

FROM COMPLIANCE TO PREVENTION:

Implementing Title IX & Clery Act Responsibilities with Impact



Our Expert Panel



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Title IX & Clery Act Expert



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DISCLAIMER

- We are not giving you legal advice.
- Consult with your legal counsel regarding how best to address a specific situation.
- Feel free to ask general questions and hypotheticals through chat or Q/A segments.
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AGENDA

- School Responsibility Overview: Title IX/Clery Act
- *Group Question*
- Outreach & Awareness Events
 - The “WHAT”
 - The “HOW”
 - Calendaring & Implementation

15 MINUTE BREAK

- Pregnant & Parenting Rights
- Website Visibility
- Liability Case Examples
 - Tuesday Threats
- *Prevention Scenario Exercise*

**TITLE IX
& CLERY ACT**



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SCHOOL RESPONSIBILITY

When designing a prevention or education strategy, it's essential to align with Title IX and Clery Act requirements while also making programming:

- inclusive,
- trauma-informed,
- accessible to all students,
- accessible to all employees, and
- accessible to all parents and guardians (when applicable).*

THE STARFISH STORY

RESPONSIBILITY CHECKLIST



Prevention
Education for all!

SCHOOL RESPONSIBILITY

RESPONSIBILITY AREA	REQUIRED ACTIONS	TITLE IX	CLERY ACT
PREVENTION	Implement and maintain primary and ongoing prevention programs.	✓ (All Systems)	✓
ON-GOING AWARENESS	Educate students and employees about rights, consent, reporting, and support services.		✓ (Ensures HE System)
OUTREACH	Ensure all individuals know how to access Title IX support, report incidents, and understand campus policies.	✓ (All Systems)	✓
EDUCATION	Train staff, faculty, and students through evidence-informed, culturally relevant programming.	✓ (All Systems)	✓ 2024 Hazing Act (HE System)

Why Protocols Matter?

- Protocols establish a **clear, step-by-step framework** for responding to reports of misconduct.
- Promote *fairness, consistency, and transparency* for students, employees, and the institution.
- Bridge **federal requirements with day-to-day campus practice.**
- Reinforce *institutional credibility* while reducing compliance risk.



Title IX Protocols- Required Steps

- **Notice & Intake:** Prompt acknowledgment of every report is a critical first step in prevention. It helps ensure concerns are not overlooked or delayed, allowing schools to respond early and reduce the risk of escalation or recurrence.
 - **Supportive Measures:** Providing timely, non-punitive, individualized support (for example, counseling or schedule adjustments) protects well-being and helps deter retaliation, reducing the likelihood of further harm to any involved parties.
 - **Formal Complaint & Investigation:** An impartial, trauma-informed investigation process helps minimize bias, address misinformation, and reduce recurring misconduct by establishing accountability and strengthening trust in reporting systems.
 - **Decision & Appeal:** Clear, equitable outcomes with the opportunity to appeal help reduce ambiguity and signal to the campus community that safety concerns are addressed thoughtfully and consistently.
 - **Recordkeeping & Documentation:** Maintaining thorough records supports long-term oversight and enables institutions to identify repeat patterns, close response gaps, and reinforce a culture of proactive prevention.
-



Clery Act Protocols- Campus Safety in Action

- **Timely Warnings & Emergency Notifications:** Immediate alerts enable the campus community to take protective action, helping reduce risk and reinforce a culture of awareness and shared vigilance.
- **Daily Crime Log:** Transparent, accessible documentation of reportable incidents helps campus safety and leadership teams identify trends and inform targeted prevention strategies.
- **Annual Security Report (ASR):** Publishing the ASR each year ensures students and employees are informed about risks, policies, and available resources, a key step in supporting informed decision-making and risk awareness.
- **Policy Statement:** Clear institutional policies on safety, rights, and procedure help establish preventive norms and clarify how students and employees can respond when concerns arise.



GROUP QUESTION:

*“What Prevention
Activities Have
You Implemented?”*



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OUTREACH & AWARENESS

How to Improve Your Current Climate Surrounding Outreach & Awareness Events?

- ❖ Climate Survey
(not required, but recommended)
- ❖ Create An Outreach Plan

In Simple Terms:

- ❖ Students, Parents/Guardian, Employees
- ❖ Plan ongoing education efforts
(workshops, speaker events, awareness months, peer education)
- ❖ Promote awareness through digital platforms, posters, emails, etc.



TITLE IX

Sexual Discrimination, Consent, Bystander Intervention, Reporting, Mandated Reporter, Policy & Procedures

CLERY ACT

Domestic Violence, Dating Violence, Stalking, Sexual Assault, Hazing



The “WHAT” (Best Practices)

<u>STUDENTS</u>		<u>PARENTS/GUARDIANS</u>		<u>EMPLOYEE & NON-EMPLOYEE</u>	
(AGE APPROPRIATE)		(K-12/ HIGHER EDUCATION UNDERAGE STUDENTS)		(PART-TIME, FULL TIME, NON-PAID, & VOLUNTEER)	
K-12	HIGHER EDUCATION	K-12	HIGHER EDUCATION	K-12	HIGHER EDUCATION
<p>Elementary:</p> <ul style="list-style-type: none"> • Respect • Boundaries • Healthy Peer Interaction • Abduction Prevention • Online/Digital Safety <p>Middle/High School:</p> <ul style="list-style-type: none"> • Harassment • Consent • Bullying (Sex-based) • Abduction Prevention • Online/Digital Safety <p><i>(*T9CG Recommends: On-Going Education.)</i></p>	<p>During Orientation & Annually (minimum):</p> <ul style="list-style-type: none"> • Title IX Policy Prohibited Conduct Definitions • Consent Policy • Bystander Intervention • Safety on Campus • Title IX Procedures (how to make a report; supportive measures; victim rights; adjudication processes; resources; sanctions; FAQs; etc.) <p><i>(*T9CG Recommends: At Least 1 Time Per Semester & For Topics To Be Scaffolded.)</i></p>	<p><i>(*T9CG Recommendation: Provide Annual Education.)</i></p> <ul style="list-style-type: none"> • What the K-12 student will learn regarding their boundaries and safety • What concerns are taking place in the school setting, city, county, nationwide that connects to the importance of this education • Where to locate the Title IX policy and procedures • Where to locate the mandatory reporting policy and school sexual harassment policies • How to make a report 	<p><i>(*T9CG Recommendation: Provide During Orientation.)</i></p> <ul style="list-style-type: none"> • Title IX Policy Prohibited Conduct Definitions • Consent Policy • Bystander Intervention • Safety on Campus • Title IX Procedures (how to make a report; supportive measures; victim rights; adjudication processes; resources; sanctions; FAQs; etc.) 	<p>New Hires & Annually:</p> <ul style="list-style-type: none"> • Mandated Reporting responsibilities* • Sexual Harassment Policy (if the employee experiences this, what to do (Title VII))* • Title IX Policy & Procedures* <ul style="list-style-type: none"> ○ What to do if a student discloses ○ What to do if suspicion or concern ○ Who is the Title IX Coordinator ○ How to file a concern <p>Specialized Training</p> <ul style="list-style-type: none"> • Title IX Coordinator • Investigator, Hearing Officer, Advisors <p><i>(*Maintain records of who took what trainings and who passed; who didn't pass and were re-trained.)</i></p>	<p>New Hires & Annually:</p> <ul style="list-style-type: none"> • Responsible Employee Obligations • Sexual Harassment Policy (if the employee experiences this, what to do (Title VII)) • Title IX Policy & Procedures* <ul style="list-style-type: none"> ○ What to do if a student discloses ○ What to do if suspicion or concern ○ Who is the Title IX Coordinator ○ How to file a concern <p>Specialized Training</p> <ul style="list-style-type: none"> • Title IX Coordinator • Investigator, Hearing Officer, Advisors <p><i>(*Maintain records of who took what trainings and who passed; who didn't pass and were re-trained.)</i></p>

The “HOW” (Best Practices)

<u>STUDENTS</u>		<u>PARENTS/GUARDIANS</u>		<u>EMPLOYEE & NON-EMPLOYEE</u>	
(AGE APPROPRIATE)		(K-12/ HIGHER EDUCATION UNDERAGE STUDENTS)		(PART-TIME, FULL TIME, NON-PAID, & VOLUNTEER)	
K-12	HIGHER EDUCATION	K-12	HIGHER EDUCATION	K-12	HIGHER EDUCATION
<p>Partner with sexual violence prevention organizations for student education:</p> <ul style="list-style-type: none"> • Outreach Events • Awareness Month Themes • Theater Groups • Puppet Shows • In-Class Presentations <p>Have K-12 books read that discuss appropriate topics on:</p> <ul style="list-style-type: none"> • Consent • Boundaries • Healthy & Unhealthy Interactions • Bullying • Sexual Abuse Prevention* • Etc. <p>Invite Law Enforcement and community partners to discuss serious topics & also support/assist the above.</p>	<p>Online Education (minimum, annually):</p> <ul style="list-style-type: none"> • This has become the standard for annual trainings for students. <p><i>*Be cautious you are not giving the exact same online education every year without change.</i></p> <p>In-Person Education (recommended by T9CG as an addition to online education):</p> <ul style="list-style-type: none"> • Outreach Events • Awareness Month Themes • Theater Groups • In-Person Presentations <p>Invite Law Enforcement and community partners to discuss serious topics & also support/assist the above.</p>	<p>Invite to Outreach Events that should be targeted for entire school communities, such as:</p> <ul style="list-style-type: none"> • A <u>resource fair</u> with community partners and others invited (face painting, therapy dogs, healthy snacks, law enforcement, local rape crisis center, art therapy table for drawing, etc.) <p>Create a “Parent Safety Committee”:</p> <ul style="list-style-type: none"> • To support the education of parents annually • To support the education of children on safety annually • To support and help organize 1-2 Outreach Events a year. <p><i>*T9CG recommends once in the Fall and Spring.</i></p>	<p>Invite to Outreach Events that should be targeted for entire school communities, such as:</p> <ul style="list-style-type: none"> • A <u>resource fair</u> with community partners and others invited (face painting, therapy dogs, healthy snacks, law enforcement, local rape crisis center, art therapy table for drawing, etc.) <p><i>*T9CG recommends once in the Fall and/or Spring.</i></p>	<p>Online Education (minimum, annually):</p> <ul style="list-style-type: none"> • This has become the standard for annual trainings for employees. <p><i>*Be cautious you are not giving the exact same online education every year.</i></p> <p>In-Person Education (recommended by T9CG as an addition to online education):</p> <ul style="list-style-type: none"> • Outreach Events • Awareness Month Themes • Theater Groups • In-Person Presentations <p>Invite to Outreach Events that should be targeted for entire school communities.</p> <p><i>*T9CG recommends once in the Fall and Spring.</i></p>	<p>Online Education (minimum, annually):</p> <ul style="list-style-type: none"> • This has become the standard for annual trainings for employees. <p><i>*Be cautious you are not giving the exact same online education every year.</i></p> <p>In-Person Education (recommended by T9CG as an addition to online education):</p> <ul style="list-style-type: none"> • Outreach Events • Awareness Month Themes • Theater Groups • In-Person Presentations <p>Invite to Outreach Events that should be targeted for entire school communities.</p> <p><i>*T9CG recommends once in the Fall and Spring.</i></p>

Strategic Use of Awareness Periods

- **Connects awareness to context:** Students often interpret national observances (for example, National Stalking Awareness Month, SAAM, and DVAM) through their own or others' experiences.
- **Builds visibility and clarity:** Awareness periods create opportunities to reinforce Title IX and Clery responsibilities, clarify reporting pathways, and increase campus understanding of available supports.
- **Strengthens cross-campus collaboration:** Collaboration across units such as HR, Housing, Student Services, and campus safety supports more consistent policy implementation and a more coordinated response to relationship-based and pattern-driven harms.



PREVENTION CALENDAR

January	February	March	April	May	June
National Stalking Awareness Month ★	Teen Dating Violence Awareness Month ★	Women's History Month ▲	Sexual Violence Awareness Month ★	Mental Health Awareness Month & Mother's Day ▲	Father's Day & Pride Month ▲
July	August	September	October	November	December
Summer Safety and Policy Review ■	Back-to-School Orientation ★ RED	National Hazing Prevention Week & Clery ASR Season ★	Domestic Violence Awareness Month & National Bullying Prevention Month ★	Family Violence Awareness ▲ ZONE	Year-End Review and Prevention Planning for next year ■

★ Key Visibility Months
 ■ Planning & Policy Review Months
 ▲ Conversation Starter Months

Month-by-Month in Practice

February: Teen Dating Violence & Healthy Relationships Month

- Deliver a residence life or student conduct workshop on recognizing relationship-based harm.
- Share a one-page staff guide on responding to dating concerns, including technology-facilitated behaviors.

April: Sexual Assault Awareness Month (SAAM)

- Host an educational session or self-defense-informed safety workshop alongside reporting and support education, including digital and AI-informed risks.
- Coordinate resource tables or redistribute updated Title IX materials across campus.

September: ASR Season & Hazing Prevention

- Provide targeted guidance to student affairs staff on identifying hazing-related concerns.

October: Domestic Violence Awareness Month (DVAM)

- Coordinate DVAM visibility initiatives (for example, purple ribbon campaigns or partner events).
- Offer focused training on intimate partner violence indicators, including cyber and technology-enabled patterns.

Mother's & Father's Day

- Highlight pregnant & parenting student protections under Title IX.
- Review accommodation processes with academic affairs and student support offices.

Start of the School Year, Orientation, & Red Zone Periods

- Conduct early-semester briefings on reporting options and available supports.
- Ensure intake and response teams complete refresher training before peak period.



It's a Prevention Party!

- **Prevention reduces downstream strain:** Intentional, well-timed prevention efforts help campuses identify concerns earlier, reducing avoidable escalation into formal complaints, investigations, and system stress points.
- **Signals institutional care and readiness:** Prevention is not only about visible programming. Consistent, well-aligned efforts communicate that the institution is attentive to emerging patterns of harm and responsive to lived student realities.
- **Provides the positive side of the work:** Preventive measures balances the seriousness of Title IX and Clery with visible, engaging efforts that build trust, inclusion, and a sense of campus care.
- **Makes safety a shared, sustained responsibility:** Coordinated prevention across the academic year encourages earlier help-seeking, strengthens community trust, and supports a culture where awareness, recognition, and response work together.



**15 Minute
Break**



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PREGNANT & PARENTING RIGHTS



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PREGNANT & PARENTING STUDENTS



- Whether K-12 or Higher Education, pregnant and parenting students are protected under Title IX.
- Sex discrimination directly classifies *any undue burden (due to sex)* on academic success, as a direct legal violation.
- 2024: Biden Administration mandated Title IX policy to incorporate these rights “officially”.*
- 2025: Trump Administration’s returned Title IX to the 2020 Regulations and this removed the official mandate, however:
 - Pregnant & Parenting Rights were NOT the controversial aspect in the 2024 TIX Regs
 - Pregnant & Parenting Rights have always been best practices & are strongly recommended
 - Experts agree: Pregnant & Parenting Rights will be mandated AGAIN at some point



PREGNANT & PARENTING STUDENTS

THREE KEY AREAS FOR IMPLEMENTATION TO SUPPORT PREVENTION

- Create a Pregnant & Parenting Policy
- Create a tracking system for communication and “reasonable” accommodations
- Create and implement an education outreach plan for increased awareness

**K-12 & Higher Education Employees and Higher Education Students are legally expected to advocate for themselves.*

> Therefore, HE students need to know they have rights at your school.

Pregnancy, Parenting & Disability Overlap

- Pregnancy-related complications may qualify as temporary disabilities under ADA and Section 504.
 - Reasonable accommodations may include remote participation, schedule adjustments, or excused medical absences, among others.
 - Direct, proactive communication helps ensure students understand their rights and available supports.
-



Example situation

- An international Ph.D. student develops preeclampsia and is placed on bed rest. If her advisor penalizes her for missed lab work, it may be a Title IX violation, a national origin (Title VI) violation, and disability discrimination under federal law.

Best Practices for Supporting Pregnant & Parenting Students

- **Responsible Employee Checklists:** Ensure faculty and staff understand reporting and referral duties.
- **Visible Coordinator Contact Info:** Display on web pages and key campus spaces for quick access.
- **Rights-at-a-Glance Half Pager:** Post a half-page summary on the Title IX and/or Pregnant and Parenting webpage for easy student reference.
- **Include Lactation Room Locations:** Ensure information is clearly listed online and visible in the half pager.
- **Coordinate with Disability Services:** Streamline ADA and Section 504 accommodations for pregnancy-related conditions.
- **Align Outreach with Key Dates:** Use Mother's Day, Father's Day, back-to-school periods, and awareness months to increase visibility and create supportive space for students.

PREGNANT AND PARENTING STUDENTS AT 'X' INSTITUTION

- Your Rights at 'X' Institution**
 - Clearly state your Title IX policy- linked or in a QR code.
 - State that by the school's Title IX policy, there are reasonable accommodation provisions also provided.
- Reasonable Accommodations for you**
 - Preface, this list by saying- 'included but are not limited to'.
 - List a comprehensive set of accommodations on this template. The extensive list should provide the student with a broad idea of what accommodations they can access.
- Lactation Room**

Listing the location of the Lactation Room(s) allows for a more robust implementation of your policy.
- Title IX Coordinator's Information**

Always list your Title IX Coordinator's Information

 - Name
 - Email ID
 - Phone Number
 - Office Location (If applicable)

If you are working in collaboration with other offices and services on campus, please list them as a note with an *. Such notes allow students to know that multiple people and offices can be reached in case of help or support.

TITLE IX RESPONSIBLE EMPLOYEE CHECKLIST

This checklist is for "X" employees who are responsible for assisting parties who may have experienced or witnessed some form of sexual discrimination reach the Title IX Office for support and resources. (Sexual discrimination includes but is not limited to sexual assault, domestic violence, dating violence, stalking, pregnant and parenting inequities, and sex-based harassment).

Pregnant and Parenting Students

When students are classified as pregnant and/or parents they are protected against sexual discrimination as prescribed under Title IX Federal Regulation. All responsible employees are required to inform students that accommodations are available through the Title IX Office.

Here are two options to doing so:
• Provide them with the Title IX coordinator email to contact for resources, or
• Email the Title IX coordinator and make a quick e-introduction.

Sexual Misconduct Disclosures

- Determine if the reporting party requires immediate medical attention or if there is an immediate threat of danger or injury.
If so, call 911.
- Before disclosure takes place and if you sense information about sexual harassment, sexual violence, or sexual misconduct is about to be shared:
 - Inform the reporting party of your obligation to report the incident(s) to the Title IX coordinator as a responsible employee.
 - Inform the reporting party there are "strict confidential" individuals on campus and off-campus they can also speak with who do not have an obligation to report to the Title IX coordinator. Provide the Title IX Options for Immediate Help and Support brochure.
- If disclosure takes place:
 - Remind the reporting party that what they've experienced is not their fault. Reassure them, and ask if they would like you to check on them in a few days or weeks.
 - Inform the reporting party of your obligation to report the incident(s) to the Title IX coordinator as a responsible employee. Let them know the Title IX coordinator will contact them to make sure they are safe.
 - Inform the reporting party that the Title IX coordinator will explain their rights and options at CUSM, will ensure their safety, will offer supportive measures to help them feel safe on campus, and will help ensure their academic trajectory is supported for success.
 - Offer to accompany the reporting party in a meeting with the Title IX coordinator, or arrange the appointment.
- If disclosure does not take place, but there is cause for concern:
 - Advise the reporting party that they may speak with counseling services and confidential resources for additional support throughout their academic and/or employment experience at CUSM. Provide the Title IX Options for Immediate Help and Support brochure.
- Contact the Title IX coordinator within 24 hours:
Title IX Coordinator's Name
Email
Phone Number
Office Number (If applicable)

Responses to Avoid

- Do not promise confidentiality.
- Do not promise an outcome.
- Do not provide counseling or guidance beyond your training or expertise.
- Do not discourage the reporting party from further reporting an incident. Victims and survivors have the right to report to local law enforcement, the Title IX coordinator, and confidential resources even if the responsible employee has already reported the incident.
- Do not judge or minimize the incident(s) disclosed to you, the complainant that blame may be stated or implied through comments, body language, and/or questions.
- Do not blame the reporting party or minimize the impact of the incident on them.
- Do not interrogate the reporting party about the incident.

THANK YOU FOR YOUR CARE AND AWARENESS

**WEBSITE
VISIBILITY**



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WEBSITE VISIBILITY

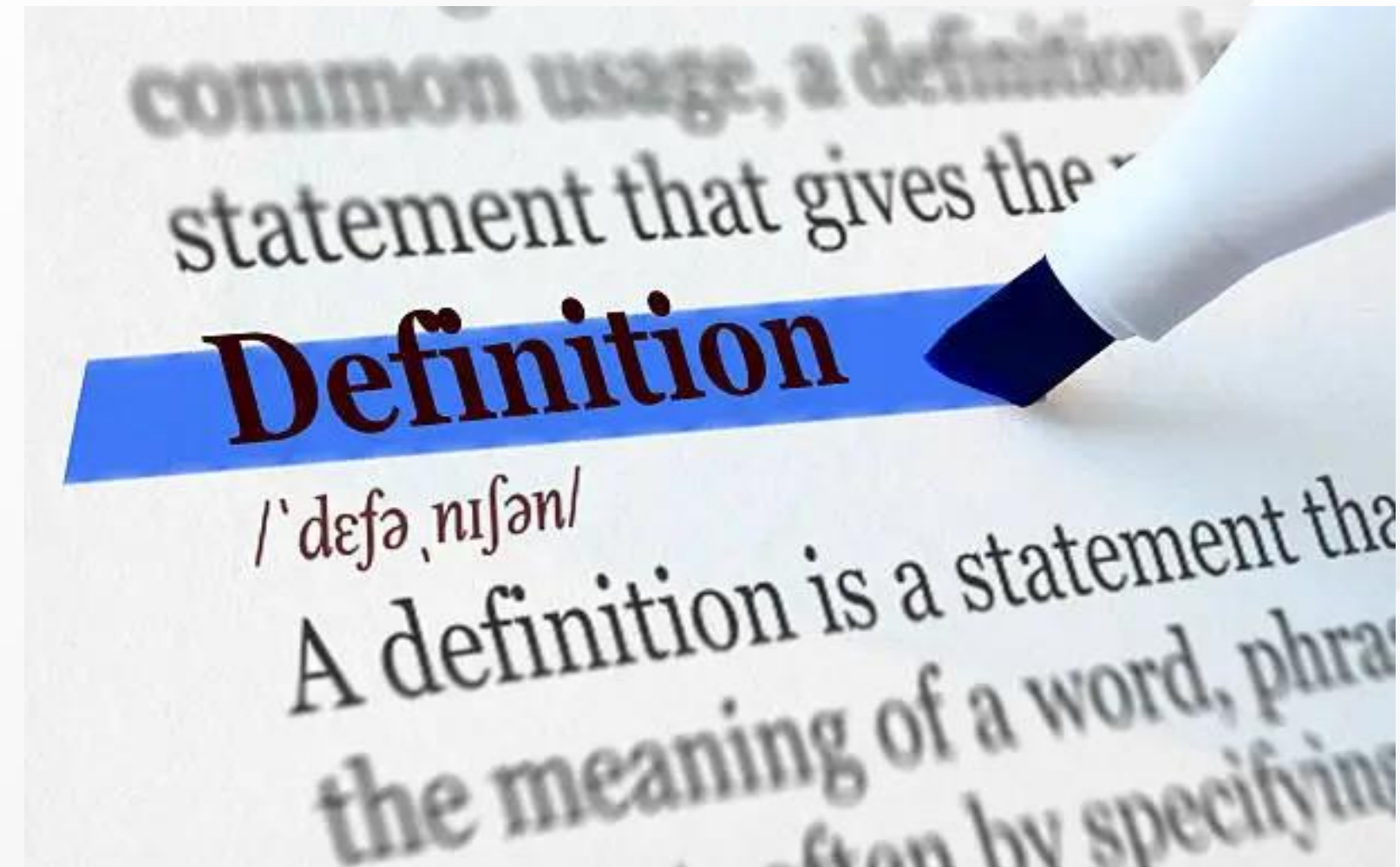


“A school's website reflects its values, priorities, and the ways it supports its community, both visibly and behind the scenes.”

– Dr. Sandi Hodgin

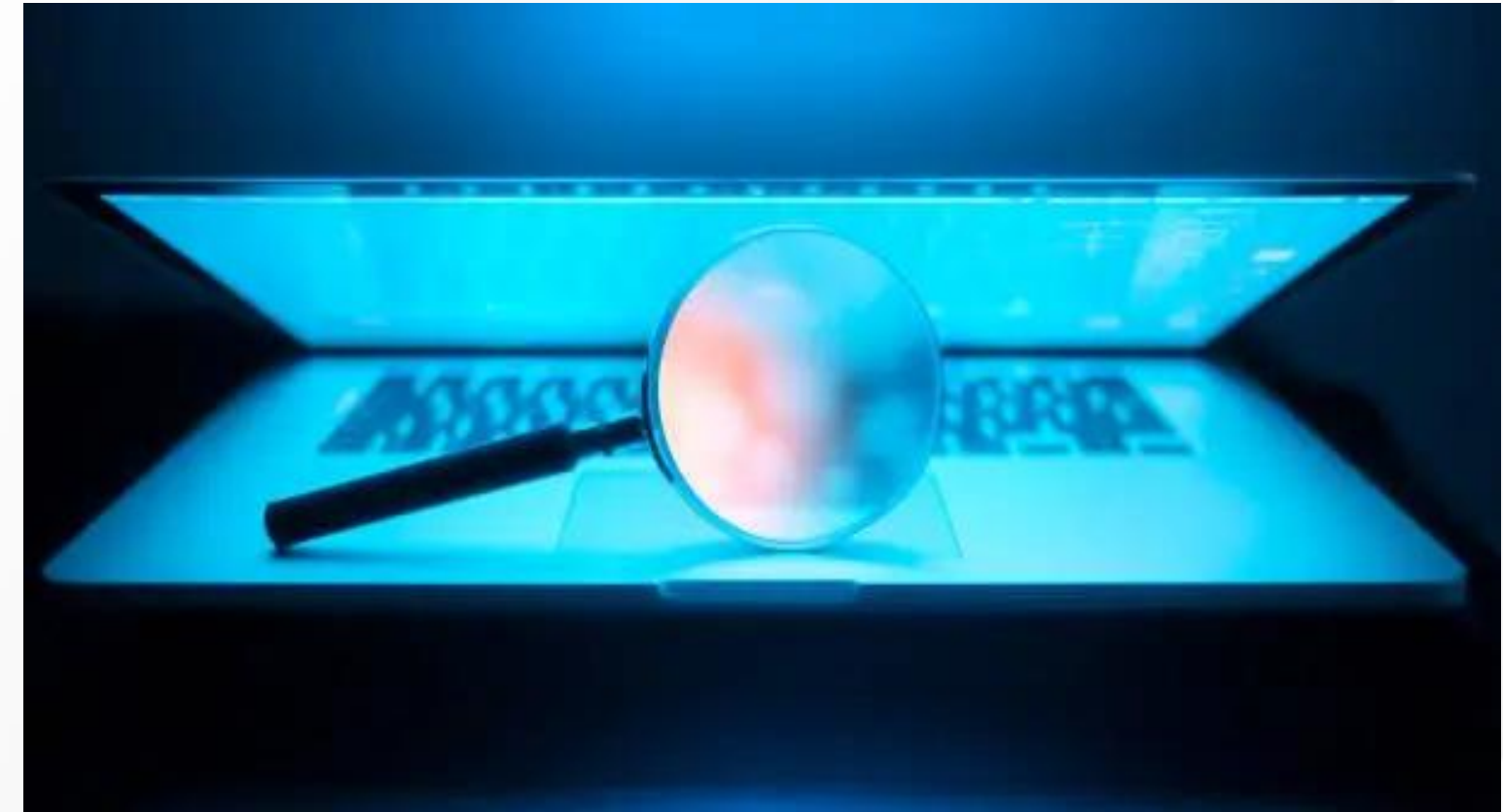
Core Elements for Title IX Website Visibility

- **Homepage Placement:** Title IX link in footer and top menu as a standalone tab.
- **Accurate & Complete Information:**
 - Policy & procedures posted and easily linked
 - Definition of Title IX and clear explanation of protections
 - Coordinator contact: name, phone, email, and office location
- **Pregnant & Parenting Resources:** Include lactation room locations and rights.
- **Consistency & Updates:** Ensure all links work and reflect current information.



Enhancing Accessibility and Student Experience

- **Mobile-Friendly & Intuitive:** Test from a student's perspective to assess how easily information can be located.
- **Hotline Numbers & Reporting Options:** Ensure these appear on every Title IX webpage and key link.
- **Plain Language:** Limit legal jargon to support clarity and understanding.
- **Cross-Linking:** Connect Title IX information to Disability Services, Counseling, Housing, the International Office, and other relevant units.
- **Routine Website Audits:** Identify gaps, repair broken links, and update content while continuing to add new resources.
- **Showcase Outreach:** Post photos and summaries of events to demonstrate visible compliance and a supportive campus culture that promotes a healthy student community.



**CASE
EXAMPLES**



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WHAT NON-COMPLIANCE LIABILITY HAS LOOKED LIKE IN RECENT YEARS WHEN LIMITED PREVENTION IS IN PLACE

Campus	Allegation	Title IX Settlement
University of California Los Angeles (UCLA)	School inadequately responded to complaints that individuals were sexually assaulted by an oncologist/gynecologist for decades.	2022: \$243.6 million (over 200 women)
San Jose State University	School inadequately responded to complaints that individuals were sexually harassed by an athletics trainer for more than a decade.	2021: \$1.6 million (13 women)
University of Southern California (USC)	School inadequately responded to complaints that individuals were sexually assaulted by a gynecologist at the student health center between 2009 and 2016.	2021: \$852 million (over 700 women)
Sacramento City Unified School District	Sexual abuse of elementary students by a school district & city-run after-school program employee.	2019: \$12.5 million; And <u>sexual abuse prev. ed. program changes</u> in school district and city by Sept. 2020. *\$5 million from school district; \$7.5 million from city.
University of Southern California (USC)	School inadequately responded to complaints that individuals were sexually assaulted by a gynecologist at the student health center between 2009 and 2016.	2018: \$200 million (*Federal Class-Action Lawsuit: several women)

WHAT NON-COMPLIANCE LIABILITY HAS LOOKED LIKE IN RECENT YEARS WHEN LIMITED PREVENTION IS IN PLACE

2006	• University of Colorado \$2.85 million
2008	• Arizona State University \$850,000
2008	• Poway Unified School District \$300,000
2012	• Los Angeles Unified School District \$6.9 million
2013	• Los Angeles Unified School District \$30 million
2014	• Los Angeles Unified School District \$139 million
2014	• University of Connecticut \$1.3 million
2014	• University of Illinois at Urbana-Champaign \$77,000+
2015	• University of Oregon \$800,000
2015	• Evergreen School District \$15 million
2016	• Los Angeles Unified School District \$88 million
2016	• University of Tennessee- Knoxville \$2.48 million
2016	• Florida State University \$950,000
2017	• Baylor University: Undisclosed financial settlements
2017	• University of Pennsylvania: Undisclosed financial settlement
2017	• Santa Cruz University \$1.5 million
2017	• Feather River Community College \$2 million
2017	• Columbia University: Undisclosed financial settlement
2017	• West Virginia University \$100,000

Demonstrated Deliberate Indifference to Assault Reports

Ignored Suspected Child Abuse Complaints/Reports

Mishandled Investigation Or Did No Investigation

Administration Inaction

Demonstrated Title IX Inequity to Involved Parties

Mishandled Adjudication

Ignored Warnings to Change Policy

Institution Did Not Advise Resources and Options

Responsible Employee Mishandling of Report

PREVENTION THROUGH SOCIAL MEDIA ANALYSIS

Tuesday Threats

<https://www.instagram.com/reel/DU1-ie2EQvK/?igsh=c2xwZjhvYjdycjRq>



"The system meant to protect me protected you instead," she told Cleary, referencing the obstacles she faced in pursuing her case.

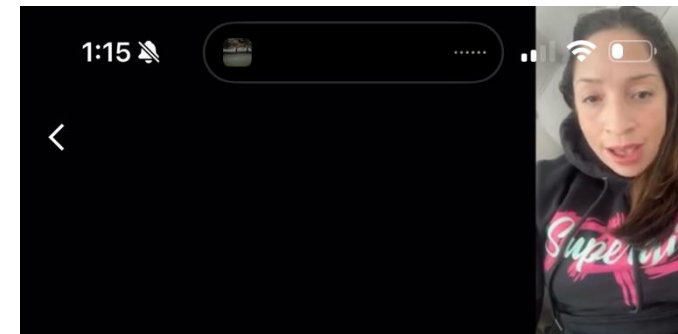
Andrea Levy, Keeler's attorney, acknowledged the mixed emotions surrounding the sentence. While it was less than anticipated, there was relief that the case had reached a conclusion.



266 · View insights

Boost post

10 1 1



Gettysburg College Assault Case Comes to a Close 12 Years Later

Ian Cleary who admitted in a Facebook message to committing a 2013 sexual assault at Gettysburg College has been sentenced to prison. The case underscores systemic challenges in sexual assault prosecutions.



Add comment...



PREVENTION SCENARIO EXERCISE



WHAT WOULD YOU DO?

A report is submitted alleging that explicit AI-generated images depicting a student were created and circulated among peers. The images were generated using publicly available photos pulled from the institution's official website and social media accounts.

The images spread rapidly through private group chats connected to a school-affiliated activity and later appeared on a public platform. Several individuals admit they saw the images but did not report them because they were unsure whether the conduct violated policy or fell under school jurisdiction.

During review, administrators discover:

- Policies address harassment and sexual misconduct but contain no language about AI-generated content or synthetic media.
- Required annual training has not been updated in several years and does not address digital misconduct, AI misuse, or image-based abuse.
- The reporting link on the institution's website is difficult to locate and not student-friendly.
- No recent prevention or awareness programming has addressed online misconduct or emerging technology risks.
- A staff member previously heard rumors of similar images involving another student but did not report because they believed it occurred off campus and therefore was not the institution's responsibility.
- A parent or guardian has contacted leadership threatening legal action and public exposure if the institution does not respond immediately.

Leadership asks your team:

What must we do immediately, what risks exist, and how do we prevent this from happening again?

WHAT WOULD YOU DO?

IMMEDIATE SCHOOL OBLIGATIONS TO ASSESS:	<ul style="list-style-type: none">• Supportive measures- what are they and what can we do next.• What do our policies say about evidence with AI?• How to navigate for all parties involved.
SCHOOL ANALYSIS (“GAPS”) TO INTENTIONALLY REVIEW:	<ul style="list-style-type: none">• Do we have an investigation protocol for AI? Speed, efficiency.• Website – do we have it covered there?• Updated training and reporting on digital abuse.• What do we have worded for support for victims in policy, ASR, website, everywhere.• Inclusivity and perhaps campus climate survey?
PREVENTION PLAN/ DESIGN TO STRATEGICALLY CREATE:	<ul style="list-style-type: none">• New policy/procedures on AI technology (if it doesn't exist)<ul style="list-style-type: none">• Supportive Measures• Investigation processes• Anonymous reporting system options<ul style="list-style-type: none">• Bias Committee- who is in charge, who is responsible, committee (??)• Notice to students• Campus-wide training: website, on-campus, online (short-term / long-term)

QUESTIONS?

Feel Free To Contact Presenters Directly
With Questions:

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