

Title IX Coordinator Training



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Course Overview



- Title IX and Clery – Dear Colleague Letter and Campus SaVE
- The Key Responsibilities of Title IX Coordinators
- Understanding Sexual Harassment and Sexual Violence and the Legal Responsibilities of the Institution
- Overseeing or Conducting Sexual Harassment and Sexual Assault Investigations
- Review of Institutional Policies: Part 1 & 2
- Notice and Training Obligations
- Best Practices in Athletics



Agenda



- **Introduction to Title IX**
 - Sex Discrimination
 - Sexual Harassment
 - Sexual Violence
- **Introduction to the Clery Act**
 - Campus SaVE Act Amendments of the Reauthorization of the Violence Against Women Act (VAWA)
- **Making Title IX and Campus SaVE Work Together**



Title IX



- Statute – 1972
- Regulations – 1975
- Letter Guidance
 - Sexual harassment - 2001
 - Sexual violence - 2011
 - Bullying - 2010
 - Retaliation - 2013
 - Athletics – 1996, 2008, 2010



Clery Act



- Campus Awareness and Campus Security Act – 1990
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act – 1998
- Campus SaVE Act – 2013
 - Reporting requirements – effective October 2014
 - Program requirements – effective March 2014
 - Negotiated rulemaking – draft April 2014



Title IX – Sexual Violence



- Dear Colleague Letter April 2011
- Student-on-Student sexual harassment including sexual violence and sexual stereotyping
- Prompt response to stop, prevent, remedy
- Any procedure where sexual harassment/ sexual violence will be at issue
 - Grievance Procedures
 - Student Disciplinary Procedures



Clery/Campus SaVE Act



- **Reauthorization of the Violence Against Women Act**
- **Education, awareness, prevention programs**
- **Disciplinary procedures considering allegations of sexual assault, dating violence, domestic violence and stalking.**
- **Both student and employee disciplinary standards and procedures**



Title IX & Clery/Campus SaVE



Title IX

Sex Discrimination,
including sexual
harassment & gender-
based harassment

Sexual
Assault,
Domestic
Violence,
Dating
Violence &
Stalking

Clery

Domestic Violence,
Dating Violence,
Stalking (When sex of
the victim is not a
factor)



Applications



**Title IX/
DCL**

**Student Grievance
Procedures**

**Student
Discipline**

**Campus
SaVE**

**Employee Disciplinary
Procedures**



Requirements for Student Disciplinary Procedures

- Jurisdiction over Title IX complaints
- Definitions of sexual harassment, sexual violence, sexual assault, dating violence, domestic violence, stalking and hostile environment
- Reporting protocols
- Confidentiality and who evaluates requests
- Prohibition on retaliation
- Right to file both criminal *and* a Title IX complaints
- Notice of interim measures & options for assistance
- Description of prompt, fair & impartial procedures that include investigation, resolution & remediation
- Notice officials involved will be trained annually
- Opportunity for parties to have advisors of their choice
- Rights of parties regarding attendance at a hearing, witnesses, etc.
- Preponderance of Evidence
- Equal notice of interim & final outcome & appeal
- Potential sanctions



Sexual Violence Definitions



- **Title IX - Sexual Violence**
 - “Physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent.” *DCL p.1*
 - Includes rape, sexual assault, sexual battery and sexual coercion
- **Clery – Sexual Assault**
 - “An offense that meets the definition of rape, fondling, incest, or statutory rape.” *Proposed Rules, §668.46(a)*
 - ✦ Incest or statutory rape – non-forcible offenses



Sexual Violence in Context



- Any student can be a victim of sexual assault
- Any student can sexually assault another student
- Violence and stalking in the LGBTQ community
 - Sexual violence
 - Dating violence
 - Domestic violence
 - Stalking



Other Key Definitions



- Title IX – Gender-based Harassment
 - Acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping even if those acts do not involve conduct of a sexual nature. *DCL fn.9, 2001 Guidance, 2010 DCL Harassment & Bullying*
- Campus SaVE
 - Domestic Violence
 - ✦ A felony or misdemeanor crime of violence committed against a current or former spouse, someone similarly situated, a co-parent or an adult or youth protected under state domestic or family violence laws. *Proposed Regulations §668.46(a)*
 - Dating Violence
 - ✦ Violence by a person who is or has been in a social relationship of a romantic or intimate nature *Proposed Regulations §668.46(a)*
 - Based on the reporting party's statement with consideration of characteristic of the relationship
 - Stalking
 - ✦ A course of conduct directed at a specific person that would cause a reasonable person to fear for her safety, the safety of others or suffer substantial emotional distress. *Proposed Regulations §668.46(a)*
 - Course of conduct means two or more acts
 - Directly, indirectly or through third parties
 - Substantial emotional distress need not require medical or other professional treatment.
- Consent
 - Campus SaVE -- The definition in reference to sexual activity in the applicable jurisdiction
 - Title IX – Sexual violence is against a person's will or when a person is unable to give consent

Shared Requirements



- Develop and publicize policies and procedures
- Provide training
- Investigate
- Parity and fairness for parties
- Protect confidentiality



Responsible Employee, Campus Security Authority, or Mandatory Reporter ?

- **Responsible Employee – Title IX**
 - Authority to redress sexual violence
 - Obligation to report incidents
 - Students could reasonably believe have authority
- **Campus Security Authority – Clery Act**
 - Campus Security position or responsibility
 - Identified to receive reports of crime
 - Significant responsibility for student and campus activities
- **Mandatory Reporter – State Law**
 - Obligation to report suspected child abuse & neglect
- **Resident Assistants**
 - Responsible Employee? - Authority or duty to redress or report misconduct -- Title IX
 - CSA? – “Monitors” access to dormitories – Clery Act



Complementing or Competing?



- Application off-campus
- Confidentiality
- Responding to reports and providing assistance
 - Describe support and available options
 - Offer interim measures
- Standard of proof
- Timeliness
- Working with Law Enforcement



Additional Clery Act Resources



- **NACUA Online Course: The Fundamentals of Clery Act Compliance for Campus Counsel and Administrators**

<http://www.nacua.org/onlinecourses/clery2014/index.asp>

- **Higher Education Compliance Alliance – Campus Safety**

<http://www.higheredcompliance.org/resources/campus-safety.html>

- **Clery Act Resource Page (NACUA members only):**

http://www.nacua.org/lrs/NACUA_Resource_Page/CleryActResources.asp



The Key Responsibilities of Title IX Coordinators



MODULE TWO

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Agenda:



- **Title IX**
 - Substance
 - Coverage
 - Enforcement
- **The Title IX Coordinator**
 - Who Should Serve as Title IX Coordinator
 - Key Title IX Coordinator Responsibilities



The Law



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.

✦ Title IX of the Educational Amendments of 1972.



Question



If the chemistry department can demonstrate that it does not directly receive federal funds, is the department still required to comply with Title IX?

- ☐ Yes
- ☐ No
- ☐ It Depends



The Title IX Coordinator



- A school “shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities” under the law, including the investigation of complaints.
- A school “shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed”



34 CFR Section 106.8(a) (By July 21, 1976)

Who Should be the Title IX Coordinator?



- **Guidance tells us it should not be a person with “other job responsibilities that may create a conflict of interest.”**
 - General Counsel.
 - Director of Athletics
 - Dean of Students
 - Campus Police Officer
 - Any Employee who Serves as Judicial or Hearing Board Member
 - Any Employee hearing Appeals
- **Who should it be?**
 - Someone who understands how to conduct a fair and impartial investigation, who is able to act promptly, who is detail oriented and who has a direct line to senior administration.
 - Helpful to have knowledge of other areas of discrimination law and compliant school policies, including Clery Act and Campus SaVE, for those cases that may also contain facts implicating those policies as well.



Question:



**Can a school
have more than
one Title IX
coordinator?**

- ✦ **Yes**
- ✦ **No**
- ✦ **It Depends**



Title IX Coordinator Responsibilities



- Design, oversight, distribution and implementation of Title IX policies.
- Development and implementation of institution-wide educational programs, including Title IX training.
- Development of accessible support materials setting forth relevant resources.
- Oversight of all Title IX complaints, including:
 - ✦ Grievance initiation and processing
 - ✦ Interim measures (where appropriate)
 - ✦ Documentation and notice
 - ✦ Non-retaliation
- Coordination with on and off campus law enforcement.
- Ongoing review and identification patterns of discrimination using climate surveys, for example, and/or systemic problems and development of measures to address.
- Preparation of reports.
- Ability to demonstrate institutional commitment to compliance.



Additional Responsibilities



- Evaluate Requests for Confidentiality
- Provide Training to Students, Faculty and Staff
- Conduct Title IX investigations
 - Determine Facts
 - Determine Appropriate Sanctions and Remedies
- Determine Appropriate Interim Measures
- Policies and Procedures for Coordination with Local Law Enforcement
- Policies and Procedures for Coordination of Services with Local Victim Advocacy Organizations and Service Providers, including Rape Crisis Centers
- Available to Meet with Students as Needed.

--Q&A on Title IX and Sexual Violence, (U.S. Dept. of Ed., 4/29/14)

- Designates or Assist in the Designation of “Responsible Employees” and Dissemination of Information regarding these Designations



Competencies



- **Substantive**

- In-depth knowledge of Title IX and the administrative guidance
- General knowledge of other Federal and State non-discrimination laws and interpretations
- Understanding of FERPA and general confidentiality protections
- Knowledge of internal Title IX policies and grievance procedures
- Access to Title IX updates and developments

- **Administrative**

- Thorough knowledge of grievance process procedures
- Ability to design, implement and monitor compliance activities
- Ability to prepare reports on Title IX compliance and make recommendations for action by appropriate decision-makers

- **Interpersonal**

- Ability to translate legal principles into information accessible to staff and students
- Ability to design and implement relevant training
- Ability to communicate orally and in writing
- Ability to diagnose, clarify and mediate differences of opinion
- Ability to maintain non-judgmental and non-threatening behaviors in situations of conflict
- Ability to state a position clearly and assertively in situations of opposition
- Ability to establish a positive climate for Title IX compliance efforts
- Ability to interact with and provide guidance to school law enforcement

7 See, e.g., Title IX Grievance Procedures:
An Introductory Manual. 2d Edition
Office for Civil Rights



Title IX Coordinator and Athletics



- Title IX Discrimination Generally
- Title IX Coordinator and Athletics
 - NCAA Designation
 - Sexual Harassment and Sexual Violence
 - Programmatic Application
 - ✦ Additional Policy Considerations
 - ✦ Unique Application to Athletics
 - ✦ Duties of Title IX Coordinator



Understanding Sexual Harassment and Violence and Institutional Legal Responsibilities



MODULE THREE

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Sexual Harassment



- Unwelcome conduct of a sexual nature.
- Creates a hostile learning environment or limits a student's ability to participate in or benefit from the educational program.



Sexual Violence



- Type of sexual harassment
- Perpetrated against someone's will
- Rape – “The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.” UCR SRS, *Jan. 6, 2012*



Gender-Based Harassment



- Title IX also prohibits gender-based harassment
- Title IX does not expressly prohibit sexual orientation discrimination, but it does prohibit use of stereotypes that are based on the sex or sexual stereotyping of the victim.
- See the 2010 Dear Colleague Letter on Harassment and Bullying



New Clery Act Requirements



- Policy to prevent domestic violence, dating violence, sexual assault and stalking
- Report crimes using federal definitions
- Notify students and employees of definitions in the “applicable jurisdiction”
- Implement in institutional disciplinary procedures
 - No definitions prescribed



Title IX Obligations



- Take immediate and appropriate action to investigate or determine what occurred
 - Once a school knows or reasonably should know of *possible* sexual violence
- If sexual violence occurred, take prompt and effective steps to end the sexual violence, prevent its recurrence and address its effects
- Steps to protect complainant even prior to the final outcome of the investigation



The Nature of the Problem



SEXUAL VIOLENCE



Data on Sexual Violence



- 1 of every 5 women has been raped
 - 1 of every 71 men has been raped
- Males are responsible for the majority of all types of sexual violence against females
- 81% of females who experienced sexual violence by an intimate partner report short- or long-term effects, e.g. PTSD
 - 35% of males report similar impacts



Sexual Violence On College Campuses



- 28% of college females are targets of attempted or completed sexual assaults during their college years.
- Freshman female college students



Who Commits Sexual Assaults



- 90% of college females who were sexually assaulted knew the person who assaulted them
- 25% of college males reported committing a sexual assault since they were 14.



Sexual Assault & Violence in the LGBTQ Community



- Sexual assault and sexual violence serious problems in the LGBTQ community.
- Those in the LGBTQ community, especially males, may be more likely to experience sexual assault or violence than those in the heterosexual community.
- Bisexuals and transgender persons



Reporting & Claims



- Fewer than 5% of rapes and attempted rapes of college students are reported to college officials or law enforcement.
- During 2006 -2010, 54% of United Educators' claims related to sexual assault were brought by the perpetrator, 46% by the victim



Underreporting in the LGBTQ Community



- Greater community bias toward LGBTQ individuals
- Fear of unwanted media attention
- Fear of skepticism by the law enforcement community
- Disclosure of sexual orientation for some



The Role of Alcohol & Drugs in Sexual Violence and Sexual Assault

My sober yes is my consent.



Just because I choose to drink doesn't mean I want sex.



Funding by INCSAPP and the Indiana State Department of Health through a CDC cooperative agreement.



The Strong Correlation



- Each year, approximately 2% of all college students are sexually assaulted by another college student who has been drinking.
- At least 50% and, perhaps, over 70% of college sexual victimization incidents involve alcohol



Alcohol Use (continued)



- Female college student's heavy episodic drinking
- Use of date-rape drugs occurs in less than 1% of sexual assault cases.



Why the Correlation?



- **Gender Roles**
- **Expectations and Misperceptions**
- **Alcohol's impact in judgment and behavior**
- **Peer pressure**

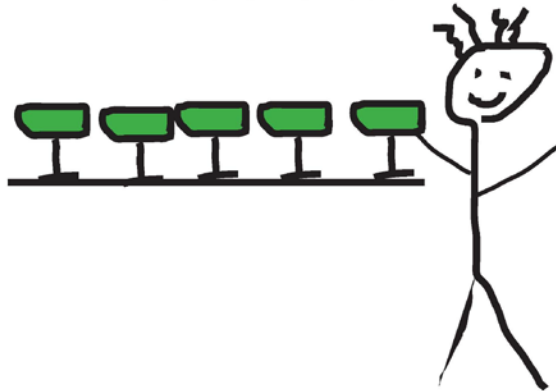


What Does It Mean?



IF YOU DRINK ALCOHOL

99 margaritas
on the wall . . .



More is not always better.

The best buzz probably takes fewer drinks than you think. People who know their limit and stick to it are likely to have better experiences at parties. You can calculate your blood alcohol concentration (BAC) online: www.gannett.cornell.edu



Cornell University
Gannett Health Services

21

to drink legally



Responding to Sexual Violence



- **Student affairs, residence life, counseling and health centers**
 - Many also provide services to friends, family and others impacted by incidents of sexual assault & sexual violence
 - Evidence-based programs are designed to intervene immediately to help alleviate potentially dangerous and harmful impacts



Victim's Feelings & Behavior

- **Common feelings**

- Shock, numbness
- Guilt
- Anger
- Loss of control over life
- Humiliation, violation, degradation
- Sadness or depression
- Fear – safety, retribution, blame
- Confusion or loss of trust in others

- **Common behaviors**

- Expressive – Anxiety, crying, yelling
- Totally calm – emotionless, denial
- Withdrawn – avoidance of friend or family, missing classes or other activities, staying at home, unwilling to talk about what occurred
- Difficulty focusing – can perform simple tasks, loss of memory, inappropriate wakefulness



Parent Responses & Perspectives



- Parents of claimants and respondents may feel
 - Inadequacy, anger & blame
 - Hurt
 - Protectiveness
- Parents may also believe societal norms about gender roles alcohol and dating
 - Parents of adolescent victims are more likely to blame their own child if the perpetrator is also an adolescent



Counselors & Health Professionals, Sexual Assault or First Responders



- Professional obligations of confidentiality and privilege
- The institution “knows” when sexual harassment, assault or violence is reported to a “responsible person.”
 - U.S. Supreme Court – Actual notice to an official with the authority to take action to end the discrimination.
 - OCR – Broader definition
- Residence Life staff



Disclosure as a Part of Therapy



- “Disclosure” is often described as a component of follow-up treatment to help sexual assault and sexual violence victims prevent or reduce post-traumatic stress reactions.
- In the therapeutic setting
- Clear delineation of who is obligated to report for Title IX purposes, widely disseminated to students and to sexual assault and sexual violence claimants



Law Enforcement



- Duty to report crimes
- Campus law enforcement or public safety
- Obligation to notify claimant of right to file a criminal complaint and what that entails
 - Option to be assisted by campus personnel



Law Enforcement (continued)



- Law enforcement efforts to gain information or evidence
 - Access to the claimant
 - Access to respondent
 - Information regarding witnesses
 - Information from physicians, counselors, others



Support for the Respondent



- Respondent's Rights
- Peers
- Parents
- Reputation and future



The Title IX Coordinator



- Bring together diverse views and perspectives to develop a single, coordinated approach
 - Fulfill institutional obligations
 - ✦ to investigate and take immediate and appropriate action to determine what occurred
 - ✦ to end any sexual violence and prevent its recurrence
 - ✦ to address the effects and protect the complainant
 - Respect individuals' professional obligations and perspectives
 - Deal with multiple constituencies



Clery Act Notifications and Training



- **Written notification to accusers**
 - Resources
 - Rights and options
 - Protective, no contact, restraining and similar court orders
- **Education programs for new students & employees & ongoing educational campaigns**
 - Prevention
 - Procedures
 - Potential sanctions
- **Annual training for those conducting disciplinary proceedings**



Institutional Programs



- **The Public Health Approach**
 - Centers for Disease Control – Rape Prevention & Education Program
 - Framework and goals for creating effective programs
 - Understanding of influential circumstances and factors
- **Focus on various influences**
 - Individual
 - Interpersonal
 - Community
 - Societal



What Works



AT THE NEXT PARTY

woohoo!



Uh-oh



Block sketchy hook-ups.

Much regretted sex happens under the influence of alcohol. Help keep a friend safe by offering an alternate way home. Learn additional safety tips online: www.gannett.cornell.edu



Cornell University
Gannett Health Services

WHEN KARL KEPT
HARASSING
GIRLS ON THE STREET, I SAID:

**STOP BEING
A JERK.**

I'M THE KIND OF GUY WHO TAKES A STAND
WHERE DO YOU STAND?

**MEN CAN
STOP RAPE**
www.mencanstoprape.org

Men preventing sexism and sexual assault



Alcohol Abuse Prevention



- Most campuses have alcohol use prevention programs
- Educational programs' success and limitations
 - Positive results may be short-lived
 - ✦ Alcohol.edu & similar
 - ✦ Parent-intervention
 - ✦ Pre-college
 - Individualized programs for high-risk students can succeed
 - Effectiveness of some programs is mixed
 - ✦ Basic education and awareness
 - ✦ Community mobilization
 - ✦ Residential learning communities



Overseeing or Conducting Investigations



MODULE FOUR

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DCL Requirements: In the Beginning



- Immediate and appropriate action to investigate promptly or to determine what occurred.

But. . .

- Complainant's consent to conduct an investigation.
- Reasonable steps consistent with complainant's request

And ...



Clery Information & Interim Measures



- **Clery Information – Any report of sexual assault, dating violence, domestic violence or stalking**
 - Written explanation of student's or employee's rights
 - ✦ Sanctions
 - ✦ Procedures
 - ✦ Preserving evidence
 - ✦ Law enforcement
 - ✦ Confidentiality
 - ✦ Support and assistance
- **DCL & Clery**
 - Interim measures whether or not file a complaint



What then?



- Complainant wanting no more action
- Complainant requesting confidentiality or identity not disclosed
 - Limited ability to act
 - No retaliation
- Still must evaluate request
 - Only proceed in very limited circumstances
- Inform potential complainant of decision
 - Information as needed to fulfill Title IX duties





Confer with counsel

Protect the
complainant

Separate criminal
complaint

And did I mention
retaliation?

Next Steps



The Investigation



- Confusion between an investigation and a grievance procedure
- An investigation may occur as part of
 - An initial assessment
 - A student conduct procedure
 - A student-to-student grievance procedure
 - A Title IX complaint procedure
- An investigation *must* occur even if it's unlikely there will be institutional action



Elements of a Good Investigation



- Thorough & impartial
- Interview all necessary parties
- Gather and analyze all relevant evidence
- Assess the strength of the evidence
- Rational and defensible result that fairly reflects what occurred



Before You Begin Steps to Take Now

- How does it fit in the process?
- Who is decision-maker?
- What standard must the evidence meet?
- Authority





Will there be

Conflicts of
interest?

Criminal
Investigation?

Once a Possible Incident Occurs





Access to
Records

Develop a
Plan

More Preparation



Conducting Investigations: Purposes



- Gather evidence
- Make credibility determinations
- Recommend appropriate action - charges to be brought or action to be taken
 - Respond to the complaint
 - Protect complainant or preserve the legitimacy of the process
 - Prevent future harassment
 - Implement or update current policies
- Make sure evidence is fully developed to support the ultimate decision



Investigatory Skills



- How to ask questions
- Dealing with difficult subjects
- How to convince the reluctant witness
- How to distinguish relevant from irrelevant
- How to make credibility assessments
- How to be concerned but neutral
- How to document the investigation





The Interview

Preparation
Be Clear
About
Expectations



The Interview (continued)



- Getting accurate information
- Questioning
- Observing the interviewee
- Other witnesses
- Concluding the interview



The Initial Meeting with the Complainant



- Setting the foundation and explaining the process, discussing outcomes
- Identifying the issues, gathering information and witness names
- Explaining the complainant's and alleged perpetrator's rights and responsibilities.
- Instilling confidence in the process and the players





Setting the foundation
and explaining the
process

Identifying the issues
and gathering
information and
witness names

Explaining the alleged
perpetrator's and the
complainant's rights
and responsibilities.

Instilling confidence in
the process and the
players

The Initial Meeting with the Respondent



Other Considerations



- **Searches**
- **Involvement of Parents and Lawyers**
- **Witness Behavior**
- **Media and Other Attention**





Demeanor

Logic and
consistency

Motive

Corroborating
evidence

Assessing Credibility





Facts

Document
credibility
determinations

Have confidence
in your judgment

More likely than
not

Developing the Report



Ending the Investigation



- Completed report
- Secured any evidence
- Taking next steps



Review of Institutional Policies: Complaint Handling, Student Codes, and More!



MODULE FIVE

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Pieces Of One Puzzle



- Statement of Non-Discrimination
- Anti-Sexual Harassment Policy
- Student Code
- Employee Handbook
- Title IX Resources



Non-Discrimination



“The University does not discriminate on the basis of race, creed, color, religion, **sex**, sexual orientation, disability, age, marital status, national origin or Vietnam-era/disabled veteran, or on any other basis prohibited by federal or state law, in employment or in the application, admission, operation, participation, access and treatment of employees and students, in any of the University’s programs and activities.”



Anti-Sexual Harassment Policy



“It is the policy of the University that no member of the community may sexually harass another. Sexual harassment is defined as unwelcome sexual conduct (including sexual assault), requests for sexual favors, and/or physical, verbal or written conduct of a sexual nature when:

(1) Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment, education, or participation in University programs or activities, or

(2) Submission to or rejection of such conduct by an individual is used as a basis for decisions pertaining to an individual’s employment, education, or participation in University programs or activities; or



Sexual Harassment Policy



(3) Such speech or conduct is directed against another and is abusive or humiliating and persists after the objection of the person targeted by the speech or conduct, or

(4) Such conduct would be regarded by a reasonable person as creating an intimidating, hostile or offensive environment that substantially interferes with an individual's work, education, or participation in University programs or activities.”



Checklist For Policy Compliance



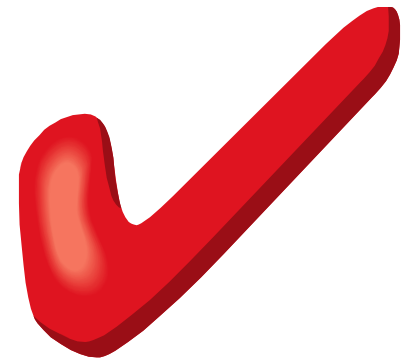
STUDENT COMPLAINTS



Do my institution's policies...



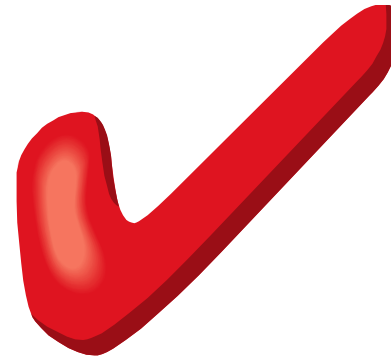
- (1) Provide notice of the grievance procedures, including where a complaint may be filed?
- (2) Make it clear that they apply to complaints alleging harassment by employees, other students or third parties?
- (3) Allow for adequate, reliable, and impartial investigation of complaints, including the opportunity for both parties to provide witnesses and other evidence?
- (4) Include designated and reasonably prompt time frames for the major stages of the complaint process?
- (5) Ensure that the parties receive written notice of the outcome of the complaint?
- (6) Include an assurance that we will take steps to prevent recurrence of any harassment, and to correct its discriminatory effects on the complainant and others if appropriate?



Do my institution's policies...



... make it clear that they apply to complaints alleging harassment by employees, other students or third parties?





- Manner of processing complaint may vary, but identity of harasser does not change duty to address complaint.



Location, Location, Location!



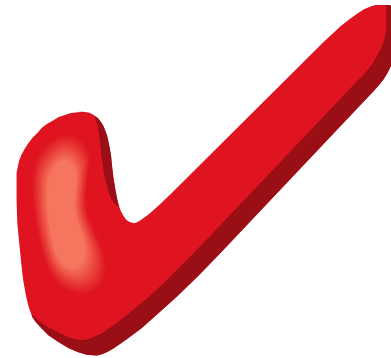
- Schools should “consider the effects of the off-campus conduct when evaluating whether there is a hostile environment on campus.”
- Must process complaint regardless of where it occurred.



Do my institution's policies...



... allow for adequate, reliable, and impartial investigation of complaints, including the opportunity for both parties to provide witnesses and other evidence?



The Key to Compliance



Must have grievance procedures that allow for prompt and ***equitable*** resolution of complaints.



Equality In Informal Resolution



- OCR has said mediation is not appropriate for cases involving sexual assault.
- Informal resolution may still be acceptable and effective in dealing with other forms of sexual harassment.



Equality In Informal Resolution



- Informal and formal options are available, but informal processes are not appropriate for cases involving alleged sexual assault.
- If mediation is appropriate and elected, it can be ended at any time in favor of the formal process.



Equality In The Grievance Process / Hearing

- If the respondent gets a pre-hearing meeting to tell his side or to be educated on the process, the complainant should get the same.
- Respondent should not be allowed to review the complainant's statement unless the complainant gets to do the same.



Equality In The Grievance Process / Hearing

- Parties must have an equal opportunity to present relevant witnesses and other evidence.
- Parties must be afforded similar and timely access to any information to be used at the hearing (consistent with FERPA and other confidentiality issues).



Equality In The Grievance Process / Hearing

- If respondent gets to present character witnesses, so should complainant.
- The parties must have equal opportunity to select an advisor of their choice.



Equality In The Grievance Process / Hearing

- Policies should not allow the parties to question or cross-examine each other directly.
- Any “real or perceived” conflicts of interest between the fact-finders and the parties should be disclosed and addressed.



Equality In The Grievance Process / Hearing



- Fact-finders ***must*** use a preponderance of the evidence standard
 - Not clear and convincing and not beyond a reasonable doubt.
 - Think “more likely than not.”



Equality In The Grievance Process / Hearing



- **Must maintain documentation of all proceedings, which may include findings of fact, transcripts or audio recordings.**



“Documentation of Proceedings”



- a. Name and sex of the complainant or alleged victim.
- b. A description of the allegation, including dates, times, and individuals involved.
- c. The date the complaint or other report was made.
- d. The dates on which interviews were conducted.
- e. The names and sex of all known witnesses to the alleged incident.
- f. The dates on which any relevant documentary evidence was obtained.



“Documentation of Proceedings”



- g. Any written statements.
- h. The date on which the institution deferred its process to the police and then resumed its disciplinary process.
- i. The hearing outcome.
- j. The institution's response, including any interim and permanent steps taken with respect to the complainant and the respondent; and
- k. A description of action taken to prevent recurrence of any harassing incidents.



Equality In The Grievance Process / Hearing



- OCR recommends an appeal process.
- Any appeal process must be available to both parties.



Equality In The Face Of “He Said, She Said”



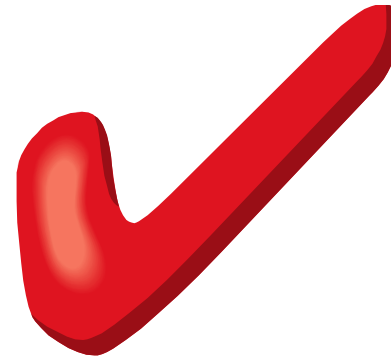
- **Consider:**
 - level of detail and consistency of each person’s account
 - any evidence that alleged harasser has been found to have harassed others, or that accuser has made false allegations against others
 - timing of complaint as compared to alleged harassment
 - ✦ **OCR’s Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties (January 2001), p. 9.**



Do my institution's policies...



... include designated
and reasonably prompt
time frames for the
major stages of the
complaint process?



The Key to Compliance



Must have grievance procedures that allow for ***prompt*** and equitable resolution of complaints.



“Designated and Reasonably Prompt Time Frames”

- Specify time frames for all major stages as well:
 - full investigation / hearing
 - response to parties regarding the outcome of the complaint
 - appeal



“Designated and Reasonably Prompt Time Frames”



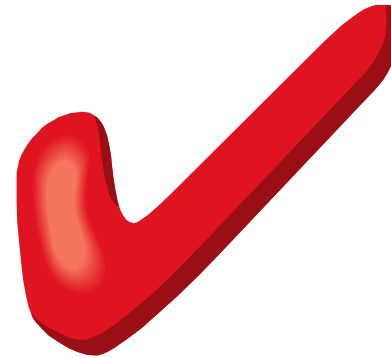
- **Should provide parties with periodic status updates during investigation process.**



Do my institution's policies...



... ensure that the parties
receive written notice of
the outcome of the
complaint?



Notice Of Outcome



- Outcome = Whether Harassment Occurred.
- Must notify both parties of outcome in writing.
- Permitted to disclose sanctions “that directly relate to the complainant.”
- Notice should be provided concurrently.



Notice Of Outcome



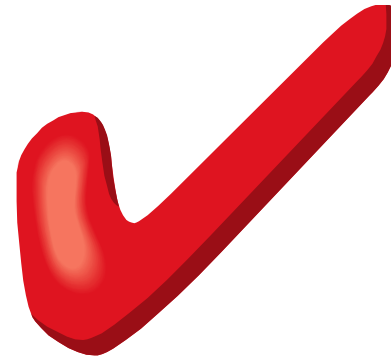
- **Caution: The Campus SaVE Act regulations may require that the outcome include its rationale.**



Do my institution's policies...



... include an assurance that we will take steps to prevent recurrence of any harassment, and to correct its discriminatory effects on the complainant and others if appropriate?



The Complainant



- Ensure the parties aren't in the same classes.
- Move the parties to different residence halls.
- Prevent and address retaliation.
- Advise the complainant as to the option of filing a criminal complaint.
- **REMEMBER:** The obligation to provide such support to the Complainant is not dependent on a finding of "responsible" regarding, and sanctions imposed against, the Respondent.



The Complainant



- Counseling and mental health services.
- Medical services.
- Academic support services, including tutoring.
- Course withdrawal.



The Campus Community: Prevention / Remediation



- Educate, educate, educate.
- Offer counseling, health, mental health and comprehensive victim services to all students affected by sexual harassment.
- Focused training for all employees who interact with students regularly on recognizing and appropriately addressing sexual harassment.



The Campus Community: Prevention / Remediation



- Focused training for certain student groups.
- Regular meetings between the Title IX Coordinator and law enforcement and counseling services.
- Create a committee of students and school officials to identify strategies, weak spots, and red flags.
- Reissue the institution's policies.



Next Module ...



Review of Institutional Policies – Part II

- Employees
- Parents and the media
- FERPA and the Clery Act
- Minors
- Notice
- Training



**Review of Institutional Policies:
*FERPA, Other Constituencies,
Employees, Notice, Training
and More!***



MODULE SIX

***AMY FOERSTER,
BUCKNELL UNIVERSITY***



FERPA



FERPA



- Protects education records and information derived from education records.
- Consent generally required prior to disclosure.
- Allows student to access his/her own education records.



FERPA and Title IX



- If a conflict, Title IX wins. Or at least OCR says so:
 - “FERPA continues to apply in the context of Title IX enforcement, but if there is a direct conflict between the requirements of FERPA and the requirements of Title IX, such that enforcement of FERPA would interfere with the primary purpose of Title IX to eliminate sex-based discrimination in schools, the requirements of Title IX override any conflicting FERPA provisions.” 2011 DCL, page 13, fn. 32.



FERPA and TITLE IX



- **REMEMBER:**
 - Law enforcement records (created by campus law enforcement, and for use in their own investigation) are not education records.
 - Medical and mental health treatment records created by professionals or “paraprofessionals” are not education records. But, may generally only be disclosed for treatment purposes.



FERPA and Title IX



Q: OCR says we must give the complainant and respondent “similar and timely access” to *any* information that will be used at the hearing. Couldn’t that cause a FERPA problem?

A: The 2011 DCL explains that this right to access “must be provided consistent with FERPA.” So, for example, historical disciplinary information about the respondent from his records may not be shared with complainant, or vice-versa.

**** BUT REMEMBER:** That historical information can be shared with other school officials with a “legitimate educational interest” – including those on a disciplinary committee.



FERPA and Title IX



- **All sexual harassment:**
 - FERPA permits an institution to disclose to the harassed student information about the sanction imposed when the sanction directly relates to the harassed student.
- **Violence or non-forcible sex offense:**
 - FERPA permits all sanctions to be disclosed to the complainant.
 - FERPA further permits disclosure to “anyone.”



Clery Act



Clery Act and Title IX



- **Briefly, has four key components:**
 - Disclosure of policies regarding campus safety.
 - Timely warning of certain crimes that might represent an ongoing threat.
 - Compilation and maintenance of crime information.
 - Reporting of crime information.



Clery Act and Title IX



- If an alleged crime of sexual violence is reported to a “campus security authority”, it must be reported and recorded.
- Campus security authority is not just campus police. Includes any official “with significant responsibility for student and campus activities” – residence hall advisors, etc.
 - ** Note that pastoral counselors and professional mental health counselors on campus are *exempt from disclosure requirement*.



Clery Act and Title IX



- So ... under DCL, receipt of information by a “campus security authority” about sexual violence will not just prompt a Title IX investigation but will also prompt Clery Act reporting.



Clery Act and Title IX



- **Little known fact:**
 - FERPA limitations on re-disclosure of information do not apply to information required to be disclosed under Clery. As a result, institutions cannot require a complainant to abide by a nondisclosure agreement.



Parents, the Media and Other Constituencies



Parents, the Media and Other Constituencies



- Certain incidents (e.g. sexual violence) will garner attention from third parties, including the media, parents, alumni, donors, and trustees.
- Stick to institutional policies with regard to parent involvement (including as advisor of choice).
- Rely on Communications Director.
 - FERPA
 - Defamation
 - Breach of contract



Parents, the Media and Other Constituencies



- **Plan now**

- Designate a team of decision makers who will respond to outside constituencies in the event of a high profile situation.
- Develop talking points for responding to anticipated questions/issues.
- Meet with Communications Director



Minors and Title IX



Minors and Title IX



Minors may be:

- Enrolled as students
- Visiting university students
- Participating in a sports camp, enrichment programs, music programs, mentoring or tutoring programs
- Using facilities (pools, playing fields, or libraries) open to the public



Don't Forget Your Employees



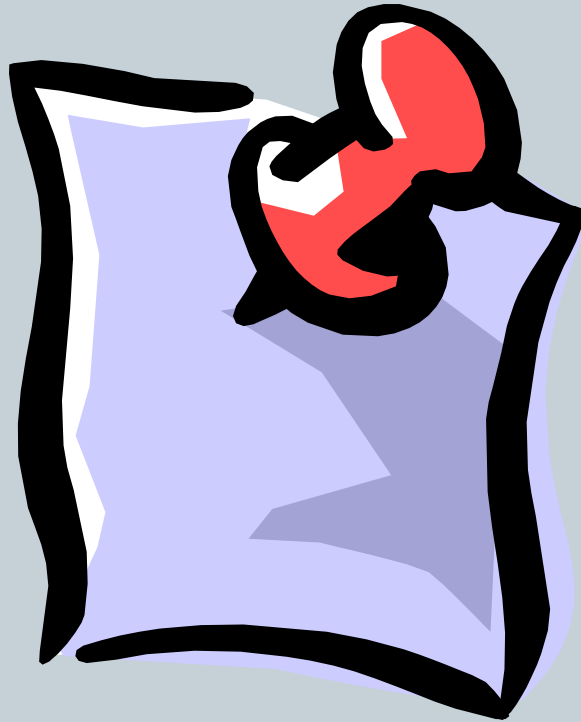
Policy Compliance – Don't Forget Your Employees

- Title IX Coordinator should be communicating with EEO Officer (may be the same person).
 - e.g. “Complaints against a student, employee or non-student third-party shall be reported in writing to the Associate Vice President for Human Resources, who is the Affirmative Action Officer and Title IX Coordinator.”

Rider University, Anti-Harassment and Non-Discrimination Policies and Procedures (April 2011).



Title IX Notices



Notice of Nondiscrimination



- Post and disseminate a notice of nondiscrimination stating that the institution does not discriminate on the basis of sex in its education programs and activities, and that Title IX requires it not to do so.
 - Widely distributed to students, employees and applicants – posted on website, available throughout campus, and included in printed publications of general distribution.
- Specifically identify the Title IX Coordinator.



Notice of Nondiscrimination



- OCR “recommends that a ... nondiscrimination policy state that prohibited sex discrimination covers sexual harassment, including sexual violence, and that the policy include examples of the types of conduct that it covers.” (2011 DCL, p. 7)



Notice of Grievance Procedures



- **Procedures for resolving complaints should be:**
 - easily understood, easily located, and widely distributed.
 - prominently posted on the institution's website, sent electronically to all members of the campus community, available throughout campus, and summarized in or attached to major publications (e.g. student handbooks).



Training



Training



“OCR recommends that this training be provided to any employees likely to witness or receive reports of sexual harassment and violence, including teachers, school law enforcement unit employees, school administrators, school counselors, general counsels, health personnel, and resident advisors.” (2011 DCL, p. 4)



Training



For all “likely to witness or receive reports of sexual violence”:

- How to prevent and identify sexual violence
- How to respond consistent with the employee’s obligations
- The level of confidentiality attaching to the position
- The behaviors that may lead to and result in sexual violence
- The attitudes of bystanders that may allow sexual violence to continue
- The potential for victimization
- Appropriate methods for response
- The impact of trauma on victims
- The persons to whom it should be reported and how



Training



For all involved in implementing the grievance procedures:

- Working with and interviewing persons subjected to sexual violence
- Particular types of conduct that would constitute sexual violence
- The proper standard of review
- Consent and the role drugs or alcohol can play in the ability to consent
- The importance of accountability for those found responsible
- Remedial actions for the respondent, complainant, and community
- Credibility
- Evaluating evidence and weighing it in an impartial manner
- How to conduct investigations
- Confidentiality
- The effects of trauma, including neurobiological change.
- Cultural awareness



Training



For students:

- How to report (internally and to criminal authorities)
- To whom they can report confidentially
- What constitutes sexual violence under the school's policies
- The school's definition of consent, with examples
- How the school analyzes whether the conduct was unwelcome and whether it created a hostile environment
- Grievance procedures, disciplinary code provisions, and sanctions.
- The effects of trauma, including neurobiological changes
- The role of alcohol and drugs in sexual violence incidents, including deliberate use to perpetrate sexual violence
- Bystander strategies
- Protections against retaliation



Training



- **Forms of training**
 - Live seminars
 - Web-based programming
 - Reading (online or hard copies)
 - Outside conferences and training sessions
 - Tabletops, discussion groups, and other creative approaches



Training



- **The Campus SaVE Act requires annual training for those involved in the disciplinary process.**



Next Module...



Gender Equity/Title IX

Janet Judge, President
Sports Law Associates



MODULE SEVEN



Athletic Department Title IX Training

- In person if possible
 - Coaches and Student-Athletes specifically mentioned in the Dear Colleague Letter.
 - Access and Knowledge
 - Known or should have known standard
 - Obligation to Report
 - Isolation, Control and Culture
 - Recruiting/Clinics/Summer Camps
- DCL Letter provides that Title IX's protection applies to third parties who participate in a school's education programs or activities including:
- ✦ A high school student participating in a college's recruitment program
 - ✦ A visiting student athlete
 - ✦ A visitor in a college's on-campus residence hall

Title IX



Training



- Title IX's Application to Athletics
- Policy and Complaint Procedure
- Balance of Power – No Relationship
- Quid Pro Quo
- Hostile Environment Harassment
 - Inappropriate Behavior
 - Unwelcome
 - Subjective
 - Objective
 - Alters Environment
 - Totality of the Circumstances



OCR Guidance on Training



- **Same Sex Sexual Harassment**
 - Gender based harassment, including that predicated on sex-stereotyping, is covered by Title IX if it is sufficiently serious
- **Title IX's prohibition against sexual harassment does not extend to legitimate nonsexual touching or other nonsexual conduct.**
 - A high school athletic coach hugging a student who made a goal . . . will not be considered sexual harassment.
 - A student's demonstration of a sports maneuver or technique requiring contact with another student will not be considered sexual harassment.
- **However, in some circumstances, nonsexual conduct may take on sexual connotations and rise to the level of sexual harassment.**
 - For example, a teacher repeatedly hugging and putting his or her arms around students under inappropriate circumstances could create a hostile environment.



Additional Issues:

Title IX, Student Behavior and Social Media:

O.M.G.



- Tweeting
- Hazing
- Facebook
- Google Plus
- Hazing (I know I said it already)
- Party with a Theme
- Sexting



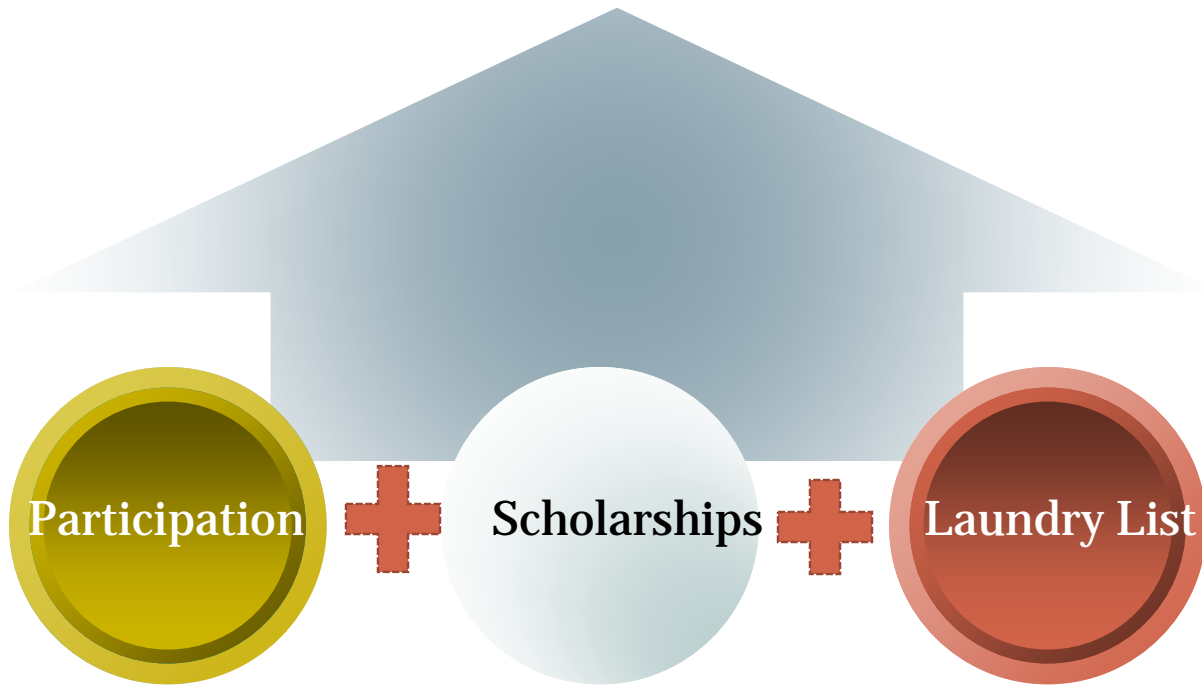
Title IX's Programmatic Application to Intercollegiate Athletics Programs



MODULE EIGHT



Overall Compliance in Athletics



Sports/Participant Analysis

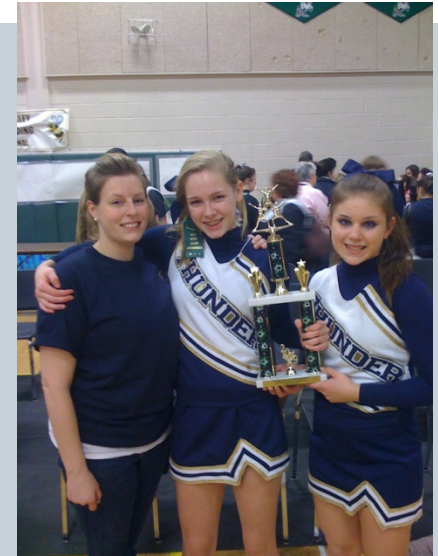


What's a SPORT for Title IX Purposes?

Who are Countable Participants under Title IX?

- a. Normal Support; and**
- b. Regular Activities; and**
- c. On the Squad List; or**
- d. Injured on Scholarship.**

In short, participants are those student-athletes that are included on the squad list as eligible as of the first date of competition, plus others added shortly after and minus other taken off shortly after ... but case by case basis.



Participation: EADA, WEB Rosters, OCR . . .



U.S. DEPARTMENT OF EDUCATION

GLOSSARY | HELP

OFFICE OF POSTSECONDARY EDUCATION

The Equity in Athletics Data Analysis Cutting Tool

The Equity in Athletics Data Analysis Cutting Tool

is brought to you by the Office of Postsecondary Education of the U.S. Department of Education. This analysis cutting tool was designed to provide rapid customized reports for public inquiries relating to equity in athletics data. The data are drawn from the OPE Equity in Athletics Disclosure Website database. This database consists of athletics data that are submitted annually as required by the Equity in Athletics Disclosure Act (EADA), via a Web-based data collection, by all co-educational postsecondary institutions that receive Title IV funding (i.e., those that participate in federal student aid programs) and that have an intercollegiate athletics program.

Cautionary Note

Please note that valid comparisons of athletics data are possible only with study and analysis of the conditions affecting each institution.

The OPE Equity in Athletics Data Analysis Cutting Tool Website is linked to the Department of Education's Federal Student Aid site.

Please click on the desired report from the list below to start.

- Get data for one institution**
This report will provide you with data for one institution. After you define your target institution, you can view the institution's Equity in Athletics data along with general information about the institution.
- Get aggregated data for a group of institutions**
This report will provide you with aggregated data for a group of institutions you select. After you select your target group of institutions, you can select and view specific categories of Equity in Athletics data.
- Download selected data**
This report will provide you with selected Equity in Athletics data for selected institutions, or all institutions, for a selected year. The data are presented in a Comma Delimited, CSV text file.
- Download data files**
This utility allows you to download the complete data file for all institutions for a selected year.

[OPE Home](#) | [Information for Students](#) | [Planning for College](#) | [Policy](#) | [Student Aid Professionals](#) | [Equity in Athletics Disclosure Act Home](#) | [OPE Program Data](#)



Participation: The Three Part Test



Prong 1.

Intercollegiate-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollment, or

Prong 2.

The institution can show a history and continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of the underrepresented gender, or

Prong 3.

It can be demonstrated that the interests and abilities of the members of the underrepresented gender have been fully and effectively accommodated by the present program.



Prong

1

Substantial Proportionality



% Male % Female
Full-Time
Undergraduates

% Male % Female
Athletic
Participants



Prong
2

History and Continuing Practice of Program Expansion for Underrepresented Sex in Athletics



Year First Team
Added for the
Underrepresented
Sex

% Participation
Opportunities for
Underrepresented
Sex as Compared
To Opposite Sex

Present Day

Full and Effective Accommodation of Interest and Ability

The institution must show:

(1) It took reasonable steps to access the interest and ability of the underrepresented sex; and,

(2) it found insufficient:

- Interest
- Ability
- Competition

Note: The mere absence of formal requests for the elevation or addition of teams is not enough

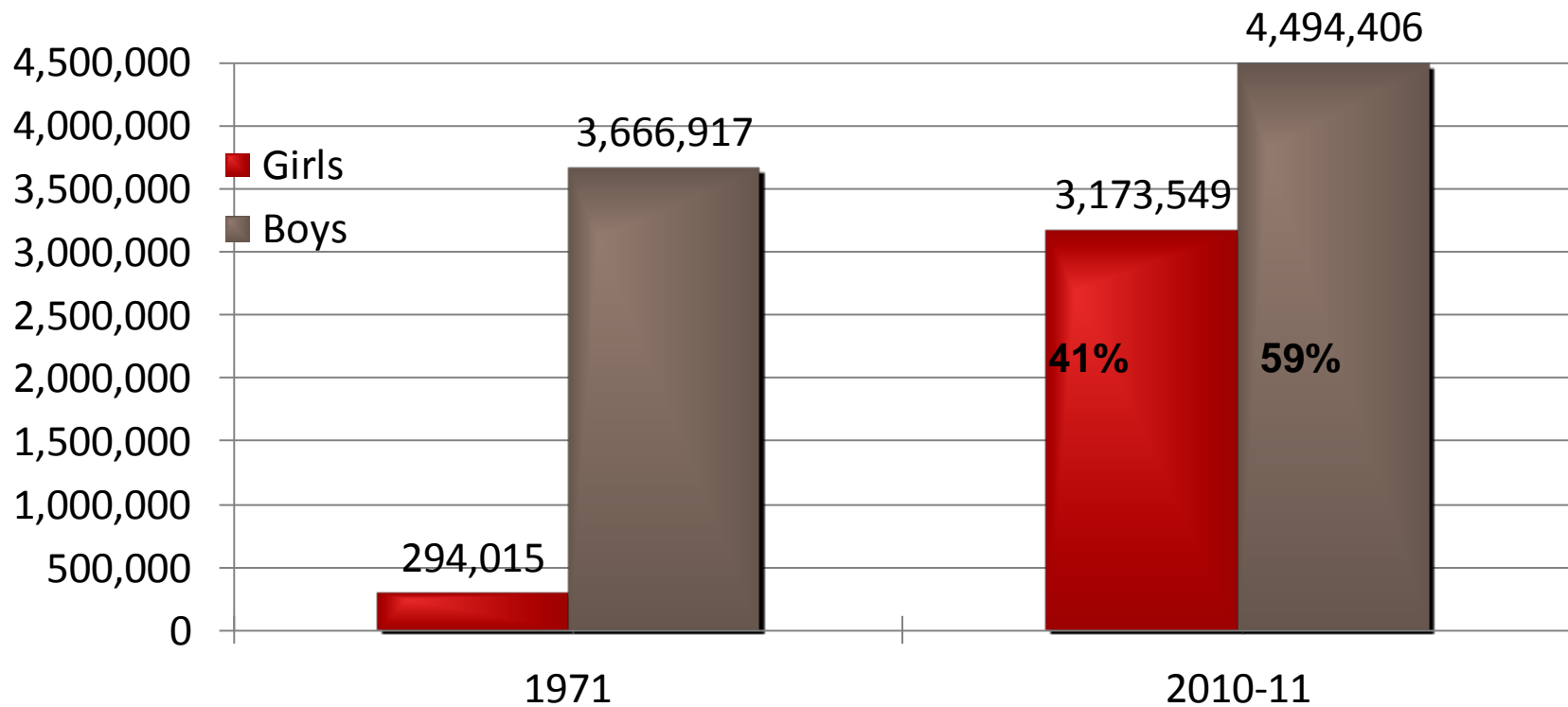
Factors Considered, non exclusive:

- Requests by students and admitted students to add sport;
- Requests for elevation of club sport;
- Participation in club or intramural sports;
- Interviews with students and admitted students, coaches, administrators, and others;
- Results of surveys or questionnaires of students and admitted students;
- Participation in interscholastic sports by admitted students;
- Participation rates in feeder high schools, amateur athletic associations, and community sports leagues; and
- Participation in intercollegiate sports in normal competitive regions.

Intercollegiate Athletics Policy Clarification: The Three-Part Test – Part Three, Dear Colleague Letter, OCR (April 20, 2010).



High School Athletic Participation



2006 National Federation of State High School Associations



Levels of Competition



In addition to demonstrating that the athletic program offers gender-equitable participation opportunities as measured above, Title IX requires that those participation opportunities are meaningful opportunities. Accordingly, institutions must be able to demonstrate that an athletic program complies with either of the following two-part test assessing levels of competition:

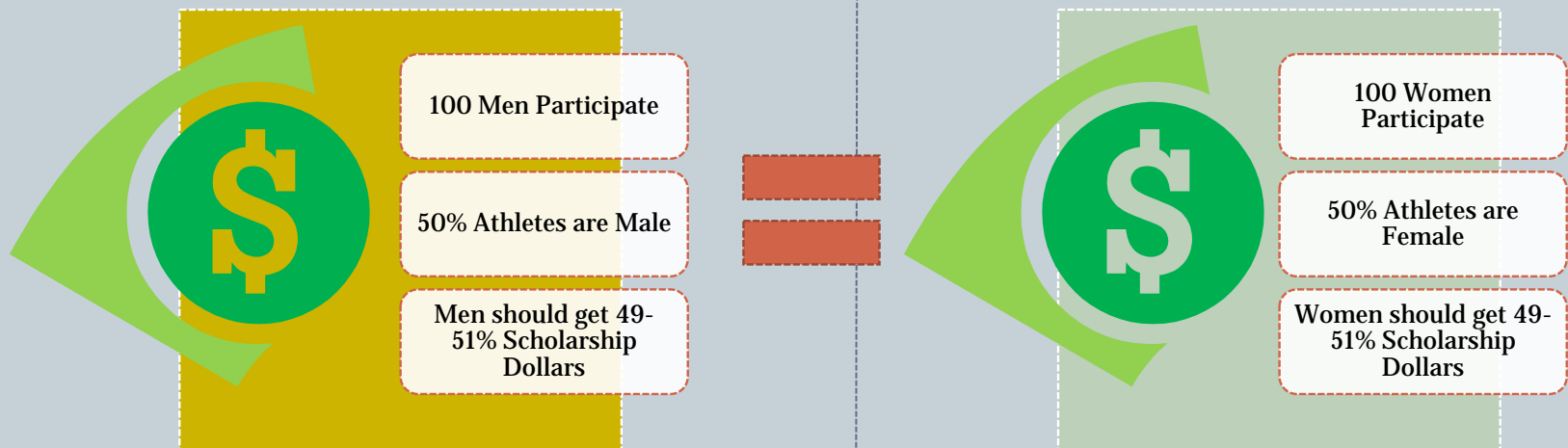
- the competitive schedules for men's and women's teams, on a program-wide basis, afford proportionately similar numbers of male and female athletes equivalently advanced competitive opportunities; or,
- the institution can demonstrate a history and continuing practice of upgrading the competitive opportunities available to the historically disadvantaged sex as warranted by developing abilities among the athletes of that sex.



Financial Aid Dollars – Scholarship Analysis

Compare the Scholarship Dollars Spent on Male and Female Athletes in the Current Athletic Program

Unlike Before, Count All Athletes One Time Only – No Matter How Many Sports They May Play



DOCUMENT, VERIFY AND BE ABLE TO EXPLAIN ALL VARIABLES

Summer School and Exhausted Eligibility Counted Separately.



The Laundry List: 11 Program Components

- Equipment and supplies
- Scheduling games and practices
- Travel and per diem
- Opportunity to receive coaching and academic tutoring
- Assignment and compensation of coaches and tutors
- Locker rooms, practice and competitive facilities
- Medical and training facilities
- Housing and dining
- Publicity
- Recruitment
- Support Services



Section 106.41(c) provides:

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance

[T]he Assistant Secretary may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.



What counts?



- Institutional Funds
- Donations
- Gifts
- Equipment Contracts
- Guarantees
- In-Kind
- Bequests
- Spontaneous Acts of Kindness



Equipment and Supplies

- Quality
- Suitability
- Amount
- Maintenance & Replacement
- Availability



Scheduling of Games & Practice Times

- Number of Competitive Events
- Practice Time and Length
- Time of Day Issues
- Pre and Post Season Competition

New Case out of the
7th Circuit on
Scheduling of
Basketball Games.

Conference Letter
from OCR
regarding
Scheduling of
Basketball Games.



Travel & Per Diem Allowance



- Type of Transportation
- Where Do the Athletes Stay?
- Length of Stay
 - Before
 - After
- Per Diem Allowances
- Dining Arrangements



Coaches



- **Opportunity to Receive Coaching**
 - Full-Time Coaches
 - Part-Time and Assistant Coaches
 - Graduate Assistants
- **Assignment**
 - Training, Experience & Other
 - Professional Standing
- **Compensation**
 - Rate
 - Duration of Contracts & Renewal
 - Experience
 - Nature of Coaching Duties
 - Working Conditions
 - Other Terms and Conditions of Employment



Academic Tutors



- **Opportunity to Receive Academic Tutoring**
 - Availability
 - Procedures
- **Assignment and Compensation of Tutors**
 - Tutor Qualifications
 - Tutor Experience
 - Rate of Pay
 - Relative Workload



Facilities

- **Locker Rooms**
 - Availability
 - Quality
- **Practice & Competitive Facilities**
 - Quality & Availability
 - Exclusive Use
 - Maintenance
 - Preparation



Medical & Training Services



- **Availability of Medical Personnel**
 - Practice and Games
 - Travel Issues
- **Health, Accident & Injury Insurance**
- **Availability & Qualifications of Certified Athletic Trainers**
 - Practice and Games
 - Travel Issues
- **Availability & Quality of:**
 - Weight Facilities
 - Training Facilities
 - Conditioning Facilities



Housing & Dining Services



- Do student-athletes get meals on-campus?
 - Training Table
 - Length of Contest
 - Organized
- Is Student Athlete Housing Provided?
- If it is, are there Special Services?
 - Laundry
 - Parking
 - Cleaning Service



Night before home games?



Publicity/Marketing



- Availability & Quality of Personnel
- Access to other Publicity Sources
- Quantity & Quality of Publications and other Promotional Materials
- Travel Issues



Support Services



- Amount of Administrative Assistance
- Amount of Secretarial & Clerical Assistance
- Office Space
- Computers, Phones, Office Machines



Recruiting



- Provision of Substantially Equal Opportunities to Recruit
- Provision of Financial and Other Resources
- Whether Differences in Benefits, Opportunities, and Treatment Afforded Prospective Student Athletes have a Disproportionately Limiting Effect on Recruitment



Treatment Issues . . .

Laundry List Area of Review	Men's Program	</>/ =	Women's Program
Equipment and Supplies			
Scheduling			
Per Diem and Travel			
Tutors			
Coaches			
Facilities			
Medical & Training Services			
Housing			
Publicity			
Support Services			
Recruiting			
OVERALL ASSESSMENT			



Are the Disparities Significant?

- **Difference, on the Basis of Sex**
 - in benefits or services that has a . . .
 - negative impact on athletes of one sex . . .
 - when compared with benefits or services available to athletes of the other sex.
- **Significant Disparity:**
 - So Substantial as to Deny Equal Opportunity to Athletes of One Sex.
- **Disparities that are not Significant. . .**
 - Evidence to be Evaluated on a case by case basis.



Permissible Differences

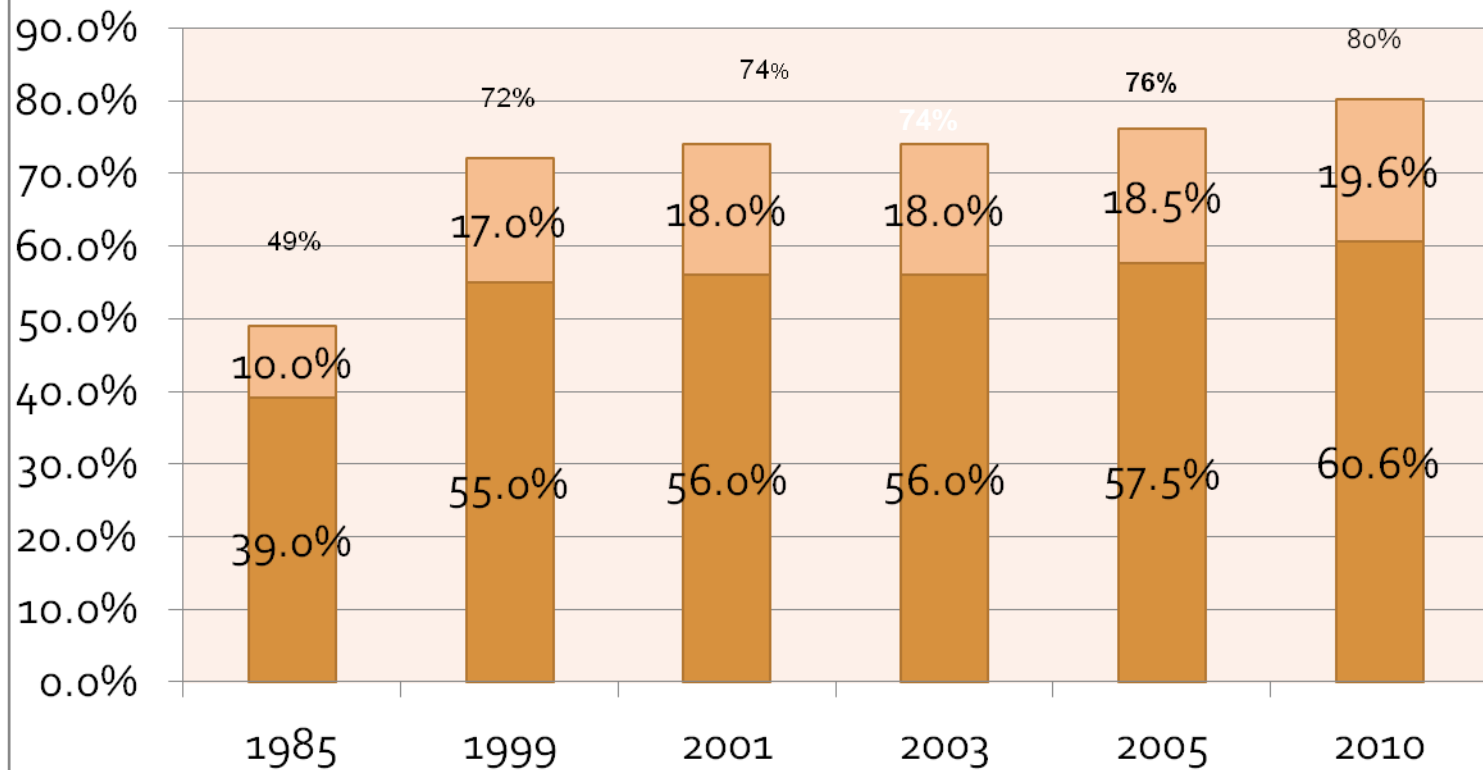


- Unique aspects of particular sports are recognized:
 - Recruitment
 - Event Management Costs
 - Equipment
 - Publicity Issues
 - Compensation Issues
 - Medical Issues



Percentage of Overall Operating Budget Dedicated to Men's Basketball and Football NCAA Division I Schools

■ Football
■ Men's Basketball



Common (Mis)Perception



Football and men's basketball finance other men's sports and all women's sports in colleges.

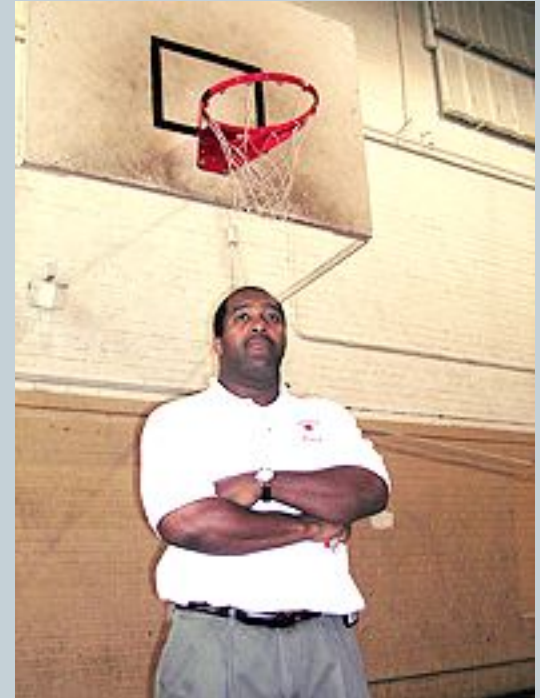
Reality: It costs a good deal of money to finance football and basketball. Most football and men's basketball teams spend much more money than they bring in.

A 2009 study shows that almost half of Division I-FBS football and men's basketball programs -- the ones that are making money -- do not generate enough revenue to pay for themselves. These programs reported annual deficits averaging \$2.7 million and \$870,000 respectively.



Jackson v. Birmingham Bd. of Education

- Supreme Court Decision/Retaliation
- Resolved Circuit Split
- Supreme Court Holding:
 - Retaliation is intentional discrimination on the basis of sex
 - One who witnesses and complains about discrimination is protected from adverse action imposed because of the complaints
 - Coaches, teachers, administrators and students in best position to witness and alert schools
 - Enforcement scheme would unravel if no action for retaliation existed.



Take Aways:

Practical Strategies:



Title IX Coordinator:

- Gender Equity Committees
- Title IX Policy for Athletics
- In Person Training
- Annual Meetings with SAAC and Captains (student athlete advisory committee)
- Understanding that the Title IX Coordinator needs to be included



THE NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY ATTORNEYS

Certification of Completion

Lisa Owen

has completed

Title IX Coordinator Training

on

August 13, 2015

 **NACUA**



Anne W. Wilder, Assistant Director of Legal Resources