



# TITLE IX TOOLKIT

Understand Your Rights  
and Hold Institutions Accountable





# OVERVIEW

On August 1, 2024, the Department of Education Office for Civil Rights will begin enforcement of new Title IX regulations that impact students who have experienced sexual harassment, pregnant and parenting students, and LGBTQIA+ students. This is a pivotal moment for survivors and advocates across the nation who have fought tirelessly for these reforms. Now, it's crucial that these new rules are implemented swiftly and thoroughly by school officials.

# HOW TO USE THIS TOOLKIT

The following resources have been compiled to support student organizers like you in this moment, and ensure that you and your peers understand your rights as you head back to campus for the fall semester. It is your institution's responsibility to protect you from sex-based discrimination and harassment under the new Title IX regulations.



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# A BRIEF HISTORY OF TITLE IX

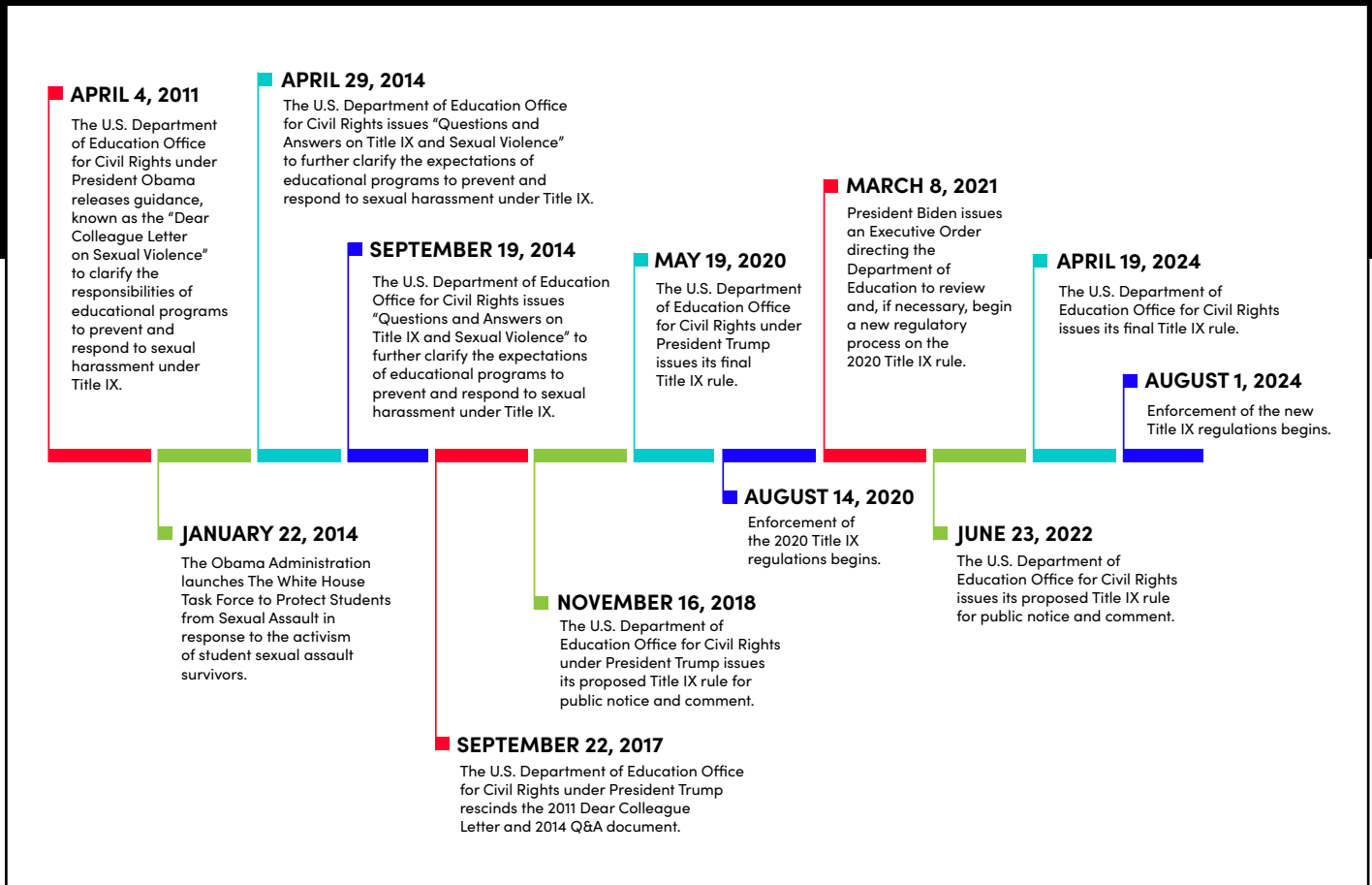
First enacted in 1972, Title IX is a federal civil rights law that prohibits sex-based discrimination in any K-12 school, college, university, or educational program that receives funding from the federal government.

[The United States Department of Education Office for Civil Rights](#) is responsible for enforcement of Title IX.

Title IX states: *“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*

Since Title IX’s inception, it has undergone multiple changes in how it has been interpreted and enforced by the Department of Education. The Department of Education under the Clinton Administration was the first to consider sexual harassment a violation of Title IX.

Over the last fifteen years, significant changes have been made to Title IX. Below is a timeline of the major moments that have impacted student rights under Title IX.





# KEY TERMS

The U.S. Department of Education and campus Title IX offices can use terminology in their policies and procedures that feels very legal-sounding or jargon.

To support your peer education work and advocacy efforts with your college or university administrators, It's On Us has provided a glossary of terms and definitions that may be helpful to you as you break down your own campus Title IX policy.

**Sex-Based Discrimination:** Discrimination of a student, faculty member, or other employee of an educational institution on the basis of their sex, gender identity, sexuality, pregnancy or parenting status.

**Sexual Harassment:** The U.S. Department of Education uses “sexual harassment” as an umbrella term for conduct that includes: (1) sexual assault, rape, statutory rape, fondling, incest, dating violence, domestic violence, verbal or written harassment of a sexual nature, and/or stalking; (2) unwelcome conduct a reasonable person would find to be severe, pervasive, or objectively offensive that it effectively denies a person equal access to an educational program or activity; or (3) quid pro quo harassment by an employee of an educational institution (e.g. an employee offers something to a student, faculty member, or staff person in exchange for sexual conduct).

**Complainant:** An individual (student, faculty, or staff member) who has reported sex-based discrimination to their institution under Title IX.

**Respondent:** An individual (student, faculty, or staff member) who is under investigation by their institution for allegedly perpetrating sex-based discrimination.

**Preponderance of the Evidence Standard:** The evidence-based standard for determining whether or not a Title IX violation has occurred. It requires proving that it is more likely than not that the reported sex-based discrimination or harassment occurred.

**Clear and Convincing Standard:** A higher standard of proof that requires the evidence presented by a complainant to be so strong that it removes any doubts about the truthfulness of the reported Title IX violation.

**Guidance:** A term used by government agencies to describe documents intended to explain, interpret, or advise parties about rules, laws, and procedures.

**Rulemaking:** The process by which a government agency makes substantive changes to the implementation or interpretation of an existing law. Congress delegates which agencies have rulemaking authority.

**Proposed Rule:** The official document that announces and explains a federal agency’s plan to issue a new rule or change an existing rule. All proposed rules are published in the Federal Register to give the public the opportunity to comment on the proposed changes.

**Public Notice & Comment Period:** The time period in which an agency gives the public the opportunity to comment on a proposed rule before making a final decision. Public comment periods typically range from 30–60 days.

**Regulation/Final Rule:** A set of requirements issued by a government agency to implement laws that have been passed by Congress. The terms ‘regulation’ and ‘final rule’ are often used interchangeably to describe such requirements. This is the final outcome of the rulemaking process.

**Religious Exemption:** Educational institutions can apply for an exemption to parts of the Title IX regulation based on their stated religious beliefs. To receive an exemption, institutions must apply to and be granted a religious exemption to Title IX by the U.S. Department of Education Office for Civil Rights.



## A BREAKDOWN OF THE CHANGES

# Here's What's New in Title IX

### **Definition of Sexual Harassment:**

Under the new regulation, educational institutions will be required to return to a **more comprehensive definition of what constitutes sex-based harassment**.

The regulation defines sex-based harassment as any act of sex-based harassment that is severe, pervasive, or objectively offensive that creates a hostile environment and denies or limits a student's ability to participate in their educational programs or activities.

#### ***Why is this change important?***

The 2020 regulation defined sex-based harassment as any act of sex-based harassment that is severe, pervasive, and objectively offensive – a higher standard that prevented many students from being able to pursue a Title IX investigation when they experienced sexual violence.

### **Evidentiary Standard:**

The new regulation now requires schools to use the “preponderance of the evidence” standard of proof in Title IX hearings **unless** the school uses the “clear and convincing” standard in all other comparable proceedings, including other discrimination complaints.

It also requires that school investigation procedures must give the parties an equal opportunity to present and respond to evidence. Additionally, the school's decision makers are required to objectively evaluate each party's evidence.

#### ***Why is this change important?***

To allow schools to apply a different burden of proof to one type of student misconduct compared to others is inherently discriminatory. This change ensures that institutions can no longer require students who report sexual assault to meet a higher standard of proof to obtain justice for the harm they experienced under a Title IX investigation process than students who seek justice after experiencing other forms of similar misconduct.

### **Investigation Standards:**

The new regulation addresses multiple issues with the previous Title IX rule to ensure equity between complainants and respondents throughout an institution's investigation process.

**Change #1:** The new regulation establishes requirements for institutions to conduct a reliable and impartial investigation of **all** sex discrimination complaints.

#### ***Why is this change important?***

The previous regulation only required investigation of formal complaints that were filed through an onerous process that could be confusing and difficult to navigate for students.

**Change #2:** Schools will now be required to act promptly and effectively in response to information and complaints about sex discrimination.

#### ***Why is this change important?***

The 2020 regulation eliminated a prior 60-day time limit for schools to complete Title IX investigations, which has resulted in institutions dragging out investigations for months on end – sometimes resulting in one or both of the students involved graduating before the investigation is completed.



**Change #3:** Institutions will be required to train employees to notify the Title IX coordinator and respond to allegations of sex-based harassment in their education programs or activities.

***Why is this change important?***

Survivors may not want to report because of the risk of facing victim blame and reliving the experience by repeatedly retelling their story. Mandating employees to report can result in survivor stories being shared with Title IX administrators even when the survivor does not want to or is not ready to report.

Survivors must have full control over their own story, especially deciding with whom to share it. To do so, universities can provide confidential resources for survivors that are not mandated reporters. Training for employees can include information about the effects of trauma and how to respond to survivor disclosures in a supportive manner. Training could also include bystander intervention education so that employees are equipped to prevent sex-based harassment.

**Change #4:** The regulations no longer require schools to use a live hearing or live cross-examination for evaluating evidence (unless otherwise required by state or local law). Schools that choose or are required to maintain live hearings/live cross-examination are required to provide students involved in the investigation with the option to have any live-hearing/live cross-examination conducted via technology (e.g. over Zoom).

***Why is this change important?***

Live hearings that require a complainant to face their respondent can be retraumatizing, and have been cited as a primary reason many student survivors have opted to not pursue Title IX investigations. This has resulted in perpetrating students not being held accountable for their actions and student survivors to feel as if they are not able to obtain justice.

Additionally, live cross-examination is not required as part of any other equitable misconduct investigation. Under the new rule, colleges and universities can put mechanisms in place that allow for questions to be asked of both parties, such as enacting a process to allow for written Q&A or to have a single investigator who conducts in-person interviews with all parties involved.

**Change #5:** The regulations require all schools to treat complainants (survivors) and respondents (accused students) equitably throughout the investigation and adjudication process.

***Why is this change important?***

The 2020 regulations inequitably prioritized the rights of respondents, which led institutions to adopt policies and practices that were inherently harmful to complainants out of fear that an institution could face legal action from respondents. It also resulted in respondents filing retaliatory complaints and/or lawsuits against complainants.

## **Student Rights**

The new regulation addresses various inequities in student rights that had been previously enshrined in the 2020 regulation.

**Change #1:** Institutions will be required to provide supportive measures to students and employees affected by conduct that may constitute sex discrimination, including students who have brought complaints or been accused of sex-based harassment.

***Why is this change important?***

The 2020 regulation explicitly outlined the rights of respondents to obtain supportive measures (including no-contact directives) throughout a Title IX investigation process, but did not do so equitably for complainants. This led to schools prioritizing the rights of respondents over complainants when considering how to implement supportive measures (including class or dormitory changes as part of the institution's enforcement of no-contact directives).



**Change #2:** The regulation clarifies and confirms that students who exercise their rights under Title IX are protected from retaliation by their schools or fellow students. The regulations make it clear that schools must not intimidate, threaten, coerce, or discriminate against someone who files a Title IX complaint.

***Why is this important?***

The 2020 regulation did not articulate protections against retaliation for complainants, which resulted in complainants being subjected to various forms of retaliation, including respondents filing retaliatory Title IX complaints against the person(s) who accused them of sex-based discrimination or sex-based harassment. Additionally, student complainants reported intimidation and coercive behavior at the hand of their Title IX officers under the previous regulation.

**Change #3:** The regulations reaffirm that schools must not impose disciplinary sanctions under Title IX on any person unless or until it determines that sex discrimination has occurred.

***Why is this important?***

Over the last decade there has been concern expressed about respondents being subject to actions that could be considered disciplinary prior to being found responsible through an investigative process for violating Title IX. The decision to reaffirm the rights of respondents to not be subject to actions that could be considered disciplinary sanctions prior to the completion of a Title IX investigation is in response to those concerns, albeit a controversial decision.

## **Protections for LGBTQIA+ Students**

The new rule prohibits discrimination and harassment based on sexual orientation, gender identity, and sex characteristics.

***Why is this important?***

The rule makes it clear that Title IX's anti-discrimination mandate applies to LGBTQIA+ students, and any discrimination they face based on their sexuality, gender identity, or perceived gender identity is a violation of Title IX. For example, it will uphold students' rights to use the bathroom that aligns with their gender identity and their right to have their pronouns respected.

## **Protections for Pregnant and Parenting Students**

The new regulation updates existing protections for students, employees, and applicants against discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery from these conditions. It also strengthens requirements that institutions provide reasonable modifications for students based on pregnancy or related conditions, allow for reasonable break time for lactation for employees, and access to a clean, private lactation space for students and employees.

Additionally, it requires that when a student, a parent of a minor student, or other authorized legal representative informs a school employee of a student's pregnancy or related conditions, the employee then must provide the individual with information about the school's obligations to prevent discrimination and ensure equal access. The final regulations also prohibit schools from disclosing personally identifiable information they obtain through complying with Title IX, including information about reasonable modifications for pregnancy or related conditions, with limited exceptions.

***Why is this important?***

Since *Roe v. Wade* was overturned by the United States Supreme Court in 2022, there have been various efforts at the state and local levels to restrict the rights of pregnant persons and individuals with pregnancy-related conditions. This change makes it clear that discriminatory behavior in educational settings for individuals who are pregnant or have pregnancy-related conditions are a violation of Title IX and a form of sex-based discrimination.





## How to Effectively Engage Campus Stakeholders

Your institution will be required to comply with the new Title IX regulation by August 1, 2024, by updating their Title IX policies and investigation procedures.

Your school is also required to make the policy publicly available to all students, faculty, and staff. Many institutions do this by simply posting their Title IX policy on their website and sending an all-campus email notifying their student body of the change. However, there are additional ways your school can do more to educate your campus about their updated Title IX policy and what it means for your community.

Below are recommendations on how you can effectively engage with your campus administrators, and other stakeholders, to encourage them to do more to educate their students on new policies and procedures.

## Who to Engage?

Your campus will have a variety of stakeholders you can and should engage with on community education of your school's new Title IX policy.

Administrators can be critical partners in your work to educate your peers about your school's new Title IX policy. While faculty and staff in all positions have a role in upholding Title IX, some offices or positions have a significant responsibility because of their expertise or compliance requirements. Because institutions have different types of roles, yours may or may not have all of the offices or positions listed below. This list is intended as a starting point for you to begin thinking about which administrators you can partner with to host Title IX educational sessions, events, or campaigns:

- Title IX Coordinator(s)
- Sexual Assault Prevention & Response Staff
- Dean of Students
- Dean/Director of Campus Life
- Dean/Director of Student Affairs
- Athletic Directors & Coaches
- Campus Safety/Security Staff
- Residential Life Staff
- Communications & Public Relations Staff
- Health/Medical Center Staff
- Diversity, Equity and Inclusion Staff
- Office of Fraternity & Sorority Life

Your It's On Us chapter will also want to coordinate with other student organizations on campus. The more student groups working together to educate your community about the new Title IX policy the better! It takes all

of us to change the culture. This list is not exhaustive – you and your fellow chapter members know what student organizations exist and have influence on your campus. Student groups to partner with might include:

- Student Government Association
- Student Newspaper
- Freshman Orientation Leaders
- Athletics Department/Teams
- Fraternities and Sororities
- LGBTQIA+ Student Organizations
- Black Student Union
- Latinx Student Union
- AAPI Student Union
- Residential Advisors

Your It's On Us chapter may also consider partnering with different academic departments to host educational events on Title IX. Below are departments that may be potential partners for your work:

- Political Science
- Education
- History
- Women, Gender & Sexuality Studies
- English
- Psychology
- Media/Journalism/Communications
- Anthropology
- Sociology
- Philosophy
- Health & Human Services
- Social Work



## Questions to Consider When Engaging with Administrators

At It's On Us, we have seen a range of ways administrators interact with our chapters. Depending on the culture and climate of your institution, engaging with administrators on the topic of Title IX and your campus policy and procedures may be easy or challenging. Some campus administrators, specifically Title IX Coordinators, work collaboratively with our chapters, and provide strategic support and resources to our work. At other institutions, the relationship between our chapters and administrators is neutral – the administrators may not actively work with our students, but they also do not actively work against us. Finally, a minority of our chapters organize in a hostile environment in which their administrators and/or Title IX Coordinators see our campus organizers as students they need to risk manage out of fear of bad press or litigation.

Before your chapter begins to engage directly with administrators on your institution's updated Title IX policy, consider the following questions to help you determine the best approach:

- **What does your chapter's current relationship with your Title IX Coordinator/Office look and feel like? Are you directly affiliated with the office or not? Has your chapter collaborated with your Title IX team on previous projects or campaigns? Have they been supportive or hostile to your chapter's efforts?**
- **Has your institution had any recent public scandals related to sexual assault and Title IX?**
- **Is your institution involved in any active litigation related to sexual assault, sex-based discrimination, or Title IX?**
- **Is your school currently under investigation by the U.S. Department of Education Office for Civil Rights for violations of Title IX?**
- **Is your school located in a state where the Governor or State Legislature has openly called on institutions to not comply with the new Title IX regulations?**
- **Is your institution located in a state where laws have been passed restricting or eliminating work related to diversity, equity, and inclusion (DEI) in higher education? Or, similarly, laws targeting LGBTQIA+ persons?**
- **Does your institution have any religious exemptions to Title IX that you need to be aware of?**
- **Conversely, is your college or university in a state where there are additional requirements for institutions of higher education to provide sexual violence prevention education and support services to students?**

While you may not be able to answer 100% of these questions, they are important to consider. They may affect the ways administrators will or will not support your peer-education efforts on their new Title IX policy.

## The First Step: Initiating Contact with Administrators

By the time you return to campus this fall, your institution should have an updated Title IX policy and investigative procedures in place and available to students, faculty, and staff. If your chapter has not been actively engaged already by your institution in the creation of the institution's updated policy, we recommend taking the following steps:

1. **Complete a power-mapping exercise to identify the key stakeholders and decision makers within your institution's administration who have a role in shaping and enforcing Title IX. Your Title IX Coordinator(s) should be at the top of this list. This exercise is critical because your Title IX Office may pull other administrators into conversations with your chapter about the policy.**
2. **Review your school's updated Title IX policy against the key changes outlined in this document to ensure compliance and to identify questions or concerns about its contents.**



3. **Create a list of 3-4 priorities for an initial conversation with your Title IX Office – Is the policy strong and your chapter is most concerned about ensuring students understand their rights under the new policy? Or, does the policy not follow evidence-based best practices for conducting a Title IX investigation and you want to discuss ways it can be revised to be trauma-informed?**
4. **Send an email to your Title IX Coordinator requesting a meeting to discuss the new Title IX policy, and provide context for the request (e.g. are you requesting a meeting to discuss collaborating on a campus-wide educational campaign on the new policy, or are you requesting a meeting to discuss concerns about the policy?). If you do not hear back from your Title IX Coordinator within a reasonable amount of time, send a follow-up email. Remember, the start of the school year is busy for everyone – not just students. It may take them a few days to respond to your meeting request.**
5. **If you do not hear back from your Title IX Coordinator within a reasonable amount of time, send a follow-up email. Remember, the start of the school year is busy for everyone – not just students. It may take them a few days to respond to your meeting request.**
  - a. If your Title IX Coordinator continues to ghost you, contact Blake Kitterman, Director of Campus Organizing & Training ([blake.kitterman@civcnation.org](mailto:blake.kitterman@civcnation.org)), to schedule time to discuss next steps for your chapter.
6. **If you do hear back on your meeting request and...**
  - a. The request has been accepted – Congratulations! You’ve secured an opportunity to meet with your Title IX Office. See Step 7.
  - b. The request has been rejected – contact Blake Kitterman, Director of Campus Organizing & Training ([blake.kitterman@civcnation.org](mailto:blake.kitterman@civcnation.org)), to schedule time to discuss escalation next steps for your chapter.
7. **Prepare for your meeting by creating talking points as well as roles and responsibilities for all chapter members who will be in attendance.**
  - a. If you are seeking their partnership on educational events/campaigns: Be specific about what peer-education events/campaigns you plan to host, what the intended outcomes of the activities are, and what specific support you are seeking from the Title IX Office in achieving these outcomes (e.g. do you need funding for a budget to order t-shirts?).
  - b. If you are providing constructive feedback on the Title IX policy, be specific about what parts of the policy you would like to see changed, why these changes are important, and concrete examples of other similar institutions who have adopted the reforms you would like to see your institution take on. Need help prepping for your meeting? Reach out to Blake Kitterman, Director of Campus Organizing & Training ([blake.kitterman@civcnation.org](mailto:blake.kitterman@civcnation.org)), to schedule time to discuss.
8. **Hold your meeting! Ensure you take notes during the meeting, and leave the conversation with clear next steps for all parties involved.**
  - a. If the meeting does not go well, please reach out to Blake Kitterman, Director of Campus Organizing & Training ([blake.kitterman@civcnation.org](mailto:blake.kitterman@civcnation.org)), to schedule time to discuss.
9. **Start planning your event/campaign. The next section of this guide provides ideas on peer-education tools/campaigns your chapter can lead to educate your campus community on the importance of Title IX and your institution’s updated policy.**



## Activities and Tools for Your It's On Us Chapter: How to Educate Your Peers

Just like sexual violence can affect anyone – regardless of who they are or where they come from – Title IX affects all students on your campus, which makes it critical to help your peers understand what their rights are under the new rule, and how your institution has amended their policies and procedures to come into compliance with the regulatory change as of August 1, 2024.

In this section of the toolkit, It's On Us provides recommendations for activities to educate your peers on what Title IX is, what your rights are under Title IX, and what your campus Title IX policy contains.

Remember, there is strength – and better attendance at events! – in numbers. If you are planning an in-person event, collaborate with like-minded student groups and departments to host and advertise your event.

Don't forget to report back to It's On Us on all of the events your chapter hosts this fall. You can do so by registering your event through [this form](#) on the It's On Us website. By registering your event, it allows It's On Us to identify the most effective ways to advocate for issues on your campus and elevate the work of your chapter.

### Title IX Teach In/Town Hall

Host a Teach In or Town Hall-style peer-education event on Title IX for your campus.

#### **Goals of the event:**

- Educate your peers on the history of and the recent changes to Title IX to support their understanding of how the civil rights law impacts their experience at school.
- Assist your peers in understanding their rights under your institution's new policy.
- Identify opportunities for continued student advocacy on Title IX on your campus.

#### **Recommended Teach-In/Town Hall Activities**

To ensure your peers are engaged in the event, it is important to provide opportunities for them to engage with the content you are presenting. Straight lecture-style events can cause attendees to tune out, whereas Q&A sessions or small group activities can lead to better comprehension of the key points you hope attendees will take away from the event.

- **Depending on the size of the event's attendees, either break into smaller groups, or as a whole, walk through your campus's new Title IX policy and procedure. Focus on critical points, such as:**
  - How and to whom do students report Title IX violations? Is it directly to your Title IX Coordinator? Is there an online form that students are required to fill out?
  - Who are the staff in your Title IX Office? How can students get in touch with them if they have questions or concerns?
  - What evidentiary standard does your school use to investigate possible Title IX violations?
  - What investigative model does your school employ? Are they required by state or local law to continue to conduct live hearings/live cross-examination?



- Does your policy ensure equity for complainants and respondents throughout the investigative process?
- How and from whom will students learn about the outcome of their Title IX investigation?
- Does your school have a religious exemption for Title IX? If so, how does this affect student rights under your institution's policy?
- Are there confidential campus or near-campus resources available to survivors, such as advocacy programs, peer support groups, confidential advisors, or counseling centers?
- **Ensure enough time for attendees to ask questions. If you don't know an answer, it is better to say you don't have the answer, but will get back to the group when you have it.**
- **Collectively identify opportunities and next steps for students to engage in advocacy with your Title IX Office. For example, does your school still employ live-cross examination when they are not required to by state or local law? If so, create a working group of interested students to advocate for your school to change its policy to become more trauma-informed.**

## **Steps to Planning a Successful Title IX Teach In/Town Hall:**

- **Establish a subcommittee of your chapter members to lead planning of the event.**
- **Identify and reach out to potential co-hosts of the event (e.g. student government, Title IX Office, etc).**
- **Secure a date, time and location for the event that maximizes attendance.**
  - Don't forget to consider holidays or popular campus events that could impact your peers' ability to participate.
  - If you plan to use technology at the event, ensure the space has the appropriate tech you need and/or if you need someone from your tech services department at the event to support you in setting up projectors, microphones, etc.
- **Create an outreach plan.**
  - What will you do to make sure the right people are at the event? When and to whom should you reach out?
  - How will you get the word out about the event? Posters? Social media? All-campus emails?
  - When will you send out event reminders? Keep in mind that only about half of those who register for an event will actually show up.
- **Design event marketing materials that your chapter and potential partners can use to advertise your event (social media graphics, posters, etc.).**
- **Ensure the subcommittee members understand the new Title IX regulatory requirements and can easily translate them both verbally and in writing to their peers.**
- **Support the event subcommittee members in breaking down your institution's new Title IX policy and investigation procedures to ensure the information they present at the event is accurate.**
  - Keep in mind that many institution's Title IX policies and procedures are written in complicated legal language that can be difficult to understand at first review. Budget enough time in your preparation to reach out to your Title IX Office for clarification if anything is unclear or confusing.



- Do your research to ensure that you are giving accurate information and understand whether or not your school's policy is impacted by state or local laws.
- **Create a "Run of Show" to ensure everyone who is speaking or leading a component of the Town Hall/Teach-In understands their role and responsibilities.**
  - Is the event going to be a presentation-style event? Will there be small group discussions? Other activities?
  - Do you need to print or purchase materials ahead of time to facilitate the Teach In/Town Hall effectively?

## At the event:

- **Have a sign-in table or sheet to track attendance.**
  - Ensure your sign-in sheet has fields that ask participants if they want to join your It's On Us chapter and to provide their email address and/or phone number so you can easily invite them to future events.
- **Encourage attendees to follow your chapter and the @ItsOnUs national team on social media.**
- **Welcome participants, introduce your chapter's leadership, and share any additional upcoming events and/or ways your peers can get involved in your chapter.**
- **Provide a trigger/content warning to remind participants that the content will discuss sexual violence.**
- **Provide information about local and national survivor support resources.**
- **Follow the "Run of Show", but keep in mind that sometimes you will need to pivot or change plans depending on the number of participants, questions you receive, etc.**
- **Take photos and videos of the event (with the consent of the attendees of course!) and post them to your chapter's social media account. Remember to tag @ItsOnUs so we can check out your awesome event!**

## After the event:

- **Collect the sign-in sheets.**
- **Send follow-up emails/texts to participants to thank them for joining the Teach In/Town Hall, advertise upcoming events, and share ways they can get further involved in your chapter.**

## Tabling for Title IX

The new Title IX regulation will go into effect at the beginning of the 2024-2025 academic year, which gives your chapter a unique opportunity to kick off your back to campus activities by educating your peers of all class years on your institution's updated policy. You can do this by identifying opportunities to table on your school's Title IX policy, which can include, but are not limited to:

- **Freshman Orientation**
- **Student Activities Fair**
- **Outside high-traffic areas (dining halls or the library)**
- **Sporting Events (football games)**



At your table, you will want to have handouts that include information breaking down your campus's updated Title IX policy and procedures in plain language for your peers. You will also want to have other It's On Us branded giveaways, candy/small snacks, information about upcoming It's On Us events, and ways for your peers to get involved with your chapter.

Ensure the chapter members staffing the table are educated on your campus's new policy and procedures and are ready to answer questions about Title IX.

## 9 Things for Your Peers to Know About IX

After your chapter has completed a thorough review of your campus's new Title IX policy and procedures, work together to identify the 9 most important pieces of information you want your peers to know about the new policy.

Once you have identified your top 9, develop creative materials and educational strategies to highlight these changes through a "9 Things to Know About IX" campaign.

Ideas can include, but not be limited to:

- **Chalking Campaign:** Get your chapter members together to chalk your campus sidewalks with your "9 Things to Know About IX." This low-effort, high-visibility tactic can be both educational and a fun bonding activity for your members at the start of the semester!
- **Toilet Talks:** Design an eye-catching, yet educational one-page 8x11 print out that describes the "9 Things to Know About IX" in your updated campus policy. Recruit chapter members, Residential Advisors, and others to tape the one-pager on the doors of toilet stalls across campus. It will give your classmates an opportunity to do something other than scroll social media while using the restroom.
- **Door Knob Hangers:** Partner with Residential Advisors to distribute door hangers onto bedroom doors that outline your "9 Things to Know About IX" along with information on how to report Title IX violations and on and near-campus survivor support services.

Whatever option you decide, remember to take photos/videos and tag @ItsOnUs when you post to your chapter's social media accounts!

## "Ask Me About IX" T-Shirt Campaign

Work with your It's On Us chapter members to design a t-shirt campaign to encourage students to ask you about Title IX! Your shirt can be in your school or chapter colors, feature the It's On Us logo, and have "Ask Me About IX" written across the front or back of the shirt. The shirt can also include "9 Things to Know About IX" if you are feeling extra enthusiastic about this particular campaign.

Wearers should be educated on Title IX's history, the recent regulatory changes to Title IX, and your campus's updated Title IX policy and procedures.

Pick a date – ideally a high-visibility day like the first day of class, the first home football game of the year, or a day during Rush – to collectively wear the shirts. It can also be timed to support advertisement of your chapter's Teach In/Town Hall event on Title IX. Simultaneously, post about the campaign on your It's On Us Chapter's social media (and tag @ItsOnUs national!). Ask chapter members to participate in photos/Reels/TikToks featuring the "Ask Me About IX" campaign.

If you want to be extra creative, host a competition for the artistically gifted members of your campus community to submit "Ask Me About IX" t-shirt designs that followers of your It's On Us social media accounts can vote on. The winner gets their design featured on the t-shirt, bragging rights, and possibly other prizes!



## Op-Ed Project

Is your campus newspaper widely read by students, faculty, administrators and alumni? Put together a subcommittee of your chapter members to lead an op-ed project on Title IX.

An op-ed is a short newspaper article that outlines the author(s) informed opinion on an issue of relevance to the audience. An op-ed is traditionally between 700-800 words, has a clearly defined point of view, a clearly defined audience, and a call to action. [The Op-Ed Project has wonderful resources](#) to support your chapter in writing an op-ed on Title IX. If your chapter would like support from It's On Us's Communications team in writing your op-ed, please contact Blake Kitterman ([blake.kitterman@civcnation.org](mailto:blake.kitterman@civcnation.org)) and he can connect you.

Once your chapter has had the opportunity to review your campus's updated Title IX policy and procedures, establish a subcommittee to co-author an op-ed that outlines your chapter's opinion on it, advocates for students to understand their rights under the policy, and advocates for any additional changes your chapter would like to see made to the chapter to strengthen student rights.

For example, if your institution has reformed its policy in many ways that are positive, but maintained live-cross examination as part of their investigative procedure (despite not being required to under local or state law), your chapter can author an op-ed that outlines the positive changes and advocates for your institution to go a step further towards embracing trauma-informed practices in it's investigative procedures by eliminating live cross-examination.

When your op-ed is printed, have a plan to distribute it on your Chapter's social media accounts to bring even more visibility to it! As always, tag @ItsOnUs so we can highlight your hard work on our accounts!

Your campus newspaper will have its own prerequisites for op-ed length and submission. We strongly encourage you to review these before submitting an op-ed to ensure you meet their editorial requirements.

## Title IX Digital Campaign

It's On Us has put together a [folder of digital assets](#) you can post natively to your campus chapter's It's On Us account. Alternatively, you can use [these assets](#) as inspiration and create your own graphics or Reels/TikToks that you can share on your chapter's social media.

Whatever you decide, make sure you tag @ItsOnUs so we can check out your awesome work!





# Resources from Field Experts and Ally Organizations

## **From The U.S. Department of Education:**

- The official [Press Release](#) Announcing the 2024 Final Title IX Regulations
- A [Fact Sheet](#) on the Title IX Rule
- A [Summary of Key Provisions](#) in the Title IX Rule
- A [Resource](#) for Institutions to Draft their Updated Title IX Policy and Procedures
- [The Full Final Title IX Rule](#)
- [How to File a Title IX Complaint](#) with the U.S. Department of Education Office for Civil Rights
- Information on [Title IX Exemptions](#)
- [U.S. Department of Education Campus Safety & Security Database](#) (Clery Act Statistics)

## **From Allied Organizations:**

- End Rape On Campus: [Campus Accountability Map & Tool](#). The CAMT is an interactive database of college and university policies related to sexual assault, including Title IX.
- Know Your IX & National Women’s Law Center: [FAQs on Title IX and Supportive Measures for Students in Higher Education](#).
- Equal Rights Advocates: [Student Survivor Toolkit](#)
- [TransAthlete.com](#): Resource for students, coaches, administrators and parents on inclusion of trans athletes in college sports.
- [AthleteAlly](#): Resource hub for LGBTQIA+ student-athletes, including information on Title IX.

## **Best Practices**

[Engaging with Administrators](#)

[Organizing a Demonstration](#)

[Resource Mapping](#)

[Sample Office for Civil Rights Complaint](#)

[Increasing Institutional Transparency](#)

[Restorative Justice](#)

[Supporting Survivors with Marginalized Identities](#)

[Model Policies](#)

[Mandatory Supporting](#)



# Crisis Resources for Survivors of Sexual Violence

## Crisis Hotlines

- [RAINN](#): 1-800-656-4673 or [Chat Online](#)
- [The Trevor Project](#): Text "START" to 678-678 ((LGBTQIA+))
- [Trans Lifeline](#): 1-877-565-8860 (for trans, gender non-conforming, gender queer persons).

## Regional & Culturally Specific Survivor Support Organizations

- National Sexual Violence Resource Center: [Directory of Organizations](#) (regional & community-specific survivor support groups)
- [1in6](#): Support for Male Survivors
- [MaleSurvivor.org](#)

## Legal Aid/Support

- National Women's Law Center: [Request Legal Support](#)
- Public Justice: [Submit a Case](#)
- Equal Rights Advocates (California Only): [Application](#)
- [The Fierberg National Law Group](#): Specializes in litigation related to education. Their team has a practice dedicated to Title IX.
- [LL Dunn Law Firm](#): Founded by Campus Sexual Assault Survivor Laura Dunn, LL Dunn Law Firm specializes in Title IX case management and civil litigation related to Title IX.