

**Sexual Harassment and Unwelcomed Behavior
At the University of Iowa**

Results of a Campus-Wide Survey

**Council on the Status of Women
Sexual Harassment Survey Subcommittee
The University of Iowa
Iowa City, Iowa**

January 23, 2005

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Acknowledgments

The Sexual Harassment Survey Subcommittee would like to recognize the invaluable assistance of many people including: our statistical consultants Tim Ainsley and Huijuan Meng; research assistants Terryn Lindemann and Leigh Wensman; Susan Dustin for help with the literature review; Jennifer Glass and Jan Waterhouse for comments, information, and suggestions about the survey and substance of the report; Chris Pruess (Information Technology), and Thomas Kruckeberg (Office of the Registrar) for their help in getting and cleaning the population data, and the Office of the President, the Office of the Provost, Human Resources, and the Office of Equal Opportunity and Diversity for funding and support.

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Executive Summary

In the early 1990's, the Council on Status of Women determined that a campus survey was needed in order to have a true picture of the impact that sexual harassment had on The University of Iowa campus and to address this sensitive issue authoritatively. That survey was administered in 1992 and the report issued in 1993.

In 2003, The Council on the Status of Women was again charged to carry out a survey relating to sexual harassment. The new sexual harassment survey was designed to:

1. assess the prevalence and perception of sexual harassment and sexual harassing behaviors on campus today as compared to 10 years ago;
2. re-evaluate the scope and nature of sexual harassment on campus;
3. understand the responses to sexual harassment of students, staff, and faculty and the University, and
4. determine what strategies the University needs to take both to minimize the occurrence of sexual harassment and associated behaviors and to respond most effectively to reports of these behaviors.

The survey was written by a committee of 12 members including students, staff and faculty. Several members of the committee had extensive background in conducting surveys and assessing the results. The survey was pre-tested, revised accordingly, and received IRB¹ approval for distribution. On September 13, 2004, everyone who had an active affiliation with the University of Iowa and a UI e-address was sent a mass e-mail request to complete a sexual harassment survey. A follow-up reminder was sent the following week. In total, 42,839 individuals were sent one or both of the two e-mails.

In sum, 11,063 people responded to the sexual harassment survey, for an overall response rate of 26%. Of these, 10,956 provided usable responses, with the following characteristics:

- Almost two-thirds (64.4%) were female, somewhat greater than in the UI population, which is 56% female.
- The proportion of the sample who indicated they were members of an ethnic minority group (9%) was close to the UI population distribution (11.5%).

¹ Institutional Review Board, which approves research on human subjects.

- Although undergraduates made up the largest percentage of both the sample (36.5%) and the UI population (44%), they were somewhat less represented in the sample than the population.

Because research has shown that many people are reluctant or unwilling to label even serious unwelcomed behavior (e.g., physical assault of a sexual nature) as sexual harassment, this survey separated questions about respondents' experiences with unwelcomed sexual behaviors from the question of whether or not they felt they had experienced sexual harassment. The intent was to capture more accurately the occurrence of behaviors without the stigma of the label.

This survey asked about eight types of unwelcomed behavior which **may** constitute sexual harassment. A majority--52%--of respondents indicated that they had experienced one or more of the eight categories of unwelcomed behavior. Yet, when these responders were asked explicitly about whether they had experienced sexual harassment in the past 10 years at UI, most responders (62%) indicated that they had **not** been sexually harassed, whereas 24% (805 individuals) indicated that they considered the unwelcome behavior to be sexual harassment. This represented 26% of female and 19% of male responders.

Some of the discrepancy in these percentages arises because the unwelcomed behaviors were not considered serious by the responder (e.g., they were taken as jokes). But some of the behaviors were clearly serious; for example, among those who reported experiencing "physical assaults of a sexual nature (grabbing, slapping, pushing, shoving) an average of more than once a month at the UI over the past 10 years," only 48% believed that they had experienced sexual harassment. Students, in particular, were far less likely than staff to consider this unwelcomed behavior to be sexual harassment (43% vs. 86%).

Most of the unwelcomed behavior (65%) came from people who were **not** in a more powerful position than the responder. This apparent lack of power differential flows from the fact that undergraduate students were both the majority of responders who experienced these behaviors (52%) **and** were identified as the primary perpetrators of the behaviors (34%).

Similarly, in most other status groups (e.g., graduate/professional students, P&S and merit staff, tenured faculty), the perpetrator was most likely to be identified as someone from the same status group. However, non-tenured, tenure-track faculty were most likely to report that the perpetrator was a tenured faculty member (35%).

The bulk of unwelcomed behavior (39%) occurred on non-university property, and there were many comments about behaviors by students in bars and about harassment occurring during football weekends, especially by people who were tailgating.

Self-help methods were the most common way of dealing with an unwelcomed behavior (see Tables 30a and 30b). People ignored unwelcomed behavior (36%) or avoided the perpetrator (28.4%). It is reasonable to assume that these more common actions are more likely to be taken when persons do not believe they have been sexually harassed and, conversely, rarer actions (e.g., filing a formal complaint), which are more serious and formal, are taken when they do.

Of the 5,503 people who reported experiencing unwelcomed behavior (including those who believed that they had explicitly experienced sexual harassment):

- 80 filed a formal complaint (1.5%) and 252 reported the behavior (4.6%)
- Women were more likely than men both to report the behavior and to file a complaint
- Merit staff were more likely to file a formal complaint than were P&S staff or faculty
- All groups were more likely to report the behavior rather than file a formal complaint
- If the responder reported the unwelcomed behavior or filed a formal complaint, it was most likely reported to the immediate work supervisor (23%), particularly by Merit and P&S staff.

Respondents who reported the unwelcomed behavior or filed a formal complaint indicated that the most frequent outcomes were that the behavior ceased (36%), but also that the incident undermined self-confidence (25.5%), affected the respondent's health negatively (22%).

In 22% of reported cases of unwelcomed behavior, the behavior continued and in 21%, had minimal negative effects. When asked about the consequences for the perpetrator(s) of the unwelcomed behavior, responders reported most often that there were no negative effects (33.5%), minimal negative effects (27%) or the person was disciplined (25.5%).

After reporting the behavior or filing a formal complaint, 32% of respondents indicated that the situation was resolved to their satisfaction, and 31.4% stated that it was not. Nineteen percent indicated partial satisfaction with the outcome.

For the respondents who were not satisfied with the resolution, the concerns were as follows:

- the person(s) who committed the unwelcomed behavior suffered no consequences (31%)
- nothing happened (21%)
- the complaint was not taken seriously (17%), and/or
- the unwelcomed behavior did not stop (14.5%).

The most common reasons for not reporting the unwelcomed behavior or filing a formal complaint were:

- was not sure it was sexual harassment (11%),
- was not sure the unwelcomed behavior was anything anyone could do anything about (11%),
- thought it would be too much of a hassle (11%), and
- did not believe that a complaint would be taken seriously (8%).

There were virtually no differences between groups on this question.

More than half the respondents (53%) were not aware of the current University of Iowa procedure for making a sexual harassment complaint, and 18.5% were not sure whether they knew it or not. Although undergraduate students were most likely to be both the victims of unwelcomed behavior and the perpetrators, only 8% responded that they knew how to file a sexual harassment complaint. Similarly, only 18% of graduate/ professional students were aware of the procedures. Faculty (52%), P&S (46%) staff, and Merit (39%) were more aware of the policies, but these percents are still far from widespread knowledge.

Among those respondents who believed that they had been sexually harassed, again over half (57.5%) were not aware of the current University procedure for making a sexual harassment complaint, and another 14% were not sure whether they knew it or not. More than 40% of respondents (41.4%) did not know where to find or obtain a copy of the current University Policy on Sexual Harassment.

Although one of the primary purposes of this most recent survey was to assess today's perceptions and behaviors versus those recorded 12 years ago, to some extent it is difficult to compare the results of this survey with the 1992 survey. There are vast differences in the sample size, distribution method and in some instances the method of analysis. Nonetheless, there did not appear to be any critically significant change in the level of sexual harassment on campus. In 1992, 44.7% of respondents indicated they had not experienced any unwelcomed behavior. This figure compares to 47.9% in 2004. In 1992, 15% of respondents reported an experience of sexual harassment. In 2004, this figure is 24.2%. Although this is not a trivially

greater number, it is likely that it reflects a greater awareness about sexual harassment rather than a greater amount of sexual harassment on campus.

More significant perhaps is that a comparison of the two surveys suggests that certain things have not changed, e.g., awareness of the University Sexual Harassment Complaint Policy and Procedure. In 1992, 71% of all survey respondents stated that they either did not know or were not sure of the university procedures for initiating a sexual harassment complaint. In particular, 92.1% of undergraduate students reported a lack of awareness. While a greater number of people reported awareness of the policy and procedure (47.1%), only 8% of undergraduate students and 18% of graduate/professional students responded that they were aware of the current University procedure for filing a sexual harassment complaint.

RECOMMENDATIONS

In light of the findings of this survey, the Council on Status of Women makes the following recommendations, explained more fully in the full report:

- 1. It is critical that the University of Iowa dedicate energy and resources towards ensuring that its community knows about, understands, and feels free to use its sexual harassment policy and procedures.**
- 2. The University must take complaints of sexual harassment seriously and the UI community must know that to be true.**
- 3. All people at the University of Iowa who are charged with administering the sexual harassment policy must understand the policies and the nature of sexual harassment.**
- 4. The University must pay attention to sexually harassing behaviors that occur in connection with the use of alcohol, including tailgating before football games.**
- 5. The University should continue to strive for gender-balanced work environments.**
- 6. The University must continue to try to eliminate e-mail SPAM.**
- 7. The University of Iowa should conduct a follow-up survey of sexual harassment and unwelcomed behavior within the next five years for undergraduate students.**

8. Future surveys should endeavor to maximize the response rate, especially for undergraduate students.

Recommendations Beyond Sexual Harassment

9. The University of Iowa should consider how to address the broader issue of respectful treatment on campus.

10. The University needs to publicize its anti-harassment policy (see <http://www.uiowa.edu/~our/opmanual/ii/14.htm>).

INTRODUCTION

In the early 1990's, the Council on the Status of Women determined that in order to have a true picture of the impact that sexual harassment had on The University of Iowa (also referred to in this report as "University" or "UI") campus and to address this sensitive issue authoritatively, a campus survey was needed. The original survey was designed to:

1. Establish a baseline on the incidence and prevalence of sexual harassment on campus;
2. Define the scope and nature of sexual harassment on campus; and
3. Determine the best strategies to deal with sexual harassment problems. (1992 Survey)

The resulting report (see Appendix F for its Executive Summary) not only documented the development of the sexual harassment policy, but also included a number of criticisms of the development of the policy and the procedures for reporting sexual harassment. Moreover, the report noted the inadequate number of staff in the office that was primarily responsible for implementing the policy, then called the Office of Affirmative Action (OAA), now called the Office of Equal Opportunity and Diversity (EOD). Finally, that report offered a brief discussion of the *Jean Y. Jew* sexual harassment lawsuit against the University of Iowa.

Ten years later, the Council on the Status of Women sought to reassess the University population's experience with, perceptions of, and methods of addressing sexual harassment. The decision to conduct this second sexual harassment survey was in part a response to a recommendation by an Ad Hoc Campus Climate Committee that had been convened by Interim President Willard "Sandy" Boyd (see Appendix G, Final Report of the 2003 Committee on Campus Climate).

The new sexual harassment survey was designed to:

1. Assess the prevalence and perception of sexual harassment and sexual harassing behaviors on campus today as compared to 10 years ago;
2. Re-evaluate the scope and nature of sexual harassment on campus;
3. Understand the responses to sexual harassment of students, staff, and faculty and the University, and
4. Determine what strategies the University needs to take both to minimize the occurrence of sexual harassment and associated behaviors and to respond most effectively to reports of these behaviors.

This document is the report of the findings of the 2004 Sexual Harassment Survey at the University of Iowa. The report begins with a brief discussion of changes in law from the time of the 1992 Sexual Harassment Survey report. The report continues with a consideration of the current policies relating to sexual harassment at the University of Iowa and describes recent changes in those policies.

The report then proceeds to detail the methodology of the 2004 survey, including the distribution, structure and logic, and demographics of the survey population. The next section offers the findings of the survey, with the text supplemented by clarifying tables. This report on the 2004 Sexual Harassment Survey concludes with the recommendations of the sub-committee that administered the survey and wrote this report. We have threaded the most relevant literature into the discussion of the results and recommendations (see Appendix A: Bibliography for references). A complete bibliography of the voluminous literature reviewed by the committee will be available in the future.

Whenever possible, this document compares the current results with those of the survey conducted in 1992.² It should be noted, however, that there are significant differences in the survey instrument, survey sample, and survey method. Importantly, the 1992 survey sample was drawn randomly from separate, stratified samples. The 1992 survey sample included 900 men and 2,150 women who were sent a paper copy of the survey; of that sample, 1,235 individuals responded. The current 2004 survey was on the internet and a request to complete the survey was distributed electronically to everyone on campus with a UI e-mail address (see section, Survey Methods, below) and included 10,956 responders.³ One major difference in the survey instrument was the manner in which responders were queried about unwelcomed behaviors: The 1992 survey specifically identified these behaviors as sexual harassment, whereas the current survey separated these behaviors from the label of sexual harassment (see discussion under Survey Results).⁴

² We refer to the 1992 survey and the resulting reporting as “the 1992 survey” and “the 1992 Survey Report.” The survey itself was conducted in 1992, but the report was not issued until 1993. The Campus Climate Committee report refers to this as the 1993 survey. In any event, we are talking about the same document.

³ Also, in the previous report, a few results were weighted by subgroup for presentation. We present only unweighted (raw) results, because it is unknown which of the previous report’s results were weighted and which not.

⁴ Question 3 in the 1992 survey stated “the University of Iowa defines the following unwanted behaviors as sexual harassment...” The 2004 survey asked in question 12, “How often have you experienced any of the following behaviors by any person associated with the University of Iowa that were unwelcomed by you?” The term sexual harassment first

SEXUAL HARASSMENT AND THE LAW

Sexual Harassment is a form of unlawful sexual discrimination under both Title VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. For the most part, as the 1992 Survey detailed, sexual harassment is defined by the federal Equal Employment Opportunity Commission (EEOC) as:

Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

<http://www.eeoc.gov/facts/fs-sex.html>

Since the first court recognized sexual harassment in 1976 (*Williams v. Saxbe*, 413 F.Supp. 654 (1976)), the EEOC and the courts have been engaged in defining and refining the concept of sexual harassment and the liability therefore.⁵ Essentially, sexual harassment cases may involve either *quid pro quo* harassment (something for something) or hostile environment cases.

The first U.S. Supreme Court case involving sexual harassment was decided in 1986, *Meritor Savings Bank v. Vinson* (477 U.S. 57 (1986)). The case is discussed in the 1992 Survey Report. In 1993, the U.S. Supreme Court held in *Harris v. Forklift Systems, Inc.* (114 S. Ct. 367 (1993)), that "A discriminatorily abusive work environment, even one that does not seriously affect employees' psychological well-being, can and often will detract from employees' job performance, discourage employees from remaining on the job, or keep them from advancing in their careers." 114 (114 S. Ct. at 370) Writing for the majority, Justice O'Connor said that a victim did not need to have a nervous breakdown in order to prove damage under a hostile environment theory. She wrote, "So long as the environment would reasonably be perceived, and is perceived, as hostile

appeared in an response option to question 23, and was not part of a question until question 29, "During the last **TEN** years of study / work at The University of Iowa, do you believe you have been sexually harassed by another person associated with The University of Iowa?" This difference may be significant in that more people may acknowledge the behaviors if they do not feel bound by defining them as sexual harassment. Moreover, the results show that people do differentiate between unwelcomed behaviors of a sexual nature and sexual harassment per se (see Results section, "Beliefs About Sexual Harassment").

⁵ The first case in which sexual harassment was raised as a cause of action against a University was in 1997. *Alexander v. Yale University*, 631 F.2d 178 (2nd Cir. 1980).

or abusive... there is no need for it also to be psychologically injurious.”(114 S.Ct. at 371)She restated the test for determining hostile environment as “These may include the frequency of the discriminatory conduct; its severity; whether it is physically threatening or humiliating, or a mere offensive utterance; and whether it unreasonably interferes with an employee's work performance.” (114 S.Ct. at 371).

The U.S. Supreme Court considered several cases in 1998. Notably, their decisions provided employers (both public and private) with an opportunity to defend themselves successfully in many sexual harassment cases. In *Burlington Industries, Inc. v. Kimberly Ellerth* (524 U.S. 742, (1998)) and *Beth Ann Faragher v. City of Boca Raton* (524 U.S. 775 (1998)) the Court determined that, absent a claim of sexual harassment by a supervisor where the harassment resulted in a tangible negative employment action (*Ellerth*, 1998, p.765), employers could offer an affirmative defense to the claim of sexual harassment. The Court held that where no tangible job action is taken against the victim of sexual harassment (e.g., the victim was not fired or denied a job or promotion), an employer may prove by a preponderance of evidence that it had taken reasonable steps to prevent and correct the harassment, and that the victim-employee did not avail him or herself of any preventive or corrective opportunities provided by the employer, or that the employee did not try to avoid harm by some other method. In essence, the Court ruled that most victims of sexual harassment must at least give the employer a chance to remedy the situation before seeking refuge in the courts.

The 1998 decisions of the U.S. Supreme Court allowed employers to raise an affirmative defense to liability or damages. Again, the defense has two requisite elements: (1) the employer must show it “exercised reasonable care to prevent and correct promptly any sexually harassing behavior” (*Ellerth*, 1998, p. 765), and (2) that the victim employee “unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer” or to otherwise avoid harm (*Ellerth*, 1998, p.765). The Court added that while it was not absolutely necessary that an employer show that it had a sexual harassment policy in place, the existence or absence of such a policy would go to the employer’s ability to prove the first prong of the affirmative defense. The Court stated that, assuming the supervisor’s harassment did not result in a tangible negative employment action for the employee, the existence of an adequate complaint procedure, coupled with a complaining employee’s failure to use the same, normally would be sufficient to prove the second prong of the defense.

For employers like The University of Iowa, these decisions significantly broadened the means of defending a sexual harassment case. Prior to 1998, defenses to sexual harassment largely turned on employers attempting to show either that the behaviors had not in fact occurred or, if they had, that they were not unwelcomed by the alleged victim. The fact that an employee did not complain about the behavior to the employer might be introduced to suggest the welcomeness of the behavior, that is, if she⁶ really minded the comments about her body or her sex life, she would have done everything she could to get the behavior to stop, including reporting it to the employer. Similarly, a showing by the employer that it tried to stop sexual harassment in its workplace by creating a sexual harassment policy, and conducting sexual harassment training for employees might have little bearing on a judge or jury finding on a particular claim of sexual harassment. With the announcement of the decisions in *Ellerth* and *Faragher*, the Court recognized that employers may be making a good faith effort to deal with sexual harassment and that employees seeking relief in the courts must show that they availed themselves of their employer's remedies.

Obviously, not all employers will have an effective sexual harassment policy. Indeed, in the *Faragher* case, the Court found that, although the City of Boca Raton had a sexual harassment policy, they failed to disseminate it. The Court also said the City had a poor record of addressing complaints: They kept no records of the complaints nor did they assure victims that they could bypass their supervisors to file a complaint when necessary. The Court said this would not constitute reasonable care taken by the employer which, again, was the first prong of the affirmative defense available to the City.

In 1999, in a divided (5-4) opinion, the Court ruled that school officials who know about the occurrence of sexual harassment but do nothing to stop the same, may be sued for monetary damages (in *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)). In that case, the plaintiffs successfully argued that the school had ignored continued complaints from a fifth-grade student, LaShonda Davis, that she was the victim of ongoing sexual harassment.

In 2005, the Court addressed the issue of whether Title IX would allow for claims of retaliation for reports of sex discrimination. In *Jackson v. Birmingham Bd. of Education*, 125 S. Ct. 1497 (2005), the Court held

⁶ We use female pronouns in this document because most sexual harassment is against women. However, this is not intended to imply that sexual harassment is only or inherently against women.

that such claims could be brought under Title IX, reasoning in part that such retaliation constituted a form of intentional discrimination on account of sex. The case itself involved a suit by a public high school basketball coach who had complained when he discovered that his girls' basketball team was not receiving equal funds or equal access to athletic facilities or equipment from the school. Following his complaints, the coach received negative evaluations and was eventually removed from his coaching position.

THE SEXUAL HARASSMENT POLICY AT THE UNIVERSITY OF IOWA

The sexual harassment policy for the University of Iowa dates to 1978. The development and history of the policy between 1978 and 1992 is detailed in "Sexual Harassment at the University of Iowa: Results of a Campus-Wide Survey" (October 25, 1993; hereinafter cited as 1992 Survey because the survey itself was conducted in the fall of 1992).

Since the 1992 Survey, several changes have been made to the University's sexual harassment policy. In 2001, the section of the sexual harassment policy addressing consensual romantic and/or sexual relationships between instructors (faculty and TAs) and students was separated into its own policy, "Consensual Relationships Involving Students" [UI Operations Manual, section II-5](#) (<http://www.uiowa.edu/~our/opmanual/ii/05.htm>). According to the "Summary of Proposed Revisions to the Policies on Sexual Harassment and Consensual Relationships" (provided by Jan Waterhouse, OEOD, August 2005; hereinafter referred to as "Summary"; see Appendix I), this change was made "to reflect that the principles underlying the two policies are distinct. The prohibition of consensual relationships in the instructional context is based on the avoidance of conflicts of interest which are inherent in such relationships. While consensual relationships may lead to claims of sexual harassment, the prohibition of consensual relationships is not based on the prohibition of sexual harassment." (Summary, p.1)

Beyond the separation of the consensual relationships and sexual harassment policies, the revisions included a different definition of sexual harassment. The new policy adopted the definition of sexual harassment used in the Code of Iowa (see [OM Section II-4.a\(b\)\(1\)](#) <http://www.uiowa.edu/~our/opmanual/ii/04.htm#41>). This change was prompted by the committee's determination that the revised language was "more precise in defining what type of conduct constitutes sexual harassment." Moreover, the revisions expanded the scope of sexual

harassment concerns by including “conduct that occurs in on-campus living environments, and during on- or off-campus University sponsored activities.” (Summary, p.1) The revised language included a statement that excluded protected First Amendment speech from the scope of sexual harassment. ([OM Section II-4.1.b.\(2\)](#))
<http://www.uiowa.edu/~our/opmanual/ii/04.htm> - 41

In addition to the expansion and clarification of the definition of sexual harassment, the revised policy extended the scope of complainants. The new policy allowed “a complaint to be brought by third parties or by the University itself, so that situations may be reported and addressed even when the alleged victim is reluctant or unwilling to bring a complaint.” ([OM Section II-4.2\(a\)](#))
<http://www.uiowa.edu/~our/opmanual/ii/04.htm#42>) Similarly, investigations into alleged sexual harassment now could take place, whether or not the alleged victim approved. The rationale for these changes was “to allow the University to take appropriate action when necessary to protect the alleged victim and others, and to guard against institutional liability for failing to act once the institution is on notice of harassing behavior.” (Summary, p.1)

In order to facilitate the third party complaint and investigation process, the revised policy created a duty on the part of “[a]ny academic or administrative officer of the University who becomes aware of sexual harassment” to report the same to the EOD (then OAA). A protocol for releasing (or not) the name(s) of the person(s) charged was developed, depending on whether or not the alleged perpetrator was made aware of the complaint. ([OM Section II-4.2\(4\)](#))
<http://www.uiowa.edu/~our/opmanual/ii/04.htm#42>)

Finally, the revised policy set forth “a number of offices where a victim may seek confidential consultation regarding a situation without triggering a report.” ([OM Section II-4.2\(3\)](#))
<http://www.uiowa.edu/~our/opmanual/ii/04.htm#42>)

In spring 2005, several additional changes to the policy were made. According to Jan Waterhouse of the EOD, “the most significant change was an amendment to the definition of “academic or administrative officer” specifically limiting “academic advisors” to only academic advising staff. In other words, an average faculty member is not considered an “academic officer” for purposes of mandatory reporting. Instead, among faculty, only Deans and other higher level academic administrators, Departmental Executive Officers (DEOs), and Directors of Undergraduate

or Graduate Studies would have a mandatory duty to report situations of sexual harassment to EOD.

Most of the sexual harassment training that takes place on the UI campus is conducted by the EOD. In general, there are three staff members in the EOD office who conduct sexual harassment training. For the most part, training is conducted in response to requests from various units to conduct the same. According to Jan Waterhouse, the office conducted 32 training sessions in FY05. This number would be considered typical for The University of Iowa and largely reflects trainings for new faculty and staff. These trainings are sponsored by Human Resources or University of Iowa Hospitals and Clinics (UIHC). These trainings include two standard training sessions offered each semester and one in the summer. These sessions are open to everyone in the University community. These programs are offered through UI Learning and Development (formerly Staff Development) in Human Resources.

The training sessions also include programs conducted as part of the orientation for new faculty and staff members that are held through central HR (one per month) and at the UIHC new staff orientation (also one per month).

In contrast to the trainings offered for new faculty and staff, there is **no** explicit session on sexual harassment conducted by the University for entering students (though some colleges, e.g., Tippie College of Business do training including sexual harassment for their new teaching assistants). While the sexual harassment policy is part of a larger packet given to undergraduate students during orientation, there is no explicit discussion of sexual harassment policy or procedure. Graduate students may pick up information about the policy if it is available during their orientation. Various campus groups, including the Women's Resource and Action Center (WRAC) and the Rape Victim Advocacy Program (RVAP) are invited to have tables with information available in the IMU ballroom during orientation for graduate students. **If** those groups are present and **if** they bring materials about sexual harassment and the University of Iowa policy, **then** the graduate students may get this information **if** they stop by their table.

As of 2004, there is also an orientation for new graduate assistants that is sponsored by Human Resources. This orientation includes training on sexual harassment provided by EOD. The orientation is **not** mandatory for graduate assistants to attend. One respondent noted at the end of the survey:

My graduate program did not have a formal orientation. I think that there should be a mandatory requirement within each graduate program to provide a formal orientation that covers critical issues such as this. Without the university requiring such a program, the information will never be dispersed. Students need to know of outlets that are safe for reporting outside of the department.

There is also training provided to students who are Resident Assistants during their orientation program each fall. This training is provided by Residence Services.

According to Jan Waterhouse, each year the EOD sends out an annual reminder about the sexual harassment policy to all faculty and staff. The Office of the Vice President of Student Affairs sends out the same to students in the fall along with the Code of Student Life.

CAMPUS CLIMATE

There are many factors that determine the climate of a campus, and in the case of the focus of this report, the climate particular to the University community's experience with, perceptions of, and methods of addressing sexual harassment. Obviously, not all of these factors directly involve or are controlled by the University. As noted above, several major U.S. Supreme Court cases occurred between the space of the 1992 survey and the present report. There have been a few well-publicized incidents of sexual harassment, most notably the behavior of President Bill Clinton. These national cases put the topic of sexual harassment in the forefront of public awareness. On a local level as well, campus climate was influenced by allegations of sexual assault. Ultimately, the case became a highly publicized and politicized incident. It is discussed at some length in this report because it was the catalyst for this survey and became a part of the University of Iowa's history and, most importantly, because there is much to learn from this history.

In fall 2002, a female student reported that she had been sexually assaulted by a well-known member of the Iowa men's basketball team, Pierre Pierce. Within a short time, he was formally charged with Sexual Abuse in the Third Degree. Two months later, he pleaded guilty to a reduced charge of assault causing injury. Although he was not allowed to play with the team for the 2002-03 season, he was relegated to a red-shirt status, thereby protecting his future eligibility and his scholarship.

Many people, both within and outside of the University community, expressed concern, frustration, and a fair amount of outrage about this case.⁷ The general perception was that he had received preferential treatment because of his elite athletic status and that The University of Iowa had participated inappropriately in the evolution of the legal case. People also were upset with public statements made by head basketball coach, Steve Alford, in which he essentially dismissed the complaint of the female student as false. Many people felt that the University was not taking cases of sexual assault seriously, especially if the alleged assailant was an athlete.

In response to the public dismay, on December 16, 2002, Interim UI President Willard "Sandy" Boyd announced that he was creating two committees.

<http://www.uiowa.edu/~ournews/2002/december/1216boyd-appoints-panels.html>. One group, the Ad Hoc Committee on the Pierce Matter, was charged "to investigate the University's role in the resolution of the matter, and to make recommendations for future handling of similar situations based on [their] analysis of what happened here." The second committee was asked to investigate the campus climate regarding sexual assault and sexual harassment.

In April 2003, the Ad Hoc Committee on the Pierce Matter issued its report, which was posted on the University website (see <http://www.uiowa.edu/president/task-forces/BIOCA-raymond/index.htm>). The report sets out most of the relevant facts about the process of the case and offers several recommendations. For purposes of this Sexual Harassment Survey Report, it is notable that on page 3 of the report, the committee concludes that one problem with the handling of the case was that certain people who talked to the victim failed to tell her about all of the available avenues for remedy. In particular, the victim apparently was not referred to the EOD (then Office of Affirmative Action) where the case might have been investigated without necessarily bringing criminal charges. (The report does not take a position about the use of the criminal justice system. This concern about

⁷ See, e.g., "Petition protests Pierce treatment," Daily Iowan, November 5, 2002, p. 1. This article discussed a petition circulated by a University of Iowa law student to protest the "biased and preferential" treatment of Pierce. The petition had about 400 signatures. There were also various letters to the editor including "All Iowans should be angry," Maurice Wadle, Iowa City Press Citizen, November 13, 2002, "We deserve better", Leann Stormont, Daily Iowan, November 8, 2002, and "An Open Letter to Sandy Boyd," Judith Cooper, Daily Iowan, November 6, 2002. Interim President Willard Boyd was quoted as saying "The case [Pierce] has certainly raised the issue of whether there are separate rules for different groups of people." "Boyd: Fair, equal treatment for all," Zack Kucharski, The Gazette, November 7, 2002.

avoiding criminal charges appears to have been a primary concern of the victim who was very uncomfortable about her name being made public.) Apparently, no one in the University to whom the victim talked told her that she might be able to bring this as a sexual harassment action. It is not clear from the report whether the persons the victim talked to were unaware of the sexual harassment policy and their role as mandatory reporters or whether they simply didn't share this information with the victim.

The Ad Hoc committee set out a number of concerns and recommendations following their investigation of the case. For purposes of our report, the relevant detail is as follows:

(A) The needs of victims who come forward under such circumstances must be attended to better than they were here. The victim was not always offered timely referral to appropriate persons; **she was apparently not advised by University personnel that she had the option of having her complaint investigated by the Office of Affirmative Action** even if discipline was later sought in a complaint brought to the Vice President for Student Services; and she was approached by persons with an informal relationship to the University in a way that caused her to perceive the University as adverse to her interests. **Moreover, it appeared that the many dedicated and committed persons with whom she spoke were not adequately informed about the resources available to her in her situation. Even central administrators with whom she spoke were unaware of all the potential avenues for seeking University redress in sexual assault cases.** And some took what might be described as a "legalistic" rather than victim-sensitive approach to the victim in this case. This is partly a function of the somewhat confusing and overlapping jurisdiction of different University offices and personnel in responding to such complaints.

The Committee recommends that further training be provided to ensure that all those to whom students in this situation report are fully able to guide such students to appropriate services. It further recommends that, to facilitate and streamline the investigation of complaints of sexual assault or violence, those functions be centralized in and coordinated by the Office of Affirmative Action, as part of its responsibilities under the campus Sexual Harassment policy. The Vice President for Student Services should remain as the sole authority to impose

discipline against students arising from founded complaints of harassment, as well as the authority to impose interim sanctions in furtherance of the public safety. Such coordination and clear apportionment of functions will better serve to meet the needs of victims and will clarify for University personnel where to refer their students should such a situation arise. (**Emp. added**).
<http://www.uiowa.edu/%7Eournews/2003/april/040903skorton.html>

The Campus Climate Committee was convened by interim President Boyd in March 2003. Their report (<http://www.uiowa.edu/~ournews/2003/october/102403climate-report.html>) sets out their charge:

The committee is charged to make recommendations concerning:
1. How best to communicate the existence and details of existing policies. 2. What training, resource development or other measures may be necessary, in addition to those presently available, to reduce assault and harassment on campus and to fairly deal with alleged victims and offenders. 3. Whether the campus could benefit from a series of campus-wide discussions, or perhaps a conference, to fully air issues raised by recent cases, and other important factors.
(<http://www.uiowa.edu/~ournews/2003/october/102403climate-report.html#charge>)

In September 2003, the Campus Climate Committee issued an extensive report. In sum, their report offered several recommendations “to raise awareness of the University of Iowa’s policies on sexual harassment and violence among all members of the campus community, and ultimately reduce the incidence of harassment and violence on campus.” Those recommendations included the following:

2. A variety of research and educational efforts should be implemented to raise awareness about what constitutes sexual harassment and violence under our policies, involving various departments and organizations and using a variety of marketing and media techniques.

A. The University of Iowa should replicate the Campus Survey on Sexual Harassment (or a similar survey), which was last performed in 1992. Without information on the large number of units within the University, it is difficult to target resources where

they would be most effective in reducing sexual harassment and violence.

The sexual harassment survey reported herein was conducted in Fall 2004 and was ordered as a partial response to this recommendation of the Campus Climate Committee.

SURVEY METHODS

Development of 2004 Survey

The survey was written by a committee of 12 members including students, staff and faculty (two additional members of the initial committee resigned because of other work commitments)⁸. The committee was appointed by the Council on Status of Women to develop, administer and report on a survey on sexual harassment on the UI campus. Several members of the committee had extensive experience in writing and administering surveys and interpreting the data that was gathered. The survey was drafted over a period of five months. The survey was then pre-tested by four focus groups representing the various University of Iowa classifications, i.e., faculty, undergraduate students, graduate students, and staff (P&S and merit staff were together in one focus group). Changes to the survey were made according to the responses and problems identified by the focus groups. The final draft was submitted to the University for institutional review and approval. See Appendix B for a copy of the survey and Appendix C for the pre-test focus group script.

Mass E-mail Distribution

On September 13, 2004, everyone who had a University of Iowa e-address and an active affiliation with the University was sent a mass e-mail request to complete the sexual harassment survey (see Appendix D). On September 20, 2004, a follow-up e-mail was sent, again to everyone who had a UI e-address and an active affiliation with the university (see Appendix E). The first mailing was sent to 42,462 individuals, the second to 42,674 people, with the difference being due to changes in the University population in the intervening week. In total, 42,839 individuals were sent one or both of the

⁸ The committee originally included a male faculty member and a transgendered student representative. Both resigned because of workload constraints. In addition, Charlotte Westerhaus, director of the Office of Equal Opportunity and Diversity, was a member of the committee until her resignation from the University of Iowa in August 2005. She was replaced on the committee by the acting director of EOD, Jennifer Modestou.

two e-mails (42,297 individuals received both mailings, 165 received only the first, and 377 received only the second).

Information Technology Services (ITS) reports that whenever a mass e-mail is distributed, a small percentage of messages are returned as undeliverable, largely because individuals either have not activated their UI e-mail account or have registered an invalid forwarding address (e.g., an expired Hotmail account) with the University. ITS does not track these undeliverable messages, nor was there any way to determine whether the messages were opened and read, deleted before opening, filtered and never read, and so forth. It was impossible therefore to determine precisely how many of the messages were received, opened, and read. However, this problem is parallel to those occurring with paper surveys which, for example, may be thrown in the trash unopened. Consequently, demographic information was compiled for the entire population to whom the mass e-mails were sent.

Description of the Survey's Structure and Logic

Obviously, it was important to gather demographic information about the responders in order to determine both who was experiencing the behaviors and who was perpetrating the same. The first 11 questions asked for demographic information such as sex, age, and UI status (different types of students, faculty, and staff).

The demographic questions were followed by an initial question that asked about the frequency of experiencing eight specific potentially unwelcomed behaviors (e.g., "Unnecessary touching, patting, hugging, or brushing against your body"). If the responder indicated that she or he had **never** experienced any of those eight behaviors, the person was directed to the next section. On the other hand, if the responder put **anything other than "never"**, i.e. if the responder indicated that any of the unwelcomed behaviors had occurred to him or her for any length of time, then he or she was directed to answer several follow-up questions.

The follow-up questions about the experience of unwelcomed behaviors, queried such things as (a) the sex and UI status both of the responders and the person(s) committing the unwelcomed behavior at that time, (b) where the unwelcomed behavior occurred, and (c) what actions the responder took and the outcomes of those actions.

Finally, all survey responders were then asked questions that explicitly used the term sexual harassment, for example, whether they thought they had been sexually harassed at the UI in the last 10 years, what they would advise a friend to do if she or he were being sexually harassed. The survey

concluded with questions about responders' awareness and knowledge of the UI Sexual Harassment Policy and complaint procedures.

Although, for the most part, the survey was completed by responders filling in bubbles representing fixed responses, responders also had several opportunities to provide their comments in open-ended questions. Many questions offered the option of selecting "other" and then provided space for the responder to explain his or her response.⁹ In addition, at the conclusion of the survey, responders were given an opportunity to add any additional comments. In sum, approximately 5000 written responses were received to various questions on the survey.

As noted above, this survey separates out the questions about the respondent's experience with unwelcomed sexual behaviors and whether or not the respondent experienced sexual harassment. Whereas the 1992 survey identified the unwelcomed behaviors as potential elements of sexual harassment, the current survey does not explicitly interrelate the terms. There are a number of reasons to ask responders about their experience with unwelcomed behaviors separately from their experience with sexual harassment. Simply asking respondents about sexual harassment is fraught with problems including a confusion about what is meant by the term that may lead to over or underestimation.¹⁰ Furthermore, we know that many people, especially women, hesitate to label behavior as sexual harassment.¹¹ This, too, would likely lead to underestimation of any problem on campus. Relying on individual perceptions of what constitutes sexual harassment may make it more difficult to assess the level of sexual harassment on campus and the effectiveness of educational programs.¹²

Even people who do not label their experience as sexual harassment are nonetheless likely to suffer negative consequences as a result of the behavior.¹³ For this reason, it is important to develop an accurate picture of

⁹ When the "other" responses were to demographic questions, e.g., race, the responses were added into the coded data whenever appropriate.

¹⁰ Ilies, R, Hauserman, N., Schwochau, S. and Stibal, J. (2003) "An Analysis of Studies of Sexual Harassment: Assessing Incidence Reports," Personnel Psychology, 56, 607-631.

¹¹ *Id.* and see e.g., Bremer, B. A., Moore, C. T., & Bildersee, E. F. (1991). Do you have to call it "sexual harassment" to feel harassed? College Student Journal, 25, 258-268.; Brooks, L., & Perot, A. R. (1991). Reporting sexual harassment: Exploring a predictive model. Psychology of Women Quarterly, 15, 31-47.

¹² *Id.* and see Gutek, B. A. (1995). How subjective is sexual harassment? An examination of rater effects. Basic & Applied Social Psychology, 17, 447-467..

¹³ *Id.* and see e.g., Blumenthal, J. A. (1998). The reasonable woman standard: A meta-analytic review of gender differences in perceptions of sexual harassment. Law & Human Behavior, 22, 33-57 and Rotundo, M., Nguyen, D-H., & Sackett, P. R. (2001) A meta-

the level of sexual harassment on campus. Research suggests that the most reliable survey questions to estimate the level of sexual harassment and potentially sexually harassing behavior on campus is to ask both directly about sexual harassment and about unwelcomed sexual behaviors.¹⁴ This type of approach minimizes the individual bias about what constitutes sexual harassment and allows for a better comparison over time. Moreover, by comparing responses to the unwelcomed behavior questions with responses to the direct query about sexual harassment, we can get a better understanding of what people do and do not see as or understand to be sexual harassment. To the extent that people's perceptions are grossly in error, e.g., that a physical assault of a sexual nature would not constitute sexual harassment, we can design our educational programs accordingly.

Survey Population Demographics

Data Sources. The Human Resource Information System (HRIS) and the Registrar's database were used to obtain demographic information—specifically, sex, age, ethnicity¹⁵, and UI status (student, staff, or faculty)—on the survey population. For a small percentage of the population, the two systems yielded conflicting or missing information for sex and ethnicity. These cases were resolved through several means. For example, the information on sex was discrepant in 35 cases and missing for 7, and these cases were resolved based on gender-specific names (e.g., James, William vs. Susan, Barbara). Other means of resolution included using the more recent or more specific data, or using the data from the appropriate database for the person's status (i.e. using the registrar's database for current students and the HRIS information for current employees). All discrepant cases were resolved for both sex and ethnicity, and all missing data were determined for sex. Regarding missing ethnicity, 1.5% of cases ($N = 660$) could not be determined and 704 individuals (1.7%) had exercised their right not to provide their ethnicity to the University, so ethnicity could not be determined for 1364 individuals (3.2% of the survey population). Because the number of individuals of specific ethnic minorities was small for certain subgroups (e.g., there were 87 American Indian/Alaskan Native males), all ethnicity data are presented in only two categories: (a) minority and (b) White, not of Hispanic origin, (hereafter,

analytic review of gender perceptions of sexual harassment. Journal of Applied Psychology, 86, 914-922.

¹⁴ Ilies, R., Hauserman, N., Schwochau, S. and Stibal, J. (2003). "An Analysis of Studies of Sexual Harassment: Assessing Incidence Reports," Personnel Psychology, 56, 607-631.

¹⁵ The University's coding of ethnicity includes White (not of Hispanic origin) and the following four minority groups: American Indian or Alaskan Native, Asian or Pacific Islander, Black (not of Hispanic origin), Hispanic (Mexican, Cuban, or other Hispanic culture).

non-minority). This compression also served to protect the identity of responders when identifying as a member of a particular minority group in a particular situation where it might otherwise be easy to identify the responder.

To present data on age, the individual's age as of September 13, 2004 (the date of the first mass e-mail) was used, even for those whose birthdays were later in September (approximately 5% of the survey population) and who, therefore, may have been a year older when they actually completed the survey. Because of an Institutional Review Board requirement, individuals under the age of 18 ($n=107$) were not eligible for the survey, so their data were removed before compiling the survey population demographics.

The survey population included many individuals who had more than one "status" or relationship with the University. For example, some employees were registered for classes and so could also be classified as students. Conversely, some students held work-study or other employee positions at the University. Each of these individuals was placed in the more appropriate classification. For example, degree-seeking individuals who were taking a full course load were classified as students even if they also were employees.

In making these determinations, it was discovered that the requests to complete the survey had been distributed somewhat more widely than had been intended. For example, because they had both a UI e-address and an active affiliation with the University, employees of the University of Iowa Foundation (UIF) and many emeritus faculty were sent the e-mail requests, even though they are not (in the case of the UIF) or may not be (in the case of emeriti) actual UI employees. Nonetheless, because these individuals were sent the mass e-mail request(s) and may have completed the survey, they were included in the survey population and classified as was most appropriate in each case (e.g., emeriti as faculty, UIF employees as Professional and Scientific Staff). However, they constituted less than 2% of the population to whom the mass e-mails were sent, so it is highly unlikely that any responses they may have submitted substantially affected the results.

Results. The demographics of the survey population (total number receiving surveys) are presented in the first 15 tables. Tables 1-3, *UI Status by Sex, Ethnicity by Sex, and Age by Sex for Survey Population*, present the UI status (students, staff, or faculty), ethnicity (minority, non-minority), and age groups of the UI population to whom the e-mails were sent, both overall and by sex. Table 4, *UI Status by Minority Status for Survey Population*, presents the UI status (students, staff, or faculty) of the survey population separately for minority and non-minority status for the 96.8% of the population for whom ethnicity could be determined.

TABLE 1	UI Status by Sex for Survey Population					
Subgroups	Men		Women		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
STUDENTS	12,237	28.6	14,182	33.2	26,419	61.8
Undergraduate	8,643	20.2	10,235	24.0	18,878	44.2
Graduate/Professional	3,429	8.0	3,840	9.0	7,269	17.0
Post-Doctoral Fellow	165	0.4	107	0.2	272	0.6
STAFF	4,299	10.1	8,814	20.6	13,113	30.7
Merit Staff	1,448	3.4	3,346	7.8	4,794	11.2
P&S Staff	2,351	5.5	5,159	12.1	7,510	17.6
Health-Care Resident or Fellow	500	1.2	309	0.7	809	1.9
FACULTY	2,176	5.1	1,024	2.4	3,200	7.5
Tenured Faculty	1,305	3.1	367	0.86	1,672	4.0
Non-tenured, tenure track faculty	234	0.5	141	0.33	375	0.8
Clinical track faculty	213	0.5	150	0.35	363	0.8
Other non-tenure- track faculty	424	1.0	366	0.86	790	1.9
TOTAL	18,712	43.8	24,020	56.2	42,732	100%

TABLE 2	Ethnicity by Sex for Survey Population					
Subgroups	Men		Women		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
American Indian/Alaskan Native	87	0.2	112	0.3	199	0.5
Asian/Pacific Islander	1,367	3.2	1,196	2.8	2,563	6.0
Black	445	1.0	518	1.2	963	2.2
Hispanic	460	1.1	532	1.2	992	2.3
White	15,628	36.6	20,994	49.1	36,622	85.7
Other	19	<0.1	10	<0.1	29	<0.1
Prefer not to identify	364	0.9	340	0.8	704	1.7
Missing	342	0.8	318	0.7	660	1.5

TABLE 3	Age by Sex for Survey Population					
Subgroups	Men		Women		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
18-19	3088	7.2	4172	9.8	7,260	17.0
20-25	6061	14.2	7476	17.5	13,537	31.7
26-30	2325	5.4	2618	6.1	4,943	11.5
31-35	1471	3.4	1724	4	3,195	7.4
36-40	1169	2.7	1538	3.6	2,707	6.3
41-45	1038	2.4	1663	3.9	2,701	6.3
46-50	1002	2.3	1640	3.8	2,642	6.1
51-55	958	2.2	1595	3.7	2,553	5.9
56-60	748	1.8	1036	2.4	1,784	4.2
61-65	406	0.9	397	0.9	803	1.8
Over 65	441	1	160	0.4	601	1.4
Missing	5	0	1	0	6	0.0

TABLE 4	UI Status by Minority Status for Survey Population						
	Subgroups	Minority		Non-Minority		Total	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
STUDENTS	3,369	8.1	21,804	52.7	25,173	60.9	
Undergraduate Student	1,644	4.0	16,605	40.2	18,249	44.1	
Graduate/Prof Student	1,594	3.9	5,069	12.3	6,663	16.1	
Post-Doctoral Fellow	131	0.3	130	0.3	261	0.6	
STAFF	955	2.3	12,062	29.2	13,017	31.5	
Merit Staff	289	0.7	4499	10.9	4,788	11.6	
P&S Staff	526	1.3	6923	16.7	7,449	18.0	
Health-Care Resident / Fellow	140	0.3	640	1.5	780	1.9	
FACULTY	393	1.0	2,756	6.7	3,149	7.6	
Tenured Faculty	179	0.4	1,489	3.6	1,668	4.0	
Non-tenured, tenure track faculty	73	0.2	299	0.7	372	0.9	
Clinical track faculty	45	0.1	316	0.8	361	0.9	
Other non tenure track faculty*	96	0.2	652	1.6	748	1.8	
TOTAL	4,717	11.4	36,622	88.6	41,339	100%	

*Includes Instructors, Lecturers, Visiting faculty, Adjunct faculty, Adjunct Clinical faculty, and Assistants-in-instruction.

Survey Respondents (Sample)

In sum, 11,063 people responded to the sexual harassment survey.¹⁶ This provides an overall response rate of 25.8%. While the 1992 Survey enjoyed a 40.5% response rate, that survey went to a substantially smaller pool (3,050) as opposed to the 42,839 people who received the 2004 survey. See section on Recommendations (page 92) for further discussion of ways to potentially improve the response rate for future surveys.

Sample versus Population Demographics. In all, 10,956 usable surveys were received. Of that number, all but 2 were submitted electronically. (Requests for 10 paper copies of the survey which were sent out, but of those, only 2 were in fact returned and entered into the database.) With the exceptions noted, all of the data received were used: That is, if a person chose to answer only five of the questions on the survey, his or her information on those five questions was included in the results. In other words, surveys were not disregarded simply because a responder did not answer some of the questions.

Of the 10,956 responders, almost two-thirds (64.4%) were female, somewhat greater than in the UI population, which is 56.3% female (see Table 5, *Sex Distribution in Sample and Population*). It is not surprising that a higher percentage of women than men responded to the survey. This is consistent with the 1992 Survey in which women responded at a 45.3% rate and men at 28.3%. Since sexual harassment is more frequently, though by no means exclusively, experienced by women, one would expect that more women would be interested in the subject and would have had more experiences that would affect their decision to participate in such a survey. Indeed, the percentage of women responders who said they had experienced sexual harassment or unwelcomed behavior(s) is significantly higher than that of the male responders (see Tables 16 and 29).

The proportions of the sample who were minority (9.1%) and non-minority (90.9%) were very close to the UI population distribution (11.5% and 88.5%, respectively) (see Table 6, "Minority Status Distribution in Sample and Population"). About half (52.4%) the survey respondents were aged 30 or younger, somewhat less than their 60.2% representation in the UI population (see Table 7, "Age Distribution in Sample and Population").

¹⁶ Again, we were unable to use 107 surveys because the respondents were under the age of 18. In sum, 10, 956 surveys were useable.

TABLE 5 Sex Distribution in Sample and Population				
Sex	Respondents		Population	1992 Survey
	<i>N</i>	%	%	%
Female	7037	64.4	56.3	79.2%
Male	3887	35.6	43.8	20.8%
Total	10924	100	100	100

NOTE: Not included are 32 respondents who left the item blank.

TABLE 6 Minority Status in Sample and Population			
Minority Status	Respondents		Population
	<i>N</i>	%	%
White (not of Hispanic origin)	9674	90.9	88.5
All-Others=Minority	965	9.1	11.5
Total	10639	100	100

NOTE: Not included are 317 respondents who either left the item blank or checked that they preferred not to provide their ethnicity.

TABLE 7 Age Distribution in Sample and Population			
Age	Respondents		Population
	<i>N</i>	%	%
18-19	1908	17.5	17.0
20-25	2851	26.2	31.7
26-30	947	8.7	11.5
31-35	747	6.9	7.4
36-40	786	7.2	6.3
41-45	928	8.5	6.3
46-50	937	8.6	6.1
51-55	942	8.7	5.9
56-60	546	5	4.2
61-65	192	1.8	1.8
Over 65	103	0.1	1.4
Total	10887	100.0	100

NOTE: Not included are 69 respondents who either left the item blank or checked that they preferred not to provide their age.

Although undergraduates made up the largest percentage of both the sample (36.5%) and the UI population (44.2%), they were somewhat less

represented in the sample than the population. As will be discussed in the Recommendations section of this report, surveying the undergraduate population poses special challenges and needs to be reconsidered in terms of survey methods and follow-up. In light of the survey results suggesting that undergraduates experience the highest rate of all of the groups for sexually unwelcomed behaviors (57.3%), both as recipients and perpetrators, it is troubling that relatively fewer undergraduates actually responded to this survey. See Tables 16 and 29, and recommendations.

On the other hand, the number of professional and scientific staff (P & S) who responded to the survey was higher than their representation in the UI population. P & S staff comprised 24.4% of the sample and represent 17.6% of the UI population (see Table 8, *UI Status in Sample and Population*). Similarly, the faculty responded at a higher rate than their overall representation, with 11.2% responding but only 7.6% in the UI population. The percentage of both graduate and professional students and merit staff roughly reflected their percentage in the general UI population. For graduate and professional students there were 13.6% in the sample and 17% in the UI population. Merit staff accounted for 13% in the sample and 11.2% in the UI population. These four groups together—undergraduates, P & S, graduate and professional students and merit staff—account for the vast majority of the sample (87.5%) and UI population (90%). The remainder of respondents and population is comprised of faculty (11.2% of the sample, 7.6% of the UI population) a little over half of whom are tenured, and a small percentage of postdoctoral fellows and health-care residents or fellows.

Additional Sample Characteristics. The overwhelming majority of respondents identified themselves as heterosexual (95.1%), about 5% as bisexual, gay, or lesbian, and a very small percentage (0.1%) as transgender (see Table 9, *Gender/Sexual Orientation*). An approximately equal number of respondents had been at the UI for less than one year (18.7%), 1 to 2 years (20.8%), and 3 to 4 years (17.5%). Fewer have been at the UI for between 5 to 9 years (13.2%), while a greater number have been at the UI for 10 or more years (29.7%) (see Table 10, *Years at the UI*). Approximately one-third of the undergraduate respondents identified themselves as in their first year (31.2%), one-quarter identified themselves as Seniors (25.4%), and approximately equal numbers identified as Sophomores or Juniors (20.9% and 22.5%, respectively) (see Table 11, *Class Level of Undergraduates*). The large majority of undergraduate respondents lived either in a non-University apartment/house or a residence hall (61.1% and 31.8%, respectively),

TABLE 8 UI Status in Sample and Population				
UI Status	Respondents		Population	1992 Survey
	<i>N</i>	%	%	%
Undergraduate student	3963	36.5	44.2	21.3
Grad/professional student	1475	13.6	17.0	26.8
Post-doctoral fellow	61	0.6	0.7	
Merit staff	1410	13.0	11.2	16.2
Health-care resident or fellow	78	0.7	1.9	
Professional and Scientific staff	2651	24.4	17.6	22.8
Tenured faculty	684	6.3	4.0	
Non-tenured, tenure-track faculty	216	2.0	0.8	12.9
Clinical-track faculty	181	1.7	0.9	
Other non-tenure-track faculty	125	1.2	1.9	
Total	10844	100	100	100

NOTE: Not included are 112 respondents who left the item blank.

TABLE 9 Gender/Sexual Orientation		
Gender/Sexual Orientation	<i>N</i>	%
Bisexual	242	2.2
Gay	137	1.3
Heterosexual	10313	95.1
Lesbian	140	1.3
Transgender	14	0.1
Total	10846	100%

TABLE 10 Years at UI		
Years	<i>N</i>	%
Less than 1	2026	18.7
1-2	2259	20.8
3-4	1902	17.5
5-9	1437	13.2
10+	3227	29.7
Total	10851	100.0

NOTE: Missing data are not included in either Table 9 or 10.

Class Level	N	%
First-year	1234	31.2
Sophomore	826	20.9
Junior	887	22.5
Senior	1003	25.4
Total	3950	100.0

NOTE: Missing data are not included.

while the rest lived in fraternity or sorority houses, with their parent or guardian, or in the University Apartments (see Table 12, *Student's Place of Residence*). Over half of the student respondents were enrolled in the College of Liberal Arts and Sciences (56.3%). Approximately equal numbers were enrolled in the College of Medicine (6.6%), other Health Science colleges (Dentistry, Nursing, and Public Health; 5.8%), the College of Education (4.2%), and the College of Engineering (5.6%). The remainder were enrolled in the Business College (11.3%), the Graduate College (8.1%) and the Law School (2.1%) (see Table 13, *UI College Enrollment*). Only 38.5% of student respondents were employed by the UI (see Table 14, *Student Employment*). Among faculty and staff respondents, the greatest proportion work in an environment composed of about equal numbers of males and females (39.8%), and a third (33.6%) work in an environment with more women than men. Approximately equal numbers reported working in an environment composed of mostly or all women (10.8%), or more men than women (12.3%); few work in a mostly male environment (3.5%) (see Table 15, *Gender Balance in Workplace*).

Residence	N	%
Fraternity house	46	0.9
Parent(s)/guardian(s)	113	2.1
Non-University apartment/house	3303	61.1
Residence hall	1719	31.8
Sorority house	84	1.6
University apartments	138	2.6
Total	5403	100.0

NOTE: "Other" was treated as missing data, and missing data are not included.

TABLE 13 Students' College of Enrollment		
College	<i>N</i>	%
Business	602	11.3
Education	222	4.2
Engineering	299	5.6
Graduate College	431	8.1
Law	113	2.1
Liberal Arts & Sciences	2994	56.3
Medicine	350	6.6
Other Health Sciences*	307	5.8
Total	5318	100.0

*Dentistry, Nursing, Pharmacy, and Public Health.

NOTE: "Not sure" and "other" responses were treated as missing data, and are not included.

TABLE 14 Student Employment		
Employed at the University	<i>N</i>	%
Yes	2080	38.5
No	3326	61.5
Total	5406	100.0

NOTE: Missing data are not included.

TABLE 15 Gender Balance in Workplace		
UI Work Environment	<i>N</i>	%
Mostly or all women	579	10.8
More women than men	1803	33.6
About equal	2137	39.8
More men than women	662	12.3
Mostly men	190	3.5
Total	5371	100.0

NOTE: "Not sure" responses were treated as missing data, and are not included.

RESULTS

As noted earlier, the purpose of the current survey was in large measure to identify the extent of sexual harassment and sexually harassing behaviors on campus. It is the responsibility of the University of Iowa to provide an environment that is free from such behaviors and, as such, it is imperative that we first understand the current level of such behaviors. It is **not** the purpose (or function) of this survey to assess the level of sexual harassment from the perspective of a judge or lawyer, i.e. we did not set out to determine the extent of the University's liability for these behaviors or whether the behaviors would be considered sexual harassment in a court of law.

Instead, the Task Force had two goals for the survey: (1) determine the extent of people's perception that sexual harassment was occurring and (2), determine the extent of the occurrence of behaviors that **might** constitute sexual harassment and that at a minimum, were unwelcome. The latter determination, sexually harassing behaviors, was particularly important because research has shown that responders often will not label behavior as sexual harassment because either they don't know it constitutes sexual harassment or they want to avoid the stigma of sexual harassment. Therefore, to be serious about understanding the extent of sexual harassment and unwelcomed sexual behavior on this campus, it is imperative that we go beyond an individual responders' willingness to label behavior as sexual harassment and ask about the behaviors themselves. That is, the emphasis needs to be on **unwelcomed behaviors** per se; to date, unwelcomeness is the touchstone of most sexual harassment determinations. Moreover, unwelcomed behaviors are often disrespectful behaviors; assuming the overarching goal of the University of Iowa is to provide an environment that is respectful of all people, unwelcomed sexual behavior is unacceptable.

In some sections, e.g., whether or not the behavior was reported, our discussion of the results of the survey will collapse the responses to questions based explicitly on sexual harassment and those on unwelcomed behaviors. We do this because in all cases where the responder indicated that she or he had experienced "sexual harassment", because of the survey's structure, she or he also indicated an experience with unwelcomed sexual behaviors.¹⁷ Moreover, our focus is on identifying the occurrence of unwelcomed sexual behavior (which necessarily includes sexual harassment) and then attempting to understand how people responded to these

¹⁷ Conversely, it is **not** true that everyone who experienced unwelcomed behaviors, even serious behaviors, indicated that they had experienced sexual harassment (see Table 29).

behaviors and, at least equally importantly, how the University of Iowa is perceived as having responded to reports of these behaviors.

Unwelcomed Sexual Behaviors

As mentioned, survey responders were asked about their experience with unwelcomed sexual behaviors. That is, responders were asked about unwelcomed behaviors, without the survey labeling those behaviors as part of the definition of sexual harassment. Certainly we recognize that, in a given case, not all of the behaviors that were included in this survey would necessarily rise to the level of sexual harassment. For example, the telling of a sexual joke on one or two occasions may not be sexual harassment.¹⁸ But in various circumstances, these behaviors might legally constitute sexual harassment and certainly might be perceived by the recipient as harassing behaviors. Again, the point of this follow-up survey was not to ascertain the amount of legally recognized sexual harassment on campus, but instead to understand the range and frequency of behaviors that could constitute sexual harassment and to assess the perception of them as sexual harassment. At the very least, the unwelcomeness of the behavior suggests a lack of respect being shown to respondents.¹⁹

Just under half of respondents (47.9%) answered “Never” experienced for any of the eight behaviors listed (see Table 16, *Experience of ANY Unwelcomed Behavior at the University, Overall and by Group*). This figure compares with 44.7% of respondents who answered “never” in the 1992 Survey. The range of “Never happened” responses was 57.5% for “Explicitly sexual statements, questions, jokes, and/or anecdotes” to 97.3% for “Direct or implied threats that submission to sexual advances will be a condition of continued study or employment at the University” (see Tables 17a–25b). While some of the unwelcomed behaviors may arguably be considered less critical than others, some of the most serious behaviors were

¹⁸ The responses of many people to the question about why they did not report unwelcomed behavior suggests that people generally understand a difference between minor and serious events. Frequent comments included, “it was just a joke.”

¹⁹ The lack of respect on campus has been commented upon in various annual reports from the Office of the Ombudsperson. See for instance the 2004 report which states, “For several years and particularly beginning with the 1997-1998 *Annual Report* of the Office (the 12th), we have reported considerable concern about insensitive and discourteous behavior among and between employees. An even more serious concern involved abusive and violent behavior between members of the campus community. This year we report 3 serious incidents of incivility and violence, and an additional 27 reports of incivility in all constituent groups, a total of 30 reports of incivility this year. In FY 1999-2000 we recorded 98 reports of incivility; FY 2000-2001, 83; FY 2001-2002, 52; FY 2002-2003, 48; and 102 in FY 2003-04.” <http://www.uiowa.edu/~oombuds/annrept.htm>

reported to have taken place with some frequency. For instance, responders reported experiencing “physical assault of a sexual nature” 1-2 times a year ($n=236$, 2.2%), 3-12 times a year ($n=132$, 1.2%), 13-52 times a year ($n=51$, 0.5%) and even more than once a week ($n=31$, 0.3%). “Explicitly sexual statements, questions, jokes, and/or anecdotes” was the most commonly experienced behavior (see Tables 19a&b), but other potentially more serious behaviors were also noted as occurring more than once a week including “unnecessary touching, patting, hugging or brushing against your body” (see Tables 22a &b).

GROUP	Have Experienced (<i>N</i>)	Have Experienced (%)	Never (<i>N</i>)	Never (%)
OVERALL (<i>N</i> = 10,569)	5,503	52.1%	5,066	47.9%
Gender				
Female ($n = 6,822$; 64.5%)	3,821	56.0%	3,001	44.0%
Male ($n = 3,744$; 35.5%)	1,684	45.0%	2,060	55.0%
Minority Status				
Minority ($n = 927$; 8.7%)	427	46.1%	500	53.9%
Non-Minority ($n = 9,457$; 91.3%)	4,903	51.8%	4,554	48.2%
UI Status				
STAFF (<i>n</i> = 4,063)	2,079	51.2%	1,984	48.8%
Merit Staff (33.6%)	705	51.6%	661	48.4%
P&S Staff (64.5%)	1,345	51.3%	1,275	48.7%
Health-Care Resident/Fellow (1.9%)	29	37.7%	48	62.3%
FACULTY (<i>n</i> = 1188)	574	48.3%	614	51.7%
Tenured Faculty (56.6%)	340	50.5%	333	49.5%
Non-tenured, Tenure-trk Fac (18.1%)	89	41.4%	126	58.6%
Clinical-track Faculty (15.1%)	89	49.4%	91	50.6%
Oth. Non-tenure-trk Faculty (10.1%)	56	46.7%	64	53.3%
STUDENTS (<i>n</i> = 5318)	2,850	53.6%	2,468	46.4%
Undergraduate (71.7%)	2,187	57.3%	1,627	42.7%
Graduate/Professional Student (27.2%)	647	44.8%	798	55.2%
Postdoctoral Fellow (1.1%)	16	27.1%	43	72.9%

NOTE: Shading indicates 5+% difference between groups; in two-way comparisons, higher % group is shaded. In multiple group comparisons, the most-different group (lower or higher) is shaded, unless there is wide variability, in which case the entire set is shaded.

TABLE 17a Experience of Physical Assault of a Sexual Nature at the UI (e.g., grabbing, slapping, pushing, shoving), Overall and by Group (Q12a)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
OVERALL (N = 10,638)	92.0%	3.8%	2.2%	1.2%	0.5%	0.3%
Gender						
Female (64.5%)	90.5%	4.3%	2.7%	1.5%	0.7%	0.3%
Male (35.5%)	94.6%	2.9%	1.3%	0.8%	0.1%	0.3%
Minority Status						
Minority (8.9%)	91.2%	3.8%	1.8%	2.1%	0.6%	0.4%
Non-Minority (91.1%)	92.1%	3.8%	2.3%	1.1%	0.5%	0.3%
UI Status						
STAFF (38.4%)	96.6%	2.4%	0.5%	0.3%	0%	0.1%
Merit Staff (33.8%)	94.5%	3.8%	0.8%	0.7%		0.3%
P&S Staff (64.3%)	97.6%	1.8%	0.3%	0.2%	0.1%	
Hlth-Care Resident/Fellow (1.9%)	100.0%					
FACULTY (11.2%)	98.6%	1.0%	0.3%	0.1%		
Tenured Faculty (56.6%)	98.5%	1.0%	0.3%	0.1%		
Non-tenrd, Tnr-trk Fac (18.1%)	99.5%	0.5%				
Clinical-track Faculty (15.1%)	98.3%	1.1%	0.6%			
Oth. Non-tenr-trk Fac (10.2%)	97.5%	1.6%	0.8%			
STUDENTS (50.4%)	87.0%	5.4%	4.0%	2.2%	0.9%	0.5%
Undergraduate (71.7%)	83.7%	6.5%	5.1%	2.8%	1.3%	0.6%
Graduate/Professional (27.2%)	95.3%	2.9%	1.0%	0.6%		0.1%
Postdoctoral Fellow (1.1%)	98.3%			1.7%		

NOTE: Blank = 0%. Shading indicates a notable difference between groups (for larger percentages, 5+% difference; for smaller percentages, more than twice as frequently). The most-different group (lower or higher) is shaded. See next page for raw numbers

TABLE 17b Experience of **Physical Assault of a Sexual Nature at the UI** (e.g., grabbing, slapping, pushing, shoving), Overall and by Group (Q12a)

GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/ Year	3-12 x/ Year	13-52 x/ Year	Almost/ Daily
TOTAL (N = 10,640)	9,788	402	236	132	51	31
Gender						
Female (<i>n</i> = 6,860)	6,211	293	187	102	48	19
Male (<i>n</i> = 3,778)	3,575	109	49	30	3	12
Minority Status						
Minority (<i>n</i> = 925)	844	35	17	19	6	4
Non-Minority (<i>n</i> = 3,774)	8,695	354	213	106	44	25
UI Status						
STAFF (<i>n</i> = 4,088)	3,949	99	20	13	2	5
Merit Staff (<i>n</i> = 1,380)	1,304	52	11	9		4
P&S Staff (<i>n</i> = 2,630)	2,567	47	9	4	2	1
Hlth-Care Rsdnt/Fellow (<i>n</i> = 78)	78					
FACULTY (<i>n</i> = 1,193)	1,176	12	4	1		
Tenured Faculty (<i>n</i> = 675)	665	7	2	1		
Non-tenrd, Tnr-trk Fac (<i>n</i> = 216)	215	1				
Clinical-track Faculty (<i>n</i> = 180)	177	2	1			
Oth. Non-tenr-trk Fac (<i>n</i> = 122)	119	2	1			
STUDENTS (<i>n</i> = 5,359)	4,663	291	212	118	49	26
Undergraduate (<i>n</i> = 3,840)	3,214	248	197	108	49	24
Graduate/Professional (<i>n</i> = 1,459)	1,390	43	15	9		2
Postdoctoral Fellow (<i>n</i> = 60)	59			1		

See previous page for notes and percentages.

TABLE 18a Experience of **Direct Or Implied Threats**, Overall and by Group (Q12b)

GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/ Year	3-12 x/ Year	13-52 x/ Year	Almost/ Daily
OVERALL	97.3%	1.6%	0.6%	0.2%	0.1%	0.1%
Gender						
Female (64.5%)	96.8%	2.0%	0.8%	0.3%	0.1%	0.1%
Male (35.5%)	98.1%	1.1%	0.3%	0.1%	0.2%	0.2%
Minority Status						
Minority (8.9%)	96.5%	1.6%	0.8%	0.8%	0%	0.3%
Non-Minority (91.1%)	97.45	1.6%	0.6%	0.2%	0.1%	0.1%
UI Status						
STAFF (38.4%)	98.3%	1.2%	0.4%	0.1%	0%	0%
Merit Staff (33.7%)	97.2%	2.0%	0.6%	0.1%		0.1%
P&S Staff (64.4%)	98.9%	0.8%	0.3%	0.1%		
Hlth-Care Resident/Fellow (1.9%)	100.0%					
FACULTY (11.2%)	98.8%	0.7%	0.3%	0%	0%	0.2%
Tenured Faculty (56.6%)	98.7%	0.7%	0.3%			0.3%
Non-tenrd, Tnr-trk Fac (18.1%)	99.1%	0.9%				
Clinical-track faculty (15.1%)	100.0%					
Oth. Non-tenr-trk Fac (10.2%)	97.5%	0.8%	1.6%			
STUDENTS (50.4%)	96.1%	2.2%	0.8%	0.4%	0.2%	0.2%
Undergraduate (71.7%)	95.1%	2.7%	1.1%	0.6%	0.2%	0.2%
Graduate/Professional (27.2%)	98.7%	1.0%	0.1%		0.1%	0.1%
Postdoctoral Fellow (1.1%)	96.7%		1.7%			1.7%

NOTE: Blank = 0%. Shading indicates a notable difference between groups (more than twice as frequently). The most-different group (lower or higher) is shaded, unless there is wide variability, in which case the entire set is shaded. See next page for raw numbers.

TABLE 18b Experience of Direct Or Implied Threats , Overall and by Group (Q12b)						
GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/ Year	3-12 x/ Year	13-52 x/ Year	Almost/ Daily
TOTAL (N = 10,613)	10,324	175	65	25	10	14
Gender						
Female (<i>n</i> = 6,860)	6,627	135	52	21	4	5
Male (<i>n</i> = 3,778)	3,694	41	13	4	6	9
Minority Status						
Minority (<i>n</i> = 925)	889	15	7	7	0	3
Non-Minority (<i>n</i> = 3,774)	9,170	154	54	18	10	9
UI Status						
STAFF (<i>n</i> = 4,074)	4,006	48	16	3	0	1
Merit Staff (<i>n</i> = 1,373)	1,335	28	8	1		1
P&S Staff (<i>n</i> = 2,623)	2,593	20	8	2		
Hlth-Care Rsdnt/Fellow (<i>n</i> = 78)	78					
FACULTY (<i>n</i> = 1,193)	1,179	8	4	0	0	2
Tenured Faculty (<i>n</i> = 675)	666	5	2			2
Non-tenrd, Tnr-trk Fac (<i>n</i> = 216)	214	2				
Clinical-track Faculty (<i>n</i> = 180)	180					
Oth. Non-tenr-trk Fac (<i>n</i> = 122)	119	1	2			
STUDENTS (<i>n</i> = 5,346)	5,139	119	45	22	10	11
Undergraduate (<i>n</i> = 3,831)	3,645	105	43	22	8	8
Graduate/Professional (<i>n</i> = 1,455)	1,436	14	1		2	2
Postdoctoral Fellow (<i>n</i> = 60)	58		1			1

See previous page for notes and percentages.

TABLE 19a Experience of Explicitly Sexual Statements, Questions, Jokes, and/or Anecdotes , Overall and by Group (Q12c)						
GROUP	PERCENT (%) Responding in Each Category					
	Never	>1x/Year	1-2 x/ Year	3-12 x/ Year	13-52 x / Year	Almost/ Daily
OVERALL (N = 10,627)	57.6%	14.5%	9.8%	8.5%	4.4%	5.3%
Gender						
Female (64.5%)	54.2%	16.0%	10.6%	9.7%	4.7%	4.7%
Male (35.5%)	63.4%	11.8%	8.6%	6.2%	3.8%	6.2%
Minority Status						
Minority (8.9%)	65.4%	12.0%	7.6%	7.4%	2.9%	4.7%
Non-Minority (91.1%)	56.8%	14.8%	10.0%	8.6%	4.5%	5.3%
UI Status						
STAFF (38.4%)	56.5%	16.8%	10.0%	8.7%	3.7%	4.3%
Merit Staff (33.7%)	56.5%	15.7%	9.5%	8.8%	4.1%	5.4%
P&S Staff (64.4%)	56.1%	17.7%	10.6%	8.6%	3.4%	3.6%
Hlth-Care Rsdnt/Fellow (1.9%)	72.7%	7.8%	1.3%	7.8%	5.2%	5.2%
FACULTY (11.2%)	58.8%	19.0%	11.4%	7.5%	1.9%	1.3%
Tenured Faculty (56.7%)	57.1%	20.7%	12.6%	6.1%	1.6%	1.9%
Non-tenrd, Tnr-trk Fac (18.0%)	65.6%	13.5%	8.4%	10.7%	1.4%	0.5%
Clinical-track Faculty (15.1%)	55.0%	20.6%	10.0%	11.1%	2.8%	0.6%
Oth. Non-tenr-trk Fac (10.2%)	62.3%	17.2%	12.3%	4.9%	3.3%	
STUDENTS (50.4%)	58.0%	11.8%	9.3%	8.5%	5.5%	6.9%
Undergraduate (71.7%)	55.1%	11.8%	9.4%	9.1%	6.1%	8.4%
Graduate/Professional (27.2%)	65.1%	11.7%	9.4%	6.9%	3.9%	3.0%
Postdoctoral Fellow (1.1%)	74.6%	8.5%	3.4%	8.5%	1.7%	3.4%

NOTE: Blank = 0%. Shading indicates a notable difference between groups (for larger percentages, 5+% difference; for small percentages, more than twice as frequently); in two-way comparisons, higher % group is shaded. In multiple group comparisons, the most-different group (lower or higher) is shaded, unless there is wide variability, in which case the entire set is shaded. See next page for raw numbers.

TABLE 19b Experience of Explicitly Sexual Statements, Questions, Jokes, and/or Anecdotes, Overall and by Group (Q12c)						
GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
TOTAL (N = 10,629)	6,117	1,543	1,046	900	465	558
Gender						
Female (n = 6,853)	3,717	1,099	725	666	321	325
Male (n = 3,774)	2,394	444	323	234	145	234
Minority Status						
Minority (n = 922)	603	111	70	68	27	43
Non-Minority (n = 9,430)	5,358	1,395	946	810	424	497
UI Status						
STAFF (n = 4,086)	2,310	687	410	354	150	175
Merit Staff (n = 1,378)	779	216	131	121	56	75
P&S Staff (n = 2,631)	1,475	465	278	227	90	96
Hlth-Care Rsdnt/Fellow (n = 77)	56	6	1	6	4	4
FACULTY (n = 1,193)	702	227	136	90	23	15
Tenured Faculty (n = 676)	386	140	85	41	11	13
Non-tenrd, Tnr-trk Fac (n = 215)	141	29	18	23	3	1
Clinical-track Faculty (n = 180)	99	37	18	20	5	1
Oth. Non-tenr-trk Fac (n = 122)	76	21	15	6	4	0
STUDENTS (n = 5,350)	3,105	629	500	456	292	368
Undergraduate (n = 3,837)	2,114	454	362	350	234	323
Graduate/Professional (n = 1,454)	947	170	136	101	57	43
Postdoctoral Fellow (n = 59)	44	5	2	5	1	2

See previous page for notes and percentages.

TABLE 20a Experience of Unnecessary Touching, Patting, Hugging, or Brushing Against Respondent's Body, Overall and by Group (Q12d)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
OVERALL	80.6%	8.9%	4.4%	3.4%	1.7%	1.0%
Gender						
Female (64.5%)	76.7%	10.5%	5.4%	4.3%	2.0%	1.1%
Male (35.5%)	87.7%	6.0%	2.7%	1.7%	1.1%	0.8%
Minority Status						
Minority (8.9%)	79.9%	8.4%	4.6%	3.8%	2.5%	0.8%
Non-Minority (91.1%)	80.6%	9.0%	4.4%	3.4%	1.6%	1.0%
UI Status						
STAFF (38.4%)	84.9%	8.7%	3.0%	2.2%	0.8%	0.5%
Merit Staff (33.8%)	84.2%	9.3%	2.6%	2.3%	0.7%	0.8%
P&S Staff (64.3%)	85.0%	8.6%	3.1%	2.1%	0.8%	0.3%
Health-Care Resident/Fellow (1.9%)	89.7%	3.8%	3.8%	2.6%		
FACULTY (11.2%)	88.5%	7.5%	2.4%	1.1%	0.3%	0.3%
Tenured Faculty (56.6%)	87.7%	8.6%	2.2%	0.9%	0.3%	0.3%
Non-tenrd, Tnr-trk Fac (18.1%)	90.7%	5.1%	2.3%	1.4%	0.5%	
Clinical-track faculty (15.0%)	87.2%	7.8%	3.4%	1.7%		
Oth. Non-tenr-trk Fac (10.2%)	91.0%	4.9%	2.5%	0.8%		0.8%
STUDENTS (50.4%)	75.5%	9.4%	6.0%	4.8%	2.7%	1.6%
Undergraduate (71.7%)	71.1%	10.7%	6.5%	6.1%	3.5%	2.1%
Graduate/Professional (27.2%)	86.3%	6.0%	4.9%	1.8%	0.6%	0.3%
Postdoctoral Fellow (1.1%)	96.6%	1.7%		1.7%		

NOTE: Blank = 0%. Shading indicates a notable difference between groups (for larger percentages, 5+% difference; for smaller percentages, more than twice as frequently); in two-way comparisons, higher % group is shaded. In multiple group comparisons, there is wide variability, so the entire set is shaded. See next page for raw numbers.

TABLE 20b Experience of Unnecessary Touching, Patting, Hugging, or Brushing Against Respondent's Body, Overall and by Group (Q12d)						
GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
TOTAL (N = 10,619)	8,556	946	470	360	179	108
Gender						
Female (n = 6,848)	5,250	716	371	296	138	77
Male (n = 3,770)	3,305	228	100	65	41	31
Minority Status						
Minority (n = 922)	737	77	43	35	23	7
Non-Minority (n = 9,421)	7,592	850	416	318	152	93
UI Status						
STAFF (n = 4,075)	3,458	356	121	88	32	20
Merit Staff (n = 1,376)	1,159	128	36	32	10	11
P&S Staff (n = 2,621)	2,229	225	82	54	22	9
Hlth-Care Resdnt/Fellow (n = 78)	70	3	3	2		
FACULTY (n = 1,192)	1,055	89	29	13	3	3
Tenured Faculty (n = 675)	592	58	15	6	2	2
Non-tenrd, Tnr-trk Fac (n=216)	196	11	5	3	1	
Clinical-track Faculty (n = 179)	156	14	6	3		
Oth. Non-tenr-trk Fac (n = 122)	111	6	3	1		1
STUDENTS (n = 5,352)	4,043	501	320	259	144	85
Undergraduate (n = 3,838)	2,730	412	248	233	135	80
Graduate/Professional (n = 1,456)	1,256	88	72	26	9	5
Postdoctoral Fellow (n = 59)	57	1		1		

See previous page for notes and percentages.

TABLE 21a Experience of Remarks of a Sexual Nature About Respondent's Clothing or Body , Overall and by Group (Q12e)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
OVERALL	75.8%	10.2%	5.4%	4.3%	2.5%	1.7%
Gender						
Female (64.5%)	70.7%	12.3%	6.5%	5.5%	3.0%	1.9%
Male (35.5%)	85.1%	6.4%	3.5%	2.2%	1.6%	1.2%
Minority Status						
Minority (8.9%)	80.4%	7.8%	4.2%	4.6%	1.5%	1.4%
Non-Minority (91.1%)	80.3%	9.2%	4.7%	3.4%	1.4%	1.0%
UI Status						
STAFF (38.4%)	81.5%	10.6%	3.5%	2.8%	1.0%	0.6%
Merit Staff (33.7%)	81.3%	10.0%	3.8%	3.3%	0.8%	0.9%
P&S Staff (64.3%)	81.5%	11.0%	3.3%	2.6%	1.1%	0.5%
Health-Care Resdnt/Fellow (1.9%)	83.3%	7.7%	5.1%	2.6%	1.3%	
FACULTY (11.2%)	83.5%	10.7%	4.2%	1.1%	0.3%	0.3%
Tenured Faculty (56.7%)	81.8%	12.3%	4.1%	0.9%	0.4%	0.4%
Non-tenrd, Tnr-trk Fac (18.1%)	86.1%	7.4%	5.1%	1.4%		
Clinical-track faculty (14.9%)	87.1%	10.7%	1.7%	0.6%		
Oth. Non-tenr-trk Fac (10.2%)	83.6%	7.4%	6.6%	2.5%		
STUDENTS (47.3%)	69.9%	9.9%	7.2%	6.1%	4.2%	2.8%
Undergraduate (71.7%)	65.6%	10.5%	7.9%	7.4%	5.0%	3.7%
Graduate/Professional (27.2%)	80.3%	8.4%	5.6%	2.8%	2.3%	0.5%
Postdoctoral Fellow (1.1%)	91.4%	3.4%	1.7%	3.4%		

NOTE: Blank = 0%. Shading indicates a notable difference between groups (for larger percentages, 5+% difference; for smaller percentages, more than twice as frequently); in two-way comparison, higher % group is shaded. In multiple group comparisons, there is wide variability, so the entire set is shaded. See next page for raw numbers.

TABLE 21b Experience of Remarks of a Sexual Nature About Respondent's Clothing Or Body, Overall and by Group (Q12e)

GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
TOTAL (N = 10,629)	8,060	1,087	578	457	269	176
Gender						
Female (n = 6,853)	4,846	845	447	376	208	131
Male (n = 3,772)	3,211	240	132	82	61	46
Minority Status						
Minority (n = 910)	732	71	38	42	14	13
Non-Minority (n = 9,342)	7,497	860	440	319	130	96
UI Status						
STAFF (n = 4,086)	3,322	432	143	115	41	25
Merit Staff (n = 1,378)	1,118	138	52	45	11	12
P&S Staff (n = 2,631)	2,139	288	87	68	29	13
Hlth-Care Resdnt/Fellow (n = 77)	65	6	4	2	1	
FACULTY (n = 1,193)	995	127	50	13	3	3
Tenured Faculty (n = 676)	552	83	28	6	3	3
Non-tenrd, Tnr-trk Fac (n = 215)	186	16	11	3		
Clinical-track Faculty (n = 180)	155	19	3	1		
Oth. Non-tenr-trk Fac (n = 122)	102	9	8	3		
STUDENTS (n = 5,350)	3,743	528	385	329	225	148
Undergraduate (n = 3,837)	2,521	403	302	286	191	141
Graduate/Professional (n = 1,454)	1,169	123	82	41	34	7
Postdoctoral Fellow (n = 59)	53	2	1	2		

See previous page for notes and percentages.

TABLE 22a Experience of Remarks About Respondent's Sexual Activity or Speculation About Respondent's Previous Sexual Experience , Overall and by Group (Q13a)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
OVERALL	80.2%	9.1%	4.6%	3.6%	1.4%	1.1%
Gender						
Female (64.5%)	76.7%	10.5%	5.4%	4.3%	2.0%	1.1%
Male (35.5%)	87.7%	6.0%	2.7%	1.7%	1.1%	0.8%
Minority Status						
Minority (8.9%)	79.9%	8.4%	4.7%	3.8%	2.5%	0.8%
Non-Minority (91.1%)	80.6%	9.0%	4.4%	3.4%	1.6%	1.0%
UI Status						
STAFF (38.5%)	85.2%	8.4%	3.0%	2.2%	0.8%	0.4%
Merit Staff (33.5%)	83.2%	8.8%	3.3%	2.9%	1.2%	0.6%
P&S Staff (64.6%)	86.1%	8.2%	2.8%	2.0%	0.6%	0.3%
Health-Care Resdnt/Fellow (1.9%)	88.3%	7.8%	2.6%	1.3%	0.0%	0.0%
FACULTY (11.3%)	88.4%	7.5%	2.9%	0.9%	0.0%	0.3%
Tenured Faculty (56.7%)	87.5%	9.1%	2.2%	0.9%	0.0%	0.3%
Non-tenrd, Tnr-trk Fac (18.1%)	90.7%	4.2%	3.7%	1.4%	0.0%	0.0%
Clinical-track faculty (15.1%)	88.3%	8.9%	2.8%	0.0%	0.0%	0.0%
Oth. Non-tenr-trk Fac (10.2%)	89.3%	2.5%	5.8%	1.7%	0.0%	0.8%
STUDENTS (50.2%)	74.5%	10.1%	6.3%	5.1%	2.2%	1.8%
Undergraduate (71.5%)	71.3%	10.9%	7.0%	5.8%	2.7%	2.2%
Graduate/Professional (27.4%)	82.2%	8.1%	4.6%	3.5%	1.0%	0.6%
Postdoctoral Fellow (1.1%)	93.1%	3.4%		3.4%		

NOTE: Blank = 0%. Shading indicates a notable difference between groups (for larger percentages, 5+% difference; for smaller percentages, more than twice as frequently); in two-way comparison, higher % group is shaded. In multiple group comparisons, there is wide variability, so the entire set is shaded. See next page for raw numbers.

TABLE 22b Experience of Remarks About Respondent's Sexual Activity or Speculation About Respondent's Previous Sexual Experience, Overall and by Group (Q13a)						
GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
TOTAL (N = 10,526)	8,441	962	488	374	149	112
Gender						
Female (n = 6,782)	5,360	693	335	239	102	53
Male (n = 3,740)	3,075	268	155	136	47	59
Minority Status						
Minority (n = 910)	732	71	38	42	14	13
Non-Minority (n = 9,342)	7,497	860	440	319	130	96
UI Status						
STAFF (n = 4,048)	3,448	341	121	91	32	15
Merit Staff (n = 1,357)	1,129	120	45	39	16	8
P&S Staff (n = 2,614)	2,251	215	74	51	16	7
Hlth-Care Resdnt/Fellow (n = 77)	68	6	2	1		
FACULTY (n = 1,189)	1,051	89	35	11	0	3
Tenured Faculty (n = 674)	590	61	15	6		2
Non-tenrd, Tnr-trk Fac (n = 215)	195	9	8	3		
Clinical-track Faculty (n = 179)	158	16	5			
Oth. Non-tenr-trk Fac (n = 121)	108	3	7	2		1
STUDENTS (n = 5,289)	3,942	532	332	272	117	94
Undergraduate (n = 3,781)	2,696	413	265	219	103	85
Graduate/Professional (n = 1,450)	1,192	117	67	51	14	9
Postdoctoral Fellow (n = 58)	54	2		2		

See previous page for notes and percentages.

TABLE 23a Experience of Subtle Pressure For Sexual Activity (e.g., Repeated and Unwelcomed Staring), Overall and by Group (Q13b)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
OVERALL	83.5%	6.9%	3.6%	3.0%	1.6%	1.3%
Gender						
Female (64.4%)	79.6%	8.3%	4.6%	3.9%	2.1%	1.4%
Male (35.6%)	90.6%	4.4%	1.8%	1.4%	0.7%	1.1%
Minority Status						
Minority (8.9%)	81.7%	7.0%	3.6%	3.5%	2.3%	1.8%
Non-Minority (91.1%)	83.8%	6.9%	3.6%	3.0%	1.5%	1.2%
UI Status						
STAFF (38.4%)	90.8%	5.1%	2.0%	1.2%	0.5%	0.4%
Merit Staff (33.5%)	89.8%	5.1%	2.4%	1.5%	0.7%	0.5%
P&S Staff (64.6%)	91.1%	5.2%	1.8%	1.1%	0.4%	0.3%
Health-Care Resdnt/Fellow (1.9%)	94.8%	3.9%		1.3%		
FACULTY (11.3%)	93.3%	4.4%	1.5%	0.5%	0.3%	0.1%
Tenured Faculty (56.6%)	92.7%	4.8%	1.8%	0.3%	0.3%	0.1%
Non-tenrd, Tnr-trk Fac (18.1%)	92.1%	5.1%	1.4%	0.9%	0.5%	
Clinical-track faculty (15.1%)	97.2%	2.2%	0.6%			
Oth. Non-tenr-trk Fac (10.2%)	92.6%	4.1%	1.7%	1.7%		
STUDENTS (50.3%)	75.9%	8.9%	5.4%	5.0%	2.8%	2.2%
Undergraduate (71.5%)	71.4%	10.1%	6.0%	6.2%	3.4%	2.9%
Graduate/Professional (27.4%)	86.7%	5.9%	3.7%	2.0%	1.1%	0.6%
Postdoctoral Fellow (1.1%)	94.7%	3.5%	1.8%			

NOTE: Blank = 0%. Shading indicates a notable difference between groups (for larger percentages, 5+% difference; for smaller percentages, more than twice as frequently); in two-way comparison, higher % group is shaded. In multiple group comparisons, there is wide variability, so the entire set is shaded. See next page for raw numbers.

TABLE 23b Experience of **Subtle Pressure For Sexual Activity (e.g., Repeated and Unwelcomed Staring)**, Overall and by Group (Q13b)

GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
TOTAL (N = 10,513)	8,784	728	380	317	170	134
Gender						
Female (n = 6,773)	5,393	565	314	265	142	94
Male (n = 3,736)	3,386	163	67	52	28	40
Minority Status						
Minority (n = 909)	743	64	33	32	21	16
Non-Minority (n = 9,331)	7,815	648	339	278	143	108
UI Status						
STAFF (n = 4,040)	3,667	208	79	49	21	16
Merit Staff (n = 1,354)	1,216	69	32	20	10	7
P&S Staff (n = 2,609)	2,378	136	47	28	11	9
Hlth-Care Resdnt/Fellow (n = 77)	73	3		1		
FACULTY (n = 1,188)	1,108	52	18	6	3	1
Tenured Faculty (n = 673)	624	32	12	2	2	1
Non-tenrd, Tnr-trk Fac (n = 215)	198	11	3	2	1	
Clinical-track Faculty (n = 179)	174	4	1			
Oth. Non-tenr-trk Fac (n = 121)	112	5	2	2		
STUDENTS (n = 5,285)	4,009	468	283	262	146	117
Undergraduate (n = 3,781)	2,701	380	228	233	130	109
Graduate/Professional (n = 1,447)	1,254	86	54	29	16	8
Postdoctoral Fellow (n = 57)	54	2	1			

TABLE 24a Experience of Display Of Graphic Sexual Material In a Context Where Responder Is Not Free To Avoid the Display, Overall and by Group (Q13c)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
OVERALL	88.1%	6.8%	2.5%	1.4%	0.5%	0.7%
Gender						
Female (64.5%)	87.7%	6.7%	2.9%	1.5%	0.4%	0.7%
Male (35.5%)	90.4%	5.3%	1.8%	1.2%	0.5%	0.9%
Minority Status						
Minority (8.9%)	89.1%	5.4%	2.2%	2.1%	0.7%	0.6%
Non-Minority (91.1%)	88.7%	6.3%	2.5%	1.3%	0.4%	0.7%
UI Status						
STAFF (38.4%)	91.8%	5.6%	1.1%	0.8%	0.2%	0.4%
Merit Staff (33.7%)	90.7%	5.8%	1.5%	1.3%	0.2%	0.5%
P&S Staff (64.3%)	92.3%	5.7%	1.0%	0.5%	0.1%	0.4%
Health-Care Resdnt/Fellow (1.9%)	97.4%	1.3%			1.3%	
FACULTY (11.2%)	88.3%	9.5%	0.9%	0.6%	0.1%	0.6%
Tenured Faculty (56.7%)	90.6%	6.5%	1.3%	0.7%	0.1%	0.6%
Non-tenrd, Tnr-trk Fac (18.1%)	98.1%	0.9%		0.5%		0.5%
Clinical-track faculty (14.9%)	70.2%	28.9%	0.4%			0.4%
Oth. Non-tenr-trk Fac (10.2%)	94.2%	2.5%	0.8%	1.7%		0.8%
STUDENTS (47.3%)	85.2%	7.0%	3.9%	2.1%	0.8%	1.0%
Undergraduate (71.7%)	83.0%	7.9%	4.6%	2.4%	1.0%	1.2%
Graduate/Professional (27.2%)	90.8%	4.8%	2.2%	1.5%	0.3%	0.5%
Postdoctoral Fellow (1.1%)	94.7%	1.8%	1.8%			1.8%

NOTE: Blank = 0%. Shading indicates wide variability across groups; for larger percents, 5+% difference; for smaller percents, more than twice as frequently. See previous page for raw numbers.

TABLE 24b Experience of Display Of Graphic Sexual Material In a Context Where Responder Is Not Free To Avoid the Display , Overall and by Group (Q13c)						
GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/Year	3-12 x/Year	13-52 x/Year	Almost/Daily
TOTAL (N = 10,557)	9,304	714	263	149	48	79
Gender						
Female (n = 6,766)	5,935	456	197	104	28	46
Male (n = 3,724)	3,365	196	66	45	19	33
Minority Status						
Minority (n = 907)	808	49	20	19	6	5
Non-Minority (n = 9,315)	8,263	586	235	124	40	67
UI Status						
STAFF (n = 4,033)	3,704	227	46	31	7	18
Merit Staff (n = 1,349)	1,224	78	20	17	3	7
P&S Staff (n = 2,608)	2,406	148	26	14	3	11
Hlth-Care Resdnt/Fellow (n = 76)	74	1			1	
FACULTY (n = 1250)	1,104	119	11	8	1	7
Tenured Faculty (n = 673)	610	44	9	5	1	4
Non-tenrd, Tnr-trk Fac (n = 215)	211	2	0	1		1
Clinical-track Faculty (n = 179)	170	7	1			1
Oth. Non-tenr-trk Fac (n = 120)	113	3	1	2		1
STUDENTS (n = 5,289)	4,496	368	206	110	40	54
Undergraduate (n = 3,781)	3,129	298	173	89	36	46
Graduate/Professional (n = 1,450)	1,313	69	32	21	4	7
Postdoctoral Fellow (n = 58)	54	1	1			1

TABLE 25a Experience of Other Unwelcomed Behavior, Overall and by Group (Q13d)						
GROUP	PERCENT Responding in Each Category					
	Never	>1x/Year	1-2 x/ Year	3-12 x/ Year	13-52 x/ Year	Almost/ Daily
OVERALL	94.3%	2.4%	1.1%	1.0%	0.5%	0.7%
Gender						
Female (62.4%)	93.4%	3.0%	1.4%	1.1%	0.5%	0.7%
Male (37.6%)	95.8%	1.6%	0.6%	0.6%	0.4%	0.9%
Minority Status						
Minority (8.9%)	92.6%	3.8%	0.8%	1.5%	0.3%	1.0%
Non-Minority (91.1%)	94.5%	2.2%	1.1%	0.9%	0.5%	0.7%
UI Status						
STAFF (38.4%)	93.6%	2.6%	1.1%	1.2%	0.7%	0.8%
Merit Staff (33.7%)	92.4%	3.2%	1.3%	1.4%	1.1%	0.7%
P&S Staff (64.3%)	94.1%	2.4%	1.0%	1.1%	0.6%	0.8%
Health-Care Resdnt/Fellow (1.9%)	98.5%					1.5%
FACULTY (11.2%)	94.4%	3.3%	0.8%	0.5%	0.6%	0.5%
Tenured Faculty (56.7%)	94.8%	3.5%	0.4%	0.2%	0.4%	0.6%
Non-tenrd, Tnr-trk Fac (18.1%)	95.4%	2.9%	1.1%		0.6%	
Clinical-track faculty (14.9%)	96.3%	1.5%	0.7%	0.7%		0.7%
Oth. Non-tenr-trk Fac (10.2%)	87.2%	5.8%	2.3%	2.3%	2.3%	
STUDENTS (47.3%)	94.7%	2.2%	1.1%	0.9%	0.3%	0.8%
Undergraduate (71.7%)	94.1%	2.4%	1.4%	1.0%	0.3%	0.9%
Graduate/Professional (27.2%)	96.2%	1.8%	0.5%	0.8%	0.3%	0.4%
Postdoctoral Fellow (1.1%)	96.0%		2.0%	2.0%		

NOTE: Blank = 0%. Shading indicates a notable difference between groups; the most-different group is shaded. See next page for raw numbers.

TABLE 25b Experience of Other Unwelcomed Behavior , Overall and by Group (Q13d)						
GROUP	NUMBER Responding in Each Category					
	Never	>1x/Year	1-2 x/ Year	3-12 x/ Year	13-52 x/ Year	Almost/ Daily
TOTAL (N = 8,290)	7,816	203	90	79	40	62
Gender						
Female (n = 6,766)	5,935	456	197	104	28	46
Male (n = 3,724)	3,365	196	66	45	19	33
Minority Status						
Minority (n = 907)	808	49	20	19	6	5
Non-Minority (n = 9,315)	8,263	586	235	124	40	67
UI Status						
STAFF (n = 2,936)	2,749	76	32	34	21	24
Merit Staff (n = 948)	876	30	12	13	10	7
P&S Staff (n = 1,921)	1,807	46	20	21	11	16
Hlth-Care Resdnt/Fellow (n = 67)	66					1
FACULTY (n = 875)	826	29	7	4	5	4
Tenured Faculty (n = 479)	454	17	2	1	2	3
Non-tenrd, Tnr-trk Fac (n = 174)	166	5	2		1	
Clinical-track Faculty (n = 136)	131	2	1	1		1
Oth. Non-tenr-trk Fac (n = 86)	75	5	2	2	2	
STUDENTS (n = 4,479)	4,241	98	51	41	14	34
Undergraduate (n = 3,235)	3,044	77	44	31	10	29
Graduate/Professional (n = 1,194)	1,149	21	6	9	4	5
Postdoctoral Fellow (n = 50)	48		1	1		

See previous page for notes and percentages.

Although relatively few unwelcomed behaviors were reported as occurring “daily or almost daily,” nonetheless, it is important for administrators to be aware of the rate at which some of these behaviors do occur. Policy makers and educators may wish to pay particular attention to the incidents occurring in the range of “13-52 times a year” through “more than once a week.”

For example, 82 individuals reported that they experienced a “**physical assault of a sexual nature** (e.g., grabbing, slapping, pushing, shoving) more than once a month, with 31 of those individuals experiencing these behaviors daily or almost daily. Other behaviors that were reported to occur more than once a month included the following:

- “**direct or implied threats**” that continued study or employment was contingent on submission to sexual advances (25 individuals, 14 of which were daily/almost daily), “**explicitly sexual statements**, questions, jokes, and/or anecdotes”: 1023 individuals, 558 of which were daily /almost daily;
- “**unnecessary touching**, patting, hugging, or brushing against your body”: 287 individuals, 108 of which were daily/almost daily;
- “**remarks of a sexual nature** about your clothing or body”: 445 individuals; 176 of which were daily/almost daily;
- “**remarks about your sexual activity** or speculation about your previous sexual experience”: 261 individuals, 112 of which were daily/almost daily;
- “**subtle pressure for sexual activity** (e.g., repeated and unwelcomed staring)”: 304 individuals, 134 of which were daily/almost daily; and
- “**display of graphic sexual material** in a context where you are not free to avoid the display”: 127 individuals, 79 of which were daily or almost daily;

As mentioned earlier, putting these together, the **majority** of responders (52.1%), more than 5,500 individuals, had experienced one or more of these unwelcomed behaviors at the University during the past 10 years.

Most of the unwelcomed behavior (86.5%) was committed by men, including reports of behaviors committed by both men and women (11.8%; see Table 26). Of female respondents, 86.5% reported that only men had committed the unwelcomed behavior, with an additional 8.1% experiencing unwelcomed behaviors from both men and women, and 5.4% from only women. The pattern was quite different for men: About an equal percentage reported experiencing unwelcomed behavior from either only women (39.4%) or only men (37.1%), whereas 23.5% reported that both men and women were the perpetrators.

TABLE 26 Sex of the Person(s) Who Committed the Unwelcomed Behavior, by Gender of Survey Responders (Q20)				
Sex of Perpetrator(s)	Female (N)	Female (%)	Male (N)	Male (%)
Female	141	5.4%	320	39.4%
Male	2,252	86.5%	301	37.1%
Both	210	8.1%	191	23.5%
TOTAL	2,603	100%	812	100%

NOTE: Shading indicates a notable difference; higher gender is shaded / bolded.

Most of the unwelcomed behavior (64.9%) came from people who were **not** in a more powerful position than the responder. This apparent lack of power differential flows from the fact that undergraduate students were both the majority of responders who experienced these behaviors (51.8%) **and** were identified as the primary perpetrators of the behaviors (33.9%).

Graduate/professional students similarly reported that other graduate/professional (31%) or undergraduate (21%) students were most often the perpetrator. P&S staff reported the second highest level of experience with unwelcomed behavior (24.4%), and other P&S staff members were the perpetrators of the behavior 47% of the time. Similarly, Merit Staff reported that the perpetrator was most likely to be another Merit Staff person (38.5%, with an additional 25.2% reporting that the perpetrator was a P&S staff person), tenured faculty reported that other tenured faculty were the most common perpetrator (47%). However, non-tenured, tenure-track faculty also were most likely to report that the perpetrator was a tenured faculty member (35%). The most frequent response (48%) from other types of faculty members was that they were not sure or that the status of the perpetrator was not listed (i.e., they selected "Other"). See Tables 27a and 27b for details.

TABLE 27a Status of Perpetrator(s) At the Time of Unwelcomed Incident, Overall and by Group (Q18)

GROUP	PERCENT Responding to Each Status of Perpetrator(s)						
	Undergrad. Student	Grad./Prof'l Student	Merit Staff	Prof'l & Scientific Staff	Tenured Faculty Member	Non-tenured, Tenure-trk Faculty	Other/Not Sure/Mult.
OVERALL	33.9%	7.7%	9.2%	15.5%	10.7%	2.0%	21.1%
Gender							
Female (75.4%)	34.2%	6.6%	9.0%	25.6%	11.5%	2.0%	21.1%
Male (24.6%)	32.9%	10.8%	9.6%	15.1%	8.4%	2.0%	21.2%
Minority Status							
Minority (8.0%)	29.4%	10.8%	5.8%	8.7%	10.1%	1.8%	23.4%
Non-Minority (92.0%)	33.3%	7.3%	9.5%	16.4%	10.8%	1.9%	20.7%
UI Status							
STAFF	3.0%	2.6%	21.1%	37.2%	11.2%	2.3%	22.7%
Merit Staff (33.3%)	3.7%	1.4%	38.5%	25.2%	7.9%	1.4%	21.9%
P&S Staff (60.9%)	2.8%	2.8%	13.6%		13.5%	2.9%	17.5%
Hlth-Care Resdnt/Fellow (3.3%)		14.0%		7.0%	9.3%		69.8%
FACULTY	6.2%	7.1%	2.9%	7.4%	42.8%	5.9%	27.7%
Tenured Faculty (57.2%)	4.1%	8.2%	2.6%	6.7%	49.5%	5.7%	23.2%
Non-tenured, t-trk fac. (19.5%)	10.6%	7.6%	4.5%	4.5%	34.8%	7.6%	30.3%
Clinical-track faculty (15.3%)			1.9%	9.6%	30.8%	1.9%	55.8%
Other non t-trk faculty (13.0%)	13.6%	6.8%	2.3%	9.1%	22.7%	6.8%	38.6%
STUDENTS	59.7%	11.2%	2.2%	2.3%	4.7%	1.1%	19.0%
Undergraduate (75%)	72.8%	5.0%	1.8%	1.5%	1.9%	0.9%	16.0%
Graduate/Professional (23.7%)	21.0%	31.0%	3.5%	4.9%	13.1%	1.5%	25.0%
Postdoctoral Fellow (1.7%)	3.0%	3.0%			9.1%		84.8%

NOTE: Blank = 0%. Shading indicates a notable (5+%) difference between groups; in two-way comparisons, higher % group is shaded. In multiple group comparisons, the most-different group (lower or higher) is shaded. See next page for raw numbers.

TABLE 27b Status of Perpetrator(s) At the Time of Unwelcomed Incident, Overall and by Group (Q18)

GROUP	NUMBER Responding to Each Status of Perpetrator(s)						
	Undergrad.	Grad./Prof'l Student	Merit Staff	Professional & Scientific Staff	Tenured Faculty Member	Non-tenured, Tenure-trk Faculty	Other/Not Sure/Mult.
TOTAL (N = 3,534)	1,197	271	324	547	379	69	747
Gender							
Female (n = 2,665)	911	177	241	416	306	52	562
Male (n = 869)	286	94	83	131	73	17	185
Minority Status							
Minority (n = 277)	109	30	16	24	28	5	65
Non-Minority (n = 3,168)	1055	230	302	519	343	61	658
UI Status							
STAFF (n = 1,288)	38	34	272	479	144	29	292
Merit Staff (n = 429)	16	6	165	108	34	6	94
P&S Staff (n = 785)	22	22	107	368	106	23	137
Hlth-Care Rsdnt/Fellow (n=43)		6		3	4		30
FACULTY (n = 339)	21	24	10	25	145	20	94
Tenured Faculty (n = 194)	8	16	5	13	96	11	45
Non-tenrd, Tnr-trk Fac (n = 66)	7	5	3	3	23	5	20
Clinical-track Faculty (n = 52)			1	5	16	1	29
Oth. Non-tenr-trk Fac (n = 44)	6	3	1	4	10	3	17
STUDENTS (n = 1,904)	1,136	213	42	43	89	20	361
Undergraduate (n = 1,428)	1,040	72	26	21	27	13	229
Graduate/Prof'l (n = 452)	95	140	16	22	59	7	113
Postdoctoral Fellow (n = 33)	1	1			3		28

NOTE: Blank = 0. Shaded box indicates the status of perpetrator selected by the largest number of each status of survey respondent. Note that for the major categories, the perpetrator and victim were in the same status group.

TABLE 28 Location of Unwelcomed Behavior, Overall and by UI Status of Survey Respondents (Q21)

UI Status Of Survey Respondents	PERCENT Responding to Each Location								
	Classroom	Greek House	Residence Hall	Other UI Property	Non-UI Apt./ House	Other Non-UI Property	Mail*	Tele- phone	Othert†
OVERALL	10.5%	2.9%	2.5%	11.8%	9.2%	38.8%	5.2%	5.2%	14.0%
STAFF	2.3%	0.3%	2.5%	2.2%	1.4%	75.2%	9.0%	2.5%	4.7%
Merit Staff (34.4%)	2.0%	0.2%	2.6%	3.2%	2.2%	73.5%	9.4%	2.2%	4.6%
P&S Staff (64.2%)	2.4%	0.3%	2.4%	1.7%	1.1%	76.0%	8.7%	2.6%	4.7%
FACULTY	12.8%	0%	2.8%	0.3%	3.5%	64.0%	6.8%	3.0%	7.0%
STUDENTS	14.1%	4.5%	2.5%	17.9%	13.6%	18.3%	3.2%	6.7%	19.3%
Undergraduate Student (77.9%)	11.6%	5.5%	2.4%	22.0%	15.5%	13.1%	2.4%	7.1%	20.4%
Grad/Profnl/Postdoc (21.7%)	22.6%	1.2%	2.8%	3.3%	6.7%	35.5%	6.1%	5.2%	16.7%

NOTE: Shaded boxes highlight “Other non-University property”—the most common site of unwelcomed behavior across all groups except undergraduates, as well as other common sites (>10%). Breakdown by gender and minority status not shown because there was one dominant response across all but one UI status group. *Includes surface and e-mail. †Includes parent(s) / guardian(s) home and all free responses.

UI Status Of Survey Respondents	NUMBER Responding to Each Location								
	Classroom	Fraternity House	Residence Hall	Other UI Property	Non-UI Apt./ House	Other Non-UI Property	Mail	Tele- phone	Other
TOTAL (N = 4,914)	515	143	123	581	451	1906	255	253	687
STAFF (n = 1,449)	33	4	36	32	21	1,089	130	36	68
Merit Staff (n = 498)	10	1	13	16	11	366	47	11	23
P&S Staff (n = 930)	23	3	23	16	10	723	83	25	45
FACULTY (n = 400)	51	0	11	1	14	256	27	12	28
STUDENTS (n = 3,065)	431	139	76	548	416	561	98	205	591
Undergraduate (n = 2,389)	278	131	58	526	370	312	57	170	487
Grad/Profn'l/Postdoc (n = 664)	153	8	19	22	45	240	41	35	113

Whereas some unwelcomed behavior occurred on UI property or buildings, including classrooms (10.4%), residence halls and Greek houses (5.4%), as well as other places (11.8%), the bulk of unwelcomed behavior (38.8%) occurred on non-university property, and there were many comments about behaviors by students in bars and about harassment occurring during football weekends, especially by people who were tailgating (see Table 28 for details).

Beliefs about Sexual Harassment

When responders who had reported experiencing some unwelcomed behavior were asked explicitly about whether they had experienced sexual harassment in the past 10 years at UI (Survey Q. 29), most (62.9%) responders indicated that they had not been sexually harassed (Table 29). Female responders were significantly more likely than males to identify themselves as having been sexually harassed at the University of Iowa in the last ten years. Specifically, 805 people (24.2%) indicated that they had experienced sexual harassment at the University of Iowa: 26% of female and 19% male responders.

This overall figure of 24.2% of responders reporting an experience of sexual harassment can be compared with the 1992 Survey in which 15% of the responders indicated the same (1992 Survey Report, p. 10). Although this is not a trivially greater number, it should not necessarily be interpreted as indicating a greater amount of sexual harassment on campus. It may be that people are more aware of what constitutes sexual harassment as a result of increased national (and even international) attention to the nature of sexual harassment due to U.S. Supreme Court cases, media coverage of the courts, and of sexual harassment cases generally, as well as film and television portrayal of sexual harassment. It also may be that the amount of attention given locally to the Pierre Pierce case served further to focus people's attention on and knowledge about sexual harassment.

That the 1992—2004 difference is due to awareness rather than an actual increase in sexual harassment is supported by the fact that the amount of unwelcomed behavior reported in the two surveys is very comparable: 55.3% in 1992 and 52.1% in 2004. That is, even though sexual harassment necessarily involves unwelcomed behavior, in 2004 there was a 25% difference between the number of people who reported being sexually harassed (24.2%) and those who reported experiencing unwelcomed behavior (52.1%), but in the 1992 Survey, this differential was even greater, over 40%: 14.7% reported sexual harassment vs. 55.3% reported unwelcomed behaviors). The decrease between the differential suggests that

more people understand what constitutes sexual harassment and may be more comfortable with that label.

It is not surprising that a difference between reported sexual harassment and unwelcomed behaviors exists. That is, many unwelcomed behaviors may be considered by responders simply to be a nuisance, or relatively minor in extent and frequency, and so not rising to the level of sexual harassment. Moreover, research clearly suggests that many people will avoid labeling their experience as sexual harassment in order to avoid any stigma associated with the term.²⁰ Indeed, the primary reason for asking about both sexual harassment and unwelcomed behaviors and, moreover, asking for this information in separate questions in the survey was to capture more accurately the occurrence of behaviors without the stigma of the label.

While it is understandable that people may not consider the various more trivial forms of unwelcomed behaviors, e.g., jokes, to be sexual harassment, we would not expect to see this distinction occur so often with the more serious unwelcomed behavior, e.g., physical assaults of a sexual nature or direct or implied threats that submission to sexual advances was a condition of continued study/employment. Similarly, even the relatively trivial unwelcomed behaviors become more serious when they occur with high frequency. In either case, failure of responders to label the more serious behaviors or ongoing behaviors as sexual harassment suggests that people really do not know what constitutes sexual harassment or when they have remedies. In turn, this means that people may be putting up with some fairly egregious behaviors and their work or their physical or mental health may be suffering as a result.

Tables 30—33 that follow all concern unwelcomed behaviors in relation to whether individuals believed they had been sexually harassed by another person associated with the University in the past 10 years. Each table reports whether the various subgroups of the sample (e.g., men and women) who reported frequent experiences of various unwelcomed behavior, also believe they were sexually harassed. The table titles describe the specific information provided in each table.

²⁰ Magley, V. J., Hulin, C. L., Fitzgerald, L. F., & DeNardo, M. (1999). Outcomes of self-labeling sexual harassment. *Journal of Applied Psychology, 84*, 390-402. Stockdale, M. S., Vaux, A., & Cashin, J. (1995). Acknowledging sexual harassment: A test of alternative models. *Basic & Applied Social Psychology, 17*, 469-496.

GROUP	Yes (M)	Yes (%)	No (M)	No (%)	Not Sure (M)	Not Sure (%)
TOTAL (N = 3317)	803	24.2%	2086	62.9%	428	12.9%
Gender						
Female (76.2%)	654	26.0%	1,518	60.4%	342	13.6%
Male (23.8%)	149	19.0%	553	70.4%	84	10.7%
Minority Status						
Minority (7.8%)	70	27.9%	150	59.8%	31	12.4%
Non-Min. (92.2%)	708	23.9%	1,880	63.3%	381	12.8%
UI Status						
STAFF (n = 1251; 37.9%)	330	26.4%	777	62.1%	144	11.5%
Merit Staff (33.2%)	127	30.6%	233	56.1%	55	13.3%
P&S Staff (66.8%)	203	24.3%	544	65.1%	89	10.6%
FACULTY (n = 329; 10.0%)	54	16.4%	248	75.4%	27	8.2%
Tenured Faculty (56.5%)	26	14.0%	146	78.5%	14	7.5%
Non-tnrd, T-trk Fac (17.3%)	11	19.3%	39	68.4%	7	12.3%
Clinical-trk Faculty (16.4%)	6	11.1%	45	83.3%	3	5.6%
Oth. Non-t-trk Fac (9.7%)	11	34.4%	18	56.3%	3	9.4%
STUDENTS (n=1737; 52.4%)	419	24.1%	1,061	61.1%	257	14.8%
Undergraduate (74.0%)	313	24.4%	768	59.8%	204	15.9%
Grad/ Prof'l/Postdoc (26.0%)	106	23.5%	293	64.8%	53	11.7%

Women, merit staff, and non-tenured-track, non-clinical-track faculty most believed they had been sexually harassed during the past 10 years.

Table 30 Those Who Had Experienced **Physical Assaults of a Sexual Nature**
(Grabbing, Slapping, Pushing, Shoving) **an Average of More than Once a Month**

Ever Experienced Sexual Harassment? (Q29)						
GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 56)	27	48.2%	20	35.7%	9	16.1%
Gender						
Female (<i>n</i> = 49, 80%)	22	44.9%	19	38.8%	8	16.3%
Male (<i>n</i> = 7, 20%)	5	71.4%	1	14.3%	1	14.3%
Minority Status						
Minority (<i>n</i> = , 9.6%)	1	14.3%	5	71.4%	1	14.3%
Non-Min. (<i>n</i> = 48, 90.4%)	26	54.2%	15	31.3%	7	14.6%
UI Status						
STAFF (<i>n</i> = 7; 12.5%)	6	85.7%	1	16.6%	0	0%
Merit Staff (<i>n</i> = 4; 57.1%)	3	75%	1	25.8%	0	0%
P&S Staff (<i>n</i> = 3; 42.9%)	3	100%	0	0%	0	0%
FACULTY (<i>n</i> = 0, 0%)						
STUDENTS (<i>n</i> = 49; 87.5%)	21	42.9%	19	38.8%	9	18.4%
Undergraduate (98.0%)	21	43.8%	19	38.8%	8	16.7%
Grad/ Prof'l/Postdoc (2.0%)	0	0%	0	0%	1	100%
Those Who Had Experienced Direct or Implied Threats that submission to sexual advances was a condition of continued study/employment an Average of More than Once a Month						
GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 15)	6	40%	7	46.7%	2	13.3%
Gender						
Female (<i>n</i> = 7, 46.7%)	1	14.3%	5	71.4%	1	14.3%
Male (<i>n</i> = 8, 53.3%)	5	62.5%	2	25.0%	1	12.5%
Minority Status						
Minority (<i>n</i> = 2, 14.3%)	1	50%	1	50%	0	0%
Non-Min. (<i>n</i> = 12, 85.7%)	5	41.7%	6	50%	1	8.3%
UI Status						
STAFF (<i>n</i> = 2; 13.3%)	1	50%	1	50%	0	0%
Merit Staff (100.0%)	1	100%	0	0%	0	0%
P&S Staff (0%)	0	0%	0	0%	0	0%
FACULTY (<i>n</i> = 1; 6.7%)	0	0%	1	100%	0	0%
STUDENTS (<i>n</i> = 13; 87.5%)	5	38.5%	6	46.2%	2	15.4%
Undergraduate (<i>n</i> = 9; 69.2%)	4	44.4%	4	44.4%	1	11.1%
Grad/Prof'l/Pstd (<i>n</i> =4; 30.8%)	1	25%	2	50%	1	25%

Among those who reported experiencing physical assaults of a sexual nature (grabbing, slapping, pushing, shoving) an average of more than once a month at the UI over the past 10 years, only 48.2% believed that they had experienced sexual harassment (Table 30). Students were far less likely than staff to consider the unwelcomed behavior to be sexual harassment (43% vs. 86%). Somewhat surprisingly, men (71.4%) and non-minority individuals (54.2%) were more likely to perceive the unwelcomed behavior to be sexual harassment than women (44.9%) and minority individuals (14.3%).

Among those who reported experiencing threats to submit to sexual advances an average of more than once a month at the UI over the past 10 years, only 40.0% believed that they had experienced sexual harassment. Men (62.5%) were more likely to perceive the unwelcomed behavior to be sexual harassment than women (71.4%).

Among those who reported experiencing explicitly sexual statements, questions, jokes, and/or anecdotes, an average of more than once a month at the UI over the past 10 years, only 39.4% believed that they had experienced sexual harassment (Table 31). Women (42%) were more likely than men (32.4%) to perceive the unwelcomed behavior as sexual harassment. Moreover, considering UI status, there was a gradient from Merit Staff (57.1% believed they had been sexually harassed) through P&S staff (40.9%) to students (35.5%) to faculty (31.6%) in terms of likelihood of considering this behavior sexual harassment.

Among those who reported experiencing unnecessary touching, patting, hugging, or brushing against their body, an average of more than once a month at the UI over the past 10 years, only 46.2% believed that they had experienced sexual harassment. Women were more likely than men to be uncertain whether the unwelcomed behavior was sexual harassment. Non-minority individuals were more likely than minority individuals to believe that the unwelcomed behavior was not sexual harassment. Considering UI status, faculty (80%) and P&S staff (70%) were more likely than Merit staff (53%) or students (40%) to believe the behavior was sexual harassment.

Table 31 Those Who Had Experienced **Explicitly Sexual Statements**, Questions, Jokes, and/or Anecdotes **an Average of More than Once a Month**

Ever Experienced Sexual Harassment? (Q29)						
GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 681)	268	39.4%	302	44.3%	111	16.3%
Gender						
Female (<i>n</i> = 493, 72.4%)	207	42.0%	200	40.6%	86	17.4%
Male (<i>n</i> = 188, 27.6%)	61	32.4%	102	54.3%	25	13.3%
Minority Status						
Minority (<i>n</i> = 44, 6.6%)	17	38.6%	20	45.5%	7	15.9%
Non-Min. (<i>n</i> = 619, 93.4%)	244	39.4%	277	44.7%	98	15.8%
UI Status						
STAFF (<i>n</i> = 223; 32.8%)	106	47.5%	84	37.7%	33	14.8%
Merit Staff (<i>n</i> = 91; 40.8%)	52	57.1%	29	31.9%	10	11.0%
P&S Staff (<i>n</i> = 132; 59.2%)	54	40.9%	55	41.7%	23	17.4%
FACULTY (<i>n</i> = 19; 8.5%)	6	31.6%	10	52.6%	3	15.8%
STUDENTS (<i>n</i> = 437; 64.4%)	155	35.5%	207	47.4%	75	17.2%
Undergrads (<i>n</i> = 361; 82.6%)	127	35.2%	172	47.6%	62	17.2%
Grd/Prof'l/Pstd (<i>n</i> =76; 17.4%)	28	36.8%	35	46.0%	13	17.1%
Those Who Had Experienced Unnecessary Touching, Patting, Hugging , or Brushing Against Them an Average of More than Once a Month						
GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 212)	98	46.2%	82	38.7%	32	15.1%
Gender						
Female (<i>n</i> = 171, 80.7%)	77	45.0%	64	37.4%	30	17.5%
Male (<i>n</i> = 41, 19.3%)	21	51.2%	18	43.9%	2	4.9%
Minority Status						
Minority (<i>n</i> = 21, 14.3%)	11	52.4%	5	23.8%	5	23.8%
Non-Min. (<i>n</i> = 184, 85.7%)	83	45.1%	76	41.3%	25	13.6%
UI Status						
STAFF (<i>n</i> = 46; 13.3%)	29	63.0%	13	28.3%	4	8.7%
Merit Staff (<i>n</i> = 19; 41.3%)	10	52.6%	7	36.8%	2	10.0%
P&S Staff (<i>n</i> = 27; 58.7%)	19	70.3%	6	22.2%	2	7.4%
FACULTY (<i>n</i> = 5; 6.7%)	4	80%	1	20%	0	0%
STUDENTS (<i>n</i> = 161; 75.9%)	65	40.4%	68	42.2%	28	17.4%
Undergrad. (<i>n</i> = 149; 92.5%)	60	40.3%	65	43.6%	24	16.1%
Grd/Prof'l/Pstdc (<i>n</i> =12; 7.5%)	5	41.7%	3	25%	4	33.3%

Table 32 Those Who Had Experienced **Remarks of a Sexual Nature** About Their Clothing or Body
an Average of More than Once a Month

Ever Experienced Sexual Harassment? (Q29)						
GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 334)	153	45.8%	133	39.8%	48	11.4%
Gender						
Female (<i>n</i> = 268, 80.2%)	125	46.6%	102	38.1%	41	15.3%
Male (<i>n</i> = 66, 19.8%)	28	42.4%	31	47.0%	7	10.6%
Minority Status						
Minority (<i>n</i> = 33, 10.2%)	13	39.4%	18	54.5%	2	6.1%
Non-Min. (<i>n</i> = 291, 89.8%)	133	45.7%	114	39.2%	44	15.1%
UI Status						
STAFF (<i>n</i> = 54; 16.2%)	38	70.4%	14	25.9%	7	13.0%
Merit Staff (<i>n</i> = 18; 33.3%)	13	72.2%	7	38.9%	1	5.6%
P&S Staff (<i>n</i> = 36; 66.7%)	23	63.9%	7	19.4%	6	16.7%
FACULTY (<i>n</i> = 5; 1.5%)	3	60.0%	2	40.0%	0	0.0%
STUDENTS (<i>n</i> = 275; 82.4%)	114	41.5%	120	43.6%	41	14.9%
Undergrads (<i>n</i> = 241; 87.6%)	99	41.1%	109	45.2%	33	13.7%
Grd/Prof'l/Pstd (<i>n</i> =34; 12.4%)	15	44.1%	11	32.4%	8	23.5%
Those Who Had Experienced Remarks About Their Sexual Activity or Previous Sexual Experience an Average of More than Once a Month						
GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 196)	78	39.8%	95	48.5%	23	11.7%
Gender						
Female (<i>n</i> = 129, 65.8%)	53	33.3%	58	36.5%	18	11.3%
Male (<i>n</i> = 67, 34.2%)	25	37.3%	37	55.2%	5	7.5%
Minority Status						
Minority (<i>n</i> = 17, 8.9%)	7	41.2%	8	47.1%	2	11.8%
Non-Min. (<i>n</i> = 173, 91.1%)	67	38.7%	86	49.7%	20	11.6%
UI Status						
STAFF (<i>n</i> = 41; 20.9%)	25	61.0%	9	22.0%	7	17.1%
Merit Staff (<i>n</i> = 19; 46.3%)	13	68.4%	4	21.1%	2	10.5%
P&S Staff (<i>n</i> = 22; 53.7%)	12	54.5%	5	22.7%	5	22.7%
FACULTY (<i>n</i> = 1; 0.5%)	0	0.0%	1	100.0%	0	0.0%
STUDENTS (<i>n</i> = 154; 78.6%)	53	34.4%	85	55.2%	16	10.4%
Undergrad. (<i>n</i> = 136; 88.3%)	47	34.6%	76	55.9%	13	9.6%
Grd/Prof'l/Pstd (<i>n</i> =18; 11.7%)	6	33.3%	9	50.0%	3	16.7%

Table 33 Those Who Had Experienced **Subtle Pressure for Sexual Activity** (e.g., Repeated Staring)
an Average of More than Once a Month

GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 248)	114	46.0%	91	36.7%	43	17.3%
Gender						
Female (<i>n</i> = 199, 80.2%)	92	46.2%	70	35.2%	37	18.6%
Male (<i>n</i> = 49, 19.8%)	22	44.9%	21	42.9%	6	12.2%
Minority Status						
Minority (<i>n</i> = 26, 11.0%)	12	46.2%	10	38.5%	4	15.4%
Non-Min. (<i>n</i> = 211, 89.0%)	95	45.0%	80	37.9%	36	17.1%
UI Status						
STAFF (<i>n</i> = 34; 13.7%)	23	67.6%	8	23.5%	3	8.8%
Merit Staff (<i>n</i> = 15; 44.1%)	9	60.0%	5	33.3%	1	6.7%
P&S Staff (<i>n</i> = 19; 55.9%)	14	73.7%	3	15.8%	2	10.5%
FACULTY (<i>n</i> = 3; 1.2%)	2	66.7%	1	33.3%	0	0.0%
STUDENTS (<i>n</i> = 211; 85.1%)	89	42.2%	82	38.9%	40	19.0%
Undergrads (<i>n</i> = 188; 89.1%)	81	43.1%	74	39.4%	33	17.6%
Grd/Prof'l/Pstd (<i>n</i> =23; 10.9%)	8	34.8%	8	34.8%	7	30.4%

Those Who Had Experienced **Unavoidable Display of Graphic Sexual Material**
an Average of More than Once a Month

GROUP	Yes (<i>N</i>)	Yes (%)	No (<i>N</i>)	No (%)	Not Sure (<i>N</i>)	Not Sure (%)
TOTAL (<i>N</i> = 96)	37	38.5%	49	51.0%	10	10.4%
Gender						
Female (<i>n</i> = 62, 65.3%)	27	43.5%	27	43.5%	8	12.9%
Male (<i>n</i> = 33, 34.7%)	10	30.3%	21	63.6%	2	6.1%
Minority Status						
Minority (<i>n</i> = 6, 6.7%)	4	66.7%	2	33.3%	0	0.0%
Non-Min. (<i>n</i> = 83, 93.3%)	31	37.3%	11	13.3%	8	9.6%
UI Status						
STAFF (<i>n</i> = 23; 23.9%)	11	26.8%	9	22.0%	3	7.3%
Merit Staff (<i>n</i> = 8; 46.3%)	6	75.0%	2	25.0%	0	0.0%
P&S Staff (<i>n</i> = 15; 53.7%)	5	33.3%	7	46.7%	3	20.0%
FACULTY (<i>n</i> = 5; 5.2%)	2	40.0%	2	40.0%	1	20.0%
STUDENTS (<i>n</i> = 68; 70.9%)	24	35.3%	38	55.9%	6	8.8%
Undergrad. (<i>n</i> = 59; 86.8%)	21	35.6%	34	57.6%	4	6.8%
Grd/Prof'l/Pstdc (<i>n</i> =9; 13.2%)	3	33.3%	4	44.4%	2	22.2%

Among those who reported experiencing remarks of a sexual nature about their clothing or body or remarks about their sexual activity or previous sexual experience an average of more than once a month at the UI over the past 10 years, approximately 40-45% believed that they had experienced sexual harassment. There were no marked differences by gender or minority status, but faculty and staff (60-70%) were significantly more likely to believe that they had been sexually harassed than were students (35-45%).

Among those who reported experiencing subtle pressure for sexual activity (e.g., repeated staring), only 46% believed they had been sexually harassed. P&S staff (73.7%) were most likely to consider the unwelcomed behavior to be harassment and graduate/professional students (34.8%) the least likely; faculty (66.7%), merit staff (60%), and undergraduates (43.1%) were in between.

Among those who reported experiencing unavoidable displays of graphic sexual material, an average of more than once a month at the UI over the past 10 years, only 38.5% believed that they had experienced sexual harassment. Women, minority individuals, and merit staff were more likely than men, non-minority individuals, and those who were faculty or P&S staff to consider the unwelcomed behavior to be sexual harassment.

Relationship Between Workplace and Sexual Harassment

Some research suggests that people are more likely to experience sexual harassment if they work in environments in which they are in a gender minority. Therefore, faculty and staff were asked about the gender composition of their daily work environment. When we examined the gender balance of the work environment for those who had experienced some unwelcomed behavior that they believed was or might have been sexual harassment, several interesting findings emerged. First, regarding sexual harassment, the environment with the highest percentage of responders believing they had been sexually harassed was all or mostly male, not only for women but, surprisingly, for **men** as well (see Figure 1). Second, more men responded that they were not sure, but they may have been harassed when their work environment was mostly or all women or the majority women or interestingly, when it was mostly or all men (see Figure 1). In other words, men became more sure that behavior was sexual harassment or more willing to call it sexual harassment if the gender balance in their workplace was one of these three types, compared to when it was simply the majority men or gender balanced (see Figure 1).

Third, the data were examined combining men and women and calculating the percent of reported sexual harassment as a joint function of gender and the gender balance of the workplace creating 5 groups:

Token: women in mostly-or-all-male environments *and* men in mostly-or-all-female environments;

Minority: women in environments with somewhat more men than women *and* men in environments with somewhat more women than men.

Balanced: women and men in gender-balanced environments;

Majority: women in environments with somewhat more women than men *and* men in environments with somewhat more men than women;

Large Majority: women in mostly- or-all-female environment *and* men in mostly-or-all-male environments

The results, shown in Figure 2, indicate that the likelihood of sexual harassment is highest when one is a *Token*, is at its lowest when the environment is either gender *Balanced* or one's gender is a *Majority*, and is intermediate if one's gender is either a *Minority* or, somewhat surprisingly, a *Large Majority*. These data indicate that **overall, believing one had been sexually harassed was the least common when the work environment was gender balanced** (because whenever the environment has a majority of one or the other gender, it necessarily has a minority of the other).

Figure 1

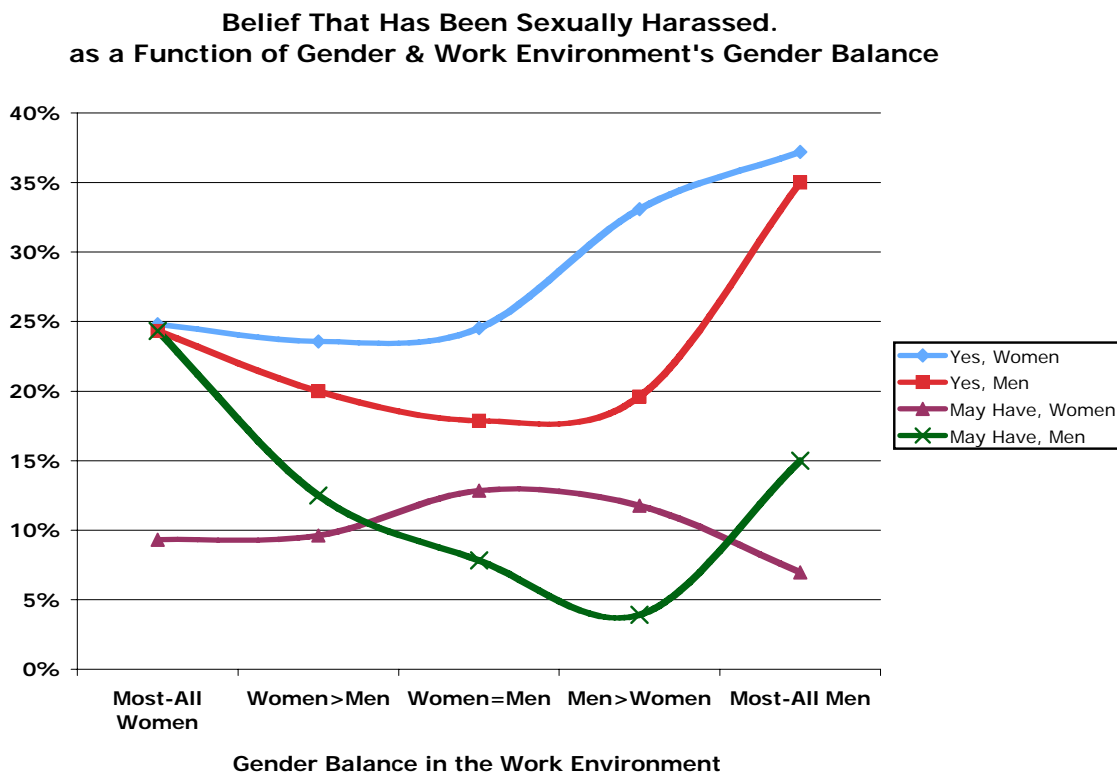
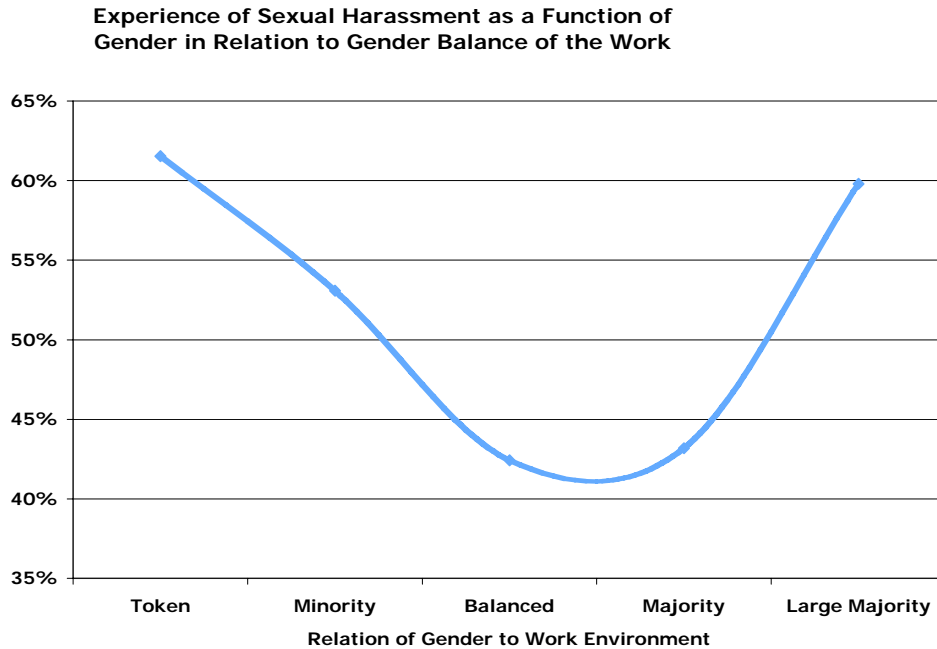


Figure 2



With regard to those who had experienced some unwelcomed behavior, again several interesting findings emerged. First, in contrast to the findings for the belief that one had been sexually harassed, the *highest* percentage of responders reported unwelcomed behavior when the environment was a majority of the opposite sex, again for men as well as women (see Figure 3). Second, the environment with the *lowest* percentage of women reporting unwelcomed behaviors was mostly or all women, whereas that environment for men had simply more men than women (see Figure 3).

Finally, again somewhat in contrast to the findings regarding the belief that one had been sexually harassed, reports of unwelcomed behaviors tended to decrease the more the environment was composed of one's own gender (see Figure 4). Thus, interestingly, more unwelcomed behavior, but less sexual harassment, was reported when the work environment was gender balanced.

Figure 3

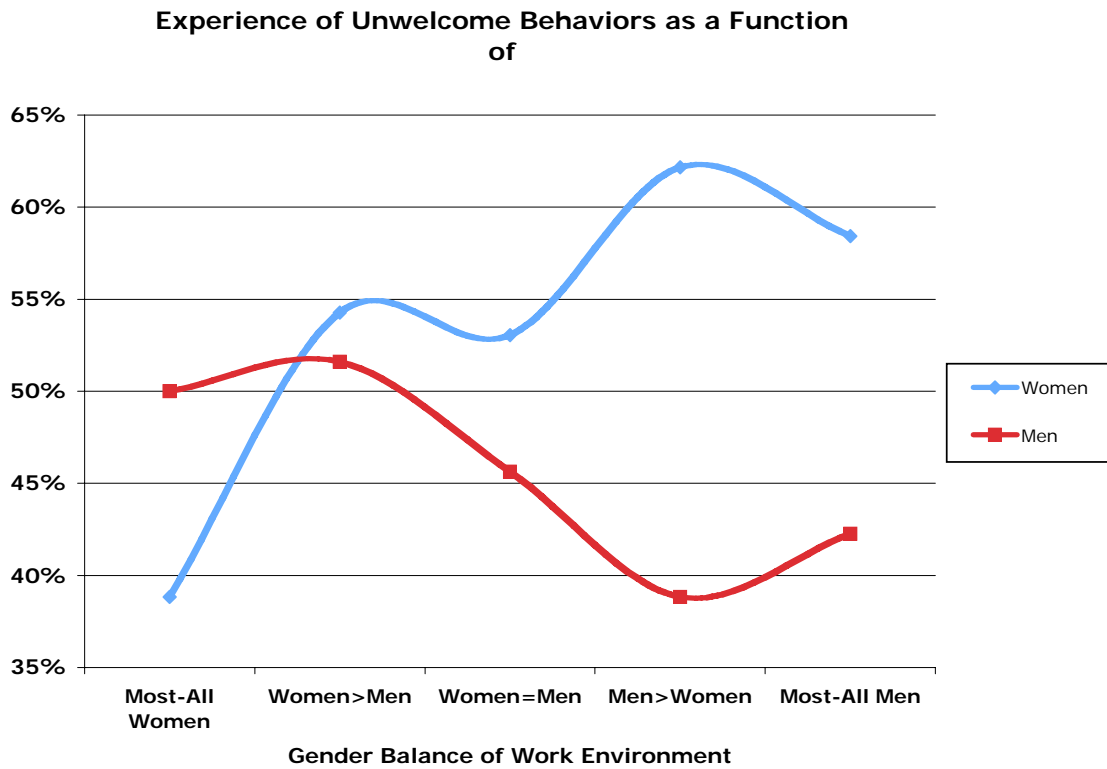
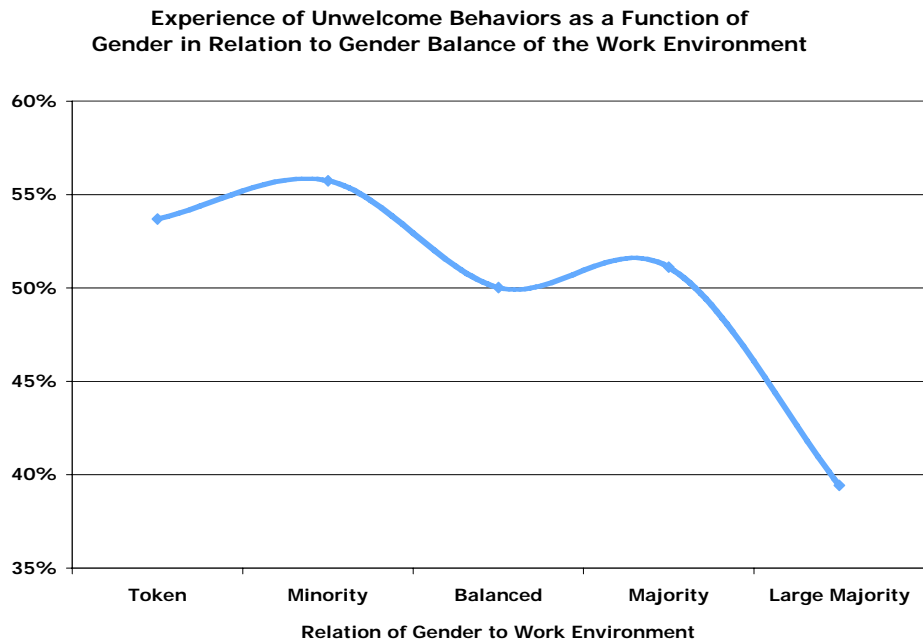


Figure 4



Methods of Dealing with Unwelcomed Behavior and Sexual Harassment

Self-help methods were the most common way of dealing with an unwelcomed behavior (see Tables 30a and 30b). People ignored unwelcomed behavior ($n=1969$, 35.7%) or avoided the perpetrator ($n=1562$, 28.4%).²¹ People also were comfortable telling the perpetrator to stop ($n=948$, 17.2%), and confiding in friends or family or co-workers ($n=842$, 15.3%). Notably 145 or 2.6% of the responders (but, interestingly, only 0.5% of faculty) indicated that they “quit the environment” and 2.1% ($n=117$) “went along with the behavior or request.” These latter responses may be particularly problematic since they suggest that in some cases the responder felt they had to leave a job or a class to avoid the behavior; alternatively, the responder succumbed to unwelcomed behavior. On the other hand, while in the ideal no one would feel that she or he had to leave in response to sexual harassment, it is important to note that this response is significantly lower than the data from the same question 10 years ago in which 9.4% of respondents indicated they quit the environment in response to the unwelcomed behaviors.

There were a number of gender differences in actions taken, with women generally taking more actions than men (note that percentages are based on the number of respondents per group, so they control for the fact that women reported more unwelcomed behaviors). The actions that showed the largest gender difference were “avoided the perpetrator” (34% women vs. 15% men) and “confided” (19% women vs. 6.5% men). The only two actions which showed no gender difference were “made a joke of it” and “went along with the behavior.”

There were no minority—non-minority differences in actions taken; however, there were a few status-based differences. Graduate /professional students were more likely to ignore the behavior and students in general were more likely to avoid the perpetrator compared to staff or especially to faculty. Also, undergraduates were least likely to report the behavior. This last response is of some concern and consideration should be given to how undergraduates might be better informed about their option of reporting unwelcomed behaviors.

²¹ Multiple responses were possible, so percents represent percents of total responses, not of the number of responders.

TABLE 34a Action(s) Taken After Unwelcomed Behavior, Overall and by Group (Q22)									
GROUP	PERCENT of Responses—May Select Multiple Options								
	Ignored It (N)	Avoided the Perpetrator (N)	Told the Person to Stop	Confided in Someone (N)	Made a Joke of It (N)	Reported the Behavior (N)	Quit the Environment	Went Along with the Behavior (N)	Filed a Formal Complaint (N)
OVERALL	35.7%	28.4%	17.2%	15.3%	12.7%	4.6%	2.6%	2.1%	1.5%
Gender									
Female (69.4%)	38.2%	34.1%	19.6%	19.1%	13.4%	5.5%	3.1%	1.9%	1.9%
Male (30.6%)	29.5%	15.0%	11.4%	6.5%	10.8%	2.4%	1.5%	2.6%	0.6%
Minority Status									
Minority (8.0%)	33.3%	32.1%	18.7%	16.6%	12.6%	4.4%	4.7%	2.8%	1.2%
Non-Minority (92.0%)	36.0%	28.1%	17.0%	15.1%	12.7%	4.5%	2.3%	2.0%	1.5%
UI Status									
STAFF (37.8%)	33.8%	22.4%	15.8%	14.4%	11.2%	6.6%	2.5%	1.3%	1.8%
Merit Staff (33.9%)	32.6%	22.4%	13.9%	15.9%	10.9%	8.5%	3.8%	1.1%	3.5%
P&S Staff (66.1%)	34.4%	22.3%	16.7%	13.6%	11.3%	5.6%	1.9%	1.3%	0.9%
FACULTY (10.4%)	32.8%	17.2%	14.5%	12.0%	7.0%	6.4%	0.5%	1.6%	1.2%
STUDENTS (51.8%)	37.8%	35.0%	18.8%	16.6%	15.1%	2.7%	3.1%	2.8%	1.2%
Undergraduate (76.7%)	36.2%	36.0%	19.7%	16.0%	15.2%	1.9%	2.7%	2.9%	1.1%
Grad/Prof'l/Postdoc (23.3%)	43.0%	31.7%	16.1%	18.3%	14.5%	5.6%	4.4%	2.6%	1.5%

NOTES: Percentages based on number of responders who indicated any experience of unwelcomed behavior. Shading indicates a notable difference between groups: for larger percents, 5+% difference; for smaller percents, more than twice as frequently; higher % group is shaded. See next page for raw numbers.

TABLE 34b Action(s) Taken After Unwelcomed Behavior, Overall and by Group (Q22)									
	NUMBER of Responses—May Select Multiple Options								
GROUP	Ignored it	Avoided the perpetrator	Told the person to stop	Confided in someone	Made a joke of it	Reported the behavior	Quit the environment	Went along with the behavior	Filed a formal complaint
TOTAL (N = 6,698)	1,966	1,562	948	840	701	252	144	116	80
GENDER									
Female (n = 5,311)	1,460	1,302	750	731	513	209	117	73	73
Male (n = 1,377)	497	253	192	109	182	41	25	44	10
MINORITY STATUS									
Minority (n = 549)	142	137	80	71	54	19	20	12	5
Non-Minority (n = 5,921)	1,765	1,376	835	742	622	221	113	98	72
UI Status									
STAFF (n = 2,280 responses)	702	465	328	299	232	137	53	26	38
Merit Staff (n = 795)	230	158	98	112	77	60	27	8	25
P&S Staff (n = 1,485)	472	307	230	187	155	77	26	18	13
FACULTY (n = 535 responses)	188	99	83	69	40	37	3	9	7
STUDENTS (n = 3,794 responses)	1076	998	537	472	429	78	88	81	35
Undergraduate (n = 2,882)	791	788	430	351	333	41	59	64	25
Graduate/Prof'l/Postdoc (n = 912)	285	210	107	121	96	37	29	17	10

*Numbers in this column represent number of responses (not responders) and include a total of 89 responses of "Other," not shown in table. See previous page for percentages.

**TABLE 35 Action(s) Taken After Unwelcomed behavior (Q22),
BY Belief That Was Sexually Harassed (Q29)**

Believe You Were Sexually Harassed?						
Action	Yes (N)	Yes (%)	No (N)	No (%)	Not Sure (N)	Not Sure (%)
Filed a formal complaint	46	60.5%	24	31.6%	9	7.9%
Quit the environment	73	51.0%	49	34.3%	21	14.7%
Went along with the behavior	53	49.5%	42	39.3%	12	11.2%
Reported the behavior	120	48.8%	105	42.7%	21	8.5%
Confided in friends/co-workers/family	361	43.9%	345	41.9%	117	14.2%
Avoided the perpetrator	513	33.9%	757	50.0%	244	16.1%
Told the person to stop	311	33.8%	499	54.3%	109	11.9%
Ignored it	401	21.0%	1246	65.3%	260	13.6%
Made a joke of it	159	23.5%	411	60.6%	108	15.9%

Note: There was a strong correlation ($r = -.64$) between the percentages for taking a particular action and the belief that one was sexually harassed, suggesting that people take certain actions (e.g., filing a formal complaint) rarely, but they do so when they believe the behavior they are taking action against was sexual harassment. Conversely, it appears that various common actions (e.g., ignoring the behavior or avoiding the perpetrator) are more likely to be taken when the person does not believe s/he has been sexually harassed.

Of the 5,503 people who reported experiencing unwelcomed behavior (including those who believed that they had explicitly experienced sexual harassment), 80 filed a formal complaint (1.5%) and 252 reported the behavior (4.6%) (see Tables 34a and 34b). **(Note:** filing a formal complaint is different than reporting the incident. Reporting may simply mean that the responder told his or her supervisor about the incident but did not request that any formal action be taken against the perpetrator nor any official record made of the incident.) Women were more likely than men both to report the behavior and to file a complaint. Merit staff were more likely to file a formal complaint than were P&S staff or faculty. All of the groups, regardless of demographic variables, were more willing to report the behavior rather than file a formal complaint.²²

Interestingly, there was a strong relation ($r = -.64$) between believing you had experienced sexual harassment and the frequency of actions taken in response to the unwelcomed behavior (see Table 35). Specifically, of the 45 to 120 individuals who engaged in one of the rare behaviors (filed a complaint, reported the behavior, quit the environment, or—paradoxically—went along with the behavior), 50-60 % believed they had experienced sexual harassment. In contrast, of those who reported engaging in one of the more common responses (confiding, avoiding, ignoring or making a joke, each reported by 300-500 individuals), only 20-45% believed they had been sexually harassed. Thus, it appears that common actions are more likely to be taken when persons do not believe they have been sexually harassed and, conversely, rarer actions which are more serious and formal, when they do.

Outcomes of Reporting Unwelcomed Behaviors and/or Filing Complaints

Respondents who reported the unwelcomed behavior or filed a formal complaint indicated that the most frequent outcomes were that the behavior ceased ($n=90$, 35.9%), the incident undermined self-confidence ($n=65$, 25.5%), affected the respondent's health negatively ($n=56$, 22.3%), the behavior continued ($n=55$, 21.9%), or had minimal negative effects ($n=54$, 21.1%). See Tables 36a and 36b.²³

There were several differences based on gender, minority, or UI status. Women were more likely to report that the experience had undermined their

²² Although our data report a lower rate of report than the 1993 survey, it is important to remember that our response is for unwelcomed behavior and sexual harassment. The 1992 figures are for people reporting only that which they deemed to be sexual harassment. Because people are less likely to consider relatively minor unwelcomed behaviors as sexual harassment, e.g., an off-color joke, they are less likely to report the same.

²³ See note 15 for some explanation of differences between the 1993 and present report.

TABLE 36a Results of Reporting Unwelcomed behavior for Respondent, Overall & by Group (Q25)

GROUP	PERCENT Responding in Each Category (Multiple Responses Permitted)							
	Behavior Ceased	Undermined My Self-Confidence	Affected Health Negatively	Behavior Continued	Minimal Negative Effects	Was Subject of Rumors/Gossip	People Rallied to My Side	Other*
OVERALL	35.9%	25.5%	22.3%	21.9%	21.1%	17.1%	15.9%	35.9%
Gender†								
Female (83.8% / 84.5%)	36.3%	26.4%	22.2%	22.2%	19.8%	16.0%	17.0%	36.3%
Male (16.2% / 15.5%)	33.3%	20.5%	23.1%	20.5%	28.2%	23.1%	10.3%	33.3%
Minority Status†								
Minority (9.6% / 8.0%)	30.0%	20.0%	40.0%	20.0%	30.0%	30.0%	10.0%	30.0%
Non-minority (90.4% / 82.5%)	38.6%	27.5%	21.3%	22.2%	21.7%	15.9%	15.5%	38.6%
UI Status†								
STAFF (49.9% / 55.8%)	37.1%	22.9%	17.9%	25.0%	19.3%	12.9%	12.9%	37.1%
Merit Staff (47.3% / 46.4%)	38.5%	21.5%	23.1%	26.2%	12.3%	15.4%	10.8%	38.5%
P&S Staff (52.7% / 53.6%)	36.0%	24.0%	13.3%	24.0%	25.3%	10.7%	14.7%	36.0%
FACULTY (12.4% / 13.5%)	32.4%	23.5%	23.5%	17.6%	17.6%	23.5%	5.9%	32.4%
STUDENTS (37.5% / 30.7%)	35.1%	31.2%	29.9%	18.2%	26.0%	22.1%	26.0%	35.1%
Undergrad (54.6% / 53.2%)	41.5%	36.6%	29.3%	14.6%	26.8%	19.5%	26.8%	41.5%
Grad/Prof'l (46.1%/46.8%)	27.8%	25.0%	30.6%	22.2%	25.0%	25.0%	25.0%	27.8%

†Multiple responses were permitted; percents in parentheses = percent responses/percent respondents.

Response options are shown in decreasing order of percent response.

*Includes the following, each of which comprised less than 6% of responses and <10% of each responder group: Altered study/career objectives, No negative effects, Received unjust criticism, Missed work, Was ignored, Wasn't able to study well, and Was/felt excluded. Also includes the following, each of which comprised less than 3.5% of responses: Vandalism to personal property, Dropped out of school, Dropped the course, Lost interest in my education, Lost assistantship / scholarship / job, Settlement in my favor, Took leave of absence, Transferred departments, Received unfavorable course grade or job evaluation, Was encouraged to end studies. See following page for raw numbers.

TABLE 36b Results of Reporting Unwelcomed behavior for Respondent, Overall & by Group (Q25)

GROUP	NUMBER of Responses in Each Category (Multiple Responses Permitted)							
	Behavior Ceased	Undermined My Self-Confidence	Affected Health Negatively	Behavior Continued	Minimal Negative Effects	Was Subject of Rumors/Gossip	People Rallied to My Side	Other
All Responses (N=712/251)†	90	64	56	55	53	43	40	311
Gender†								
Female (<i>n</i> = 597 / 212)	77	56	47	47	42	34	36	258
Male (<i>n</i> = 115 / 39)	13	8	9	8	11	9	4	53
Minority Status†								
Minority (<i>n</i> = 64 / 20)	6	4	8	4	6	6	2	27
Non-Minority (<i>n</i> = 600 / 207)	80	57	44	46	45	33	32	260
UI Status†								
STAFF (<i>n</i> = 355 / 140)	52	32	25	35	27	18	18	148
Merit Staff (<i>n</i> = 168 / 65)	25	14	15	17	8	10	7	72
P&S Staff (<i>n</i> = 187 / 75)	27	18	10	18	19	8	11	76
FACULTY (<i>n</i> = 88 / 34)	11	8	8	6	6	8	2	39
STUDENTS (<i>n</i> = 269 / 77)	27	24	23	14	20	17	20	133
Undergraduate (<i>n</i> = 147 / 41)	17	15	12	6	11	8	11	67
Grad/ Prof/Pstdoc (<i>n</i> = 122/36)	10	9	11	8	9	9	9	57

†Multiple responses were permitted; numbers in parentheses = number of responses/number of respondents. See previous page for additional notes and percentages.

self-confidence (26.4% vs. 20.5%) but also that people had rallied to their side (17% vs. 10%), where as men were more likely to report that the experience had minimal negative effects (28% vs. 20%) except that they were the subject of rumors and gossip (23% vs. 16%). Non-minority individuals were more likely than minority individuals to report that the behavior ceased (39% vs. 30%) and people rallied to their side (15.5% vs. 10%), but also that the experience had undermined their self-confidence (27.5% vs. 20%), whereas minority individuals were more likely to report that the experience had negatively affected their health (40% vs. 21%), or that they were subject to rumors or gossip (30% vs. 16%) but, ironically, also that the negative effects were minimal (30% vs. 22%).

P&S staff were less likely than other status groups to report that the experience had affected their health negatively (13% vs. a 22% average) or that they were subject to rumors and gossip (11% vs. a 17% average), whereas Merit staff were less likely to report minimal negative effects (12% vs. a 21% average). Faculty were less likely to report that people had rallied to their side (5% vs. a 16% average), and undergraduates were less likely to report that the behavior continued (14.6% vs. 22%).

Consequences to Perpetrators

When asked about the consequences for the perpetrator(s) of the unwelcomed behavior, responders reported most often that there were no negative effects ($n=84$, 33.5%), minimal negative effects ($n=65$, 27.1%) or the person was disciplined ($n=64$, 25.5%) (see Tables 37a and 37b). Some respondents were not sure ($n=59$, 16.3%). Almost three percent ($n=7$, 2.8%) indicated that the perpetrator had been transferred to a different job/department/class. In one survey comment to this question, the responder wrote "All in the department (graduate students) were required to attend [a] sexual harassment workshop, but NOT faculty (some came voluntarily)."

Minority individuals and graduate/professional students were notably less likely to think that the perpetrator did not suffer any negative consequences, whereas undergraduates were more likely to believe that there were negative consequences for the perpetrator. Faculty members were most likely, and Merit staff least likely, to believe that the negative effects for the perpetrators were minimal. Men, minority individuals, and undergraduates were notably less sure of the consequences to the perpetrator compared to women, non-minority individuals, and Merit staff. Also, men and faculty members (which, of course, are partially overlapping groups) were less likely to report that the perpetrator had been disciplined, whereas undergraduates were more likely to report so.

TABLE 37a Consequences for Perpetrator(s) of Unwelcomed Behavior, Overall and by Group (Q26)						
GROUP	PERCENT Responding in Each Category (Multiple Responses Permitted)					
	No Negative Effects	Minimal Negative Effects	Disciplined	Transferred to Different Job/Dept	Not Sure	Other*
OVERALL	33.5%	27.1%	25.5%	2.8%	23.5%	33.1%
Gender†						
Female (84.8% / 84.3%)	34.9%	25.8%	26.8%	2.4%	21.5%	34.9%
Male (15.2% / 15.7%)	28.2%	28.2%	20.5%	5.1%	35.9%	23.1%
Minority Status†						
Minority (9.3% / 8.1%)	15.0%	30.0%	30.0%	5.0%	40.0%	40.0%
Non-Minority (90.7% / 87.9%)	34.9%	25.7%	26.1%	2.3%	21.1%	32.6%
UI Status†						
STAFF (52.6% / 56.5%)	34.3%	20.7%	26.4%	4.3%	19.3%	30.7%
Merit Staff (44.7% / 47.1%)	30.3%	16.7%	31.8%	4.5%	16.7%	28.8%
P&S Staff (55.3% / 52.9%)	37.8%	24.3%	21.6%	4.1%	21.6%	32.4%
FACULTY (13.9% / 13.3%)	30.3%	51.5%	18.2%	0.0%	27.3%	24.2%
STUDENTS (34.6% / 30.6%)	34.2%	28.9%	27.6%	1.3%	30.3%	42.1%
Undergraduate (57.6% / 53.9%)	46.3%	22.0%	34.1%	2.4%	34.1%	36.6%
Grad/Profl/Pstdoc (42.4%/46.1%)	20.0%	37.1%	20.0%	0.0%	25.7%	48.6%

See next page for raw numbers.

*Includes: Dropped out of class or school, Experienced damage to career, Lost job, Required to attend sexual harassment workshop or to get counseling, People rallied to that person's side, Settlement in her / his favor, Received promotion.

TABLE 37b Consequences for Perpetrator(s) of Unwelcomed Behavior, Overall and by Group (Q26)

GROUP	NUMBER Responding in Each Category (Multiple Responses Permitted)					
	No Negative Effects	Minimal Negative Effects	Disciplined	Transferred to Different Job/Dept	Not Sure	Other*
TOTAL (N = 361/249)†	84	68	64	7	59	83
Gender†						
Female (n = 306 / 209)	73	54	56	5	45	73
Male (n = 55 / 39)	11	11	8	2	14	9
Minority Status†						
Minority (n = 32 / 20)	3	6	6	1	8	8
Non-Minority (n = 311 / 218)	76	56	57	5	46	71
UI Status†						
STAFF (n = 190 / 140)	48	29	37	6	27	43
Merit Staff (n = 85 / 66)	20	11	21	3	11	19
P&S Staff (n = 105 / 74)	28	18	16	3	16	24
FACULTY (n = 50 / 33)	10	17	6	0	9	8
STUDENTS (n = 125 / 76)	26	22	21	1	23	32
Undergraduate (n = 72 / 41)	19	9	14	1	14	15
Grad/Prof'l/Postdoc (n = 53 / 35)	7	13	7	0	9	17

†Multiple responses were permitted; percents in parentheses = percent responses/percent respondents. See previous page for percentages and additional notes.

Reporting Unwelcomed Behavior or Sexual Harassment

If the responder reported the unwelcomed behavior or filed a formal complaint, it was most likely reported to the immediate work supervisor ($n=98$, 22.8%), particularly by Merit and P&S staff (see Tables 34a and 34b). Others that also received reports and formal complaints included departmental administrator or other staff ($n =68$, 15.8%), particularly by P&S staff; head or chair of the department (DEO) ($n =52$, 12.1%), particularly by faculty members; faculty members ($n=40$, 9.3%), particularly by students; the Ombudsperson's office ($n =29$, 7.0%), particularly by faculty; and the (formerly called) Office of Affirmative Action ($n=27$, 6.3%) now called Office of Equal Opportunity and Diversity. A host of other offices each received a small number of complaints or reports, especially from students. See Tables 38a and 38b, and Survey question 24 for details.

After reporting the behavior or filing a formal complaint, 77 respondents (32.2%) indicated that the situation was resolved to their satisfaction, and 75 (31.4%) stated that it was not. Forty-five (18.8%) indicated partial satisfaction with the outcome (see Tables 39a and 39b). Men were more likely to say they were satisfied than women (39% vs. 31%), non-minority individuals were more likely to say they were not satisfied than minority individuals (32% vs. 20%). Faculty were more likely and students less likely to say they were not satisfied than were staff members. Conversely, students were more likely and faculty less likely to say they were partially satisfied. Approximately two-thirds of staff, 80% of faculty, but only half of all students stated clearly that they were either satisfied or not satisfied. Thus, one-third of staff, 20% of faculty and almost half of all students were partially satisfied or unclear of the resolution of the situation. Minority individuals were the most likely to say they were unsure how they felt about the outcome.

For the respondents who were not satisfied with the resolution, the concerns were that the person(s) who committed the unwelcomed behavior suffered no consequences ($n =64$, 31%), nothing happened ($n =43$, 21%), the complaint was not taken seriously ($n =36$, 17.3%), and the unwelcomed behavior did not stop ($n =30$, 14.5%). Fifteen (7.2%) of the respondents indicated that no remedy would have been sufficient (see Table 40).

TABLE 38a Person To Whom Unwelcomed behavior Was Reported or Formal Complaint Filed, Overall and by Group (Q24)							
GROUP	PERCENT Responding in Each Category						
	Work Supervisor	Dept'l Admin./ Other staff	Head/ Chair of Dept./ DEO	Faculty Member	Ombuds Office	Office of Affirmative Action	Other*
OVERALL	22.7%	15.8%	12.1%	9.3%	7.0%	6.3%	26.9%
Gender							
Female (85.8% of responses)	23.6%	14.6%	11.7%	10.3%	6.8%	6.5%	26.6%
Male (14.2% of responses)	18.0%	23.0%	14.8%	3.3%	6.6%	4.9%	29.5%
Minority Status							
Minority (11.6% of responses)	19.1%	12.8%	14.9%	8.5%	4.3%	10.6%	29.8%
Non-Minority (88.4% of responses)	24.0%	16.7%	11.1%	9.2%	6.7%	5.6%	26.7%
UI Status							
STAFF (34.2% of responses)	34.9%	21.0%	9.2%	5.0%	5.9%	5.9%	18.1%
Merit Staff (34.1%)	41.9%	19.0%	5.7%	1.9%	3.8%	8.6%	19.0%
P&S Staff (65.9%)	29.3%	22.6%	12.0%	7.5%	7.5%	3.8%	17.3%
FACULTY (8.1% of responses)	3.6%	14.5%	27.3%	9.1%	12.7%	5.5%	27.3%
STUDENTS (57.6% of responses)	7.9%	6.1%	9.1%	14.0%	4.9%	6.1%	51.8%
Undergraduate Student (76.1%)	6.6%	9.8%	4.9%	14.8%	3.3%	6.6%	54.1%
Grad/ Prof'l/Postdoc (23.9%)	11.8%	5.3%	15.8%	18.4%	7.9%	7.9%	32.9%

Response options are shown in decreasing order of percent response (except for "Other"). Gender- and minority-based differences were mostly small. However, a few notable differences due to UI status were found (shaded): Staff members tended to go to their work supervisor, and faculty to their DEO. Raw numbers are on next page.

*Academic advisor, Athletic advisor, Athletic coach, Provost's Office, Human Resources Office, Collegiate Dean's Office, Residence hall advisor, Sorority / fraternity advisor, Student Services, Teaching Assistant, UI Human Rights Committee, UIHC Staff Relations / Hospital HR, Union steward, VP for Student Services' Office, Women's Resource & Action Center (WRAC), Rape Victim Advocacy Program (RVAP), HR representative.

TABLE 38b Person To Whom Unwelcomed behavior Was Reported or Formal Complaint Filed, Overall and by Group (Q24)							
GROUP	NUMBER Responding in Each Category						
	Work Supervisor	Dept'l Admin./ Other staff	Head/ Chair of Dept.	Faculty Member	Ombuds Office	Office of Affirmative Action	Other
TOTAL (N = 431 responses)	98	68	52	40	30	27	116
Gender							
Female (n = 369)	87	54	43	38	25	24	98
Male (n = 61)	11	14	9	2	4	3	18
Minority Status							
Minority (n = 47)	9	6	7	4	2	5	14
Non-Minority (n = 359)	86	60	40	33	24	20	96
UI Status							
STAFF (n = 238)	83	50	22	12	14	14	43
Merit Staff (n = 105)	44	20	6	2	4	9	20
P&S Staff (n = 133)	39	30	16	10	10	5	23
FACULTY (n = 86)	33	8	15	5	7	3	15
STUDENTS (n = 164)	13	10	15	23	8	10	85
Undergraduate Student (n = 61)	4	6	3	9	2	4	33
Grad/ Prof'l/Postdoc (n = 76)	9	4	12	14	6	6	25

See previous page for notes and percentages.

TABLE 39 Whether Situation Was Resolved to Respondent's Satisfaction, Overall and by Group (Q27)

GROUP	PERCENT Responding in Each Category				
	Yes	No	Outcome Pending/ Unresolved	Partially	Not Sure
OVERALL	32.2%	31.4%	7.5%	18.8%	10.0%
Gender					
Female (84.8%)	31.3%	31.8%	7.5%	20.4%	9.0%
Male (15.2%)	38.9%	30.6%	8.3%	8.3%	13.9%
Minority Status					
Minority (8.7%)	30.0%	20.0%	10.0%	20.0%	20.0%
Non-Minority (91.3%)	33.5%	32.1%	7.7%	18.7%	8.1%
UI Status					
STAFF (56.5%)	34.1%	31.9%	5.9%	17.0%	11.1%
Merit Staff (45.9%)	30.6%	32.3%	3.2%	21.0%	12.9%
P&S Staff (54.1%)	37.0%	31.5%	8.2%	13.7%	9.6%
FACULTY (13.0%)	38.7%	41.9%	0.0%	12.9%	6.5%
STUDENTS (30.1%)	26.0%	26.0%	13.7%	24.7%	9.6%
Undergraduate (54.2%)	28.2%	20.5%	17.9%	25.6%	7.7%
Grad/ Professional/Postdoc (45.8%)	23.5%	32.4%	8.8%	23.5%	11.8%

GROUP	NUMBER—Whether Satisfied with Resolution				
	Yes	No	Outcome Pending/ Unresolved	Partially	Not Sure
TOTAL (N = 239)	77	75	18	45	24
Gender					
Female (n = 201)	63	64	15	41	18
Male (n = 36)	14	11	3	3	5
Minority Status					
Minority (n = 20)	6	4	2	4	4
Non-Minority (n = 209)	70	67	16	36	17
UI Status					
STAFF (n = 135)	46	43	8	23	15
Merit Staff (n = 62)	19	20	2	13	8
P&S Staff (n = 73)	27	23	6	10	7
FACULTY (n = 31)	12	13	0	4	2
STUDENTS (n = 72)	19	19	10	18	7
Undergraduate (n = 39)	11	8	7	10	3
Grad/Professional/Postdoc (n = 33)	8	11	3	8	4

TABLE 40 WHY Responder Was Not Satisfied By the Resolution, If Situation Was Resolved, Overall and by Group (Q28)

PERCENT—Why Not Satisfied						
GROUP	Perpetrator suffered no consequences	Nothing was done	Complaint not taken seriously	Unwelcomed behavior did not stop	No remedy sufficient	Other
OVERALL	30.9%	20.8%	17.3%	14.5%	7.2%	9.2%
Gender						
Female (84.8%)	31.3%	19.9%	18.8%	14.2%	6.8%	9.1%
Male (15.2%)	29.0%	25.8%	9.7%	16.1%	9.7%	9.7%
Minority Status						
Minority (8.7%)	30.0%	20.0%	20.0%	10.0%	20.0%	0.0%
Non-Minority (91.3%)	31.3%	22.0%	17.6%	14.3%	6.6%	8.2%
UI Status						
STAFF (56.5%)	31.9%	20.7%	15.5%	17.2%	7.8%	6.9%
Merit Staff (45.9%)	36.2%	19.1%	14.9%	17.0%	8.5%	4.3%
P&S Staff (54.1%)	29.0%	21.7%	15.9%	17.4%	7.2%	8.7%
FACULTY (13.0%)	33.3%	23.3%	16.7%	10.0%	0.0%	16.7%
STUDENTS (30.1%)	27.9%	19.7%	21.3%	11.5%	9.8%	9.8%
Undergraduate (54.2%)	29.6%	22.2%	25.9%	14.8%	3.7%	3.7%
Grad/ Prof'l/Postdoc (45.8%)	26.5%	17.6%	17.6%	8.8%	14.7%	14.7%

NUMBER—Why Not Satisfied						
GROUP	Perpetrator suffered no consequences	Nothing was done	Complaint not taken seriously	Unwelcomed behavior did not stop	No remedy sufficient	Other
TOTAL (N = 207)	64	43	36	30	15	19
Gender						
Female (n = 176)	55	35	33	25	12	16
Male (n = 31)	9	8	3	5	3	3
Minority Status						
Minority (n = 10)	3	2	2	1	2	0
Non-Minority (n = 182)	57	40	32	26	12	15
UI Status						
STAFF (n = 116)	37	24	18	20	9	8
Merit Staff (n = 47)	17	9	7	8	4	2
P&S Staff (n = 69)	20	15	11	12	5	6
FACULTY (n = 30)	10	7	5	3	0	5
STUDENTS (n = 61)	17	12	13	7	6	6
Undergraduate (n = 27)	8	6	7	4	1	1
Grad/ Prof'l/Postdoc (n = 34)	9	6	6	3	5	5

Undergraduates were the most likely group to feel that their complaint was not taken seriously, whereas men most often felt that nothing was done. Minority individuals and graduate/professional students felt more often that no remedy would have been sufficient to satisfy them, whereas faculty never felt that way.

Among the more troubling comments in response to this question were the following: "I changed focus areas within my department. Initially I wanted to drop out but decided not to. It's made me feel really weird and not sure exactly what to do." "Delayed my final deposit of dissertation."

And

Felt uncomfortable, unsafe, and less willing to be myself and take pedagogical risks with my class...I took a break from teaching that particular course, and when I returned, I modified several assignments to minimize the opportunity for future students to use my course as a forum for personal propaganda.

We also examined satisfaction based on the person to whom the behavior was reported or formal complaint filed (see Table 41). The highest level of satisfaction was expressed by those who reported the behavior to their departmental administrator (35%), their work supervisor (33.3%), or a faculty member (33.3%). However, nearly equal percentages of responders who reported to these people were not satisfied: departmental administrator (30%), work supervisor (28%), and faculty member (31%). Clearly higher levels of dissatisfaction were expressed by those who reported the behavior to their DEO (41.2%), the ombuds office (58.6%), or OAA/EOD (55.6%).²⁴

Some comments addressed the failure of the person receiving the report to take the sexual harassment seriously. One responder wrote,

This needs to be taken seriously at the departmental level, including department investigators and chiefs of the department should not just brush this off, only to keep things running quietly in the department. However, the Office of Equal Opportunity and Diversity was an excellent place to take the complaint.

²⁴ In the written responses, both the Office of the Ombudsperson and the Office of Equal Opportunity and Diversity received favorable comments by a number of respondents. It may be that the rated dissatisfaction with the Ombuds and EOD offices results in part from the likelihood that the cases that are reported to these offices are more serious, more time-consuming, and those for which respondents had higher expectations about desired results.

TABLE 41 Person To Whom Unwelcomed behavior Was Reported or Formal Complaint Filed (Q24), By Satisfaction with Resolution (Q27)							
Satisfied with Resolution?	PERCENT Responding in Each Category						
	Dept'l Admin./ Other staff	Work Supervisor	Faculty Member	Head/ Chair of Dept.	Ombuds Office	Office of Affirmativ Action	Other*
Yes	34.8%	33.3%	33.3%	25.5%	17.2%	7.4%	24.1%
Partially satisfied	19.7%	22.6%	23.1%	7.8%	17.2%	18.5%	27.7%
No	30.3%	28.0%	30.8%	41.2%	58.6%	55.6%	28.6%
Outcome pending / unresolved	7.6%	6.5%	5.1%	7.8%	0 %	11.1%	9.8%
Not sure	7.6%	9.7%	7.7%	17.6%	6.9%	7.4%	9.8%
	NUMBER Responding in Each Category						
Yes	31	23	13	13	5	2	27
Partially satisfied	21	13	4	9	5	5	31
No	26	20	21	12	17	15	32
Outcome pending / unresolved	6	5	4	2	0	3	11
Not sure	9	5	9	3	2	2	11
TOTAL	93	66	51	39	29	27	112

N = 417 responses / 236 respondents. Response options shown in decreasing order of satisfaction (except for "Other").

*Academic advisor, Athletic advisor, Athletic coach, Provost's Office, Human Resources Office, Collegiate Dean's Office, Residence hall advisor, Sorority / fraternity advisor, Student Services, Teaching Assistant, UI Human Rights Committee, UIHC Staff Relations / Hospital HR, Union steward, VP for Student Services' Office, Women's Resource & Action Center (WRAC), Rape Victim Advocacy Program (RVAP), HR representative.

Reasons Most Incidences of Sexual Harassment Are Not Reported

The most common reasons for not reporting the unwelcomed behavior or filing a formal complaint were:

- 1) was not sure it was sexual harassment ($n = 974$, 11.2%),
- 2) was not sure the unwelcomed behavior was anything anyone could do anything about ($n = 927$, 11.3%),
- 3) thought it would be too much of a hassle ($n = 918$, 11.2%), and
- 4) did not believe that a complaint would be taken seriously ($n = 675$, 8.2%).

There were virtually no differences between groups on this question (see Tables 42a and 42b). Several people noted that they did not want to file a report because they felt the penalties would be too severe for the perpetrator. One person noted that "The punishment on the individual would probably have been much worse than the offense." Another noted, "I didn't want to make a big thing of something that was not. The person was basically a nice person and I didn't want to get him in trouble." These comments suggest that in making a decision about whether to report an incident, people do weigh the seriousness of the behavior, or lack of same, and are not really anxious to simply cause trouble for someone whose behavior may be inappropriate but not egregiously so.

In general, people do not seem especially critical of the timeliness of the process. The response "length of complaint process too long" was among the least commonly cited rationales for not reporting the unwelcomed behavior ($n = 156$, 1.9%). However, in the written comments, several people commented negatively on the length of time it took to resolve a complaint. One person wrote,

The outcome was in the end fair, however there was significant delay in action, the person causing the problems was given too many times to try and correct his behavior, a supervisor told the person that was having the harassment happen to them to just get along and ignore it, but after going up the ladder to the next person it was dealt with in a fairly quick manner.

One person noted that "Process still not resolved after 18 months," and another noted that "It was a process drawn out for many, many months, certainly not in compliance with what The University describes on the Web site regarding the timeliness with which it will be handled." Certainly some cases are complicated and may take a fair amount of time to sort out. Not all cases can or should be handled within days or weeks. It may be that people will be disappointed that it doesn't move

more quickly; in these cases it is particularly important to be sure that there is fairly constant communication with complainants so they know what is happening and that at the very least attention is being paid to their report.

In addition, most people do not appear to have a fear of being treated badly for reporting: Only 1.3 % ($n=108$) responded that they did not make a report because of their own or someone else's ($n =143$, 1.7%) experience when they reported the unwelcomed behavior. Notably few people ($n =118$, 1.4%) feared retaliation from a work supervisor or from central administration ($n =108$, 1.3%). Still, one responder noted in the final comment section of the survey that "I, like a lot of other people, am uncomfortable discussing sexual harassment partly out of fear for the attacks by the community. Until the general society changes, the climate will most likely call for courage beyond most individuals to report such incidents."

It is important to note that several people did not report an incident because they thought it would do no good. This is where the issue of perception is critical: If people think the University will not take action either because they know of or have heard of cases where they believe nothing was done or the behavior continues, the problem of underreporting will be exacerbated. One comment noted that the responder "had previously seen how complaints at UI had been dealt with and thought it would not change anything to complain. Reprimand in someone's file does not help anyone." Another person wrote

[The] individual's behavior has been reported numerous times to the department heads by multiple nurses, nursing assistants, and certified nursing assistants and documented on peer assessment forms. If any action was taken, [the] individual's behavior has not changed, [it has] become more overt and assertive.

One person noted,

I felt the incident was most likely particular only to that department and thought that it was probably tolerated and accepted there. I decided it was intentional, making the statement that if the behavior offended the person being interviewed, then that person would be welcome by their staff. It was a small tight knit department, obviously they didn't care how they were behaving...I did not want to be labeled, so I decided to be quiet about it and move on.

TABLE 42a Rationale for NOT Reporting Behavior or Filing Formal Complaint, Overall and By Group (Q23)

	PERCENT of Survey Respondents—May Select Multiple Options								
GROUP	Not sure it was sexual harassment	Not sure anything could be done about behavior	Thought it would be too much hassle	Complaint wouldn't be taken seriously	Feared retaliation from Prof/ advisor	Feared being labeled a "trouble-maker"	Didn't want to talk about it	Did not know how/ where to report it	Other*
OVERALL	11.9%	11.3%	11.2%	8.2%	6.4%	5.7%	5.3%	5.1%	23.9%
Gender									
Female (78.9% of responses)	12.1%	11.7%	11.2%	8.4%	6.8%	5.8%	5.2%	5.5%	24.9%
Male (21.1% of responses)	11.2%	9.9%	11.2%	7.7%	5.2%	5.3%	5.6%	3.5%	25.1%
Minority Status									
Minority (91.4% of responses)	11.6%	10.3%	10.4%	8.8%	5.9%	5.0%	6.7%	5.3%	26.6%
Non-Minority (8.6% of responses)	12.1%	11.5%	11.3%	8.2%	6.4%	5.8%	5.2%	5.0%	23.7%
UI Status									
STAFF (33.3% of responses)	10.3%	9.6%	8.1%	8.1%	7.2%	8.2%	4.8%	2.6%	25.7%
Merit Staff (35.8%)	10.4%	9.4%	9.2%	9.4%	8.2%	8.4%	4.9%	2.7%	29.1%
P&S Staff (64.2%)	10.2%	9.8%	7.5%	7.4%	6.7%	8.1%	4.7%	2.6%	23.9%
FACULTY (7.4% of responses)	10.1%	8.9%	8.3%	6.8%	6.8%	7.7%	3.7%	1.7%	22.6%
STUDENTS (59.3% of responses)	12.1%	11.7%	12.5%	7.8%	5.3%	3.8%	5.3%	7.0%	23.2%
Undergraduates (76.7%)	12.2%	11.8%	13.0%	8.1%	5.2%	3.1%	5.5%	7.6%	22.4%
Grad/Prof/I/Postdoc (23.3%)	11.5%	11.4%	10.9%	6.8%	5.9%	6.0%	4.9%	5.2%	25.1%

Response options are shown in decreasing order of percent response. Gender- and minority-based differences were negligible.

*Includes the following—Embarrassed to talk about it; Feared retaliation (from peer/colleagues, college/dept, work supervisor, or central administration respectively [4 questions]); Couldn't identify harasser; Complaint process too long; Because of previous experience reporting (others' or own, respectively; 2 questions)—each of which was selected by less than 5% of all groups, except a completely generic "Other" option which received 10.8% percent of all responses (not included in table). See next page for raw numbers.

TABLE 42b Rationale for NOT Reporting the Behavior or Filing a Formal Complaint, Overall and By Group (Q23)									
	NUMBER of Survey Respondents—May Select Multiple Options								
GROUP	Not sure it was sexual harassment	Not sure anything could be done about behavior	Thought it would be too much hassle	Complaint wouldn't be taken seriously	Feared retaliation from Prof/ advisor	Feared being labeled a "trouble-maker"	Didn't want to talk about it	Did not know how/ where to report it	Other
TOTAL RESPONSES (N = 8,190)	974	927	918	675	526	465	434	418	1972
Gender									
Female (n = 6,464)	781	756	723	542	436	374	338	357	1466
Male (n = 1,726)	194	171	194	133	90	91	96	61	409
Minority Status									
Minority (n = 682)	79	70	71	60	40	34	46	36	173
Non-Minority (n = 7,275)	880	834	823	594	467	419	377	367	1627
UI Status									
STAFF (n = 2,801 responses)	301	283	237	237	211	230	141	74	724
Merit Staff (n = 955)	99	90	88	90	78	80	47	26	277
P&S Staff (n = 1,846)	202	193	149	147	133	150	94	48	447
FACULTY (n = 663 responses)	74	65	61	50	50	51	27	11	152
STUDENTS (n=4,716 responses)	599	579	620	388	265	179	265	332	1096
Undergraduate (n = 3,591)	464	446	492	308	196	111	208	273	812
Grad/Prof'l/Postdoc (n = 1,125)	135	133	128	80	69	68	57	59	284

See previous page for notes and percentages.

Advice to Victims of Sexual Harassment

All survey respondents were asked about advice they would give to a close friend or relative who was being sexually harassed or subjected to unwelcomed behavior. Most people responded that the friend or relative should:

- 1) Let the person(s) know that if the behavior does not stop, a complaint would be filed ($n = 6914$, 24%);
- 2) File a formal complaint ($n = 6236$, 21.6%);
- 3) Report it to a work supervisor ($n = 6130$, 21.3%), and
- 4) Report it to a professor/teacher/academic advisor ($n = 4778$, 16.6%).

Only a very few people would advise ignoring it ($n = 455$, 1.6%) or putting up with it to protect her or his career ($n = 94$, 0.3%) or leaving the job/department ($n = 775$, 2.7%).

It is interesting, if not surprising perhaps, that what people say they would **advise** friends or relatives to do is, for the most part, substantially different from what people actually do when they experience sexual harassment or unwelcomed behaviors. In the abstract, at least 16.6% suggest reporting the incident to someone; in practice only 1.5% filed a formal complaint and 4.6% reported the behavior to someone. Again, this result may not be that surprising as people often anticipate taking more direct or stronger action than they actually do when confronted with the situation themselves. Still, at a minimum it would be good to see less of a disconnect between advice and action. In fact, it seems worth asking why relatively few people suggest reporting the behavior at all. This might suggest that many people still do not take sexual harassment seriously; but many of the written comments for this question suggest that people would temper their advice based on the seriousness of the behaviors.

In the comments, several people noted that they would advise the person to seek legal advice outside of the University because “this university doesn’t protect the victim—it allows these behaviors to continue” or because they “would not trust university administration to do anything.” As is noted elsewhere in this report, such comments indicate that some people perceive that the University does not act on sexual harassment complaints. Certainly it could be true that the University did act and the person either didn’t like the response or that they simply didn’t know what happened. To the extent possible, it is in everyone’s best interest for people to feel that they can report incidents of sexual harassment and

unwelcomed behavior to the University and that, at least in the first instance, they can do so without having to hire outside counsel.

Helping With Sexual Harassment Complaints

Relatively few of the respondents ($n = 1235$, 12.6%) have ever advised or offered to help a student or colleague at the University in connection with a sexual harassment complaint. One person who has advised others wrote the following:

Unfortunately, it is my responsibility to report it as an employee of the university. However, this goes against the belief that it should be a woman's choice to do so. The problem with this is the university does not make an effort to encourage women to make complaints while remaining confidential. This survey would be an example of how the university could encourage such behavior. Formal complaints put too much of an emotional toll on women.

The foregoing comment may reflect a lack of knowledge about the policies and procedures. Indeed, there are several ways in which sexual harassment can be reported and where the reports can be confidential. There are many avenues in addition to a formal complaint that might make the complainant's name available. It is particularly regrettable that this comment was made by someone who is apparently a mandatory reporter and so someone for whom it is critical to understand the policies and procedures.

Among those respondents who advised or offered assistance to a student or colleague at the University in connection with a sexual harassment complaint, 31.9% ($n = 385$) thought that the outcome was fair, 26.2% ($n = 316$) stated that the individual decided not to file the complaint, and 19.6% ($n = 236$) stated that the outcome was unknown. Approximately five percent ($n = 65$, 5.4%) rated the outcome as unfair .

Awareness of the University Sexual Harassment Complaint Policy and Procedure

In total, more than one half of the respondents ($n=5,203$, 52.9%) were not aware of the current University of Iowa procedure for making a sexual harassment complaint, and 18.5% ($n=1816$) were not sure whether they knew it or not (see Table 43).²⁵ Although undergraduate students were most likely to be both the victims of unwelcomed behavior and the perpetrators, only 8% ($n=268$) responded that they were aware of the current University procedure for filing a sexual harassment complaint. Graduate/ professional (18%) students also were relatively unaware of the procedures. Of course, this does not necessarily mean that people don't know that there are procedures; rather it is more likely to mean that they don't know what those procedures are. While in the ideal all people would be aware of the process, what is particularly important is that the people who are most likely to hear complaints must themselves know the procedures so they can advise complainants of their procedural options. With this in mind, it is somewhat heartening to know that the faculty (52%), P&S (46%) and Merit (39%) staff, to whom complaints will most often be brought, were more likely to indicate that they know the procedures, although obviously there are still many people in these groups who lack this awareness.

Regrettably, more than 40% of respondents ($n=4,075$, 41.4%) did not know where to find or obtain a copy of the current "University Policy on Sexual Harassment," and 14.6% ($n=1434$) were not sure (see Table 44). Again, undergraduate (19%) and graduate/professional (38%) students were the least knowledgeable, whereas approximately two-thirds of faculty (69%) and staff (62.4%) knew where to find the policy. These figures are particularly disturbing since they mirror the data from 10 years ago. In the initial survey, 71% of respondents didn't know or were not sure of the university procedures for initiating a sexual harassment complaint, and 59% of all respondents didn't know or were not sure where to obtain a copy of the policy and procedures. One responder wrote "...the only contact with the University policies on Sexual Harassment have [sic] come from syllabi from my undergrad classes. There is usually a section about sexual harassment in those, but I don't know if those are part of the actual University policy."

²⁵ In particular, among those respondents who believed that they had been sexually harassed, over half ($n=456$, 57.5%) were not aware of the current University procedure for making a sexual harassment complaint, and 13.7% ($n=109$) were not sure.

In the past two years, over 40% of the responders ($n = 4,256$, 43.3%) had not read the "University Policy on Sexual Harassment," and 11% were not sure (see Table 45). Over half ($n=4491$, 55.7%) of the respondents indicated that they had read some or all of the policy. As before, undergraduate (21%) and graduate/professional (35%) students were the least likely to have read any of the policy; whereas approximately two-thirds of faculty (69%) and staff (64.4%) had read at least some of the policy.

When faculty and staff were asked about training or education related to the "University Policy on Sexual Harassment," fewer than half (42%) stated that they had had some (see Table 47). However, 56% of P&S staff, who are more likely than Merit staff to be supervisory positions, said they had had some training on the policy, whereas about 45% of each faculty and Merit staff reported having had training. We did not necessarily expect that undergraduates would have received training (and, indeed, only 6% had), but of greater concern is that only 20% of graduate and professional students, many of whom are classroom TAs had received any education about the policy.

Lack of knowledge about the UI Sexual Harassment policy affects the decisions people make about reporting incidents and advising others. In response to the question about "what would you advise a close friend or relative to do if she/he were being sexually harassed or subjected to unwelcomed behavior of a sexual nature at the University of Iowa," one person wrote "First I would look up the university policy for proper reporting, to find out if there's an ombudsman or something of that nature to whom I could report the incident while maintaining my anonymity." Another responder commented at the conclusion of the survey:

...I think the information on filing complaints should be more well known. I probably would never file a complaint because I don't know who to tell or where to complain to, since it is a touchy subject I wouldn't feel comfortable calling around until I got connected to the right person even though that is something I often do about information that is not personal.

TABLE 43 Aware of Procedures for Making a Sexual Harassment Complaint, by Status of Survey Responder (Q34)				
UI Responder Status	Yes (N)	Yes (%)	No or Not Sure (N)	No or Not Sure (%)
TOTAL (N = 9,821)	2,810	28.6%	7,011	71.4%
STAFF (n = 3,867; 39.4%)	1,686	43.6%	2,181	56.4%
Merit Staff (n = 1,288; 33.3%)	508	39.4%	780	60.6%
P&S Staff (2,579; 66.7%)	1178	45.7%	1,401	54.3%
FACULTY (n = 1,148; 11.7%)	594	51.7%	554	48.3%
STUDENTS (n = 4,806; 48.9%)	530	11.0%	4,276	89.0%
Undergraduate (n = 3,371; 70.1%)	268	8.0%	3,103	92.0%
Grad/Prof'l/Postdoc (n=1,435; 29.9%)	262	18.3%	1,173	81.7%

TABLE 44 Knowledge of Where to Find or Obtain a Copy of the Current (2002) University Policy on Sexual Harassment, by Status of Survey Responder (Q35)				
UI Responder Status	Yes (N)	Yes (%)	No or Not Sure (N)	No or Not Sure (%)
TOTAL (N = 9,816)	4,310	43.9%	5,506	56.1%
STAFF (n = 3,860; 39.3%)	2,411	62.5%	1,449	37.5%
Merit Staff (n = 1,285; 33.3%)	751	58.4%	534	41.5%
P&S Staff (2,575; 66.7%)	1,660	64.5%	915	35.5%
FACULTY (n = 1,146; 11.7%)	779	68.0%	367	32.0%
STUDENTS (n = 4,810; 49.0%)	1120	23.3%	3,690	76.7%
Undergraduate (n = 3,377; 70.2%)	647	19.2%	2,730	81.0%
Grad/Prof'l/Postdoc (n=1,433; 29.8%)	473	38.4%	960	66.9%

TABLE 45 Read the University Policy on Sexual Harassment Within the Last Two Years, by Status of Survey Respondent (Q36)

UI Responder Status	Yes, All or Some (N)	Yes, All or Some (%)	No or Not Sure (N)	No or Not Sure (%)
OVERALL (N = 9,810)	4,481	45.7%	5,329	54.3%
STAFF (n = 3,856; 39.3%)	2,483	64.4%	1,373	35.6%
Merit Staff (n = 1,284; 33.3%)	777	60.5%	507	39.5%
P&S Staff (2,572; 66.7%)	1,706	66.3%	866	33.7%
FACULTY (n = 1,146; 11.7%)	791	69.0%	355	31.0%
Tnrd & ten-trk Fac (n = 856; 74.7%)	610	71.3%	246	28.7%
All Other Faculty (n = 290; 25.3%)	181	62.4%	109	37.6%
STUDENTS (n = 4,808; 49.0%)	1,207	25.1%	3,601	74.9%
Undergraduate (n = 3,373; 70.2%)	708	21.0%	2,665	79.0%
Grad/Prof'l/Postdoc (n = 1,435, 29.8%)	499	34.8%	936	65.2%

When asked if they understood the policy, over 90% (n=4,157, 93.2%) said yes or some parts of it (see Table 46). This percentage was only slightly less even among undergraduates (86.3%).

TABLE 46 Understood the University Policy on Sexual Harassment, by Status of Survey Respondent (Q37)

UI Responder Status	Yes, All or Some (N)	Yes, All or Some (%)	No or Not Sure (N)	No or Not Sure (%)
OVERALL (N = 4,459)	4,157	93.2%	302	6.8%
STAFF (n = 2,471; 55.4%)	2,341	94.7%	130	5.3%
Merit Staff (n = 774; 31.3%)	733	94.7%	41	5.3%
P&S Staff (1,697; 68.7%)	1,608	94.8%	89	5.2%
FACULTY (n = 787; 17.6%)	751	95.4%	36	4.6%
STUDENTS (n = 1,201; 26.9%)	1,066	88.8%	135	11.2%
Undergraduate (n = 710; 59.1%)	613	86.3%	97	13.7%
Grad/Prof'l/Pstdc (n = 491; 40.9%)	453	92.3%	38	7.7%

TABLE 47 Had Training/Education Related To the University Policy on Sexual Harassment, by Status of Survey Respondent (Q38) (Faculty and Staff Only)				
UI Responder Status	Yes (N)	Yes (%)	No or Not Sure (N)	No or Not Sure (%)
OVERALL (N = 9,721)	2,547	26.2%	7,174	73.8%
FACULTY & STAFF (N = 4936)	2,056	41.7%	2,880	58.3%
STAFF (n = 3,806; 39.2%)	1,547	40.6%	2,259	59.4%
Merit Staff (n = 1,264; 33.2%)	431	34.1%	833	65.9%
P&S Staff (2,542; 66.8%)	1,116	43.9%	1,426	56.1%
FACULTY (n = 1,130; 11.6%)	509	45.0%	621	55.0%
STUDENTS (n = 4,875; 50.1%)	491	10.3%	4,384	89.9%
Undergraduate (n = 3,356; 68.8%)	203	6.0%	3,153	94.0%
Grad/Prof'l/Pstdc (n = 1,519; 31.2%)	288	20.2%	1,231	81.0%

These results indicating a general lack of awareness about the University policy and procedures on sexual harassment are particularly troubling for several reasons. First, and most importantly, if people don't know about the policy, it is impossible for the policies to be effective in minimizing, let alone eradicating sexual harassment and providing remedial relief for those who are subject to the same. Second, at least two major reports have pointed out this problem and urged the administration to do a better and more thorough job of educating the University community about sexual harassment. (see 1992 Survey Report and Committee on Campus Climate Report 2003).

Several comments from respondents suggested that people may be underreporting sexual harassment and tolerating potentially unlawful behavior because they grossly underestimate what can or should be reported. Several comments noted an acceptance of bad behavior because, e.g., "Did not think it was anything outside the norm of regular male behavior," "I feel it's just a part of life and something you just have to deal with unless it is taken to a level which causes you severe emotional or physical harm," and "I did not feel that my own well-being was at risk..." These responses might indicate that people are willing to put up with unwelcomed behavior because they accept some outmoded notion of what needs to be tolerated or, worse, that they feel they have to themselves experience severe effects before the behavior can be addressed. To the extent that people are educated about sexual harassment and the University of Iowa policies, some of these misperceptions can be minimized and our climate more respectful.

RECOMMENDATIONS

In some respects, the results of this survey suggest that the problem of sexual harassment at the University of Iowa has not changed substantially in the last 12 years. Moreover, although the 1992 survey stressed the need for greater education about sexual harassment and pointedly noted the lack of knowledge about the sexual harassment policy and procedures on the UI campus, it appears that there has been little change towards remedying this situation. The percentage of people who are unaware of either the policy or the procedures for enforcing the policy or both is dismal. The 1992 Survey notes that there was "only one staff member specifically assigned to educate almost 40,000 faculty, staff, and students about this critical issue, although some abbreviated or limited forms of presentation are available through other sources." Today, there are two EOD staff members who take sexual harassment complaints and conduct sexual harassment investigations, and three staff members who provide training for the entire campus. Whereas this represents significant progress, the survey results make clear that it is not nearly enough, suggesting that perhaps we need a different educational model. Although there has been discussion about training people outside of EOD to do sexual harassment training on campus, which has the potential to increase educational efforts exponentially, this "train the trainer" approach has not yet been implemented.²⁶

1. It is critical that the University of Iowa dedicate energy and resources towards ensuring that its community knows about, understands, and feels free to use its sexual harassment policy and procedures. It is obviously not enough that the policy is "available"; we first must make an affirmative effort to be sure that faculty, staff, and especially students are aware of the existence of a the sexual harassment policy and where they might look to find the same. In total, 71.4% of responders were not aware of the procedures for making a sexual harassment complaint and 56.1% did not know where to find or obtain a copy of the current University Policy on Sexual Harassment. One annual e-mail is not sufficient for these purposes, nor is simply mentioning the policy at various orientations, especially student orientations. Of even greater concern is that the policy is often not even mentioned at these events. That dealing with unwelcomed behavior and sexual harassment is not even included in various student orientations is unbelievable. Of the student responders to this survey, 81% of the undergraduates and 66.9% of the graduate students did not know where to find or obtain a copy of the sexual harassment policy. And

²⁶ Email from Jan Waterhouse of EOD, dated 11-18-05.

depressingly, 92% of undergraduates and 81.7% of graduate students are not aware of the procedures for making sexual harassment complaints.

Whatever we might gain by not addressing difficult or negative issues in orientation, we lose by not providing students the information they may need later. We recognize that there are a host of issues to be addressed in orientation and that time will always be a critical factor, but if we are serious about minimizing, let alone eradicating, sexual harassment and providing redress for such behavior, we will have to give higher priority to this discussion in available undergraduate forums, including orientation. Responses to this survey indicated that in fall 2004, 74.9% of students had not read the sexual harassment policy within the last two years. There are many reasons why this figure is troubling; in particular is the fact that 16.4% of undergraduate responders reported experiencing physical assault of a sexual nature at The University of Iowa. Similarly, the group with the highest rate of experiencing direct or implied threats is the undergraduate student (4.9%). And yet, undergraduate responders were the least likely (1.9%) to report unwelcomed behaviors.²⁷ Certainly this is a population that needs to be aware of our sexual harassment policy.

While a slight majority of faculty and staff have received any training on or received education about the University's policy on sexual harassment, that majority is narrow. 55% of faculty and 59.4% of staff have received such training. This is particularly problematic since the data shows that reports of sexual harassment and unwelcomed behavior are most often made to staff, i.e. work supervisor (22.7%) and departmental administrators or other staff (15.8%) or faculty heads or chairs of department or departmental executive officers (12.1%). It would seem that mandatory training for work supervisors, departmental administrators and department heads would not only be appropriate but crucial to an effective system for eradicating sexual harassment.

In addition to the foregoing groups who should have training, results of this survey suggest that education about sexual harassment as well as training about the sexual harassment policy would be warranted in the residence halls as well as in sorority and fraternity houses. Not only do these places provide forums where a lot of undergraduates are present

²⁷ Although undergraduate students are the least likely to reporting unwelcome behavior, they are the **most** likely to respond that the unwelcomed behavior ceased when they **did** report (41.5% compared to the overall figure of 35.9% for all groups). Obviously, reporting bad behavior is particularly effective for this group.

but the data indicates that 2.9% of unwelcomed behavior occurred in Greek houses and 2.5% in residence halls.

In all cases, wherever the training is done and whoever the audience, it needs to reflect the seriousness of the issues involved and not simply be a one hour cursory review of the policy and chore of being a mandatory reporter.

Several respondents reiterated the need for mandatory training for employees, and often included thoughtful suggestions for specific training in their comments at the end of the survey. "...young staff should be taught how to deal with [sexual harassment] before employment starts. Now at my age and experience I would not be intimidated. But I was then." "...it would help to have a visit to faculty meetings from someone in the administration occasionally (maybe a 3-year rotation through departments) so that new faculty are given some training and established faculty are given reminders of the rules, and ways to prevent and report problems."

But one responder offered a good caution about only conducting training in response to an incident of sexual harassment. "While such workshops are a good idea in general, to only require them when a sexual harassment incident has occurred smacks of collective punishment and seems counterproductive."

Several responders commented on the substance of the training they received and offered good feedback including "Suggestions on how to handle these situations in a subtle way would be great." Another person noted that the training was "...not terribly useful, largely because it was not tailored to my role as a teacher...it would make sense to divide the training up by primary audiences – supervisors, teachers and others – who need different takes on the policy."

One responder included an interesting suggestion that perhaps training for younger students "...should be conducted by peers" at least closely related to their age group.

The Committee on Campus Climate included a number of recommendations in their report, many of which were specifically targeted at increasing the awareness of undergraduate students about sexual harassment generally and the policies and procedures about the same (see Appendix G). We strongly endorse those recommendations.

Second, the University must constantly assess whether not only the sexual harassment policy, but also related policies and procedures (e.g., the [Anti-harassment Policy](#), the [Consensual Relationships Involving Students Policy](#); see Recommendation #5) are serving our community well. Several people commented at the end of the survey that they could not understand the language of the policies. We may need to simplify the policies or at least offer them in a simplified form. There was also comment about the number of policies and difficulty in “keeping them all straight.” One person suggested making sure “that the policy is available in an annotated form so people can read quickly and understand easily.”

In the survey, 11.9% of responders said they did not report unwelcomed behaviors because they were not sure what behavior constituted sexual harassment. This is not the same thing as saying people did not feel the behavior rose to the level of sexual harassment; they couldn't make that judgment because they didn't know what would be considered sexual harassment in the first place. To the extent that people know where to find the University's sexual harassment policy and can understand the same, they are more likely to make an educated decision about whether the behavior they experience is sexual harassment and whether they want to report the same.

In general, the University must make greater efforts to publicize the policies and ensure that the community understands them. Survey responses indicate that 56.1% of responders do not know where to find or obtain a copy of the current University policy on Sexual Harassment. In particular, 76.7% of students (81% of undergraduates and 66.9% of graduate students) do not know where to find the policy. Weblinks to the policies should be in multiple sites: In addition to the Operations Manual and the Code of Student Life, the Sexual Harassment and related policies should be easily accessible from offices and websites of the Office of Equal Opportunity and Diversity, the Council on Status of Women, the Rape Victim Advocacy Program, the Women's Resource and Action Center, the Office of the Ombudsperson, Human Resources, Campus Police, departments, colleges, and others we have not yet thought of. The University of Iowa homepage could have a general link to policies that would include such policies as Sexual Harassment and Anti-harassment.

Third, we also need to keep the lines of communication open both for people who have come forward to report sexual harassment and those who may not yet understand the negative impact their behavior has on others. As one person wrote:

...a person who has been sexually harassed...is often in a state of shock and might have difficulty in getting help, even when such avenues have been presented to them...it is important that the University have a mechanism for offering nurturing and support to the complainant-keeping in touch, etc. – for a week or two unless the complainant specifically turns down this offer.

In addition to being sensitive to the needs of complainants, we are reminded to be alert to the possibility of false reports. Respondents cautioned that ignoring false reports is a serious issue and people who make such reports need to be sanctioned.

Responders also took the occasion to comment on how they felt generally harassed on campus based on their sexuality, especially, though not exclusively, their homosexuality (or the perception that they were homosexual). Sadly several responders felt offended by various materials promoting tolerance, e.g., "I am offended by all of the GLBT material that I am exposed to on the Campus and in the Daily Iowan, and posted around the campus."

The number of these comments, both the comments about being harassed on account of sexuality or perceived sexuality, as well as the negative comments in the survey about people other than heterosexuals, suggests a need for greater educational programming and training about tolerance and respectful treatment of all members of our community.

2. The University must take complaints of sexual harassment seriously and the UI community must know that to be true. This would be important even in the absence of the Pierre Pierce case and the widespread perception that the University was not responsive to the needs of the female student involved. However, because of that case, it is critical that the University make every effort to ensure that the community is aware of what is being done to address sexual harassment generally and complaints specifically.

Several responses illustrate the problem. "... I have very little faith in the faithful implementation of the university's sexual harassment and assault procedures." "...the University's stated policy on sexual harassment is one thing, but the university's credibility on the issue...is another." Another writer summed up the problem as follows:

I have not had anything of a serious nature occur to me, but one of my close friends has. She did not want

to file a complaint (I told her to repeatedly) because she did not think anything would be done about it because the other person(s) were on the *** team... She figured that the University would side with the player instead of her, and nothing would be accomplished. I think that the University should stand behind the females that attend as well. They should tell women that filing a complaint (even against the athletes) is something worth doing.

And finally,

My sense from counseling friends and co-workers on this is that ... the university (excluding WRAC, RVAP, etc.) has an uphill battle in regaining their trust on these issues. Women who have been assaulted or harassed on campus are far more likely to deal with problems in discrete parts – asking a prof to let them delay an exam date after an assault, altering their class schedule or route to class to avoid a harasser, etc. – [rather] than go through the central university system because of the perception that if they did follow that channel, their complaint will be ignored or mishandled.

It is vitally important that people feel that their complaints will be heard and that appropriate action will be taken.

Survey data and comments suggested that complainants often have no idea what happens as a result of their complaint: 23.5% of responders who reported incidents of sexual harassment or unwelcomed behavior indicated that they were not sure if there were any consequences for the perpetrator. Most likely, this is especially the case if the report was not a formal complaint. Further, when asked whether a report of sexual harassment or unwelcomed behavior was resolved to the responder's satisfaction, in addition to the 31.4% who said "no", another 10% replied "not sure" presumably because they don't know the outcome of their report. It is critical that administrators who receive reports of sexual harassment communicate the action taken and outcome to the person making the report. If people hear nothing, the tendency is to believe that nothing was done. In turn, not only are these people less likely to make any further complaints but they are likely to tell their friends and co-workers that reporting is useless.

Similarly, it is important that everyone at the University who receives reports of unwelcome behavior and sexual harassment takes these reports seriously; it is also important that this is communicated to the UI community generally. To the question about why responders were not satisfied by the resolution of their report of sexual harassment or unwelcomed behavior, 25.5% responded there were no consequences for the perpetrator; 17.1% indicated that nothing was done; 14.3% reported their complaint was not taken seriously; and 12% indicated the behavior did not stop. Of note, gender differences in these responses generally were small, but twice the number of women felt they were not taken seriously (18.8% vs. 9.7% of men).

The EOD does have their report on the web <http://www.uiowa.edu/~eod/reports/index.html> but the existence of this report could be better advertised. Their report includes both cases that were reported to EOD as well as the informal sexual harassment complaints investigated by academic and administrative units. Because our survey suggests that most complaints are made informally and not necessarily to mandatory reporters²⁸, the burden of ensuring that complainants know the outcome of their having made a report falls to the various faculty and staff who receive the report in the first place. One person wrote “We need to do more to publicize what happens to people who sexually harass... If no one knows who they are they keep doing it.” Moreover, research suggests that without a credible message that the University takes complaints of sexual harassment seriously, harassers will continue to believe that their behavior is normal and justified and they will disregard campus policies. If we make the campus community generally aware of investigations into sexual harassment allegations and that people are held responsible for such action, we will deter sexual harassment and unwelcomed behaviors.

3. All people at the University of Iowa who are charged with administering the sexual harassment policy must understand the policies and the nature of sexual harassment. Several responders to

²⁸ The Sexual Harassment Policy provides that any academic or administrative officer of the University who becomes aware of specific and credible allegations of sexual harassment must report the allegations promptly to the Office of Equal Opportunity and Diversity (except those concerning student behavior in residence halls, which must be reported to the Office of the Vice President for Student Services). Thus, “academic or administrative officers”—(see the policy, section 4.1.b.(3)(a) for a definition)—are known as “mandatory reporters.” Only five offices—Ombudsperson, Faculty & Staff Services, University Counseling Service, WRAC, and RVAP—are exempt from this requirement, so that individuals who wish nothing to be done may remain anonymous if they choose to do so. If, however, the person charged is notified of the complaint, then that person’s and the victim’s names must be reported to EOD.

this survey suggested that in some instances, UI administrators failed to take action or even to recognize certain behaviors as sexual harassment.

One person suggested that “Supervisors and administrative/departmental heads should have specialized training on this topic, beyond the normal training currently available, otherwise the uneducated supervisor will prescribe inappropriate action in response to complaints, and their employees will not see the proper and effective resolution to the problem.” In particular, all people who receive reports of sexual harassment must take those reports seriously, whether or not those reports in the end prove to be sexual harassment or something else. It is critical that they understand the potential impact of the events on the person who is coming forward, and that they provide response in a timely fashion.

The Ad Hoc Committee on the Pierce Matter offered similar conclusions and recommendations referring to administrators. We endorse their recommendation that “... further training be provided to ensure that all those to whom students in this situation report are fully able to guide such students to appropriate services.” (See Section IV.A. at <http://www.uiowa.edu/president/task-forces/BIOCA-raymond/index.htm>)

4. The University must pay attention to sexually harassing behaviors that occur in connection with the use of alcohol, including tailgating before football games. There were a number of comments suggesting that the sexual harassment or unwelcomed sexual behavior was tied to people drinking. One person even suggested that sexual harassment was not the fundamental problem. Instead, they recommended that “...the University would be better served applying these efforts to curb the drinking problem since many of the sexual harassments and rape incidents have occurred because one or more parties were very drunk.”

Most of the comments overwhelmingly tied these behaviors – alcohol abuse and sexual harassment - to undergraduate students. Clearly, the problem of alcohol abuse is well known to the University of Iowa and Iowa City generally. The University has undertaken a program, Stepping Up, to try to combat the problem of undergraduate drinking in general, and binge drinking in particular. The results of this survey suggest the problem continues to be serious and the comments highlight some of the negative effects of this behavior. We must continue to do more to educate students about the negative effects of alcohol and to take a strong stance in part by responding seriously to the complaints of harassment that we receive. By encouraging more students to report

the behavior, we may also be able to mete out appropriate consequences for students who do the harassing. The University also should continue to work with the City of Iowa City to promote educational campaigns that attempt to minimize alcohol-related negative behaviors.

There were a number of comments about unwelcomed sexual behavior related to tailgating—and the drinking that goes with it—before football games. In particular, respondents commented upon the difficulty of getting to and from football games, or the areas surrounding football games, e.g., the hospital, without incurring unwelcomed behavior. Respondents specifically commented upon the gauntlet they run as they walk by tailgate activities. One response stated, “After Football games, when people were drunk, is the most I’ve ever been bothered.” And from another:

During football weekends, I have been repeatedly verbally abused by Hawkeye ‘fans’ on my way to and from the law library to study (comments that are unwelcomed and sexually explicit in nature). On one occasion, I was physically assaulted by a drunken football fan on the path between the Myrtle parking lot and the law building. I am fearful for my safety when in town during tailgating celebrations. The lewd and aggressive ‘fans’ certainly should not make the University proud.

The University should consider such steps as providing and advertising a “tail-gate free” route that a person could take to walk to a game. Obviously people can take the Cambus and by-pass the tailgaters, if not the people who are drunk on the bus. At the very least, the University needs to continue to control the use of alcohol around the stadium and perhaps give some consideration to the number of tail-gate events that are held by University-related offices (e.g., various colleges or clubs) and be sure that alcohol is either not present at all or used responsibly in moderation.

5. The University should continue to strive for gender balanced work environments. Less than half of the responders to this survey (39.8%) classified their workplace as “about equal” in terms of the number of men and women. But gender-balanced work places appear to provide an environmental structure that supports good behavior. Specifically, the data show that sexual harassment occurs least frequently when there is a gender-balanced work place. Notably, there was more sexual harassment reported by both men and women when the work place was composed of all or mostly men. In addition to making serious

efforts to achieve gender balance in the work place, it would seem prudent to focus sexual harassment training in areas that are mostly or all men.

6. The University must continue to try to eliminate SPAM on e-mail.

Although mail, including both surface and e-mail, accounted for only 5.2% of the source of responders' unwelcomed behaviors, many of the written comments in the "other" category dealt with the amount of sexual SPAM that comes over the email. We know the University is aware of this problem and continues to take steps to minimize the opportunities for spammers to gain access to various address books. While most of the causes of this problem lie outside the University, the University should continue to do everything it can to minimize this SPAM and to educate the community about how we also can help to control it and control our mailboxes.

7. The University of Iowa should conduct a follow-up survey of sexual harassment and unwelcomed behavior within the next five years for undergraduate students.

This recommendation is based on several factors: The response rate of undergraduate students was relatively low (36.5%); the percentage of undergraduates who experienced sexual harassment (24.4% yes; 15.9% not sure) and unwelcomed behavior (57.3%) was relatively high; the percentage of undergraduates who were noted as doing the unwelcomed behaviors or sexual harassment was relatively high (33.9%), and the number of undergraduates who were aware of the sexual harassment policy and procedures was very low (11%). The survey can be used not only to assess changes in the level of sexual harassment and unwelcomed behavior, but also whether or not the University has made any progress in efforts aimed at educating the students both about the existence of the policy and the manner of enforcing it.

8. Future surveys should endeavor to maximize the response rate, especially for undergraduate students.

This was the first time that the entire campus had been surveyed about sexual harassment. We administered the survey electronically for several reasons. First, we had the ability to reach everyone on campus with a UIowa account rather than try to depend on current mail addresses. It was relatively easy for respondents to take and return the survey – no envelopes to hold onto, no loss of the form. Mailing a survey and reminders out electronically was substantially less expensive than using U.S. or campus mail. It was also easier for us to control the correct response pattern, e.g., making sure that people skipped to a particular question based on their specific response to an earlier question.

Advantages to electronic format notwithstanding, there were clearly some problems associated with this format and most notably, we suspect that this format contributed to the relatively lower response rate, especially from undergraduate students.²⁹ We were told by many people, especially students, that they simply delete all e-mail that comes from the University administration. We (obviously naively) had assumed that an e-mail coming from the President of the University would at least be opened and treated with some seriousness. However, we were told that many members of the University community feel so generally deluged with e-mail that they delete anything other than what they know is specifically relevant to them as an individual (e.g., notes from friends, benefits information, class information). Although it is somewhat difficult to imagine that these same people would be more inclined to fill out a paper survey and, indeed, there is no reason to assume this is true, it is probably reasonable to assume that we would have to be more aggressively persuasive regardless of format. For example, it might be effective to enlist the help of the Undergraduate and Graduate Student Senates in advertising the survey to students and in the importance of completing it.

For instance, perhaps rather than trying to survey the entire population, a sampling method could be used whereby surveys were handed out in specific classes, (e.g., all classes that met on certain days), although the methodology would have to be considered carefully so that students would not be surveyed twice.

To assure a higher response rate from faculty and staff, greater cooperation from the various departments on campus might help. In some colleges it might have helped to have the e-mail come from the specific Dean, although it is not clear that any administrator would get students' attention.

In the end there is probably no single solution to improving the response rate for a campus-wide survey. Regrettably, sexual harassment is not a topic that will seem important enough to all people to take the 15 minutes to do the survey. That also is a target for education.

²⁹ We did receive a few comments from people who felt that an electronic survey could not guarantee them anonymity. While neither the committee nor the IRB nor the University of Iowa administration felt that security could easily be breached on the survey and we took great pains to assure people, there might have been some people who did not respond because of this concern.

Recommendations Beyond Sexual Harassment

9. The University of Iowa should consider how to address the broader issue of respectful treatment on campus. The earlier suggestion about education and training related to tolerance based on sexuality (see Recommendation #1), certainly could and should be extended to education and training to cover respectful or civil treatment generally. There were many comments in the survey asking about why the University was not conducting a general harassment survey, i.e. harassment not limited to sexual harassment. Clearly, many responders were looking for an opportunity to talk about their sense that the University environment was hostile or at least uncivil. Again, this observation has been made in the last several annual reports from the Office of the Ombudsperson.

Clearly, the University needs to continue to address the overall climate on campus. We need to continue to look for ways to educate and train our community to act respectfully. Certainly some of the more relatively minor behaviors listed under unwelcomed sexual behaviors, (e.g., jokes) are often behaviors that are more a failure to show respect in the workplace rather than intended as sexual harassment. In many cases, if people simply would **think** about the ways their conversations might affect other people, perhaps they would cease. Many of the comments mentioned people's discomfort with being asked sexual questions or hearing the details of co-workers' sex lives, both real and imagined. Examples include "Overhearing other's discussions that were personal in nature. When not able to walk away, I requested that they discuss something more appropriate. They were offended and ridiculed me for being a prude," "General talk about sex or sexual activity when it is irrelevant to the discussion, unwelcome, and unencouraged (sic)," and "Having to listen to others discuss sexual material while I am in hearing range. It is a lab setting and the area is not large enough to be able 'ignore' what is being said."

It seems reasonable to imagine that if people would just stop and consider where they were having these conversations and who else might be forced to be listening that wasn't interested in hearing them, such public conversations could be reduced or eliminated.

10. The University needs to publicize its anti-harassment policy. Many of the comments in this survey did not directly address sexual harassment or unwelcomed sexual behavior. Beyond harassment based on sexuality, comments included "I have experienced harassment of a

non-sexual nature, e.g., hostility, explosive anger including screaming...and it forced me to leave my P&S position." Another person noted:

I think that as bad as sexual harassment is – particularly for students – the general atmosphere of personal and personnel harassment is much, much worse on campus. The lack of respect given to individuals (on and off campus) by students, supervisors and management is appalling. This is a particularly ruthless problem when it comes to the treatment of women on this campus and it isn't always or necessarily tied to sexuality, but it is always tied to power; and the abuse of that power or perceived power.

Some harassment was based on other physical characteristics, for example, "comments directed toward individuals regarding their being overweight/obese, 'ugly', poor dressers, etc."

In July 2005, the University of Iowa did in fact adopt an [anti-harassment policy](http://www.uiowa.edu/~our/opmanual/ii/14.htm) (see <http://www.uiowa.edu/~our/opmanual/ii/14.htm>). This policy covers many of the issues raised by responders to our survey. However, to date this policy has not been widely publicized or discussed. Indeed, very few people on this Sexual Harassment Survey Subcommittee were even aware that the policy existed! We must make sure we communicate our policies that prohibit harassment and discourage uncivil behavior, and we must be willing to enforce them. Like the sexual harassment policy, the anti-harassment policy needs to be widely and constantly disseminated and discussed in a variety of public venues including links from many University sites. It is laudable that the University has such policies, but without community awareness of them, the policies will not fulfill their stated goals nor offer the protection they were meant to provide.

CONCLUSION

This survey provides valuable information for The University of Iowa community. We can be proud that so many of our students, staff, and faculty took the time to respond to the survey and share their views on sexual harassment and unwelcomed behaviors. Indeed, several respondents commented positively on the effects of simply conducting a survey. One person wrote that "I am pleased that this survey is

being done. It shows that the University of Iowa cares about their students and employees." A professor visiting from another country added "I am impressed by the proactive action that the University has taken in this area, especially consulting its community with this survey."

The data indicate that although we continue to have a problem, the most serious issue continues to be the lack of knowledge about the policies and procedures among all constituent groups. This is the same problem noted in the 1992 sexual harassment survey report and in other reports since then. Fortunately, it is a problem that we can, and must, address with determination and a commitment of resources and energy.

It is certainly true that several people noted that the environment on campus has improved and that it is far better here than other campuses. One writer noted:

The climate here at Iowa for sexual harassment seems much milder than the universities in *** and ***, where I have seen egregious behavior aimed at undergraduate women. The difference, I believe, is that at those schools the victim could choose to withhold a complaint. Here at Iowa, a third party may act – and may be obligated to act – on behalf of a victim. That is a good thing.

Another responder commented "I have worked at other universities and...I particularly appreciate the clear stance on the incompatibility between a romantic relationship and a supervisor/mentoring relationship."

There were a number of comments that complimented various offices for their response to a complaint or query about sexual harassment or unwelcomed behavior.

Certainly we learned many lessons from the administration of this survey. As we have noted above, it is incumbent that future surveys find a way to increase the percentage of responses, especially from undergraduates. In addition, we suggest that future surveys include a substantially reduced number of open-ended questions. Particularly in a survey about a sensitive subject with lasting negative effects for some responders, it is good to provide an opportunity to add anything that might not have been included in the survey itself. That said, this survey included 14 open-ended questions (including "Other, please specify"). Because an "Other" option was available for many questions, responders often used it and,

accordingly failed to mark an existing answer that would have been appropriate. For the demographic data, we were able to code these responses as if they had been marked correctly in the first place. For other questions, it was more difficult to do this, even though the written response seemed to match one of the provided choices. Moreover, coding many of the responses into specified categories would have been difficult to do without losing the unique impact of individual responses. Indeed, while we have included a number of the comments in this report, there are many, many more we did not include. All told, there were 5018 free response comments of one sort or another.

This survey yielded a wealth of data, and there are many issues that could be considered. Because of the enormous time commitment that would have been required to do them justice, we did not do extensive work with the many comments that were submitted with the survey. Moreover, there are a host of interesting questions that might be explored with further analysis and cross-tabulation of the data. Further, although we compiled an extensive bibliography and have read the articles and chronicled many of them, we did not include an extensive literature review with this document.

In conclusion, if we are committed to the proposition that people should have a right to succeed in their endeavors without regard to their gender, then our goal must be to eliminate behaviors that are inconsistent with this goal. Sexual harassment and unwelcomed sexual behaviors are inconsistent with the goal of equal opportunity. The 2000-05 strategic plan for the University of Iowa defines our sense of Community:

The University of Iowa recognizes that its students, faculty, staff, and alumni are the source of its strength: Collectively, they determine the institution's character, quality, and effectiveness. On a safe and well-maintained campus, the University offers a supportive and humane environment in which people from a wide variety of backgrounds and traditions may encounter each other in a spirit of cooperation, openness, and mutual respect, to form a richly diverse and intellectually stimulating community.

http://www.uiowa.edu/homepage/news/strategic-plans/strat_plan00-05.html

Sexual harassment and unwelcomed sexual behaviors are inconsistent with the desire to provide a community that is respectful of all people. As one responder noted:

Nothing screws up productivity and Return on Investment like sexual harassment. Things grind to a halt. As we strive to become the best possible stewards of the University of Iowa resources, you are to be commended for establishing a tough, no-harassment-permitted policy that protects human rights.

To the extent that we permit sexual harassment or unwelcomed behavior to continue, our community is diminished. We all lose if bad behavior is tolerated. Faculty, staff and students will leave the University; 2.6% of responders indicated they quit the environment in response to unwelcomed behavior including 4.7% of the minority responders (compared to 2.3% of non-minority responders), 3.1% of the female responders (compared to 1.5% of the men) and 4.4% of the graduate students. And, as one responder pointed out to us, other people will choose not to come to The University of Iowa at all: "I have friends who are applying for college elsewhere because of the statistical occurrence of these situations [rape and sexual hate crimes] at our campus."

While we have no reason to believe that the situation on our campus is worse than on other campuses, our goal must be to be leaders in fostering and maintaining a climate of respect on our campus. It is incumbent upon us, as a community, to do all that we can to ensure through policies and practice, that we do not tolerate such behavior.

APPENDICES

Appendix A: Bibliography

Appendix B: Final Survey Instrument

Appendix C: Focus Group Pre-test Script

Appendix D: First E-mail Request to Complete the Survey Sent to
University Community

Appendix E: Second E-mail Request to Complete the Survey Sent to
University Community

Appendix F: 1992 Sexual Harassment Survey Report, Executive Summary

Appendix G: Final Report of the 2003 Committee on Campus Climate

Appendix H: Summary of Proposed Revisions to the Policies on Sexual
Harassment and Consensual Relationships

Appendix I: The University of Iowa Sexual Harassment Policy

Appendix A: Bibliography

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Appendix B: Final Survey Instrument³⁰

UNWELCOMED SEXUAL BEHAVIOR QUESTIONNAIRE

This survey is intended for faculty, staff and students who are 18 years of age or older. **Please do not respond to the survey if you are under 18 years of age.**

Please respond to the following questions based on your experience as a student, faculty member, or staff member at The University of Iowa. Please limit your responses to your experiences during the last ten years.

It will take you approximately 10 minutes to complete this survey. Unless otherwise instructed, for each question please select the one response that best reflects your answer.

Your participation in this survey is completely confidential. No names are associated with individual responses.

Your participation in the survey is completely voluntary. A high response rate is crucial to the success of this project.

PART A: ABOUT YOURSELF

1. Sex:

- 1. Female
- 2. Male

2. How old are you?

- 1. 18-19
- 2. 20-25
- 3. 26-30
- 4. 31-35
- 5. 36-40
- 6. 41-45
- 7. 46-50
- 8. 51-55
- 9. 56-60
- 10. 61-65
- 11. Over 65
- 12. Prefer not to identify

3. Race / ethnic background:

- 1. American Indian or Alaskan Native
- 2. Asian or Pacific Islander
- 3. Black (not of Hispanic origin)

³⁰ The actual survey was administered on the internet and controlled the questions put to responders. For example, for responders who indicated they had never experienced any unwelcomed behaviors, the survey skipped over follow-up questions about those behaviors.

- 4. Hispanic (Mexican, Cuban, or other Hispanic culture)
- 5. White (not of Hispanic origin)
- 6. Prefer not to identify
- 7. Other (*please specify*) _____

4. Which of the following best describes your gender identity?

- 1. Bisexual
- 2. Gay
- 3. Heterosexual
- 4. Lesbian
- 5. Transgender

PART B: YOUR ROLE AT THE UNIVERSITY OF IOWA

5. In total, how many years have you been associated with The University of Iowa?

- 1. Less than one year
- 2. One or more but less than three years
- 3. Three or more but less than five years
- 4. Five or more but less than ten years
- 5. Ten years or more

6. Current primary status:

- 1. Undergraduate student
- 2. Graduate student / professional degree student
- 3. Merit staff
- 4. Professional and Scientific (P&S) staff
- 5. Tenured faculty member
- 6. Non-tenured, tenure-track faculty member
- 7. Clinical-track faculty member
- 8. Other non-tenure-track faculty member (e.g., visiting, adjunct, lecturer)
- 9. Post-doctoral fellow
- 10. Health-care resident or fellow

If Undergraduate indicated in Question 6, please answer Question 7.

7. What is your class level?

- 1. Freshman
- 2. Sophomore
- 3. Junior
- 4. Senior

For faculty and staff, please answer Question 8 and then skip to Question 12.

If you are a student or student employee, please answer Questions 9-11.

For faculty and staff:

8. Which of the following best describes the composition of your daily work environment?

- 1. Mostly or all women
- 2. More women than men
- 3. About equal
- 4. More men than women
- 5. Mostly men

- 6. Not sure

For students:

9. Where is your place of residence?

- 1. Fraternity house
- 2. Living with parent(s) / guardian(s)
- 3. Non-University apartment / house by yourself or with a partner, friends, or roommates
- 4. Residence hall
- 5. Sorority house
- 6. University apartments
- 7. Other (*please specify*) _____

10. In what college are you currently enrolled? If you are enrolled in more than one college, please select "Other" and specify.

- 1. Business
- 2. Dentistry
- 3. Education
- 4. Engineering
- 5. Graduate College
- 6. Law
- 7. Liberal Arts and Sciences
- 8. Medicine
- 9. Nursing
- 10. Pharmacy
- 11. Public Health
- 12. Not Sure
- 13. Other (*please specify*) _____

11. Are you employed on campus?

- 1. Yes
- 2. No

PART C: UNWELCOMED BEHAVIORS

12. How often have you experienced any of the following behaviors by any person associated with The University of Iowa that were unwelcomed by you? ***Circle one of the following categories for each item.***

- 1 = Never
- 2 = Less than once a year
- 3 = 1-2 times a year
- 4 = 3-12 times a year (i.e., from once a month to once in about 4 months)
- 5 = 13-52 times a year (i.e., more than once a month up to about once a week)
- 6 = More than once a week
- 7 = Daily or almost daily

1. Physical assault of a sexual nature (e.g., grabbing, slapping, pushing, shoving). 1 2 3 4 5 6 7

2. Direct or implied threats that submission to sexual advances will be a condition of continued study or employment at the University 1 2 3 4 5 6 7

3. Explicitly sexual statements, questions, jokes, and / or anecdotes 1 2 3 4 5 6 7

4. Unnecessary touching, patting, hugging, or brushing against your body 1 2 3 4 5 6 7

5. Remarks of a sexual nature about your clothing or body 1 2 3 4 5 6 7

13. How often have you experienced any of the following behaviors by any person associated with The University of Iowa that were unwelcomed by you? **Circle one of the following categories for each item.**

1 = Never

2 = Less than once a year

3 = 1-2 times a year

4 = 3-12 times a year (i.e., from once a month to once in about 4 months)

5 = 13-52 times a year (i.e., more than once a month up to about once a week)

6 = More than once a week

7 = Daily or almost daily

6. Remarks about your sexual activity or speculation about your previous sexual experience 1 2 3 4 5 6 7

7. Subtle pressure for sexual activity (e.g., repeated and unwelcomed staring) 1 2 3 4 5 6 7

8. Display of graphic sexual material in a context where you are not free to avoid the display 1 2 3 4 5 6 7

9. Other (*please specify below*)..... 1 2 3 4 5 6 7

14. If you checked “Other” in Question 13, please describe the unwanted behavior. Otherwise, click **NEXT** and proceed with the remainder of the survey.

If you have **NEVER** experienced any of the unwelcomed behavior discussed in Questions 12-14, please proceed to “Part E” of this survey by clicking on **NEXT** located at the bottom of this page.

If you have experienced any of the unwelcomed behavior discussed in Questions 12-14, please answer Questions 15-30 based on your experience (or if more than one experience, the **MOST SEVERE**).

15. Did the unwelcomed behavior come from a person(s) who was / were in a more powerful position than you at the University?

1. Yes

2. No

3. Not sure

16. What was your primary status at the time of the incident?

1. Undergraduate student

2. Graduate student / professional degree student

3. Merit staff

4. Professional and Scientific (P&S) staff

5. Tenured faculty member

6. Non-tenured, tenure-track faculty member

- 7. Clinical-track faculty member
- 8. Other non-tenure-track faculty member (e.g., visiting, adjunct, lecturer)
- 9. Post-doctoral fellow
- 10. Health-care resident or fellow
- 11. Other (*please specify*) _____

If Undergraduate indicated in Question 16, please answer Question 17.

17. What was your class level?

- 1. Freshman
- 2. Sophomore
- 3. Junior
- 4. Senior

18. What was the status of the person(s) who committed the unwelcomed behavior? ***If the people involved were from different status categories, please select “Other” and specify.***

- 1. Undergraduate student
- 2. Graduate student / professional degree student
- 3. Merit staff
- 4. Professional and Scientific (P&S) staff
- 5. Tenured faculty member
- 6. Non-tenured, tenure-track faculty member
- 7. Clinical-track faculty member
- 8. Other non-tenure-track faculty member (e.g., visiting, adjunct, lecturer)
- 9. Post-doctoral fellow
- 10. Health-care resident or fellow
- 11. No employment affiliation with the University (e.g., patient, research subject, volunteer)
- 12. Not sure
- 13. Other (*please specify*) _____

If Undergraduate indicated in Question 18, please answer Question 19.

19. What was the individual's / individuals' class level? ***Select ALL that apply.***

- 1. Freshman
- 2. Sophomore
- 3. Junior
- 4. Senior
- 5. Unknown

20. What was the sex of the person(s) who committed the unwelcomed behavior?

- 1. Female
- 2. Male
- 3. Both
- 4. Unknown

21. Where did the unwelcomed behavior occur? ***Select ALL that apply.***

- 1. Campus mail
- 2. Classroom
- 3. E-mail
- 4. Fraternity house
- 5. Home of parent(s) / guardian(s)
- 6. Non-University apartment / house by yourself or with a partner, friends, or roommates

- 7. Non-University property
- 8. Other University property or building(s)
- 9. Residence hall
- 10. Sorority house
- 11. Telephone
- 12. University apartments
- 13. U.S. mail
- 14. Other (*please specify*) _____

22. What action did you take after the unwelcomed behavior? **Select ALL that apply.**

- 1. Avoided the person
- 2. Confided in friends / co-workers / family
- 3. Filed a formal complaint
- 4. Ignored it
- 5. Made a joke of it
- 6. Quit the environment (e.g., class, job, department, housing)
- 7. Reported behavior
- 8. Told the person to stop
- 9. Went along with the behavior or request
- 10. Other (*please specify*) _____

23. If you reported the unwelcomed behavior or filed a formal complaint, to whom did you report it? **Select ALL that apply.**

- 1. Academic advisor
- 2. Athletic advisor
- 3. Athletic coach
- 4. Associate Provost for Faculty or someone in that office
- 5. Associate Vice President for Finance & Operations (also known as Director of Human Resources) or someone in that office
- 6. Collegiate Dean or someone in that office
- 7. Dean of Students
- 8. Departmental administrator or other staff
- 9. Faculty member
- 10. Head or Chair of the department
- 11. Immediate work supervisor
- 12. Office of Affirmative Action (now called Office of Equal Opportunity and Diversity)
- 13. Ombudsperson's Office
- 14. Residence hall advisor
- 15. Sorority / fraternity advisor
- 16. Student Services
- 17. Teaching Assistant
- 18. UI Human Rights Committee
- 19. UIHC Staff Relations (now called Hospital Human Resources)
- 20. Union steward
- 21. Vice President for Student Services or someone in that office
- 22. Women's Resource & Action Center (WRAC)
- 23. Rape Victim Advocacy Program (RVAP)
- 24. My Human Resources representative
- 25. Other (*please specify*) _____

24. If you reported the unwelcomed behavior or filed a formal complaint, was the situation

resolved to your satisfaction?

- 1. Yes
- 2. No
- 3. Outcome pending
- 4. Partially satisfied
- 5. Unresolved
- 6. Not sure

25. What were the results for you? **Select ALL that apply.**

- 1. Affected my health negatively
- 2. Altered my long-term study or career objectives
- 3. Behavior ceased
- 4. Behavior continued
- 5. Destruction or vandalism to personal property or residence
- 6. Dropped out of school
- 7. Dropped the course
- 8. Lost interest in my education
- 9. Lost my assistantship / scholarship / job
- 10. Minimal negative effects
- 11. No negative effects
- 12. People rallied to my side
- 13. Received unjust criticism
- 14. Settlement in my favor
- 15. Took leave of absence
- 16. Transferred departments
- 17. Undermined my self-confidence
- 18. Unfavorable course grade
- 19. Unfavorable job evaluation
- 20. Was absent from classes or work
- 21. Was encouraged to end my studies
- 22. Was ignored
- 23. Was not able to study as efficiently
- 24. Was or felt excluded by those who knew about it
- 25. Was the subject of rumors or gossip
- 26. Was treated less well by my fellow students
- 27. Not sure
- 28. Other (*please specify*) _____

26. As far as you know, what were the consequences for the person(s) who committed the unwelcomed behavior? **Select ALL that apply.**

- 1. Disciplined (e.g., given written reprimand, placed on probation, or suspended)
- 2. Dropped out of class
- 3. Dropped out of school
- 4. Experienced damage to career
- 5. Lost job
- 6. Minimal negative effects
- 7. No negative effects
- 8. People rallied to that person's side
- 9. Received promotion
- 10. Required to attend workshop on sexual harassment or to get counseling
- 11. Settlement in her / his favor

- 12. Transferred to different job / department / class
- 13. Not sure
- 14. Other (*please specify*) _____

27. If the situation was **NOT** resolved to your satisfaction, please indicate why you were not satisfied.

Select ALL that apply.

- 1. My complaint was not taken seriously
- 2. No remedy would have been sufficient
- 3. Nothing happened
- 4. Punishment was insufficient
- 5. The person(s) who committed the unwelcomed behavior suffered no consequences
- 6. The unwelcomed behavior did not stop
- 7. Other (*please specify*) _____

28. If you **DID NOT** report the unwelcomed behavior or file a formal complaint, why not? **Select**

ALL that apply.

- 1. Because of my previous experience when reporting unwelcomed behavior
- 2. Because of someone else's experience when they reported unwelcomed behavior
- 3. Could not identify the harasser(s)
- 4. Did not believe that a complaint would be taken seriously
- 5. Did not know how or where to report it
- 6. Did not want anyone to know about it
- 7. Did not want to talk about it
- 8. Embarrassed to talk about it
- 9. Feared being labeled a "troublemaker"
- 10. Feared retaliation from central administration
- 11. Feared retaliation from college
- 12. Feared retaliation from department
- 13. Feared retaliation from peers / colleagues
- 14. Feared retaliation from person doing the behavior
- 15. Feared retaliation from professor / teacher / academic advisor
- 16. Feared retaliation from work supervisor
- 17. Length of complaint process too long
- 18. Thought it would be too much of a hassle
- 19. Was not sure it was sexual harassment
- 20. Was not sure the unwelcomed behavior was anything anyone could do anything about
- 21. Other (*please specify*) _____

PART D: SEXUAL HARASSMENT

29. During the last **TEN** years of study / work at The University of Iowa, do you believe you have been sexually harassed by another person associated with The University of Iowa?

- 1. Yes
- 2. No
- 3. Not sure

30. Was there ever an occasion in which you believe you were sexually harassed by more than one person at the same time?

- 1. Yes
- 2. No

- 3. Not sure

PART E: GENERAL QUESTIONS

31. What would you advise a close friend or relative to do if she / he were being sexually harassed or subjected to unwelcomed behavior of a sexual nature at The University of Iowa? **Select ALL that apply.**

- 1. File a formal complaint
- 2. Ignore it
- 3. Leave the job / department
- 4. Let the person(s) know that if the behavior does not stop, a complaint will be filed
- 5. Put up with it to protect her / his career
- 6. Report it to professor / teacher / academic advisor
- 7. Report it to work supervisor
- 8. Seek legal advice
- 9. Other (*please specify*) _____

32. Have you ever advised or offered to help a student or colleague at The University of Iowa in connection with a sexual harassment complaint?

- 1. Yes
- 2. No

33. If yes, how would you rate the outcome of the complaint?

- 1. Complaint withdrawn before resolution
- 2. Fair outcome
- 3. Nothing done about it
- 4. Person decided not to file the complaint
- 5. Unfair outcome
- 6. Unknown
- 7. Other (*please specify*) _____

34. Are you aware of the current (2002) University of Iowa procedure for making a sexual harassment complaint?

- 1. Yes
- 2. No
- 3. Not Sure

35. Do you know where to find or obtain a copy of the current (2002) “University Policy on Sexual Harassment”?

- 1. Yes
- 2. No
- 3. Not Sure

36. Within the past two years, have you read the “University Policy on Sexual Harassment”?

- 1. Yes, I have read the entire policy
- 2. Yes, I have read some of it
- 3. Not sure
- 4. No

37. Did you understand the current (2002) “University Policy on Sexual Harassment”?

- 1. Yes
- 2. Some parts of it
- 3. No
- 4. Not sure

38. Have you ever had training / education related to the “University Policy on Sexual Harassment”?

- 1. Yes
- 2. No
- 3. Not sure

PART F: COMMENTS:

39. If you have any comments about unwelcomed sexual behavior or sexual harassment at The University of Iowa, please list them below.

If you are satisfied with your answers, please click the **SUBMIT** button. Once you click **SUBMIT**, you will not be able to return to the survey.

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

<< **SUBMIT NOW!** >>

THE FOLLOWING SECTION IS OPTIONAL, AND YOUR NAME, E-MAIL ADDRESS, AND TELEPHONE NUMBER ARE NOT LINKED TO THE SURVEY.

If you would be interested in and willing to talk about your responses with one or more members of the Sexual Harassment Task Force that wrote this survey, please provide the following information and a member of the task force will contact you. If you have a preference for method of contact (e-mail or phone), please choose the method you would prefer.

Name _____
E-mail _____
Phone _____

If you would like more information about The University of Iowa policies, the “University Policy on Sexual Harassment” and the “University Policy on Consensual Relationships Involving Students,” go to: <http://www.uiowa.edu/~vpss/policies/i.html>

You may also obtain more information about these University policies and procedures or you may talk about your experiences with professionals in any of the following offices:

Office of Equal Opportunity and Diversity
202 Jessup Hall
(319) 335-0705 (voice)
(319) 335-0697 (TDD)
(319) 353-2088 (fax)
diversity@uiowa.edu

Office of the Ombudsperson
C108 Seashore Hall
(319) 335-3608 (voice)
ombudsperson@uiowa.edu

Office of the Provost
111 Jessup Hall
(319) 335-3565 (voice)
(319) 335-3560 (fax)
Provost-office@uiowa.edu

Rape Victim Advocacy Program
320 South Linn Street
Iowa City, IA 52240
(319) 335-6001 (voice & TDD)
(319) 335-6057 (fax) or
Sexual Abuse Crisis & Resource Line: (319) 335-6000 or (800) 284-7821 (voice)
rvap@uiowa.edu

Women's Resource and Action Center
130 N. Madison
Iowa City, Iowa 52242
(319) 335-1486 (voice)
(319) 353-1985 (fax)
wrac@uiowa.edu

Faculty and Staff Services
121-50 USB
(319) 335-2085 (voice)

University Counseling Services
3223 WL
(319) 335-7294 (voice)

Staff Council Peer Support / Referral Program
606 JB
(319) 335-3600 (voice)
staff-council@uiowa.edu

Survey Task Force

Susan Beckett, Engineering
Lee Anna Clark, Psychology
Deborah Hampton(co-chair), CCAD Engineering Research
Nancy Hauserman (co-chair), Business
Carlette Washington-Hoagland, Libraries
Jean Jew, Anatomy and Cell Biology
Linda Murray, Center for Disabilities and Development
Dorothy Persson, Libraries
Karen Siler, Rape Victim Advocacy Program
Barb Spence, Microbiology
Charlotte Westerhaus, Office of Equal Opportunity and Diversity

Appendix C: Focus Group Pre-test Script

Unwelcomed Sexual Behavior: A Study of Campus Climate Pre-test Script 1.5hrs

PRELIMINARY PROCEDURES

- Set all computers to the University's web email.
- Distribute note pads and pencils.
- Send e-mail message to participants' e-mail accounts.

INTRODUCTION/WELCOME

Welcome and thank you for volunteering to pre-test the University's "Unwelcomed Sexual Harassment Questionnaire."

My name is _____, I am one of the project's co-investigators.

My colleagues names are, _____, they also a co-investigators (scribes). They will be taking notes.

The purpose of the pre-test is to ensure that the questionnaire is clearly understandable and easy to use. The information gathered from you today will be used to further refine the questionnaire prior to university-wide distribution.

The entire process should require no more than 1.5hrs of your time. We ask that you remain in this room for the duration of Part 1 of the pre-test process. Part 2: the Debriefing Session will be held in a separate room in this building. Refreshments will be provided at that time. If you need to take a brief break for any reason, please do so during the debriefing session.

EXPLAIN PRE-TEST PROCESS

Part 1: Pre-test Questionnaire

You will be asked to answer 37 questions about your experience as a [student, faculty member, staff member] at the University of Iowa during the last five years. You will be given **30** minutes to answer the questionnaire. If you have any problems understanding the questions, please record your questions on the pad next to your monitor. If there is formatting which impedes or hinders your completion of the survey, we want to know about that as well. You will be given an opportunity to share that information during the debriefing session, which will be held in another room.

Part 2: Debriefing Session

As a group, we will review each of the survey questions and discuss areas of difficulty. My colleagues will record your responses. The remainder of the pre-test will be dedicated to this process.

Do you have any questions?

INSTRUCTIONS

If there are none, the questionnaire has been sent to your campus e-mail account. The computers before you have been set to the University's web mail page. Please type in IOWA as your domain, and your Hawk id and password. Please read the e-mail message with "Sexual Harassment Questionnaire" in the subject line in its entirety. After which, complete the online survey. If you should finish before time has expired, please remain seated until the facilitator prompts the group to move on to the Debriefings session.

After 30 minutes have expired, escort participants to conference room for the Debriefing Session.

TRANSITION TO DEBRIEFING SESSION

Preliminary Procedure:

The survey should be up on the monitor.

Next, we will review each of the questions contained in the questionnaire. Please share comments and questions regarding each as we proceed.

Please note, do not provide explanation or rationale regarding our intent. The broader community will not have access to that information; therefore will render the collected information invalid.

Thank you for volunteering to work with us. Your assistance is much appreciated.

Filename: C:\Doc\Sexual Har Pre test script

Appendix D: First E-mail Request to Complete the Survey Sent to University Community

Subject Line: Your Help Is Needed! A Request for University of Iowa Survey Participation

To The University of Iowa Community:

I am writing to ask for a few minutes of your time to help the University assess the degree to which current faculty, staff, and students may have experienced unwelcomed sexual behavior and sexual harassment. We also want to learn whether our academic community is adequately addressing such behavior.

Your participation in this survey is completely confidential. No names are associated with individual responses. To complete this survey, go to:

http://www.uiowa.edu/~csw/unwelcomed_sexualbehavior.html

The survey is an important step in a series of actions to be implemented in the University's endeavor to foster and support a positive campus climate. A report of the survey's results, with recommendations, will be submitted to me. I urge you to complete the survey.

Thank you.

Sincerely,

David J. Skorton, President
University of Iowa

http://www.uiowa.edu/~csw/survey_test.html

Appendix E: Second E-mail Request to Complete the Survey Sent to University Community

FOLLOW-UP LETTER

Subject Line: Reminder that Your Help Is Needed! A Request for University of Iowa Survey Participation

To: The University of Iowa Community:

Last week I asked for a few minutes of your time to help the University assess the degree to which current faculty, staff, and students may have experienced unwelcomed sexual behavior and sexual harassment. Please participate whether or not you have experienced unwelcomed behaviors or what you would perceive as sexual harassment. We are trying to get a sense of the entire campus so we need your help.

If you have not already responded by taking the survey, **please do so this week at http://www.uiowa.edu/~csw/unwelcomed_sexualbehavior.html**. The survey will not be available after September 30, 2004.

Your participation is confidential. No names are associated with individual responses.

I urge you to complete the survey. It is important that your experiences be reflected in the results and recommendations that will be submitted to me.

Thank you.

Sincerely,

David J. Skorton, President
University of Iowa

http://www.uiowa.edu/~csw/survey_test.html

Appendix F: 1992 Sexual Harassment Survey Report, Executive Summary

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Sexual Harassment at the University of Iowa: A Campus Survey Council on the Status of Women

Contacts:

Susan Beckett, 319/335-5751
Ellen Heywood, 319/335-8714
Sue Buckley, 319/335-0560
Kathy Nielsen, 319/335-
Barbara Xakellis, 319/335-2407

EXECUTIVE SUMMARY

The University of Iowa Policy on Sexual Harassment and Consensual Relationships contains four major divisions: Sexual Harassment Policy, Consensual Relationship Policy, Procedures, and Educational Programs. Although the document serves as a model for academic institutions, its effectiveness has never been formally assessed. Therefore, the Council on the Status of Women, in consultation with Staff Council, the Faculty Welfare Committee of Faculty Senate, and the University of Iowa Student Association conducted a campus survey to 1) establish a baseline on the incidence and prevalence of sexual harassment on campus, 2) define the scope and nature of sexual harassment on our campus, and 3) determine whether and, if so, what additional strategies are needed to effectively deal with sexual harassment problems.

The survey instrument was developed and tested by University faculty and staff with expertise in the conduct and analysis of survey research. The survey sample included 900 men and 2,150 women who were randomly selected by the University's Administrative Data Processing Service in stratified samples of faculty, staff and student subgroups. Surveys and follow-up reminders were mailed in October and November, 1992. A total of 1,235 individuals returned completed surveys for a response rate of 40.5%. The response rate of women was high at 45.3%, with female subgroup response rates varying from 39.7% for graduate/professional students to 63.3% for faculty. The response rate for men was 28.3%, with male subgroup response rates varying from 17% for graduate/professional students to 43.3% for professional and scientific staff members.

Approximately 15% (17.2% of females and 6.3% of males, n = 184) of respondents identified that they had been sexually harassed at the University within the last 5 years. However, in separate survey questions, 55% (55.7% of the females and 50% of males, n = 683) of the respondents reported that they had experienced one or more unwelcomed behaviors defined by the University's policy as constituting sexual harassment. Some of this discrepancy may be attributed to respondents who did not feel threatened by mild yet common forms of verbal sexual harassment, such as unsolicited comments of sexual nature and generally explicit statements, jokes, or anecdotes. However, this discrepancy is more

problematic in view of the fact that 82 respondents who reported subtle pressure for sexual activity, 131 respondents who reported repeated incidents of unsolicited touching or hugging, and 10 respondents who reported physical assault, all failed to identify themselves as having been sexually harassed.

That sexual harassment at The University is underreported becomes a matter of serious concern also because of the reasons respondents gave for not reporting harassment. The fact that 60% of sexually harassed respondents indicated that the harasser was in a position of power over them lends great weight to their reasons. Respondents who stated that they did not report the harassment they experienced at The University said they fear that their complaints will not be taken seriously; that their harasser will retaliate; that they will be labeled a troublemaker; and that they will suffer retaliation from others including peers, supervisor, department heads, central administrators or teachers. Fifteen respondents offered unsolicited comments that the protracted and public ordeal experienced by Dr. Jean Jew serves as a deterrent to those who would file sexual harassment complaints.

Respondents preferred to use passive strategies for dealing with sexual harassment. The most frequently mentioned responses included ignoring the harassment, avoiding the harasser, discussing the problem with friends/colleagues, or leaving the environment. Of those respondents who believed that they had been sexually harassed, 32.8% (59/184) told the harasser to stop, 12.8% (23/184) reported the harassment, and 3.3% (6/184) filed a formal complaint. Subsequent to all actions or inactions in response to sexual harassment, 42.1% of harassed respondents reported that harassment eventually ceased, and 25.8% reported that it continued. Harassed respondents reported that the consequences to their well-being included lower self-confidence (28.7%), negative effects on health (14%), harm to career or plan of study (12.9%), and delay in studies (5.6%).

The Council recommends that the following actions be taken to address problems identified in the survey:

1. **Increase and improve efforts to make all students, faculty and staff aware of sexual harassment and educate them about the University's Sexual Harassment Policy, including what behaviors constitute sexual harassment.**

Although the Office of Affirmative Action has conducted workshops on sexual harassment, the great discrepancy between the number of respondents who believed that they had experienced sexual harassment at the University within the last 5 years and those who reported experiencing unwanted behaviors that the University policy has defined as sexual harassment indicates that many University constituents either do not know about the Policy or do not have a clear understanding about what constitutes sexual harassment.

2. **Acknowledge and address the role of power in sexual harassment.**

Most faculty, staff, or student respondents who believed that they had been sexually harassed at the University within the last 5 years indicated that the harasser was in a

position of power over them. Since most respondents also chose avoidance behaviors in response to harassment, it is reasonable to conclude that many of them did so because they feared the consequences of reporting a more powerful individual. Individuals in positions of authority must take greater responsibility in raising their own awareness and that of their co-workers, staff, and students in recognizing sexual harassment, preventing it, and reporting it when it occurs. The interrelationship between sexual harassment and abuse of power should be discussed in all workshop presentations on sexual harassment and should be taken into account in determining appropriateness and severity of sanctions.

3. **Implement mechanisms to make the Policy more “user-friendly”, i.e., that will encourage sexual harassment victims to report violations of the Policy and seek the University’s assistance for remedy and for minimizing the potential for damage to the victim.**

Assistance should be timely and comprehensive, including adequate provisions for needed counseling during and after the complaint process. The Office of Affirmative Action should insure that all complainants are kept informed about the status of their cases throughout the complaint process and about the outcomes. The Office must provide additional support for complainants by monitoring and minimizing the possibility of retaliation, e.g., by contacting complainants at various intervals subsequent to complaint resolution and inquiring about their academic or professional progress.

4. **Insure that the University’s Sexual Harassment Policy is enforced aggressively, fairly, and consistently; implement initiatives to demonstrate the University’s commitment to creating an environment that will not tolerate sexual harassment; and make the University community aware of these efforts.**

The University has adopted a strong sexual harassment policy. However, many respondents expressed cynicism about reporting harassment because they felt that the policy has not been uniformly enforced. The Policy itself should include a statement addressing the range of sanctions the University is prepared to levy for violations of the Policy. The University needs to publicize statistics about its actions to enforce the progressive sanction. (Data should be presented in a format that both meets confidentiality requirements and demonstrates the University’s commitment to confront and remedy the problem.)

Appendix G: Final Report of the 2003 Committee on Campus Climate

UNIVERSITY OF IOWA COMMITTEE ON CAMPUS CLIMATE FINAL REPORT SEPTEMBER 30, 2003

CHARGE TO CAMPUS CLIMATE COMMITTEE

February 24, 2003

Goal: The goal of the committee's work is to examine the campus climate regarding issues of personal safety and freedom from harassment and assault.

Through its policies on personal harassment and violence, the University states unequivocally its values. These policies are among the strongest on campuses around the country. Recent events have given the University an opportunity to reevaluate the way it responds to violations of these policies. The details of the response are just one measure of whether our campus climate is a welcoming one for all members of the community, including women and people of color.

Although appropriate policies exist and appear, in general, to be operating well, we need to insure that every member of the campus community knows how to get help when it appears that the policies may have been violated. Furthermore, we must do all we can to encourage individuals to conduct themselves in ways that reflect the values embodied in the policies.

Specific Charges:

The committee is charged to make recommendations concerning:

1. How best to communicate the existence and details of existing policies.
2. What training, resource development or other measures may be necessary, in addition to those presently available, to reduce assault and harassment on campus and to fairly deal with alleged victims and offenders.
3. Whether the campus could benefit from a series of campus-wide discussions, or perhaps a conference, to fully air issues raised by recent cases, and other important factors.

Summary: Through a careful reevaluation of the methods by which our campus policies are communicated, and otherwise exploring the climate for victims of assault and harassment, it is hoped that the committee's work will promote trust, healing, and growth within the campus community.

Note: This report is divided into two sections. The Executive Summary is first, which sets forth the Campus Climate Committee's recommendations in abridged and concise manner. Next, the report provides a comprehensive and in-depth account of all the information the Committee gathered and used as the foundation for its recommendations.

EXECUTIVE SUMMARY

The Campus Climate Committee was convened at the University of Iowa by Interim President Willard Boyd in March 2003 for the purpose of investigating ways to better communicate and uphold the University's policies on sexual harassment and violence. The Committee contained appointees from all the major constituencies on campus: undergraduate and graduate students, faculty, staff, the Office of Equal Opportunity and Diversity, University Athletics, counseling services, and advocacy services for women: Women's Resource and Action Center (WRAC) and Rape Victim Advocacy Program (RVAP).

The Climate Committee met throughout the remainder of the spring semester of 2003, focusing on collecting information from key administrative officers on both the scope of the problem of communication and accountability within their areas of responsibility, and possible solutions that could be implemented effectively in their unit. We also obtained information on the systems used by several other CIC institutions to educate members of their campus communities and to enforce their policies. On the basis of the Committee's review of the information collected, we offer the following core recommendations to raise awareness of the University of Iowa's policies on sexual harassment and violence among all members of the campus community, and ultimately reduce the incidence of harassment and violence on campus.

Our recommendations are divided into four areas: (1) Administrative Leadership and Training, (2) Raising Education and Awareness within the University Community, (3) Collaborating with External Constituencies, and (4) Improving and Enforcing Policies and Procedures.

1. The President and other senior administrators should set the standards and expectations for communicating and upholding the University's policies on sexual harassment and violence.

A. The President should send a letter to the parents of incoming freshmen students, prior to the beginning of the fall semester, advising the parents of the University's policies relating to alcohol abuse, drug abuse, sexual harassment, and violence, and the consequences for behavior in violation of those policies. The

letter should also advise parents on the steps they can take to prepare their sons and daughters to act responsibly.

B. The University should notify all faculty, students, and staff annually about the policies on sexual harassment and violence, as it does for workplace drugs and alcohol by federal mandate. The President of the University could send a letter and/or email each fall to all faculty, staff, and students reminding all community members of the importance of following these University policies, and providing information about resources available to bring complaints or obtain more information.

C. All Academic and Administrative Officers, as defined by university policy, should receive training when they assume their position at the University and at regular intervals thereafter. The President should issue directive invitations to all new AAOs to attend training each year. The training should cover both general education about what behavior constitutes sexual harassment and violence, as well as the specific procedures to be followed under the University's Policy on Sexual Harassment. AAOs should receive posters, magnets, buttons, etc. with information about sexual harassment and violence to display in their units. Academic and Administrative Officers should have a magnet to post in their office that lists the Office of Equal Opportunity and Diversity's website URL. It is vital that these mandatory reporters have immediate access to information that will help them assess the victim's safety issues and proceed in a timely manner with university process

D. Academic and Administrative Officers, especially Deans of instructional units, should be encouraged to provide orientation programs annually for new faculty and teaching assistants that include information on the University's Sexual Harassment and Violence Policies. (ital. added)

2. A variety of research and educational efforts should be implemented to raise awareness about what constitutes sexual harassment and violence under our policies, involving various departments and organizations and using a variety of marketing and media techniques

A. The University of Iowa should replicate the Campus Survey on Sexual Harassment (or a similar survey) which was last performed in 1993. Without information on the large number of units within the University, it is difficult to target resources where they would be most effective in reducing sexual harassment and violence.

B. The University should create a poster or poster series with an appealing design and pertinent information about what constitutes sexual harassment and violence, and what resources exist to assist victims. The University of Illinois has a free poster series that could be used or slightly modified for this campus. The University could use existing academic departments (marketing, design, etc.) to sponsor a poster contest to generate new displays. Posters should be disseminated for display on campus bulletin boards, restrooms, and the Campus.

C. The University of Iowa should create and disseminate maps of the campus and downtown area with sexual harassment/assault information on the back to assist in creating familiarity with the community and with resources available to victims. Maps and other handout

information should include where to report an assault or case of harassment, explain the steps involved in a campus investigation through the use of a flow chart, include information about the informal resolution of complaints, and provide information about retaliation protection.

D. The University should provide mechanisms to educate students about sexual harassment and violence, specifically targeting first year students. Examples include:

1. The coordinator of the required first year Rhetoric course may be able to integrate knowledge of University sexual harassment and violence policies into curriculum; the University could provide seed money for the development of curricular materials for this purpose.

2. Sexual harassment, assault, alcohol awareness, and safety issues could be incorporated into the current College Transition course or similar courses; with the University providing seed money for development of curricular materials for this purpose.

3. An online training program for students could be designed (based on the "Online at Iowa" concept) covering issues of sexual harassment, assault, alcohol awareness, local/state laws, and safety issues. Program could contain scenarios to evaluate to determine whether specific behavior is or is not sexual harassment, as well as specifics related to the University's policies (e.g., does the behavior have to occur on campus). Students could be required to complete the program and would earn one credit for completion.

4. Students could receive the same one-hour panel orientation program that parents currently receive that includes representatives from University Counseling Service, Student Health, Department of Public Safety, and the Rape Victim Advocacy Program. (itals. Added)

E. Any new educational programs should specifically address issues of racial and ethnic diversity, especially:

1. Cultural differences in the definition of harassment and assault, vulnerability to harassment/assault, vulnerability to accusations of harassment/assault.

2. Acknowledgment of the role of racism in past law enforcement and disciplinary proceedings relating to sexual harassment and violence in the United States.

3. Commitment to uniform campus treatment regardless of the race/ethnicity of the alleged victim and/or alleged perpetrator, focusing on the behavior rather than the identities of the parties.

F. The UI Lecture Committee should be encouraged to invite a prominent speaker in the area of violence and sexual assault to campus in order to air issues raised by our recent campus experiences. The entire campus community would be the target audience for this activity.

The University could also invite a prominent and well-known entertainer (ESPN Commentator, musical entertainer) early in fall semester (perhaps during the Weeks of

Welcome or during Sexual Assault Awareness Month -April) with a goal of incorporating an educational or public awareness message into the presentation or performance. The entering class of first year undergraduates would be the main target audience for this activity, although certainly the entire campus community would benefit from having this issue raised. This speaker or event could have a focus on involving men in the campus community to show support for efforts to prevent sexual harassment and violence.

G. The University should implement mandatory RA training in residence halls that would focus on alcohol and its relationship to sexual assault and other forms of campus violence.

H. The University ought to seek out programs at other universities that have achieved success in reducing sexual violence, including alcohol-related sexual violence, to consider whether they might be implemented at the University. One such program is the “McPherson Program,” which utilizes peer intervention to educate about physical coercion for sexual acts.

3. The University should collaborate with external entities, including the City of Iowa City, to achieve common goals regarding the reduction of sexual harassment and assault, especially as it relates to alcohol abuse.

A. The University administration should consider reaching out to bar owners to create a meaningful dialogue by which University policy and the data on alcohol-related sexual assaults could be communicated in a non-confrontational manner. Perhaps some common effort could follow, including posters addressing the alcohol/campus violence nexus and sexual assault services that could be displayed in restrooms and phone booths.

B. The University should consider adopting a poster and business card campaign in residence halls, bars and taverns that asks women, “Can you give consent?” and asks men, “Did you get consent?” This approach appears to have had some success on other campuses.

C. The University administration ought to help organize and then be part of an Iowa City Task Force on the impact of alcohol use on the quality of life in Iowa City, including the alcohol/campus violence nexus. Members of this group might also include downtown business owners with concerns about the effects of binge drinking on their businesses, as well as bar owners. (itals. Added)

D. The University, perhaps in collaboration with local government, should explore the feasibility of reinstating a safe transit service for individuals who feel they are at risk for violence after dark.

iv

4. The University should uphold and improve current policies and procedures regarding sexual harassment and violence, as recommended below.

A. The University’s Sexual Harassment Policy should be amended to recommend that academic and administrative officers who receive complaints of sexual harassment should inform complainants of the resources provided by the Rape Victim Advocacy Program (RVAP). In addition, RVAP’s phone number would be consistently provided in publicity materials as the place for consultation, information, and support regarding sexual harassment or sexual violence.

B. Penalties for violations should be handed down promptly and should be more effective, which in some cases may be more severe, than in the past.

C. Academic and Administrative Officers should be required to comment in their annual activities reports or performance evaluations about the actions they have taken to maintain an atmosphere of civility and respect and prevent sexual harassment and violence in their units. Departmental and unit reviews should include commentary about unit climate and actions taken to ensure respect among all unit members, including those taken to prevent sexual harassment and violence.

D. Higher administration, including the President, Vice Presidents, and Provost, must publicly state their support for those individuals and offices that investigate and enforce the policies (the Office of Equal Opportunity and Diversity, Departmental Executive Officers, etc.).

E. The Office of Equal Opportunity and Diversity should annually publish in the Daily Iowan Special Edition statistics (gathered from Public Safety, RVAP, OAA) on complaints of sexual harassment and violence and the outcomes of complaints, including the penalties imposed. (itals. Added.)

Implementation of these recommendations will be both challenging and time-consuming. Given the limits of new resources for implementation, the Climate Committee urges the President to assign an existing charter or standing Committee (the UI Human Rights Committee or the Council on the Status of Women, for example) the task of creating an implementation plan and reporting annually to the President of the University on progress made.

CAMPUS CLIMATE COMMITTEE FINAL REPORT

INTRODUCTION

The Campus Climate Committee was convened at the University of Iowa by Interim President Willard “Sandy” Boyd in March 2003 for the purpose of investigating ways to better communicate and uphold the University’s policies on sexual harassment and violence. The Committee contained appointees from major constituencies on campus: undergraduate and graduate students, faculty, staff, the Office of Equal Opportunity and Diversity, University Athletics, counseling services, and advocacy services for women (WRAC and RVAP). The charge received from Interim President Boyd was specifically to address three key issues – (1) what could the University do to increase awareness of the policies already in place, (2) what actions could the University take to improve the climate for all students, faculty, and staff so that incidents of sexual harassment and violence decrease, and (3) what one-time campus wide events might help stimulate discussion of campus climate and change in behavioral practices. The Committee’s subsequent recommendations are specific to the charge we were given, but are offered with an awareness and appreciation of the University’s value for personal safety and freedom from harassment for all members of the community, as well as an appreciation of the particular concerns and needs of women and people of color.

The Campus Climate Committee (hereafter CCC) met throughout the remainder of the spring semester of 2003, focusing on collecting information quickly from key administrative officers on both the scope of the problem of communication and enforcement in their areas of

responsibility, and possible solutions that could be implemented effectively in their unit. We also obtained information on the systems used by several other CIC institutions to educate members of their campus communities and enforce their policies. Pairs of committee members contacted individual administrators and interviewed them using a semi-structured interview schedule developed by the committee. All interviewees were guaranteed anonymity in exchange for their candor. Once information had been obtained from all parties, the interviews were transcribed and brought back to the committee for discussion. The Committee used the remainder of its time for discussion on 5 topics raised by the interviews and committee members' experiences dealing with sexual harassment and violence – the advantages and cost of replicating the now decade-old survey on sexual harassment, the benefits and obstacles to mandatory education programs for the campus community, alcohol abuse and its relationship to sexual assault, how to make our reporting system user-friendly, and the problem of consistent enforcement of existing policies.

Given the short time frame the Campus Climate Committee needed to observe, it was difficult to get accurate information about the true extent of sexual harassment and violence on campus. We offer the following report recognizing this limitation, and acknowledging that campus administrators need better information on the nature and extent of sexual harassment and violence within the campus community. Folk knowledge and second hand reports indicate that certain areas of campus activity generate more harassment and assault than others, but pinpointing where immediate efforts at remediation should be directed must wait for better information.

This final report is organized into four parts – the first provides the central insights gleaned by the interview data, the second discusses a leadership campaign to promote knowledge of our policies and awareness of them in daily life, the third focuses on education and training that might collectively foster a stronger campus environment where abuses are rare and the climate for reporting violations and enforcing sanctions is supportive, and the fourth discusses special activities that might help the greater campus community get involved in changing attitudes and behavior.

PART I. CENTRAL INSIGHTS FROM THE CAMPUS INTERVIEWS

The Committee on the Campus Climate contacted eighteen members of the University administration, from central administrators to directors of specific offices, and interviewed seventeen of them. The following information represents a rough summary of the comments we received about awareness of the University's sexual harassment and violence policies, and the most frequently mentioned recommendations on how to better publicize the policies.

Most work units do not perceive sexual harassment and violence to be problems within their work places. Most administrators feel that their faculty, staff, and student members are generally aware that the University has policies against sexual harassment and violence, but very few engage in actively informing faculty, staff, or students of the policies, either as an item of initial training or as part of continuing education or in-service training.

Most administrators agreed that training of their unit members is a good idea, but few of them felt they had an immediate need for such training, and many seemed unsure about the appropriate point to have such training. Most felt that mandatory training would not be particularly successful and many questioned whether it would be received without considerable backlash, particularly from faculty. Most of those interviewed did not favor making awareness of the sexual harassment and violence policies and a signed pledge to uphold the policies a condition of either employment or enrollment. They cited difficulties in implementation and enforcement of such a pledge, and some expressed philosophical reluctance to impose signed pledges on people.

While many units, especially those that deal directly with students, agreed that training faculty, staff, and students alike about the sexual harassment and violence policies is important, they consistently attribute the lack of attention to sexual harassment and violence policies to a lack of time during training and the pressures of training their unit members on a large number of areas that are perceived to be of more immediate utility. As a result these issues are usually addressed only when they are brought up directly by trainees.

Educating students on sexual harassment and violence policies is undertaken most assiduously in the professional colleges, where the policies are closely linked to professional standards of conduct outside the University. Otherwise, when these issues are addressed, it is usually a choice made by those who do programming for students and offered as an option that students may elect to participate in, but are not required to attend. Most of those who have direct contact with students feel that the students would only take the issues of sexual harassment and violence seriously when a situation arose where the policies—and consequences of violation of the policies—became matters of public discussion or more personal concern.

Most of the administrators interviewed did not think that sexual harassment and sexual violence were problems within their units and other units of which they were aware. When asked to cite where they thought these violations occurred most frequently, administrators were likely to cite the undergraduate population of the University. The reasons most frequently cited for these violations were the excessive use of alcohol by students, attitudes brought to the University from home, lack of respect and civility within the University community, and a sense that the University is a large, anonymous community where the likelihood of being caught and punished for a transgression is slight.

These are some of the specific suggestions offered by interviewees for improving communication of the sexual harassment and violence policies through the University community

- Place posters widely around campus, 1) to educate those who may be unsure what acceptable behaviors are, 2) to inform and remind everyone that sexual harassment and violence will not be tolerated and 3) to publicize ways of reporting violations of the policies.
- Make awareness of sexual harassment and violence policies and ongoing presentation of important information part of individual administrators' and units' performance evaluations and appraisals.
- Improve communication about the consequences of violations of the policies as a way to deter those who may be tempted to think that the consequences of violation are minor.
- Improve enforcement of existing policies by strengthening consequences as a deterrent to would be violators.
- Improve communication about the process of making a complaint. Make better known the points at which a complaint can be initiated, what the steps in the complaint process are, and who is a mandatory reporter. Also, improve communication to keep the complainant informed of the progress of the complaint through the system.

- Make training in the sexual harassment and violence policies part of training for new faculty (where it is not already done) and especially for teaching assistants.
- Be more systematic and intentional about teaching students about the policies. Suggestions include incorporating discussion of sexual harassment and violence policies into academic courses, like Rhetoric or The College Transition. Adding more information about the policies to orientation programs and to the information sent home to incoming students was also suggested, especially because this information would reach transfer students who might otherwise be missed, and would also be seen by parents.

In summary, the University administrators we interviewed agreed that we have a problem with sexual harassment and sexual violence on campus, though few felt it was a problem they confronted directly. Most agreed that these are matters that need to be confronted and can be lessened with education and accountability. Many, however, felt that they and their staffs had little time to take direct action to be certain that everyone was aware of the University's policies, aware of steps they could take if they felt the policy had been violated, and aware of the consequences of violation. Despite this, nearly all were ready to participate in making the University of Iowa a safer and more welcoming academic and work environment.

**Part II. Response to Charge #1:
“How best to communicate the existence and details of existing policies”**

The Committee believes the best way to communicate the existence and details of current policies is to implement an educational campaign to raise awareness about (1) what University of Iowa policies exist regarding sexual harassment and violence, (2) what constitutes sexual harassment and violence, and (3) what resources exist to assist victims of sexual harassment and violence. In this section we deal specifically with the first goal. The evidence collected and reviewed by the committee suggests that the University has strong policies on sexual harassment and violence, but does not uniformly or consistently advertise these policies or the consequences of their violation. Strong leadership will be required to ensure that all units on campus receive annual information about existing policies that govern sexual harassment and violence, and that all new members of the campus community are informed upon arrival. The recent Graduate Programs Climate Study conducted by WISE in 2003 (<http://www.uiowa.edu/~wise/climate/climatecontents.htm>) revealed that the majority of doctoral students in the survey were unfamiliar or only somewhat familiar with the university's sexual harassment policies. As revealed in the interview data with administrators, most units on campus provide minimal if any discussion of the university's policies on sexual harassment and violence. Currently, students are provided a copy of the sexual harassment and violence policies in the middle of a Student Handbook that covers all essential information for students and is distributed during Orientation. However, the small font and densely packed material in the handbook deter close attention to those policies.

The Policy on Sexual Harassment imposes significant responsibilities on “academic or administrative officers” of the University, in particular. The following individuals are academic or administrative officers:

- _ any collegiate dean
- _ any faculty member with administrative responsibilities at the level of Departmental Executive Officer (DEO) or above
- _ a student's academic advisor
- _ the Director of Equal Opportunity and Diversity or designee
- _ any Vice President or designee
- _ the Provost or designee
- _ any Director or supervisor
- _ any human resources representative

Academic and administrative officers are charged with receiving complaints of sexual harassment, counseling complainants about their options under the Policy, reporting allegations to the Office of Equal Opportunity and Diversity, and facilitating informal resolutions of allegations when appropriate. Given these responsibilities, it is imperative that all academic and administrative officers be educated about the issue of sexual harassment and the University's Policy on Sexual Harassment, including complaint procedures. However, the Committee's interviews revealed that there is no systematic process in place to educate all University academic and administrative officers about sexual harassment and violence and the policies in place to deal with them on campus, much less the broader community of students, faculty, and staff.

Given the evidence that students, faculty, and staff are relatively uninformed about University policies on sexual harassment and violence, we offer the following recommendations:

1. A. The President should send a letter to the parents of incoming first-year students, prior to the beginning of the fall semester, advising the parents of the University's policies relating to alcohol abuse, drug abuse, sexual harassment, and violence, and the consequences for behavior in violation of those policies. The letter should also advise parents on the steps they can take to prepare their sons and daughters to act responsibly.

B. The University should notify all faculty, students, and staff annually about the policies on sexual harassment and violence, as it does for workplace drugs and alcohol by federal mandate. The President of the University could send a letter and/or email each fall to all faculty, staff, and students reminding all community members of the importance of following these University policies, and providing information about resources available to bring complaints or obtain more information.

C. All Academic and Administrative Officers, as defined by university policy, should receive training when they assume their position at the University and at regular intervals thereafter. The President should issue directive invitations to all new AAOs to attend training each year. The training should cover both general education about what behavior constitutes sexual harassment and violence, as well as the specific procedures to be followed under the University's Policy on Sexual Harassment. AAOs should receive posters, magnets, buttons, etc. with information about sexual harassment and violence to display in their units. Academic and Administrative Officers should have a magnet to post in their office that lists the Office of Equal Opportunity and Diversity's website URL. It is vital that these mandatory reporters have immediate

access to information that will help them assess the victim's safety issues and proceed in a timely manner with university process.

D. Academic and Administrative Officers, especially Deans of instructional units, should be encouraged to provide orientation programs annually for new faculty and teaching assistants that include information on the University's Sexual Harassment and Violence Policies.

Part III. Response to Charge #2

“What training, resource development, or other measures may be necessary, in addition to those presently available, to reduce assault and harassment on campus and to fairly deal with alleged victims and offenders”

The issue of how best to alter the current campus climate to one even less tolerant of sexual abuse than at present is a complex and multi-faceted one. After much discussion, the committee identified five areas in which actions could be taken to further the goal of a safe learning environment for all students, faculty, and staff: improving our knowledge base about problem areas on campus that should be targeted for intervention, education and training of students, faculty, and staff on what constitutes sexual harassment and violence, the abuse of alcohol in the campus community, the reporting system when sexual abuse occurs, and the enforcement system for policy violation. Each is dealt with in turn.

III. A. Increasing our Knowledge Base about Sexual Harassment on Campus

The committee, after careful deliberation about the costs and benefits involved, believes that replicating the 1993 survey conducted by the University of Iowa Council on the Status of Women (CSW) and documented in *Sexual Harassment at the University of Iowa: Results of a Campus-Wide Survey* would provide useful information about where to target increased education and enforcement efforts. Replication could be accomplished in concert with CSW.

The 1993 survey was a thorough and sound effort that was the only and last such effort of its kind to acquire information regarding the incidence and prevalence of sexual harassment in different units. The survey also documented reporting rates and disincentives for reporting for faculty, staff, and students on campus, and defined the scope and nature of harassment on campus and the impact of reporting on respondents and perpetrators.

Replication of the 1993 survey will provide a vehicle to determine the incidence, scope, and nature of sexual harassment in our current environment and to determine to what degree those indices have changed over the ensuing decade. In addition to providing this valuable data, the process of conducting the survey and publishing the results will serve to increase awareness and educate the campus about the definition of sexual harassment under the University's policy, options for victim reporting of sexual harassment, obligations for academic or administrative officers' reporting of sexual harassment when they become aware of it, and possible consequences for perpetrators.

The University's Office of Human Resources has online survey capability (Survey Monkey) to gather responses at a relatively low cost that would provide the information we need to determine future corrective actions on campus. A sample survey instrument used in

Sweden exists and has been recommended to the Committee by Prof. Nancy Hauserman of the College of Business, who has agreed to assist in its modification for University use. Resulting recommendations from the survey would be forwarded to University of Iowa President David Skorton for implementation.

Because of the benefits of increased information about sexual harassment and violence before new programmatic initiatives are undertaken, we recommend:

2.A. The University of Iowa should replicate the Campus Survey on Sexual Harassment (or a similar survey) which was last performed in 1993. Without information on the large number of units within the University, it is difficult to target resources where they would be most effective in reducing sexual harassment and violence.

III. B. Education and Prevention Efforts within the University Community

The Committee's interviews revealed that there is no systematic process in place to educate all University personnel about what constitutes sexual harassment and violence and the policies in place to deal with them on campus. The broader community of students is even less well served and subject to high turnover on an annual basis, meaning that education efforts must be on-going to be effective with that group. The University of Iowa has documented through Evaluation and Exam Services' student surveys that personal safety issues are of greatest concern for undergraduate students in their first year; this outcome may be influenced by students' unfamiliarity with the campus and community, but suggests that new students are a group of special concern. Men and women frequently come to campus without adequate recognition of what actions are defined as sexual harassment or sexual abuse, and with limited repertoires of action to cope with experiences of harassment or violence (whether as victims or observers).

The Committee makes the following recommendations regarding education of the broad University community on the definition and incidence of sexual harassment and violence, recognizing institutional limitations on the time and resources available for new programming:

2.B. The University should create a poster or poster series with an appealing design and pertinent information about what constitutes sexual harassment and violence, and what resources exist to assist victims. The University of Illinois has a free poster series that could be used or slightly modified for this campus. The University could use existing academic departments (marketing, design, etc.) to sponsor a poster contest to generate new displays. Posters should be disseminated for display on campus bulletin boards, restrooms, and the Cambus.

C. The University of Iowa should create and disseminate maps of the campus and downtown area with sexual harassment/assault information on the back to assist in creating familiarity with the community and with resources available to victims. Maps and other handout information should include where to report an assault or case of harassment, explain the steps involved in a campus investigation through the use of a flow chart, include information about the informal resolution of complaints, and provide information about retaliation protection.

D. The University should provide mechanisms to educate students about sexual harassment and violence, specifically targeting first year students. Examples include:

1. The coordinator of the required first year Rhetoric course may be able to integrate knowledge of University sexual harassment and violence policies into curriculum; the University could provide seed money for the development of curricular materials for this purpose.
2. Sexual harassment, assault, alcohol awareness, and safety issues could be incorporated into the current College Transition course or similar courses; with the University providing seed money for development of curricular materials for this purpose.
3. An online training program for students could be designed (based on the "Online at Iowa" concept) covering issues of sexual harassment, assault, alcohol awareness, local/state laws, and safety issues. Program could contain scenarios to evaluate to determine whether specific behavior is or is not sexual harassment, as well as specifics related to the University's policies (e.g., does the behavior have to occur on campus). Students could be required to complete the program and would earn one credit for completion.
4. Students could receive the same one-hour panel orientation program that parents currently receive that includes representatives from University Counseling Service, Student Health, Department of Public Safety, and the Rape Victim Advocacy Program.

E. Any new educational programs should specifically address issues of racial and ethnic diversity, especially:

1. Cultural differences in the definition of harassment and assault, vulnerability to harassment/assault, vulnerability to accusations of harassment/assault.
2. Acknowledgment of the role of racism in past law enforcement and disciplinary proceedings relating to sexual harassment and violence in the United States.
3. Commitment to uniform campus treatment regardless of the race/ethnicity of the alleged victim and/or alleged perpetrator, focusing on the behavior rather than the identities of the parties.

III. C. Alcohol Abuse and Campus Climate

Binge drinking rates on the UI campus are very high, among the highest in the nation. As a result, adverse, alcohol-related, consequences are also very high. Among these consequences are unwanted and unsafe sex and other forms of interpersonal violence and aggression. Estimates are that between one-third and one-half of all first-year undergraduate women experience coerced, unwanted sex as a result of alcohol abuse³¹.

³¹Dolan, S.L. & Nathan, P.E. (2001). Access-related binge drinking at a Big Ten University. Unpublished manuscript, University of Iowa.

Despite efforts by the University to share information on binge drinking and its adverse effects with students, strong differences of opinion and perspective continue to exist on the best mechanisms for reducing alcohol related harassment and violence. The Committee recognized that faculty, staff, and graduate students have roles to play in confronting undergraduate binge drinking and its resultant effects on campus violence. These parties could both model responsible alcohol use and communicate concern about the link between drinking and campus violence. An attempt to reach these groups and enlist their involvement in prevention efforts would seem to make sense.

The Committee felt that one of the most effective messages the University administration could deliver would be that its concern about binge drinking and its impact on campus violence reflects its strong desire *to promote campus safety and a strong university community.*

The Committee also discussed two specific approaches to the alcohol/campus violence nexus: (1) Should there not be a focus, by University health educators, on first-year undergraduate women, in line with the public health approach that identifies the highest-risk group in a public health intervention/prevention plan? Should not this specific group of undergraduates be targeted for special, tailored, intensive educational efforts? (2) Could an emphasis on fire code endorsement, ensuring that bars and taverns did not exceed their mandated customer numbers, help reduce the numbers of students drinking in the bars?

To facilitate the goals of reduction in alcohol abuse and its frequent sequelae of sexual abuse, the committee offers the following recommendations:

2. G. The University should implement mandatory RA training in residence halls that would focus on alcohol and its relationship to sexual assault and other forms of campus violence.

H. The University ought to seek out programs at other universities that have achieved success in reducing sexual violence, including alcohol-related sexual violence, to consider whether they might be implemented at the University. One such program is the "McPherson Program," which utilizes peer intervention to educate about physical coercion for sexual acts.

3. A. The University administration should consider reaching out to bar owners to create a meaningful dialogue by which University policy and the data on alcohol-related sexual assaults could be communicated in a non-confrontational manner. Perhaps some common effort could follow, including posters addressing the alcohol/campus violence nexus and sexual assault services that could be displayed in restrooms and phone booths.

B. The University should consider adopting a poster and business card campaign in residence halls, bars and taverns that asks women, "Can you give consent?" and asks men, "Did you get consent?" This approach appears to have had some success on other campuses.

C. The University administration ought to help organize and then be part of an Iowa City Task Force on the impact of alcohol use on the quality of life in Iowa City,

including the alcohol/campus violence nexus. Members of this group might also include downtown business owners with concerns about the effects of binge drinking on their businesses, as well as bar owners.

D. The University, perhaps in collaboration with local government, should explore the feasibility of reinstating a safe transit service for individuals who feel they are at risk for violence after dark.

III. D. Reporting of Sexual Harassment Complaints

The Climate Committee examined the current sexual harassment reporting system in the UI Sexual Harassment Policy. This is a decentralized system allowing faculty, staff, and students several points of entry for filing sexual harassment complaints and giving them easy access to individuals within the University with whom they could file a complaint. Reports might be filed with several offices (e.g., Office of Equal Opportunity and Diversity, Office of the Ombudsperson, Vice President for Student Services, Campus Police, and Office of Residence Services) and with two University-related organizations, the Women's Resource and Action Center and the Rape Victim Advocacy Program. Further, initial contacts might include such individuals as deans, department chairs, directors, supervisors, coaches, and professors.

Many individuals and offices that represent these initial points of contact for reporting sexual harassment complaints also have specific roles in investigation and sanctions (e.g., Office of Equal Opportunity and Diversity, Vice President for Student Services, and Campus Police). Some individuals and departments such as Residence Advisors and DEO's are mandatory reporters. That is to say, they are required to report any case of sexual harassment or assault reported to them.

There are sometimes cases in which formal reporting to authorities is less than desirable for the victim for many reasons including fear of publicity, retaliation, concerns regarding responses of family members or friends, and other legitimate reasons. On the other hand, there have been some cases, especially involving violence, extortion, and stalking that need to be reported both within the University system and with the Criminal Justice System. As noted in the Raymond Committee Report, these two systems should be kept separate and distinct.

This Committee believes that what is in the best interests of the victim is best determined by the victim in consultation with an advocate who is specifically trained to deal with sexual harassment. Sanctions and treatment of offenders should be based on the offender's behavior versus who they are or what they represent.

A review of this system found that practical disadvantages often preclude intended outcomes. The goal is consistent, competent responses including investigations that protect both the victim and the accused. Victims are to be accompanied by trained advocates if they so desire and protected from coercion or retaliation. The accused must be given due process. In cases where it is determined that sexual harassment has occurred, appropriate sanctions should be meted out to offenders consistently. Educational efforts should follow instances in which sexual harassment occurred.

Current Reporting System Critique

The current reporting system listed in the University Policy on Sexual Harassment is as follows:

Persons who wish to consult with someone about a specific situation on a confidential basis or learn more about enforcement of the Policy on Sexual Harassment may contact any of the following offices or organizations:

- _ the Office of the Ombudsperson (for faculty, staff, or students)
- _ Faculty and Staff Services (for faculty or staff)
- _ University Counseling Service (for students)
- _ Women's Resource and Action Center (for faculty, staff, or students)
- _ Rape Victim Advocacy Program (for faculty, staff, or students)

Representatives of these offices or other support persons may accompany an alleged victim during the investigation process if the alleged victim so desires. These offices are exempt from the reporting requirements set forth in Section 4(d) of this Policy. Other offices may be required to report allegations as described in Section 4(d).

While the current system provides many points of initial contact intended to provide complainants with multiple choices, there are considerable drawbacks, including:

- _ inconsistent application of policies and procedures;
 - _ inconsistent handling of cases;
 - _ variability in the level of training, competence, and responses by individuals charged with dealing with sexual abuse and harassment complaints;
 - _ hesitancy by some administrators to ask for help, believing they should be able to handle any situation that arises within their domain;
 - _ inadequate victim protection from coercion, abuse and negative consequences resulting from reporting sexual harassment and assault;
 - _ confusion regarding which is the best place to file a complaint, what options are available, and possible consequences related to each option,
 - _ lack of insuring that trained advocates accompany victims to provide continuity, information, support, and assistance in determining which options are right for them
-
- _ perceived--and sometimes actual--inconsistencies in the treatment of the accused and sanctions applied to perpetrators;
 - _ perceived or actual conflicts of interest

The Committee recognizes the need for greater simplicity, consistency, and effectiveness in reporting cases of sexual harassment within the University. Therefore:

4.A. The University's Sexual Harassment Policy should be amended to recommend that academic and administrative officers who receive complaints of sexual harassment should inform complainants of the resources provided by the Rape Victim Advocacy Program (RVAP). In addition, RVAP's phone number would be consistently provided in publicity materials as the place for consultation, information, and support regarding sexual harassment or sexual violence.

III. E. Enforcement of Policies

The campus climate regarding personal safety and freedom from harassment and assault is in part created by perceptions of how current policies are enforced. The interviews conducted by the Committee and the 1993 survey by the Council on the Status of Women suggest that the University community perceives that enforcement of the Policy on Sexual Harassment is too lax (i.e., penalties for founded violations are too light). Strict enforcement of policies including the imposition of serious sanctions for violations is a method of communication to the entire University community about expectations and consequences.

The committee recognized that the differences in power that often occur between victims and perpetrators make stricter enforcement difficult. DEO's, Deans, coaches, and other administrative officers often deal with perpetrators who have ample resources at their disposal and are important members of their respective units. Without strong higher administrative support for strict enforcement and zero tolerance of sexual abuse, these University officials are loathe to act in isolation, and may too willingly accept lighter penalties to avoid further legal action or censure from their colleagues.

The Committee makes the following recommendations regarding the enforcement of current policies:

4. B. Penalties for violations should be handed down promptly and should be more effective, which in some cases may be more severe, than in the past.

C. Academic and Administrative Officers should be required to comment in their annual activities reports or performance evaluations about the actions they have taken to maintain an atmosphere of civility and respect and prevent sexual harassment and violence in their units. Departmental and unit reviews should include commentary about unit climate and actions taken to ensure respect among all unit members, including those taken to prevent sexual harassment and violence.

D. Higher administration, including the President, Vice Presidents, and Provost, must publicly state their support for those individuals and offices that investigate and enforce the policies (the Office of Equal Opportunity and Diversity, Departmental Executive Officers, etc.).

E. The Office of Equal Opportunity and Diversity should annually publish in the Daily Iowan Special Edition statistics (gathered from Public Safety, RVAP, OAA) on complaints of sexual harassment and violence and the outcomes of complaints, including the penalties imposed.

IV. Response to Charge #3

“Whether the campus could benefit from a series of campus-wide discussions, or perhaps a conference, to fully air issues raised by recent cases, and other important factors”

The committee agreed that education would be of benefit to the campus community. In constructing a response to this charge, the committee examined possible resources, consultants, speakers, and exemplary programs noted on other campuses across the country.

Two important considerations were noted as we discussed our response to this charge. First, most exemplary programs are based on the premise that men must be actively involved in the planning and delivery of educational programs geared at both raising awareness of issues around personal safety, harassment, violence, and sexual assault. Second, the programs themselves must convey the idea that men must assume responsibility for ending the harassment and violence that research has shown is largely perpetrated by men against women and other men.

The committee makes the following recommendations for speakers, programs, or activities in order to address the questions raised in charge 3.

2. F. The UI Lecture Committee should be encouraged to invite a prominent speaker in the area of violence and sexual assault to campus in order to air issues raised by our recent campus experiences. The entire campus community would be the target audience for this activity.

The University could also invite a prominent and well-known entertainer (ESPN Commentator, musical entertainer) early in fall semester (perhaps during the Weeks of Welcome or during Sexual Assault Awareness Month -April) with a goal of incorporating an educational or public awareness message into the presentation or performance. The entering class of first year undergraduates would be the main target audience for this activity, although certainly the entire campus community would benefit from having this issue raised. This speaker or event could have a focus on involving men in the campus community to show support for efforts to prevent sexual harassment and violence.

V. CONCLUSIONS

Given our interviews with administrative officers in units across campus, the Campus Climate Committee has no reason at present to believe that harassment and violence are dramatically increasing at the University of Iowa. Indeed, administrators' perception is that the overall incidence of sexual harassment and sexual violence at the University of Iowa is low. However, it was also clear from our investigation that we need better and more current information, and there is substantial room for improvement in our current communication and training surrounding issues of sexual harassment and violence within the campus community.

Implementation of the preceding recommendations will be both challenging and time-consuming. Given the limits of new resources for implementation, the Climate Committee urges the President to assign an existing charter or standing committee (possible the Human Rights Committee or the Council on the Status of Women) the task of creating an implementation plan and reporting annually to the President of the University on progress made.

The Climate Committee noted with some chagrin that some of our current recommendations are echoes of recommendations made in the report on the 1993 Sexual Harassment Survey. This made it clear to committee members that progress on this issue will only be made when policies and procedures are backed with some kind of institutional accountability. We hope that our recommendations can become the basis for a plan of action that will create a University environment in which mutual respect and safety are assumed.

APPENDICES (NOTE: Appended to Original Report, Not Appended Here)

1. Full set of interviews
2. Resources for programming and possible consultants
3. 1993 UI Sexual Harassment Survey
4. Berkowitz chapter
5. UI Sexual Harassment Policy
6. Swedish College Survey on Sexual Harassment

Appendix H: Summary of Proposed Revisions to the Policies on Sexual Harassment and Consensual Relationships

SUMMARY OF PROPOSED REVISIONS TO THE POLICIES ON SEXUAL HARASSMENT AND CONSENSUAL RELATIONSHIPS

This summary is intended to highlight the major revisions to the two policies named above. The overall goals were to strengthen and clarify the policies, as well as to update them to comply with recent legal and regulatory developments.

Separation of the two Policies

The existing Policy on Sexual Harassment and Consensual Relationships has been separated into two distinct policies. This change has been made to reflect that the principles underlying the two policies are distinct. The prohibition of consensual relationships in the instructional context is based on the avoidance of conflicts of interest which are inherent in such relationships. While consensual relationships may lead to claims of sexual harassment, the prohibition of consensual relationships is not based on the prohibition of sexual harassment.

Proposed Revisions to the Policy on Sexual Harassment

The policy as revised adopts the definition of sexual harassment that is used in the Code of Iowa. (Sec. 2(a)). The Committee feels this language is more precise in defining what type of conduct constitutes sexual harassment. In addition, the revised definition includes conduct that occurs in on-campus living environments, and during on- or off-campus University sponsored activities. A statement regarding the First Amendment has been added to make clear that protected speech does not violate this policy. In general, the section defining prohibited conduct (Sec. 2) has been strengthened and clarified.

The revised policy allows a complaint to be brought by third parties or by the University itself, so that situations may be reported and addressed even when the alleged victim is reluctant or unwilling to bring a complaint. However, the policy sets a standard that third party complaints must state “specific and credible” allegations to warrant an investigation. (Sec. 3(a)). Similarly, an alleged victim’s consent is no longer required for an investigation to be undertaken. (Sec. 3(b)). These changes were made to allow the University to take appropriate action when necessary to protect the alleged victim and others, and to guard against institutional liability for failing to act (based on a victim’s wishes) once the institution is on notice of harassing behavior.

Any “academic or administrative officer” of the University who becomes aware of sexual harassment will have a duty to report the situation to the Office of Affirmative Action, to enhance reporting and consistency in handling complaints. (Sec. 4(d)). The names of the individuals

involved in an informal complaint will be disclosed to the Office of Affirmative Action if the person charged in the complaint has been informed of the complaint. The names will not be disclosed to the Office of Affirmative Action if the person charged has not been informed. This new provision is intended to resolve concerns about the potential existence of records in the Office of Affirmative Action naming an individual who is unaware that such a record exists. The policy also now lists a number of offices where a victim may seek confidential consultation regarding a situation without triggering a report. (Sec. 3(c)).

A new section regarding confidentiality has been added to make clear what parties may expect of the University, and what the University expects of the parties, regarding confidentiality of a complaint, investigation, and finding. (Sec. 11).

Proposed Revisions to the Policy on Consensual Relationships

In general, the policy language was rewritten to provide both strength and clarity. The Rationale was rewritten with the goal of clarifying that the principle underlying this Policy is the avoidance of conflicts of interest which are inherent in such relationships. (Sec. I). References to “amorous” relationships have been amended to “romantic and/or sexual” relationships throughout the Policy to clarify what types of relationships are covered. The distinction between relationships that are prohibited (Sec. II) and those that are discouraged (Sec. III) also is clarified. In addition, the procedure for managing discouraged relationships that do arise is specified. (Sec. III). A list of examples has been added to illustrate the application of the Policy in various situations. (Sec. IV).

Appendix I: The University of Iowa Sexual Harassment Policy

CHAPTER 4: SEXUAL HARASSMENT

<http://www.uiowa.edu/~our/opmanual/ii/04.htm>

(President 7/28/86; 12/91; 7/1/02; 3/21/05)

Note: This policy has been revised effective 3/21/05. Individual changes are not highlighted.

[4.1 Policy](#)

[4.2 Procedures](#)

[4.3 Educational Programs](#)

4.1 POLICY.

a. Rationale.

(1) Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University, and threatens the careers, educational experience, and well-being of students, faculty, and staff. In both obvious and subtle ways, sexual harassment is destructive to individual students, faculty, staff, and the academic community as a whole. When, through fear of reprisal, a student, staff member, or faculty member submits, or is pressured to submit, to unwanted sexual attention, the University's ability to carry out its mission is undermined.

(2) Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and subordinate. In such situations, sexual harassment unfairly exploits the power inherent in a faculty member's or supervisor's position. A supervisor's or instructor's control of grades, compensation, recommendations, promotions, and the like can have a decisive influence on a student's, staff member's, or faculty member's career at the University and beyond.

(3) Although sexual harassment most often takes place in situations where a power differential exists between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same University status, or when the power relationship is reversed from the usual case. Sexual harassment may occur between individuals of opposite sex or between individuals of the same sex.

(4) The University will not tolerate behavior of a sexual nature by members of the University community that creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity. Furthermore, all members of the University community are expected to take appropriate steps to

support this policy and to address incidents of sexual harassment that occur within their areas.

b. Prohibited conduct -- policy statement. The University of Iowa forbids sexual harassment by any member of the University community.

(1) Definition of sexual harassment. For purposes of this policy, "sexual harassment" means persistent, repetitive, or egregious conduct directed at a specific individual or group of individuals that a reasonable person would interpret, in the full context in which the conduct occurs, as harassment of a sexual nature, when:

(a) Submission to such conduct is made or threatened to be made explicitly or implicitly a term or condition of employment, education, on-campus living environment, or participation in a University activity;

(b) Submission to or rejection of such conduct is used or threatened to be used as a basis for a decision affecting employment, education, on-campus living environment, or participation in a University activity; or,

(c) Such conduct has the purpose or effect of unreasonably interfering with work or educational performance, or of creating an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

(2) Evidence of sexual harassment. Behavior that may be considered evidence of prohibited sexual harassment includes, but is not limited to, the following:

(a) Physical assault;

(b) Direct or implied threats that submission to sexual advances will be a condition of, or that failure to submit to such advances will adversely affect, employment, work status, promotion, grades, letters of recommendation, or participation in a University activity;

(c) Direct propositions of a sexual nature;

(d) Subtle pressure for sexual activity, an element of which may be repeated staring;

(e) A pattern of sexually explicit statements, questions, jokes, or anecdotes, whether made orally, in writing, or through electronic media (see also [II-19 Acceptable Use of Information Technology Resources](#));

(f) A pattern of conduct involving:

(i) Unnecessary touching;

(ii) Remarks of a sexual nature about a person's clothing or body; or,

(iii) Remarks relating to sexual activity or speculations concerning previous sexual experience;

(g) A display of graphic sexual material (not legitimately related to the subject matter of a course, if one is involved, or to job requirements) in a context where others are not free to avoid the display because of an employment or educational requirement or without surrendering a privilege or opportunity that others may reasonably expect to enjoy in that location.

In determining whether alleged conduct constitutes sexual harassment, the investigator will consider all available evidence and the totality of the circumstances, including the context in which the alleged incident(s) occurred. Although repeated incidents generally create a stronger claim of sexual harassment, a single serious incident can be sufficient. Determinations will be made on a case-by-case basis. Conduct which constitutes a protected exercise of an individual's rights under the First Amendment to the United States Constitution shall not be deemed a violation of this policy.

(3) Definitions of other terms used in this policy:

(a) "Academic or administrative officer" includes the following:

(i) Collegiate deans (including associate deans and assistant deans),

(ii) Faculty members with administrative responsibilities at the level of departmental executive officer (DEO) or above,

(iii) Any staff member whose primary job responsibility is to provide advice regarding a student's academic pursuits,

(iv) A faculty member serving as departmental (or collegiate) Director of Undergraduate or Graduate Studies,

(v) The President, Director of Equal Opportunity and Diversity, vice presidents (including assistant and associate vice presidents), and Provost (including assistant and associate provosts), and those persons' designees,

(vi) Directors and supervisors in an employment context, other than Department of Public Safety personnel when receiving criminal complaints or reports, and

(vii) Human resource representatives.

(b) "Alleged victim": a person who allegedly has been harassed in violation of this policy.

(c) "Complainant": the person who brings a complaint of violation of this policy, who could be an alleged victim, a third party, or an academic or administrative officer of the University.

(d) "Graduate assistant": a graduate student employed by the University as a research assistant or teaching assistant.

(e) "Human resources representative": an individual designated as a unit's authority on human resource policies and procedures, and all central Human Resources staff.

(f) "Member of the University community": any University student, or faculty or staff member.

(g) "Protected interests": University employment, education, on-campus living, or participation in a University activity.

(h) "Respondent": a person who has been accused of harassment in a formal complaint.

(i) "Specific and credible allegations": allegations that provide factual details such as, but not limited to, time, place, actions, participants, and witnesses. Allegations do not have to be based on first-hand observation of events to be "specific and credible," but direct observation normally results in greater specificity and credibility than indirect knowledge.

(j) "Supervisor": a person who has authority either: 1) to undertake or recommend tangible employment decisions (those

that significantly change an employee's employment status, such as, but not limited to, hiring, firing, promoting, demoting, reassigning, and compensation decisions) affecting an employee, or 2) to direct the employee's daily work activities.

(k) "Third-party complainant": a person who brings a complaint alleging that someone else has been harassed in violation of this policy.

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4.2 PROCEDURES.

a. Bringing a complaint.

(1) A complaint that this policy has been violated may be brought through informal or formal channels by any member of the University community, including a third party, or by the University itself. A complaint must state specific and credible allegations to warrant an investigation. There is no time limit for bringing a complaint; however, it may be difficult to substantiate the allegations made in a complaint brought after significant time has passed. Therefore, prompt reporting of complaints is strongly encouraged.

(2) Substantial weight will be given to the wishes of the alleged victim when determining whether to investigate a complaint, but the University may investigate a complaint even without the alleged victim's consent if circumstances warrant (such as when there are multiple complaints against the same person or allegations are particularly egregious).

(3) Anyone (victims or others) who wishes to consult with someone about a specific situation on a confidential basis or learn more about enforcement of the Policy on Sexual Harassment may contact any of the following offices or organizations:

- (a) Office of the Ombudsperson (for faculty, staff, or students)
- (b) Faculty and Staff Services (for faculty or staff)
- (c) University Counseling Service (for students)
- (d) Women's Resource and Action Center (for faculty, staff, or students)
- (e) Rape Victim Advocacy Program (for faculty, staff, or students)

Representatives of these offices or other support persons may accompany an alleged victim during the investigation process if the alleged victim so desires.

These offices are exempt from the reporting requirements set forth in II-4.2b(4) of this policy. Other offices may be required to report allegations as described in II-4.2b(4).

b. Informal resolution of complaints.

(1) A complaint may be brought informally to any academic or administrative officer of the University.

(2) The academic or administrative officer will counsel the complainant as to the options available under this policy and, at the complainant's request, will

(a) help the complainant resolve the complaint informally, and/or

(b) refer the complainant to the Office of Equal Opportunity and Diversity so that the complainant may choose either to pursue informal resolution through that office or to bring a formal complaint.

The Office of Equal Opportunity and Diversity is available to assist persons to whom complaints are brought in determining whether there is a potential policy violation and whether reporting pursuant to II-4.2b(4) below is required.

(3) When a complaint is brought informally, the person(s) charged in the complaint will not ordinarily be informed of the complaint without the consent of the alleged victim unless circumstances require (such as when there are multiple complaints against the same person or allegations are particularly egregious). No disciplinary action can be taken against a person charged in an informal complaint, and there will be no record of the complaint in the person's employment or student disciplinary file, unless the person is notified of the charges and given an opportunity to respond.

(4) Any academic or administrative officer of the University who becomes aware of specific and credible allegations of sexual harassment, whether through the report of a complainant (including a third party) or otherwise, shall report the allegations promptly to the Office of Equal Opportunity and Diversity (except for allegations against a student regarding conduct occurring in the residence halls, which shall be reported to the Office of the Vice President for Student Services) for assistance in evaluating the situation and determining an appropriate course of action, even if the alleged victim has requested that no action be taken.

If there is a supervisory relationship between the complainant and/or victim and the respondent, the appropriate course of action will include development of a plan to avoid any perceived or actual conflict of interest until the complaint is resolved.

The initial report should be made by telephone, but a written report also must be made after the complaint is resolved using the Office of Equal Opportunity and Diversity Report of Informal Sexual Harassment Complaint form, which requires disclosure of the employment or student status of the alleged victim(s), the complainant(s) (if other than the alleged victim), and the person(s) charged; the unit(s) with which those persons are affiliated; a summary of the allegations; and a description of the steps taken to resolve the complaint.

In order for the University to respond effectively to cases involving a potential pattern of prohibited conduct by the same individual, if the academic or administrative officer informs the person charged of the existence of the informal complaint, the academic or administrative office shall provide the names of the parties to the Office of Equal Opportunity and Diversity. If the academic or administrative officer does not inform the person charged of the complaint, the academic or administrative office shall not provide the names of the parties to the Office of Equal Opportunity and Diversity.

(5) The academic or administrative officer shall take appropriate interim action, which may include those actions described in II-4.2g, to address the alleged behavior and protect the health or safety of the alleged victim, complainant, and/or witnesses.

(6) The academic or administrative officer shall make reasonable efforts to resolve complaints promptly and effectively, giving consideration to the nature of the allegations and the circumstances surrounding the complaint process.

(7) It is the responsibility of the academic or administrative officer who facilitates the informal resolution of the complaint to follow-up with the parties at a reasonable interval(s) to assess their compliance with the terms of the informal resolution and take appropriate action as warranted based on the parties' level of compliance.

c. Investigation of formal complaints.

(1) A formal complaint pursuant to this policy must be brought to the Office of Equal Opportunity and Diversity, which will conduct an investigation.

(2) A formal complaint may be brought after an informal resolution was not successfully reached, when the terms of an informal resolution were not followed, or immediately without pursuing informal resolution.

(3) The purpose of the investigation is to establish whether there is a reasonable basis for believing that a violation of this policy has occurred. In conducting the investigation, the Office of Equal Opportunity and Diversity will make reasonable efforts to interview the alleged victim, the complainant (if other than the alleged victim), and the respondent, and may interview other persons believed to have pertinent factual knowledge, as well as review any relevant documentary evidence. At all times, the Office of Equal Opportunity and Diversity will take steps to ensure confidentiality to the extent possible.

(4) When a formal complaint is brought, the respondent will be informed of the allegations, the identity of the complainant, and the facts surrounding the allegations. The investigation will afford the respondent an opportunity to respond to the allegations and evidence provided by the complainant and/or alleged victim, and to provide a statement of the facts as perceived by the respondent.

(5) At the conclusion of the investigation, the Office of Equal Opportunity and Diversity will issue a written finding which will summarize the evidence gathered and state whether or not there is a reasonable basis for believing that a violation of this policy has occurred. The written finding normally will be issued within 45 days of when the complaint was filed. When it is not reasonably possible to issue the finding within that time, the Office of Equal Opportunity and Diversity will notify the alleged victim and the respondent that the finding will be delayed and indicate the reasons for the delay. The alleged victim and the respondent will receive a copy of the written finding, which is to remain confidential as defined by II-4.2i(3). Third-party complainants will be notified only that the proceedings are concluded.

(6) If the Office of Equal Opportunity and Diversity finds a reasonable basis for believing that a violation of this policy has occurred, the matter will be referred to the appropriate administrator for further consideration as outlined in II-4.2d below.

d. Process for formal disciplinary action.

(1) The following administrators will review the finding of the Office of Equal Opportunity and Diversity:

(a) the Office of the Provost, if the respondent is a faculty member or other instructional personnel (except graduate assistants);

(b) the office of the vice president or dean responsible for the unit employing the person charged, if the respondent is a staff member;

(c) the Office of the Vice President for Student Services and Dean of Students, if the respondent is a student;

(d) the Office of the Dean of the Graduate College, if the respondent is a graduate assistant.

(2) These administrators may:

(a) accept all or any part of the findings of the Office of Equal Opportunity and Diversity;

(b) not accept all or any part of the findings of the Office of Equal Opportunity and Diversity;

(c) reach a negotiated settlement of the complaint with the respondent; or

(d) initiate formal disciplinary action.

(3) Violations of the Policy on Sexual Harassment may lead to disciplinary sanctions up to and including termination or separation from The University of Iowa. Sanctions for violations of this policy should be commensurate with the nature of the violation and the respondent's disciplinary history.

Those who violate this policy should bear the consequences of their actions, even if factors such as substance abuse or personal problems contribute to misconduct. When the offense is serious, it is appropriate to consider separation from the University even in cases of first offense, and even when the respondent experiences remorse and/or did not intend to cause the resulting degree of harm.

(4) In addition to other disciplinary action, persons who are found to have violated this policy may be required to participate in group counseling or personal therapy sessions, complete community service, enroll in a specific academic course, attend an educational workshop, and/or make restitution for economic damages caused by their behavior.

When the respondent is a faculty or staff member, the Office of Faculty and Staff Services (121-50 University Services Building) is available to assist with locating appropriate resources. When the

respondent is a student, University Counseling Service (3223 Westlawn) is available to assist with locating appropriate resources.

(5) It is the responsibility of the appropriate administrator to follow up with the parties at a reasonable interval(s) to assess their compliance with the disciplinary and/or remedial sanctions imposed. More serious sanctions, up to and including termination of employment or separation from the University, may be imposed in the event that the respondent fails to comply with the sanctions initially imposed.

e. Applicable procedures. Formal disciplinary action resulting from violations of this policy by:

(1) faculty members will be governed by the [III-29 Faculty Dispute Procedures](#) and that portion of those procedures dealing with faculty ethics (see [III-29.7](#)).

(2) staff members will be governed by applicable University policies, including [III-16 Ethics and Responsibilities for Staff](#) and the applicable discipline and/or grievance procedures (see [III-28 Conflict Management Resources for University Staff](#) and/or relevant collective bargaining agreement);

(3) graduate assistants, when dismissal is sought, will be governed by the procedure for dismissal of graduate assistants (see [III-12.4](#)). When disciplinary action other than dismissal is taken by the Dean of the Graduate College, a graduate assistant may appeal through any existing contractual grievance procedures;

(4) students will be governed by [Judicial Procedure for Alleged Violations of the Code of Student Life](#). Both the [Code of Student Life](#) and the [Judicial Procedure](#) are published and distributed to students annually in [Policies and Regulations Affecting Students](#).

f. Isolated behavior. This section addresses isolated behavior that does not rise to the level of a violation of this policy. However, it should be understood that a single incident can under certain circumstances constitute harassment in violation of this policy. The purpose of this section is preventative, in that it authorizes and encourages appropriate intervention designed to avoid a violation of this policy.

(1) Isolated behavior of the kind described in II-4.1b(2), which does not rise to the level of sexual harassment but which if repeated could rise to that level, demonstrates insensitivity that may warrant remedial measures. Academic or administrative officers who become aware of such behavior in their areas should counsel those who have engaged in the behavior. Such counsel should include a clear statement that the behavior is not acceptable and should cease, information about the

potential consequences if such behavior persists, and a recommendation, as appropriate, to undertake an educational program designed to help the person(s) understand the harm caused by the behavior.

(2) After such counseling occurs, if a person continues to engage in the conduct described in II-4.2f(1), he or she may be deemed to have engaged in sexual harassment.

g. Protection of alleged victims, complainants, and others.

(1) Alleged victims will be informed of relevant procedural steps taken during the investigation and any interim protective measures taken.

(2) Throughout the investigation and resolution of a complaint, steps will be taken to protect alleged victims, complainants, witnesses, and others from harm caused by continuation of the alleged harassing behavior.

(3) Retaliation against alleged victims, complainants, and/or witnesses who provide information during an investigation pursuant to this policy is prohibited by [II-11 Anti-Retaliation](#). Reasonable action will be taken to assure that alleged victims, complainants, and/or witnesses will suffer no retaliation as the result of their activities with regard to the process.

(4) Steps that may be taken to protect alleged victims, complainants, witnesses, and others from continued harassment and/or retaliation might include:

(a) lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved, and

(b) arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the respondent.

(5) Any retaliation against alleged victims, complainants, or witnesses should be reported to the Office of Equal Opportunity and Diversity for further investigation. Retaliation may result in disciplinary action against the person committing the retaliatory act(s).

(6) In extraordinary circumstances, the Provost, a dean, a DEO, or any vice president may, at any time during or after an investigation of a sexual harassment complaint, suspend or partially restrict from employment any employee accused of sexual harassment if the

Provost, dean, DEO, or vice president finds that it is reasonably certain that:

(a) the alleged sexual harassment has occurred, and

(b) serious and immediate harm will ensue if the person continues his or her employment.

Similarly, if the respondent is a student, interim sanctions may be imposed pursuant to Section 10 of the [Judicial Procedure for Alleged Violation of the Code of Student Life](#).

h. Protection of the respondent.

(1) This policy shall not be used to bring knowingly false or malicious charges. Bringing such a charge may subject the complaining party to remedial and/or disciplinary action up to and including termination or separation from the University. Any such disciplinary action will be initiated by the appropriate administrator overseeing the complainant(s).

(2) In the event the allegations are not substantiated, reasonable steps will be taken to restore the reputation of the respondent if it was damaged by the proceeding. The respondent may consult with the Office of Equal Opportunity and Diversity regarding reasonable steps to address such concerns.

i. Confidentiality.

(1) In order to empower community members to voice concerns and bring complaints, the confidentiality of all parties will be protected to the greatest extent possible. However, community members cannot guarantee confidentiality in all cases and are expected to take some action once they are made aware that sexual harassment may be occurring.

(2) Anyone (alleged victims or others) who wishes to consult with someone about a specific situation on a confidential basis or to learn more about enforcement of the policy may contact any of the following offices or organizations:

(a) Office of the Ombudsperson (for faculty, staff, or students)

(b) Faculty and Staff Services (for faculty or staff)

(c) University Counseling Service (for students)

(d) Women's Resource and Action Center (for faculty, staff, or students)

(e) Rape Victim Advocacy Program (for faculty, staff, or students)

(3) The parties to a complaint (alleged victims, third-party complainants, and respondents) are expected to maintain confidentiality as well. Parties are not prohibited from discussing the situation outside of the work or educational environment. However, the matter should not be discussed in the work or educational environment.

(4) Dissemination of documents relating to a complaint and/or investigation, other than as necessary to pursue an appeal, grievance, or other legal or administrative proceeding, is prohibited.

(5) Failure to maintain confidentiality by a respondent may be considered to be a form of retaliation in violation of II-4.2g(3). Failure to maintain confidentiality by any party (alleged victim, third party complainant, or respondent) may result in disciplinary action.

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4.3 EDUCATIONAL PROGRAMS.

a. Education as a key element of University policy.

(1) Academic and administrative officers are responsible for knowing and understanding the contents of this policy and the procedures for processing complaints brought to them pursuant to this policy. The Office of Equal Opportunity and Diversity offers educational programs for academic and administrative officers about their responsibilities under this policy, and those individuals are expected to attend such a program.

(2) Educational efforts are essential to the establishment of a campus milieu that is free of sexual harassment. There are at least four goals to be achieved through education:

- (a) ensuring that alleged victims (and potential victims) are aware of their rights;
- (b) notifying individuals of conduct that is proscribed;
- (c) informing administrators about the proper way to address complaints of violations of this policy; and
- (d) helping educate the community about the problems this policy addresses.

(3) To achieve the goals set forth in paragraph (2) above, the Office of Equal Opportunity and Diversity offers programs designed to educate the University community about sexual harassment prevention. The Office of Equal Opportunity and Diversity also offers programs designed to inform those whose behavior does not rise to the level of a violation of this policy as defined in II-4.1b, but if repeated could rise to the level of a violation, of the problems they create by their insensitive conduct. Educational programs may be recommended for those described in II-4.2f and may be an element in the resolution of a complaint. Educational programs and/or individual training also may be mandated for persons found to have violated this policy.

b. Preparation and dissemination of information. The Office of Equal Opportunity and Diversity is charged with distributing information about this policy to all current members of the University community and to all those who join the community in the future. An annual notification from the Office

of Equal Opportunity and Diversity is provided to all faculty and staff to remind them of the contents of this policy. A copy of the sexual harassment policy will be included in student orientation materials, including those distributed to students in professional schools. This policy also is published in [*Policies and Regulations Affecting Students*](#), which is provided to all students annually. In addition, information about this policy will be made available continually at appropriate campus centers and offices.

c. Review of policy. This policy will be reviewed within three years after the latest revisions are implemented and revised as appropriate. This policy is subject to review at any other time deemed necessary by the President, the General Counsel, or the Director of Equal Opportunity and Diversity.

(See also [II-5 Consensual Relationships Involving Students](#).)