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

The University of Iowa has a committed team working collaboratively to prevent sexual misconduct, dating violence, and stalking; provide support to survivors; and hold offenders accountable.

The UI strives to maintain a safe and respectful environment, which requires campus-wide support and continuous effort. Through collaborative efforts, including the Six Point Plan to Combat Sexual Assault, we have made measurable progress, but there is more work to be done.

The UI Anti-Violence Coalition (AVC), made up of campus stakeholders and community partners, worked together to identify additional action items focusing on prevention and education, intervention, and policy. This new two-year plan is influenced by results from the *Speak Out Iowa* campus climate survey (noted by numbers), evidence-informed efforts and practices (noted by letters), as well as input by members of the AVC and campus constituents.

It's on all of us to continue this important work.

Prevention and Education

Goal: To expand existing programs, create new education opportunities for the campus community, and use comprehensive evaluation to maximize the effectiveness of all programming. This work is guided by the [UI Comprehensive Education Model](#).

1) Implement a refresher course on sexual misconduct in the first semester for incoming undergraduate students as a follow-up to the required Success at Iowa course taken before coming to campus (2)

2) Develop a new module for orientation programs for incoming graduate and professional students to increase awareness of resources and reporting options, as well as prevention education (5, 12)(B, C)

3) Expand faculty/staff sexual harassment prevention education by:
   a. Including employees with appointments below 50% and undergraduate students in formal peer leadership roles (e.g., tutors) (5)(C)
   b. Including more primary prevention strategies, as well as explaining the importance of creating an environment where sexist and crude gender harassment is not used, even if it does not violate university policy (5)(C)

4) Explore options and models for partnering with feeder high schools given evidence that prevention is more likely to be effective with students, developmentally, before college (2)(C)

5) Continue to engage and share prevention resources and strategies with community partners to help prevent incidents of sexual misconduct off campus (3)(C)

6) Work with Fraternity and Sorority Life staff and student leaders to implement procedures that create protective environments (e.g., improving safety and monitoring at events and creating social incentives for behavior) (2)(C)

Numbers indicate key findings from the Speak Out Iowa survey (speakout.uiowa.edu). Letters indicate sources found on page 6.

7) Continue to develop and implement targeted education for and about specific populations identified at high risk (e.g., international students, LGBT community, etc.) (H)

8) Increase messaging to parents about policies, procedures, resources, and how to respond to a disclosure (D)

9) Develop and implement men's programming that promotes healthy masculinity across campus, specifically engaging groups where students who identify as men come together (C)

10) Raise awareness about dating violence and stalking, including where to get help and how to report victimization, (6,7)(B, H) by:
    • Implementing a communications campaign (11)
    • Making sure existing programs have resource information on stalking and dating violence readily accessible

11) Implement Enhanced Assess, Acknowledge, Act (EAAA) sexual assault resistance education program (1)(C), including content on:
    a. The role of alcohol (3)
    b. Verbal and physical defense (1, 8)
    c. Perpetrator behavior and patterns (8)

12) Ensure programs reinforce that sexual assault by an acquaintance is most common while also raising awareness of measures to reduce the risk of victimization by a stranger (8)

13) Ensure alcohol harm reduction efforts include: (3)(C, I)
    a. Recommendations for parents/guardians on talking with their student about alcohol (e.g., A Parent Handbook for Talking with College Students About Alcohol)
    b. Environmental prevention strategies (e.g., alcohol control measures/local ordinances)
    c. Late-night entertainment alternatives

14) Identify and assess ways to centralize the evaluation of all student prevention education programs through coordination in the Office of the Vice President for Student Life (B, E)

15) Build a team of peer educators to expand capacity for prevention education, including increasing student preparedness to respond to disclosures of victimization (1, 9, 11)

16) Maximize attendance of bystander intervention training during *On Iowa!* by offering it earlier in the orientation schedule, and track attendance so students not in attendance can be identified for future programming (2)(C)

17) Partner with UISG to promote It's On Us messaging campaign to expand its impact and ensure the content is aligned and linked to other prevention activities (1, 2)(C)

18) Create a web resource connecting groups and individuals looking for education with the appropriate resources and opportunities (2)(C)

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19) Implement a strategy for continuous improvement by establishing learning benchmarks for all students in their first, second, third, and fourth years, and assessing outcomes (e.g., know when each student should receive what content and develop specific skills, recognizing that there's an optimal progression in knowledge/skills development) (F, H)

20) Implement biannual climate survey of students regarding their experiences with sexual misconduct, dating violence, and stalking (I)

Intervention

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

1) Enhance education about resources on campus and in the community for students to ensure they know where to get help and where to make a report by: (12)(B)
    a. Providing a safety booklet in every residence hall room that highlights resources available on campus (2)
    b. Updating crime alerts to include hyperlinks/images (11)
    c. Increasing reminders about where to get help and where to report by exploring new communication methods to reach students and implementing messaging campaigns (9, 12)(B)

2) Provide training on responding effectively to disclosures to promote help-seeking behavior by:
    a. Increasing education programs for students/campus community on how to respond to a disclosure by a friend/peer (9)
    b. Ensuring responsible employees or Academic Administrative Officers (AAOs) can recognize and respond to a disclosure of sexual misconduct, dating violence, or stalking (5, 6 & 7)(B)

3) Collaborate with directors of graduate studies programs and professional school deans to cultivate a respectful and safe environment within their department or college (5)(E)

4) Advance investigative expertise for campus law enforcement and judicial administrators to increase accountability of persons committing sexual assault, dating violence, dating violence, and stalking: (4)(H)
    a. Develop a sustainable education program for new officers and judicial administrators
    b. Provide annual ongoing training to all officers and judicial administrators, ensuring training content is culturally inclusive and addresses needs of the LGBT community

5) Strengthen resources for survivors:
    a. Raise awareness about the impact of adverse childhood experiences (ACE) to promote linkage with resources for reducing the risk of future trauma (4)(C)
    b. Expand the capacity of RVAP to provide long-term therapeutic care and support group services (1, 2) (C)
    c. Increase survivors' access to immediate support through RVAP advocacy and mobile messaging (I)

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6) Expand resources for people accused of sexual misconduct by:

    a. Creating student judicial process guidance for those accused (G)

    b. Increasing training for senior human resources representatives and associate deans on how to have effective conversations that motivate behavioral change when facilitating an informal sexual harassment resolution (5)

7) Expand resources for people found responsible for a policy violation to prevent reoccurrence and ensure fairness:

    a. Ensure an alcohol or drug assessment is required as a sanction when the person found responsible was using alcohol or drugs during an incident of sexual misconduct, dating violence, or stalking (3)

    b. Implement a research-informed educational program for students who are found responsible for sexual misconduct, dating violence, or stalking (H)

8) 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 (J)

Policy

Goal: To 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) Streamline and align existing civil rights policies and procedures while exploring the feasibility of merging them into one policy (A)

2) Identify and utilize a variety of mechanisms to collect campus feedback to inform policy review and revision

3) Identify and engage with local, state, and national policy leaders, as well as professional associations (e.g., elected officials, Office of Civil Rights, Association of Title IX Administrators, and National Association of College and University Attorneys) to confirm legal requirements are met, best practices are implemented, and the university contributes to societal change

4) Develop explicit campus policy education programs and tools to increase knowledge about how policies are applied by:

    a. Broadening publication of aggregate response and investigation outcomes data, including sanctions imposed, related to sexual misconduct, dating violence, and stalking to increase transparency (10)

    b. Continuing to build on students' favorable perception of how the UI would respond to a student reporting an incident of sexual misconduct, by increasing knowledge on how sexual misconduct policies and procedures are applied (10)(B)

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Sources

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