

Pre-Conference for New Title IX Coordinators Welcome & Introductions

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1

■ The Value of this Pre-Conference



2



AGENDA

Wednesday, October 16, 2024
8:00 a.m. – 1:00 p.m. EST

1. *Check-in and Continental Breakfast*
2. *Welcome & Opening Remarks*
3. **Title IX 101: Understanding Your Purpose, Scope, and Context**
4. **Defining Your Role: Establishing Policy, Procedure, and Process**
5. *Break (15-minutes)*
6. **Tools of the Trade: Best Practices for Prevention, Response, and Remediation**
7. *Lunch (1 hour) *before main conference starts at 1:00 p.m.*

3

3

Meet Your Speakers



Dr. Adrienne Lyles, J.D.
Executive Director for Equal Opportunity and Title IX Coordinator
 University of Cincinnati



University of
CINCINNATI



ACADEMIC
IMPRESSIONS

4

4



ACTIVITY



Attendee Introductions:

- Name
- Title
- Institution
- What are you most looking forward to in your new role?


5

5

**Pre-Conference: Foundations for
New Title IX Coordinators**

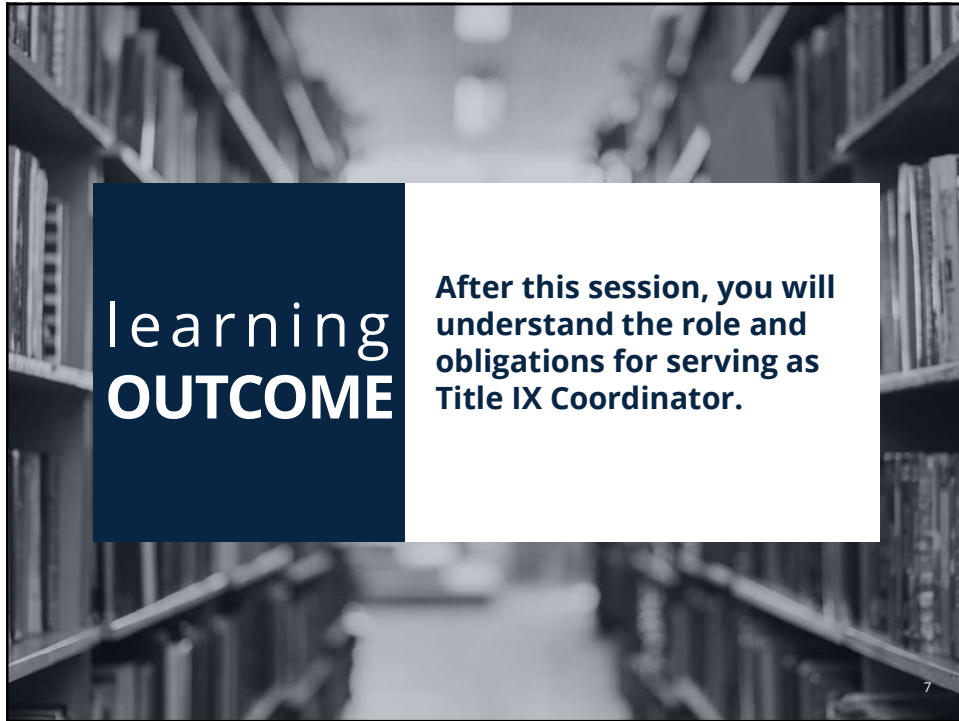
Session 1

Title IX 101: Understanding Your Purpose, Scope,
and Context



6

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**learning
OUTCOME**


After this session, you will understand the role and obligations for serving as Title IX Coordinator.

7

7


Disclaimer

The information provided in this training does not, and is not intended to, constitute legal advice. Instead, all information, content, and materials available during this training are for training and general informational purposes only.

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8

8



AGENDA |

1. Purpose of the Title IX Coordinator Role
2. Scope of Title IX Coordinator Work
3. Context in which the Title IX Coordinator Serves

9

9



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#1

Purpose

10

10

■ Title IX Defined

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

11

■ Primary Purposes of Title IX

1. Stop sex discrimination, prevent its recurrence, and remedy its effects
2. Ensure equitable access to education and employment
3. Provide a living, learning, and working environment that is free from discrimination, harassment, and retaliation

12

■ Ensuring Non-discrimination

- Recruitment to graduation/separation
- On and off campus
- TIX personnel and campus and community partners
- Students and employees
- Title IX and state and federal laws/guidance

13

■ How TIXCOs fulfill TIX purpose

- Ensure compliance
- Subject matter expertise
- Build relationships
- Collaboration and consensus-building
- Case management
- Informal and formal resolution facilitation

14



GROUP DISCUSSION

What do you believe is your primary purpose as Title IX Coordinator at your institution?

15

15



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#2

Scope

16

16

■ What does the role coordinate?

1. Knowing and implementing the law
2. Report receipt and resolution
3. *Policy development and implementation
4. Training and education
5. Support services
6. Documenting
7. Monitoring
8. Communication, outreach, and advising
9. Collaboration and community engagement
10. Prevention

17

■ Compliance

1. Knowing and implementing the law
2. Report receipt and resolution
3. *Policy development and implementation
4. Documenting

18

■ Community

1. Support services
2. Communication, outreach, and advising
3. Collaboration and community engagement

19

■ Culture

1. Training and education
2. Monitoring
3. Prevention

20



GROUP DISCUSSION



The scope of the Title IX Coordinator reaches across compliance, community, and culture. Which of these are you most comfortable with? Which of these are most challenging?

21

21



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Context

22

22

■ Political Context

- Federal context
- Case law
- State context
 - Injunctions
 - Legislation
 - Funding

23

■ Institutional Context

- Mission and values
- Campus climate
- Resources
- Leadership and reporting structure

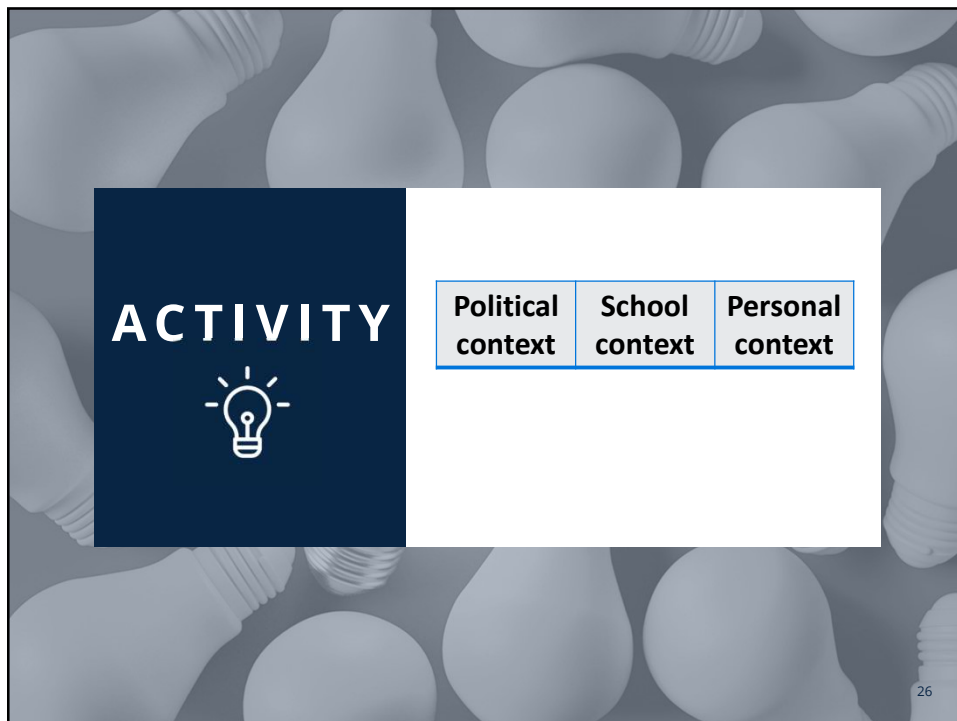
24

■ Personal Context

Your personal context shapes your TIXCO role:

- Identities
- Personal history
- Professional experience and interests
- Communication style
- Leadership style
- Values and commitments

25



26

RESOURCE

Tips for Success

- Continual professional development in TIX and in related matters
- Establish a brand
- Start with humility, questions, and connection
- Err on the side of transparency
- Counsel is your most important ally
- Ask for what you need*
- You own the role, but your campus owns the work
- We are all in this together

27

27

QUESTIONS?

28

28

Pre-Conference: Foundations for New Title IX Coordinators

Session 2

Defining Your Role: Establishing Policy, Procedure, and Process


29



**learning
OUTCOME**

In this session you will learn how to utilize the institutional mechanisms of policy, procedure, and process to address sex discrimination.

30



AGENDA

1. Policy/Procedure/Process Roadmap
2. What: Policy
3. Who, When, Where: Process
4. How: Procedure

31

31



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#1

Policy/Procedure/Process Roadmap

32

32

■ Title IX Defined

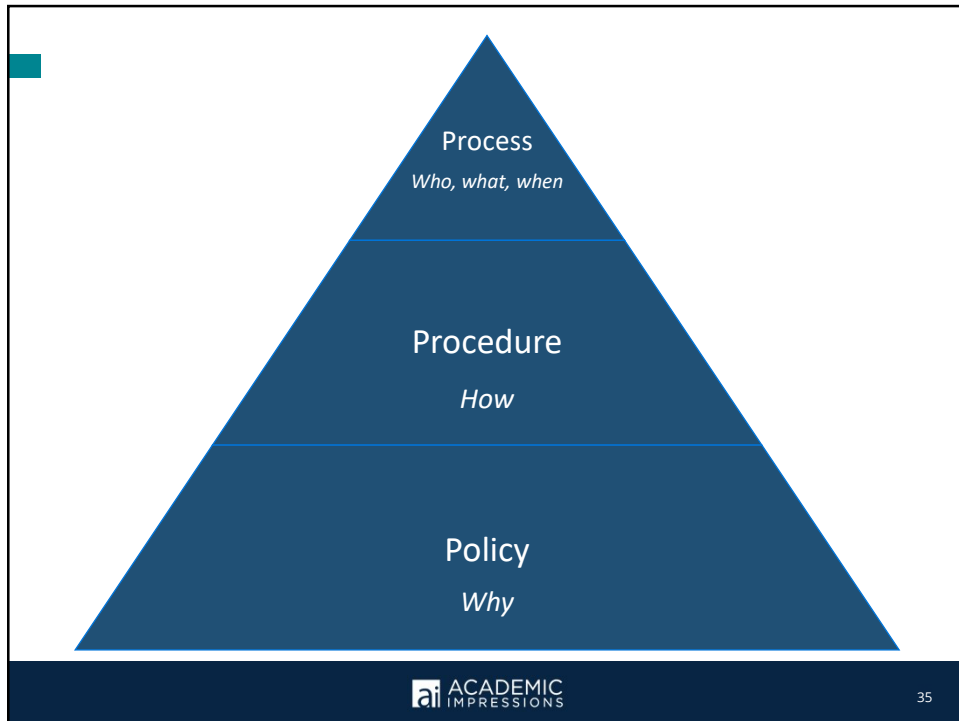
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

33

■ Definitions

POLICY	PROCEDURE	PROCESS
Guiding principles that express values and set expectations	Instruction manual for carrying out the policy	Workflow, tools, templates

34



35

PPP is a Title IX Coordinator's Best Friend

- Ensures equity and consistency
- Ensures compliance and mitigates risk
- Ensures accountability and transparency
- Provides assistance and support

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36

#2

Policy

37

37

POLL



What is your role regarding policy at your institution?

- I am the primary person responsible for drafting
- I am one of several people responsible for drafting the policy
- I do not draft the policy

38

38

■ Policy

Title IX Coordinators ***are responsible*** for policy development and implementation.

39

■ What Does the TIX Policy Include?

- Scope
- Contact info
- Definitions
- Institutional response
- Remedies and sanctions
- Grievance process: assessment, investigation, decision-making, appeals
- Standard of proof
- Record-keeping
- False statements

40

■ Live in Your Policy

1. Guidance and consistency
2. Reasonableness
3. Risk reduction

41

#3

Process

42

■ Process = System

The Title IX process operates as a system because it involves coordinated, interconnected components (tasks, services, roles, responsibilities, procedures) that work together to address sex discrimination.

43

■ What is the Title IX Process on Your Campus?

Interconnected roles and responsibilities:

- TIXCO
- Investigators, decision-makers, appeals officers
- Informal resolution facilitators
- Supportive measure and pregnancy modification facilitators
- Confidential advocates
- Support services
- Deputies/ambassadors
- Prevention and other education/programming
- Advice and counsel: Counsel?
- Your supervisor

44

■ Workflow – Who Does What When?

- Report
- Outreach
- Response
- Support services
- Documentation
- Closing the loop

45

■ Templates – Getting the Work Done

- Notices
- Communications
- Flowcharts
- Documentation
- Other

46


**GROUP
DISCUSSION**



What do you think will be the critical process flows for your role as Title IX Coordinator?

47

47

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#4

Procedure

48

48

■ Procedures = Implementation

- Response to reports
- Evaluation
- Investigation
- Hearings / decision-making
- Appeals
- Fundamental values: equity and neutrality

49

■ Standardizing Procedures

1. ID what you want standardized and why
2. ID what functions you want SPG to service
3. Identify obstacles to developing SPG
4. Conduct an inventory/audit

50

■ Considerations

1. **What:** single repository of shared practice and information
2. **Why:** consistency, quality, equity, shared knowledge, skills toolbox
3. **Functions:** onboarding, professional development, cross-training, succession planning
4. **Obstacles:** info-siloing, egos, daunting, fear of litigation, prioritizing, *upkeep
5. **Inventory:**
 1. Compile everything we already have
 2. Revise everything we want to keep
 3. Identify existing options – don't reinvent the wheel
 4. Create everything else


51

RESOURCE

Standard Practice Guide

1. Introduction: Office mission/vision
2. Documentation procedure
3. Services offered
4. Supportive measures, pregnancy modifications
5. Informal resolution
6. Formal complaints
7. Investigation procedures; interview best practice
8. Evidence
9. Consent, capacity, credibility
10. Report writing
11. Outsourcing
12. Analysis frameworks

52



ACTIVITY



The role defined by Title IX	The role your school expects	The role you aspire to fill
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53

53



QUESTIONS?



54

54



55

Pre-Conference: Foundations for New Title IX Coordinators

Session 3

Tools of the Trade: Best Practices for Prevention,
Response, and Remediation

56



**learning
OUTCOME**

In this session, you will learn skills for responding to, preventing, and remediating sex discrimination.

57

57



AGENDA

1. Prevention
2. Response
3. Remediation

58

58

#1

Prevention

59

59

■ Prevention: Specific Actions

A recipient must:

- Take specific actions to promptly and effectively prevent sex discrimination and ensure equal access to the recipient's education program or activity
- Make efforts to prevent sex-based harassment, including by providing tailored training to address alleged sex-based harassment in a particular part of its education/activity or specific location when information indicates there may be multiple incidents of sex-based harassment.

60

60

■ Violence Against Women Act (VAWA)

- Separate from TIX
- Amends the [Clery Act](#)
- Administered by Office on Violence against Women
- Is designed to “develop the nation's capacity to reduce domestic violence, dating violence, sexual assault, and stalking by strengthening services to victims and holding offenders accountable.”
- “VAWA Crimes”
 - Sexual assault, dating violence, domestic violence, stalking
- Requires:
 - Coordinated community response
 - Supportive measures and advisor of choice
 - Victim rights

61

■ Prevention Best Practice

Education + Awareness

Support + Connection

Partnership + Process

62

■ Prevention: Education + Awareness

1. Non-discrimination training
2. Bystander intervention training
3. Awareness campaigns
4. Training for law enforcement

63

■ Prevention: Support + Connection

1. Advocacy services
2. Peer support programs
3. Peer education
4. Safe spaces

64

■ Prevention: Partnership + Process

1. Clear reporting mechanisms
2. Assess & audit
3. SARTs and campus case management teams
4. Threat assessment teams

65



The graphic features a background of overlapping, light gray paper sheets. A dark blue rectangular box on the left contains the text "GROUP DISCUSSION" in white, bold, uppercase letters, with a white icon of two overlapping speech bubbles below it. To the right of this box, a white rectangular box contains the text "What are your institution's current prevention efforts?" in dark blue, bold, sans-serif font.

**GROUP
DISCUSSION**

**What are your
institution's current
prevention efforts?**

66

RESOURCE

1. [Violence Against Women Act](#)
2. VAWA and OVW [Fact Sheet](#)
3. 30th anniversary [Presidential Proclamation](#)
4. [OVW FY25 Congressional Justification](#)
5. [OVW Grant Programs](#)
6. [OVW Technical Assistance Program](#)
7. [Institutional Responsibilities under the Clery Act](#)

67

67

#2

Response

68

68

■ Obligation to Respond

Recipients must respond to sex discrimination.

69

■ 2020 Obligation to Respond

The 2020 amendments, at §§ 106.30(a) and 106.44(a), require a recipient to respond only when it has **actual knowledge** of allegations of “sexual harassment,” and only in a manner that is not deliberately indifferent.

Response must be equitable to both parties:

- Inform complainants of availability of supportive measures and the process for filing formal complaint
- Provide supportive measures to respondent if respondent has knowledge of report
- Follow 106.45 grievance process before imposing disciplinary sanctions

70

■ 2024 Obligation to Respond

Recipients must respond promptly and effectively and must take actions: 106.44(b)-(k)

- **Monitor:** TIXCO must monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination and take steps reasonably calculated to address such barriers
- **Notify:** Employees must either notify the TIXCO or provide the reporter with information about the TIXCO and the complaint process
- **TIXCO requirements:** treat parties equitably, offer supportive measures, initiate grievance procedures as appropriate

71



The graphic features a dark blue square on the left with the text "GROUP DISCUSSION" and a white speech bubble icon. To the right is a white rectangular box containing the question "What does 'response' currently look like at your institution?". The background is a light gray with a pattern of overlapping, slightly offset rectangular shapes.

GROUP DISCUSSION

What does “response” currently look like at your institution?

72

RESOURCE

Response Best Practice

1. Identify hotspots
2. Identify gaps
3. Identify patterns
4. Look at your own team
5. Response is an opportunity for education
6. Response is an opportunity for resources

73

73

#3

Remediation

74

74

Remedies

Remedies are measures provided, as appropriate, to a complainant or any other person identified as having had their equal access to the education program or activity limited or denied by sex discrimination.

Remedies are provided to restore or preserve that person's access to the program or activity after a school has determined that sex discrimination occurred.

75

SUPPORTIVE MEASURES	REMEDIES
<ul style="list-style-type: none">• Individualized measures• Offered as appropriate• To a complainant or respondent• For the purpose of restoring or preserving that party's access OR to provide support during the recipient's grievance procedures or informal resolution process	<ul style="list-style-type: none">• Individualized measures• Provided as appropriate• To a complainant or any other person the recipient has identified as having had their equal access limited or denied• For the purpose of restoring or preserving that access• Are provided upon the conclusion of the grievance process

76

■ Individual Remedies

Aim: Provide a remedy to an individual who has experienced sex discrimination

- Academic
- Housing accommodations
- Changes to class or work location and schedule
- Changes to extracurricular activities
- Mutual no-contact orders
- Mental and physical health services
- Advocacy and legal services
- Transportation assistance and safety escorts
- Referrals to additional support options

77

■ Institutional Remedies

Aim: Address broader institutional and systemic issues

- Sanctions
- Policy, procedure, or process changes
- Training
- Education/public awareness campaign
- Climate surveys
- Increased/improved reporting mechanisms
- Public awareness campaigns
- Restorative remedies

78

ACTIVITY

prevent

respond

remedy

79

The slide features a dark blue background with a pattern of lightbulbs. A central white rectangle is divided into two sections. The left section is dark blue with the word "ACTIVITY" in white, bold, uppercase letters, and a white lightbulb icon below it. The right section is white and contains three interlocking blue gears. The top gear is labeled "remedy", the bottom-left gear is labeled "prevent", and the bottom-right gear is labeled "respond". Grey curved arrows indicate a clockwise flow between the gears. A small number "79" is in the bottom right corner of the slide.

79

QUESTIONS?

ACADEMIC IMPRESSIONS

80

The slide has a grey background with a pattern of question marks. A dark blue horizontal rectangle in the center contains the word "QUESTIONS?" in white, bold, uppercase letters. At the bottom center, there is a logo for "ACADEMIC IMPRESSIONS" consisting of a small square icon followed by the text "ACADEMIC IMPRESSIONS". A small number "80" is in the bottom right corner of the slide.

80

Thank you!

Please remember to complete the *event evaluation*.
Your comments will help us continually improve the
quality of our programs.

81



82