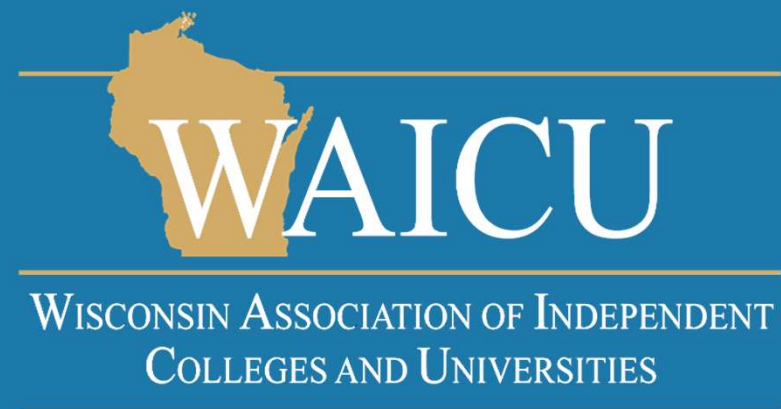


WAICU Member Title IX Meeting & Training

October 29, 2025

*Wisconsin's private, nonprofit colleges and
universities working together for educational
opportunity*



Welcome & Introductions



WAICU Report

Shawn Robin



Strategic Plan adopted in 2023

- Core Goals
 - Elevate the Independent Higher Education Sector
 - Engage with partners and stakeholders
 - Align efforts to best serve WAICU member institutions
- 2025-2026 Year Three Goals
 - Assist Institutions in developing policies and resources related to artificial intelligence
 - Share alumni stories across social media to promote the “Find Your Fit” tool.
 - Create a replicable Economic Impact Evaluation Tool
 - Expand President grassroots advocacy engagement
 - Business Ally Program

WAICU Collaborative Services



2024 WAICU COST SAVINGS UPDATE

- Over \$14 million saved by WAICU members in 2024 alone.
- Total savings since inception: More than \$301 million.
- Achieved through participation in 45 cost-saving initiatives.

Cost-Saving Programs - Wisconsin Private Colleges

Cost-Savings Collaborative Programs

SOFTWARE

COMMODITIES

BENEFITS/INSURANCE

SERVICES/TRAINING

WAICU has over 45 cost-saving programs designed by our members for our members.

Adobe

Audio Notetaker

Glean

Board Portal

BoardEffect

Career Tool Platform

Handshake

Campus Cyber Liability

Credit Transfer Supplies

TES and Transfer Solutions

Donor Management

Raiser's Edge

Fleet Card

Individual Insurance Coverages for Students, & Faculty

Print & Copy Services

Kidnap & Ransom Insurance

Life & Disability

Background Check Services

AccuSource

Accusource is an internet-based background check agency featuring packaged searches, online ordering and reporting, and much more.

Coach USA

Coach USA provides services through their subsidiary companies in Wisconsin: Van Galder Bus Company and Wisconsin Coach Lines.

Charter Transportation Services

Crisis Intervention Training

WAICU coordinates Crisis Intervention Partner (CIP) Training with a focus on higher education to aid college and university employees when responding to crises within the campus setting.

Collection Agency Services

PAST DUE

Selected national vendors perform various collections activities on behalf of our member institutions.

WAICU Collaborative Services Update

Shawn Robin



Jillian Wiseman
jwiseman@uwill.com

**HUSCH
BLACKWELL**

Husch Blackwell Contact
EdTeam@huschblackwell.com

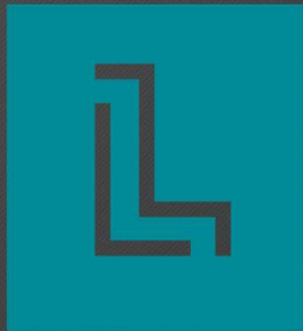
[Vendor Allies - Wisconsin Private Colleges](#)

WAICU Collaborative Services Update

Shawn Robin



Vendor Allies - Wisconsin Private Colleges



**LAW FOR
LEARNERS™**

Chu, Katie <kchu@ascendiumeducation.org>

WAICU Title IX Vendor Partners

Shawn Robin



This multi-layered program managed by WAICU provides members with Title IX training and resources, including staffing and sample policies, from a WAICU-member staffing pool and member-provided trainings to resources and training provided through vendor partners.



Ballast Contact
hello@weareballast.com



Blaze Bowers
bbowers@grandriversolutions.com



David Stobie
davidstobie@catharsisproductions.com

WAICU Member Resource Pool

Shawn Robin



WAICU Member Resource Pool for Title IX

Updated: 6.25.2025

To add your name to the list below, please contact Shawn Robin, WAICU Director of Member Services at shawn.robin@waicu.org.

Name	Title	College or University	Email	Phone #	Title IX Roles		
					Advisor	Hearing Panelist (non-chair)	Informal Resolution Facilitator
Jason Pilarski	Title IX Coordinator and Chief/Director of Campuys Safety	Alverno College	jason.pilarski@alverno.edu	414.861.9139	yes	yes	
Cara Hardin	Title IX Deputy Coordinator	Marquette University	cara.hardin@marquette.edu	414.288.1742	yes	yes	yes
Katie Kassulke	Administrative Director of Faculty Relations/Title IX Coordinator	Medical College of Wisconsin	kkasulk@mcw.edu	414.955.8668 414.217.4797	yes		
Robert Babcock	Director of Equity & Title IX Coordina	Lawrence University	robert.babcock@lawrence.edu	o:920-832-7496	yes	yes	
Jamie Brock	Assistant Director of Residence Life/Title IX Coordinator	Wisconsin Lutheran College	jamie.valerio@mail.wlc.edu	414.443.8762	yes	yes	

The individuals in this list are providing their names voluntarily.

WAICU does not endorse or recommend any individual listed on the spreadsheet.

WAICU has not verified that the listed individuals have been trained in accordance with the applicable legal requirements.

WAICU does not have the ability to evaluate each individual's skills or competence in providing Title IX-related services.

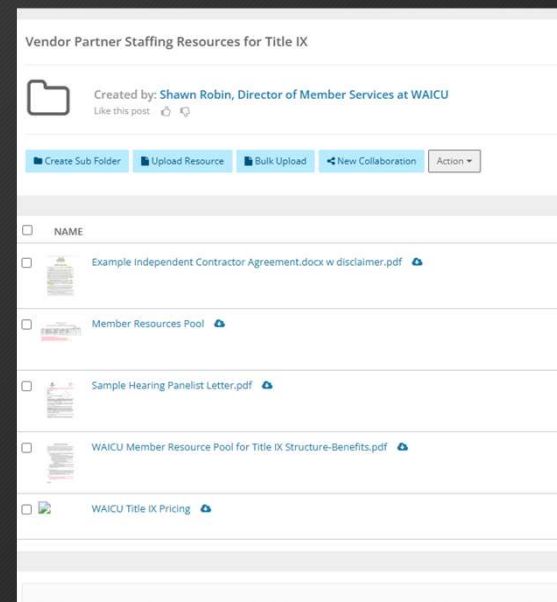
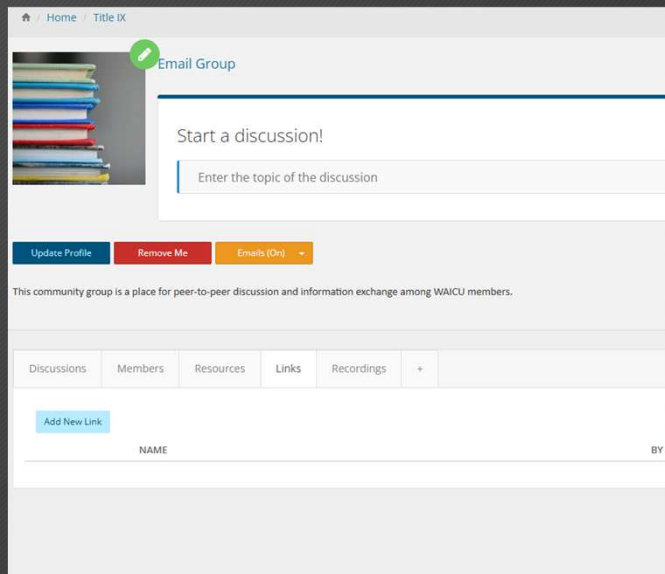
Member institutions are responsible for evaluating an individual's suitability for its particular needs before utilizing the individual's services.

It is the responsibility of the requesting Member to insure the individual under the College or University's liability policy.

WAICU Connect



- <https://connect.waicu.org/>



2020 Regulations Roles and Responsibilities

Cara Hardin



Our Hopes...

What this workshop is:

1. Unpack legal requirements
2. Identify what needs to change in your policy
3. Networking/discussion with colleagues/expert faculty

What this workshop is **not**:

1. Not legal advice
2. Not a “how to” operationalize roles – focus is on integrating mandates into policy
3. Not a “one-size-fits-all” given institutional context

Agenda

Cara Hardin



1. Review Duties for the Title IX Coordinator's Role

2. Q & A

Review of the Title IX Coordinator Role

Cara Hardin



Title IX Coordinator – Role and “IX” Duties

§ 106.8(a) of the final regulations requires schools to designate and authorize at least one employee to serve as Title IX Coordinator and coordinate the recipient’s efforts to comply with the final regulations.

I. Notifying applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the school (§106.8):



- The name and contact information of the Title IX Coordinator. § 106.8(a)
- That any person may report sex discrimination/harassment, to the Title IX Coordinator in person, by mail, email or by any other method at any time. § 106.8(a)

- That the school does not discriminate on the basis of sex within its programs and activities, including within admissions and employment, and that the school is required by Title IX not to discriminate in such a manner. § 106.8(b)
- That questions about the application of Title IX and the Final Regulations may be referred to the Title IX Coordinator, to the Assistant Secretary, or both. §106.8(b)
- Provide notice of the school's grievance procedures and grievance process, including (§ 106.8(c)):
 - How to report or file a complaint of sex discrimination,
 - How to report or file a formal complaint of sexual harassment, and
 - How the recipient will respond.



POLL

Cara Hardin



What methods does your institution currently provide to report sexual harassment complaints?

Duty I Considerations:

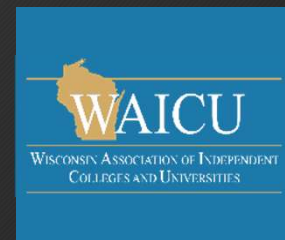
Cara Hardin



1. What page # or section in your policy is this duty best outlined?
2. Are there methods for complainants to report sexual harassment other than by phone, email, or in-person at your institution? Are they easy to navigate and understand? Do you allow anonymous reporting? How does your institution accommodate the report at “any time” requirement?
3. Who do/will you work with at your institution to ensure this information gets into the handbooks, catalogs, employee recruitment materials, website, collective bargaining and other professional agreements, etc.?

II. Ensure trainings provided to Title IX team are published on Title IX website. §106.45 (b)(10)(D)

Cara Hardin



- Schools must publish training materials that are up to date and reflect the latest training provided to Title IX personnel (and keep for 7 years).
- Title IX personnel include the Title IX Coordinator, any investigator, any decision-maker, and any person who facilitates an informal resolution (such as mediation).

III. Responding to reports and complaints of sexual harassment

Cara Hardin



“Actual knowledge” of sexual harassment triggers the duty for the school (Title IX Coordinator) to respond. § 106.30(a)

- Informing complainants of the availability of supportive measures and of the process for filing a formal complaint (and if formal complaint filed, follow grievance process in § 106.45). § 106.44(a), (b).
- Working with respondents to provide supportive measures as appropriate.
- Determining whether an emergency removal of a respondent is necessary and if so, allow the student respondent to challenge the decision. § 106.44(c)

CHAT

Cara Hardin



- Q1: Who are your designated “officials with authority”?
- Q2: Do you make all employees (without legal privilege) mandatory reporters/responsible employees? Why or why not?

Duty II & III Considerations:

Cara Hardin



1. What page # or section in your current policy are these duties outlined?
2. How do you adhere to the requirement that you post all trainings of Title IX staff on your website? What if the trainings are proprietary or protected by copyright?
3. Who are your designated “officials with authority?” Do you make all employees (without legal privilege) mandatory reporters/responsible employees?

IV. Accepts or Files Formal Complaints

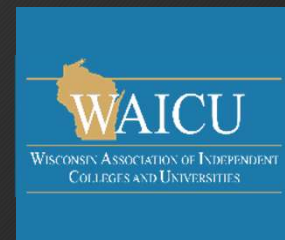
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- Adheres to the complainant's wishes on whether to file a formal complaint when possible.
- Files a formal complaint when not "clearly unreasonable" despite complainant's wishes.
- Files supplemental or amended complaints
- Determines whether consolidation of formal complaints should occur

Duty IV Considerations:

Cara Hardin



1. What page # or section in your policy is this duty outlined?
2. How does your policy explain the requirements for filing a formal complaint? Do you provide a template for the complainant to complete and sign? How much detail does the complainant need to provide within the “formal complaint” to constitute a formal complaint?
3. How does your policy address the Title IX Coordinator’s authority to disregard a complainant’s wishes not to file a formal complaint and file anyway?
4. When a Title IX Coordinator signs the formal complaint, what does this mean for the role of the Title IX Coordinator and for the complainant and how is this communicated within your policy?

V. Coordinates Informal Resolutions § 106.45(b)((9)

Cara Hardin



- Mediation
- Restorative Justice
- *Not permissible when an employee is the respondent and the complainant is a student.

Duty V Considerations:

Cara Hardin



1. What page # or section in your policy is this duty outlined?
2. Do you offer informal resolution as part of the grievance process? Does the Title IX Coordinator have discretion whether to grant a request by the parties for informal resolution? How do you explain this in the policy?
3. What type of informal resolutions do you offer and who facilitates them?

VI. Rules on Dismissals of Formal Complaints

Cara Hardin



Discretionary causes for dismissal (§ 106.45(b)(3)(ii)):

- A complainant requests it at any time during the grievance process
- When respondent no longer enrolled, or
- If evidence can't be obtained to make a determination.

VI. Rules on Dismissals of Formal Complaints

Cara Hardin



Mandatory Causes for Dismissal (§ 106.45(b)(3)(i)):

- Sexual harassment allegations, if proven true, do not meet definition of sexual harassment under the Final Regulations.
- The misconduct occurred outside the university's programs or activities or outside the United States.
- The respondent is outside the United States.
- The complainant is not participating or attempting to participate in the school's education program or activity at the time the formal complaint is filed. § 106.30

Duty VI Considerations:

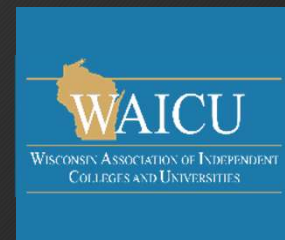
Cara Hardin



1. What page # or section in your policy is this duty outlined?
2. How does your policy address requests for dismissals from a complainant?
3. How does your policy address requests to dismiss a formal complaint upon the withdrawal of a respondent? Will your institution automatically dismiss upon a respondent's withdrawal? Why or why not? If you continue the process even after withdrawal, how does your policy address the grievance process moving forward?

Duty VI Considerations:

Cara Hardin



4. If the Title IX Coordinator dismisses for the purposes of Title IX, where do you direct the complainant to seek resolution if not within the Title IX office? How do you memorialize in your policy the divergence between Title IX-sexual harassment and non-Title IX sexual harassment?
5. Consider having the Title IX personnel take discretionary jurisdiction over non-Title IX sexual harassment. How is this effectuated within your policy and/or Title IX Office? What are the pros and cons of doing so?
6. If discretionary jurisdiction is taken, will you have one sexual harassment policy with two separate tracks (Title IX and general sexual harassment) or two separate policies governing the same sexual misconduct (Title IX and non-Title IX)? Will the Title IX and non-Title IX offenses be subject to the same grievance process? What happens when a case falls under both tracks?

VII. Oversees Grievance Process

Cara Hardin



- Appoints investigator(s) and makes sure no bias or conflict of interest.
- § 106.45(b)(1)(iii)
- Appoints decision-maker(s) and makes sure no bias or conflict of interest.
- § 106.45(b)(1)(iii)
- Appoints advisors for the parties, if they don't have one. § 106.45(b)(6)(i)
- Ensure parties are treated equitably under the grievance process. § 106.8

VII. Oversees Grievance Process

Cara Hardin



Coordinates and monitors hearing process.



Appoints appeals officer and coordinates appeals.



If a finding of responsibility, coordinates the implementation of both supportive measures (to one or both parties) and remedies (to a complainant).

Duty VII Considerations:

Cara Hardin



1. What page # or section in your policy are these duties outlined?
2. Where do you find your investigators, hearing officers, advisors and appeal officers?
3. How do you ensure there is no bias or conflict of interest with your investigators, decision-makers and appeals officers?

VIII. Record Keeper

Cara Hardin



The school must maintain records for at least 7 years. § 106.45(b)(10)



- Determination regarding responsibility
- Audio or audiovisual recording or transcript of the grievance process.
- Disciplinary sanctions imposed on the respondent
- Remedies granted to the complainant
- Appeal and decision on appeal
- Any informal resolution and result thereof
- Supportive measures (or why not delivered)
- Documentation that response not deliberately indifferent and that school has taken measures to restore or preserve equal access to programs and activities.

POLL

Cara Hardin



What record-keeping software is your institution currently using or thinking about using for this purpose?

Duty VIII Considerations:

Cara Hardin



1. What page # or section in policy is this duty outlined?
2. What record-keeping software is your institution currently using or thinking about using for this purpose?
3. What other “records” should you consider keeping in line with this mandate?
4. How do you save audio recordings?

IX. Ensures compliance with other related guidance on sex-based misconduct

Cara Hardin



- Creates and oversees policy relating to pregnant and parenting students (June 25, 2013 DCL)
- Monitors equity within athletics (DCLs: Apr. 2010, Sept. 2008, Mar. 2008, June 2007, Mar. 2005, July 2003, July 1998, Jan. 1996, Dec. 19709, 1975.)
- Ensure non-sex-discriminatory hiring practices
- Consultant in the creation or continuation of female-only school programs (34 CFR 106.34, 34 CFR 106.3 and May 3, 2002 DCL)

Duty IX: Considerations:

Cara Hardin



1. What page # or section in policy is this duty outlined?
2. What is your current policy for your pregnant and parenting students and does that policy or reference thereto belong in your Title IX policy?
3. How do you address sex discrimination and gender equity within the revised policy? Do you process those complaints under the § 106.45 grievance process or a different process?

Questions?

Cara Hardin



Resources

Cara Hardin



Office for Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/newsroom.html>

- [Title IX Regulations Addressing Sexual Harassment](#) (unofficial copy)
- [Title IX Regulations Addressing Sexual Harassment](#) (Federal Register)
- [Title IX: Fact Sheet: Final Title IX Regulations](#)
- [Title IX: U.S. Department of Education Title IX Final Rule Overview](#)
- [Title IX: Summary of Major Provisions of the Department of Education's Title IX Final Rule](#)
- [OCR Blog](#)

Group Lunch Discussion- Title IX Teams

Marci Iverson



2020 Regulations Roles & Responsibilities continued

Cara Hardin



Drafting the Investigation Report and Party Responses to the Relevant Evidence

Possible Report Outline

Cara Hardin



Discretionary Outline of Investigative Report

- Explanation of alleged misconduct
- Applicable offenses
- Description of procedural steps taken during investigation*
- Evidence obtained
- Witnesses interviewed
- Supportive measures (whether they were/were not provided)
- Jurisdictional statement
- Summary of relevant and permissible evidence

STOP

- OR -

Investigative report may include

Cara Hardin



- Identification of undisputed facts, corroborated facts and contested/disputed facts.
- Analysis of the relevant evidence, including a credibility analysis.
- Recommended findings or conclusions.

Summarizing – Example #1

Shawn Robin



How to summarize the relevant and permissible evidence within the Investigative Report:

1. Provide the allegations as stated in Notice of Allegations.
2. Cut and paste the relevant testimony and evidence into the Investigative Report.
3. Explain the undisputed facts.
4. Explain the contested facts (facts in dispute).
5. Explain the evidence that appears to corroborate or refute the testimony and allegations.

Summarizing – Example #2

Cara Hardin



“The complainant alleges that the respondent raped them in the complainant’s dorm room when the complainant was incapacitated due to alcohol consumption and unable to consent to sexual activity.

The respondent insists that the complainant was “fine” and an active participant during sexual activity. The respondent stated,

“Complainant was playful and joking around as we walked to the dorm room. The Complainant then practically jumped my bones when we got inside!”

The respondent’s claim about the parties’ interactions while walking to the complainant’s dorm room is inconsistent with the dorm’s video footage. The video shows the complainant stumbling and staggering as they walked. The complainant then fell to the ground. The respondent picked up the complainant, who appeared unconscious, and carried the complainant to the dorm room.”

Supportive Measures

Nick Winkler



- Offering supportive measures
 - Complainant
 - Respondent
- “Non-Disciplinary” in nature
- Disciplinary measures can be implemented at the end of the grievance process

Supportive Measures

Nick Winkler



- Common Supportive Measures
 - No Contact Order
 - Facility Bans
 - Course adjustments
 - Counseling Internal/External
 - Academic support and/or accommodations
- Interim Removals
 - Can not temporarily remove or suspend a student as a supportive measure
 - Will discuss emergency removal process later in the training

Risk Assessment & Emergency Removals Under 2020 Title IX Regulations

Marci Iverson



- Understanding procedures for safety and compliance measures

Regulatory Basis

Marci Iverson



Emergency Removal Criteria

Emergency removal requires an individualized safety and risk analysis confirming an immediate threat to physical safety.

Scope of Application

The emergency removal provision applies to students, while employees may be placed on administrative leave under separate procedures.

Procedural Safeguards

Institutions must provide written notice to respondents and offer opportunities to challenge removal decisions, ensuring due process.

Key Steps for Emergency Removal

Marci Iverson



Notice and Risk Analysis

The institution must receive actual notice and conduct a risk analysis to assess immediate threats to safety.

Documentation and Rationale

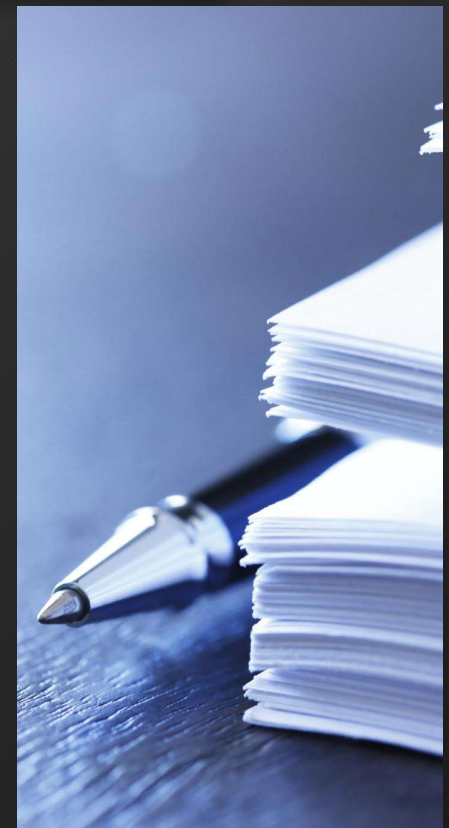
Thorough documentation of the removal rationale and risk findings ensures transparency and compliance.

Written Notification and Response

Respondents must be notified in writing with reasons and allowed a short window to challenge the removal.

Compliance with Disability Laws

Coordination with ADA and Section 504 ensures administrative leaves comply with disability and employment laws.



Violence Risk Assessments (VRA)

Marci Iverson



Purpose of VRA

The VRA evaluates immediate threats to justify emergency removal in Title IX cases.

Assessment Methodology

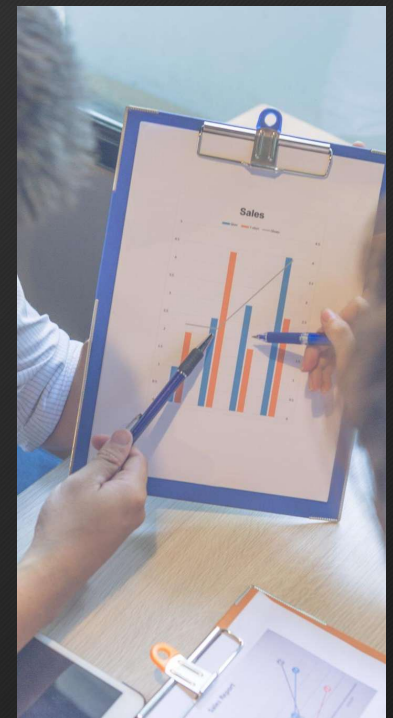
Interviews and validated tools measure risk factors linked to violent behavior.

Qualified Assessors

VRAs are conducted by trained teams including psychologists, law enforcement, and case managers.

Focus on Threats, Not Diagnosis

VRA focuses on identifying threats and escalation patterns, not mental health evaluations.



Referral Criteria and Protocols

Marci Iverson



When to Refer

Refer for risk assessment when threats to physical safety or targeted escalation are evident.

Established Protocols

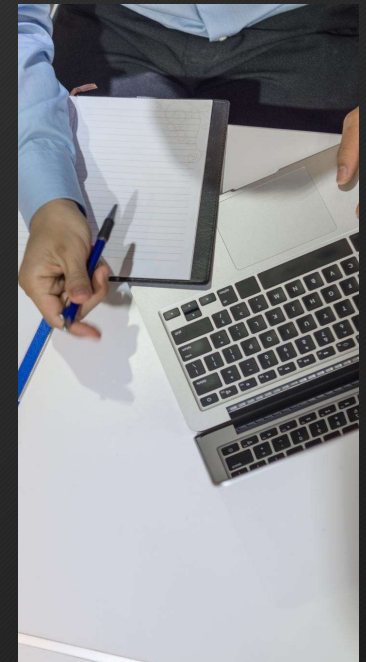
Follow set protocols outlining referral criteria, assessment process, and required documentation.

Ensuring Compliance and Credibility

Consistent referrals maintain emergency removal credibility and comply with Title IX regulations.

Qualified Assessment

Qualified professionals conduct assessments to accurately evaluate risk and recommend actions.



Administrative Leave for Employees

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Purpose of Administrative Leave

Administrative leave offers a safer alternative to emergency removal during Title IX investigations for employees.

Policy and Legal Compliance

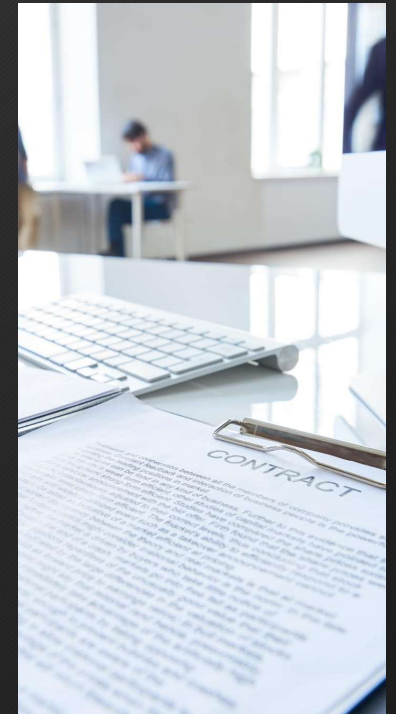
Institutions must adhere to HR policies and disability laws like ADA and Section 504 when placing employees on leave.

Communication and Documentation

Clear communication with employees and thorough documentation of leave reasons are essential for transparency and legal protection.

Balancing Safety and Rights

Administrative leave balances the need for safety with employee rights to prevent legal challenges.



Documentation and Compliance Requirements

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Thorough Recordkeeping

Detailed records of risk analyses and assessments are essential for Title IX compliance and decision support.

Respondent Notification and Challenge

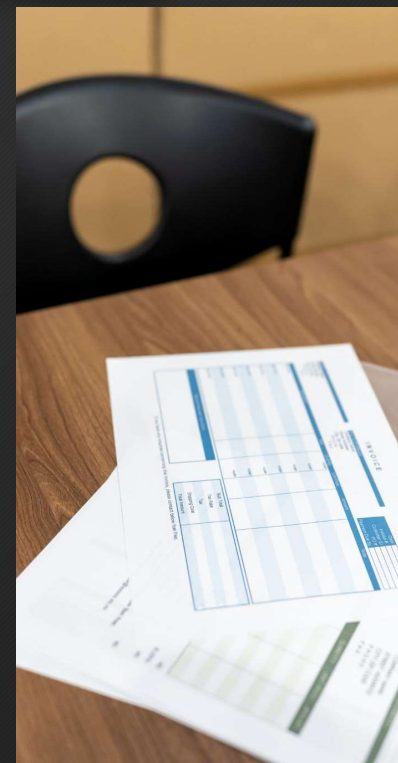
Documentation must include notices to respondents and records of their opportunity to challenge removal decisions.

Compliance and Audit Preparedness

Proper documentation supports compliance, facilitating audits, legal challenges, and internal reviews effectively.

Standardized Procedures and Training

Institutions should implement standardized recordkeeping and train staff involved in Title IX processes thoroughly.



Implementing Effective Protocols

Marci Iverson



Standardized Risk Assessments

Using standardized Violence Risk Assessment tools ensures consistent and objective threat evaluations across cases.

Staff Training and Readiness

Training Title IX staff and BIT/CARE team members maintains expertise and preparedness for emergency situations.

Clear Communication

Transparent communication with all parties involved fosters trust and clarity during proceedings.

Annual Protocol Reviews

Conducting yearly reviews of emergency removal protocols ensures alignment with updated regulations and best practices.



Informal Resolution Procedures

Nick Winkler



- Also requires a Formal Complaint
- Participation is voluntary by both parties
 - Written consent, notice of allegations, and information on your IR process
- Either party can withdraw from IR process prior to a finalized agreement and opt to enter/re-enter your formal grievance process
- Informal resolution is not permitted in case where an employee is the respondent
- Training is required for facilitators of IR process

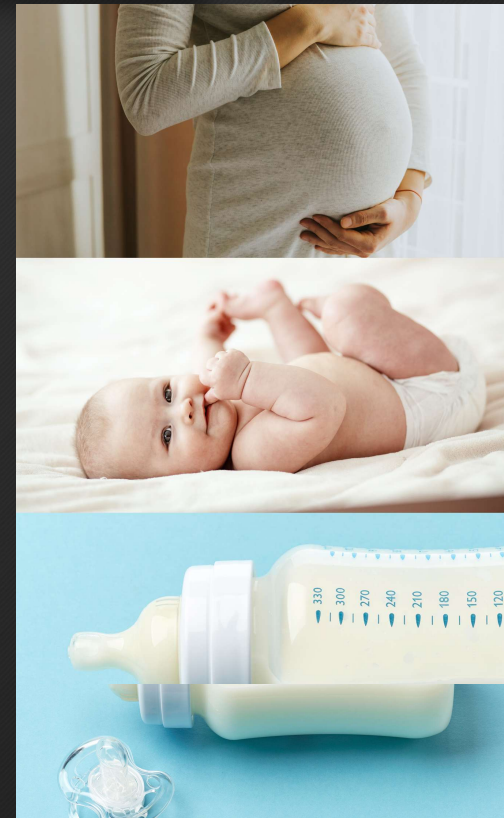
Pregnancy & New Parenting

Kristen Kreple



Title IX prohibits discrimination on the basis of pregnancy, childbirth, lactation, miscarriage, abortion, or related conditions, including recovery.

How do we ensure compliance with this aspect of Title IX?



Pregnancy & New Parenting - Guidance

Kristen Kreple



How did we get here?

- **1991:** OCR pamphlet on teen pregnancy
- **2013:** OCR guidance “Supporting the Academic Success of Pregnant and Parenting Students” and student-facing document “Know Your Rights”
- **2022:** OCR reminder “Discrimination Based on Pregnancy Resource for Students and Schools”
- **2024:** OCR Title IX Final Rule, vacated in Jan. 2025



U.S. DEPARTMENT OF EDUCATION

Supporting the Academic Success of Pregnant and Parenting Students

Under *Title IX* of the Education Amendments of 1972

Pregnancy & New Parenting - Requirements

Kristen Kreple



- You must not exclude a pregnant student from participating in any part of an educational program.
 - (You may implement special instructional programs or classes for a pregnant student, but participation must be voluntary and then programs and classes must be comparable to those offered to other students.)
- You must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems medically necessary.
- When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.
 - This includes giving allowing the student to make up any missed work or creating alternatives to making up the work.

Pregnancy & New Parenting - Requirements

Kristen Kreple



- Special services provided to students who have temporary medical conditions must also be provided to pregnant students.
- A school may require a pregnant student or student who has given birth to submit medical certification for school participation only if the school also requires such certification from all students with physical or emotional conditions requiring the attention of a physician.
 - Schools generally do not require medical documentation.

Pregnancy & New Parenting - Requirements

Kristen Kreple



- You must make adjustments/modifications to the regular program that are reasonable and responsive to the student's temporary pregnancy status.
 - Adjustments are reasonable when they don't "fundamentally alter" a program or activity.
 - Allow, for example: frequent trips to the bathroom, food breaks, temporary access to elevators, remote learning, alternatives to handling dangerous chemicals, use of a heating pad
 - Remember: you must make reasonable adjustments regardless of whether there's a documented disability or specific diagnosis!

Pregnancy & New Parenting – How to Tackle It

Kristen Kreple



1. Include pregnancy-new parenting information in your trainings
2. Ensure your disabilities folks refer pregnancy accommodation requests to you
3. Meet with pregnant students at their request, talk through their rights
4. Offer to reach out to instructors, copying them, to let the instructors know about the pregnancy and university obligations
5. Schedule check-ins as the pregnancy progresses
6. Consider a policy!



Pregnancy & New Parenting – How to Tackle It

Kristen Kreple



Don't forget that this applies to employees, too!

- However, employees are also protected more extensively by Title VII, the Pregnancy Discrimination Act, the Pregnant Workers Fairness Act, the PUMP Act, the Family and Medical Leave Act (FMLA), the Americans with Disabilities Act (ADA), and state laws.
- Make sure that your policy complies with these laws – HR should be able to help.



Pregnancy & New Parenting – Hurdles

Kristen Kreple



- Nursing and other programs with licensure requirements
- Prickly instructors who push back on reasonable adjustments
- Fear and stigma preventing those recovering from abortions to get help
- Lactation spaces that have been designated employee-only
- Students with unreasonable expectations regarding pregnancy recovery



Scenarios

Robert Babcock



1. Student A reports to you that their literature professor, Professor B, has complimented them on their appearance on a couple of occasions during the semester. While the words seem cordial enough, and Professor B has not followed up with them in any way that is appropriate, the student feels a little uncomfortable with the attention, and does not respond when Professor B has made these remarks.

Today, as student A was walking across campus, they heard someone call out, 'Hey baby! I love your hair today!' When student A turns to see who was calling them, they see Professor B standing and talking with three or four other students in a group. They do not seem to be looking in student A's location and are engaged in some sort of discussion. Student A visits your office to report all this information.

- What is your gut instinct and reaction for this?
- What would your intake/triage want to determine?
- What are some supportive measures that may be necessary?
- With what you know now, what might the charges be? Process A/B?
- How would you proceed?

Scenarios

Robert Babcock



2. Student B is in your office and shares this set of circumstances: Student A and student B are in the same class. Student A says they have the answer key to the final. They offer to give student B half the answers up front and the second half of the answers later if student B consents to sexual activity with them. Students A and B do not know each other, and their only connection is they are in the same class together. As part of the conversation, student A also shares copies of past exams in the class where student A has gotten 100% each time.

- What is your gut instinct and reaction for this?
- What would your intake/triage want to determine?
- What are some supportive measures that may be necessary?
- With what you know now, what might the charges be? Process A/B?
- How would you proceed?

Scenarios

Robert Babcock



3. Student A accuses graduate student/teaching assistant (GSTA) B of using their position to coerce student A into performing oral sex in exchange for a better grade. Student A states that the oral sex occurred in the laboratory at 9:30 PM on a Saturday in March. GSTA B claims oral sex occurred between student A and GSTA B in late May at a party off campus, after grade had been assigned. GSTA says it was a consensual hook-up. GSTA B claims student A has falsely accused GSTA of misconduct because GSTA B refused to date student A after the hook up. Video shows student A and GSTA B leaving the lab together at 9:15 pm on Saturday, March 7. GSTA B has a text message student A sent to the GSTA on May 26 stating: "I'm so happy we can finally be together. I want to spend my life with you!" Two student witnesses claim the GSTA B repeatedly looked at student A during class in a creepy way. Academic records show student A had a B- average on work performed before March 7 and an A+ average for work performed after March 7.

- What is your gut instinct and reaction for this?
- What would your intake/triage want to determine?
- What are some supportive measures that may be necessary?
- With what you know now, what might the charges be? Process A/B?
- How would you proceed?

Scenarios

Robert Babcock



4. Faculty member A submits a complaint to your office. Faculty member A is an art professor, and student B turned in an assignment that included language that is not English. Initially, faculty A did not know what to make of it. Eventually, faculty member A was able to translate the language. It reads: “I want to f*** my professor.”

5. Students A, B, and C file a report about student D. All are on the same athletic team as student D. Students A, B, and C all claim that student D makes them uncomfortable by walking around the locker room naked, making sexual remarks about their current relationship with their significant other to other teammates, including A, B, and C, as well as frequently having sex-themed conversations, which include reference to student’s A, B, C, and D private areas. Students A, B, and C all claim to have asked student D to stop, and are uncomfortable changing their clothes near student D.

- What is your gut instinct and reaction for this?
- What would your intake/triage want to determine?
- What are some supportive measures that may be necessary?
- With what you know now, what might the charges be? Process A/B?
- How would you proceed?

Scenarios

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6. Two students, A and B, make an appointment to see you. They are student leaders on campus and have worked in a variety of administrative and leadership positions for various campus activities. They report getting unsolicited text messages from faculty member A with whom they both worked on a campus committee. The students claim they had shared their cell phone numbers with faculty member A for reasons pertaining to their joint committee work and had no concerns with getting relevant information via cell phone for the committee (meeting time reminders, etc.). However, the students claim that for about six weeks, usually later Friday or Saturday nights, they have received text messages from this faculty member that are overly friendly and familiar, but not overtly sexual.

- What is your gut instinct and reaction for this?
- What would your intake/triage want to determine?
- What are some supportive measures that may be necessary?
- With what you know now, what might the charges be? Process A/B?
- How would you proceed?

Scenarios

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7. Employee A seeks to talk with you. They work in an office area that has a collection of cubicles. They claim they were making copies in the office the previous day (the copier is in a small closet area adjacent to the cubicles), and employee B came up behind them and whispered, “I want to (perform oral sex) on you.” Employee A has spoken to their boss about it, who encouraged employee A to tell employee B to knock it off, and if employee B continues after that, then the boss will get involved. Employee A says they work somewhat closely with employee B on a regular basis and are involved with employee B on a couple of projects.

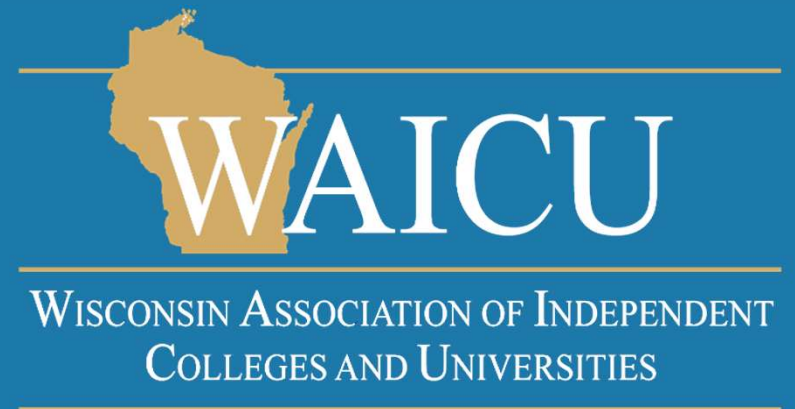
- What is your gut instinct and reaction for this?
- What would your intake/triage want to determine?
- What are some supportive measures that may be necessary?
- With what you know now, what might the charges be? Process A/B?
- How would you proceed?

THANK YOU!

Thank you all for your participation & the work you do!

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