et al., 2015), that preceded the availability of the ARC3. As seen in Table 1, some groups in the sample (males, international students, professional students, African American/Black students) are underrepresented in comparison to their percentages in the entire student body surveyed. To address this potential non-response bias, we used a raking procedure (Izrael, Hoaglin, & Battaglia, 2004) that adjusted the base weight for each respondent to the demographic information available for the sample population. The variables used in the adjustment procedure included gender, age, year in school, and race/ethnicity. Unless otherwise noted, all the data in the figures and tables in this report are estimated rates using the weighted data. The higher response rate in 2017 and the weighting procedures used provide greater confidence in the estimated rates of sexual misconduct in comparison to the 2015 survey.

Significance Testing

Differences in reported rates of sexual misconduct were compared separately by sex at birth⁴ (male/female) and year in school (undergraduate and graduate). Gender identity differences could not be examined because the percentage of respondents who identified as a gender other than male or female was small⁵. Accordingly, graduate and professional students (law, medicine, dentistry, pharmacy) were also combined when comparing responses across year in school because of the relatively low rate of professional students who responded⁶. Estimated rates of sexual misconduct by race/ethnicity and by sexual orientation are also presented as we had sufficient numbers of students in these categories for comparison in the 2017 sample.

Chi-square tests were used to detect significant differences in reported rates of sexual misconduct between male and female students and by year in school. For year in school, we tested significant differences between undergraduate and graduate students as the rates of sexual misconduct between years of undergraduate students (1st year through 4th year +) typically increased across years due to fourth year students reporting experiences over a longer period of time than first-year students.

Logistic regression was used to examine significant differences in reported rates of sexual misconduct by two separate grouping variables, race/ethnicity and sexual orientation. Differences were examined separately for female and male students due to insufficient cell sizes. The Type III Analysis of Effects test was used to determine if there were any overall differences in responses for the grouping variable. Pairwise comparisons using Tukey-Kramer adjustment were used as ad-hoc tests for differences within the group comparisons.

⁴ Referred to as 'sex' in the remainder of the report.

⁵ 92 students reported their gender as trans-male, trans-female, genderqueer, or additional gender identity.

⁶ Graduate and professional students will be referred to as graduate students in the remainder of the report.

Students' Perceptions of the Campus Climate on Sexual Misconduct

To assess their perceptions of the campus climate on sexual misconduct, students responded to questions about their:

- Perceptions of safety on the UI campus during the day and night;
- Perceptions of how the UI might handle a student report of sexual misconduct;
- Exposure to sexual misconduct information and education;
- Knowledge of UI campus sexual misconduct resources; and
- Awareness of the function of the UI campus and community resources specifically related to the UI's response to sexual misconduct

Perceptions of Campus Safety

Students were asked how safe they felt on campus during the daytime and nighttime. Overall, 99% of students reported feeling somewhat or very safe on the UI campus during the daytime. However, male and female students felt considerably less safe on the UI campus at night, overall, and only 5% of female students reported feeling very safe at night (Figure 1). Perceptions of safety on campus were similar between undergraduate and graduate students (Figure 2).

Figure 1: Perceptions of Campus Safety by Sex

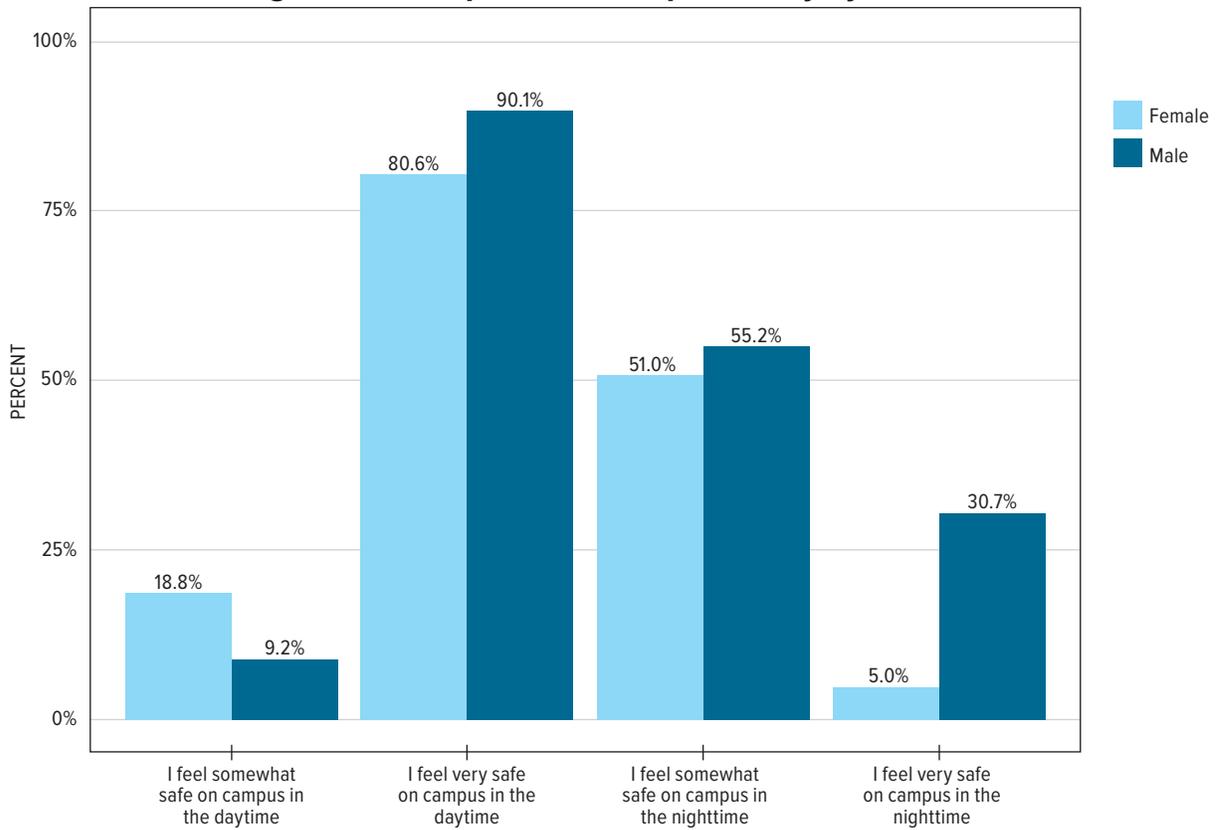
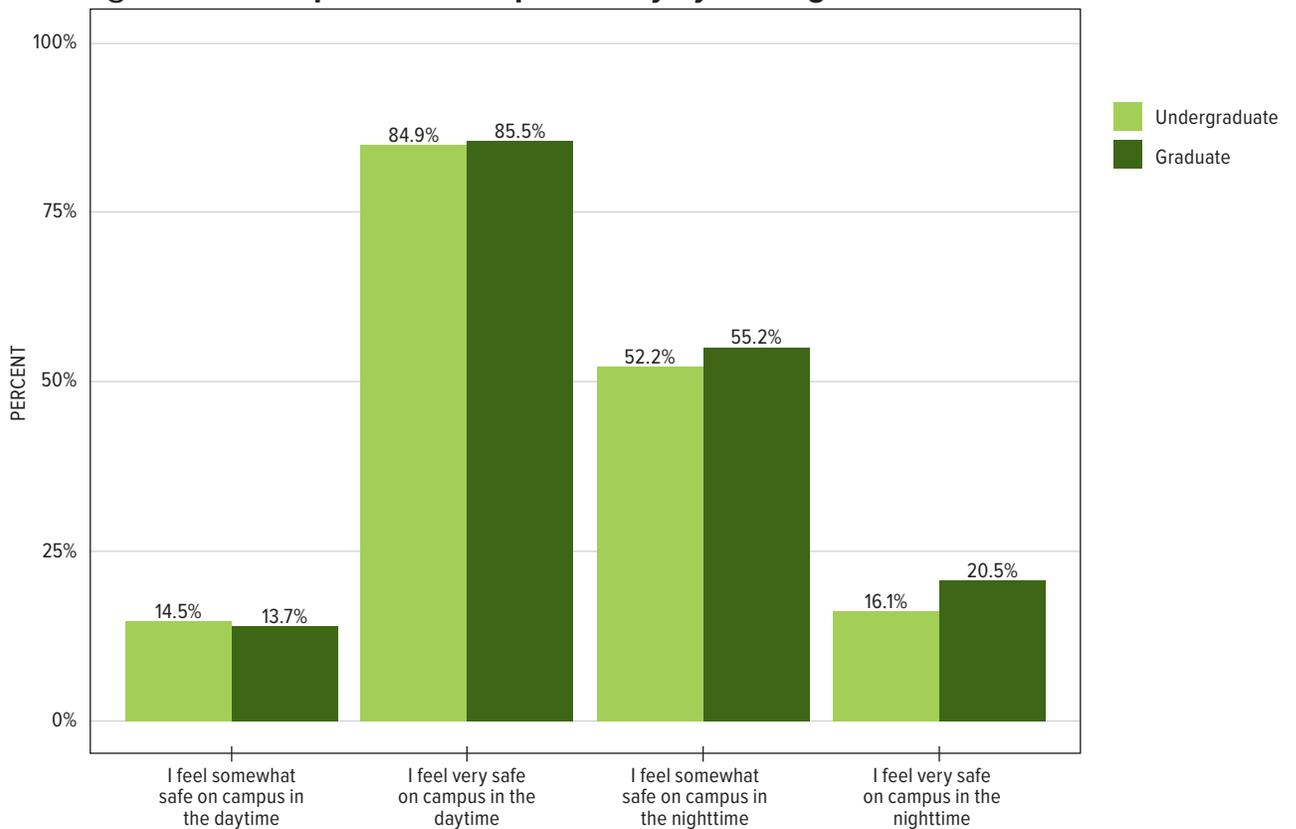


Figure 2: Perceptions of Campus Safety by Undergraduate/Graduate



Perceptions of How the University of Iowa Might Handle a Student Report of Sexual Misconduct

Students were asked to respond to statements describing how they thought the UI might handle a student reporting having experienced an incident of sexual misconduct (Table 2). Items tap into students' perceptions of how supportive the institution might be, as well as concerns students have about whether a student might be punished or retaliated against for reporting. Statements were rated on a five-point scale ranging from *very unlikely* to *very likely*. Likely/very likely and unlikely/very unlikely are presented along with the percentage of students who indicated a neutral response. We would note that students' perceptions are not necessarily based on having personal experiences reporting an incident of sexual misconduct, as only 91 students indicated they made a report to a UI reporting office.

Students appeared less certain or less familiar with what the UI would do about a report of sexual misconduct. Only half (54%) of female students said it was likely/very likely the UI would provide accommodations to a reporting student and two-thirds of male and female students thought it likely the UI would only share private information when absolutely necessary. Female students had less confidence that the UI would take action to address factors that might have led to sexual misconduct compared to male students (59% compared to 73%).

Overall, both female and male students were more certain about institutional responses that indicate the UI would be likely or very likely to maintain the privacy of the person making the report (90%), take the report seriously (84%), protect the safety of the person making the report (81%), honor a person's request about how to go forward with the case (78%), and support the person making the report (77%).

When looking at students' concerns about whether a reporting student would be blamed or punished for making a report, few students thought this was likely or very likely. Only 9% of students thought the reporting party would be blamed and 8% thought the party would be punished by the UI. There were no notable differences between undergraduate and graduate students on their perceptions of how the UI might handle a report of sexual misconduct.

Table 2: Perceptions of How the UI Might Handle a Student Reporting Sexual Misconduct by Sex

The following statements describe how the University of Iowa might handle it if a student reported experiencing an incident of sexual misconduct. Using the scale provided, please indicate the likelihood of each statement.	Unlikely/ Very Unlikely	Neutral	Likely/ Very Likely
<i>The institution would provide accommodations to support the person (e.g., academic, housing, safety).</i>			
Male	9.6%	22.2%	68.2%
Female	19.0%	26.6%	54.4%
<i>The institution would only share private information about the person making the report when absolutely necessary.</i>			
Male	19.1%	19.3%	61.6%
Female	18.9%	19.7%	61.5%
<i>The institution would take action to address factors that may have led to the sexual misconduct.</i>			
Male	10.9%	16.5%	72.5%
Female	19.1%	22.2%	58.7%
<i>The institution would handle the report fairly.</i>			
Male	8.2%	12.6%	79.2%
Female	8.5%	16.9%	74.6%
<i>The institution would support the person making the report.</i>			
Male	3.5%	13.3%	83.2%
Female	8.3%	19.4%	72.3%
<i>The institution would do its best to honor the request of the person about how to go forward with the case.</i>			
Male	4.8%	13.7%	81.5%
Female	7.2%	18.4%	74.5%
<i>The institution would take steps to protect the safety of the person making the report.</i>			
Male	3.8%	9.9%	86.4%
Female	7.7%	16.2%	76.1%
<i>The institution would take the report seriously.</i>			
Male	3.8%	7.6%	88.6%
Female	7.5%	12.9%	79.6%
<i>The institution would maintain the privacy of the person making the report.</i>			
Male	1.9%	7.1%	90.9%
Female	2.5%	7.4%	90.1%
<i>The institution would label the person making the report a troublemaker.</i>			
Male	68.0%	11.6%	20.4%
Female	72.3%	14.0%	13.7%
<i>The institution would have a hard time supporting the person who made the report.</i>			
Male	71.5%	15.8%	12.7%
Female	68.0%	16.7%	15.3%
<i>The institution would blame the person for what happened to them.</i>			
Male	83.1%	7.9%	9.0%
Female	77.7%	13.3%	9.0%
<i>The institution would punish the person who made the report.</i>			
Male	82.8%	7.6%	9.7%
Female	84.8%	8.5%	6.7%

Exposure to Sexual Misconduct Information and Education

Students were asked to respond *yes* or *no* to questions about their exposure to information or education about sexual misconduct since enrolling at the UI (Tables 3 and 4). The types of information and education are separated into information the UI is required to provide to all students, information/education the UI makes available to students to access if they choose, and information/education students seek that is not provided by the UI.

The most frequently reported exposure to sexual misconduct information or education was the required crime alerts/timely warnings of incidents of sexual misconduct (87%). Only 46% of undergraduate students reported completing an online educational program on sexual misconduct even though this training is required of all students; however, this lack of recall may be due to these students not recalling the name of the sexual misconduct program which is embedded in other online programming they complete during orientation.

When looking at information or education the UI makes available to students, most students (70%) reported seeing informational posters about sexual misconduct on campus. Far fewer students reported actively participating in attending a campus rally (11%), taking a class on sexual misconduct (7%), or volunteering at an organization that addresses sexual misconduct (6%). Outside the UI, students are most likely to report discussing sexual misconduct with friends or peers (67%). The only appreciable differences between males and females on their exposure to sexual misconduct information was female students being more likely to discuss topics of sexual misconduct with friends or family members compared to male students.

Graduate students were less likely to report discussing sexual misconduct in a class or with friends or having seen posters about sexual misconduct on campus. They were more likely to recall completing an online education program and visiting a UI website on sexual misconduct than undergraduate students and less likely to have participated in bystander intervention training.

Table 3: Reports of Exposure to Sexual Misconduct Information and Education by Sex

Since you came to the University of Iowa, which of the following have you done?	Male	Female	Total
<i>Information and education UI is required to provide to all students</i>			
Seen crime alerts about sexual misconduct	83.4%	90.5%	87.2%
Completed an online education program (e.g., Every Choice, Not Anymore)	52.9%	52.3%	52.6%
<i>Information and education UI makes available to all students</i>			
Seen posters about sexual misconduct (e.g., raising awareness, preventing rape, defining sexual misconduct)	68.4%	71.1%	69.8%
Read a report about sexual violence rates at the University of Iowa	40.2%	42.8%	41.5%
Discussed sexual misconduct/rape in class	44.8%	42.5%	43.6%
Seen or heard campus administrators or staff address sexual misconduct	44.3%	37.9%	40.9%
Attended an event or program about what you can do as a bystander to stop sexual misconduct	36.3%	37.2%	36.8%
Seen or heard about sexual misconduct in a student publication or media outlet	32.1%	38.6%	35.5%
Visited a University of Iowa website with information on sexual misconduct	13.5%	11.8%	12.6%
Attended a rally or other campus event about sexual misconduct or sexual assault	10.6%	11.1%	10.9%
Taken a class to learn more about sexual misconduct	7.8%	6.1%	6.9%
Volunteered or interned at an organization that addresses sexual misconduct	4.7%	6.6%	5.7%
<i>Information and education not provided by the UI</i>			
Discussed the topic of sexual misconduct with friends	59.4%	73.8%	67.0%
Discussed sexual misconduct with a family member	31.9%	44.6%	38.6%

Table 4: Reports of Exposure to Sexual Misconduct Information and Education by Undergraduate/Graduate

Since you came to the University of Iowa, which of the following have you done?	Undergraduate	Graduate/ Professional	Total
<i>Information and education UI is required to provide to all students</i>			
Seen crime alerts about sexual misconduct	87.5%	86.2%	87.2%
Completed an online education program (e.g., Every Choice, Not Anymore)	46.0%	73.7%	52.6%
<i>Information and education UI makes available to all students</i>			
Seen posters about sexual misconduct (e.g., raising awareness, preventing rape, defining sexual misconduct)	73.6%	57.6%	69.8%
Read a report about sexual violence rates at the University of Iowa	47.4%	31.8%	43.7%
Discussed sexual misconduct/rape in class	43.1%	36.4%	41.5%
Seen or heard campus administrators or staff address sexual misconduct	41.6%	38.9%	41.0%
Attended an event or program about what you can do as a bystander to stop sexual misconduct	39.7%	27.4%	36.8%
Seen or heard about sexual misconduct in a student publication or media outlet	36.8%	31.3%	35.5%
Visited a University of Iowa website with information on sexual misconduct	11.9%	14.7%	12.6%
Attended a rally or other campus event about sexual misconduct or sexual assault	11.7%	8.4%	10.9%
Taken a class to learn more about sexual misconduct	6.3%	9.2%	7.0%
Volunteered or interned at an organization that addresses sexual misconduct	5.9%	5.0%	5.7%
<i>Information and education not provided by the UI</i>			
Discussed the topic of sexual misconduct with friends	69.0%	60.5%	67.0%
Discussed sexual misconduct with a family member	39.9%	34.6%	38.7%

Knowledge of Campus Sexual Misconduct Resources

Students were asked about their knowledge of UI campus sexual misconduct resources on a five-point scale from *strongly disagree* to *strongly agree*. They were also asked if they received any information on sexual misconduct (e.g., brochures, emails, videos, presentations, trainings, workshops) in a yes/no format since they enrolled in the UI.

Less than half of male students and a third of female students agreed or strongly agreed they knew what happens when a student makes a report of sexual misconduct to the UI. While more students indicated they knew where to go to make a report of sexual misconduct or how to get help for themselves or a friend, a substantial percentage of students indicated that they did not know or perhaps were uncertain (neutral) about the reporting process or available supports (Table 5). More male students said they knew where to go to make a report or understood what happened when a report was made compared to female students. There were no remarkable differences between undergraduate and graduate students on their reported knowledge of campus sexual misconduct resources (Table 6).

Table 5: Reported Knowledge of Campus Sexual Misconduct Resources by Sex

Please indicate your level of agreement with the following statements.	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
<i>I understand what happens when a student reports a claim of sexual misconduct at the University of Iowa.</i>			
Male	36.6%	21.4%	42.0%
Female	52.3%	16.6%	31.1%
<i>I would know where to go to make a report of sexual misconduct.</i>			
Male	32.1%	16.2%	51.7%
Female	49.3%	12.9%	37.8%
<i>If a friend or I experienced sexual misconduct, I know where to go to get help on campus.</i>			
Male	25.1%	15.2%	59.7%
Female	36.3%	14.1%	49.6%

Table 6: Reported Knowledge of Campus Sexual Misconduct Resources by Undergraduate/Graduate

Please indicate your level of agreement with the following statements.	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
<i>I understand what happens when a student reports a claim of sexual misconduct at the University of Iowa.</i>			
Undergraduate	45.3%	18.5%	36.2%
Graduate	43.4%	20.3%	36.4%
<i>I would know where to go to make a report of sexual misconduct.</i>			
Undergraduate	42.4%	14.6%	43.1%
Graduate	37.2%	14.1%	48.7%
<i>If a friend or I experienced sexual misconduct, I know where to go to get help on campus.</i>			
Undergraduate	31.2%	14.4%	54.5%
Graduate	30.2%	15.5%	54.3%

When asked about the information they received on sexual misconduct, overall, more than half of students reported receiving prevention information (66%) and definitions of the types of sexual misconduct (64%). Less than half of students said they received information on how to report sexual misconduct (48%) or where to go to get help for an incident of sexual misconduct (49%). Fewer students reported receiving information about measures to address safety or the impact of trauma (32%). There were no remarkable differences between male and female or undergraduate and graduate students on reports of information received about sexual misconduct (Tables 7 and 8).

Table 7: Reports of Information Received on Sexual Misconduct since Enrolling at the UI by Sex

Since coming to the University of Iowa, have you received any information (e.g., brochures, emails, videos, presentations, trainings, workshops) about the following?	Male	Female	Total
Measures to address safety or the impact of trauma (e.g., No Contact Directive, Academic/Housing accommodations)	33.5%	29.7%	31.5%
How to report an incident of sexual misconduct	51.9%	43.5%	47.5%
Where to go to get help if someone you know experiences sexual misconduct	51.6%	46.9%	49.1%
Code of Student Life	54.1%	48.4%	51.1%
The definitions of types of sexual misconduct	65.4%	62.4%	63.8%
How to help prevent sexual misconduct	67.7%	64.6%	66.0%

Table 8: Reports of Information Received on Sexual Misconduct since Enrolling at the UI by Undergraduate/Graduate

Since coming to the University of Iowa, have you received any information (e.g., brochures, emails, videos, presentations, trainings, workshops) about the following?	Undergraduate	Graduate	Total
Measures to address safety or the impact of trauma (e.g., No Contact Directive, Academic/Housing accommodations)	33.0%	26.6%	31.5%
How to report an incident of sexual misconduct	46.6%	50.1%	47.5%
Where to go to get help if someone you know experiences sexual misconduct	48.9%	49.7%	49.1%
Code of Student Life	51.8%	49.2%	51.2%
The definitions of types of sexual misconduct	62.6%	67.7%	63.9%
How to help prevent sexual misconduct	67.3%	61.9%	66.0%

Awareness of the Function of the Campus and Community Resources Related to the UI's Sexual Misconduct Response

Finally, students were asked how aware they were, on a five-point scale ranging from *not at all aware* to *extremely aware*, of the function of various campus and community resources that respond to sexual misconduct on campus. Although the questions asked were specific to the function of the resource for addressing sexual misconduct, some responses may reflect students' general awareness of the resource on campus. For example, students were most aware of the Department of Public Safety, University Counseling Service, and the Office of the Dean of Students, but they may have come in contact with these resources for other reasons or are familiar with Public Safety because this entity releases the campus crime alerts/timely warnings on sexual misconduct. Male students were more aware of the Office of the Dean of Students while female students were more familiar with the Women's Resource and Action Center (WRAC) (Table 9).

Graduate students were much more aware of the Office of the Ombudsperson and less aware of the WRAC than undergraduate students (Table 10).

Table 9: Awareness of the Function of Campus and Community Resources Related to the UI’s Sexual Misconduct Response by Sex

How aware you are of the function of the campus and community resources specifically related to sexual misconduct response at the University of Iowa.	Not at all/ Slightly Aware	Somewhat Aware	Very/ Extremely Aware
<i>Department of Public Safety/University Police</i>			
Male	12.1%	20.8%	67.1%
Female	15.0%	23.3%	61.7%
<i>University Counseling Service</i>			
Male	18.9%	25.2%	55.9%
Female	14.1%	24.1%	61.8%
<i>Office of the Dean of Students</i>			
Male	22.3%	28.8%	48.9%
Female	31.7%	31.6%	36.7%
<i>Women’s Resource and Action Center (WRAC)</i>			
Male	47.2%	24.5%	28.2%
Female	34.7%	24.6%	40.7%
<i>Rape Victim Advocacy Program (RVAP)</i>			
Male	47.0%	27.9%	25.2%
Female	44.7%	26.8%	28.5%
<i>Office of Equal Opportunity & Diversity (EOD)</i>			
Male	42.8%	30.4%	26.9%
Female	49.9%	27.7%	22.4%
<i>Domestic Violence Intervention Program (DVIP)</i>			
Male	53.8%	28.6%	17.6%
Female	53.4%	25.8%	27.1%
<i>Office of the Sexual Misconduct Response Coordinator (OSMRC)</i>			
Male	53.0%	28.6%	18.4%
Female	61.0%	23.9%	15.1%
<i>Office of the Ombudsperson</i>			
Male	61.3%	19.5%	19.2%
Female	70.0%	16.2%	13.8%

Table 10: Awareness of the Function of Campus and Community Resources Related to the UI's Sexual Misconduct Response by Undergraduate/Graduate

How aware you are of the function of the campus and community resources specifically related to sexual misconduct response at the University of Iowa.	Not at all/ Slightly Aware	Somewhat Aware	Very/ Extremely Aware
<i>Department of Public Safety/University Police</i>			
Undergraduate	12.9%	22.0%	65.1%
Graduate	16.1%	22.8%	61.2%
<i>University Counseling Service</i>			
Undergraduate	16.7%	24.6%	58.7%
Graduate	15.4%	25.0%	59.6%
<i>Office of the Dean of Students</i>			
Undergraduate	26.9%	29.7%	43.4%
Graduate	28.3%	32.4%	39.3%
<i>Women's Resource and Action Center (WRAC)</i>			
Undergraduate	37.3%	24.9%	37.8%
Graduate	50.9%	23.8%	24.6%
<i>Rape Victim Advocacy Program (RVAP)</i>			
Undergraduate	44.2%	27.5%	28.4%
Graduate	50.8%	26.8%	22.3%
<i>Office of Equal Opportunity & Diversity (EOD)</i>			
Undergraduate	46.7%	29.3%	24.1%
Graduate	45.8%	28.2%	26.0%
<i>Domestic Violence Intervention Program (DVIP)</i>			
Undergraduate	53.8%	27.2%	19.1%
Graduate	52.7%	27.0%	20.2%
<i>Office of the Sexual Misconduct Response Coordinator (OSMRC)</i>			
Undergraduate	56.7%	26.2%	17.1%
Graduate	59.0%	25.9%	15.1%
<i>Office of the Ombudsperson</i>			
Undergraduate	71.4%	16.0%	12.6%
Graduate	48.2%	23.5%	28.3%

Reports of Victimization

Victimization, as reported by students in the *Speak Out Iowa* survey, includes:

- 1) Sexual harassment by faculty and/or staff;
- 2) Sexual harassment by fellow students;
- 3) Stalking;
- 4) Dating violence; and
- 5) Sexual violence victimization (unwanted sexual touch, attempted or completed sexual coercion, and attempted rape and rape).

Students were asked to respond to the victimization measures *since enrolling at the University of Iowa*. Chi-square tests were used to test for significant differences in reported rates of sexual misconduct between male and female students and by year in school. Victimization rates are also examined by race/ethnicity and sexual orientation using logistic regression and the Tukey-Kramer adjustment for pairwise comparisons.

Sexual Harassment by Faculty and/or Staff

Sexual harassment by a faculty member, instructor, teaching assistant, practicum/clinic/field instructor, or staff member is measured with the 16-item Department of Defense Sexual Experiences Questionnaire (SEQ-DoD) (Fitzgerald, Magley, Drasgow, & Waldo, 1999). On the recommendation of UI stakeholders an additional item was added - "Treated you differently because of your perceived gender identity" (see Appendix B for the full instrument). The items in this measure do not all fit a legal definition of harassment or necessarily meet the UI policy definition of sexual harassment.

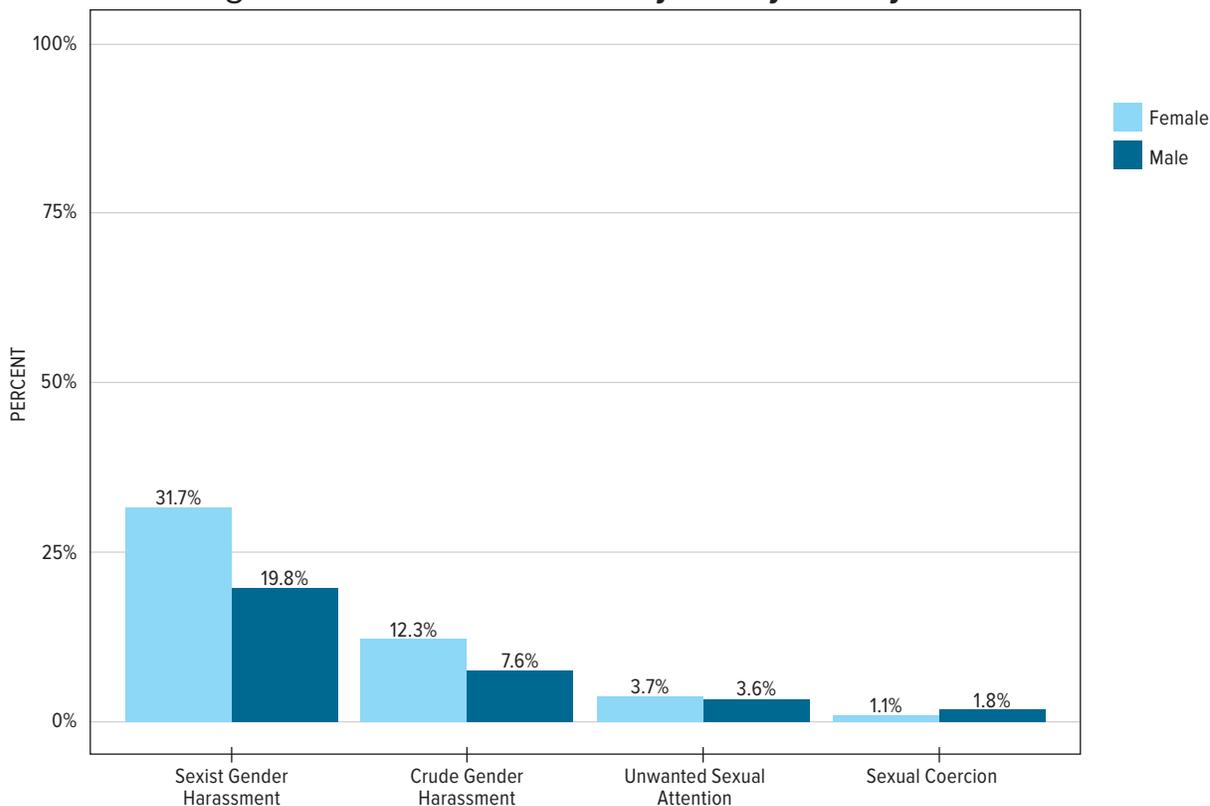
Students were asked to rate the frequency with which each item occurred as *never, once or twice, sometimes, often, or many times*. Four types of sexual harassment are measured in the scale:

- **Sexist Gender Harassment** – being treated differently because of their sex or perceived gender identity; someone displaying sexist or suggestive materials; someone making offensive sexist remarks; or being put down because of their sex.
- **Crude Gender Harassment** – being told offensive sexual stories or jokes; unwanted attempts to being drawn in to discussions of sexual matters; someone making offensive remarks about their appearance, body, or sexual activities; or making gestures or using body language of a sexual nature that were embarrassing or offensive.
- **Unwanted Sexual Attention** – unwanted attempts to establish a romantic relationship, continually being asked out for drinks or dinner, touched in a way that made them uncomfortable, or unwanted attempts to kiss, fondle or stroke them.
- **Sexual Coercion** – felt they were being bribed with a reward to engage in sexual behavior, someone made them feel threatened with retaliation for not being sexually cooperative, were treated badly for refusing to have sex, or someone implied better treatment if they were sexually cooperative.

Any answer other than never for an item in each type of sexual harassment was treated as an affirmative response. Figures 3 and 4 illustrate the number of students who reported experiencing sexual harassment by faculty/staff, compared by sex and year. These figures include only those students who identified a faculty, staff, teaching assistant, or clinic or practicum instructor as the person who committed the behavior.⁷

Sexist gender harassment by faculty/staff was the most frequently reported type of harassment by students. Female students reported significantly more sexist gender ($X^2 = 96.9, p < .0001$) and crude gender harassment ($X^2 = 31.8, p < .0001$) compared to male students (Figure 3). There were no significant differences between male and female students for unwanted sexual attention or sexual coercion by faculty/staff. Third- and fourth-year undergraduate students reported higher rates of sexist gender harassment, which reflects the greater opportunity to be exposed to this behavior given they have been on campus longer (Figure 4). A significantly higher percentage of graduate students reported sexist gender harassment by faculty/staff compared to undergraduates ($X^2 = 19.6, p < .0001$) (Figure 5).

Figure 3: Sexual Harassment by Faculty/Staff by Sex



⁷ Students who gave an affirmative response to any of the items were asked to identify the status of the person who committed the behavior. This status included an “other” category with an open-ended text box where students could fill in the status of the person. Four-hundred thirty-seven students selected the “other” option, and 176 students identified a person in the text box who was clearly not a faculty/staff member. Because we could not determine if the “other” category included faculty and staff, the responses of the 437 students were excluded.

Figure 4: Sexual Harassment by Faculty/Staff by Year in School for Undergraduate Students

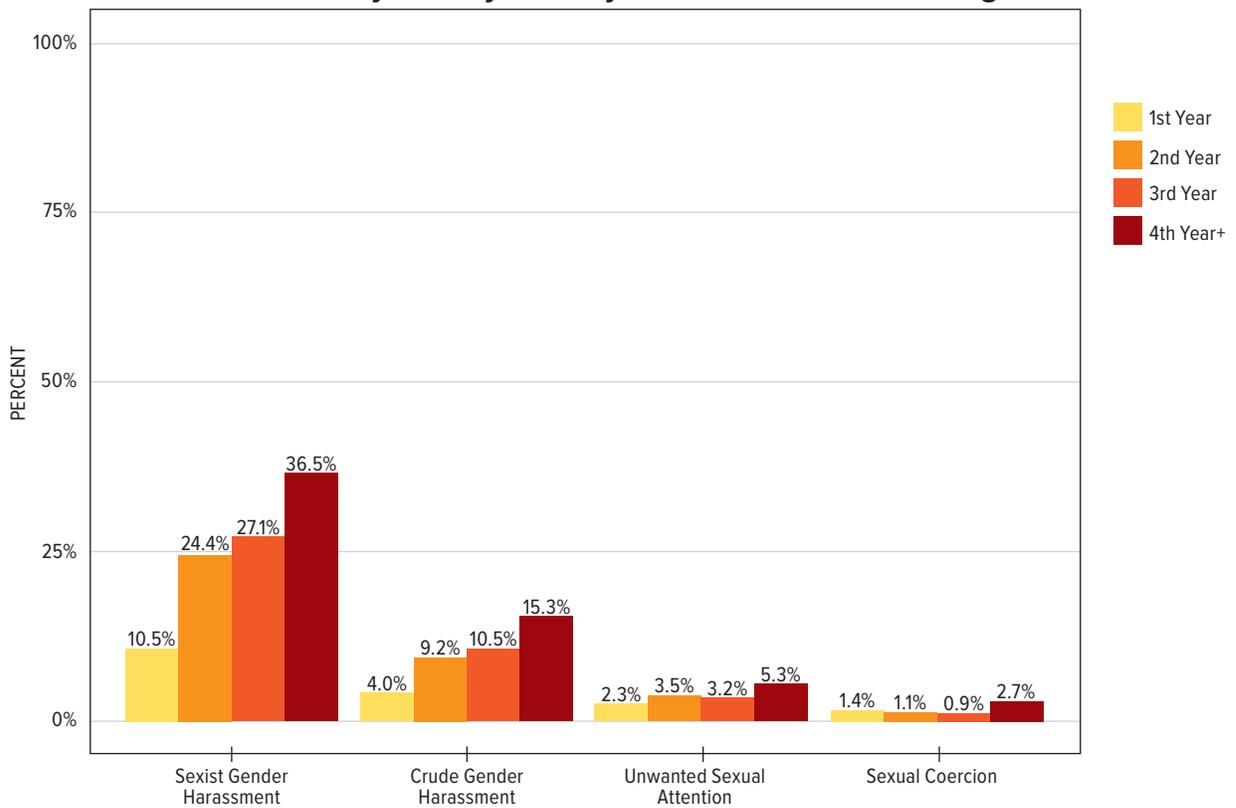
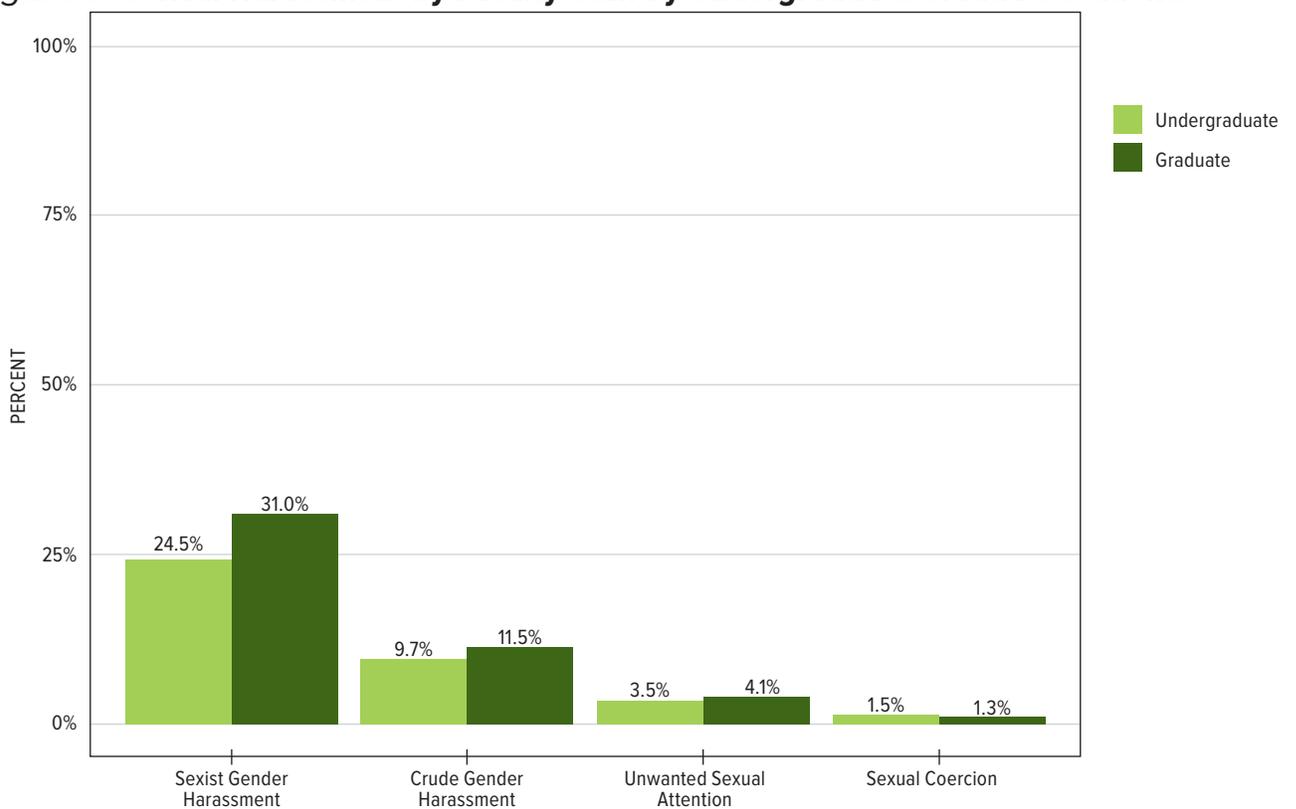


Figure 5: Sexual Harassment by Faculty/Staff by Undergraduate/Graduate Students



Of the 6973 students who reported experiencing sexual harassment by faculty/staff the most frequently reported behaviors were being treated differently because of their sex (66%), someone making offensive sexist remarks (61%), being put down because of their sex (39%), and someone displaying sexist or suggestive materials (36%) (Table 11). When examining the frequency of these behaviors, most students reported being exposed to them one or two times as opposed to many times.

Table 11: Faculty/Staff Sexual Harassment Individual Items (Weighted N=6973)

Since you enrolled at the University of Iowa, have you been in a situation in which a faculty member, instructor, teaching assistant, practicum/clinic/field instructor, or staff member has done any of the following:	Total
Treated you “differently” because of your sex?	65.6%
Made offensive sexist remarks?	61.0%
Put you down or was condescending to you because of your sex?	39.0%
Displayed, used, or distributed sexist or suggestive materials?	36.0%
Treated you “differently” because of your perceived gender identity?	26.7%
Repeatedly told sexual stories or jokes that were offensive to you?	23.6%
Made offensive remarks about your appearance, body, or sexual activities?	16.7%
Made gestures or used body language of a sexual nature which embarrassed or offended you?	12.8%
Made unwelcome attempts to draw you into a discussion of sexual matters?	12.6%
Touched you in a way that made you feel uncomfortable?	8.1%
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?	6.8%
Continued to ask you for dates, drinks, dinner, etc., even though you said “No”?	6.3%
Made unwanted attempts to stroke, fondle, or kiss you?	4.2%
Implied better treatment if you were sexually cooperative?	3.5%
Made you feel like you were being bribed with a reward to engage in sexual behavior?	3.5%
Treated you badly for refusing to have sex?	3.4%
Made you feel threatened with some sort of retaliation for not being sexually cooperative?	3.3%

Characteristics of the Sexual Harassment by Faculty/Staff Incident

Students were asked to think about the one situation of sexual harassment by faculty/staff that had the greatest effect on them and answer follow-up questions related to that situation (weighted N = 6973). Almost all the female students (91%) and a little over half of the male students (54%) reported that the individual who committed the behavior was a man (Figure 6). When asked about the classification of the individual who committed the behavior, a little over half of male and female students reported it was a faculty member (Figure 7). Fewer students identified a staff member or practicum/clinic instructor as the person who committed the behavior, which is likely due to fewer students interacting with staff or participating in a practicum or clinic experience. The majority of the incidents happened in a university building or at a university-sponsored event (83%) (Figure 8).

Figure 6: Gender of the Faculty/Staff Who Committed the Sexual Harassment by Sex

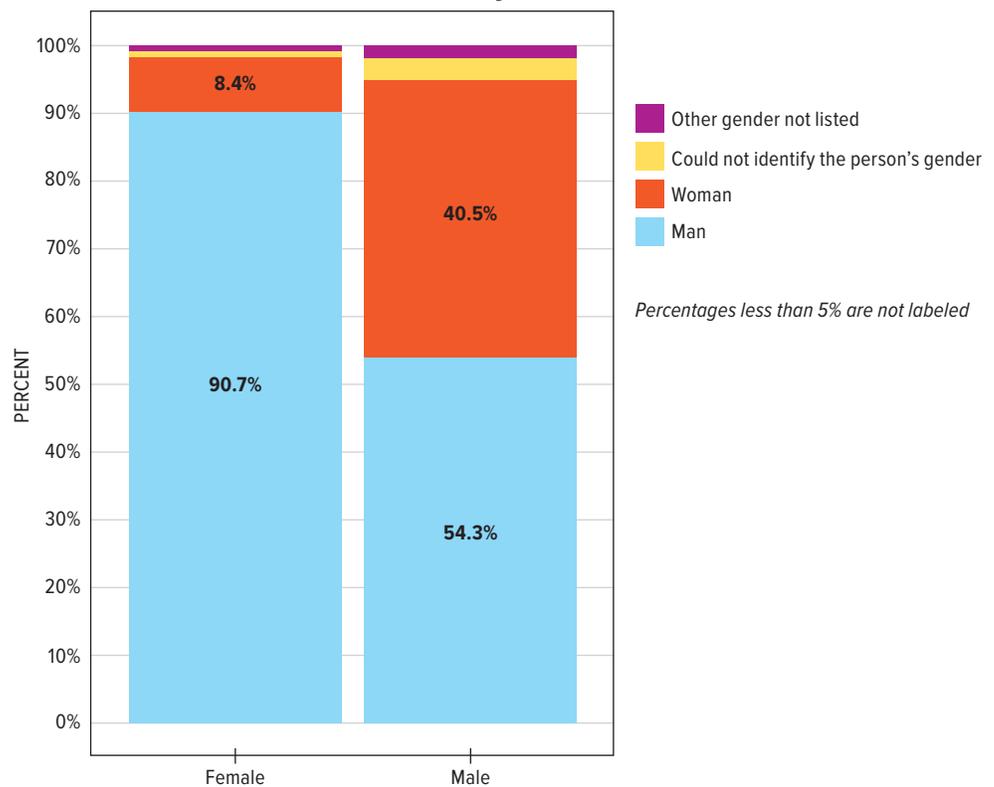


Figure 7: Classification of the Faculty/Staff Member Who Committed the Sexual Harassment by Sex

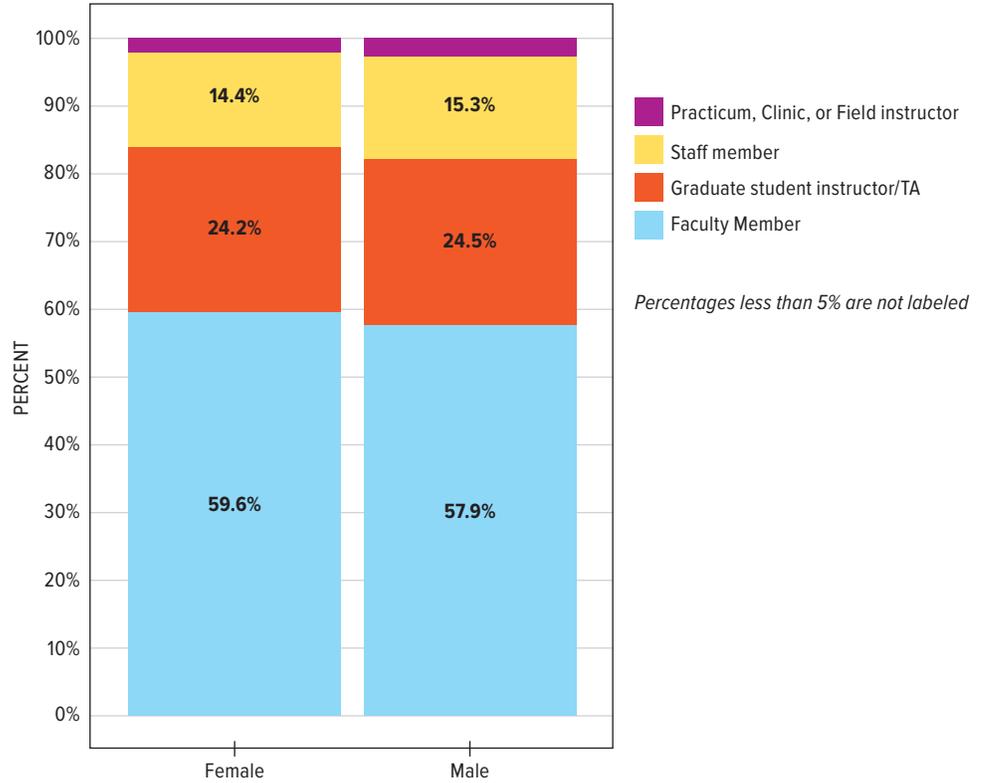
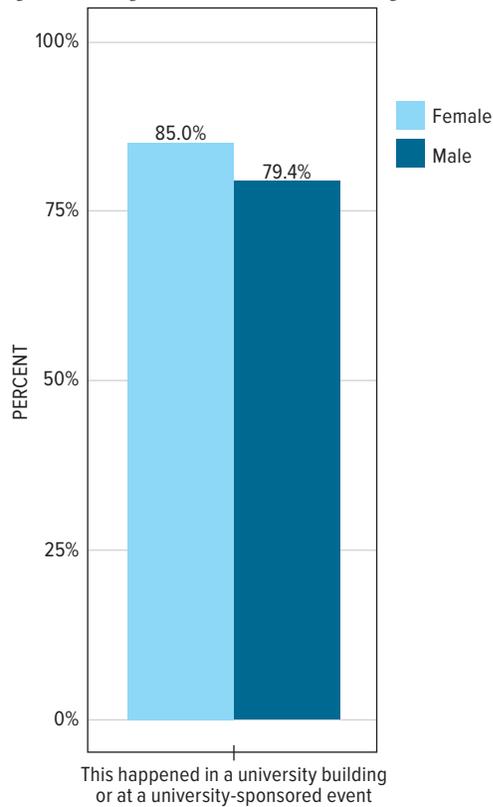


Figure 8: Location Where the Sexual Harassment by Faculty/Staff Occurred by Sex



Sexual Harassment by Fellow Students

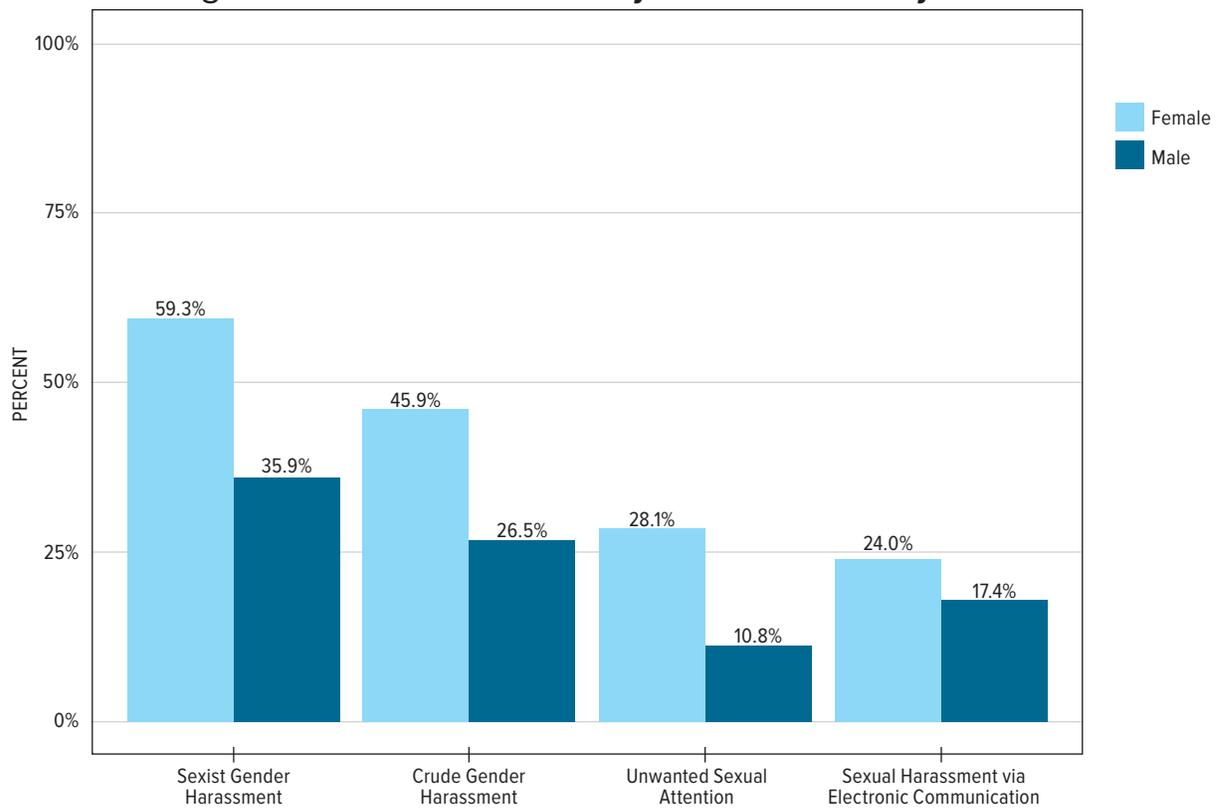
Sexual harassment by fellow students was measured with nine items from the Sexual Experiences Questionnaire (Fitzgerald et al., 1988; Fitzgerald, Gelfand, & Drasgow, 1995), three items from the AAUW Knowledge Networks Survey (Nukulij, 2011), and one additional item recommended by UI campus stakeholders (see Appendix C for the full instrument).

Students were asked to rate the frequency with which each item had occurred as *never*, *once or twice*, *sometimes*, *often*, or *many times*. Four types of sexual harassment are measured in the scale. Any answer other than never for each type of sexual harassment was treated as an affirmative response:

- **Sexist Gender Harassment** – being treated differently because of their sex or perceived gender identity; someone displaying sexist or suggestive materials; someone making offensive sexist remarks; or being put down because of their sex.
- **Crude Gender Harassment** – being told offensive sexual stories or jokes; unwanted attempts to being drawn in to discussions of sexual matters; someone making offensive remarks about their appearance, body, or sexual activities; or making gestures or using body language of a sexual nature that were embarrassing or offensive.
- **Unwanted Sexual Attention** – unwanted attempts to establish a romantic relationship.
- **Sexual Harassment Via Electronic Communication** – someone sent or posted unwanted sexual comments jokes or pictures by text, email, Facebook, etc.; someone spread unwelcome rumors about them by text, email, Facebook or other unwanted electronic means; or someone called them gay or lesbian in a negative way by text, email, Facebook or other unwanted electronic means.

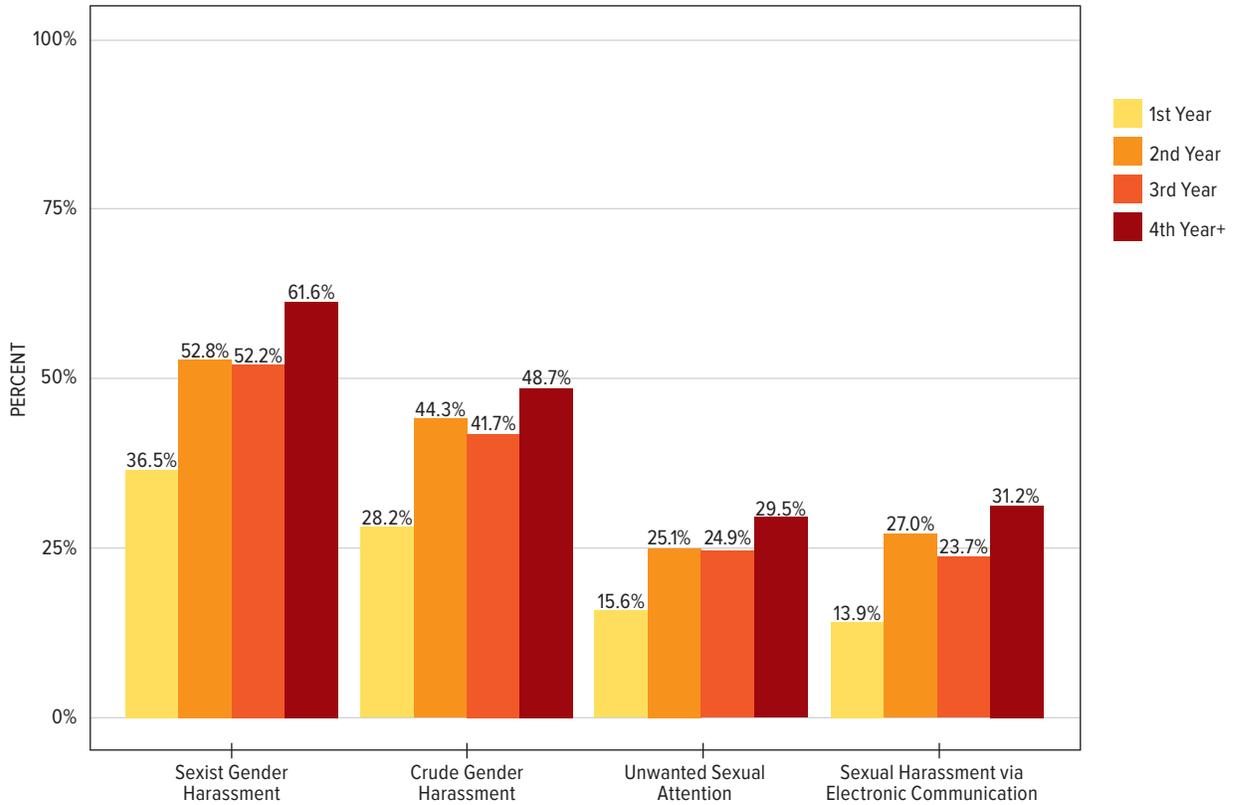
Female students reported significantly higher rates of sexual harassment by fellow students across all types compared to male students (Figure 9) (sexist gender harassment $X^2 = 300.4$, $p < .0001$; crude gender harassment $X^2 = 232.3$, $p < .0001$; unwanted sexual attention $X^2 = 303.5$, $p < .0001$; sexual harassment via electronic communication $X^2 = 36.7$, $p < .0001$). Rates of crude gender harassment and unwanted sexual attention for females were about double the rates reported by males.

Figure 9: Sexual Harassment by Fellow Students by Sex



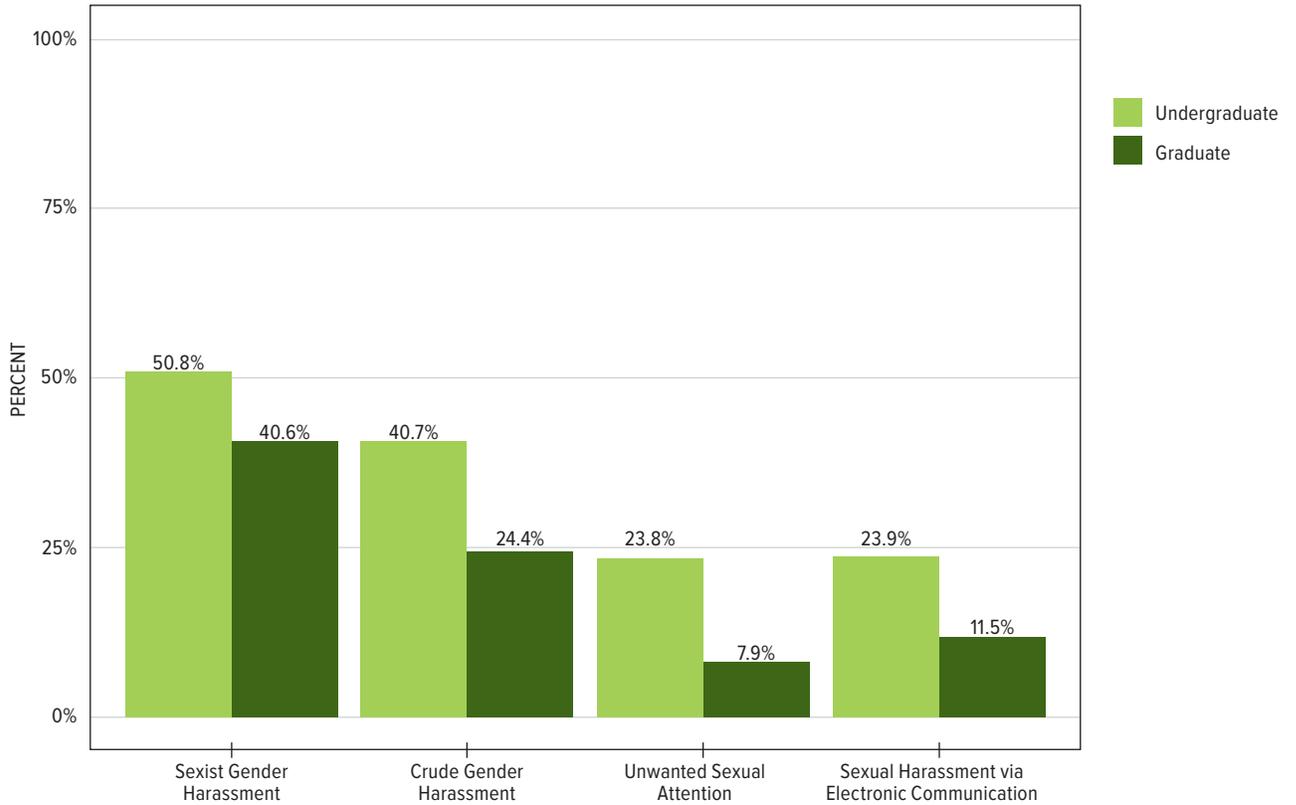
Sexist gender harassment by students was the highest reported type of harassment across all undergraduate student years, and rates were higher for upper-class undergraduate students than for first- and second-year undergraduate students due to greater opportunity for exposure to this behavior (Figure 10).

Figure 10: Sexual Harassment by Fellow Students by Year in School for Undergraduate Students



Undergraduate students reported significantly more sexist gender harassment ($X^2 = 41.1, p < .0001$), crude gender harassment ($X^2 = 131.4, p < .0001$), unwanted sexual attention ($X^2 = 262.5, p < .0001$), and harassment via electronic communication ($X^2 = 127.9, p < .0001$) by fellow students compared to graduate students (Figure 11).

Figure 11: Sexual Harassment by Fellow Students by Undergraduate/Graduate Students



The most frequently reported peer-to-peer harassment behaviors for the estimated number of students who reported this type of harassment (weighted N=15,526) were someone making offensive sexist remarks (71%), being treated differently because of their sex (66%), repeatedly being told sexual stories or jokes (48%) and being put down because of their sex (48%) (Table 12). Students reported being exposed to a greater number of sexual harassment behaviors by peers at greater frequencies than faculty/staff sexual harassment.

Table 12: Sexual Harassment by Fellow Students Individual Items (Weighted N=15,576)

Since you enrolled at the University of Iowa, have you been in a situation in which a student has done any of the following:	Total
Made offensive sexist remarks?	71.4%
Treated you “differently” because of your sex?	66.1%
Repeatedly told sexual stories or jokes that were offensive to you?	48.0%
Put you down or was condescending to you because of your sex?	47.8%
Displayed, used, or distributed sexist or suggestive materials?	42.4%
Made offensive remarks about your appearance, body, or sexual activities?	42.4%
Made unwelcome attempts to draw you into a discussion of sexual matters?	37.2%
Made gestures or used body language of a sexual nature which embarrassed or offended you?	35.1%
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?	36.1%
Sent or posted unwelcome sexual comments, rumors, jokes or pictures by text, email, Facebook or other electronic means?	29.0%
Treated you “differently” because of your perceived gender identity?	26.9%
Spread unwelcome sexual rumors about you by text, email, Facebook or other electronic means?	14.7%
Called you gay, lesbian, or trans in a negative way by text, email, Facebook or other electronic means?	13.6%

Characteristics of the Sexual Harassment by Fellow Students Incident

Students were asked to think about the one situation of sexual harassment by fellow students that had the greatest effect on them and answer follow-up questions related to that situation (weighted N = 15,576). Almost all the female students (96%) and a little over half of the male students (55%) reported that the student who committed the sexual harassment was a man (Figure 12), and almost 70% of female and male students identified the person as a UI undergraduate student (Figure 13). Less than half (43%) of these incidents happened in a university building or at a university-sponsored event (Figure 14).

Figure 12: Gender of the Student Who Committed the Sexual Harassment by Sex

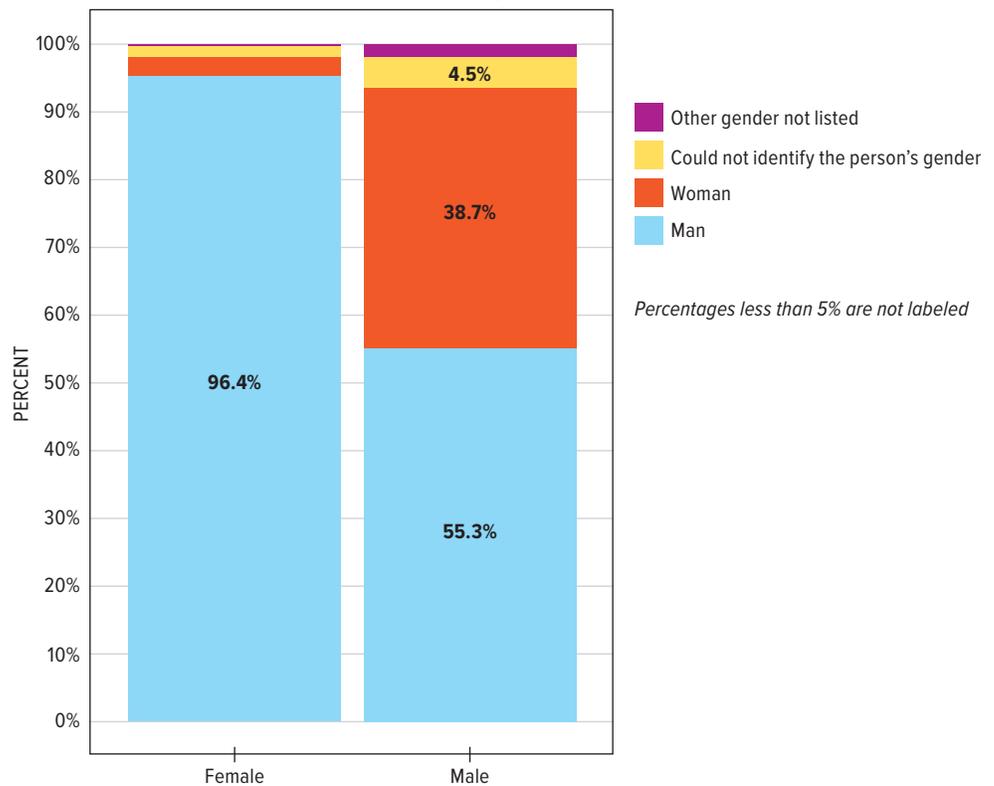


Figure 13: Classification of the Student Who Committed the Sexual Harassment by Sex

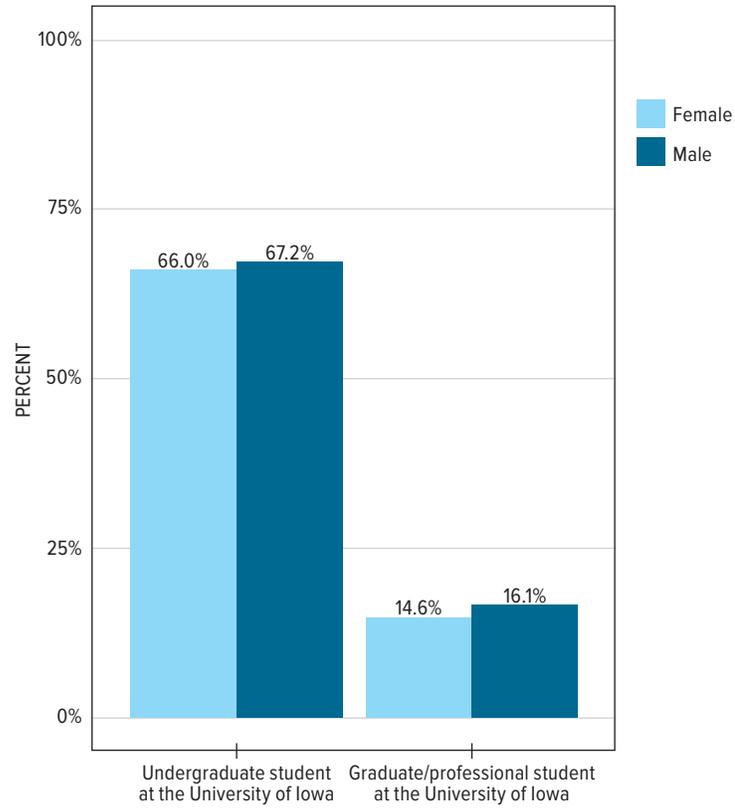
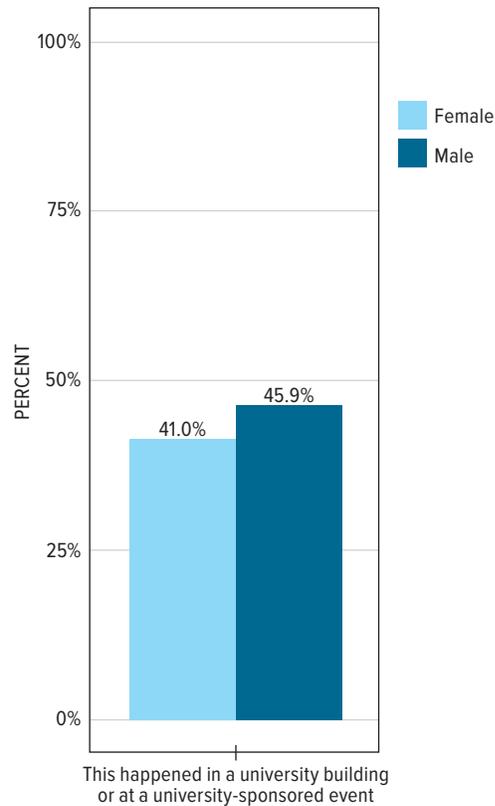


Figure 14: Location Where the Sexual Harassment by Fellow Students Occurred by Sex



Stalking

Stalking was measured with eight items from the National Intimate Partner and Sexual Violence Survey (NISVS) (Centers for Disease Control and Prevention, 2011) (see Appendix D for the full instrument). Students were asked to rate the frequency with which each item had occurred as *none*, *1-2 times*, *3-5 times*, *6-8 times*, or *more than 8 times*. Since the legal definition of stalking typically involves a pattern of behavior, students were considered to have been stalked if they indicated they had experienced at least one of the eight items 3-5 times or more.

Overall, 10% of students reported experiencing a pattern of stalking behavior. Female students' reported rates of stalking were significantly higher than male students ($X^2 = 34.7, p < .0001$) (Figure 15) and undergraduate students reported significantly more experiences of stalking than graduate students ($X^2 = 36.5, p < .0001$) (Figure 17). Eight percent of first-year undergraduate students reported being stalked in their first semester on campus (Figure 16).

Figure 15: Stalking by Sex

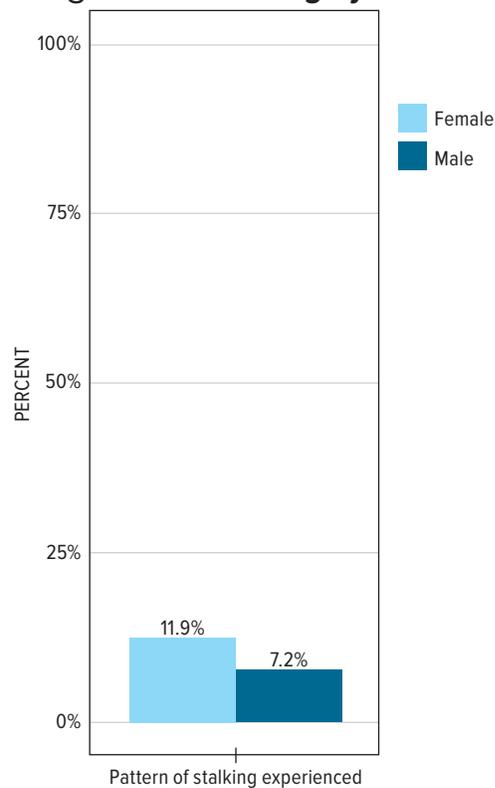


Figure 16: Stalking by Year in School for Undergraduate Students

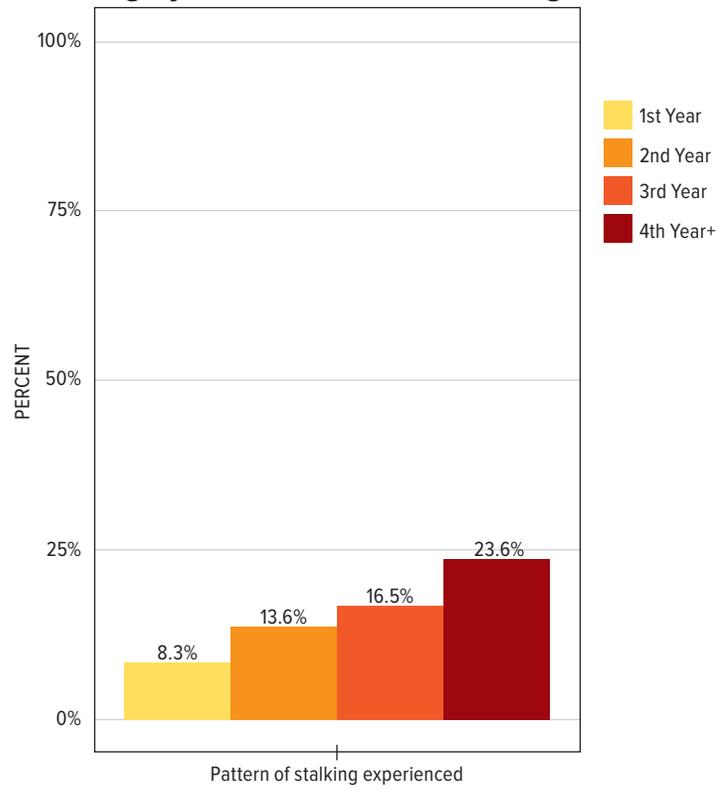
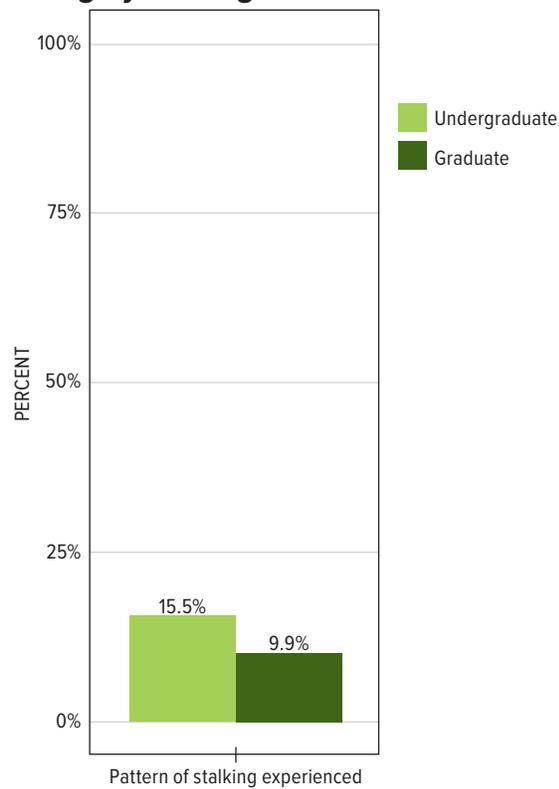


Figure 17: Stalking by Undergraduate/Graduate Students



For those students who experienced stalking (weighted N=2675), the most frequently reported stalking behaviors were sent you unwanted emails, instant messages, or sent messages through social media apps (59%), left you unwanted messages including text or voice messages (57%), and made unwanted phone calls to you including hang up calls (31%) (Table 13).

Table 13: Stalking Individual Items (Weighted N=2675)

	Total
Sent you unwanted emails, instant messages, or sent messages through social media apps?	58.8%
Left you unwanted messages (including text or voice messages)?	56.9%
Made unwanted phone calls to you (including hang up calls)?	31.3%
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there?	25.1%
Watched or followed you from a distance, or spied on you (with a listening device, camera, or GPS [global positioning system])?	22.5%
Left strange or potentially threatening items for you to find?	7.3%
Sneaked into your home or car and did things to scare you by letting you know they had been there?	6.8%
Left you cards, letters, flowers, or presents when they knew you didn't want them to?	6.7%

Characteristics of the Stalking Incident

Students were asked to think about the one situation of stalking that had the greatest effect on them and answer follow-up questions related to that situation (weighted N = 2675). For those students who reported being stalked, almost all the female students (89%) and slightly less than half of the male students (43%) reported that the individual who committed the stalking behavior was a man (Figure 18). Most of the students knew the person who stalked them (Figure 19). About 25% students identified their stalker as a stranger, but it is unclear if this person was completely unknown to the student or whether students might categorize someone they met through a one-time, online encounter, for example, as a 'stranger'. The majority of the persons known to have committed the stalking were UI students (66%) and only a third of students said the stalking behavior occurred in a university building or at a university-sponsored event (Figure 20).

Figure 18: Gender of the Person Who Committed the Stalking by Sex

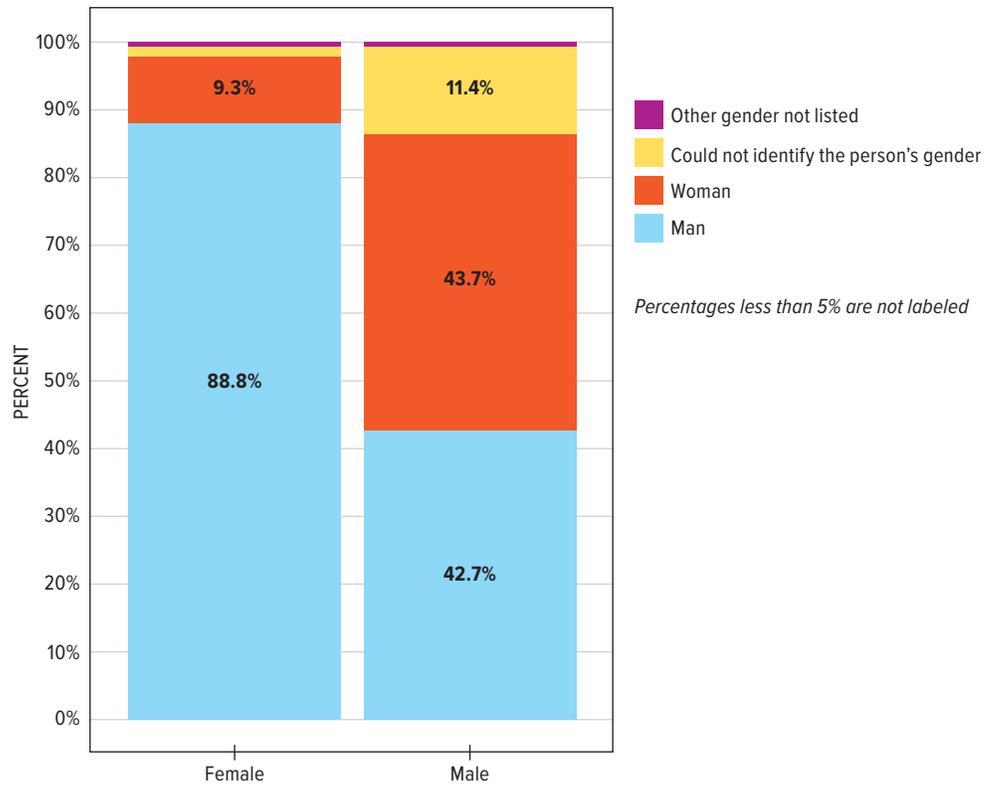


Figure 19: Classification of the Person Who Committed the Stalking by Sex

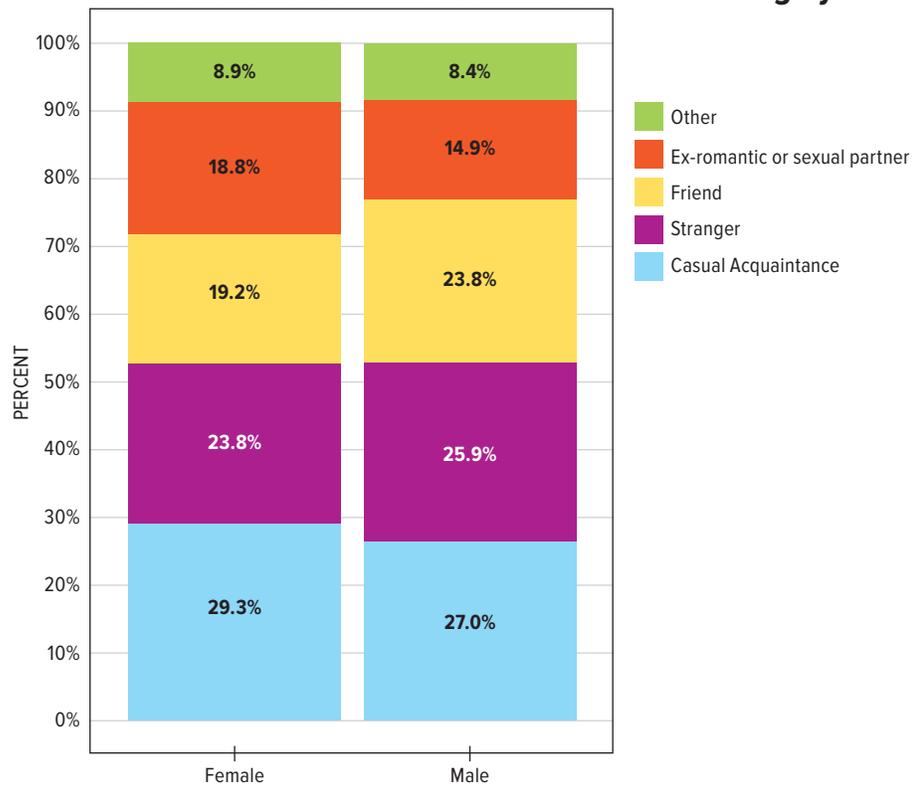
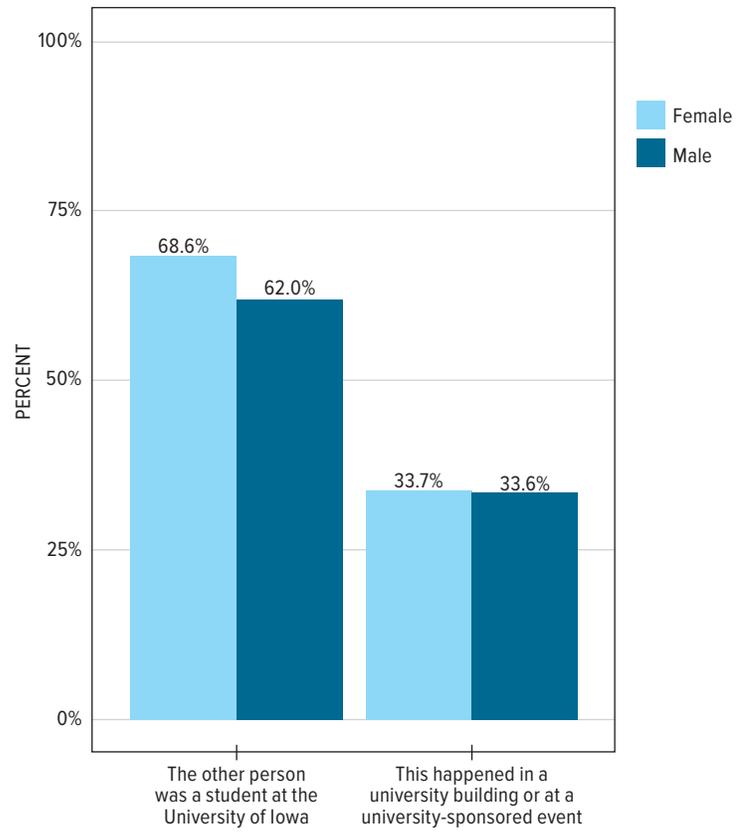


Figure 20: Student Classification and Location of the Stalking by Sex

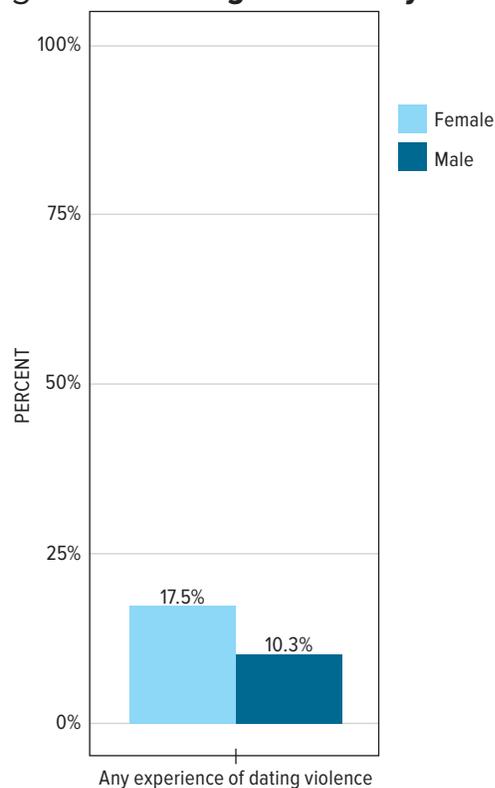


Dating Violence

Dating violence was measured with six items from the Partner Victimization Scale (Hamby, 2014) and the Women’s Experience with Battering Scale (Smith, Earp, & DeVellis, 1995) (see Appendix E for the full instrument). These items assessed both physical and psychological dating violence experienced by students. Students rated the frequency with which each item had occurred, excluding horseplay or joking around, as *never*, *once or twice*, *sometimes*, *often*, or *many times*. An affirmative response to one or more items was an indication of dating violence.

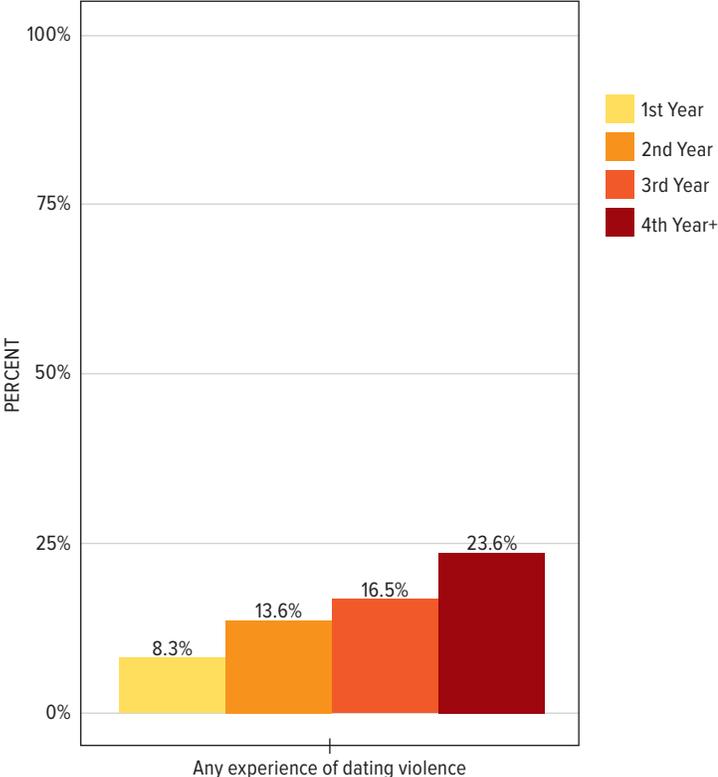
Female students reported experiencing significantly more dating violence than male students ($X^2 = 58.8$, $p < .0001$) (Figure 21).

Figure 21: Dating Violence by Sex



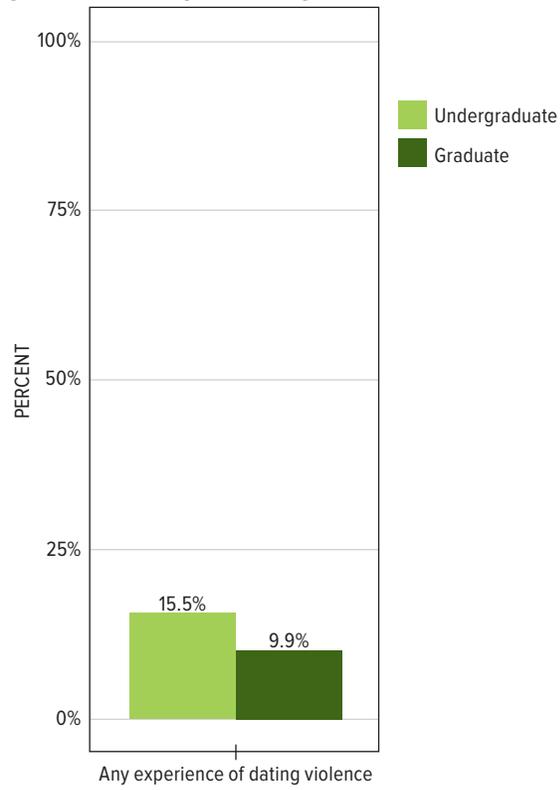
As was the case with stalking, about 8% of first-year undergraduate students reported experiencing dating violence in the first semester at the UI (Figure 22).

Figure 22: Dating Violence by Year in School for Undergraduate Students



Undergraduate students reported significantly more dating violence than graduate students ($X^2 = 32.5$, $p < .0001$) (Figure 23).

Figure 23: Dating Violence by Undergraduate/Graduate Students



For the students who experienced dating violence (weighted N=3928), the most frequently reported dating violence behaviors were the person can scare me without laying a hand on me (65%), the person pushed, grabbed, or shook me (52%), the person threatened to hurt me and I thought I might really get hurt (34%), and the person hit me (29%) (Table 14).

Table 14: Dating Violence Individual Items (Weighted N=3928)

	Total
Can scare me without laying a hand on me.	65.2%
Pushed, grabbed, or shook me.	52.0%
Threatened to hurt me and I thought I might really get hurt.	33.8%
Hit me.	29.2%
Stole or destroyed my property.	28.0%
Beat me up.	10.1%

Characteristics of the Dating Violence

Almost all the female students (95%) and a little over a third of the male students (36%) reported that the individual who committed the dating violence behavior was a man (Figure 24) and the majority of students said the person was an ex- or current romantic or sexual partner (62%) (Figure 25). A little over half the students said the person who committed the behavior was a UI student (54%), and most of these incidents took place off campus (Figure 26).

Figure 24: Gender of the Person Who Committed the Dating Violence by Sex

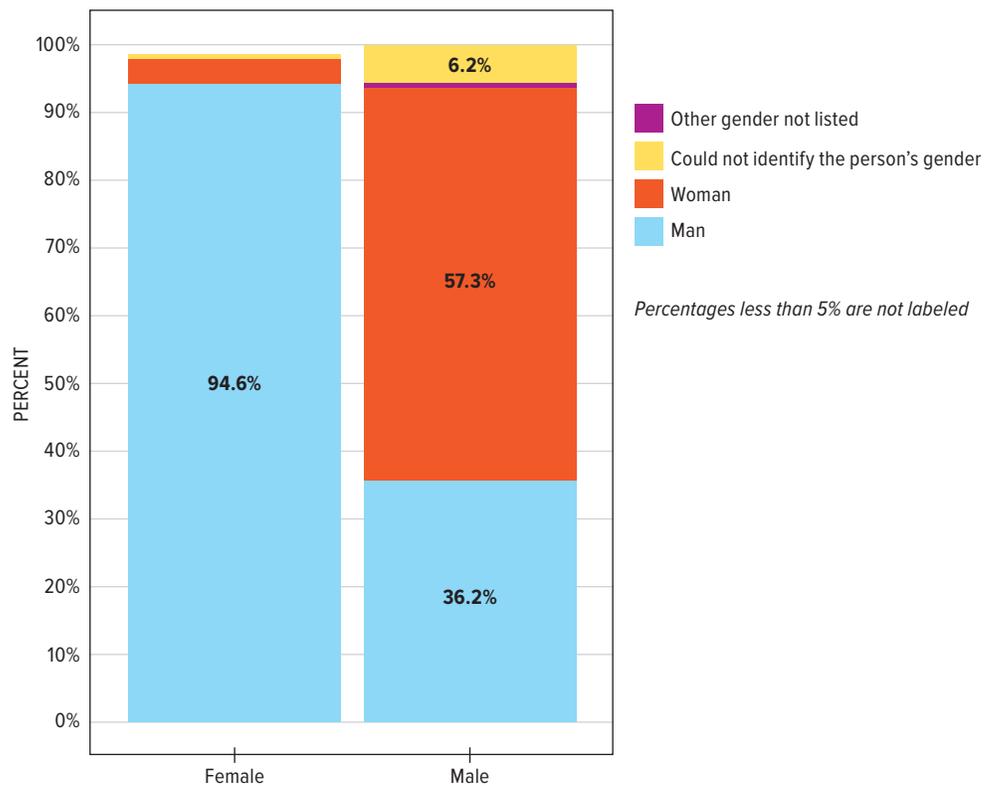


Figure 25: Classification of the Person Who Committed the Dating Violence by Sex

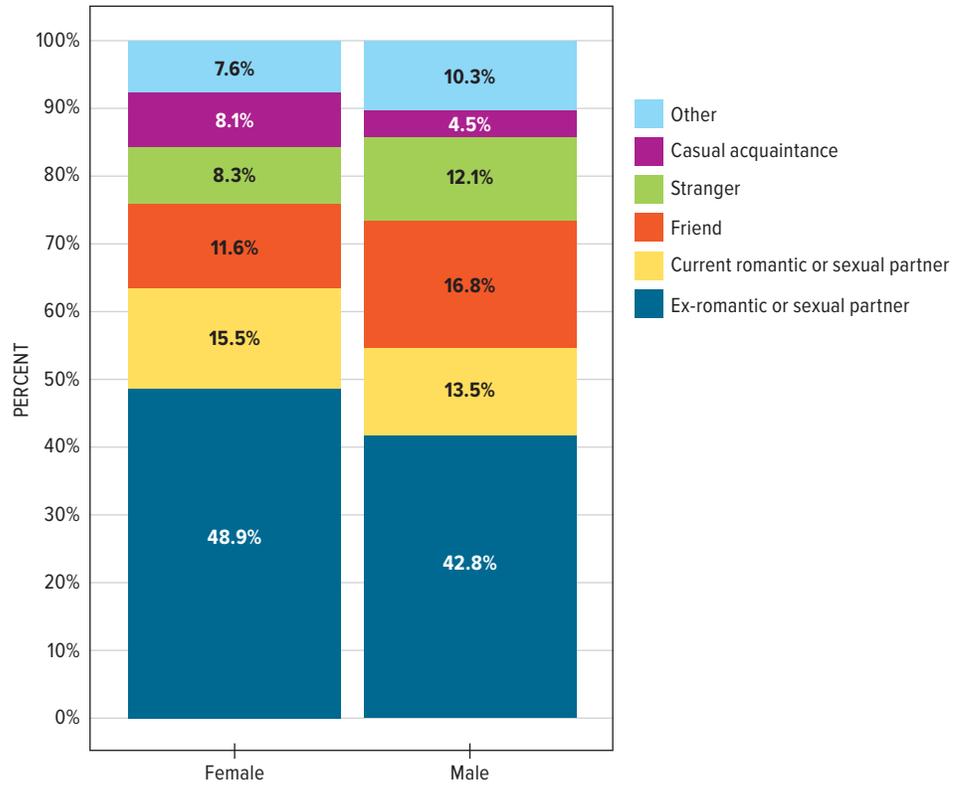
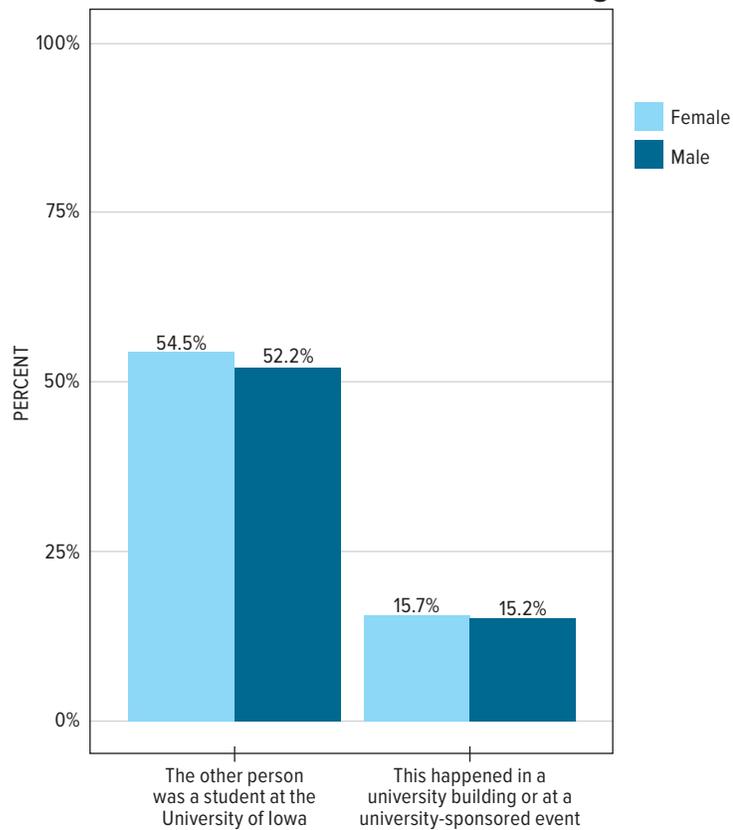


Figure 26: Student Classification and Location of the Dating Violence Incident by Sex



Sexual Violence Victimization

Sexual violence victimization was measured using the Sexual Experiences Survey Short Form Victimization (SES-SFV) (Koss et al., 2007) (see Appendix F for the full instrument). The SES-SFV is considered the ‘gold standard’ of sexual victimization measures (Senn et al., 2013) for its behavioral specificity and updated wording for assessing consent, alcohol-related incidents, unwanted acts, and coercive tactics (Koss et al., 2007).

The SES-SFV has 25 questions measuring five types of sexual violence victimization:

- 1) Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/ chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration)
- 2) Someone had oral sex with me or made me have oral sex with them without my consent
- 3) Someone put their penis, fingers, or other objects into my vagina without my consent
- 4) Someone put their penis, fingers, or other objects into my butt without my consent
- 5) Even though it didn’t happen, someone TRIED to have oral, anal, or vaginal sex with me without my consent

For each type of sexual violence victimization, students indicated the frequency (*0 times, 1 time, 2 times, or 3+ times*) with which someone used any of the following types of tactics:

- **Coercion** involved someone telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises they knew were untrue, or continually verbally pressuring them after they said they didn’t want to OR showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force, after they said they didn’t want to.
- **Force** involved someone threatening to physically harm them or someone close to them OR using force, for example holding them down with their body weight, pinning their arms, or having a weapon.
- **Incapacitation** involved someone taking advantage of them when they were too drunk or out of it to stop what was happening.

Students were asked to report experiences that occurred on or off campus when school was in session or when on a break. They were also instructed to indicate all experiences they may have had; for example, if someone took advantage of them when they had been drinking and threatened to physically harm them they would indicate both incapacitation and force. Any answer other than zero for any tactic was treated as an affirmative response. The SES-SFV is scored to identify the frequency of the following types of sexual violence victimization:

- **Unwanted sexual contact** – fondling, kissing, or rubbing up against a person’s private areas of their body or removing clothing without the person’s consent (but did not involve attempted sexual penetration) using coercive tactics, incapacitation, or force.
- **Attempted coercion** – attempted oral, anal, or vaginal sex without a person’s consent using coercive tactics.
- **Coercion** – oral, vaginal, or anal sex by coercive tactics.
- **Attempted rape** – attempted oral, anal, or vaginal sex without a person’s consent by incapacitation or force.
- **Rape** – oral, anal, or vaginal sex without a person’s consent by incapacitation or force.

Estimated rates of each category of sexual violence victimization are compared by sex and year in school (Figures 27 and 28). Note that students may have experienced more than one type of sexual violence victimization; thus, a student might be represented in more than one category.

Across all types of sexual violence victimization, 32% of female students and 14% of male students are estimated to have experienced some type of sexual violence victimization since enrolling at the UI.

Figure 27 describes the rates of sexual violence victimization by sex and year in school combined. Overall, undergraduate female students reported the highest rates of sexual violence victimization and graduate males the lowest rates. Specific pairwise comparisons are as follows:

Unwanted sexual contact — The significant pairwise comparisons show that undergraduate females reported significantly higher rates of unwanted sexual contact compared to graduate females ($t = -8.29, p < .0001$), undergraduate males ($t = 12.56, p < .0001$), and graduate males ($t = -10.80, p < .0001$). Graduate females reported significantly higher rates of unwanted sexual contact compared to graduate males ($t = 5.78, p < .0001$). Finally, undergraduate males reported significantly higher rates of unwanted sexual contact compared to graduate males ($t = -4.32, p < .0001$).

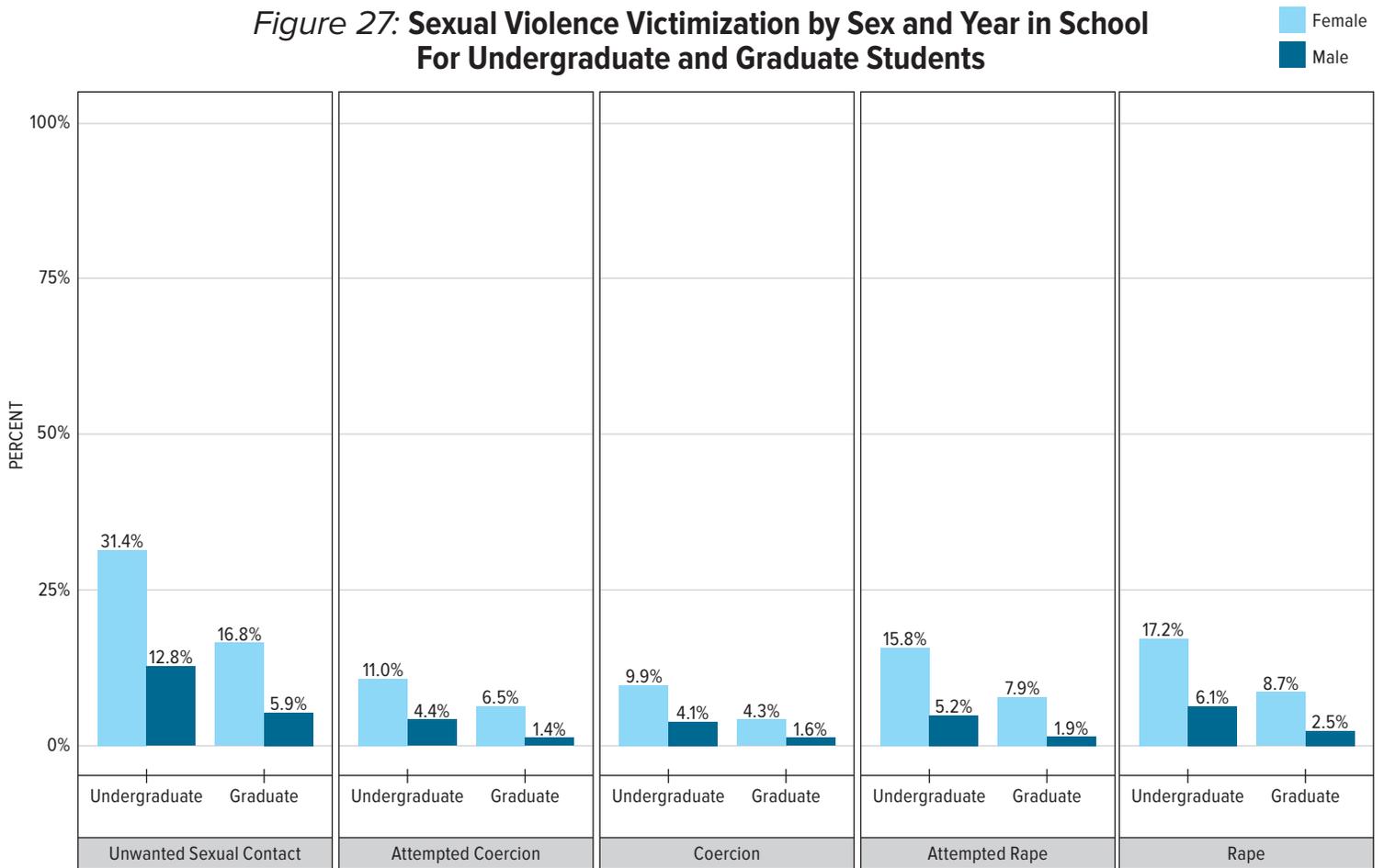
Attempted coercion — The significant pairwise comparisons show that undergraduate females reported significantly higher rates of attempted coercion compared to graduate females ($t = -3.82, p = .0008$), undergraduate males ($t = 6.53, p < .0001$), and graduate males ($t = -5.74, p < .0001$). Graduate females reported significantly higher rates of attempted coercion compared to graduate males ($t = 3.97, p = .0004$). Finally, undergraduate males reported significantly higher rates of attempted coercion compared to graduate males ($t = -2.97, p = .016$).

Coercion — The significant pairwise comparisons show that undergraduate females had a significantly higher reported rate of coercion than the three other groups (compared to undergraduate males, $t = 5.99, p < .0001$; graduate females, $t = -4.93, p < .0001$; graduate males, $t = -5.04, p < .0001$).

Attempted rape — The significant pairwise comparisons show that undergraduate females reported significantly higher rates of attempted rape compared to graduate females ($t = -5.76, p < .0001$), undergraduate males ($t = 9.52, p < .0001$), and graduate males ($t = -7.19, p < .0001$). Graduate females reported significantly higher rates of attempted rape compared to graduate males ($t = 4.42, p < .0001$). Finally, undergraduate males reported significantly higher rates of attempted rape compared to graduate males ($t = -3.12, p < .0098$).

Rape — The significant pairwise comparisons show that undergraduate females reported significantly higher rates of rape compared to graduate females ($t = -6.07, p < .0001$), undergraduate males ($t = 9.36, p < .0001$), and graduate males ($t = -7.57, p < .0001$). Graduate females reported significantly higher rates of rape compared to graduate males ($t = 4.37, p < .0001$). Finally, undergraduate males reported significantly higher rates of rape compared to graduate males ($t = -3.15, p < .0088$).

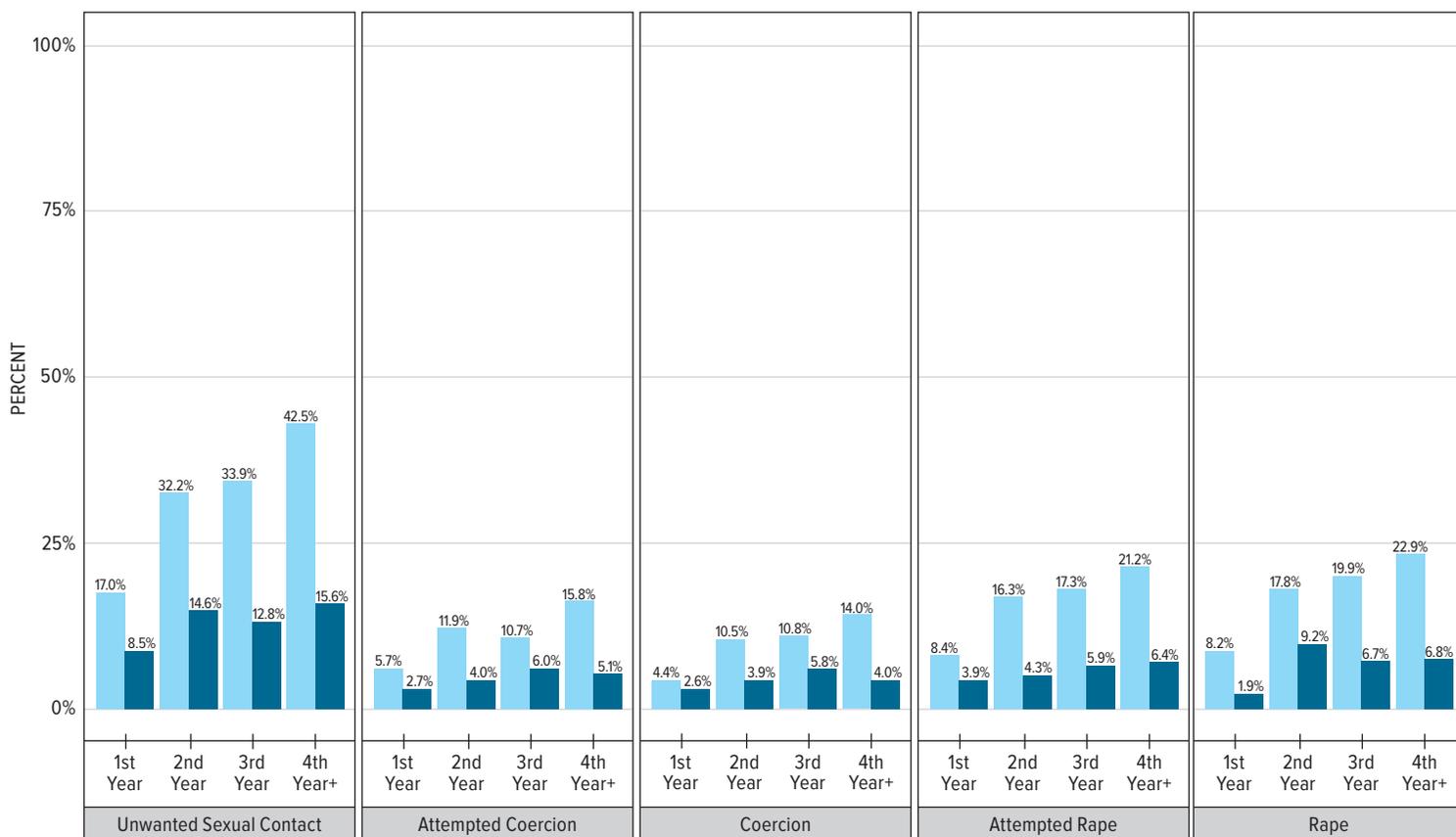
Figure 27: Sexual Violence Victimization by Sex and Year in School For Undergraduate and Graduate Students



In their first semester at the UI, 8% of first-year undergraduate female students and 2% of undergraduate male students reported experiencing rape. Also notable is the increased estimated rates of sexual violence victimization for undergraduate students from the first to second year. Second-year rates capture students' first year and the beginning of their second year, suggesting the risk for sexual violence victimization remains high for the entire first year of college (Figure 29). Previous research has identified the first semester and first year on campus as a time of increased risk of sexual assault for female undergraduate students (Carey, Durney, Shepardson, & Carey, 2015; Kimble, Neacsu, Flack, & Horner, 2008; Krebs, Lindquist, Warner, Fisher, & Martin, 2009).

Figure 28: Sexual Violence Victimization by Sex and Year in School For Undergraduate Students

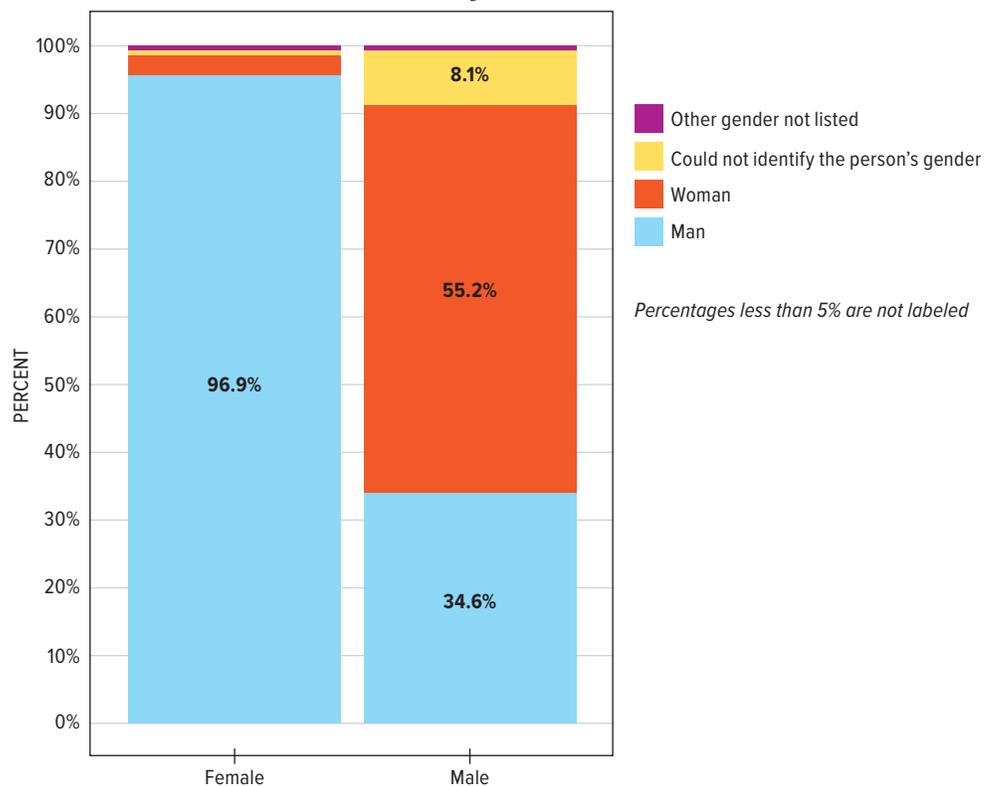
Female
Male



Characteristics of the Sexual Violence Victimization Incident

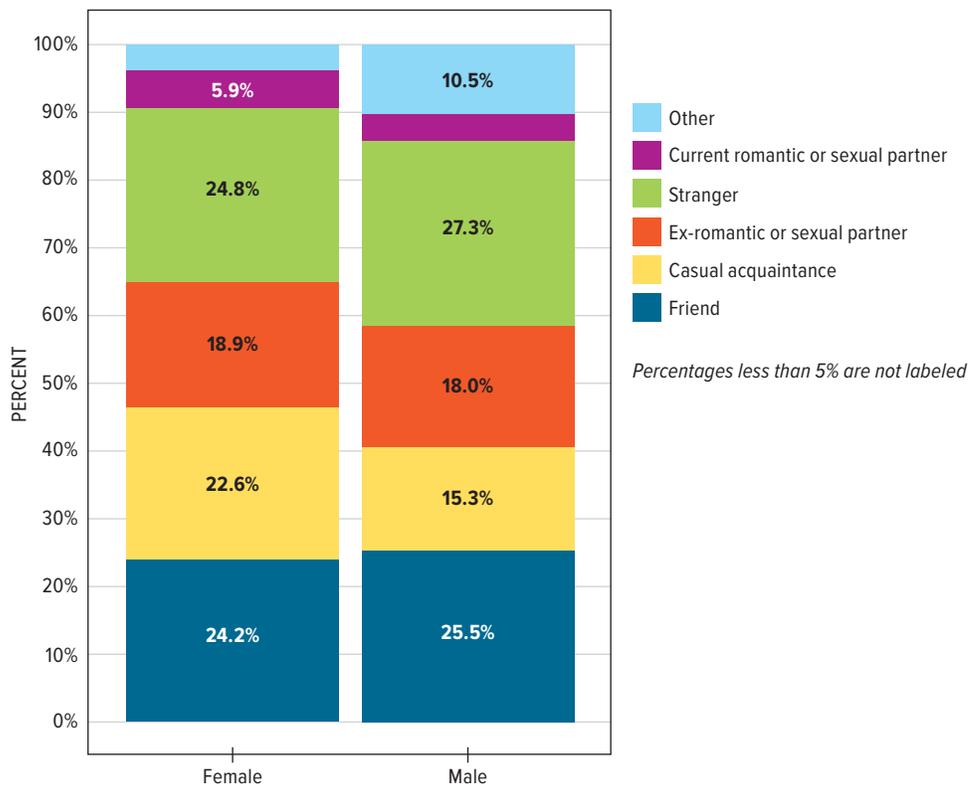
Students were asked to answer questions about the sexual violence victimization they experienced for the one situation that had the greatest effect on them, but they are not asked to identify what type of sexual violence they experienced if they experienced more than one (e.g., unwanted sexual attention and rape). Almost all the female students (97%) and a little over a third of the male students (35%) reported that the individual who committed the sexual violence victimization towards them was a man (Figure 29).

Figure 29: Gender of the Person Who Committed the Sexual Violence by Sex



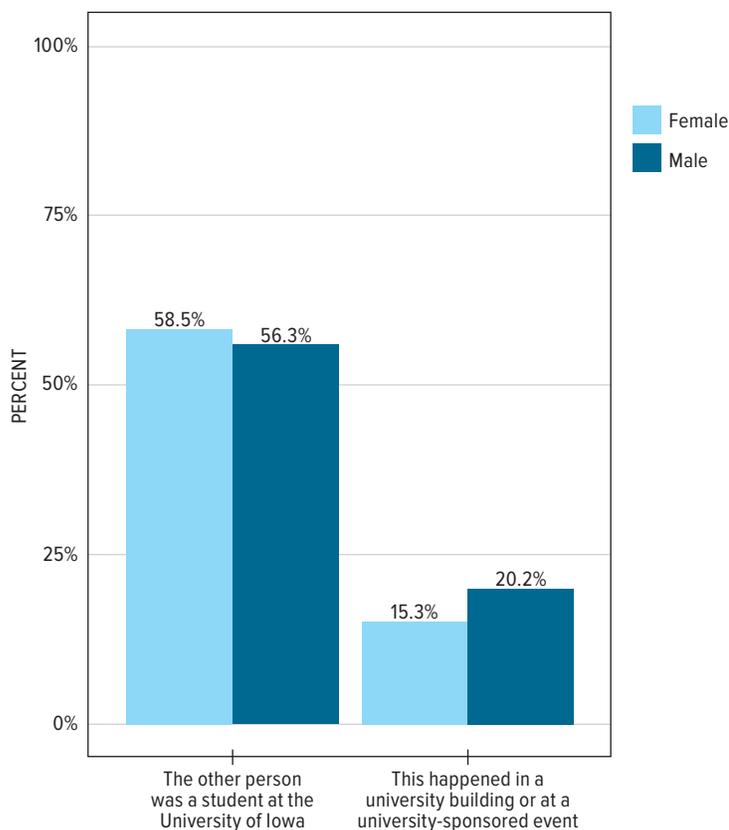
The majority of students indicated that this person was someone who was known to them/non-stranger (75%) (Figure 30). However, it is unclear whether students might categorize someone they met through a one-time, online encounter as a ‘stranger’ or ‘acquaintance.’

Figure 30: Classification of the Person Who Committed the Sexual Violence by Sex



A little over half the students said the person who committed the behavior was a UI student (58%), and few of these incidents occurred on campus (17%) (Figure 31).

Figure 31: Student Classification and Location of the Sexual Violence Incident by Sex



Students were also asked if the person who committed the sexual violence against them or they had used alcohol or drugs before the incident (Figures 32 and 33). The majority of both male and female students indicated that the individual who committed the behavior had been using alcohol and/or drugs (59%) and that they had been using alcohol and/or drugs (61%) prior to the incident. The findings on alcohol use by both the person who committed the behavior and the person victimized during the sexual violence victimization are consistent with other research which has found alcohol use to be a potent risk factor for sexual assault among college women (Mohler-Kuo, Dowdall, Koss, & Wechsler, 2004; Mouilso & Fischer, 2012).

Figure 32: Alcohol/Drug Use by the Alleged Perpetrator during the Sexual Violence Victimization by Sex

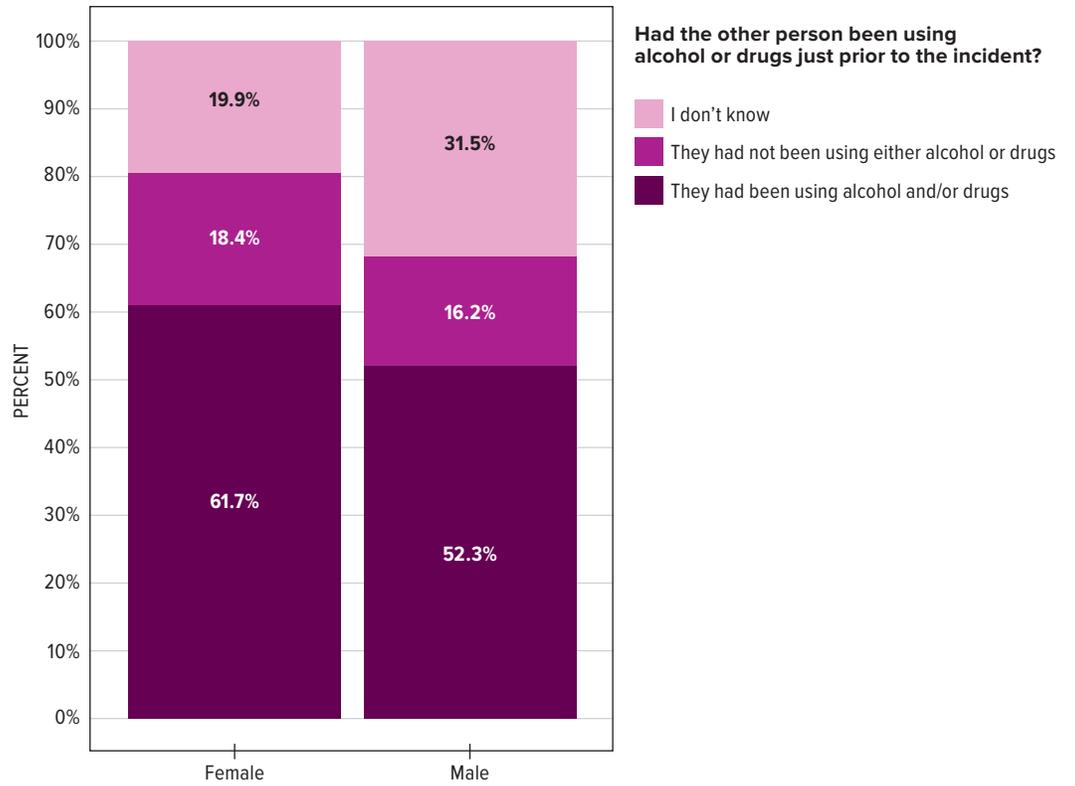
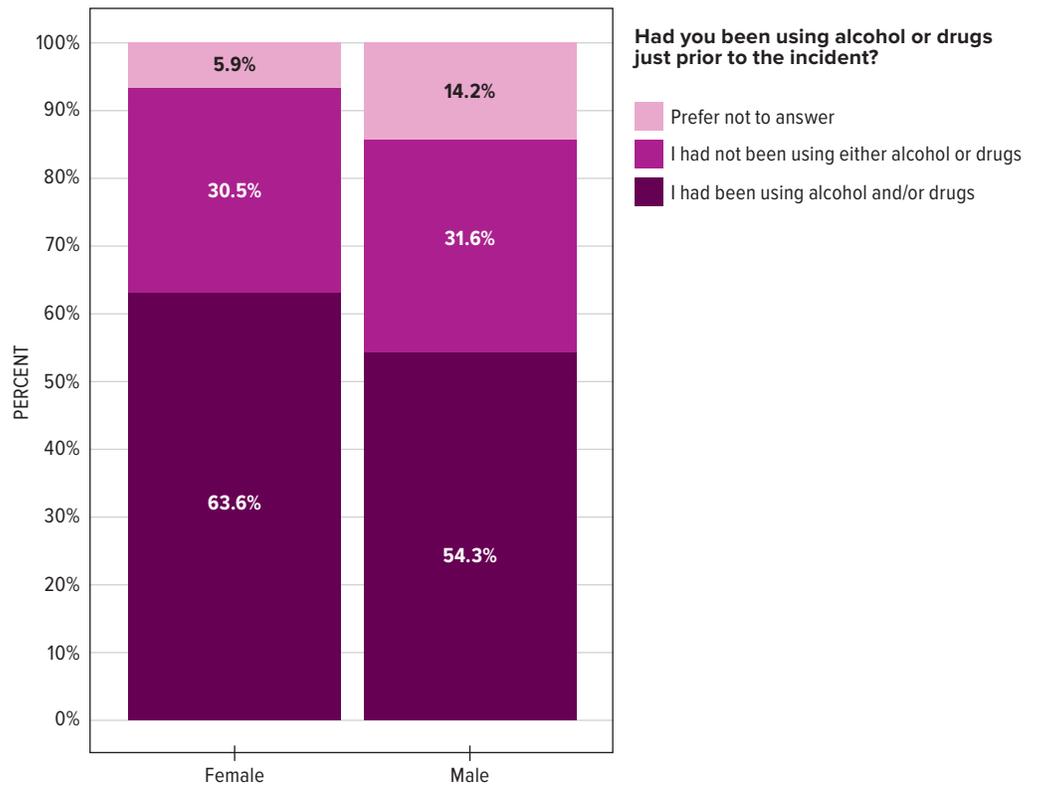


Figure 33: Alcohol/Drug Use by the Victim during the Sexual Violence Victimization by Sex



Sexual Misconduct by Race/Ethnicity

The majority of studies on sexual assault on college campuses have focused on White, female, heterosexual women (Fedina, Holmes, & Backes, 2018). While these campus-based studies collect information on race/ethnicity, they either do not compare rates for racial minority groups or they state there are insufficient numbers of racial minorities in the sample to make comparisons (Brubaker, Keegan, Guadalupe-Diaz, & Beasley, 2017). The 2015 Association of American Universities (AAU) Campus Climate Study (Cantor et al., 2015) included racial comparisons and the only difference they found was that Asian students were less likely to report harassment (defined as harassment, intimate partner violence, or stalking) compared to White students and other racial minorities. Another survey of students from a private, four-year college found that racial and ethnic minority students were three times more likely to experience a completed rape by a partner compared to White students (Porter & McQuiller-Williams, 2011), but they did not find any differences for attempted rape, or psychological or physical abuse between groups.

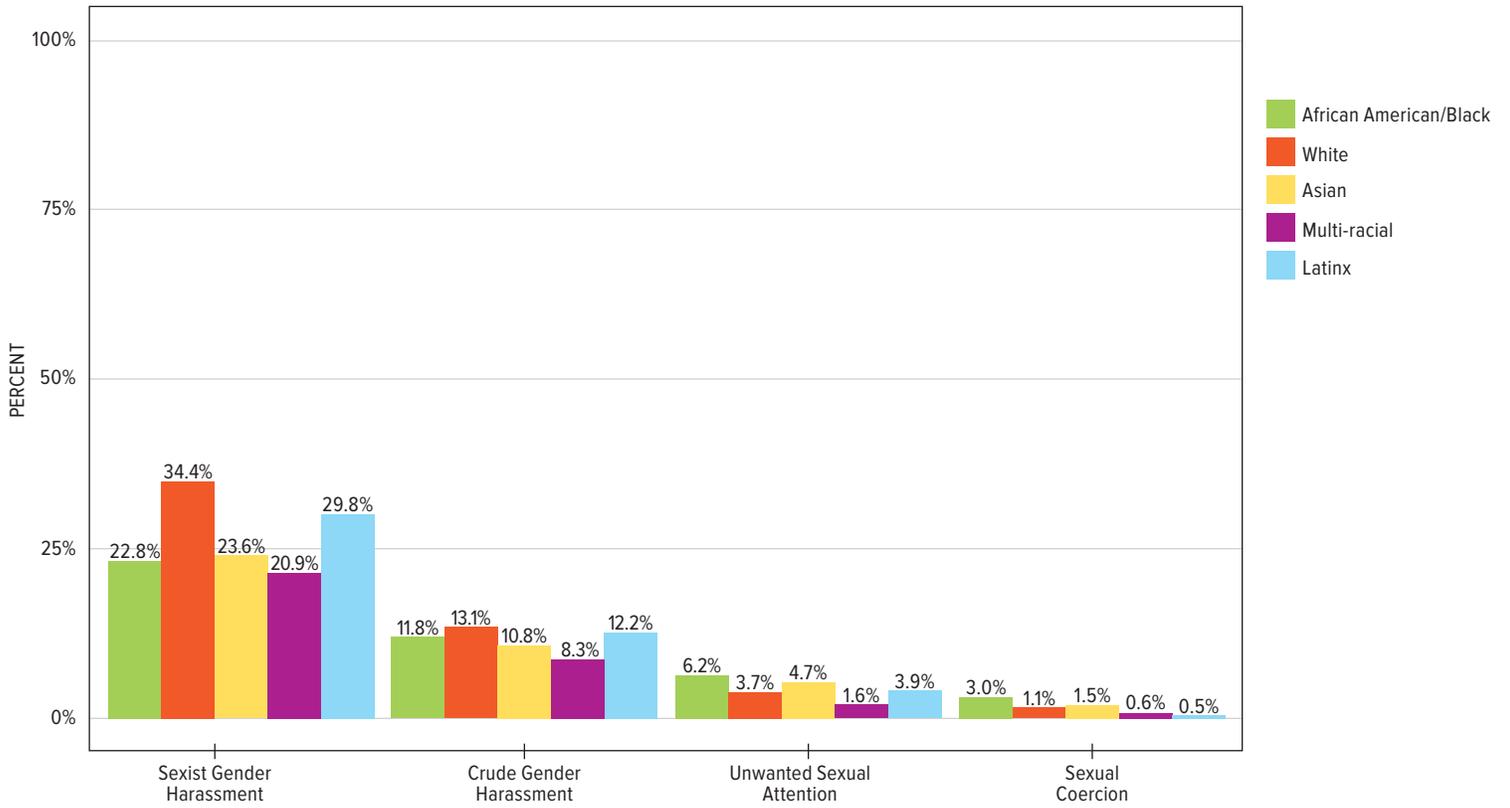
Rates of sexual misconduct were compared by race/ethnicity, separately for female (weighted N=15,946) and male (weighted N=14,410) students.⁸ Students' race/ethnicity was categorized based on their responses to two questions, asking them to identify their race and ethnicity (Hispanic, non-Hispanic). Multi-racial includes students who identified as multi-racial regardless of their ethnicity. Latinx includes students who identified their ethnicity as Hispanic or Latinx but were not Multi-racial. International students were classified by their race/ethnicity. We were unable to include students who identified as Native Hawaiian, Pacific Islander, Alaskan Native or American Indian in the analyses because there were only 23 students total in those categories.

Sexual Harassment by Faculty/Staff by Race/Ethnicity

Female students reports of sexist gender harassment by faculty/staff differed by race/ethnicity (Figure 34). Asian females reported significantly lower percentages of sexist gender harassment by faculty and staff than White female students ($t = -3.51, p = .0042$) as did Multi-racial females compared to White females ($t = -3.53, p = .0038$). There were no differences by race/ethnicity for female students for crude gender harassment, unwanted sexual attention, or sexual coercion.

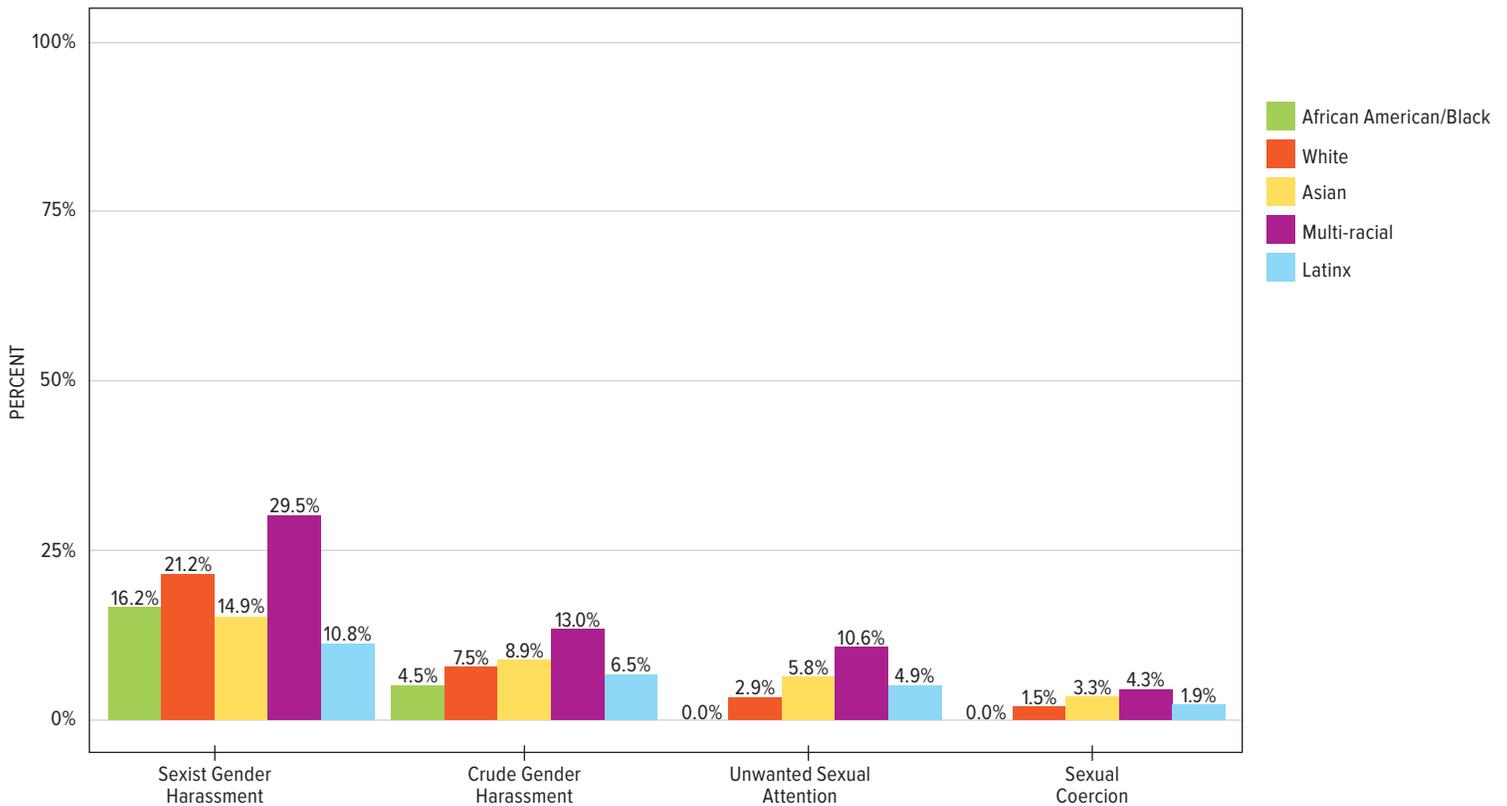
⁸ Male and female students were examined separately because there was not a sufficient sample size to compare sex and race/ethnicity in the same analyses.

Figure 34: Faculty/Staff Sexual Harassment by Race/Ethnicity – Female Students



Male students' reports of sexual harassment by faculty/staff also differed by race/ethnicity (Figure 35). Multi-racial male students reported sexist gender harassment at a significantly higher rate than Latinx male students ($t = -3.00, p = .00228$). Multi-racial male students reported significantly higher rates of unwanted sexual attention from faculty/staff than White male students ($t = 3.32, p = .0051$). There was no evidence of a difference in crude gender harassment or sexual coercion by faculty/staff by race/ethnicity for male students.

Figure 35: Faculty/Staff Sexual Harassment by Race/Ethnicity – Male Students



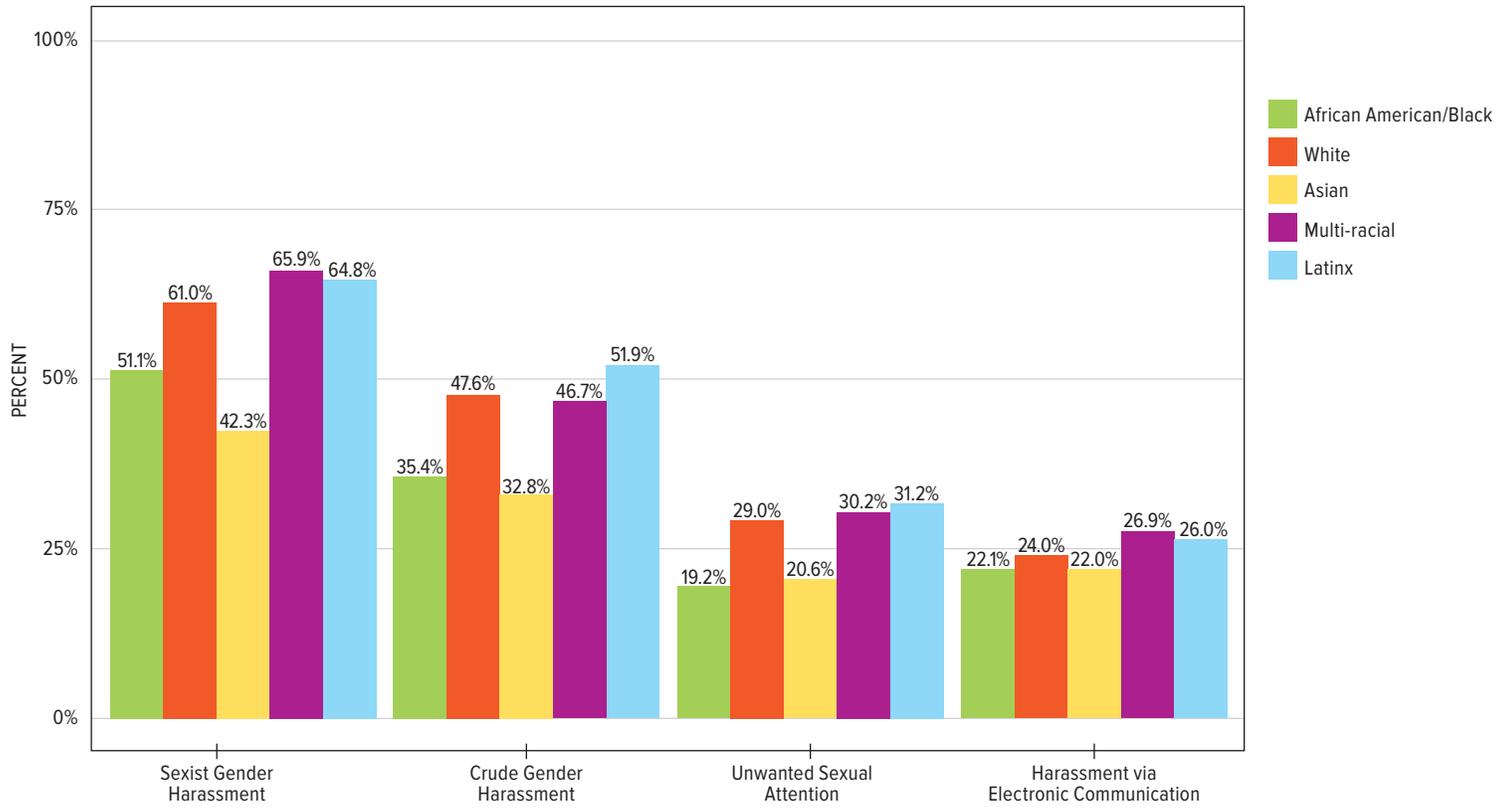
Sexual Harassment by Fellow Students by Race/Ethnicity

Female students' reports of sexual harassment by fellow students differed by race/ethnicity (Figure 36). Female Asian students reported significantly lower rates of student sexist gender harassment than Latinx ($t = -5.31, p < .0001$), Multi-racial ($t = -5.11, p < .0001$) and White ($t = -6.34, p < .0001$) female students.

The proportion of female students reporting student-to-student crude gender harassment differed by race/ethnicity with female Asian students reporting significantly lower rates of crude gender harassment than Latinx ($t = -4.60, p < .0001$), Multi-racial ($t = -3.14, p = .0144$) and White ($t = -5.04, p < .0001$) female students. Female African American/Black students also reported significantly lower rates of crude gender harassment by fellow students than female Latinx students did ($t = -3.05, p = .0192$).

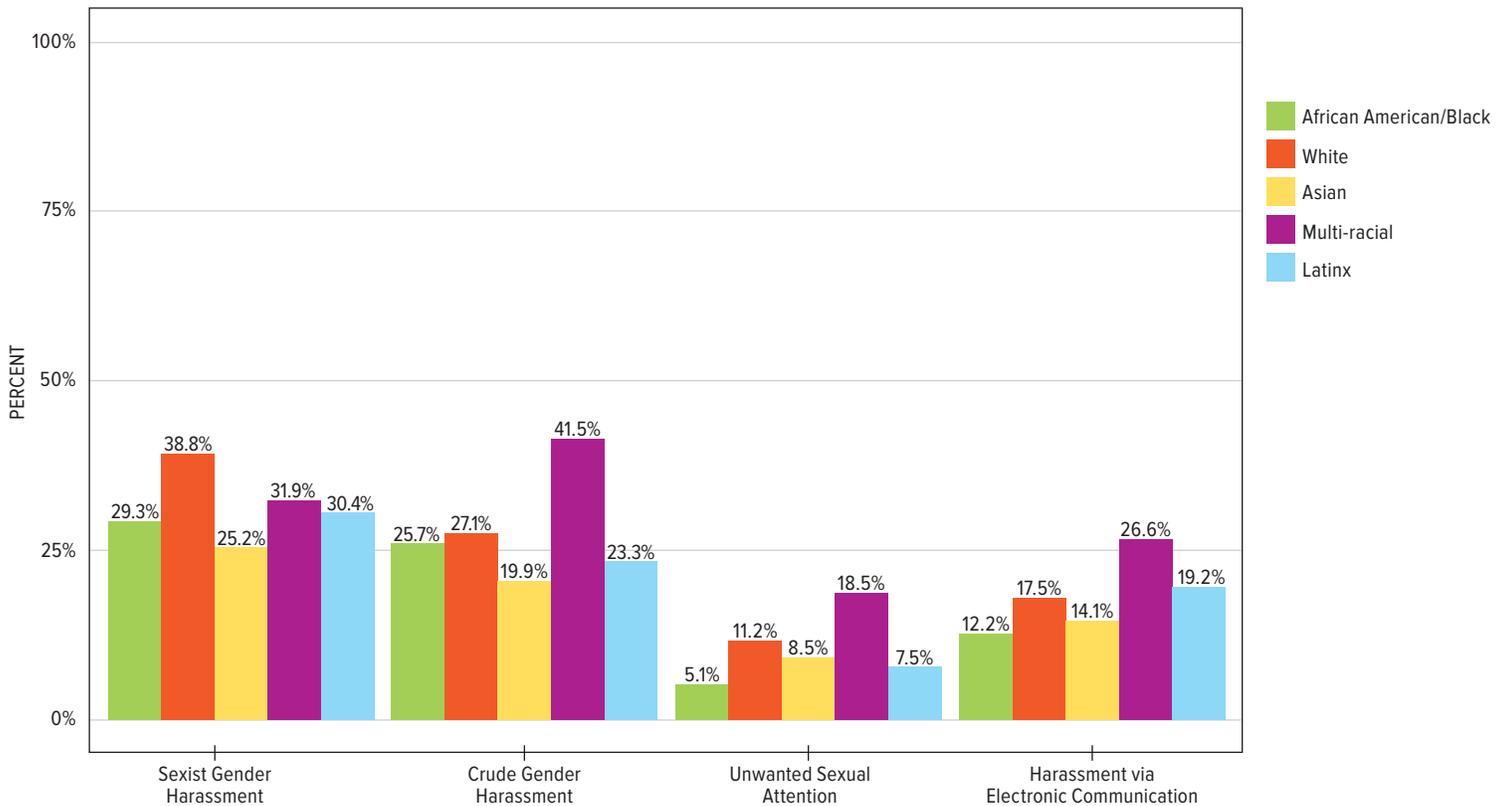
Female Asian students reported significantly lower rates of unwanted sexual attention than White ($t = -3.17, p = .0133$) and Latinx ($t = -2.909, p = .0308$) female students. Finally, there was no difference in reported proportion of harassment via electronic communication by race/ethnicity for female students.

Figure 36: Student Sexual Harassment by Race/Ethnicity – Female Students



Male students' reports of some types of sexual harassment by fellow students differed by race/ethnicity (Figure 37). Male Asian students reported significantly lower rates of sexist gender harassment than did White male students ($t = -3.71, p = .0020$) and male Asian students reported significantly lower rates of student gender harassment than did Multi-racial male students ($t = -3.56, p = .0035$). There were no significant differences in reported rates of unwanted sexual attention or harassment via online communication by fellow students by race/ethnicity for male students.

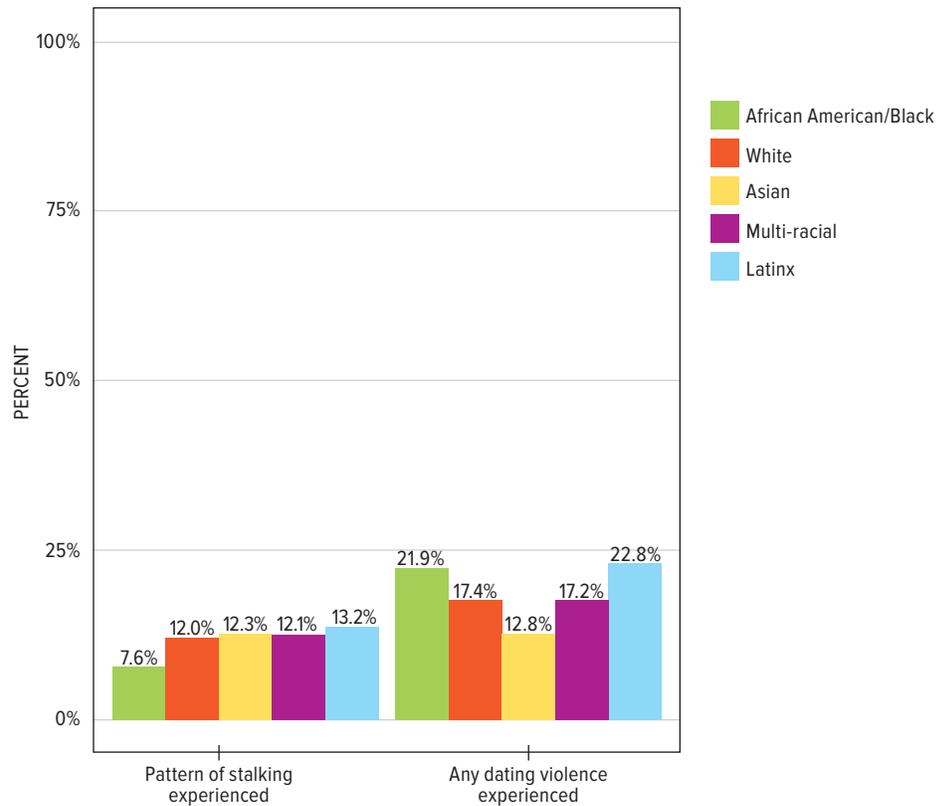
Figure 37: Student Sexual Harassment by Race/Ethnicity – Male Students



Stalking and Dating Violence by Race/Ethnicity

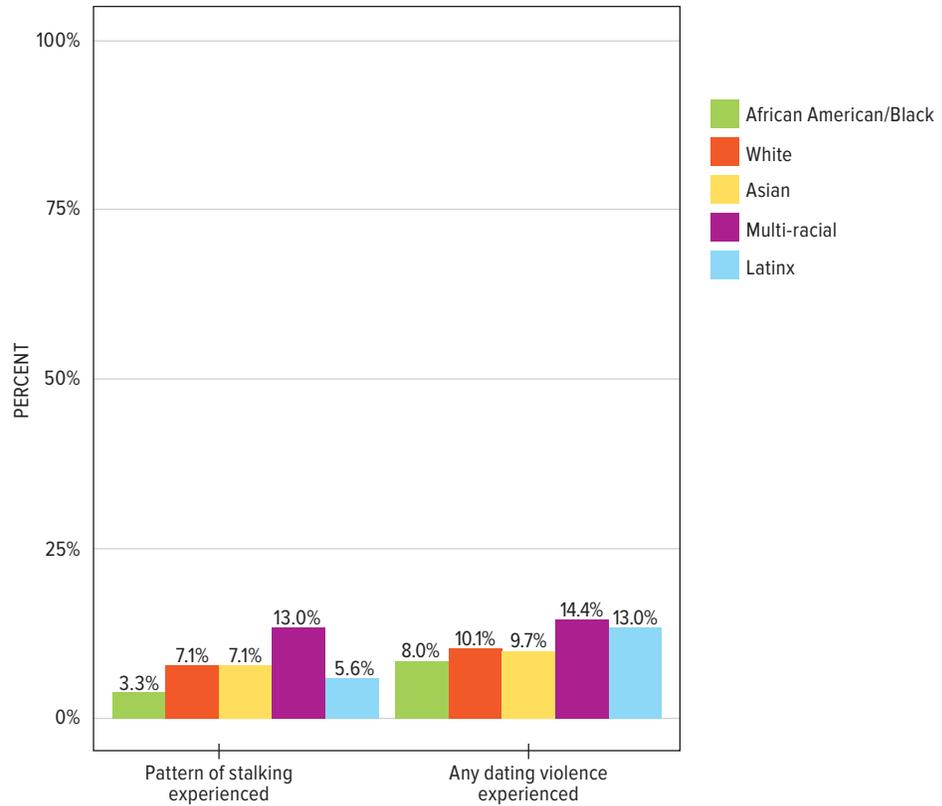
There was no difference in the proportion of stalking reported by race/ethnicity for female students (Figure 38). Asian females reported a significantly lower proportion of dating violence than Latinx females ($t = -3.11, p = .0163$).

Figure 38: Stalking and Dating Violence by Race/Ethnicity – Female Students



For male students, there were no significant differences in the proportion of stalking or dating violence reported by race/ethnicity (Figure 39).

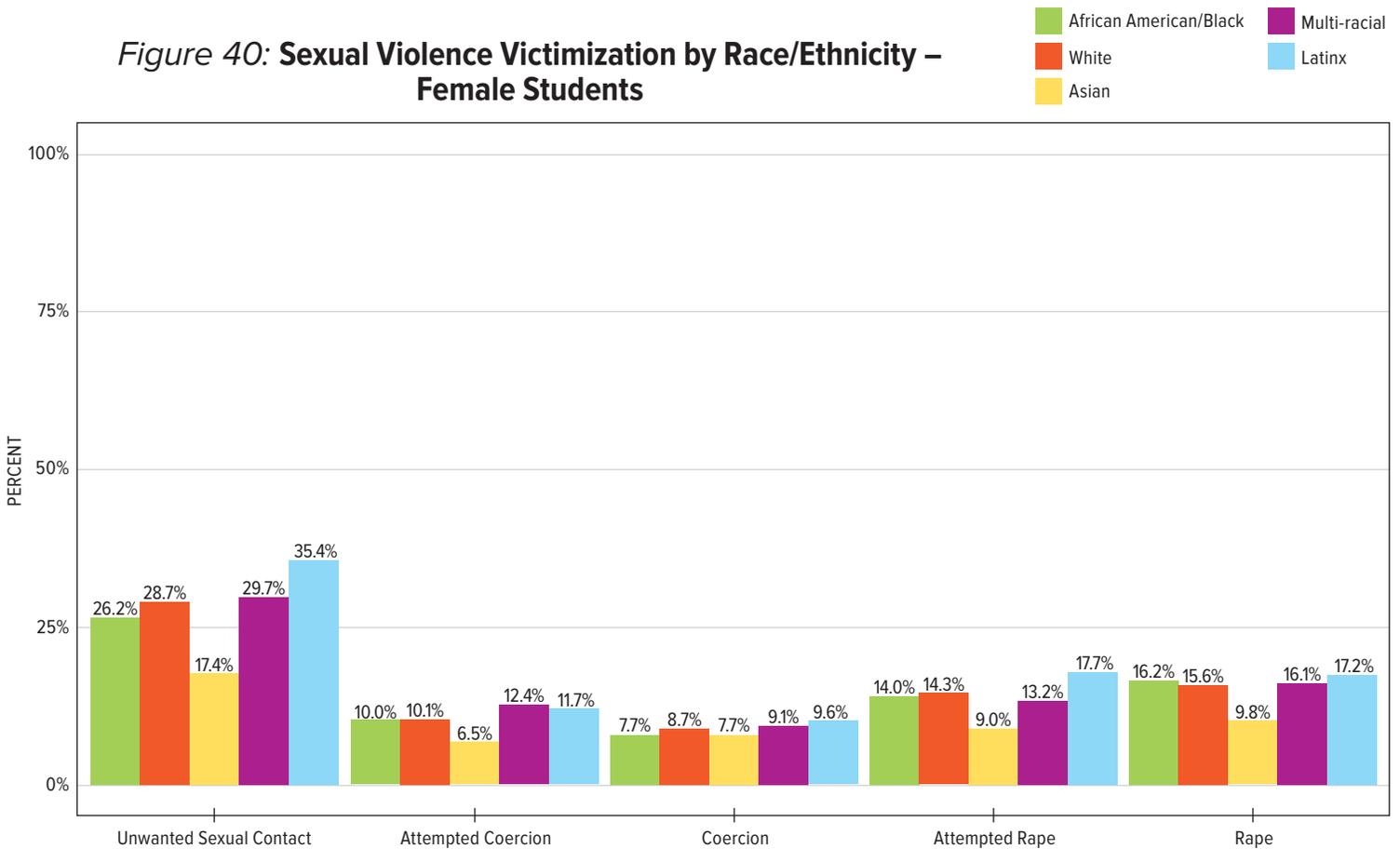
Figure 39: Stalking and Dating Violence by Race/Ethnicity – Male Students



Sexual Violence Victimization by Race/Ethnicity

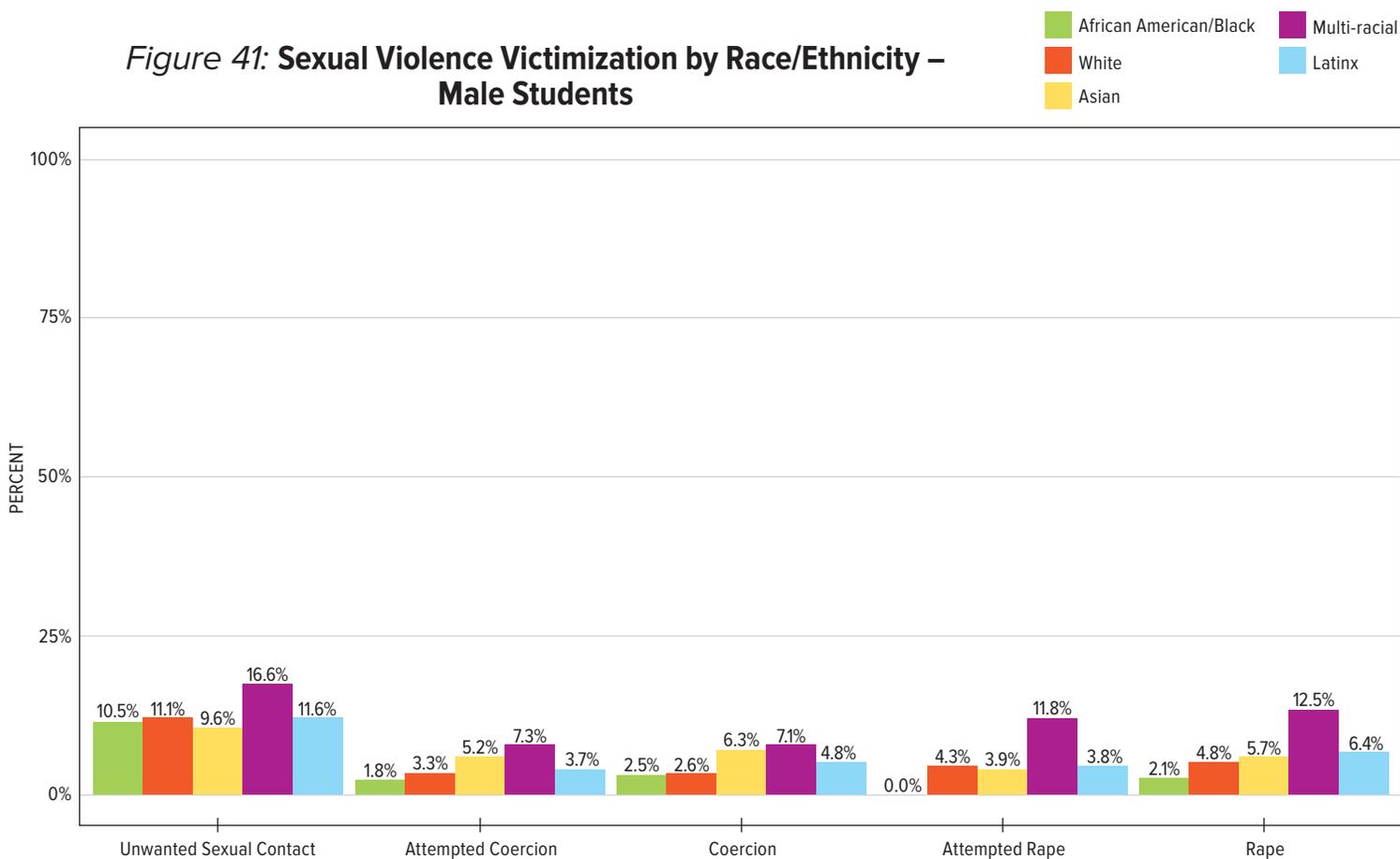
Rates of sexual violence victimization differed by race/ethnicity for female students (Figure 40). Asian females reported lower rates of unwanted sexual contact than Latinx ($t = -4.82, p < .0001$), Multi-racial ($t = -3.22, p = .0133$), and White ($t = -4.24, p = .0002$) female students. There were no significant differences by race/ethnicity for the other types of sexual violence victimization for female students.

Figure 40: Sexual Violence Victimization by Race/Ethnicity – Female Students



When comparing male students' experiences of sexual violence victimization by race/ethnicity, we found no significant differences in the proportion of males reporting unwanted sexual contact, attempted coercion, coercion, or rape (Figure 41). We did find that Multi-racial male students reported significantly higher rates of attempted rape than White males ($t = 2.85, p = .0226$).

Figure 41: Sexual Violence Victimization by Race/Ethnicity – Male Students



Sexual Misconduct by Sexual Orientation

Research has examined sexual assault experiences by sexual orientation (Brubaker et al., 2017). Studies of female sexual minorities have found that students who identify as bisexual or lesbian are 2 to 2.5 times more likely to experience a sexual assault than females who are not sexual minorities (Cantor et al., 2015; Coulter et al., 2017; Eisenberg, Lust, Mathiason, & Porta, 2017; Martin, Fisher, Warner, Krebs, & Lindquist, 2011). Other study findings vary with some finding gay and bisexual female students reporting sexual violence victimization at rates similar to heterosexual females and higher than heterosexual males (Ford & Soto-Marquez, 2016).

Rates of sexual misconduct were compared by sexual orientation, separately for men and women.⁹ For these analyses, we classified students as men or women based on their reported gender identity.¹⁰

Students' sexual orientation was categorized based on their responses to a question asking them to identify their sexual orientation. Students were given a variety of options to choose from as well as an open-ended 'other' response. Students' sexual orientation was recoded in to four categories: heterosexual, gay/lesbian, bisexual, or other sexual orientation. 'Bisexual' includes students who identified as pansexual; 'other sexual orientation' includes questioning, asexual, queer and additional sexual orientation. 'Prefer not to answer' was treated as missing.

Sexual Harassment by Faculty/Staff by Sexual Orientation

Figure 42 illustrates the differences in reported rates of sexual harassment by faculty/staff for UI women by sexual orientation. Bisexual ($t = 4.65, p < .0001$) and lesbian ($t = 4.30, p = .0001$) women reported significantly higher rates of sexist gender harassment by faculty/staff than heterosexual women. Additionally, lesbian women reported significantly higher rates of sexist gender harassment by faculty/staff than women who identified as an "other sexual orientation" ($t = 3.06, p = .0001$).

Bisexual ($t = 4.27, p < .0001$) and lesbian ($t = 2.61, p = .00449$) women experienced significantly higher rates of crude gender harassment by faculty/staff than heterosexual women.

The p-value for the Type III test examining unwanted sexual attention was significant at the 5% level, indicating that the proportion of women reporting unwanted sexual attention by faculty/staff differs by sexual orientation. However, none of the pairwise comparisons were significant, so we were unable to identify differences between specific sexual orientations. Finally, the proportion of women reporting sexual coercion by faculty/staff did not significantly differ by sexual orientation.

⁹ Men and women students were examined separately because there was not a sufficient sample size to compare gender identity and sexual orientation in the same analyses.

¹⁰ Only 92 students identified as a gender other than man or woman and due to this small number, they were excluded from these analyses. An additional 29 students had missing data for gender identity.

Figure 42: Faculty/Staff Sexual Harassment by Sexual Orientation – Women

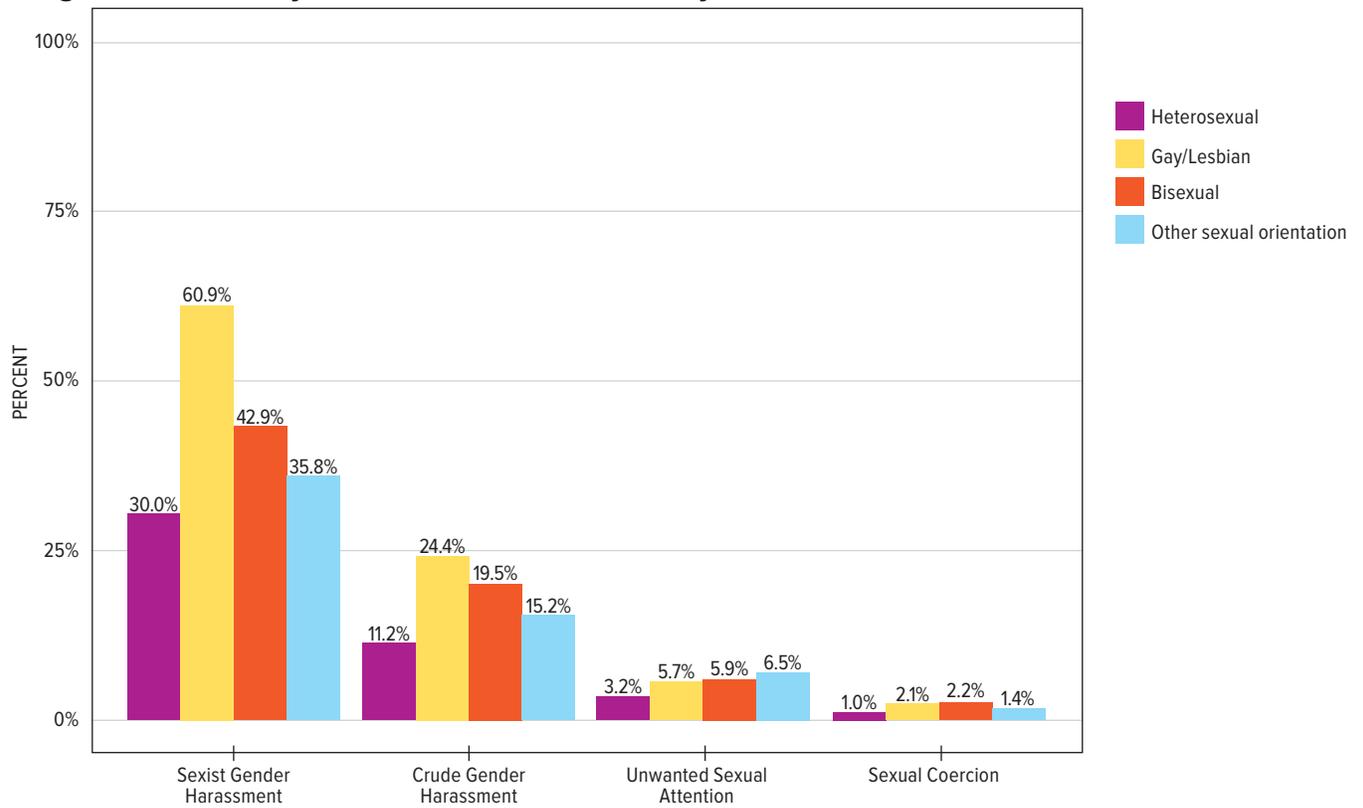
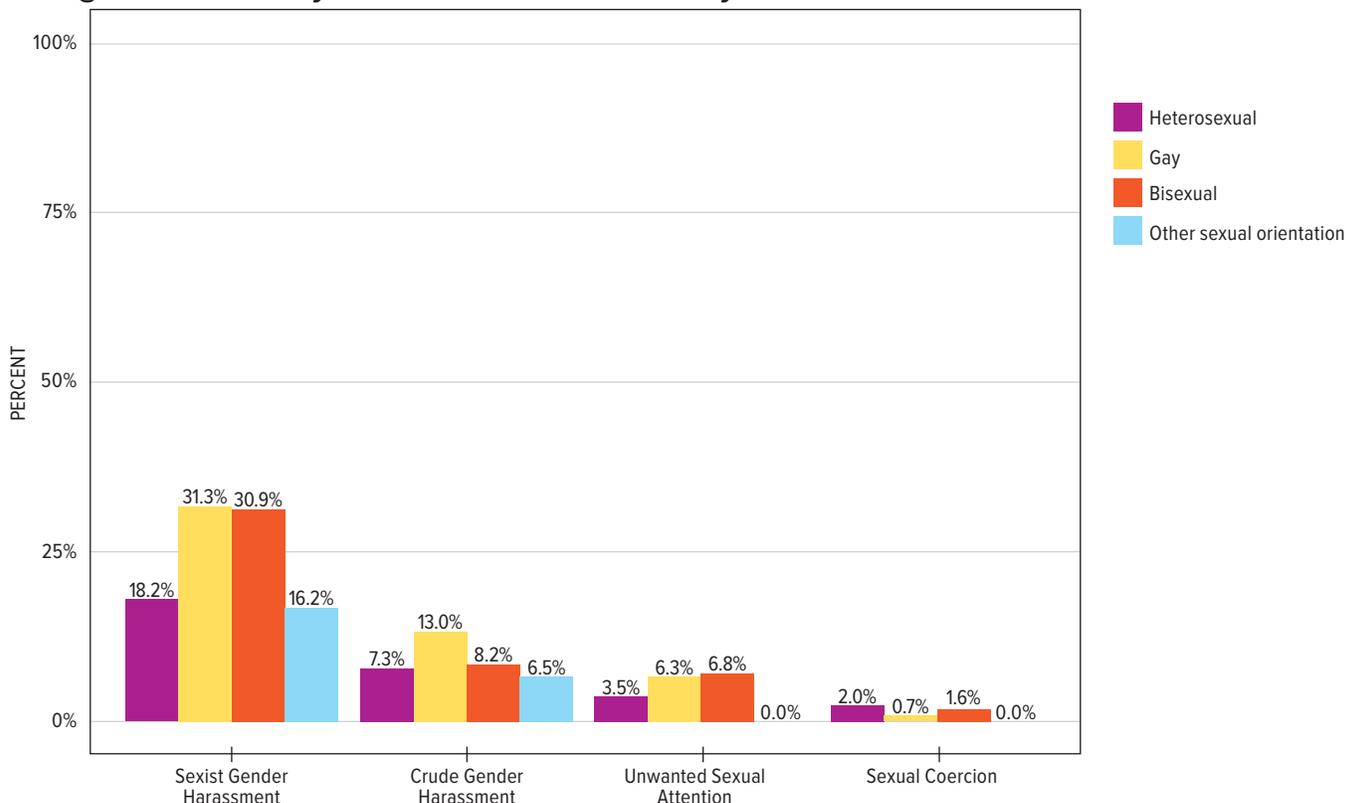


Figure 43 illustrates the differences in reported rates of sexual harassment by faculty/staff for men by sexual orientation. Gay men had a significantly higher reported percentage of sexist gender harassment by faculty/staff than heterosexual men ($t = 3.47, p = .0030$), but there were no differences in reported rates of crude gender harassment, unwanted sexual attention, or sexual coercion by faculty/staff by sexual orientation for men.

Figure 43: Faculty/Staff Sexual Harassment by Sexual Orientation – Men



Sexual Harassment by Fellow Students by Sexual Orientation

UI women’s reported rates of sexual harassment by fellow students differed by sexual orientation (Figure 44). Bisexual or lesbian women reported significantly higher rates of sexist gender harassment by fellow students than heterosexual women (bisexual, $t = 6.70, p < .0001$; lesbian, $t = 3.39, p = .0040$) and women identifying as ‘other sexual orientation’ (bisexual, $t = 5.00, p < .0001$; lesbian, $t = 3.31, p = .0051$).

Bisexual women reported significantly higher rates of crude gender harassment by fellow students than women identifying as either heterosexual ($t = 4.50, p < .0001$) or other sexual orientation ($t = 3.91, p = .0006$).

Bisexual women reported significantly higher rates of unwanted sexual attention by fellow students than women identifying as heterosexual ($t = 5.02, p < .0001$), lesbian ($t = 2.63, p = .0426$), or ‘other sexual orientation’ ($t = 4.20, p = .0002$).

Bisexual women reported higher rates of harassment via electronic communication by fellow students than either heterosexual ($t = 4.50, p < .0001$) or ‘other sexual orientation’ women ($t = 2.94, p = .0172$).

Figure 44: Sexual Harassment by Fellow Student by Sexual Orientation – Women

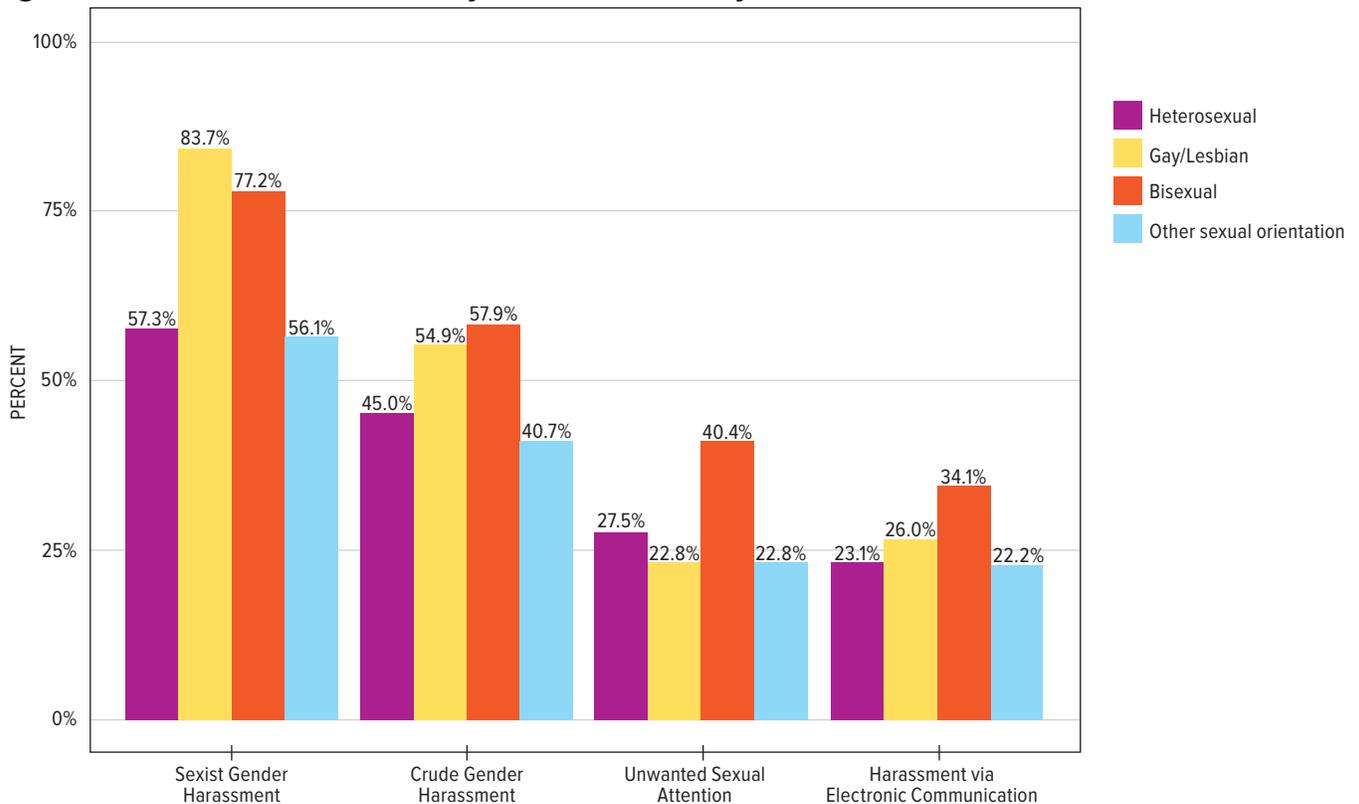


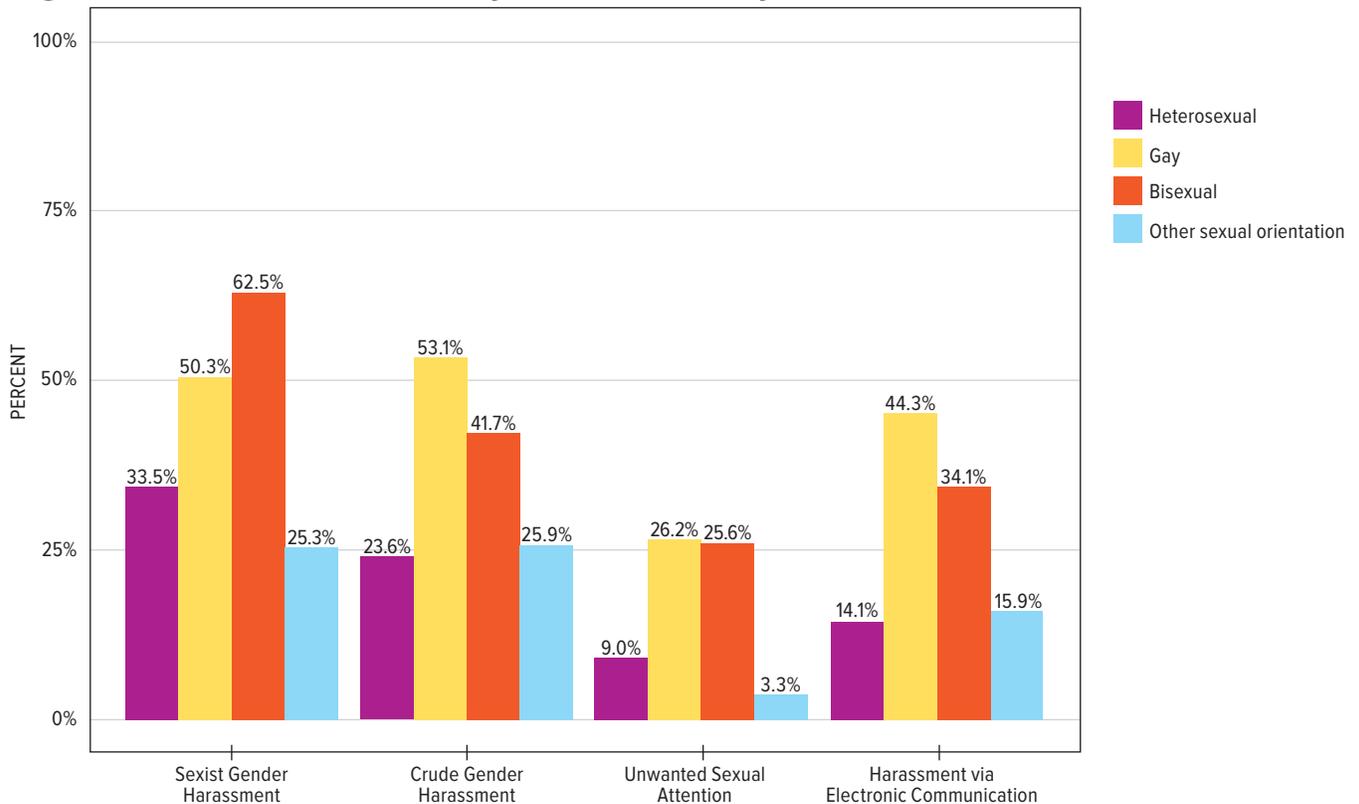
Figure 45 illustrates the differences in reported rates of sexual harassment by fellow students for UI men by sexual orientation. Bisexual or gay men reported significantly higher rates of sexist gender harassment by fellow students than heterosexual men (bisexual, $t = 4.59, p < .0001$; gay, $t = 3.87, p = .0006$) and men identifying as ‘other sexual orientation’ (bisexual, $t = 4.05, p = .0003$; gay, $t = 3.17, p = .0084$).

Bisexual or gay men reported significantly higher rates of crude gender harassment by fellow students than men identifying as heterosexual (bisexual, $t = 3.25, p = .0065$; gay, $t = 7.11, p < .0001$). Gay men also reported higher rates of crude gender harassment compared to men identifying as ‘other sexual orientation’ ($t = 3.37, p = .0042$).

Bisexual or gay men reported significantly higher rates of unwanted sexual attention by fellow students than heterosexual men (bisexual, $t = 4.20, p = .0002$; gay, $t = 6.00, p < .0001$) and men identifying as ‘other sexual orientation’ (bisexual, $t = 2.98, p = .0154$; gay, $t = 3.14, p = .0094$).

Bisexual or gay men reported significantly higher rates of harassment via electronic communication by fellow students than men identifying as heterosexual (bisexual, $t = 4.33, p < .0001$; gay, $t = 8.34, p < .0001$). Additionally, gay men reported significantly higher rates of harassment via electronic communication by fellow students than men identifying as ‘other sexual orientation’ ($t = 3.67, p = .0014$).

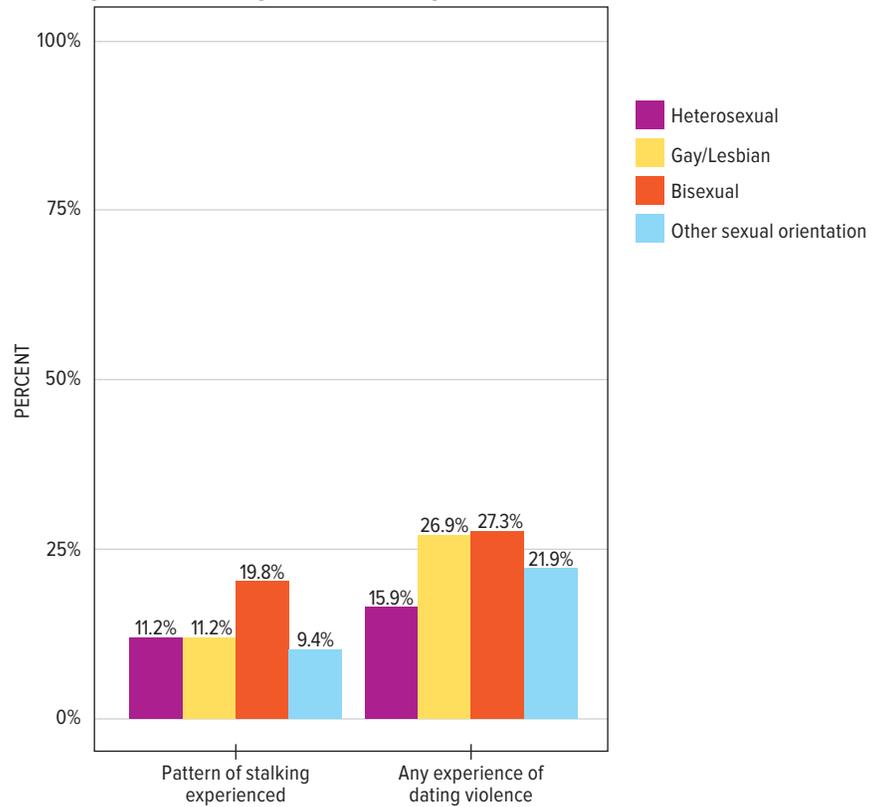
Figure 45: Sexual Harassment by Fellow Student by Sexual Orientation – Men



Stalking and Dating Violence by Sexual Orientation

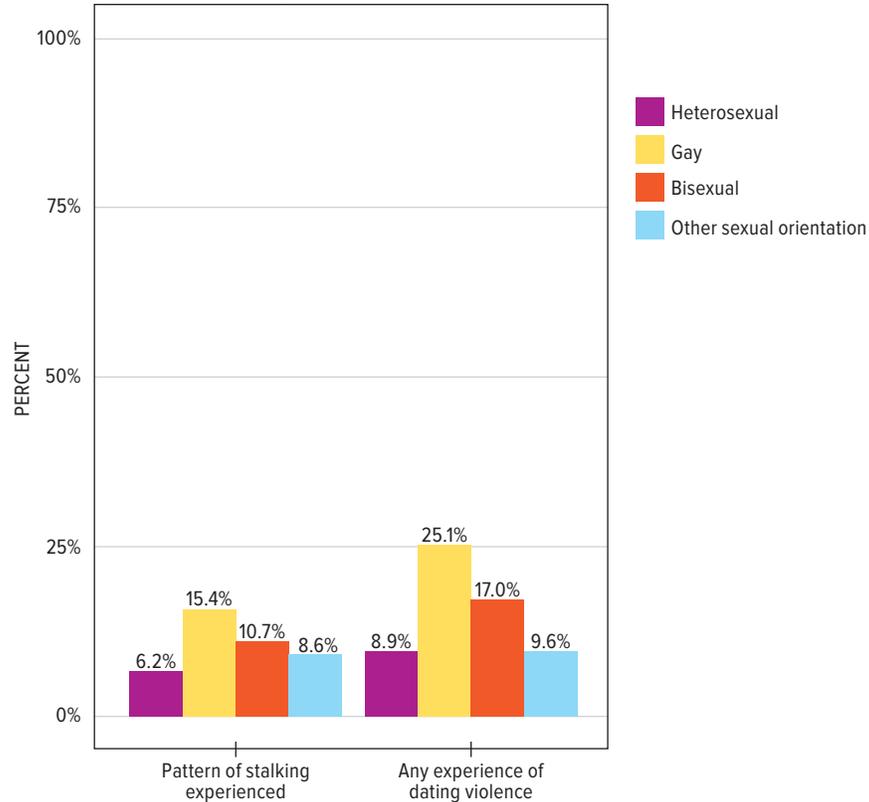
The proportion of UI women reporting stalking and dating violence differed by sexual orientation (Figure 46). In particular, bisexual women reported significantly higher rates of stalking than heterosexual women ($t = 4.52, p < .0001$) or females identifying as other sexual orientation ($t = 2.98, p = .0155$). Bisexual women also reported significantly higher rates of dating violence than women identifying as heterosexual ($t = 5.24, p < .0001$).

Figure 46: Stalking and Dating Violence by Sexual Orientation – Women



The proportion of UI men reporting stalking and dating violence differed by sexual orientation (Figure 47). Gay men reported higher rates of stalking ($t = 4.26, p = .0001$) and dating violence ($t = 5.53, p < .0001$) than heterosexual men.

Figure 47: Stalking and Dating Violence by Sexual Orientation – Men



Sexual Violence Victimization by Sexual Orientation

The proportion of UI women reporting sexual violence victimization differed by sexual orientation (Figure 48). Bisexual women reported significantly higher rates of unwanted sexual contact than women identifying as heterosexual ($t = 5.69, p < .0001$) or ‘other sexual orientation’ ($t = 4.14, p = .0002$).

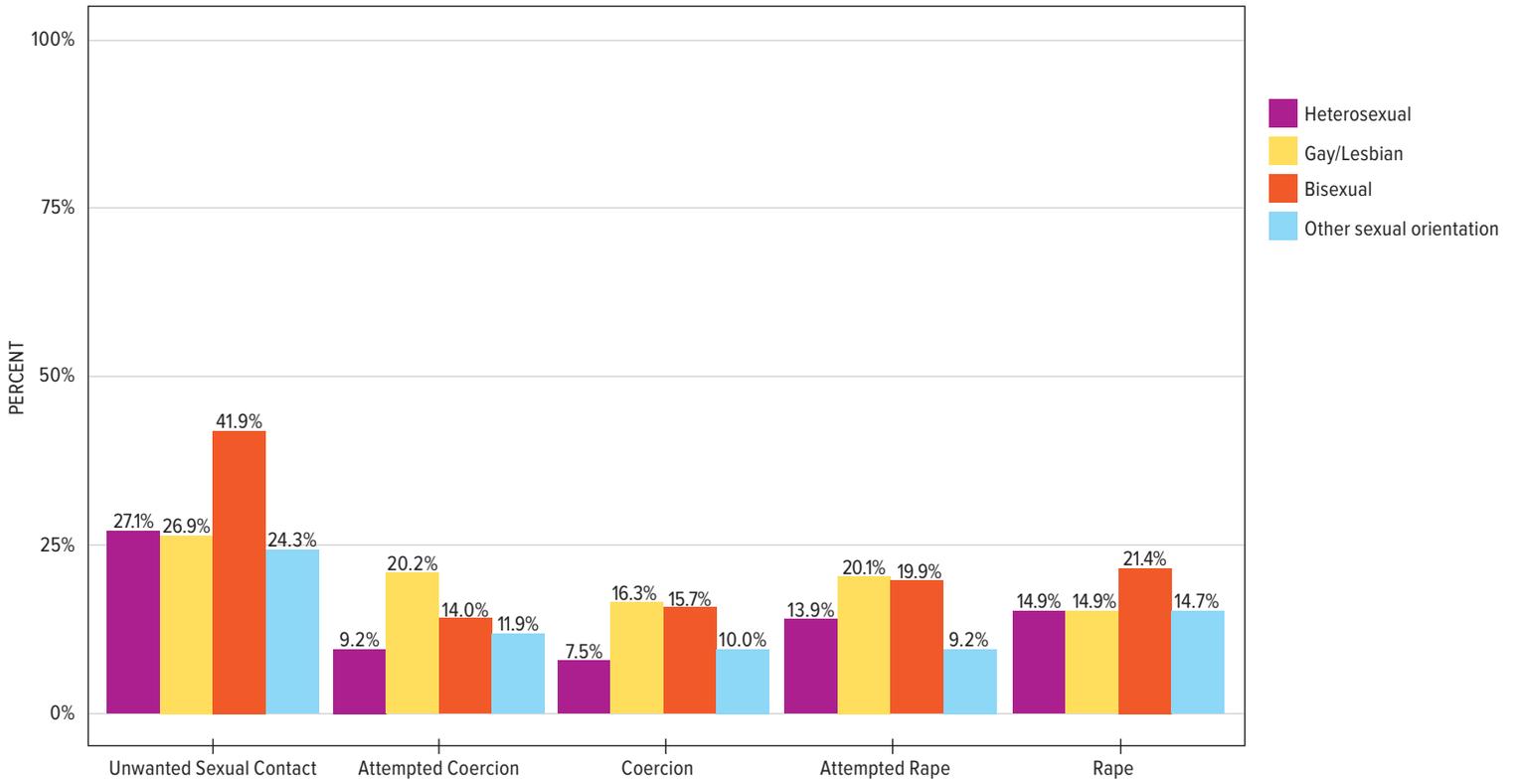
Bisexual women reported significantly higher rates of attempted coercion than heterosexual women ($t = 2.82, p = .0252$), as did lesbian women compared to heterosexual women ($t = 2.69, p = .0359$).

Bisexual women reported significantly higher rates of coercion than heterosexual women ($t = 5.09, p < .0001$).

Bisexual women reported significantly higher rates of attempted rape than heterosexual women ($t = 3.00, p = .0146$) or women identifying as ‘other sexual orientation’ ($t = 2.19, p = .0064$).

Bisexual women reported significantly higher rates of rape than heterosexual women ($t = 3.18, p = .0081$).

Figure 48: Sexual Violence Victimization by Sexual Orientation – Women

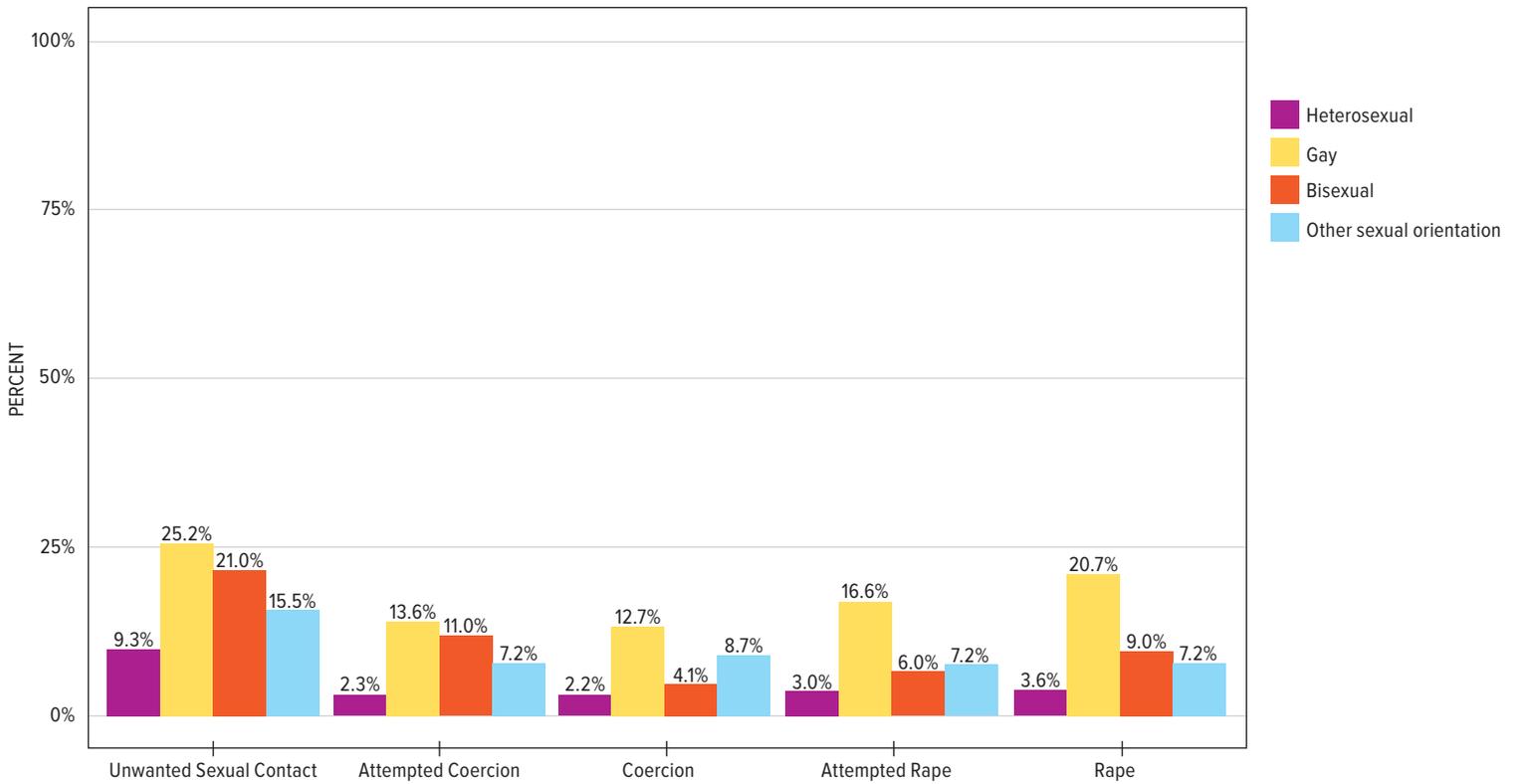


The proportion of UI men reporting sexual violence victimization differed by sexual orientation (Figure 49). Bisexual and gay men reported significantly higher rates of unwanted sexual contact than men identifying as heterosexual (bisexual, $t = 2.92$, $p = .0185$; gay, $t = 5.44$, $p < .0001$).

Bisexual and gay men reported significantly higher rates of attempted coercion than heterosexual men (bisexual, $t = 3.92$, $p = .0005$; gay, $t = 5.97$, $p < .0001$).

Gay men reported significantly higher rates of coercion ($t = 5.58$, $p < .0001$), attempted rape ($t = 6.62$, $p < .0001$), and rape ($t = 7.42$, $p < .0001$) than heterosexual men.

Figure 49: Sexual Violence Victimization by Sexual Orientation – Men



Disclosure of Victimization

Students who reported experiencing any sexual misconduct were asked whether they told anyone about the incident before this questionnaire. In the 2015 *Speak Out Iowa* survey, we were unable to differentiate disclosure experiences based on the type of misconduct students reported. To address this limitation, in 2017 we rank ordered the types of sexual misconduct based on the level of seriousness as follows:

- 1) sexual harassment by fellow students (lowest),
- 2) sexual harassment by faculty/staff,
- 3) stalking,
- 4) dating violence,
- 5) sexual violence victimization (highest)¹¹

Students were then instructed to answer the disclosure questions based on the most serious type of sexual misconduct and were prompted to recall these experiences with the following instructions:

- **Sexual harassment by fellow students** — You reported that you experienced behaviors directed at you by a fellow student such as making offensive sexist remarks to you, treating you differently because of your sex, putting you down because of your sex, or repeatedly telling you sexist jokes or stories. We would like to know if you told anyone about the incident(s) before your participation with this questionnaire.
- **Sexual harassment by faculty/staff** — You reported that you experienced behaviors directed at you by a faculty member, instructor, teaching assistant, practicum/clinic/field instructor, or staff member such as making offensive sexist remarks to you, telling sexual jokes or stories, treating you differently because of your sex or gender identity, or putting you down because of your sex. We would like to know if you told anyone about the incident(s) before your participation with this questionnaire.
- **Stalking** — You reported that you experienced some behaviors in which someone spread gossip or rumors about you, sent you unwanted text, voice, email or social media messages, made unwanted phone calls, or showed up places when you didn't want them there. We would like to know if you told anyone about the incident(s) before your participation with this questionnaire.
- **Dating violence** — You reported that you experienced some behaviors in which a partner pushed, grabbed or shook you, threatened to hurt you, or made you feel fearful even if they didn't lay a hand on you. We would like to know if you told anyone about the incident(s) before your participation with this questionnaire.
- **Sexual violence victimization** — You reported that you experienced some behaviors in which someone fondled, kissed, or rubbed up against the private areas of your body, or tried or did have oral, anal, or vaginal sex with you without your consent. We would like to know if you told anyone about the incident(s) before your participation with this questionnaire.

¹¹While we understand that the distress experienced from an incident of sexual misconduct is subjective, we had to rank order the types of sexual misconduct and only ask follow-up questions about one type due to the need to keep the survey length to approximately 15 minutes.

For students who experienced any type of sexual misconduct, 39% chose to disclose this experience to someone (Table 15), but only 91 students (unweighted data) told a UI reporting office or mandatory reporter (Office of the Dean of Students, Office of the Sexual Misconduct Response Coordinator, campus police department, residence hall advisor).

Students who experienced stalking, dating violence, and sexual violence had higher reporting rates which may be a reflection of experiencing greater distress from these experiences than from sexual harassment. Students who told were then asked to describe whom they disclosed to and these types were categorized into formal supports (an office, department, or agency that provides services to address sexual misconduct) and informal supports (friend, roommate, family member). As seen in Table 16, students were overwhelmingly more likely to disclose to an informal support than a formal one (94%), and the person most frequently disclosed to was a close friend (74%) (Table 17). Students who experienced student sexual harassment were least likely to make a formal report.

Table 15: Disclosure of Victimization by Type of Victimization

For respondents who reported a victimization:	Student harassment	Faculty/Staff harassment	Stalking	Dating violence	Sexual violence	Total
Told anyone about the victimization	27.9%	22.4%	46.9%	39.8%	46.3%	38.6%

Table 16: Type of Support Disclosed to by Type of Victimization

For those who did tell, type of person they disclosed to:	Student harassment	Faculty/Staff harassment	Stalking	Dating violence	Sexual violence	Total
Told a formal support	8.9%	19.9%	19.1%	20.5%	20.4%	18.5%
Told an informal support	95.6%	86.8%	94.7%	87.1%	96.3%	94.0%

Table 17: Person Disclosed to by Type of Victimization

	Student harassment	Faculty/Staff harassment	Stalking	Dating violence	Sexual violence	Total
Close friend other than roommate	68.4%	67.0%	73.6%	65.9%	79.4%	73.9%
Roommate	47.9%	32.1%	53.8%	39.3%	47.7%	47.3%
Romantic Partner	35.5%	34.4%	29.2%	10.9%	20.0%	25.3%
Parent or guardian	18.0%	21.1%	28.2%	29.1%	12.2%	19.9%
Other family member	4.7%	5.5%	10.7%	10.8%	10.4%	9.3%
Other	2.9%	9.2%	5.2%	3.7%	2.6%	4.1%
On-campus counselor therapist	0.6%	4.5%	1.4%	6.6%	6.2%	3.9%
Institution faculty or staff	2.1%	7.0%	3.2%	2.6%	2.6%	3.1%
Resident Advisor or Hall Coordinator	2.0%	0.4%	4.0%	2.1%	3.1%	2.9%
Off-campus counselor/therapist	0.4%	0.0%	2.3%	2.4%	4.9%	2.9%
Rape crisis advocate	0.0%	0.0%	0.0%	0.0%	5.2%	2.0%
Doctor/nurse	0.0%	0.8%	0.3%	1.3%	4.2%	2.0%
Local police	0.0%	0.0%	2.2%	5.8%	1.8%	1.9%
Office of the Sexual Misconduct Response Coordinator (OSMRC)	0.0%	0.5%	0.6%	2.9%	2.0%	1.3%
Religious leader	0.5%	0.0%	1.5%	0.5%	1.5%	1.2%
Office of the Dean of Students	0.5%	0.5%	0.4%	0.5%	1.8%	1.0%
Campus police department	0.5%	0.8%	0.6%	0.6%	1.2%	0.8%
Crisis hotline	0.0%	0.0%	0.0%	0.8%	0.6%	0.3%
Domestic violence advocate	0.0%	0.8%	0.0%	0.5%	0.7%	0.4%

When comparing male and female students' disclosure experiences by type of sexual misconduct reported, female students are more likely to disclose if they experienced dating violence or stalking (Table 18). Graduate students were more likely to report sexual harassment by faculty/staff than undergraduate students (Table 19).

Table 18: Disclosure of Sexual Misconduct Incident by Sex and Type of Victimization

Did you tell anyone about the incident before this questionnaire?	Male	Female	Total
Sexual violence victimization	41.1%	48.4%	46.4%
Dating violence	31.2%	46.5%	39.8%
Stalking	38.0%	54.9%	47.0%
Sexual harassment by faculty/staff	21.1%	23.7%	22.6%
Sexual harassment by student	23.2%	32.2%	27.9%

Table 19: Disclosure of Sexual Misconduct Incident by Undergraduate/Graduate and Type of Victimization

Did you tell anyone about the incident before this questionnaire?	Undergraduate	Graduate	Total
Sexual violence victimization	47.4%	39.2%	46.3%
Dating violence	38.5%	44.2%	39.8%
Stalking	48.1%	43.3%	47.0%
Sexual harassment by faculty/staff	18.2%	30.1%	22.4%
Sexual harassment by student	29.4%	22.3%	27.9%

When students do disclose, they are most likely to share what happened within 24 hours of the incident, and almost all students shared the experience with someone within a week, regardless of the type of sexual misconduct experienced (Table 20).

Table 20: When Disclosed by Type of Victimization

	Student harassment	Faculty/Staff harassment	Stalking	Dating violence	Sexual violence	Total
Within the first 24 hours	79.0%	64.9%	72.8%	63.1%	58.8%	66.4%
Within one week	16.4%	23.7%	18.6%	14.9%	18.1%	18.3%
Within one month	2.3%	6.0%	4.7%	6.5%	6.2%	5.3%
Within one year	0.8%	3.0%	2.6%	10.7%	11.5%	6.6%
More than a year	1.4%	2.4%	1.3%	4.7%	5.4%	3.3%

For students who chose not to disclose, they were asked to indicate the reasons they chose not to disclose. Students could select more than one reason (Table 21). The most frequently endorsed reason for not disclosing across all types of sexual misconduct experienced was students thinking the incident was not serious enough to talk about (51%). Students who experienced stalking, dating violence, or sexual violence were more likely to report that they felt the incident was a private matter that they wished to deal with on their own, compared to students who experienced some type of sexual harassment. Students who experienced sexual violence also shared reasons of wanting to forget it happened or feeling ashamed and embarrassed.

Table 21: Reason They Did Not Disclose by Type of Victimization

Reason respondent did not disclose victimization:	Student harassment	Faculty/Staff harassment	Stalking	Dating violence	Sexual violence	Total
I did not think what happened was serious enough to talk about	53.6%	48.8%	45.2%	44.7%	55.6%	50.7%
It is a private matter; I wanted to deal with it on my own	34.4%	17.6%	59.4%	70.4%	60.6%	46.5%
I had other things I needed to focus on	19.9%	18.9%	22.3%	21.5%	34.4%	24.5%
I did not think others would think it was serious	20.0%	15.6%	17.4%	23.0%	29.5%	21.5%
I wanted to forget it happened	6.7%	6.7%	14.5%	18.2%	35.9%	17.7%
I did not think others would think it was important	15.0%	16.6%	13.3%	13.3%	20.7%	16.5%
I did not want others to worry about me	5.8%	5.7%	11.6%	17.9%	28.0%	14.4%
I was ashamed or embarrassed	3.2%	2.4%	11.5%	15.5%	31.3%	13.9%
I did not want the person who did it to get in trouble	8.1%	9.6%	9.1%	15.3%	15.8%	11.4%
I thought nothing would be done	7.0%	8.8%	8.9%	10.1%	15.7%	10.6%
I did not think others would understand	4.0%	4.6%	5.6%	15.6%	15.6%	8.7%
I thought I would be blamed for what happened	0.7%	1.4%	4.3%	6.3%	19.2%	7.4%
I was concerned others would find out	1.5%	0.7%	6.4%	6.2%	13.7%	6.3%
I was afraid of not being believed	1.0%	2.8%	5.7%	5.0%	10.7%	5.5%
I feared the person who did it would try to get back at me	0.6%	3.8%	6.4%	3.7%	8.0%	4.9%
I did not think the school would do anything about my report	2.8%	6.4%	3.0%	3.3%	6.9%	4.9%
I did not know the reporting procedure on campus	2.1%	3.3%	2.7%	1.5%	10.0%	4.7%
I thought people would try to tell me what to do	1.9%	2.1%	1.8%	8.4%	9.1%	4.5%
I felt it would negatively impact my future career	1.2%	5.8%	2.4%	1.7%	7.1%	4.2%
I did not feel the campus leadership would solve my problems	2.8%	3.6%	3.6%	2.6%	6.6%	4.2%
I feared others would harass me or react negatively toward me	2.2%	2.0%	2.8%	1.1%	8.1%	3.9%
It would feel like an admission of failure	0.5%	0.8%	0.9%	5.4%	7.5%	3.1%
I feared I or another would be punished for infractions	0.1%	0.2%	0.2%	0.4%	6.0%	1.9%

Consent, Bystander Information, Peer Norms, and Peer Support of Sexual Misconduct Beliefs

Four modules were randomly presented to approximately 25% of survey respondents: consent, bystander intervention, peer norms regarding sex, dating violence, and sexual violence, and anticipated responses from peers to a disclosure of sexual misconduct.

Consent

An adapted version of the Sexual Consent Attitudes Scale (Humphreys & Brousseau, 2010; Humphreys & Herold, 2007) was used to assess students' beliefs, attitudes, and behaviors concerning how sexual consent should be negotiated between sexual partners.

Students responding to these questions, overall, seemed to indicate an understanding of affirmative consent (94% of students agreed or strongly agreed that consent must be given at each step in a sexual encounter) but there were some differences between male and females on some items (Table 22). Male students did not express the same level of agreement compared to female students with regards to whether consent for sex one time is consent for sex in the future, mixed signals can sometimes mean consent, and being invited over to someone's place implies consent.

Table 22: Understanding of Consent by Sex (Weighted N=6554)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Consent must be given at each step in a sexual encounter.</i>					
Male	1.2%	1.9%	4.3%	21.4%	71.2%
Female	0.6%	1.2%	2.2%	15.9%	80.1%
<i>If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue.</i>					
Male	2.4%	0.6%	2.2%	12.7%	82.0%
Female	2.3%	0.4%	1.3%	8.8%	87.1%
<i>If a person doesn't physically resist sex, they have given consent.</i>					
Male	66.8%	22.3%	7.1%	1.8%	2.0%
Female	77.8%	16.3%	3.6%	1.1%	1.2%
<i>Consent for sex one time is consent for future sex.</i>					
Male	79.4%	15.1%	2.8%	1.1%	1.5%
Female	87.0%	9.2%	0.6%	1.4%	1.7%
<i>If you and your sexual partner are both drunk, you don't have to worry about consent.</i>					
Male	67.6%	23.2%	6.4%	1.7%	1.1%
Female	80.3%	15.4%	2.9%	0.8%	0.6%
<i>Mixed signals can sometimes mean consent.</i>					
Male	64.3%	23.2%	10.6%	1.1%	0.8%
Female	79.2%	15.5%	3.0%	1.6%	0.7%
<i>If someone invites you to their place, they are giving consent for sex.</i>					
Male	74.2%	19.7%	4.8%	0.2%	1.0%
Female	88.1%	9.6%	1.2%	0.7%	0.5%

Bystander Intervention

Bystander intervention was measured using the Bystander Attitudes Scale (Banyard, Plante, & Moynihan, 2005) which assesses the frequency of specific behaviors (from *never* to *always*) students have exercised in situations where a friend or stranger may have been at risk for experiencing sexual misconduct. If a student did not have the opportunity to engage in each behavior, they were instructed to mark the item as not applicable.

Students' responses to these items vary across the frequencies of engaging in these behaviors (Table 23). For all of the behaviors, less than half the students said they engaged in them most of the time or always. Male students were less likely to say they spoke up against sexist jokes or asked someone who was upset at a party if they were okay compared to female students. Students overall were less likely to take action around sexist jokes or street harassment compared to looking after someone who had too much to drink.

Table 23: Bystander Intervention by Sex (Weighted N=6478)

	Never	Rarely	Sometimes	Most of the time	Always
Assisting Someone at Risk of Sexual Misconduct					
<i>Walked a friend who has had too much to drink home from a party, bar, or other social event.</i>					
Male	8.8%	16.3%	33.5%	17.3%	24.1%
Female	4.7%	12.7%	32.6%	23.0%	27.0%
<i>Talked to the friends of a drunk person to make sure they don't leave him/her behind at a party, bar, or other social event.</i>					
Male	14.5%	16.1%	26.9%	22.6%	19.9%
Female	7.0%	8.7%	30.2%	25.1%	29.0%
<i>Ask someone who looks very upset at a party if they are okay or need help.</i>					
Male	18.8%	13.2%	29.1%	22.7%	16.2%
Female	7.4%	9.8%	26.4%	25.9%	30.5%
Taking Action Against Someone Engaging in Sexual Misconduct					
<i>Tried to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual.</i>					
Male	31.0%	15.8%	19.4%	17.6%	16.2%
Female	21.1%	15.1%	24.0%	16.1%	23.7%
<i>Intervened with a friend who was being physically abusive to another person.</i>					
Male	36.7%	10.7%	16.2%	10.0%	26.3%
Female	26.8%	12.8%	15.9%	15.8%	28.7%
<i>Intervened with a friend who was being verbally abusive to another person.</i>					
Male	27.1%	11.6%	24.7%	19.2%	17.5%
Female	18.0%	13.5%	22.1%	21.9%	24.5%
<i>Intervened when a friend was trying to get someone to drink a lot of alcohol and do something sexual.</i>					
Male	35.1%	12.5%	15.1%	14.0%	23.4%
Female	24.3%	9.7%	12.3%	19.5%	34.3%
<i>Intervened when a friend was engaging in controlling behaviors (reading text messages, not allowing them to go out, controlling what they wear, etc.) with a person they were dating.</i>					
Male	36.6%	18.4%	18.5%	13.1%	13.5%
Female	20.1%	18.8%	25.5%	16.1%	19.5%
<i>Spoke up against sexist jokes.</i>					
Male	24.0%	26.3%	28.6%	13.6%	7.5%
Female	9.9%	22.0%	33.3%	22.0%	12.8%
<i>Intervened when someone was street harassing/catcalling another person.</i>					
Male	36.1%	19.7%	20.0%	13.3%	10.9%
Female	32.1%	25.9%	18.9%	9.2%	13.9%

Peer Norms Regarding Sex, Dating Violence, and Sexual Violence

Peer norms included two categories: peer social support, which measured students' perceptions of peer norms regarding sex, dating violence, and sexual violence, and; informational peer support which examined the guidance and advice respondents receive from peers that might influence them to sexually, physically, or psychologically assault their dating partners (DeKeseredy & Kelly, 1995).

The majority of students said their peers would not approve of behaviors using physical force to get someone to have sex with them, trying to incapacitate someone with alcohol or drugs to have sex with them, or verbally or physically abusing someone in a dating relationship (Table 24). Students expressed a broader range of beliefs about the extent to which their peers would approve of having multiple sexual partners or telling stories about sexual experiences.

Table 24: Peer Social Support Regarding Peer Norms About Sex, Dating Violence, and Sexual Violence by Sex (Weighted N = 6695)

To what extent would your friends approve of:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Having many sexual partners.</i>					
Male	14.6%	18.0%	34.8%	26.6%	6.0%
Female	17.3%	22.3%	34.3%	21.2%	4.9%
<i>Telling stories about sexual experiences.</i>					
Male	12.5%	15.9%	29.0%	34.7%	7.8%
Female	8.0%	12.3%	29.6%	37.2%	12.9%
<i>Getting someone drunk or high to have sex with them.</i>					
Male	70.9%	19.2%	7.1%	2.3%	0.4%
Female	81.4%	13.1%	4.1%	1.5%	0.0%
<i>Lying to someone in order to have sex with them.</i>					
Male	63.5%	24.7%	8.5%	3.1%	0.2%
Female	83.3%	14.0%	2.4%	0.3%	0.0%
<i>Forcing someone to have sex.</i>					
Male	90.9%	6.3%	2.6%	0.0%	0.2%
Female	95.2%	3.7%	0.7%	0.3%	0.0%
<i>Using physical force, such as hitting or beating, to resolve conflicts with dates.</i>					
Male	92.3%	5.3%	2.2%	0.0%	0.2%
Female	95.7%	3.7%	0.5%	0.1%	0.0%
<i>Insulting or swearing at dates.</i>					
Male	74.4%	20.6%	4.4%	0.2%	0.4%
Female	80.0%	16.6%	3.1%	0.2%	0.0%

Few students endorsed receiving guidance and advice from their peers that might influence them to engage in abusive behaviors towards a dating partner (Table 25).

Table 25: Informational Peer Support by Sex (Weighted N = 6703)

My friends tell me that:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>It is alright for someone to hit a date in certain situations.</i>					
Male	88.4%	6.2%	3.8%	1.6%	0.0%
Female	89.2%	6.5%	2.4%	1.7%	0.2%
<i>Someone you are dating should have sex with you when you want.</i>					
Male	72.8%	17.3%	8.5%	1.1%	0.3%
Female	69.3%	14.9%	7.7%	5.7%	2.4%
<i>When you spend money on a date, the person should have sex with you in return.</i>					
Male	80.6%	15.6%	2.8%	1.1%	0.0%
Female	88.3%	9.2%	1.5%	0.8%	0.1%
<i>You should respond to a date's challenges to your authority by insulting them or putting them down.</i>					
Male	87.2%	10.9%	1.9%	0.0%	0.0%
Female	88.6%	8.6%	2.0%	0.6%	0.1%
<i>It is alright to physically force a person to have sex under certain conditions.</i>					
Male	93.2%	4.4%	2.2%	0.2%	0.0%
Female	95.8%	3.3%	0.5%	0.4%	0.1%

Anticipated Responses from Peers to a Disclosure of Sexual Misconduct

Perceptions of peer responses to a disclosure of sexual misconduct were adapted from the 10-item short form of the Social Reactions Questionnaire (Ullman, Relyea, & Sigurvinsdottir, 2015) to assess students' anticipated responses from peers *if they had experienced* sexual misconduct. The general anticipated responses from peers includes items from the Rutgers Campus Climate Survey (Rutgers University, 2014) to assess general anticipated responses from peers if a student made a formal report to the UI.

Few students thought their peers would think they were irresponsible or they would be treated differently or avoided by their peers if they experienced sexual misconduct, but students were less certain they would receive help discussing their options or receive information about how to cope with what happened from peers (Table 26).

Table 26: Perceptions of Peer Responses to a Sexual Misconduct Disclosure by Sex (Weighted N=6426)

In the future, if you experienced sexual harassment, dating violence, stalking, or sexual violence and you told your friends/peers, how do you think they would respond?	Never	Rarely	Sometimes	Frequently	Always
<i>Tell you that you were irresponsible or not cautious enough.</i>					
Male	60.1%	24.2%	13.2%	1.5%	0.9%
Female	64.2%	21.4%	10.6%	2.5%	1.3%
<i>Reassure you that you are a good person.</i>					
Male	9.8%	4.9%	12.1%	34.8%	38.4%
Female	3.5%	1.5%	10.3%	32.5%	52.3%
<i>Treat you differently in some way than before you told them that made you uncomfortable.</i>					
Male	48.0%	25.8%	21.1%	3.1%	2.1%
Female	52.4%	25.3%	17.0%	4.2%	1.2%
<i>Comfort you by telling you it would be all right or by holding you.</i>					
Male	15.8%	8.5%	25.9%	26.9%	22.9%
Female	5.9%	4.0%	16.6%	32.1%	41.4%
<i>Tell you that you could have done more to prevent this experience from occurring.</i>					
Male	49.2%	24.2%	18.2%	6.5%	2.0%
Female	58.4%	23.5%	11.9%	4.3%	1.9%
<i>Provide information and discussed options.</i>					
Male	14.3%	8.7%	26.4%	28.3%	22.3%
Female	8.3%	10.4%	24.4%	29.9%	27.0%
<i>Avoid talking to you or spending time with you.</i>					
Male	66.8%	21.6%	8.9%	1.8%	0.9%
Female	74.3%	18.0%	5.8%	1.4%	0.4%
<i>Treat you as if you were a child or somehow incompetent.</i>					
Male	70.9%	18.3%	9.1%	1.1%	0.5%
Female	76.0%	14.6%	7.4%	1.6%	0.5%
<i>Help you get information of any kind about coping with the experience.</i>					
Male	13.9%	9.5%	23.7%	27.4%	25.4%
Female	10.3%	7.5%	20.1%	31.6%	30.5%
<i>Make you feel like you didn't know how to take care of yourself.</i>					
Male	68.0%	18.2%	10.2%	3.0%	0.5%
Female	71.5%	17.4%	7.9%	2.4%	0.8%

With regards to students' perceptions of how their peers would react to a student who makes a formal report to the UI, similar to students' perceptions of how the university would respond to sexual misconduct, most students did not think their fellow students would label the reporting student as a troublemaker or would have a hard time supporting the student (Table 27). Some students did express concern, however, that the person accused of the sexual misconduct or their friends might try to get back at the reporting party.

Table 27: Perceptions of the University of Iowa Response to a Sexual Misconduct Disclosure by Sex (Weighted N=6426)

If someone were to report a case of sexual misconduct to the University of Iowa:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Students would label the person making the report a troublemaker.</i>					
Male	48.4%	32.1%	11.2%	6.0%	2.3%
Female	39.8%	34.4%	16.9%	8.2%	0.7%
<i>Students would have a hard time supporting the person who made the report.</i>					
Male	43.7%	35.1%	14.2%	4.7%	2.4%
Female	34.0%	38.5%	17.9%	8.6%	1.0%
<i>The alleged offender(s) or their friends would try to get back at the person making the report.</i>					
Male	27.8%	22.2%	31.6%	14.0%	4.4%
Female	18.6%	20.2%	35.9%	21.2%	4.1%

Limitations and Next Steps for Future Survey Administration

Efforts to improve the response rate of the 2017 *Speak Out Iowa* survey, through reducing the length of the survey and enhanced marketing strategies and incentives, proved successful, allowing us to have increased confidence in the UI students' reported rates of sexual misconduct. The increased sample size also allowed us to examine these rates by race/ethnicity and sexual orientation to further identify at-risk groups on campus.

Even with the improved response rate, the results of the survey need to be interpreted within the context of several limitations. First, although the 2017 response rate is comfortably within the range of most campus surveys on sexual misconduct, there is likely still some level of bias present regarding differences between students who completed the survey and those who did not. We do know that students who responded differed on several demographic characteristics from students (sex at birth, international student status, year in school, and race) than who did not respond. More specifically, men, international students, and professional students remain underrepresented in the survey population.

It is also possible that students who participated in the survey differed in their reported experiences of sexual misconduct than students who did not participate. While analyses conducted as part of the AAU Campus Climate Survey Report suggest that those affected by sexual misconduct may have been more likely to respond to campus climate surveys (Cantor et al., 2015), other researchers have challenged this conclusion (Freyd, 2015).

Finally, despite the fact that the instruments used to measure sexual misconduct are well-established, validated, and in some instances considered "gold standard" measures, there are always limitations to measures requiring self-report. For example, post-traumatic memory or recollection may have resulted in some respondents under-reporting sexual misconduct experiences. Another limitation is that the survey collected data at one point in time (cross-sectional) and asked students to think about their experiences of sexual misconduct since enrolling at the University of Iowa. It is possible that students could have misremembered the timing of an event and could have reported events that happened prior to enrolling.

Next Steps

The purpose of the *Speak Out Iowa* survey was to collect valid campus-level data on students' reported experiences of sexual misconduct, their perceptions of the institution's response to sexual misconduct, and their knowledge about prevention and intervention resources to address sexual misconduct. Such campus-level data better equips the UI to respond to sexual misconduct because the data explicitly describes the behaviors and unique contexts of our campus (U.S. Department of Justice, 2016b). More specifically, the survey results are being used, along with other campus data, to inform and update the UI Anti-Violence Plan for Sexual Misconduct, Dating Violence, and Stalking, which accompanies this report of the survey findings.

The process of conducting the *Speak Out Iowa* survey engaged the entire campus community and produced important conversations about our efforts to address sexual misconduct on our campus. Conducting the *Speak Out Iowa* survey has been a collaborative process which began in 2015 with enlisting input from campus stakeholders (See Appendix B in Anti-Violence Plan for list of stakeholders) and student leaders on the selection and modification of the survey instrument and the recruitment and marketing strategies used to engage student participants and ending with campus stakeholders and student leaders again engaged in helping to interpret the results, identify the key findings, and inform and implement the 2017 UI Anti-Violence Plan.

The UI rates of sexual misconduct are consistent with the findings from sexual misconduct surveys at other institutions. This indicates that the UI is not immune to the problem of sexual misconduct that is plaguing campuses across the country.

Moving forward, the Sexual Misconduct Climate Survey Subcommittee will prepare a detailed sustainability plan recommending future steps in for our ongoing assessment of sexual misconduct on our campus. Some future recommendations for our campus stakeholders and student leaders to consider include:

1. Increasing our understanding of the circumstances surrounding the sexual misconduct experiences for populations with higher rates of victimization, possibly using other research methodologies such as qualitative interviews or focus groups. For example:
 - a. What factors might explain the increase in all types of sexual violence victimization from the first to second year for undergraduate students?
 - b. For students who identify as sexual minorities, in particular bisexual women, bisexual men, and gay men, who are the perpetrators of sexual misconduct against these students and what are the spaces and places in which these behaviors occur?
2. Conducting a more in-depth examination of specific types of sexual misconduct, such as stalking or sexual exploitation, using electronic means.
3. Identifying the barriers to reporting sexual misconduct to formal resources (offices, departments, or agencies that serve as UI reporting offices or provide services to address sexual misconduct).
4. Partnering with the Chief Diversity Office, Title IX coordinator, Office of the Provost, and Central HR to expand assessment of sexual misconduct by surveying the entire campus community (faculty, staff, and affiliates).
5. Examining other experiences that can affect a student's ability to access education, such as other types of violence experienced on campus (aggravated assault, robbery, burglary, etc.), histories of abuse or trauma experienced prior to entering the UI, and economic or food insecurity.
6. Assessing the campus-related effects of experiencing sexual misconduct:
 - a. Being unable to attend night classes because of fear of campus at night
 - b. Fears of using public transportation
 - c. Having to change housing, switch majors, drop or change classes, or take online courses to avoid contact with the person who committed the behavior

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Appendix A

Members of the Sexual Misconduct Climate Survey Subcommittee of the UI Anti-Violence Coalition

Carolyn Copps Hartley, PhD, associate professor, School of Social Work, Chair

Karen Heimer, PhD, professor, Sociology and Gender, Women's, and Sexuality Studies

Elizabeth Momany, PhD, assistant director and associate research scientist, Health Policy Research Program, University of Iowa Public Policy Center

Christina Shutters, clinical assistant professor of Obstetrics and Gynecology

Teri Schnelle, MA, associate director for assessment and strategic initiatives, Office of the Vice President for Student Life

Bret Gothe, MFA, director of strategic communications and external relations, Office of the Vice President for Student Life

Meghan Quigley, MA, coordinator for interpersonal violence prevention assessment, Office of the Vice President for Student Life

Alex C. Lange, M.Ed., PhD student in the College of Education – Higher Education and Student Affairs

Hira Mustafa, undergraduate student in the Tippie College of Business

Statistical consultation was provided by:

Knute Carter, PhD, clinical assistant professor, Biostatistics, College of Public Health

Caitlin Ward, graduate student, Biostatistics, College of Public Health

CHARGE:

Sexual Misconduct Climate Survey Subcommittee of the Anti-Violence Coalition, Revised for Fall, 2017 *Speak Out Iowa* Survey Administration

Sponsorship — This survey is a project of the University of Iowa Anti-Violence Coalition, in support of the coalition's efforts and in response to a request from university administration, represented by the Vice President for Student Life.

Background — The University of Iowa has in place a comprehensive plan to combat sexual misconduct, dating violence, and stalking. In order to monitor progress under the plan and to inform revisions to the plan, this project will implement a process for collecting information from students about (1) their experiences with sexual misconduct, dating violence, and stalking and (2) their knowledge about relevant resources available to them.

Charge — The subcommittee will:

1. Modify the *Speak Out Iowa* survey per lessons learned from the Fall 2015 administration of the survey with particular attention to improving the overall response rate and participation of underrepresented groups.
2. Revise the plan to market and administer the survey in a way that has the best chance of resulting in a sample of respondents who are representative of the University of Iowa student body.
3. If needed, revise the plan for analyzing the responses and disseminating the results.
4. Direct the administration of the survey.
5. Produce a report of the survey results, including a comparison to previous survey results.
6. Evaluate the process used in this second administration and recommend a process and schedule for ongoing administrations of the survey.

Scope — The scope of the project:

- The population of interest for *Speak Out Iowa* survey is all degree-seeking students enrolled at the University of Iowa at the time of administration, including undergraduate, graduate, and professional students.
- The survey will address the domains of sexual harassment, stalking, dating violence, and sexual violence victimization.

Resources — The following resources will be available to assist the group in completing this project:

- Staff/committee member from the VP for Student Life to provide technical assistance, logistical support, and assistance with implementation and report writing.
- Staff/committee member from the VP for Student Life to provide assistance with design and implementation of marketing materials for the survey.
- Funding for marketing and providing incentives for students to complete the survey.

Membership — The work group shall include:

- Carolyn Hartley, associate professor, Social Work, Chair
- Karen Heimer, professor, Sociology
- Elizabeth Momany, associate research scientist, Public Policy Center
- Teri Schnelle, associate director for assessment and strategic initiatives, VP for Student Life
- Bret Gothe, director of strategic communications and external relations, VP for Student Life
- Alex Lange, PhD student in the College of Education – Higher Education and Student Affairs
- Hira Mustafa, undergraduate student in the Tippie College of Business

Deliverables —The work group is responsible for delivering each of the following products:

1. Survey instrument revised to address lessons learned from the 2015 administration of the *Speak Out Iowa* survey (August 1, 2017).
2. Plan for administering the survey (August 1, 2017).
3. Revised marketing and incentive plan designed to encourage survey participation (August 1, 2017).
4. Data cleaning and analysis (February 1, 2018).
5. Final survey report with comparisons to the 2015 administration (March 1, 2018).
6. Assessment of the process used for the project and recommendations for future administrations of the survey (June 1, 2018).

Roles — The subcommittee will receive substantial staff support. In general, the subcommittee members will provide direction, and the staff members will complete the tasks necessary to complete the project.

Subcommittee Chair

- Lead subcommittee meetings to provide appropriate direction to staff members.
- Monitor and maintain project schedule
- Facilitate communications with:
 - Anti-Violence Coalition membership
 - Administration (President, Chief Diversity Office, VP for Student Life)
 - VP for Student Life staff
- With the VP for Student Life, represent the subcommittee before internal audiences (e.g., President’s cabinet, shared governance bodies)
- Modify the *Speak Out Iowa* survey per recommended committee changes to improve response rate
- Prepare and submit the IRB application
- Modify the Qualtrics survey programming per survey revisions
- Oversee administration of the survey
- Clean and analyze survey data
- Prepare the final report

Faculty/P&S Staff/Student Member

- Attend meetings and respond promptly to emails regarding the project.
- Provide input for each of the elements in the “Charge” section of this document.

Technical Assistance Members

- Schedule meetings
- Take and distribute meeting notes
- Reserve rooms
- Conduct focus groups/consultation meetings with stakeholder groups to inform the marketing and incentive plan to increase response rate
- Assist with the IRB application for project
- Assist with modifying and testing the web-based version of survey
- Assist with drafting and revising the final report(s) based on direction provided by the subcommittee

Marketing Member

- Implement a marketing plan to maximize survey participation
- Solicit incentives to be used to engage study participants
- Manage the marketing plan role out and incentive distribution
- Manage the *Speak Out Iowa* website
- Assist with the report formatting and dissemination of final report

Administration

- Identify resources to complete the subcommittee’s work
- Respond to press and other public inquiries

Appendix B

SEXUAL HARASSMENT BY FACULTY/STAFF

Since you enrolled at the University of Iowa, have you been in a situation in which a faculty member, instructor, teaching assistant, practicum/clinic/field instructor, or staff member has done any of the following:	Never	Once or Twice	Sometimes	Often	Many Times
1. Treated you “differently” because of your sex?					
1a. Treated you “differently” because of your perceived gender identity?					
2. Displayed, used, or distributed sexist or suggestive materials?					
3. Made offensive sexist remarks?					
4. Put you down or was condescending to you because of your sex?					
5. Repeatedly told sexual stories or jokes that were offensive to you?					
6. Made unwelcome attempts to draw you into a discussion of sexual matters?					
7. Made offensive remarks about your appearance, body, or sexual activities?					
8. Made gestures or used body language of a sexual nature which embarrassed or offended you?					
9. Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?					
10. Continued to ask you for dates, drinks, dinner, etc., even though you said “No”?					
11. Touched you in a way that made you feel uncomfortable?					
12. Made unwanted attempts to stroke, fondle, or kiss you?					
13. Made you feel like you were being bribed with a reward to engage in sexual behavior?					
14. Made you feel threatened with some sort of retaliation for not being sexually cooperative?					
15. Treated you badly for refusing to have sex?					
16. Implied better treatment if you were sexually cooperative?					

Item 1a was added based on the recommendation of UI campus stakeholders.

Appendix C

SEXUAL HARASSMENT BY STUDENTS

Since you enrolled at the University of Iowa, have you been in a situation in which a student has done any of the following:	Never (0)	Once or Twice (1)	Sometimes (2)	Often (3)	Many Times (4)
1. Treated you “differently” because of your sex?					
1a. Treated you “differently” because of your perceived gender identity?					
2. Displayed, used, or distributed sexist or suggestive materials?					
3. Made offensive sexist remarks?					
4. Put you down or was condescending to you because of your sex?					
5. Repeatedly told sexual stories or jokes that were offensive to you?					
6. Made unwelcome attempts to draw you into a discussion of sexual matters?					
7. Made offensive remarks about your appearance, body, or sexual activities?					
8. Made gestures or used body language of a sexual nature which embarrassed or offended you?					
9. Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?					
10. Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook or other electronic means?					
11. Spread unwelcome sexual rumors about you by text, email, Facebook or other electronic means?					
12. Called you gay, lesbian, or trans in a negative way by text, email, Facebook or other electronic means?					

Item 1a was added based on the recommendation of UI campus stakeholders.

Appendix D

STALKING VICTIMIZATION

How many times have one or more people done the following things to you since you enrolled at the University of Iowa.	None	1-2	3-5	6-8	More than 8
1. Watched or followed you from a distance, or spied on you with a listening device, camera, or GPS [global positioning system]?					
2. Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there?					
3. Left strange or potentially threatening items for you to find?					
4. Sneaked into your home or car and did things to scare you by letting you know they had been there?					
5. Left you unwanted messages (including text or voice messages)?					
6. Made unwanted phone calls to you (including hang up calls)?					
7. Sent you unwanted emails, instant messages, or sent messages through social media apps?					
8. Left you cards, letters, flowers, or presents when they knew you didn't want them to?					

Appendix E

DATING VIOLENCE VICTIMIZATION

Answer the next questions about any hook-up, boyfriend, girlfriend, husband, or wife you have had, including exes, regardless of the length of the relationship, since you enrolled at the University of Iowa.

Never Once or Twice Sometimes Often Many Times

1. Not including horseplay or joking around, the person threatened to hurt me and I thought I might really get hurt.

2. Not including horseplay or joking around, the person pushed, grabbed, or shook me.

3. Not including horseplay or joking around, the person hit me.

4. Not including horseplay or joking around, the person beat me up.

5. Not including horseplay or joking around, the person stole or destroyed my property

6. Not including horseplay or joking around, the person can scare me without laying a hand on me.

Appendix F

SEXUAL VIOLENCE VICTIMIZATION

The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we did not ask your name or other identifying information.

Your information is completely anonymous. We hope that this helps you to feel comfortable answering each question honestly. Fill in the bubble showing the number of times each experience has happened to you. If several experiences occurred on the same occasion, for example, someone took advantage of you when you were too drunk or out of it to stop what was happening and threatened to physically harm you, you should indicate all experiences.

We want to know about your experiences since you enrolled at the University of Iowa. These experiences could occur on or off campus, when school is in session or when you are on a break.

1. Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration) by:	0 times	1 time	2 times	3+ times
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Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.

Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.

Taking advantage of me when I was too drunk or out of it to stop what was happening.

Threatening to physically harm me or someone close to me.

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

2. Someone had oral sex with me or made me have oral sex with them without my consent by	0 times	1 time	2 times	3+ times
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Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.

Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.

Taking advantage of me when I was too drunk or out of it to stop what was happening.

Threatening to physically harm me or someone close to me.

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

3. Someone put their penis, fingers, or other objects into my vagina without my consent by:	0 times	1 time	2 times	3+ times
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.				
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.				
Taking advantage of me when I was too drunk or out of it to stop what was happening.				
Threatening to physically harm me or someone close to me.				
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

4. Someone put their penis, fingers, or other objects into my butt without my consent by:	0 times	1 time	2 times	3+ times
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.				
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.				
Taking advantage of me when I was too drunk or out of it to stop what was happening.				
Threatening to physically harm me or someone close to me.				
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

5. Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with me without my consent by:	0 times	1 time	2 times	3+ times
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.				
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.				
Taking advantage of me when I was too drunk or out of it to stop what was happening.				
Threatening to physically harm me or someone close to me.				
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				



THE UNIVERSITY OF IOWA®

University of Iowa Anti-Violence Plan

To end sexual misconduct, dating violence, and stalking

Trigger warning: *This document addresses the sensitive topic of sexual violence and may be difficult for some readers. If you or someone you know is in need of any resources or support for sexual harassment, dating violence, stalking, or sexual violence see the Find Help Now page at speakout.uiowa.edu/resources for a comprehensive list of resources.*

The University of Iowa Anti-Violence Plan for sexual misconduct, dating violence, and stalking Summer 2018 - Spring 2021

The University of Iowa has a committed team working to prevent sexual misconduct, dating violence, and stalking; provide support to survivors; and hold offenders accountable—and the [Six Point Plan to Combat Sexual Assault](#) and the first iteration of the [University of Iowa Anti-Violence Plan](#) have been completed.

It's on all of us to continue this important work, so the new three-year Anti-Violence Plan for sexual misconduct, dating violence, and stalking includes new action items, as well as four items carried over from the previous plan. It focuses on prevention and education, intervention, and policy, and it's influenced by key findings from the second iteration of the [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 \(AVC\)](#), survivors, and stakeholders.

Prevention and Education

Goal: Engage the campus community in ongoing prevention and education efforts to involve all students, faculty, and staff in creating a safe and respectful environment. This work is guided by the [UI Comprehensive Education Model](#).

1) Expand student prevention and education so every student develops the knowledge and skills to engage in healthy relationships, serve as active bystanders, respond effectively to disclosures, and report problems (1, 2, 3, 14, B, J, L) by:

- Updating the Education and Training Database to collect attendance data for individual student participants and to report on how attendance works towards meeting the university's [Gender-Based Violence Prevention Learning Outcomes](#)
- Identifying opportunities for expanding education in the second semester and second year through increasing collaboration with campus partners
- Collaborating with Residence Education to integrate gender-based violence prevention topics and strategies into the residential curriculum of undergraduate first-year students
- Exploring the creation of a career readiness workshop for students about sexual harassment prevention in the workplace
- Exploring the development of a for-credit course emphasizing primary prevention that targets first- and second-year students
- Expanding messaging campaigns across campus, coordinated through the [Campus Education Subcommittee](#)
- Reviewing the online programs used for educating incoming students and making a recommendation to continue with the current program or to switch to a new vendor
- Providing tools for parents to use in conversations with their students about healthy relationships, consent, and the use of alcohol

Numbers indicate key findings from the *Speak Out Iowa* survey (speakout.uiowa.edu). Letters indicate sources found on page 125.

2) Ensure campus prevention and education efforts meet the needs of racial and ethnic minority students, students with disabilities, international students, and LGBTQ communities on campus (5, 6, 7, A, C, D, I) by:

- Implementing mechanisms to collect student feedback on current prevention and education efforts and developing or modifying prevention curriculum based on student input and best practices
- Exploring modification of the Flip the Script curriculum to create a high-impact class for queer and gender non-binary students
- Partnering with the Chief Diversity Office, Faculty Senate, Staff Council, and the Office of the Provost to support programming aimed at fostering an inclusive and welcoming environment
- Expanding the Certified Peer Educator program to enhance culturally specific representation and content

3) Increase engagement of faculty and staff in creating a respectful and safe campus (2, E, J) by:

- Exploring opportunities to add sexual harassment prevention content in faculty and staff on-boarding process
- Exploring opportunities to assist supervisors in maintaining respectful environments by providing training on intervening quickly in response to sexist and crude comments in the workplace
- Collaborating with directors of graduate programs and professional school deans to cultivate a respectful and safe environment within their department or college (carried over from [2016 plan](#))
- Expanding the Iowa Grow education for supervisors of students to include how to address disclosures and communicate expectations for digital communication connected to the workplace (messaging apps, social media, etc.)
- Evaluating and piloting the use of new online prevention training for student employees in the Division of Student Life

4) Implement strategies to create protective environments and expand prevention messaging surrounding big events that are associated with alcohol consumption, including home football games and concerts (4, G)

5) Continue collaboration with campus and community alcohol harm reduction efforts (4, B) by:

- Offering late night programming and expanding opportunities to reach abstainers, low-risk drinkers, and high-risk drinkers
- Assessing late night programming data to ensure events are reaching at-risk populations, including LGBTQ students
- Continuing work with Fraternity & Sorority Life to decrease high-risk alcohol use, including sustaining the ban on hard alcohol at social events

6) Expand and coordinate programming focused on mobilizing and engaging male-identified students, staff, faculty, and community partners to work as allies with all genders to create cultures of respect, free from gender-based violence (8, A, B) by:

- Charging the Healthy Masculinities Task Force to:
 - Define a mission statement that targets observable outcomes geared at decreasing and ultimately ending gender-based violence
 - Host monthly discussion groups to shift social norms that define masculinity in order to promote authenticity and safety
 - Coordinate training opportunities on campus and in the community to engage men and boys in redefining masculinity and preventing gender-based violence, pending certificate approval by the Board of Regents
- Promoting authentic masculinities discussion groups in residence halls (facilitated by the Women's Resource and Action Center [WRAC] and University Counseling Service [UCS])
- Developing more facilitators for the Better Men. Better Hawkeyes. curriculum (facilitated by the UI Department of Public Safety [UIDPS])
- Promoting the Men's Anti-Violence Council (facilitated by WRAC)
- Expanding men and masculinities work to include fraternity student leadership and other potential areas such as intermural clubs

7) Explore additional methodologies for assessing the campus climate around sexual misconduct, dating violence, and stalking (H) by:

- Creating a research partnership with the SHIFT research project at Columbia University to ensure survivors' voices continue to inform priorities and strategies on the UI campus
- Working with the Chief Diversity Office, Central Human Resources, the Office of the Provost, Faculty Senate, and Staff Council to survey employees on sexual misconduct

8) Continue to advance institutional trustworthiness and transparency by developing, implementing, and evaluating programming for undergraduate students that includes explicit, active, discussion-based policy education about confidential resources, how to report, and the adjudication process (11)

Intervention

Goal: Develop, integrate, and evaluate inclusive, trauma-informed, person-centered interventions for all those impacted by sexual misconduct, dating violence, and stalking, in a fair and equitable manner.

1) Increase knowledge of how to get help and where to report (9, 10, 11, A, F, K) by:

- Developing, integrating, and evaluating training for students on responding to disclosures of sexual violence, mental health, and bias
- Implementing modules on responding to disclosures as part of new employee sexual harassment training
- Ensuring educational curriculum provides knowledge and information regarding campus and community resources available to the reporting party
- Increasing messaging to parents about policies, procedures, resources, and how to respond to a disclosure (carried over from [2016 plan](#))

Numbers indicate key findings from the *Speak Out Iowa* survey (speakout.uiowa.edu). Letters indicate sources found on page 125.

- Working with the Office of the Provost to develop suggested language for class syllabi on campus resources and accommodations

2) Expand collaboration to promote trauma-informed approaches (10, A) by:

- Exploring opportunities to incorporate trauma screening into clinical health practice, health promotion consultations, and the Health Risk Assessment through Student Health & Wellness
- Promoting the new proposed credit-bearing UI Trauma & Resiliency Certificate to students serving as peer leaders or advocates
- Creating non-credit-bearing professional development opportunities on trauma-informed response for staff and faculty members
- Promoting co-curricular partnerships between UI Trauma & Resiliency Certificate instructors and Anti-Violence Coalition member organizations to create high impact service-learning opportunities that prepare students to be experts in their disciplines and leaders in their fields
- Ensuring facilitators of the Collegiate Recovery Program are trained in trauma-informed care

3) Build capacity for RVAP to develop, implement, and evaluate a student peer advocacy program that fosters trauma recovery and healing (B)

4) Ensure campus intervention efforts meet the needs of racial and ethnic minority students, students with disabilities, international students, and LGBTQ communities on campus (5, 6, 7, A, J) by:

- Implementing mechanisms to collect student feedback on current campus intervention efforts
- Developing non-traditional support groups to reach racial/ethnic minority communities and LGBTQ communities on campus
- Collecting data from direct service providers and reporting offices on the race/ethnicity and sexual orientation of reporting parties to ensure we are reaching all populations
- Researching and evaluating community policing strategies and incorporating 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
- Expanding training for decision makers and judicial administrators on working with all student populations
- Exploring partnering with cultural centers' staff to develop and provide training on responding to disclosures
- Strengthening the visibility of culturally specific services (Monsoon Asians and Pacific Islanders in Solidarity, Nisaa African Family Services, and Transformative Healing) on campus

5) Work with the assessment coordinator in the Office of the Vice President for Student Life to develop learning outcomes for training for campus decision makers and judicial administrators (A)

6) Ensure campus intervention efforts meet the needs of male-identified students, faculty, and staff who have experienced sexual misconduct (1, 3) by:

- Developing and implementing training curricula for students, faculty, and staff to effectively respond to disclosures from and support male-identified survivors of sexual misconduct
- Providing trauma-informed support groups for male-identified survivors of sexual misconduct

Numbers indicate key findings from the *Speak Out Iowa* survey (speakout.uiowa.edu). Letters indicate sources found on page 125.

- 7) Explore additional methodologies for evaluating campus intervention efforts (H) by:
 - Developing a conceptual framework and research design to study the experiences of complainants and respondents involved in the sexual misconduct reporting and adjudication process

- 8) 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 (carried over from [2016 plan](#))

- 9) Engage with community partners to ensure coordinated responses by establishing a memorandum of understanding with local law enforcement agencies to complement the county guidelines for investigating sex crimes (carried over from [2016 plan](#))

Policy

Goal: Review and revise policies on a consistent basis to ensure they are clear, fair, and effective at holding offenders accountable and keeping the campus community safe.

- 1) Identify and utilize a variety of mechanisms to collect campus feedback to inform policy review and revision, including working with the Student Advisory Committee on Sexual Misconduct and others (J)

- 2) Develop and implement an informal resolution option for addressing reports of non-criminal sexual misconduct involving students that is evidence- and trauma-informed, used at the request of the reporting party, and adherent to appropriate standards for due process (M)
 - Explore student resolution options through a transformative justice framework

- 3) Review the process for informal resolutions under all UI community policies (L, M) to:
 - Promote a shared understanding as to the scope, purpose, and terminology
 - Ensure compliance with regulatory considerations (i.e., privacy, due process, etc.)
 - Align with best practice and evidence-based interventions
 - Ensure diligence about the timeline and updating both parties on progress of resolution

- 4) Evaluate UI community policies and Student Judicial Procedure to identify opportunities (B, E, F, J) for:
 - Clarifying, simplifying, and aligning language across policies for consistency
 - Aligning appeal processes and procedures
 - Reviewing the procedures for interim measures; educational/training requirements; post-investigation procedures, including sanctioning; the intersection of complementary policies (HR, work rules, departmental policies); and the utilization of joint investigations between the Office of Equal Opportunity and Diversity and Human Resources

- 5) Host K-12 education and community leaders from Iowa in discussions of sexual misconduct policies critical to prevention, intervention, and legislation

- 6) Develop success measures for assessing the effectiveness of policies and procedures (A)

Numbers indicate key findings from the *Speak Out Iowa* survey (speakout.uiowa.edu). Letters indicate sources found on page 125.

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Appendix A

Members of the Anti-Violence Plan Writing Committee

Subcommittee of the UI Anti-Violence Coalition

Anne Bassett, director of media relations, Office of Strategic Communication

Anjali Deshpande, PhD, MPH, director of Master of Public Health Program, clinical associate professor, College of Public Health

Monique DiCarlo, MSW, Title IX coordinator, Office of the Sexual Misconduct Response Coordinator

Deidre Freeman Huff, MA student in the College of Education - Higher Education and Student Affairs

Carolyn Hoemann, undergraduate student, member of the President's Student Advisory Committee on Sexual Misconduct

Teresa Kulper, director, HR Services, Department of Human Resources

Lyn Redington, PhD, assistant vice president, dean of students

Adam Robinson, M.Ed., director, Rape Victim Advocacy Program

Linda Stewart Kroon, MA, director, Women's Resource and Action Center

David Visin, associate director, Department of Public Safety

Steven Wehling, JD, compliance Coordinator, Office of Equal Opportunity and Diversity

Nancy Wyland, MFA, center coordinator, Environmental Health Sciences Research Center, College of Public Health

Appendix B

***Speak Out Iowa* survey and Anti-Violence Plan stakeholder group representation**

Representatives from the following groups were invited to participate in the planning process

Athletics	Office of the Sexual Misconduct Response Coordinator
Better Men. Better Hawkeyes.	Office of the Vice President for Student Life
Chief Diversity Office	Panhellenic Council
CLAS Administration	President's Student Advisory Committee on Sexual Misconduct
College of Public Health	Recreational Services
Dean of Students	Residence Education
Department of Public Safety	ROTC
Domestic Violence Intervention Program	RVAP
Equal Opportunity and Diversity	Sexual Assault Nurse Examiner Program
ESL Programs	Sexual Assault Response Team
Faculty Senate	Staff Council
Governmental Relations	Student Disability Services
Graduate and Professional Student Government	Student Financial Aid
Graduate College	Student Health and Wellness
Interfraternity Council	Threat Assessment Team
International Students and Scholars Services	Transformative Healing
Iowa City Police Department	UI Employee Assistance Program
Johnson County Attorney's Office	UI CERB Program
Monsoon Asians and Pacific Islanders in Solidarity	UI REACH Program
Multicultural Greek Council	University College
Multicultural Programs	University Counseling Services
Nisaa African Family Services	University Human Resources
Office of Strategic Communication	University of Iowa Student Government
Office of the President	Women's Resource and Action Center
Office of the Provost	Wractivists
Office of the Registrar	