Title IX Overview

December 2017
Title IX Coordinator
Tim Corcoran

Deputy Title IX Coordinators
Kim Widdes
Lauren Vaknin
Sara Varghese
Title IX Working Group Membership

- Vice Chancellor, Human Resources
- Vice President, Student Services (Grossmont & Cuyamaca)
- Dean, Student Affairs (Grossmont & Cuyamaca)
- Associate Dean, Athletics (Grossmont & Cuyamaca)
- Director, Human Resources
Title IX Working Group Overview

- Ensure compliance for Title IX matters
- Coordinate responses for Title IX investigations
- Collaborate on resolutions for Title IX complaints
- Provide guidance for Title IX investigations
- Strategize on initial interim measures for Title IX complaints
- Develop Title IX trainings and resources for faculty, staff, and students
Title IX

20 U.S.C.

“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.”

Additionally, defines Sexual Violence as part of Sexual Harassment.
Examples of the types of conduct that violates Title IX include:

- Sexual harassment
- Hostile environment caused by sexual harassment
- Sexual assault (non-consensual sexual contact & non-consensual sexual intercourse)
- Sexual innuendos and comments
- Domestic violence
- Dating violence
- Stalking
- Retaliation
Online Student Training

- Haven Sexual Assault Training (2016-2017)
  Initial Pilot Included: Athletics, Student Clubs, and Associated Student Government leaders

- Get Inclusive Training (Launched Summer 2017)
IT'S NOT JUST BEHAVIORS... IT'S THE NORMS!
SEXUAL ASSAULT:

“Sexual Assault” includes any sexually related offenses.

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on Grossmont-Cuyamaca Community College District (District) property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also BP 5500 / AP 5500 Standards of Student Conduct).

See also Cal. Penal Code § 243.4
Grossmont Cuyamaca Community College District Progress Report

This report shows the snapshot of your current progress and change over the trailing 30 day period across selected courses. The pie chart shows combined progress for the courses in this report followed by summary for each course.

Overall Compliance Progress

![Overall Compliance Progress Chart](chart)

- Completed: 75.6%
- In Progress
- Registered but Not Started
- Invitation Not Accepted

Participant Summary

- Completed (12%)
- Expected Total: 27,735
- Past 30 day completions: 353

Student Upstanders

<table>
<thead>
<tr>
<th>Progress since launch</th>
<th>Completions to-date</th>
<th>Completions Past 30 day</th>
<th>Expected Total</th>
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Student Get Inclusive Training

Topics included:

- Critical issues of sexual assault
- Learning about relationship violence and stalking
- Learning about healthy relationships
- Importance of consent and being a good communicator
- Roles of bystanders
- Various ways students can help create a safe campus community
Title IX Climate Survey

1. I can do something about sexual assault and sexual violence on campus.
   - 1: Strongly Agree
   - 2: Neutral
   - 3: Strongly Disagree

2. Sexual assault on campus is something my classmates and I need to worry about.
   - 1: Strongly Agree
   - 2: Neutral
   - 3: Strongly Disagree

3. Doing something about sexual assault is solely the responsibility of the police or crisis centers.
   - 1: Strongly Agree
   - 2: Neutral
   - 3: Strongly Disagree
I know a variety of strategies that can be used to intervene if I see a potentially dangerous situation.
I can do something about sexual assault and sexual violence on campus.
IT TAKES THE ENTIRE COMMUNITY

https://vimeo.com/128550689
Student Survey Responses: Bystander Responsibilities

- “Yes, I believe bystanders are responsible to intervene because we have to watch over our friends and peers to keep each other safe.”

- “YES. It is better to be overly concerned and wrong than not do anything at all and be right. If someone is being sexually harassed and I don't do anything, and they are assaulted, I am part of the problem.”
Student Survey Responses: Bystander Responsibilities

• “I feel as if everyone and anyone should work together as a community in keeping everyone safe from harm’s way. We have a voice to be used as protection.”

• “Yes, because we are a community. We protect and care for one another. We are all neighbors, if you see something that isn't right than you should be able to protect that person.”
The websites were developed and integrated various educational materials, reporting information, local & community resources, and campus policies & procedures.
Student Educational Programs & Partnerships

The websites are also linked to the “It’s on Us” national campaign to end sexual assault.
Student Educational Programs & Partnerships

- Safe and positive options for bystander intervention.
- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks.
- Awareness of rape, acquaintance rape, domestic violence, and dating violence.
- The definition of consent, with reference to sexual offenses, in the applicable jurisdiction.
Tabling & Outreach Opportunities

- Partnership with Student Affairs and Health & Wellness Center.
- Resource materials provided during Welcome Week activities, Health Fairs, De-Stress Events, Mental Health Counseling Presentations.
Employee Online Training
(Anticipated completion of first series Spring 2018)

- Jurisdiction-specific definitions (domestic violence, dating violence, stalking, affirmative consent, protection orders, sexual assault) and campus statement
- Understanding the Office for Civil Rights and Title IX
- Reporting Sexual Harassment or Sexual Violence
- Confidential versus Mandated Reporters
- How to Handle a Disclosure
Grossmont Cuyamaca Community College District Progress Report

This report shows the snapshot of your current progress and change over the trailing 30 day period across selected courses. The pie chart shows combined progress for the courses in this report followed by summary for each course.

Overall Compliance Progress

- Completed: 28.3%
- Registered but Not Started: 33%
- Invitation Not Accepted: 63%

Participant Summary

- Completed (63%)
- Past 30 day completions: 10
- Expected Total: 46

Title IX Module for Faculty & Staff

<table>
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<tr>
<th>Progress since launch</th>
<th>Completions to-date</th>
<th>Completions Past 30 day</th>
<th>Expected Total</th>
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<tr>
<td>63%</td>
<td>29</td>
<td>10</td>
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Office of Civil Rights
Title IX Updates

• Issued a new Q&A on Campus Sexual Misconduct dated September 2017 as interim guidance
• Allowed schools to choose either continuing use of *preponderance of the evidence* (low) standard or *clear and convincing* (high) standard of evidence.
Office of Civil Rights
Title IX Updates

• Removed the fixed time frame under which a school must complete a Title IX Investigation.

• Allowed facilitation of informal resolutions, including mediation which were not previously allowed.

• Recommendations are currently in open comment, approximately 18 months before we receive more permanent guidance on process and procedures.

• The recommendation is to continue with our current policies and procedures while waiting for updates.
Title IX Overview