Institutional Policies Training:
Integrating Title IX & Clery Act Requirements

OUR MISSION: Working together with college & university communities to create safer campuses.

OUR VALUES:
Expertise • Mission-driven
Collaborative • Authentic
Inclusive • Innovative

WHAT WE DO:
• Education & Training
• Membership
• Policy Advocacy
• Initiatives:
  Free topic-specific resources
WELCOME & INTRODUCTION

LEARNING OBJECTIVES:

- Understand the relationship between annual security report policy statements and institutional policy.
- Identify the distinctions between statute, regulation, and guidance.
- Analyze the dating and domestic violence, sexual assault, and stalking response and disciplinary procedures requirements under the Clery Act and Title IX.
- Apply the understanding of federal requirements to the development of institutional policy.

TRAINING PRESENTERS:

Abigail Boyer
assistant executive director
she/her/hers

Laura Egan
senior director of programs
she/her/hers
TITLE IX: OVERVIEW

<table>
<thead>
<tr>
<th>Who:</th>
<th>Officials with authority to institute corrective measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where:</td>
<td>Education programs or activities in the United States</td>
</tr>
<tr>
<td>What and How:</td>
<td>Federal civil rights law prohibiting discrimination on the basis of sex in federally funded education programs</td>
</tr>
<tr>
<td>Requires recipients of federal funds for education programs or activities to adequately respond to and address the effects of such discrimination when it has actual knowledge of its occurrence</td>
<td></td>
</tr>
<tr>
<td>Institutions must provide and hold grievance procedures when such actual knowledge is provided</td>
<td></td>
</tr>
<tr>
<td>Enforcement:</td>
<td>U.S. Department of Education (ED) Office of Civil Rights</td>
</tr>
</tbody>
</table>

TITLE IX TIMELINE HIGHLIGHTS

- **1972**: Title IX is passed through the Education Amendments of 1972
- **2001**: Revised Sexual Harassment Guidance Published
- **2011 & 2014**: Dear Colleague Letter & Questions and Answers on Title IX and Sexual Violence Guidance published

Updated Title VII of the Civil Rights Act of 1964
TITLE IX TIMELINE HIGHLIGHTS

2017
Dear Colleague Letter and Q & A Document Rescinded

2018
Title IX Notice of Proposed Rulemaking (NPRM) Published

2020
Title IX Regulations Published and Enacted

TITLE IX TIMELINE HIGHLIGHTS

2022
Notice of Proposed Rulemaking (NPRM)

20XX
New Title IX Regulations
CLERY ACT: OVERVIEW

Who: Campus security authorities (CSAs) and local law enforcement

Where: Clery Act geography

What and How:

Annual
- Annual security report (statistics, policy statements)
- Statistics to Department of Education

Ongoing
- Disclosures (timely warnings, emergency notification, daily crime log)
- Rights and options for victims of dating violence, domestic violence, sexual assault, and stalking

Enforcement: U.S. Department of Education (ED) Clery Team (formerly Clery Act Compliance Division)

CLERY ACT TIMELINE

1988 College and University Security Act (PA)

1990 Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542) Amended HEA

1992 Buckley amendments (FERPA) and Campus Sexual Assault Victims’ Bill of Rights amended HEA
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

HEA is amended by the Higher Education Opportunity Act which amended the Clery Act

Violence Against Women Act Reauthorization Act (Section 304) amended the Clery Act

AS OF MAY 2020

- Clery Act
- Violence Against Women Act (VAWA) Amendments to the Clery Act
- Title IX
PART I:
STATUTE VS. REGULATION VS. GUIDANCE

STATUTE VS. REGULATIONS

https://www.youtube.com/watch?v=bDy25B10TyQ
TERMS EXPLAINED

**Law:** Principles and rules governing the affairs or behavior of society or a community. Often passed by the dominant socio-economic, ethnic group in an area. *May have underlying bias or promote inequity

**Statute:** A written law passed by a legislative body

**Regulations:** Official rules made by an agency responsible for enforcing a law

TERMS EXPLAINED

**Guidance:** administrative guidance is non-binding advice given by an administrative agency to the public regarding how best to comply with a law.

**Policy:** Guiding principles that dictate the parameters for how your institution interprets and implements regulations, laws, or a course of action.
- May be informed by the institution’s culture, goals, mission, size, location, or other factors.

**Procedures:** How policies are carried out by responsible divisions, departments, or offices. Where policy often serves as the “Why,” procedures serve as the “How”.
TITLE IX

• Title IX of the Education Amendments of 1972 federal statute codified at 20 U.S.C. § 1681 – 1688
• Implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. Part 106
• Guidance: Questions and Answers on the Title IX Regulations on Sexual Harassment (July 2021)

THE CLERY ACT

• With implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46
• Guidance: Currently the Clery Act Appendix for the Federal Student Aid Handbook; formerly the Handbook for Campus Safety and Security Reporting
INTENT OF GUIDANCE

• Departmental interpretation to assist with implementation
• Used by Department program reviewers responsible for evaluating compliance
• Statute and regulations take precedence if there are any differences between them and guidance
• Institutions are never found out of compliance for not adhering to actions only found in guidance
LARGE GROUP ACTIVITY: SEEK AND FIND

Using the regs find answers to the following questions:

• Does the Clery Act dating violence definition include emotional or psychological abuse?
  ☐ Yes ☐ No
  - What explanation did you find to support your answer?

• Does the Clery Act define what is meant by business day?
  ☐ Yes ☐ No
  - If yes, what does does it say?

LARGE GROUP ACTIVITY: SEEK AND FIND

• Using the regs find answers to the following questions
  • Does Title IX define sexual harassment?
    ☐ Yes ☐ No
    - What explanation did you find to support your answer?

  • Does Title IX require a certain standard of proof or evidence for grievance procedures?
    ☐ Yes ☐ No
    - What explanation did you find to support your answer?
PART II:
RESPONSE & DISCIPLINARY PROCEDURES REQUIREMENTS

Annual Security Report
- The institution’s annual security report includes policy statements of an institution’s campus safety and security policies (including domestic violence, dating violence, sexual assault, and stalking policies)
### INTERSECTIONS BETWEEN THE CLERY ACT AND TITLE IX

**THE CLERY ACT**
- Reporting requirements
- All Clery crimes*
- Accommodations
- Disciplinary procedures

**TITLE IX**
- Reporting requirements
- Sexual harassment
  - Including dating violence, domestic violence, sexual assault, and stalking (DVSAS) as defined in the Clery Act
- Measures
- Grievance procedures

### GEOGRAPHY/JURISDICTION

**THE CLERY ACT**
- Four geographic locations for reporting
  - On-campus
  - On-campus student housing
  - Noncampus
  - Public property
- For response: on and off campus

**TITLE IX**
- Educational programs and activities
- May be on campus or off campus plus owned or controlled by recognized student organizations
## REPORTING REQUIREMENTS

### THE CLERY ACT
- Broader scope of reporting responsibility
- Non-personally identifiable information (nature, date, time, general location, current disposition)
- All Clery crimes

### TITLE IX
- Higher threshold for a reported incident to be considered “actual knowledge”
- Sexual harassment – one category being DVSAS as defined under Clery

---

Under the Clery Act a crime is “reported” when it is brought to the attention of a campus security authority, the institution’s police department or campus safety office, or local law enforcement personnel by a victim, witness, other third party or even the offender.
WHAT IS CONSIDERED A REPORT TO THE INSTITUTION UNDER TITLE IX?

• Institutions must respond when the institution has *actual knowledge*, meaning a notice of or allegations of sexual harassment (as previously defined) to:
  • The institution’s Title IX coordinator; or
  • Any official…who has the authority to institute corrective measures on behalf of the recipient

WHAT MUST AN INSTITUTION DO WHEN IT RECEIVES A REPORT?

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A report of a Clery crime to a CSA leads to institutional actions required under Clery, including:</td>
<td>• The institution must respond promptly in a manner that is not deliberately indifferent:</td>
</tr>
<tr>
<td>• Determining whether there is a serious or ongoing threat that would require a <strong>timely warning</strong></td>
<td>• The Title IX Coordinator must promptly contact the complainant to discuss:</td>
</tr>
<tr>
<td></td>
<td>• The availability of supportive measures</td>
</tr>
<tr>
<td></td>
<td>• The individual’s wishes with respect to supportive measures</td>
</tr>
</tbody>
</table>
## WHAT MUST AN INSTITUTION DO WHEN IT RECEIVES A REPORT? (cont’d)

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Providing the individual with a written explanation of their rights and options, regardless of whether the incident took place on or off campus.</td>
<td>• The availability of supportive measures with or without the filing of a formal complaint.</td>
</tr>
<tr>
<td>• Determining whether information must be added to the daily crime log or in next year’s annual security report.</td>
<td>• The process for filing a formal complaint.</td>
</tr>
</tbody>
</table>

## FORMAL COMPLAINT UNDER TITLE IX

**Formal Complaint** (document filed by complainant or signed by TIXC alleging harassment and requesting investigation)

- Complainant must be participating in or attempting to participate in education program or activity at time of complaint.
- Filed with TIXC in person, by mail, e-mail, or other methods of contact.
- Physical or digital signature or otherwise indicates complainant is person filing.
PROCEDURES VICTIMS SHOULD FOLLOW IN CASES OF DVSAS

PROCEDURES TO FOLLOW: PRESERVING EVIDENCE

Importance of Preserving Evidence

- **Proof in a criminal or campus disciplinary proceeding**
- **May be helpful in obtaining a protection order**
- Knowledgeable of what may be preserved and for how long
- Recent/fresh complaints
- Basic preservation instructions/tips
PROCEDURES TO FOLLOW: REPORTING OPTIONS

How to report the offense

To whom the offense should be reported

PROCEDURES TO FOLLOW: REPORTING OPTIONS (CONT’D)

Involvement of law enforcement and campus authorities, including notification of the victim’s option to:

- **Notify** proper law enforcement authorities, including on-campus and local police
- **Be assisted** in notifying law enforcement authorities if victim so chooses
- **Decline** to notify authorities
- **Rights of victim and institution’s responsibilities** for orders of protection, no contact orders, restraining orders, or similar lawful orders issued by criminal, civil, or tribal court or by the institution
PROCEDURES TO FOLLOW: CONFIDENTIALITY

Information about how the institution will protect the confidentiality of victims and other necessary parties

- Publicly available record-keeping (ex: timely warnings, daily crime log)
- Without the inclusion of personally identifying information about the victim
- Any accommodations or protective measures provided to the victim (to the extent it will not impair institution's ability to provide them)

Confidentiality when providing accommodations is required under the Clery Act and current Title IX regulations

ACCOMMODATIONS & MEASURES

THE CLERY ACT
- Accommodations
- Must be provided in writing
- Options for, available assistance in, and how to request changes to:
  - Academic
  - Living
  - Transportation
  - Working
  - Protective Measures
- If requested by the victim
- If reasonably available
- Regardless of whether the victim chooses to report to campus police or local law enforcement

TITLE IX
- Supportive Measures
- Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge
- To the complainant or the respondent
- Before or after the filing of a formal complaint or where no formal complaint has been filed
# DISCIPLINARY PROCESS

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prompt, fair, and impartial</td>
<td>• Prompt and equitable</td>
</tr>
<tr>
<td>• Describe the standard of evidence</td>
<td>• Regulations inform standard of evidence</td>
</tr>
<tr>
<td>• Be conducted by officials who receive annual training</td>
<td>• Annual training requirements</td>
</tr>
<tr>
<td>• Advisor of choice</td>
<td>• Advisor of choice with role in cross-examination</td>
</tr>
<tr>
<td>• Simultaneous notification of results</td>
<td>• Simultaneous notification of results</td>
</tr>
</tbody>
</table>
PROCEDURES TO FOLLOW: INSTITUTIONAL DISCIPLINARY ACTION

- Explanation of procedures, including:
  - Type of proceeding
  - Steps involved
  - How institution determines which type to use
- How to file a disciplinary complaint

Go to the Title IX Required Process Flow Chart. Reflect upon your institution's disciplinary procedures.

---

THE CLERY ACT

Describe:
- Each type of disciplinary proceeding used by the institution
- Steps, anticipated timelines, and decision-making process for each type of disciplinary proceeding

TITLE IX

For example, under current regulations
- Written notice of allegations
- Investigation
- Investigative report
- Live hearing
- Determination regarding responsibility
- Appeal

They also require reasonably prompt timeframes
HOW TO FILE A DISCIPLINARY COMPLAINT

THE CLERY ACT
- Communicate how to file a disciplinary complaint
- If processes or contacts vary based on type of proceedings, make sure to include all relevant procedures
- Ex: contact information, forms, links, etc.

TITLE IX
- Under current regulations:

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator and by any additional method designated by the institution.

HOW THE INSTITUTION DETERMINES WHICH TYPE OF PROCEEDING TO USE

- Under the Clery Act, your policy has to be clear on how the institution determines which proceedings apply under what circumstances

Questions to Consider:
- What is the jurisdiction of your policy?
- Does it extend to incidents that occur off-campus? To incidents that fall outside of Title IX?
- If so, do you use the same proceedings or are there different proceedings?
- Does the identity of the respondent influence which type of proceeding the institution uses?
## STANDARD OF EVIDENCE

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must describe the standard of evidence that will be used</td>
<td>• Must state whether institution uses preponderance of the evidence or clear and convincing</td>
</tr>
<tr>
<td></td>
<td>• Must be same standard for formal complaints against students as for formal complaints against employees</td>
</tr>
<tr>
<td></td>
<td>• Must apply same standard of evidence to all formal complaints of sexual harassment</td>
</tr>
</tbody>
</table>

## SANCTIONS & REMEDIES

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must list all possible sanctions</td>
<td>• Must describe range of sanctions, but...</td>
</tr>
<tr>
<td>• Must describe range of protective measures</td>
<td>• Must describe range of remedies</td>
</tr>
</tbody>
</table>
## PROVIDE THAT PROCEEDINGS WILL

<table>
<thead>
<tr>
<th>THE CLERLY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include a prompt, fair, and impartial process from the initial investigation to the final result</td>
<td>• Must adopt and publish grievance procedures that provide for the prompt and equitable resolution of student and employee complaints</td>
</tr>
</tbody>
</table>

## TRAINING

<table>
<thead>
<tr>
<th>THE CLERLY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
</table>
| • Proceedings must be conducted by officials who receive annual training on:  
  • Issues related to dating violence, domestic violence, sexual assault, and stalking  
  • How to conduct an investigation and hearing process that protects the safety of victims and promotes accountability | • Individuals involved in process must receive training on specific topics listed in regulations  
• Must make training materials publicly available on the institution’s website (or if no website, available upon request for inspection) |
ANNUAL TRAINING COMPONENTS

- Definitions in policy and scope of educational program or activity
- Relevant evidence and how it should be used during a proceeding
- Proper techniques for interviewing witnesses
- How to serve impartially
- Basic procedural rules for conducting a proceeding
- Training on technology to be used at a live hearing
- Avoiding actual and perceived conflicts of interest

OTHER POSSIBLE TRAINING COMPONENTS

- Effects of trauma
- Cultural awareness training
- Any others to highlight here?
### ADVISOR OF CHOICE

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both parties must have same opportunities to be accompanied by an advisor of choice</td>
<td>• Both parties notified that they may have an advisor of choice who may, but is not required to be, an attorney</td>
</tr>
<tr>
<td>• May not limit choice of advisor</td>
<td>• Responsible for conducting cross-examination (directly, orally, and in real time)</td>
</tr>
<tr>
<td>• Allows institutions to establish restrictions on how the advisor may participate as long as applied equally to both parties</td>
<td>• Must be included in party’s receipt of evidence and investigator’s report</td>
</tr>
<tr>
<td></td>
<td>• May also serve as witness</td>
</tr>
<tr>
<td></td>
<td>• If no advisor, institution must provide one to conduct cross-examination (institution’s choice, does not have to be an attorney, but...)</td>
</tr>
</tbody>
</table>

### NOTICE OF OUTCOME

<table>
<thead>
<tr>
<th>THE CLERY ACT</th>
<th>TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Simultaneous notification in writing of:</td>
<td>• Simultaneous written determination, including:</td>
</tr>
<tr>
<td>• Result of any institutional disciplinary proceeding</td>
<td>• Allegations potentially constituting sexual harassment</td>
</tr>
<tr>
<td>• Procedures for accused and victim to appeal the result, if such procedures are available</td>
<td>• Procedural steps taken</td>
</tr>
<tr>
<td>• Any change to the result</td>
<td>• Findings of fact supporting determination</td>
</tr>
<tr>
<td>• When such results become final</td>
<td>• Conclusions regarding application of code of conduct to the facts</td>
</tr>
<tr>
<td>• Must include rationale for the results and the sanctions</td>
<td>• Statement of, and rationale for, the results as to each allegation</td>
</tr>
</tbody>
</table>
PROCEDURES TO FOLLOW: WRITTEN INFORMATION

TO STUDENTS & EMPLOYEES

- Notification of on- and off-campus services
- Counseling
- Health
- Mental Health
- Victim Advocacy
- Legal assistance
- Visa and immigration assistance
- Student financial aid
- Other services available for victims

TO VICTIMS AFTER A REPORT

- Accommodations
- Rights & options

WRITTEN NOTIFICATION

Guide to Creating a Written Notification

- Use this resource to carefully assess processes and consider how a network of people, offices, and activities all come together to support survivors
- Look at this guidance, as well as other samples from other colleges and universities as you create your own
Initial Questions to Consider:

- Do these documents exist?
- Are they provided to the right audiences?
- Does the policy say what is provided and when?
- Is it clear what information is provided in the written explanation of rights and options?

BREAK TIME: 10 MINUTES
PART III:
POLICY ANALYSIS

ANNUAL SECURITY REPORT OVERVIEW

Required Policy Statements → Crime Statistics → Distribution to Current and Prospective Students/Employees
ASR THINGS TO REMEMBER

- Summary of current, existing policies and procedures as well as three previous calendar years of Clery crime statistics
- Creation of ASR ensures policies and processes are in place
- “Say what you do; do what you say.”
- Ask: “Who is at the table?” “Is it a useful document?”
CLERY ACT POLICY STATEMENT REQUIREMENTS FOR DVSAS

• Requires a description of all procedures used to address cases of DVSAS
• All required policy statement elements must be in place for all proceedings used to address cases of DVSAS

TITLE IX BIFURCATED POLICIES

• Some campuses now have in place multiple policies and procedures to address DVSAS
  • One that captures all Title IX requirements, including a live hearing with cross-examination
  • One or more that address DVSAS that fall outside of the jurisdiction of Title IX (outside of education programs or activities in the U.S.) in order to avoid subjecting individuals to a live hearing with cross-examination
AS A RESULT...

• Campuses must describe multiple disciplinary proceedings within their ASRs in order to represent all the different procedures that take place and meet Clery requirements

This. Is. Hard.
PART IV:
INTEGRATING TITLE IX & CLERY ACT
POLICY STRUCTURE OPTIONS

1. One policy for all DVSAS cases incorporating all Title IX requirements
2. One policy for Title IX cases that applies to both students and employees and then a separate policy (or separate procedures under singular policy) for non-Title IX DVSAS cases that applies to students and employees

POLICY STRUCTURE OPTIONS

3. Separate Title IX policies for students and employees; separate non-Title IX policies for students and employees
4. Additional, separate procedures for other circumstances due to state law requirements
   - Ex: CA requires live cross-examination for any case where the potential sanction could result in separation from the University
ON TOP OF ALL OF THIS

- Incorporating response and Clery-required prevention programming requirements could take place
- Separate policies could exist for just prevention, just response, or prevention and response

BENEFITS/DRAWBACKS OF POLICY STRUCTURES

+ One policy for everything makes processes and descriptions clear and easy to understand and apply
- One policy for everything causes all DVSAS cases to undergo a live hearing with cross-examination
BENEFITS/DRAWBACKS OF POLICY STRUCTURES

➕ One overall Title IX policy and one overall non-Title IX policy streamlines practices without requiring unnecessary involvement in steps that might cause or perpetuate trauma

➖ Administering two policies can be difficult to manage and also explain to the campus community

BENEFITS/DRAWBACKS OF POLICY STRUCTURES

➕ Having separate student and employee Title IX and non-Title IX policies allows for the most intentional development and application of strategies that apply to each type of situation and role

➖ Administering four policies can be difficult to manage and also explain to the campus community
BEST PRACTICES FOR POLICY CREATION

• Remember that each of the Clery requirements must be in place for each and every policy that guides procedures for disciplinary action for DVSAS cases
• Ensure that the policy and resulting policy statement in an ASR accounts for each of these elements
• Consider utilizing visuals like charts or infographics to show the relationship between policies or to demonstrate the qualities each policy has or shares
• Focus on creating the most equitable procedures and the most clear, streamlined descriptions of those procedures
BECOME A CLERY CENTER MEMBER!

Clery Center Membership connects campus safety professionals with ready-to-use materials, resources, and strategies to help guide them through understanding and implementing the provisions of the Clery Act. Members receive unparalleled expertise in the form of:

Annual security report reviews
Unlimited technical assistance and support
Free and discounted trainings
Workshops and webinars
Free tools and resources
Access to the Member directory and discussion board

Learn more: clerycenter.org/become-a-member

CLERY CENTER ON-DEMAND TRAINING OPTIONS

CLERY ACT TRAINING SEMINAR (CATS)
ASR WORKSHOP
CSA WORKSHOP
CSA TRAIN-THE-TRAINER

Learn more: clerycenter.org/on-demand-training