TITLE IX - ADVOCATE COLLABORATION

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Learning Objectives

1. To Identify the common ground and goals of Title IX officers and campus advocates
2. To identify benefits of collaboration for Title IX officers.
3. To identify how advocates can benefit from collaboration with Title IX officers.
4. To identify how improved policies and procedures can improve reporting by survivors/complainants.
5. To identify ways to measure the outcome of collaborative efforts.
Roadmap to Collaboration

**Identify Barriers to Collaborating**
- Stereotypes of Title IX staff
- Stereotypes of advocates
- Role confusion
- Politics

**Identify Commonalities**
- Compliance
- Student-centered processes
- Impact of trauma-focused work

**Identify Gaps/Benefits to Each Office**
- Increased support
- Improved processes

**Assess Efforts**
- How do we know what is working? What isn't?
- Assessment methods
Advocates’ Perceptions of Title IX Coordinators

- Compliance-driven
- Not trauma-informed or impacted
- Only care about reporting
- Not concerned with confidentiality
- Others?
Title IX Coordinator’s Perceptions of Advocates

- More activist than administrative partners
- Anti-reporting
- Hyper-obsessed with victimization
- Preoccupied with confidentiality
- Source of student anti-administration activism
- Others?
## Tensions About Role Confusion Between Title IX Coordinators and Campus Advocates

### Advocates
- Have been the primary prevention educators and responders since before DCL 2011 on many campuses
- Have unrecognized content expertise
- Feel that they have a significant role in Title IX compliance
- Often see how new policies and procedures play out for survivors
- Training for faculty/staff and response for faculty/staff survivors is new arena for some

### Title IX Staff
- Have been charged at high levels with compliance with DCL
- Have legal expertise and campus liability perspective
- Feel that they have sole responsibility for Title IX compliance
- Are charged with writing new policies and procedures
- Unsure how to involve advocates in training mandates and response procedures for faculty/staff

• Others?
The Role of Politics

- Due to sometimes overlapping (or conflicting) roles, some Title IX Coordinators want advocates to report to them for compliance and oversight purposes.

- Oftentimes, Title IX Coordinators have higher status within the institution than advocates and prevention educators.

- Advocates often feel pressured to report everything, rather than data in aggregate form, and thus opt for sharing nothing with the Title IX Coordinator.

- In what other ways have you seen campus politics play out in the relationships between advocates and Title IX Coordinators on your campuses?
IDENTIFYING COMMONALITIES
Where Do We Come Together?

• Both offices care about students, their college experience, and their persistence at the institution

• Both offices play a major role in compliance with Title IX, Clery Act, OCR guidance and VAWA 304

• Both entities play a significant role with regard to campus policies – development, implementation and compliance

• Both advocates and Title IX investigators/Coordinators are working regularly with students who have experienced trauma – and experience compassion fatigue in increasing numbers

• Both advocates and investigators/Coordinators feel pressured by student activists and feel pressure from the institution to stave off litigation regarding interpersonal violence cases
ASSESSING OUR EFFORTS
Assessment Methods

- Tracking number of reports referred in and from what sources/tracking number of cases that report to confidential sources that decide to report to Title IX Office

- Campus climate surveys

- Soliciting feedback from other entities – support groups on campus?

- Percentage of students who seek confidential help upon receipt of university notice/outreach communication

- Solicit awareness of campus sexual assault policies and complaint procedures from complainants, respondents, and witnesses who are interviewed during Title IX investigations

- Others?
PROMISING PRACTICES FOR COLLABORATION
Some Best Practices for Advocates Working with Title IX Offices on Campus

• **Training:** shared training is essential – Title IX staff can attend advocate training or cultural competence training in working with special populations of students, recognizing barriers to reporting.

• **Assessment of Advocacy:** Title IX Coordinators have a vested interest in how survivors experience campus advocates and can help with assessment.

• **Interim measures:** Advocates can coordinate interim measures for survivors, without forcing them to go through an office of record with the university; when faculty or other administrators refuse to consider interim measures requests, Title IX Coordinator can enforce an interactive trauma informed process as appropriate.

• **Effectiveness:** Weekly case management meetings with Title IX investigators can translate into more transparency, better updates with survivors, and a better campus response.
Some Best Practices for Title IX Coordinators Working with Advocates on Campus

• **Training:** Advocates can be trained in Title IX investigations; to better explain the process to students unfamiliar with the process.

• **Assessment of Campus Climate:** Advocates can provide invaluable information from student survivors (even those who do not report) on problem areas or hostile environments on campus or off campus in areas frequented visited by students.

• **Policy Implementation:** Advocates can provide student feedback on their experiences with the university policies on interpersonal violence; identify procedures that are not trauma-informed.

• **Education:** Advocates can provide content expertise for content on new mandates for faculty and staff training, per VAWA.

• **Outreach:** Advocate offices can do initial outreach upon university receiving notice – provide students with options confidentially before deciding to report to Title IX.
Other Promising Practices for Collaboration

1. Identify three gaps in your current processes

2. Discuss one way that collaborating with Title IX or advocacy offices can help solve the problem

3. How will you assess the proposed solution?