



# ADVANCED TITLE IX COORDINATOR TRAINING

A Practical and Experiential  
Approach to Navigating Complex  
Challenges

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# AGENDA

● | Trauma Informed Practices

● | Access, culture, and  
community

● | Managing Difficult Parties  
*Re-building Trust*

● | Pushback from Faculty

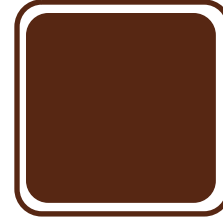
● | Pregnancy or Related Conditions

● | Climate Survey

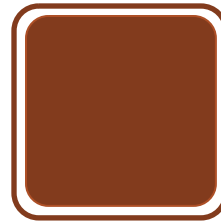
● | Prevention

● | Burnout

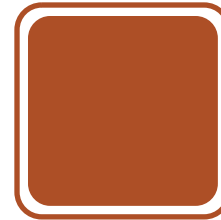
# Framing Today's Conversation



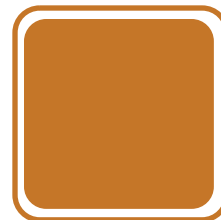
Be mindful



Honor privacy



Assume positive intent



Any suggestions?

# GETTING TO KNOW YOU



1. Name
2. Pronouns
3. Institution
4. Role
5. How long you have been doing Title IX work?
6. Favorite Season (fall, winter, spring, summer)?

*Submit your responses in one message using the chat feature!*

# BREAK OUT ROOMS



1. What is an area/aspect of Title IX you feel confident about (writing notices, being trauma-informed, etc.)?
2. What is your biggest challenge in doing Title IX work?

# THE IMPORTANCE OF UNDERSTANDING THE POTENTIAL IMPACT OF TRAUMA

01



# What is trauma?



# TRAUMA

An event that is experienced as terrifying, horrifying, or life-threatening and that is coupled with an actual or perceived lack of control.



**What is an example of an event that might cause a traumatic response?**



# EXAMPLES OF EVENTS THAT MIGHT TRIGGER A TRAUMATIC RESPONSE

Sexual assault

Physical assault by a stranger

Physical assault by an intimate partner

A car accident

Accident that causes serious injury or death

Robbery

Significant medical event

When trauma occurs, there are very real changes in brain functioning that may impact a person's ability to form memories and to recount their experience.

# COMMON CHARACTERISTICS OF DISCLOSURES FROM A TRAUMA-IMPACTED BRAIN

Inconsistent

Non-linear

Fragmented

Lacking in detail

New information  
added

Affect is  
unexpected

Historically, the seemingly inconsistent behaviors that frequently accompany disclosures of sexual assault and interpersonal violence resulted in the belief that the victim was being dishonest.

Inconsistencies  
Lack of Detail  
Non-Linear  
Fragmented  
New Information

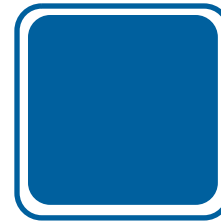


Viewed as  
Not Credible;  
Case Closed

**WHEN  
PRACTITIONERS DEVELOP  
“TRAUMA-INFORMED”  
SYSTEMS, THEY ARE LESS  
LIKELY TO:**



Make incorrect assumptions about credibility



Ask questions or make decisions founded in bias for either party or witnesses



Cause additional harm



Jeopardize future reporting



Trauma-informed systems ask the question  
“*What has happened to you?*” rather than  
“*What is wrong with you?*”

(ACHA, 2020)

# GUIDING PRINCIPLES OF TRAUMA-INFORMED SUPPORT

- Safety
- Choice
- Collaboration
- Trustworthiness
- Empowerment



*Adapted from The Institute on Trauma and Trauma-Informed Care (2015)*

# IMPACT OF TRAUMA EXPOSURE FOR TITLE IX COORDINATORS

- Trauma exposure also impacts each of us in our work as Title IX Coordinators
- Exposure to trauma may have both a negative and positive impact on each of us, including:
  - Negative - Secondary traumatic stress, burnout, and vicarious traumatization
  - Positive - Compassion satisfaction, resilience, and engagement
- Protective factors to prevent experiencing a negative impact may include:
  - Having a strong support system
  - Setting clear boundaries in your work
  - Developing a peer network to share about your experiences.

# TRAUMA INFORMED TAKEAWAYS

01

Trauma-informed systems are accessible for all parties

02

The impact of trauma exposure can negatively impact Title IX Coordinators.

03

Burnout and trauma exposure can be related; it is important to develop protective factors.

# ACCESS, CULTURE AND COMMUNITY

2

# BIAS



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# CONSEQUENCES OF BIAS



# BIAS MITIGATION STRATEGIES



As Title IX Coordinators, we are responsible for considering the ways that bias might impact our campus processes, to ensure a fair, equitable outcome.

*What bias mitigation strategies do you utilize on your campus in consideration of this requirement?*



# What is cultural humility?





# CULTURAL HUMILITY



# Inclusion





**WHAT DOES  
INCLUSION LOOK LIKE  
IN YOUR TITLE IX  
PROCESS?**





# WHY INCLUSION MATTERS



# PRACTICAL APPLICATION



# NAVIGATING SENSITIVE CONVERSATIONS

3



You are meeting with a Complainant, Jessica, who is very quiet, reserved, and tearful. She is very reluctant to speak with you.

You discover later in the conversation that she has been sexually assaulted by another student. When she disclosed this to her family, they immediately told her she was at fault because, "premarital sex is against our religion." Jessica said this conversation happened over a year ago and she hasn't spoken about it since.

Jessica is requesting academic support because she has been struggling focusing and attending classes. She is adamant that she does not want counseling because she doesn't want her parents to find out she is receiving support.

- What are ways we can encourage conversation?
- What are some elements to be mindful of?
- How can we maintain a balance of wanting to shift the blame Jessica feels while not infringing on her religious beliefs?

# MANAGING EXPECTATIONS

Angry parties

4a

**YOU RECEIVE THE FOLLOWING MESSAGE FROM  
YOUR INSTITUTION'S ONLINE REPORTING FORM:**

- What are your next steps?
- What are some specific conversation points you will want to share with Complainant?
- Drawing from your own experiences, what are some concerns to be mindful of?

Good morning. My name is Sammy. I was raped last night in Grand River Hall by Taylor who is on the basketball team here. Taylor gave me a bunch of white claws at a party and then attacked me in their residence hall room.

I want them expelled immediately. This is supposed to be a safe campus. Please text me once Taylor has been expelled so I know my friends and I can be safe again.

*You conduct outreach to Complainant and they are Unresponsive, stating they won't meet with you until you've expelled Taylor.*



# MANAGING EXPECTATIONS

Angry parties - continued

4b

## MANAGING EXPECTATIONS:

### Campus Community

*The following screenshots are sent to your campus Title IX Email.*

- What are some considerations and next steps?
- What is the campus response, if any?
- How can you rebuild trust with your campus community?
- Have you had similar experiences on your campus?



**CampusSurvivorsGRC** · [Follow](#)  
Grand River City, NY



**1,209 likes**

**CampusSurvivorsGRC** PROTEST ON FRIDAY! The Title IX Office supports rapists and refuses to keep our campus safe! Join us to ... [more](#)

[View all 83 comment](#)



**Sammy2005XOXO** · [Follow](#)  
Grand River City, NY



**261 likes**

**Sammy2005XOXO** Taylor Anderson Raped me on-campus. I told the Title IX Coordinator and she did nothing about it. Grand River College protects rapists. GRC cares more about the basketball team than the safety of its students. Come Protest ... [more](#)

[View all 47 comment](#)

# PUSHBACK FROM FACULTY

Complainant and Respondent –  
Mutual Class

5a



Professor Smith has both Complainant Alex and Respondent Stevie in their Psychology class.

Professor Smith leaves a voicemail for the Title IX Coordinator wanting to know updates about a Title IX investigation. Professor Smith also mentions that they removed Stevie from their Psychology class.



# YOU RECEIVE THE FOLLOWING VOICEMAIL



Good morning. This is Doctor Smith from the Psychology department. I am calling because I have not yet received any updates on the investigation you are doing with students Alex and Stevie. I know it's been over a week since Alex met with your office. Since I have both of them in my class, I'm outraged that I have not received more updates about the progress of the investigation. I deserve to know because this impacts my ability to teach these students. Since I haven't heard back, I told Stevie they are not permitted to attend my class. I won't have dangerous students in my class endangering others. Please call me back immediately.

- What can you share/not share in your conversation with Professor Smith?
- What are you documenting?
- Who else are you working with to address these concerns?

# DAY 2





# PUSHBACK FROM FACULTY

Supportive Measures – Academics

5b



You receive the following email from a faculty member who does not want to offer academic support.

Dear Title IX Coordinator,

Thank you for your email. My apologies for the delayed response, but as you know, faculty members are extremely busy and overburdened here on this campus.

I must say, the email you titled, "Academic Supportive Measures" was not only completely absurd, but borderline offensive. While I am sorry to hear that student Ash has been struggling to manage her emotions due to recent experiences, I'm not sure what can be done. Missed classes aren't really an option in the Chemistry department, as all labs and assignments must be completed in succession. Honestly, I think she is just looking for excuses.

My syllabus clearly states that students are permitted to miss no more than 3 classes, which is beyond generous. Missing 4 classes is absolutely unacceptable, even if there was a "hearing" organized by your office.

Furthermore, the only accommodations I permit are ones mandated to me by Disability Services, and it doesn't seem like Ash has a disability, she just has some emotional issues.

Lastly, in your email, you kept referring to Ash as they, which is grammatically incorrect. I only use proper grammar in my classroom and he or she pronouns, as God intended. Entertaining pronouns is a violation of my religious beliefs.

# EMPLOYEE CONCERNS

6

# YOU RECEIVE THE FOLLOWING EMAIL FROM A UNION REPRESENTATIVE:

Good afternoon,

I am writing on behalf of Gerri Jones, who, as you already know, has been accused of sexual harassment by their coworker, Dylan. Gerri has never made any jokes of sexual nature, so these allegations are just ludicrous. As you know, Gerri is the only white person in their department and is often experiencing discrimination.

Due to the hostile environment you've created by conducting an unnecessary investigation, Gerri no longer feels safe working with their colleagues. Attending department meetings has become detrimental to their wellbeing.

Under Code 528.03 of the Collective Bargaining Agreement, which you are intentionally violating, employees have the right to safety in their work environment and the ability to request support as needed. **I am hereby requesting that Gerri be excused from all campus meetings.**

# PREGNANCY OR RELATED CONDITIONS

7

# TITLE IX & PREGNANCY



Cannot exclude or treat students (or employees or applicants) differently based on pregnancy or related conditions.



# PREGNANCY OR RELATED CONDITIONS

- Since 1975, "pregnancy **and** related conditions" includes "pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom[.]”

# TITLE IX OBLIGATIONS

Summary of the obligations relating to support for students who are pregnant or experiencing related conditions:

- Allow them to make up any missed work without penalty
- Treat them similarly to students with a temporary disability.
- They must be allowed to return to the same academic and extracurricular status as before their medical leave began.
- Must provide reasonable adjustments, like a larger desk, elevator access, or allowing frequent trips to the restroom



DO YOU HAVE A  
STUDENT LEAVE  
POLICY? DOES  
THIS STUDENT  
QUALIFY?

Treat pregnancy like a justification for a leave of absence for so long a period of time as deemed medically necessary by the student's doctor.



You receive the following email from the chair of the Nursing department regarding a pregnant student.

Dear Title IX Coordinator,

I'm not really sure who I should reach out to, because I'm not sure pregnancy really falls within the scope of your office, but maybe you can redirect me.

I have a student in the nursing program who just informed two of her professors that she will need to miss a month, or maybe even more, of her courses towards the end of the semester because she is pregnant.

I suggested one of her professors, who I know she is close with, encourage her to take a leave of absence because there is no way a student can miss that much class and lab time. This isn't my requirement, this is ACEN and our state licensure requirements. We cannot compromise curriculum for one student.

Sincerely,

Nicole

Department Chair—Nursing



# CLIMATE SURVEY

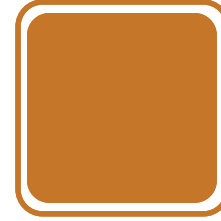
8

# ANTICIPATED CLIMATE SURVEY REQUIREMENTS

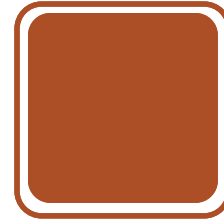
A national climate survey asking students about their experiences with domestic violence, dating violence, sexual assault, sexual harassment and stalking, and overseeing the administration of this survey every two years to students at all colleges and universities that accept federal funds.



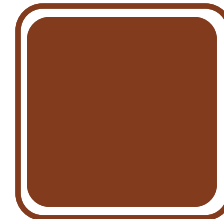
# TIPS FOR A SUCCESSFUL CLIMATE SURVEY



Design survey questions thoughtfully: What information do you want to know?



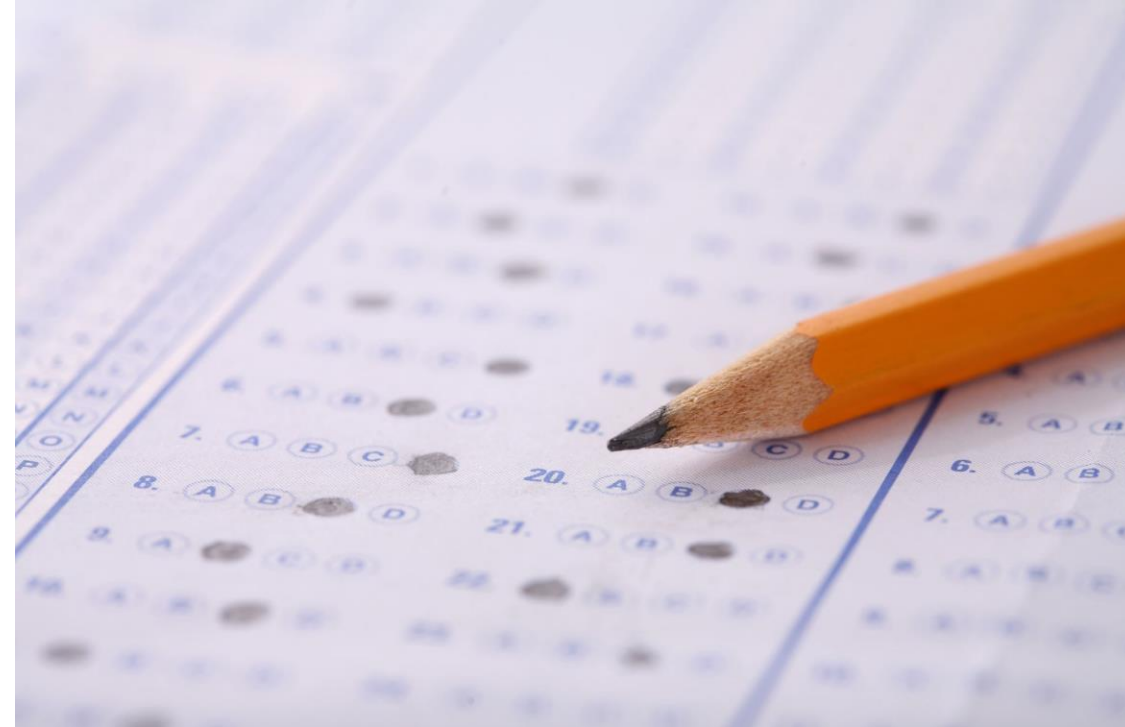
Actively encourage participation from all campus constituents.



Share and apply your data in thoughtful, careful ways.

# SURVEY DESIGN

- How are you designing your survey?
  - In-House vs External
  - If In-House, who is creating and building the survey? And who will do the survey analysis?
- What types of questions will you include?
  - What feedback is important to receive?
  - What will you do with the information you receive?



**What are ways we  
can encourage  
survey participation?**





# Encouraging survey participation:

- Thoughtfully offer incentives for completion
- Speak about the survey widely
- Promote the survey on social media and through other communication channels
- Prepare the campus prior to the survey's launch
- Rely on campus partners to help spread the word



# USING CLIMATE SURVEY DATA: ETHICS AND CARE IN SHARING INFORMATION

- Celebrate positive changes and information
- Use areas for improvement to help drive your training topics and prevention efforts.
- Create visual reports that are easy for the campus community to understand and not misinterpret.
- Don't explain away difficult information or circumstances for your campus.



# FUNDING

9





# FUNDING



You are working as a Title IX Coordinator at a mid-sized institution with 8,000 students. You have a part-time investigator who also works in the First Year Experiences Department.

Your operating budget was reduced to \$1,000 (not including costs for your case management system).

What are ways you can work creatively to maximize resources?

# PREVENTION

10





# STUDENT FACING TRAINING?

- What do the Title IX Regulations require that we train students on?



# PREVENTION EDUCATION: VIOLENCE AGAINST WOMEN ACT (VAWA)

A primary prevention and awareness program [which includes bystander intervention] aims to prevent dating violence, domestic violence, sexual assault, and stalking.

Ongoing prevention and awareness campaigns.



# PREVENTION AND EDUCATION



- Who facilitates your training and prevention programming?
- What are examples of prevention programs, activities, or trainings that have worked well?
- How do you ensure campus compliance and prevention best practices?

# MAINTAINING BOUNDARIES AND PREVENTING BURNOUT



11

# WHAT IS BURNOUT?

- A form of exhaustion and feeling overwhelmed
- A result of prolonged emotional, physical, and/or mental stress
- More likely to occur in those who work in helping professions, put other's needs first, and work long hours
- Can be especially present for those who are continuously exposed to direct and indirect trauma through their work



# A SCENARIO: PREVENTING BURNOUT

This is the 3rd time this month that you have received a text message after 7:00pm from a Vice President, asking to chat about an ongoing Title IX Investigation.

Earlier today, you conducted 5 Title IX Intakes with Complainants and 1 required an emergency removal. You are exhausted.

- How can you navigate this?
- How can we establish boundaries?
- How can we prevent burnout?
- Where do YOU go for support?

A photograph of three women sitting at a dark wooden table in a bright, modern office. The woman in the foreground has vibrant red hair and is wearing a blue and white striped long-sleeved shirt. She is smiling broadly and looking towards the camera. Behind her, two other women are also smiling. One woman has dark hair and is wearing a green top, while the other has dark hair and is wearing a black top. They are all looking at a laptop screen. On the table, there are several items: a red mug, a glass of water, and some papers. The background is a bright, white wall with a large window on the left and a dark rectangular object on the wall.

**QUESTIONS?**

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