Title IX Training Webinar

June 24, 2020

New Title IX Rules: Higher Education Supportive Measures and Informal Resolution

Topic #1: Defining Supportive Measures

Definition of Supportive Measures

- When are they provided?
  - Offered before or after the filing of a formal complaint or where no formal complaint is filed
  - Continue through the conclusion of the grievance process when applicable
  - Can be continued even after a finding of non-responsibility

- What are they?
  - Non-Disciplinary, non-punitive individualized services
  - Offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent
  - IHE must maintain confidentiality of supportive measures to the extent possible so as to not impair the ability to provide them

- Designed to restore or preserve equal access to the recipient’s education program or activity

- Do not unreasonably burden the other party

- Measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment

- Common Supportive Measures:
Counseling

- Extension of deadlines or other course-related adjustments
- Modifications of work or class schedules
- Campus escort services
- Mutual restrictions on contact between the parties
- Leaves of absence
- Increased security and monitoring
- Other similar measures

What is “Unreasonably Burdensome”?

- No specific definition – consider fact-based circumstances
- Does not depend solely on continued access to academic programs – meaning removal from an extracurricular activity could apply
- Take into account:
  - Nature of the educational programs, activities, opportunities, and benefits
  - Timing/length
  - Consent/ability to negotiate

Caution!

- An IHE’s identified disciplinary sanctions should NOT be used as supportive measures
  - Must go through grievance process
- Example: If removal from student activities is a potential sanction, you cannot remove a Complainant or Respondent from student activities as an interim, supportive measure
- Suspension, expulsion, and termination of employment are inherently disciplinary
- Emergency Removal (Student)
- May remove a Respondent from an education program or activity after:
  - Undertaking an individualized safety and risk analysis
  - Determining an immediate threat to physical health or safety of any student or individual arising from the allegations justifies removal
• Must provide Respondent with notice and an opportunity to challenge the decision immediately following the removal

Administrative Leave (Employee)

• Non-student employee may be placed on administrative leave during pendency of grievance process
• “Generally understood as temporary separation from a person’s job, often with pay and benefits intact.”
• However, comments state administrative leave may be “with or without pay”

Removing the Respondent

• When considering removal or administrative leave, be aware of:
  o Separate student conduct, contract, faculty governance, or other applicable rights and procedures; and
  o Respondents with disabilities – removals must be consistent with any applicable rights under Section 504 or the ADA.

Topic #2: Title IX Coordinator Responsibilities

Responsibility for Supportive Measures

• Title IX Coordinator responsible for coordinating the effective implementation of supportive measures
• Burden of arranging and enforcing measures must remain on the IHE, not on any party
• Coordinate implementation of measures with appropriate staff
• Serve as point of contact for students to ensure implementation occurs
• Needs to promptly contact the parties to discuss the availability of supportive measures
• Supportive measures must be offered and explored; an IHE does not wait for a request to respond

Documentation

• Maintain complete records of each matter (required to be maintained for seven years)
• Must document the facts or circumstances that render certain supportive measures appropriate or inappropriate
• If a Complainant-requested measure was not implemented, document why the response to the Complainant was not clearly unreasonable in light of the known circumstances

**Topic #3: Informal Resolution**

**Informal Resolution**

• Prohibitions with informal resolution:
  
  o Cannot be used upon allegations an employee sexually harassed a student
  
  o Cannot require a student or employee to waive their right to a hearing as a condition of enrollment, employment, etc.

**Informal Resolution - When**

• May occur after the filing of a formal complaint and prior to reaching a determination regarding responsibility
  
  o No formal complaint = no informal resolution

• Must be completed within “reasonably prompt timeframes”

• Cannot require parties to participate in informal resolution

• Either party can withdraw and resume a formal investigation/complaint process at any time

**Informal Resolution - What**

• Requires written notice:
  
  o Allegations
  
  o Describe informal Resolution process, including preclusion of further formal process once final
  
  o Right to withdraw from formal resolution
  
  o Potential consequences (e.g., records)
  
  o Need written, voluntary consent

• Facilitator: Title IX Coordinator or other trained individual
  
  o If IHE plans to allow an informal resolution facilitator to be a witness in subsequent formal grievance processes, that fact must be disclosed to parties
• May “encompass a broad range of conflict resolution strategies”:
  o Mediation
  o Arbitration
  o Restorative Justice
  o Informal negotiation

Informal Resolution Examples
• Informal Resolution allows for solutions tailored to parties' interests:
  o Admission of responsibility
  o Disciplinary sanctions, including expulsion
  o Apologies or facilitated conversations
  o Victim impact statements
  o Training, counseling
  o Confidentiality

Conflict of Interest, Bias, and Impartiality
• Informal Resolution facilitators must be free from conflicts of interest, bias, and serve impartially
  o Conflict of Interest:
    • Do I know the parties?
    • Do I have a stake in the outcome?
    • Am I aligned with any student organizations, curriculum, positions, etc. pertinent to this process?
• If yes – step aside, or articulate why you can still serve on an impartial basis
• Informal Resolution facilitators must be free from conflicts of interest, bias, and serve impartially
  o Be Neutral:
    • Do not pre-judge either party based on written complaint;
    • Do not make judgments based on what you know about student or employee;
• Do not assume false reports or guilt
  o Do not be an advocate – do not align with one party “against” the other, consciously or subconsciously

Confidentiality
• Recipient determines the confidentiality of informal resolutions
  o May be influenced by the type of informal resolution offered
  o Must inform parties about the nature and consequences of any confidentiality provisions