
CREATING CAMPUS PARTNERSHIPS WITH TITLE IX: BALANCING VISIBILITY WITH CONFIDENTIALITY

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WHAT DO YOU CALL
AN ALLIGATOR IN A VEST?



AN INVESTIGATOR.

INTRODUCTIONS

ASCA ACCESSIBILITY ACKNOWLEDGMENT

- ASCA is committed to making our events accessible. We encourage you to engage in sessions in ways that fit your abilities and comfort level. In addition to any requested accommodations and use of assistive devices and technology, we encourage attendees to drink or eat during session, stretch, stand up, fidget, stim, take breaks, wear headphones for noise and stimulation reduction, and/or engage in helpful focus/regulation practices such as deep breathing, doodling, using a silent phone app, and more. In general, please engage so far as you feel emotionally and physically able to do so—it is okay to push your comfort zone, and to also prioritize your well-being.
- We encourage all attendees to understand that focus and engagement can look and feel different for each individual, and that while unfamiliar behaviors may sometimes be initially distracting, they are not intentionally disruptive. ASCA spaces should feel comfortable and accessible. If you have any concerns with accessibility, please let Central Office know as soon as possible.

LEARNING OUTCOMES

- Discuss various strategies for promoting Title IX resources and processes to ensure they are accessible and visible to all students.
- Explore methods to ensure that Title IX educational efforts are inclusive and accessible, addressing the specific needs of diverse student populations.
- Participants will be able to articulate the importance of maintaining impartiality and confidentiality in Title IX roles while engaging with students and the campus community.

KNOWLEDGE AND SKILLS

Area	Level
Education 4.2, 4.3	Intermediate
Equity and Intentional Inclusion 5.2, 5.3	Foundational
Internal and External Partnership 6.1, 6.2, 6.3	Advanced
Law & Policy 8.2	Intermediate

SYRACUSE UNIVERSITY TITLE IX

Student Title IX

- Established August 1st, 2022
- Student Experience Division
- Handle complaints regarding violations of Title IX involving student respondents
- Office includes:
 - Title IX Coordinator for Students
 - Student Title IX Case Coordinator
 - Title IX Investigators (4)
 - Office Coordinator

Equal Opportunity, Inclusion, and Resolution Services

- Human Resources
- Handle complaints regarding violations of Title IX involving faculty/staff respondents
- Office includes:
 - Associate Vice-President, Chief Equal Opportunity and Title IX Officer
 - Equal Opportunity and Title IX Investigator (2)
 - Equal Employment Opportunity and Title IX Case Coordinator
 - Training and Development Specialist

GOALS OF STUDENT TITLE IX INVESTIGATORS

- Reduce barriers for connecting with students
- Help connect students with resources and support structures before, during, and after an incident involving sexual or relationship violence
- Clarify and address misinformation that has been shared regarding process
- Educate student, staff, and faculty on the process and resources available through Title IX
- Educate student, staff, and faculty on sexual and relationship violence.

WHAT ARE THE BARRIERS TO REPORTING?

- **Perceived Bias:** Students may view Title IX offices as biased, either in favor of complainants or respondents, leading to a lack of trust in the fairness of the process.
- **Fear of Labeling:** Students may avoid reporting incidents due to concern that being involved in a Title IX case will result in stigmatization, both socially and academically. There may be a fear of being labeled as a victim or as someone facing serious allegations.
- **Cultural Attitudes Toward Sexual Assault:** In many communities, there is still a stigma attached to talking about sexual harassment or assault openly. This can discourage students from seeking help from Title IX offices, fearing they won't be believed or supported.
- **Fear of Retaliation:** Despite policies in place regarding retaliation, students fear retaliation, even for non-violent behavior.

WHAT ARE THE BARRIERS TO REPORTING?

- **Misunderstanding of Title IX/Misinformation:** Many students and staff members lack a full understanding of Title IX's scope and protections, leading to misconceptions about the role and purpose of Title IX offices. This can create reluctance to engage with the office or seek support. Students, Faculty, and Staff may inadvertently share conflicting/false information on topics such as affirmative consent, incapacitation/intoxication, and the steps involved in filing a Title IX Complaint.
- **Discomfort with Legal Process:** The legal and formal nature of Title IX investigations can be intimidating and uncomfortable for students, making them hesitant to engage with the office due to fear of a lengthy, adversarial process.
- **Process Challenges:** The length of the process can be extremely discouraging to students as well as a fear of participating in a hearing process where they will be required to answer questions through cross-examination.

CHALLENGES IN CONNECTING WITH STUDENTS

- **Visibility on Campus:** Seeing students who we regularly work with.
- **Overwhelming Amount of Information:** With many campus resources and policies to navigate, students may feel overwhelmed by the volume of information provided, making it harder for them to retain or engage with Title IX-specific details.
- **Competing Priorities:** Students face academic pressures, extracurricular commitments, and social challenges, leaving limited time or mental bandwidth to engage with Title IX education, even when it is offered.
- **Cultural and Social Barriers:** Stigma surrounding sexual harassment or assault can discourage students from seeking information or asking questions. Additionally, cultural or social factors may prevent some students from feeling comfortable engaging with Title IX materials.

CHALLENGES IN CONNECTING WITH STUDENTS

- **Difficulty Reaching Diverse Populations:** Title IX offices often struggle to reach marginalized or underrepresented student groups (e.g., students of color, LGBTQ+ students, international students) with tailored, culturally sensitive information.
- **Inconsistent Outreach Efforts:** Title IX information may be provided through various channels (emails, posters, orientations), but inconsistent or fragmented outreach strategies can limit students' awareness of where to go for help or information.
- **Limited Engagement on Digital Platforms:** Many students may not fully engage with traditional informational materials (e.g., posters, flyers), and Title IX offices may struggle to connect with students on digital platforms where they are more active.

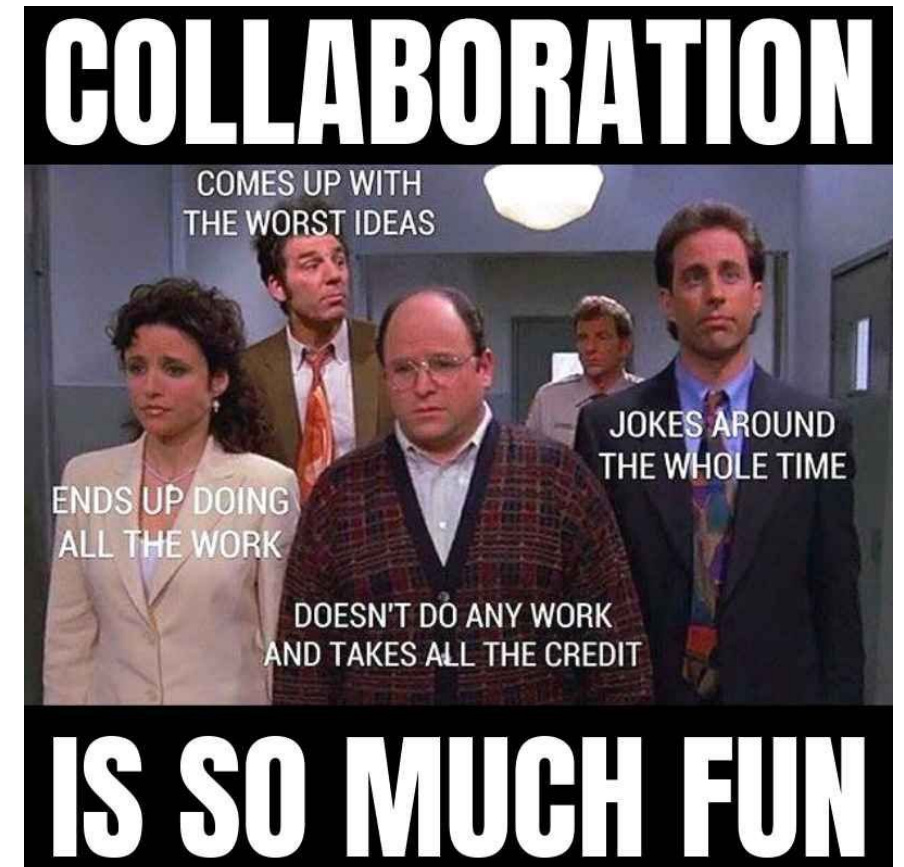


CAMPUS PARTNERSHIPS

- Choose to work with groups and student populations that are oftentimes seen as “closed communities”
- Some partnerships were formed pro-actively while others were more reactive.
 - Native Student House (113 Euclid)
 - Fraternity & Sorority Affairs
 - LGBTQ Resource Center
 - Disability Cultural Center
 - Barnes-McDuffie House (African American House)

HOW TO BUILD CONNECTIONS

- Start with staff buy-in
 - Get to know the staff associated with these spaces
- Attend Events
 - Especially events held by students
- Get to know your student body
 - Ask questions about them (conversations not presentations)
- Presentations
 - Focus on informal conversation rather than formal presentations when possible
- What significant collaborations have you built on your campus?



PROMOTING CAMPUS VISIBILITY



- Tabling in spaces around campus
 - Provide Title IX swag to students/prospective students/parents etc.
 - Provide campus resources
 - Provide education (through games and trivia)
 - Table in lesser-populated areas
- Volunteer for and attend events on campus
- Department of Public Safety collaboration
 - Late night tabling
 - Shared trainings

CHALLENGES OF COLLABORATION

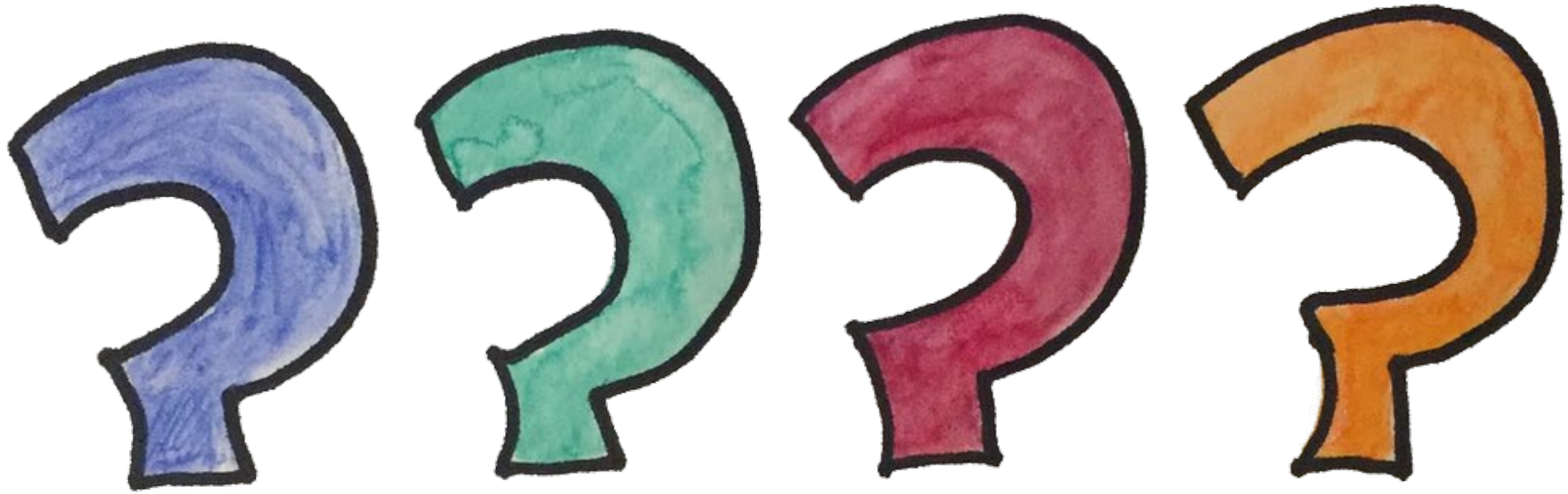
- Balancing visibility and collaboration with privacy and confidentiality
 - Ex. Investigators tabling in Student Union where they may see students they have worked with
 - Understand the roles of individuals in your office and how those roles may be viewed in different spaces
- Staff collaboration is a two-way street
 - You can only put in the effort and time that you have available – not every staff will be open to this type of collaboration
 - Some staff are not comfortable with the subject matter and/or don't know how to broach these topics

CHALLENGES OF COLLABORATION

- Limited staffing and budgets
- Introverted staff who find it more challenging to make connections
 - Find an extroverted friend to go with you!
- What other challenges would your institution face with these collaborative efforts?

RESULTS (SO FAR)

- 2024 Syracuse University Climate Survey
 - Nearly 80 percent of students who completed the survey said they knew where they could get help if they or a friend were sexually assaulted, harassed, abused, or stalked. This is an eight percent increase from 2022.
 - Nearly 80 percent said they had a general understanding of Syracuse University's procedures for addressing sexual and relationship violence. This is a six percent increase from 2022.
 - 70 percent had a general understanding of the role of the University's Title IX coordinator, which is a ten percent increase from 2022 and a twenty percent increase from 2020.



QUESTIONS?