

HIGHER EDUCATION TITLE IX

ADVISOR TRAINING



Disclaimer



We can't help ourselves. We're lawyers.

- We are not giving you legal advice. Consult with your legal counsel regarding how best to address a specific situation.
- This training satisfies both annual Clery training and the generally applicable topics required by the Final Title IX regulations. *This training does not cover institution-specific grievance procedures, policies, or technology.
- Use the chat function to ask general questions and hypotheticals.
- This training is not being recorded, but we will provide you with a packet of the training materials to post on your websites for Title IX compliance.

Additional information
available at:

Title IX Resource Center
at www.bricker.com/titleix

Find us on **Twitter** at
@BrickerHigherEd



Presentation Rules



- Questions are encouraged
- “For the sake of argument...” questions help to challenge the group, consider other perspectives, and move the conversation forward
- Be aware of your own responses and experiences
- Follow-up with someone if you have any questions or concerns
- Take breaks as needed

Aspirational Agenda



Melissa Carleton mcarleton@bricker.com

Rob Kent rkent@bricker.com

Josh Nolan jnolan@bricker.com

- 9:00-10:30 Intro & Overview of the Grievance Process and the Advisor's Role
- 10:30-10:45 Break
- 10:45-12:00 Understanding Jurisdiction, Definitions of Sexual Harassment (TIX) and other Conduct to assist with formulating cross examination, Tips for Advocating
- 12:00-12:30 Lunch
- 12:30-1:45 Issues of Relevancy, Hypotheticals
- 1:45-2:00 Break
- 2:00-3:00 The Live Cross-Examination Hearing
- 3:00-3:30 Debrief/Hearing
- 3:30-3:45 Break
- 3:45-5:00 Continue Debrief/Overview of Appeal

Training Requirements



The new Title IX regulations require training for:

- Title IX Coordinators
- Investigators
- Decision-Makers
- Informal Resolution Officers
- Appeals Officers

Under the new Title IX regulations, **there are NO training requirements for advisors** in the grievance process.

Training Requirements for Title IX Officials



Generally, the new Title IX regulations require training of an institution's Title IX officials on:

- Jurisdiction: understanding “the scope of the recipient’s education program or activity”
- Definitions of “sexual harassment” under the new Title IX regulations
- How to serve impartially, without bias, free from conflict of interest, and without prejudgment of the facts
- Their individual roles in the process

What's Going On?



BUT...It helps the party and the process if an **advisor** understands:

- Title IX jurisdiction
- Title IX definitions of sexual harassment
- The grievance process
- The roles of the Title IX officials in the grievance process

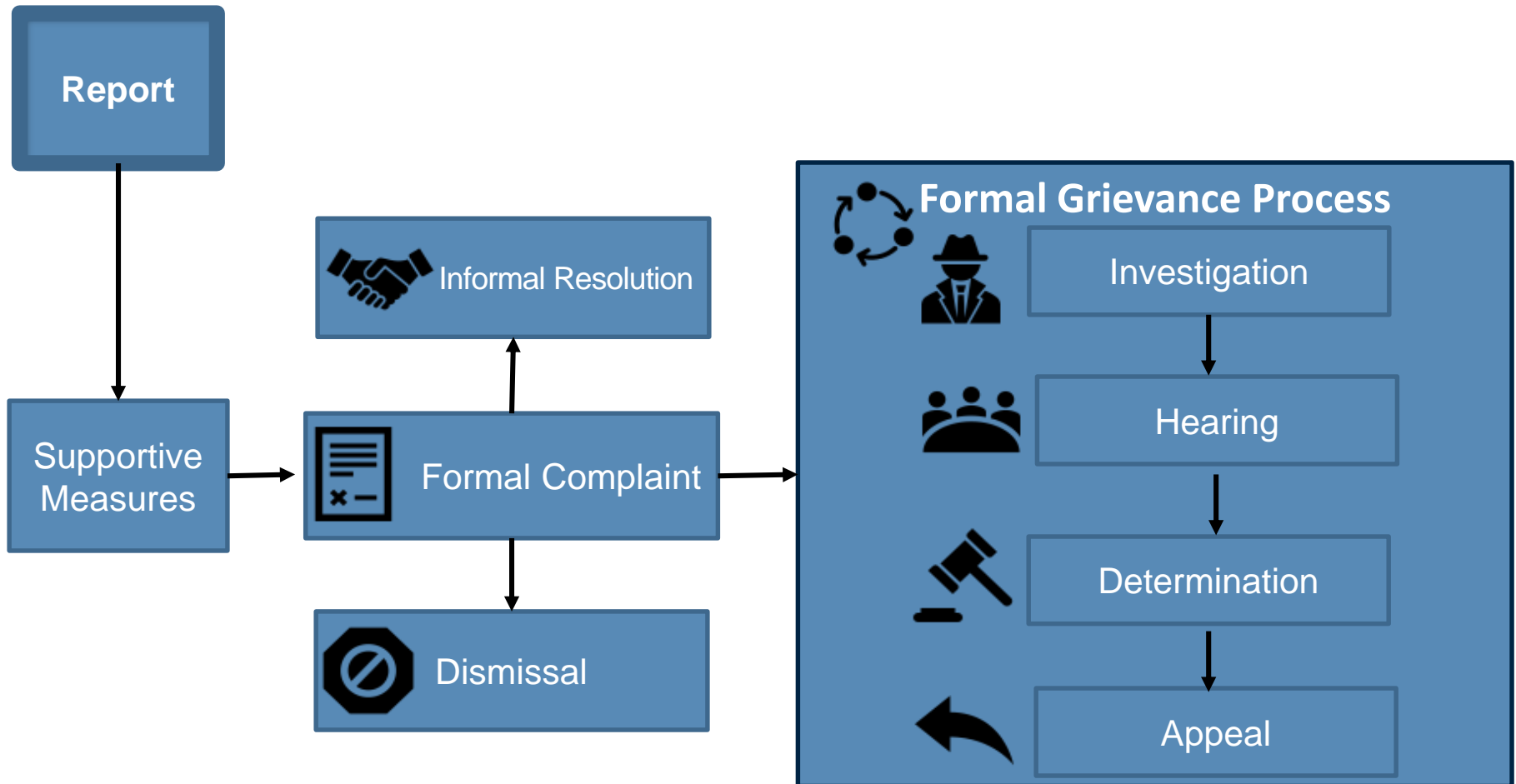
What's Going On?



BUT...It helps the party and the process if an **advisor** understands:

- The hearing and the **advisor's** role in the hearing
- The bases for appeal

Overview of the Process



Understanding the Roles of the Title IX Officials



Understanding the Process: The Title IX Coordinator's Role

The Title IX Coordinator

Oversees procedural integrity

- Oversees the whole process and helps to ensure the written process and the as applied process are the same
- Often is the person who ensures the investigators, decision-makers, informal resolution officers and appeals officers are properly trained
- Often is the person who ensures advisors are available for hearings
- Makes decisions on new issues that arise to keep them in compliance with the policy

The Title IX Coordinator

For **advisor** purposes, should understand the intake process (so you know if it was done correctly).

- Title IX Coordinator (or deputy) will receive a report (this may also come in through another individual with the ability to give sanctions) Title IX Coordinator will provide supportive measures to a Complainant
- Title IX Coordinator will determine if the report falls within the “education program or activity” of the institution If not, Title IX Coordinator **MUST** dismiss from Title IX process

The Title IX Coordinator

When a Title IX Coordinator may elect to sign and issue a formal complaint without a complainant:

- Complainant has not yet been identified or cannot be identified, but evidence indicates that sexual harassment took place within the institution's jurisdiction (e.g., video, multiple student reports, anonymous social media allegations)

The Title IX Coordinator

For **advisor** purposes, must understand the that the Title IX Coordinator:

- Often is the person who selects and assigns a specific investigator, decision-maker, and appeals officer to a matter
- May be the person who supervises the Title IX Office
- May be the investigator



The Investigator's Role

The Investigator

1. The gatherer of all relevant evidence.
2. The organizer of all relevant evidence

The Investigator

- Does not make a determination on the facts
- Determines some level of whether evidence is relevant.



The Decision-Maker's Role

The Decision-Maker's Role

1. Make relevancy determinations...before any question at the live cross-examination hearing can be answered
2. Run an orderly and truth-seeking live cross-examination hearing
3. Write a decision: apply the policy, use standard of review, and evaluate relevant evidence still in the record after the hearing

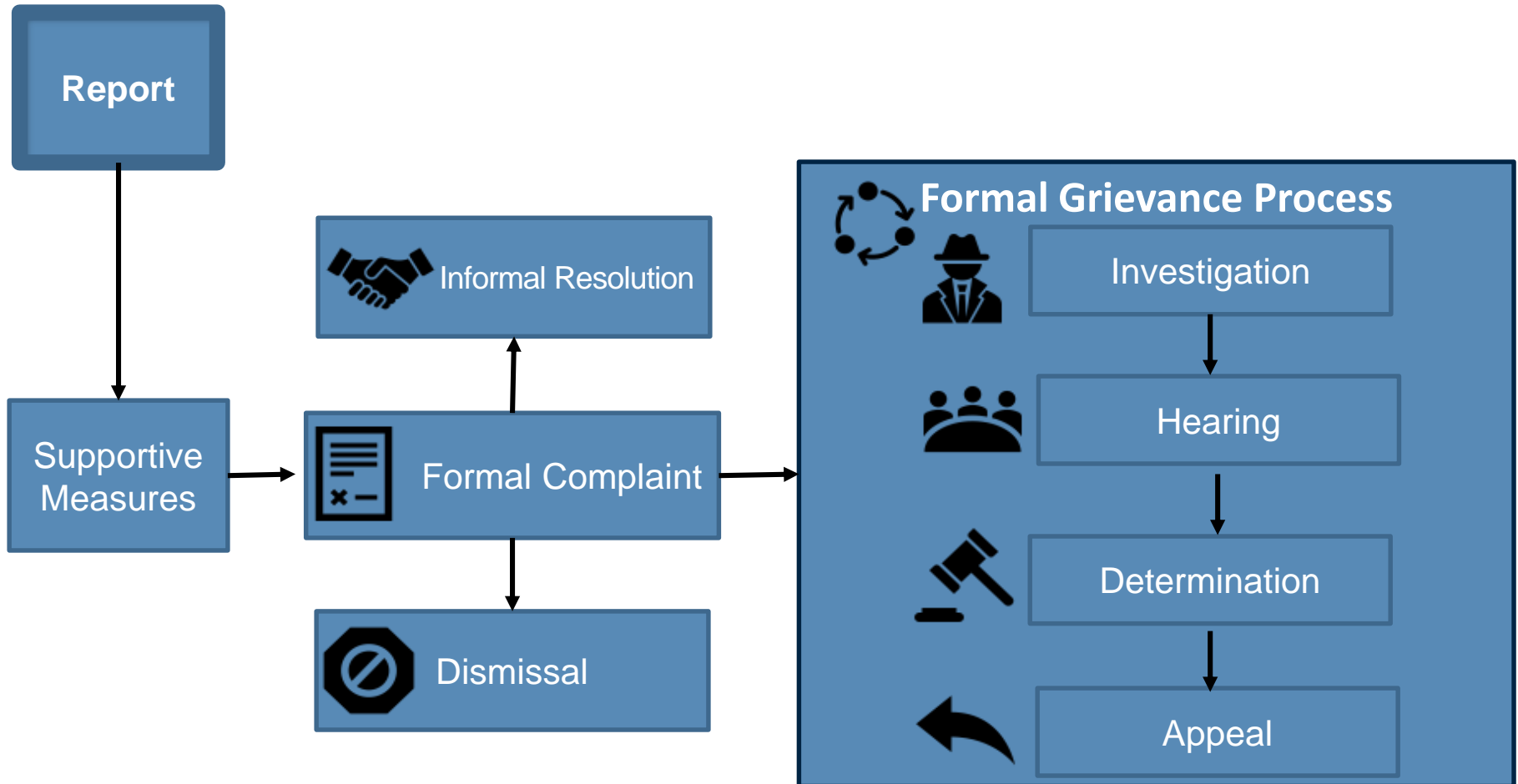
The Decision-Maker's Role

The **advisor** will interact most with the decision-maker during the grievance process.

The live cross-examination hearing is where the **advisor** has the most active role.

Overview of the Grievance Process

Overview of the Process



Overview of the Process: Actual Knowledge



Notice of sexual harassment or allegations of sexual harassment to a recipient's Title IX Coordinator or any official of the recipient who has authority to institute corrective measures on behalf of the recipient (discretion of the postsecondary institution)

- Notice to employees is no longer enough to trigger actual knowledge (ability or obligation to report not enough)
- Purpose to allow complainants to speak with employees without automatically triggering process



Overview of the Process: Formal Complaint



A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting the recipient investigate the allegation of sexual harassment

- In response to a formal complaint, a recipient must follow a grievance process (set by 106.45)
- Title IX Coordinator must offer complainant supportive measures (regardless if files formal complaint – if complainant does not want to file a formal complaint)



Overview of the Process: Formal Grievance Process



Any provisions, rules, or practices, other than those in the regulations, must apply equally to both parties.

Basic requirements:

- Treat complainants and respondents equitably
- Follow grievance process
- Only impose any disciplinary sanctions against a respondent after grievance process followed



Overview of the Process: Formal Grievance Process



- Requires an objective evaluation of all relevant evidence (inculpatory and exculpatory)
- Provide credibility determinations not based upon person's status as complainant, respondent, or witness
- Require individual designated by recipient as Title IX Coordinator, investigator, decision-maker, informal resolution officer, and/or appeals officer be free from conflict of interest or bias



Overview of the Process: Formal Grievance Process



- Include presumption that respondent is not responsible for the alleged conduct until a determination regarding responsibility is made through the grievance process
- Include prompt time frames (some discretion)
- Describes range of possible disciplinary outcomes
- States standard of evidence (preponderance of the evidence or clear and convincing)



Overview of the Process: Formal Grievance Process



- Include procedures and bases for complainant and respondent to appeal
- Describe range of supportive measures available to complainants and respondents
- Not require legally privileged evidence absent a voluntary written waiver by the holder of the privilege



Overview of the Process: Written Notice



- Recipient's grievance process and informal resolution process
- Allegations with sufficient time for review with sufficient detail, such as date, location if known
- Respondent presumed not responsible for alleged conduct and determination made at conclusion of grievance process
- Parties may have an advisor of choice



Overview of the Process: Written Notice



- Any provision in recipient's code of conduct that prohibits knowingly making false statements or providing false information during the grievance process
- Additional notification to parties if new allegations arise as apart of the investigation



Overview of the Process: Dismissal



- Recipient MUST investigate allegations in a formal complaint
- BUT recipient MUST dismiss
 - if conduct alleged would not constitute sexual harassment, even if proven, OR
 - Conduct did not occur within recipient's education program or activity or in the United States



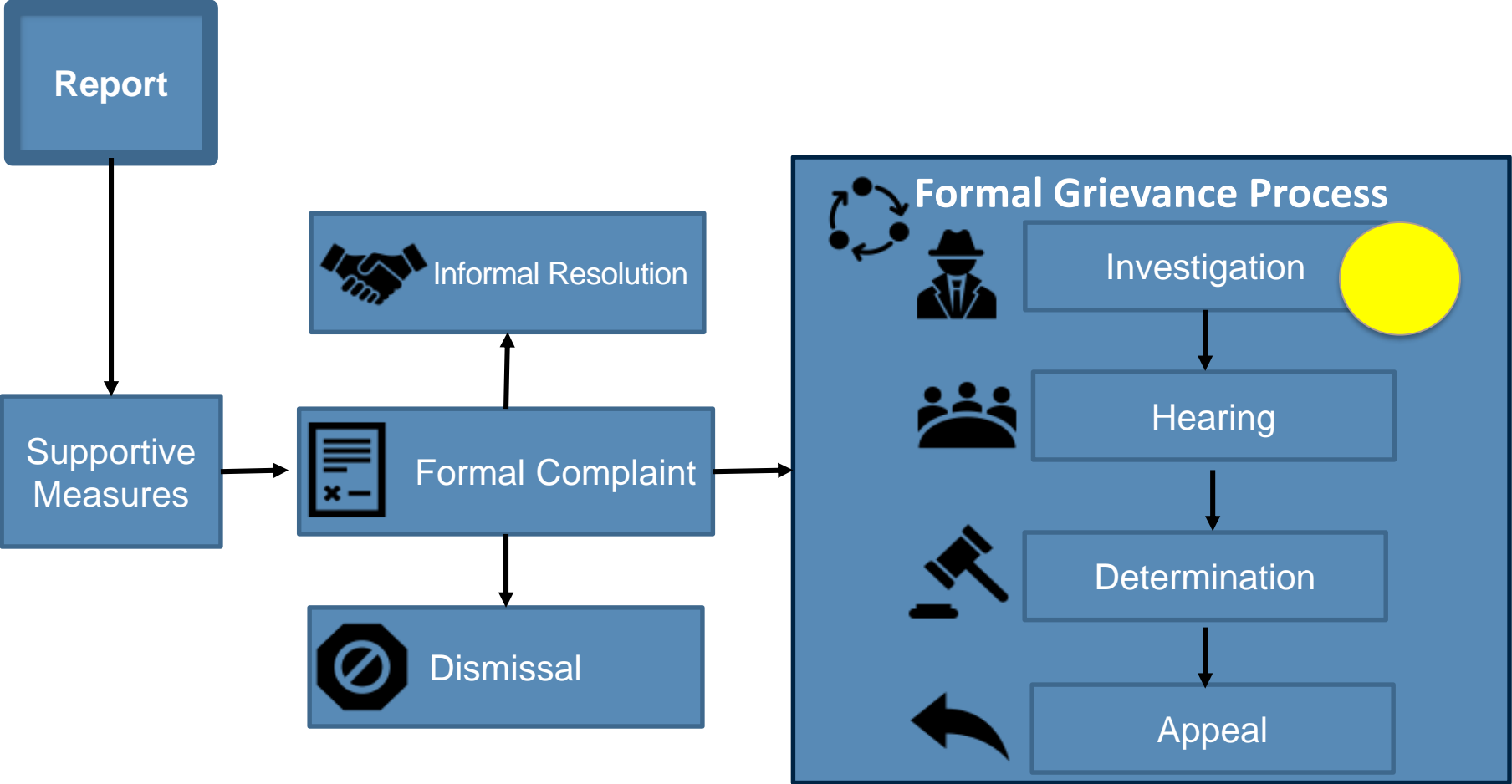
Overview of the Process: Investigation



- Only of a formal complaint
- Burden of proof and evidence gathering rests with recipient
- Cannot access, require, disclose, or consider treatment records of a party without that party's voluntary, written consent
- Provide equal opportunity for parties to present witnesses (fact and expert)



Advisor May be Included



Overview of the Process: Investigation



- Provide equal opportunity for parties to present inculpatory and exculpatory evidence
- Not restrict ability of either party to discuss or gather and present relevant evidence
- Provide parties same opportunities to have others present during the grievance process, including advisor of choice



Overview of the Process: Investigation



- Provide written notice of date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with sufficient time to prepare
- Provide both parties equal opportunity to inspect and review any evidence obtained in the investigation – recipient must send to party and party’s advisor with at least 10 days to submit a written response before completion of investigation report



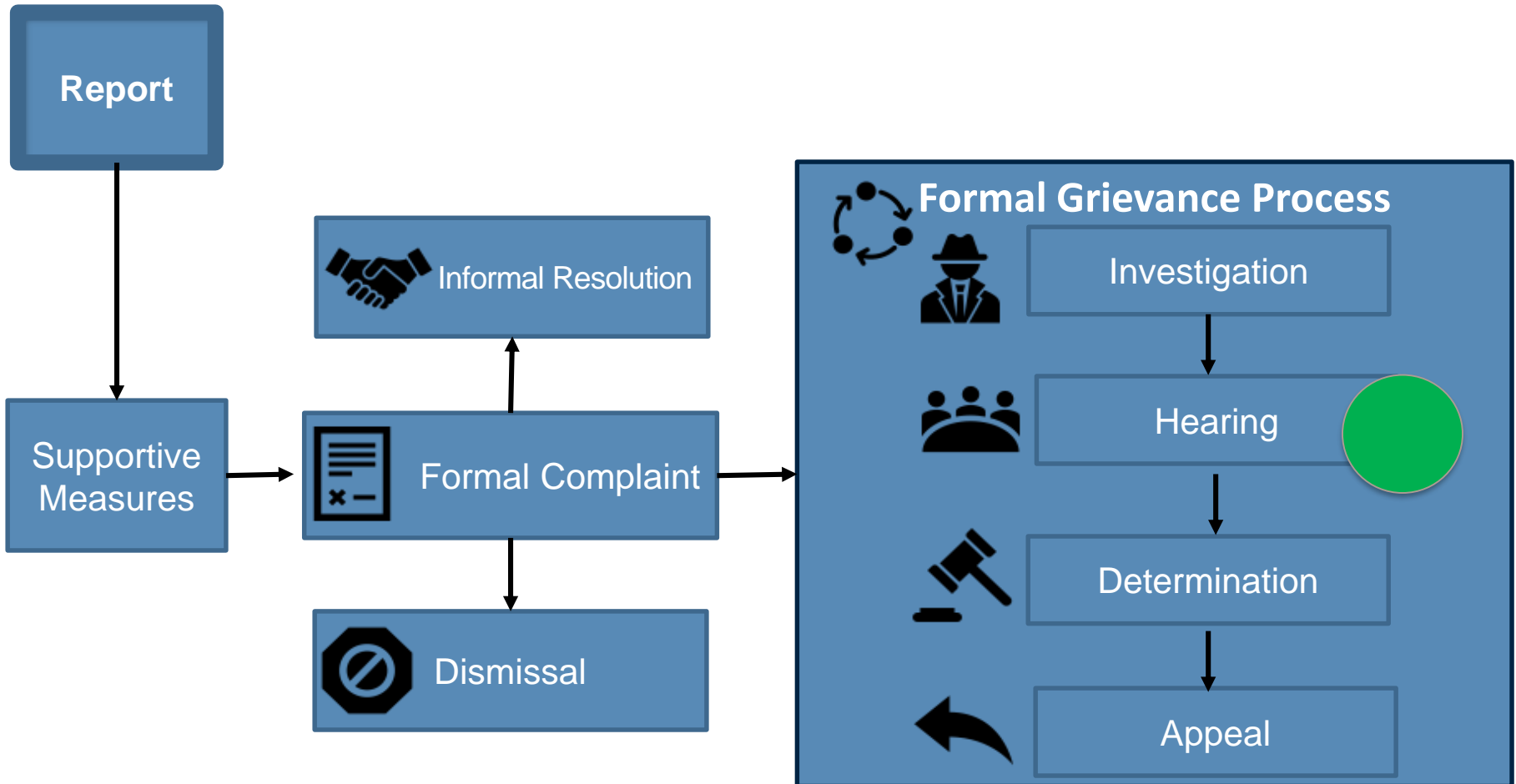
Overview of the Process: Investigation



- Recipient must make all such evidence subject to inspection and review at any hearing
- Create an investigation report at least 10 days before a hearing that fairly summarizes the relevant evidence and send to each party and party's advisor



Advisors Must be Included



Overview of the Process: Hearings



- Must provide a live, cross-examination hearing
- Parties must have an **advisor** and the recipient must provide an advisor for a party if the party does not have one
- **Advisors** ask **only relevant cross-examination questions**—no party-on-party questioning
- May be virtual, but must be recorded or transcribed



Overview of the Process: Determinations



- Decision-maker (not Title IX Coordinator or investigator) must issue a written determination regarding responsibility
- Must include
 - Allegations
 - Procedural steps taken from receipt of formal complaint



Overview of the Process: Determinations



- Findings of fact
- Conclusions
- Statement of and rationale for each result of each allegation, including determination of responsibility and any disciplinary imposition and whether remedies designed to restore or preserve access to educational program or activity will provided to complainant



Overview of the Process: Determinations



- Procedures and bases for appeal by both parties
- Provide written determination to parties simultaneously



Overview of the Process: Retaliation



- Neither recipient nor any other person may retaliate against an individual for purpose of interfering with any right or privilege secured by Title IX or because made a report or complaint, or participated or refused to participate in the process
- (Further discussion in codes of conduct discussion at lunch)



Overview of the Process: Confidentiality



Recipient **must keep confidential the identity of any individual** who has made a report or complaint of sex discrimination, including any individual who made a report, any complainant, any alleged perpetrator, any respondent, and any witness, **unless required by law**, permitted by FERPA, or **for the purposes of carrying out Regulations grievance process.**



Overview of Jurisdiction and Definitions of Sexual Harassment

Jurisdictional Changes



The new Title IX regulations contain changes in what we commonly refer to as Title IX's jurisdiction over sexual harassment claims. It is helpful for advisors to know:

- Title IX jurisdiction will look differently this academic year compared to the last academic year
- Title IX regulations include employees now
- Conduct codes can be run concurrently and through the same process as Title IX (and may be)

Jurisdictional Changes

- No obligation to address off-campus conduct that does not involve a program or activity of school
BUT
- “Schools are responsible for redressing a hostile environment that occurs on campus even if it relates to off-campus activities.”



Jurisdiction



- A recipient with actual knowledge of sexual harassment in an educational program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent.
- A recipient is only deliberately indifferent if its response to sexual harassment is unreasonable in light of known circumstances.

Jurisdiction

“Education program or activity”



“includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. “ §106.30(a)

Education Program or Activity



Locations, events, or circumstances with substantial control – the easy ones:

- Residence halls
- Classrooms
- Dining halls

Off Campus?

Any of the three conditions must apply to extend Title IX jurisdiction off campus:

- 📍 (1) Incident occurs as part of the recipient's "operations" (meaning as a "recipient" as defined in the Title IX statute or the Regs 106.2(h));
- 📍 (2) If the recipient exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus;
and

Off Campus?

- 📍 (3) Incident occurred in an off-campus building owned or controlled by a student organization officially recognized by a post secondary institution
 - Discussion specifically addresses off campus sorority and fraternity housing and, as long as **owned by or under control of organization that is recognized by the postsecondary institution**, it falls within Title IX jurisdiction
 - Must investigate in these locations (30196-97)

Not an Education Program or Activity



Locations, events, or circumstances without substantial control:

- Anything outside of the United States;
- Privately-owned off campus apartments and residences that do not otherwise fall under the control of the postsecondary institution (example: privately owned apartment complex not run by a student organization)

Education Program or Activity



Depends on fact-analysis under “substantial control”:

- Conventions in the United States
- Holiday party for an academic department
- Professor has students over to house

Jurisdiction and Mandatory Dismissal



Dismissal of a formal complaint— §106.45(b)(3)(i)

The recipient must investigate the allegations in a formal complaint.

(BUT) If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in §106.30 even if proved, did not occur in the recipient's **education program or activity**, ...

Jurisdiction and Mandatory Dismissal



or did not occur against a person in the United States,




Jurisdiction and Mandatory Dismissal



then the recipient **must** dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under title IX or this part; **such a dismissal does not preclude action under another provision of the recipient's code of conduct.**

Study Abroad Programs

- Draws a bright line-not outside of the United States: plain text of Title IX “no person in the United States,” means no extraterritorial application. Must dismiss. (30205-06) 
- Programs of college based in other countries? No jurisdiction and must dismiss.
- Foreign nationals in the United States covered.

Online Study

- “Operations” of the recipient may include computer and online programs and platforms “owned and operated by, or used in the operation of, the recipient.” (30202)
- Still has to occur in educational program or activity
- And in United States...



Sexual Harassment Definition Changes



The new Title IX regulations contain changes to definitions that will be in the institution's policy. It is helpful for advisors to:

- Know the institution's specific policy (for variance)
- Know the Title IX required definitions and elements to make your party's case
- Know the discretionary definitions that the institution can define and how the institution is defined

Sexual Harassment



- Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
 - [Quid pro quo] An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
 - [Hostile environment] Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
 - [Clery crimes] Sexual assault, dating violence, domestic violence, or stalking

Sexual Harassment: *Quid Pro Quo*



- Only applies to employee to student
- DOE interprets this broadly to encompass implied *quid pro quo*
- No intent or severe or pervasive requirements, but must be unwelcome
- “[A]buse of authority is the form of even a single instance...is inherently offensive and serious enough to jeopardize educational access.”

Sexual Harassment: Davis/Gebser



- The second prong: severe, persistent, and objectively offensive and deny equal access (which is not the same as under Title VII)
- Does not require intent
- Reasonable person standard – means a reasonable person in the shoes of the complainant (30159)

Severe

- Takes into account the circumstances facing a particular complainant
- Examples: age, disability status, sex, and other characteristics
- Preamble discussion states that this removes the burden on a complainant to prove severity (30165)

Pervasive



- Preamble indicates pervasive must be more than once if it does not fall into the above (30165-66)
- Preamble reminds us that quid pro quo and Clery/VAWA (domestic violence, dating violence, stalking) terms do not require pervasiveness

Objectively Offensive



Reasonable person is very fact-specific (30167)

- Because so fact-specific, different people could reach different outcomes on similar conduct, but it would not be unreasonable to have these different outcomes
- Preamble notes that nothing in the Regulations prevents institutions from implicit bias training

Disclaimer

- This section uses the terms “rape,” “victim,” and “perpetrator” -- CRIMINAL, not POLICY, from FBI Criminal Definitions (what Clery and VAWA refer to for their definitions)

Mandatory: Sexual Assault, Dating Violence, Domestic Violence, & Stalking



Third prong refers to certain statutory definitions for sexual assault, dating violence, domestic violence and stalking

- Sexual assault is defined as forcible and non-forcible sex offenses as defined in the FBI's Uniform Crime Reporting (UCR) database, which you can find in the National Incident-Based Reporting System (NIBRS) manual
- Dating violence, domestic violence, and stalking definitions are from Clery statute (not regulations) as amended by VAWA

Sexual Harassment: Sexual Assault



“Sexual Assault” includes:

- Rape
- Sodomy
- Sexual Assault with an Object
- Fondling
- Incest
- Statutory Rape

Sexual Assault: Rape



“Rape” means the **carnal knowledge** of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. **Carnal knowledge** is defined as the slightest penetration of the sexual organ of the female (vagina) by the sexual organ of the male (penis).

Sexual Assault: Sodomy



“Sodomy” means **oral or anal sexual intercourse** with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

Sexual Assault: With an Object



“Sexual Assault with an Object” means use an object or instrument to unlawfully **penetrate**, however slightly, the **genital or anal opening** of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An object or instrument is anything used by the offender **other than the offender’s genitalia**, e.g., a finger, bottle, handgun, stick.

Sexual Assault: Fondling



“Fondling” means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

Sexual Assault: Incest



“Incest” means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Sexual Assault: Statutory Rape



“Statutory Rape” means sexual intercourse with a person who is under the statutory age of consent.

In Ohio:

- Under 13 → can't consent
- Under 16 → can't consent to those older than 18

Sexual Harassment: Dating Violence



“Dating Violence” means an act of violence committed by a person who is or has been in a romantic or intimate relationship with the complainant. The existence of such a romantic or intimate relationship is determined by the length of the relationship, the type of relationship, and the frequency of interactions between the individuals involved in the relationship.

Sexual Harassment: Domestic Violence



“Domestic violence” is an act of violence committed by:

- A current or former spouse or intimate partner of the complainant;
- A person with whom the complainant shares a child in common;
- A person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner;
- A person similarly situated to a spouse of the victim under the domestic/family violence laws of the jurisdiction;
- Any other person against an adult or youth victim who is protected from that person’s acts under the domestic/family violence laws of the jurisdiction

Sexual Harassment: Stalking



“Stalking” is engaging in a course of conduct directed at a specific person that would cause a reasonable person with similar characteristics under similar circumstances to:

- Fear for the person’s safety or the safety of others; or
- Suffer substantial emotional distress.

As mentioned before, to qualify under Title IX, it must be sex-based stalking. (30172 fn. 772)

Stalking: Course of Conduct



“Course of Conduct”

- Under VAWA regulations: means **two or more acts**, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Stalking: Reasonable Person



“Reasonable person”

Under VAWA regulations: means a reasonable person under similar circumstances and with similar identities to the victim.

Stalking: Substantial Emotional Distress



“Substantial emotional distress”

Under VAWA regulations: means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Discretionary: Consent, Coercion, Incapacitation, Exploitation



- Discretion is left to the institution on consent, coercion, and incapacitation, which, as we will discuss, allows institutional discretion on the extent of these violations, especially under “sexual assault”
- Exploitation/revenge porn: may be pervasive unwelcome conduct depending on widespread dissemination (30166)

Consent: Left to the Institutions to Define



DOE left “consent” and terms that often negate consent to the discretion of the recipients to “reflect the unique values of a recipient’s educational community.” (30159, see also 30174)

- No required definition in law, regs, or guidance
- Policy language is going to be critical to your analysis
- We will use standard language for discussion purposes

Who Can *NEVER* Give Consent?



- Those who are unable to consent by law (ex. minors, incarcerated persons)
- Severely cognitively disabled persons
- Those who are incapacitated

Consent



- Some policies require:
 - Clear - verbal (or non-verbal?) communication
 - Knowing - Mutually understood as willingness to participate in a sexual activity and the conditions of that sexual activity
 - Voluntary - Freely and actively given

Consent



- Some policies include:
 - May be withdrawn with clear communication
 - Consent for one activity is not consent for everything
 - Silence or failure to resist does not constitute consent
 - Previous consent does not constitute consent for future activities

When Does Consent *NOT* Exist?



- Use of physical force or threats of physical force,
 - Many policies also include physically intimidating behavior or coercion
- Individual from whom consent is required is incapacitated

Evidence of Consent?



- What words or actions did complainant use to convey consent/non-consent?
 - Must examine sexual contacts, acts in detail
- Was complainant capable of consenting? (Asleep? Passed out? Not understanding what was happening?)

Evidence of Consent?



- Who took off what clothes?
- Who provided the condom?
- Who initiated physical contact?
- Who touched who where?
- “They gave consent” = What did you say to them, and what did they say to you?

Not Evidence of Consent?



Some institutions include evidence that they do not consider evidence of consent:

- What a complainant was wearing
- Whether complainant had given prior consent in other sexual activities

Coercion: Left to Institution to Define



- Is this in your policy?
 - Does your TIX team, your preventive education team, and your local rape crisis center agree on a definition when working with your community?
- Often defined as unreasonable pressure for sexual activity
- Compare: “I will break up with you” versus “I will kill myself”

Incapacitation: Left to Institution to Define



- State of being unconscious, asleep, or under the influence of drugs and/or alcohol to such an extent that the person cannot appreciate the nature or consequences of their actions
- Intoxicated people **can** consent.
Incapacitated people **cannot** consent.

Incapacitation: Amnesty?



Nothing in the Regulations precludes the postsecondary institution from providing amnesty to students for personal alcohol and/or drug use when participating in a Title IX investigation

Incapacitation



- Determined by how the alcohol (or drugs) consumed impacts a person's decision-making capacity, awareness of consequences, and ability to make informed judgments
- Beyond mere intoxication
- No requirement for incapacitation to be voluntary or involuntary on the part of the complainant

Incapacitation



- To be responsible where a complainant is incapacitated, policies typically require that the **respondent knew or reasonably should have known about the incapacitation**
- Incapacitation of the respondent is not a defense

Physical Effects



Some policies list physical effects that are not solely indicative of, but may indicate incapacitation:

- Conscious or unconscious?
- Vomiting?
- Slurred speech
- Difficulty walking
- Difficulty holding a coherent conversation

Blackout ≠ Incapacitation



- Alcohol can interfere with the ability to form memories
- May be a complete lack of memory or fragmentary blackouts
- Listen carefully to the way they describe what they remember. Does it fit with what you know about intoxication and recall?

Tips for Advocating for Your Party

Advocating for your party in the Hearing



Preparation

- Review the entire investigation hearing report
- Review all evidence (some may have non-relevant evidence also—know if you disagree with any relevancy determinations made by the investigator)
- Meet with your party to review what your party thinks and wants
- Discuss strategy

Advocating for your party in the Hearing



Preparation

- Realize that your party may want to take a more aggressive approach – If you are not comfortable with the approach, discuss it with the party and check to see if you can advise your party
- Discuss the expectations of decorum vs. the expectations of questioning the other party and witness

Advocating for your party in the Hearing



Preparation

- Determine who your witnesses are and whether your party thinks they will show up to the hearing
- Be careful of the line between asking a party to participate and explain the importance of their statements vs. coercing a party to participate who has the right not to participate

Advocating for your party in the Hearing



Preparation

- Consider a script
 - List each allegation and policy definition/elements for the policy violation (e.g., sexual assault—know which definition and what must be met to show sexual assault under the policy)
 - Standard of review: this can be helpful to have written out so that you can support relevancy determinations for your questions to show why relevant

Advocating for your party in the Hearing



Preparation

- Consider a script
 - List your questions you plan to ask for your party for each other party and witness AND be prepared to answer why each is relevant
 - Have a list of relevancy definitions to refer to if they come up
 - Rape shield law and two exceptions
 - Privileged information in your jurisdiction
 - Language on treatment records

Advocating for your party in the Hearing



The Hearing

- Ask one question at a time and wait for the Decision-Maker to determine if it is relevant
- If the Decision-Maker has a question about why the question is relevant, be prepared to answer that question (see preparation)
- Be respectful of the process so that you can effectively ask your party's questions – if you think you or someone else is becoming too heated, ask for a break to regroup

Advocating for your party in the Hearing



The Hearing

- Be aware that the other advisor may not be as prepared as you are and the decision-maker has a duty to ask questions the advisor does not—this doesn't mean the decision-maker is biased or trying to help the other side – you may not like it, but it's a requirement for the decision-maker

Advocating for your party in the Hearing



Post-hearing

- The decision-maker will issue a decision to both parties at the same time.
- Under the regulations, the advisor is not required to have any further role in the process (this may be especially true if the advisor is appointed by the institution)
- Other advisors (attorney or parent), may choose to work with the party to appeal on the bases listed in the decision

LIVE CROSS-EXAMINATION: Theory and Practice

Cross Examination



Traditionally, cross examination questions are those that try to elicit “yes” or “no” answers, not explanations.

Examples:

- You were at the party that night, weren't you?
- You'd agree with me that you had three beers, wouldn't you?
- You didn't call an Uber, did you?

Live Cross-Examination: Theory



- Essential for truth seeking (30313)
- Provides opportunity of both parties to **test “consistency, accuracy, memory, and credibility”** so that the decision-maker can better assess whether a [party’s] narrative should be believed” (30315)

Live Cross-Examination: Theory



- Provides parties with the opportunity to “direct the decision-maker’s attention to implausibility, inconsistency, unreliability, ulterior motives, and lack of credibility” in the other party’s statements. (30330)
- Promotes transparency and equal access (30389)

Live Cross-Examination: Theory



According to the Department, the process in 106.45 best achieves the purposes of:

- (1) effectuating Title IX's non-discrimination mandate by ensuring **fair, reliable outcomes** viewed as **legitimate** in resolution of formal complaints of sexual harassment so that victims receive remedies
- (2) **reducing and preventing sex bias** from affecting outcomes; and
- (3) ensuring that Title IX regulations are consistent with **constitutional due process and fundamental fairness**
(30327)

Live Cross-Examination: How it should look



“[C]onducting cross-examination consists simply of posing questions intended to advance the asking party’s perspective with respect to the specific allegation at issue.” (30319)

Live Cross-Examination: Regulations



In this process:

- Decision-maker must permit each party's advisor to ask the other party and any witnesses **all relevant** questions and follow-up questions, including those challenging **credibility**
- Must be conducted directly, orally, and in real time by the party's advisor, but never party personally
- Only relevant cross-examination and other questions may be asked of a party or witness

Live Cross-Examination: Regulations



- Before a party or witness may answer a question, the decision-maker must first determine whether the question is relevant and explain the reason if not relevant
- Must audio record, audio-video record or provide a transcript of the hearing

Role of Decision-Maker/questioning by



The preamble discussion provides some additional information on protecting neutrality of the **decision-maker**:

“To the extent that **a party wants the other party questioned in an adversarial manner** in order to further the asking party’s views and interests, that questioning is conducted by the party’s own advisor, **and not by the recipient**. Thus, no complainant (or respondent) need feel as though the recipient is “taking sides” or otherwise engaging in cross-examination to make a complainant feel as though the recipient is blaming or disbelieving the complainant.” (30316)

Role of Decision-Maker/questioning by



So take that into consideration if eliciting questions:

- “[O]n the decision-maker’s initiative [can] ask questions and elicit testimony from parties and witnesses,
- as part of the recipient’s **burden** to reach a determination regarding responsibility based on objective evaluation of all relevant evidence including inculpatory and exculpatory evidence.
- Thus , the skill of a party’s advisor is not the only factor in bringing evidence to light for a decision-maker’s consideration.” (30332)

Confidentiality



- 106.71 requires recipients to keep party and witness identities confidential except as permitted by law or FERPA, and as needed to conduct an investigation or hearing (30316)
- Prevents anyone in addition to the advisor to attend the hearing with the party, unless otherwise required by law (30339)

Hypothetical Exercise: Developing Questions from a report

ISSUES OF RELEVANCY: Not Rules of Evidence

Relevancy

- Per 34 C.F.R. 106. 45(b)(6)(i):
 - “Only **relevant** cross-examination and other questions may be asked of a party or witness.”

“[C]ross examination **must focus only on questions that are relevant to the allegations in dispute.**” (30319)

Relevancy



Party or witness **cannot** answer a question until the decision-maker determines whether it is relevant.

- Requires decision-makers to make “on the spot” determinations and explain the “why” if a question or evidence is not relevant (30343)

What is Relevant?



Decisions regarding relevancy do not have to be lengthy or complicated:

“... it is sufficient... to explain that a question is irrelevant because it calls for prior sexual behavior information without meeting one of the two exceptions, or because the question asks about a detail that is not **probative** of any **material fact** concerning the **allegations**.” (30343)

What is Relevant?



Questions to consider:

- Does this question, topic, evidence help move the dial under the standard of evidence?
 - **Preponderance of the evidence**: a fact is more likely than not to be true (30373 fn. 1409)
 - **Clear and convincing**: a fact is highly probable to be true (30373 fn. 1409)

What is Relevant?



Under the **preponderance of the evidence** standard:

- Does this help me in deciding if there was more likely than not a violation?
- Does it make it more or less likely?
- Why or why not?

If it doesn't move this dial: likely not relevant.

What is Relevant?



Under the **clear and convincing** standard of evidence:

- Does this help me in deciding if a fact is highly probable to be true?
- Does it make it more or less probable?
- Why or why not?

If it doesn't move this dial: likely not relevant.

Not Governed by Rules of Evidence



The Rules of Evidence do NOT apply and CANNOT apply

“[T]he decision-maker’s only evidentiary threshold for admissibility or exclusion of questions and evidence is not whether it would then still be excluded under the myriad of other evidentiary rules and exceptions that apply under, for example, the Federal Rules of Evidence.” (30343)

Not Governed by Rules of Evidence



Examples:

- No reliance of statement against a party interest (30345)
- No reliance on statement of deceased party (30348)
- A recipient may not adopt a rule excluding relevant evidence whose probative value is substantially outweighed by the danger of unfair prejudice (30294)

Relevancy



Recipient must ensure that “all *relevant* questions and evidence are admitted and considered (though varying weight or credibility may of course be given to particular evidence by the decision-maker).” (30331)

- A recipient may not adopt rules excluding certain types of relevant evidence (**lie detector** or rape kits) where that type of evidence is not labeled irrelevant in the regulations (e.g., sexual history) or otherwise barred for use under 106.56 (privileged) and must allow fact and **expert witnesses**. (30294)

Relevancy: Not Relevant



The Department has determined that recipients must consider relevant evidence with the following exceptions:

- (1) Complainant's sexual behavior (except for two narrow exceptions)
- (2) information protected by a legal privilege
- (3) party's treatment records (absent voluntary written waiver by the party) (30337)

Relevancy: Regulations' Rape Shield Law-Complainants



- According to 34 C.F.R. 106. 45(b)(6)(i), Cross-examination **must exclude** evidence of the Complainant's "sexual behavior or predisposition" **UNLESS**
 - its use is to prove that someone other than the Respondent committed the conduct, OR
 - it concerns specific incidents of the complainant's sexual behavior with respect to the respondent and is offered to prove consent

Relevancy: Regulations' Rape Shield Law - Respondents



- Rape shield protections **do not apply to Respondents**
- “The Department reiterates that the rape shield language . . . does not pertain to the sexual predisposition or sexual behavior of respondents, so **evidence of a pattern** of inappropriate behavior by an alleged harasser must be judged for relevance as any other evidence must be.”

Relevancy: Treatment Records



“[C]annot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and **which are made and maintained in connection with the provision of treatment to the party, unless the recipient obtains that party’s voluntary, written consent** to do so for a grievance process under this section.”

Section 106.45(b)(5)(i) (see also 30317).

Relevancy: Legally Privileged Information



Section 106.45(b)(1)(x):

A recipient's grievance process **must...not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of**, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Relevancy: Legally Privileged Information



Other typical privileges recognized across jurisdictions but with variations (will want to **involve your legal counsel for definitions in your jurisdiction**):

- Attorney-client communications
- Implicating oneself in a crime
- Confessions to a clergy member or other religious figures
- Spousal testimony in criminal matters
- Some confidentiality/trade secrets

Relevancy: Improper Inference



When parties do not participate:

- “If a party or witness does not submit to cross-examination at the live hearing...the decision-maker(s) cannot draw an inference about the determination regarding responsibility **based solely** on a party’s or witness’s absence from the live hearing or refusal to answer cross-examination or other questions.” 34 C.F.R. 106.45(b)(6)(i).

Relevancy: No Reliance on Prior Statements



When parties elect not to participate, a recipient cannot retaliate against them (30322)

What if a party or witness gave a statement during the investigation but is not participating in cross-examination?

- “Must not rely on any statement of that party or witness in reaching a determination”

Relevancy: No Reliance on Prior Statements - Theory



If parties do not testify about their own statement and submit to cross-examination, **the decision-maker will not have the appropriate context for the statement,** which is why the decision-maker cannot consider that party's statement.

(30349)

Relevancy: When Parties or Witnesses Do Not Participate



The preamble recognizes that there are many reasons a party or witness may not elect not to participate in the live cross-examination hearing or answer a question or set of questions

- The decision-maker cannot make inferences from non-participation or compel participation (retaliation) (30322)
- Relevant questioning by advisor along these lines?

Relevancy: No Reliance on Prior Statements



“[A] party’s advisor may appear and conduct cross-examination **even when the party whom they are advising does not appear.**” (30346)

“Similarly, where one party does not appear and that party’s advisor does not appear, **a recipient-provided advisor must still cross-examine the other, appearing party,** resulting in consideration of the appearing party’s statements (without any inference being drawn based on the non-appearance).” (30346)

Relevancy: No Reliance on Prior Statements



Third party cross-examination of what a non-appearing party stated **does not count** as statements tested on cross-examination. (30347)
(provides examples of family and friends showing up on behalf of the non-appearing party)

“[A] rule of non-reliance on untested statements is more likely to lead to reliable outcomes than a rule of reliance on untested statements.” (30347)

Relevancy: No Reliance on Prior Statements



When statement IS the sexual harassment...

“One question that a postsecondary institution may have is whether not relying on a party’s **statement**—because that party has not submitted to cross-examination —**means not relying on a description of the words allegedly used by a respondent if those words constitute part of the alleged sexual harassment at issue.**”

The answer to that question is ‘no’...”

May 22, 2020 OCR blog

Relevancy: No Reliance on Prior Statements



“[E]ven though the refusing party’s statement cannot be considered, the decision-maker may reach a determination based on the remaining evidence so long as no inference is drawn based on the party or witness’s absence from the hearing or refusal to answer cross-examination (or other) questions.” (30322)

Example: “[W]here a complainant refuses to answer cross-examination questions but video evidence exists showing the underlying incident, a decision-maker may still consider the available evidence and make a determination” (30328)

Relevancy: No Reliance on Prior Statements



“Thus, a respondent’s alleged verbal conduct, that itself constitutes the sexual harassment at issue, is not the respondent’s “statement” as that word is used in § 106.45(b)(6)(i), because the verbal conduct does not constitute the making of a factual assertion to prove or disprove the allegations of sexual harassment; instead, the verbal conduct constitutes part or all of the underlying allegation of sexual harassment itself.”

- If you don’t already follow the blog, add it to your favorites bar: <https://www2.ed.gov/about/offices/list/ocr/blog/index.html>

Relevancy: No Reliance on Prior Statements- Examples



- But, if a party or witness does not submit to cross examination and makes a statement in a video, cannot consider that statement in the video to reach a decision on responsibility (30346)
- Remember: No rules of evidence can be imported

Relevancy: No Reliance on Prior Statements – SANE and Police Reports



- This expressly means no statements in police reports, no SANE reports, medical reports, or other documents to the extent they contain statements of parties or witnesses who do not submit to cross examination(30349)
- If non-cross-examined statements are intertwined with statements tested by cross-examination, can only consider those that have been cross-examined (30349)

Issues of Relevancy



“[D]oes not prescribe rules governing how admissible, relevant evidence must be evaluated for weight or credibility by recipient’s decision-maker, and recipients thus have discretion to adopt and apply rules in that regard, so long as such rules do not conflict with 106.45 and apply equally to both parties.” (30294)

BUT

“[I]f a recipient trains Title IX personnel to evaluate, credit, or assign weight to types of relevant, admissible evidence, that topic will be reflected in the recipient’s training materials.” (30293)

Other Considerations



- What about sex stereotyping questions?
- What about questions by advisor about why a party isn't participating?
- What about decorum?

Relevancy Determinations

Relevancy Determination Hypotheticals



Okay, advisor, is this question relevant and does it advance your party's narrative?

For practice, we will pose these in cross-examination format. As discussed before, the traditional cross-examination style is aimed at eliciting a short response, or a "yes" or "no," as opposed to open-ended question which could seek a narrative (longer) response.

For example, instead of, "How old are you?" the question would be, "You're 21 years old, aren't you?"

Relevancy Determination Hypotheticals



For each practice hypothetical, ask yourself:

Is this question relevant or seeking relevant information?

- Why or why not?
- Does the answer to this depend on additional information?
- If it so, what types of additional information would you need to make a relevancy determination?
- Can you rephrase it to make it better?

Relevancy Determination Hypotheticals Disclaimer



Disclaimer: The following hypotheticals are not based on any actual cases we have handled or of which we are aware. Any similarities to actual cases are coincidental.

Practice Hypothetical #1



“Cameron, texted Riley the week before telling Riley that you wanted to have sex with them, didn’t you?”

Practice Hypothetical #2



“Cameron, isn’t it true you usually have sex with Riley while intoxicated?”

Practice Hypothetical #3



“Riley, did your attorney tell you not to answer that question?”

Practice Hypothetical #4



“Riley, did your counselor tell you that you have anger issues?”

Practice Hypothetical #5



“Cameron, you didn’t see who was allegedly sexually assaulting you during the alleged attack, did you?”

Practice Hypothetical #6



“Cameron, are you choosing not to answer my questions because you lied to investigators?”

Practice Hypothetical #7



“Riley, you’re not answering my questions because you don’t want criminal implications, right?”

Practice Hypothetical #8



“Cameron, isn’t it true you asked Riley to put on a condom before what you now claim is a sexual assault?”

Practice Hypothetical #9



“Riley, have you tested positive for sexually-transmitted diseases?”

Practice Hypothetical #10



“Riley, isn’t it true you texted Cameron the next day to see if Cameron was mad at you?”

Practice Hypothetical #11



“Cameron, if you were as drunk you just stated you were, you can’t even be sure whether you had sex with Riley or, say, Wyatt, can you?”

Practice Hypothetical #12



“Cameron, did a doctor diagnose you with anxiety?”

Practice Hypothetical #13



“Riley, isn’t it true you tried to kill yourself the next day because you knew you did something wrong?”

Practice Hypothetical #14



“Cameron, you’ve had sex with Riley after drinking before, though, haven’t you?”

Practice Hypothetical #15



“Cameron, you could be wrong about that timeline, right?”

Practice Hypothetical #16



“Riley, this isn’t the only Title IX complaint against you right now, is it?”

Practice Hypothetical #17



“Cameron, you had consensual sex with Riley the next night, didn’t you?”

Practice Hypothetical #18



“Riley, didn’t the police question you for three hours about your assault of Cameron?”

Practice Hypothetical #19



“Cameron, your witness, Wyatt, didn’t even show up today, right?”

Practice Hypothetical #20



“Riley, you’re even paying for a criminal defense attorney instead of a free advisor, right?”

The Hearing

The Setup



- Can have in one room if a party doesn't request separate rooms and recipient chooses to do so.
- Separate rooms with technology allowing live cross examination at the request of either party
- “At recipient’s discretion, can allow any or all participants to participate in the live hearing virtually” (30332, see also 30333, 30346) explaining 106.45(b)(6)(i)

Process



- Discretion to provide opportunity for opening or closing statements
- Discretion to provide direct questioning (open-ended, non-cross questions)
- Cross-examination must to be done by the party's "advisor of choice and never by a party personally."

Process



- An advisor of choice may be an attorney or a parent (or witness) (30319)
- Discretion to require advisors to be “potted plants” outside of their roles cross-examining parties and witnesses. (30312)

Advisors



If a party does not have an advisor present at the live hearing, the recipient **must provide** without fee or charge to that party, an advisor **of the recipient's choice**, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.
(106.45(b)(6)(i) and preamble 30339)

Advisors



- Advisors do not require Title IX Training, however a recipient may train its own employees whom the recipient chooses to appoint as party advisors (30342)
- A party cannot “fire” an appointed advisor (30342)
- “But, if the party correctly asserts that the assigned advisor is refusing to ‘conduct cross-examination on the party’s behalf’ then the recipient is obligated to provide the party an advisor to perform that function, whether counseling the advisor to perform the role or stopping the hearing to assign a different advisor” (30342)

Advisors



- Regulations permit a recipient to adopt rules that (applied equally) do or do not give parties or advisors the right to discuss relevance determinations with the decision-maker during the hearing. (30343)
- “If a recipient believes that arguments about a relevance determination during a hearing would unnecessarily protract the hearing or become uncomfortable for parties, the recipient may adopt a rule that prevents parties and advisors from challenging the relevance determination (after receiving the decision-maker’s explanation) during the hearing.” (30343)

Advisors: But Other Support People?



- Not in the hearing, unless required by law (30339)
- “These confidentiality obligations may affect a recipient’s ability to offer parties a recipient-provided advisor to conduct cross-examination in addition to allowing the parties’ advisors of choice to appear at the hearing.”
- ADA accommodations-required by law
- CBA require advisor and attorney?

Recording the Hearing



- Now required to be audio, audio visual, or in transcript form
- Decision-makers have to know how to use any technology you have

The Hearing



- Order of questioning parties and witnesses – not in regulations
 - Consider time restraints on witnesses
 - Questioning of Complainant
 - Questioning of Respondent

Questioning by the Decision-Maker



- The neutrality of the decision-maker role is and the role of the advisor to ask adversarial questions, protects the decision-maker from having to be neutral while also taking on an adversarial role (30330)
- “[P]recisely because the recipient must provide a neutral, impartial decision-maker, the function of adversarial questioning must be undertaken by persons who owe no duty of impartiality to the parties” (30330)

Questioning by the Decision-Maker



- BUT “the decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-makers own initiative to aid the decision-maker in obtaining relevant evidence both inculpatory and exculpatory, and the parties also have equal rights to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party’s unique perspective about the evidence.” (30331)

The Hearing



- Ruling on relevancy between every question and answer by a witness or party
 - Assumption that all questions are relevant unless decision-maker otherwise states irrelevant? Risky.
 - Set expectation that party or witness cannot answer question before decision-maker decides if relevant.
 - Pros: helps diffuse any overly aggressive or abusive questions/resets tone
 - Cons: may lengthen hearing

The Hearing



- “[N]othing in the final regulations precludes a recipient from adopting a rule that the decision-maker will, for example, send to the parties after the hearing any revisions to the decision-maker’s explanation that was provided during the hearing.” (30343)

The Hearing



- Confidentiality appears to preclude support persons other than the advisor from participating in the live-cross examination hearing
 - Perhaps allow support person to meet in waiting rooms or before and after hearing
 - Consistent with providing supportive services to both parties – hearings can be very stressful for both parties

Decorum



The preamble to the Title IX Regulations contains many discussions of an institution's discretion to set rules to maintain decorum throughout hearings and to remove non-complying advisors, parties, or witnesses.

Note: In our experience, we have seen decorum issues more commonly with advisors than parties...and have seen this equally on both sides. This is more likely to be an issue when family members serve as advisors, because, understandably, these can be emotional matters.

Decorum

“Recipients may adopt rules that govern the **conduct and decorum of participants at live hearings** so long as such rules comply with these final regulations and **apply equally to both parties**... These final regulations aim to ensure that the truth-seeking value and function of cross-examination applies for the benefit of both parties while minimizing the discomfort or traumatic impact of answer questions about sexual harassment.”
(30315)

Decorum



“[W]here the **substance of a question is relevant**, but the manner in which an advisor attempts to ask the question is **harassing, intimidating, or abusive** (for example, the advisor yells, screams, or physically ‘leans in’ to the **witness’s personal space**), the recipient may appropriately, evenhandedly enforce rules of decorum that require relevant questions to be asked in a respectful, non-abusive manner.”
(30331)

Decorum



“The Department acknowledges that predictions of **harsh, aggressive, victim-blaming** cross-examination may dissuade complainants from pursuing a formal complaint out of fear of undergoing questioning that could be perceived as interrogation. However, recipients retain discretion under the final regulations to educate a recipient’s community about what cross-examination during a Title IX grievance process will look like, including developing rules and practices (**that apply equally to both parties**) to oversee cross-examination to **ensure that questioning is relevant, respectful, and non-abusive.**” (30316 see also 30315; 30340)

Decorum



- “[T]he essential function of cross-examination is **not to embarrass, blame, humiliate, or emotionally berate a party**, but rather to ask questions that probe a party’s narrative in order to give the decision-maker the fullest view possible of the evidence relevant to the allegations at issue.” (30319)
- Nothing in this rule prevents recipient from enforcing decorum rules in the hearing and “the recipient may require the party to use a different advisor” if the advisor does not comply and may provide a different advisor to conduct cross examination on behalf of that party (30320)

Understanding the Bases for Appeal

Understanding the Bases for Appeal

As an advisor, these can inform your approach at the hearing – especially regarding relevancy determinations that you disagree with as the advisor.

- Whether you are involved at the appeal level or not (again, regulations only require appointed advisor during the hearing process) - will need to think about how to set up those relevancy challenges for appeal while in the hearing

Bases for appeal: Procedural Integrity

The three required base for appeals are (your institution can add to this):

1. **Procedural integrity** that affected the outcome of the matter
- Does the process in policy align with process as applied?

Bases for appeal: Procedural Integrity

What you need to know to answer this question:

- The process in your specific policy (to the extent it adds to the detailed process in the Regulations)
- The Title IX Coordinator's role
- The Investigator's role
- The Decision-Maker's role (relevancy determinations)
- How to determine if any deviation from the process actually affected the outcome

Bases for appeal: New Evidence

2. **New evidence** that was *not reasonably available* at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter

Bases for appeal: Conflict of Interest or Bias

3. Conflict of interest or bias against a party by the Title IX Coordinator, investigator(s) or decision maker(s) that affected the outcome of the matter

This will require the appeals officer to be able to make determinations on bias and conflict of interest, usually on peers and understand the case to know if any bias or conflict of interest would impact the outcome of the matter

Bases for appeal: Conflict of Interest or Bias

- How do you make these determinations of conflict of interest or bias, especially with coworkers or supervisors?
- How do you determine if this actually affected the outcome?

Bases for appeal: Dealer's Choice

4. Any other bases the recipient establishes provided it is equally available or applies equally to both parties.
- This will require the appeals officer to understand the institution's specific bases for appeals.
 - Many institutions provide a basis for appeal for arbitrary and capricious outcomes or sanctions not proportionate to the findings

Questions?

Charlie and Jesse

Charlie and Jesse dated during fall semester of this year. The alleged incident reportedly occurred on December 13th. Both parties agree that they later broke up on Christmas Day.

Charlie's story

It was late at night, and it was very cold. Jesse and I had gone on a long walk through town to talk about our relationship, but I had an exam the next morning so we got back in the car to drive back to campus. I was in the passenger seat of Jesse's car, and Jesse was driving. When we got to my residence hall, Jesse parked and we continued talking for a while. I told Jesse that I wasn't happy and thought it might be time to break up. Jesse got mad and started yelling that I was "self-absorbed," and that when Jesse expressed concerns about the relationship, I would ignore or blame Jesse for everything. I told Jesse that I wasn't going to be yelled at and that I thought it was time to go inside. Jesse grabbed my left arm forcefully and told me that I "can't get away that easily." I tried to wrench my arm free. Then Jesse slapped me across the face. I screamed, and Jesse let go. I ran out of the door up to my room, locked the door, and stayed in for the rest of the night. I didn't talk to anyone that night and ate my way through a box of chocolates I had in my room. The next morning before my exam, Jesse snapped me, "I love you. I am so sorry. Let's talk." I had a deep bruise on my left forearm that didn't go away for two weeks. I wish I had taken pictures.

Jesse's story

Yeah, I remember that night, but that's not how it happened. Charlie and I drove into town for dinner. Charlie had a glass of wine; I didn't drink because I was driving. After dinner, we walked down to a little park and talked. It was freezing. Charlie spent a lot of time telling me how I never listened and was always late. When I tried to respond, Charlie started playing with a phone. I got mad because Charlie was accusing me of not listening, but now Charlie wasn't listening. I told Charlie it was time to head back to the car, and we didn't talk most of the way back. Once we got to the residence hall, I wasn't in the mood to talk anymore so I pulled up outside the door and said "Good night." Charlie said, "Figures you don't want to talk. You don't want to hear anything bad about yourself. Why do I keep dating you? I think it's time for me to leave." Then I felt guilty for brushing Charlie off, so I said, "Oh, don't be like that. Let's talk after your exam," and leaned over to kiss Charlie good night. Charlie leaned away from me so I missed the kiss, then got out of the car. Later I snapped Charlie, "I love you. I'm sorry. Let's talk tomorrow." The next day, I was waiting for Charlie outside the exam room and we talked it through. There's no way I bruised Charlie's arm. If I touched Charlie's arm, it was just to get my balance when I leaned over for the kiss.

Whitney's story

Charlie lives next door to me, and we have bio together. Charlie came home around midnight the night before our exam in a huff. Charlie had borrowed my winter coat for a date and stopped by to drop it off. I asked Charlie what was wrong. Charlie told me about an argument with Jesse and said that the relationship was getting to be too much. I told Charlie to get some sleep for the

exam tomorrow, and Charlie left, talking about wanting to gorge on chocolate and go to bed. The next day, Jesse was waiting for Charlie outside the exam room. I never saw any bruises on Charlie's arm. I left for home a few days later.

Other information

- Security footage shows the car pulling up to the residence hall at 11:44 p.m. and Charlie exiting approximately one minute later. The camera can't see the inside of the car.
- Card swipes show Charlie entered the residence hall at 11:45 p.m., then again at 12:08 a.m. through a different door; security footage could not be obtained for the later swipe.

Questions for discussion:

- 1. What are the allegations against Jesse? What is required to be shown at the hearing to determine whether there is a policy violation?**

What's the definition? Dating Violence (IPV): "Dating Violence" means **an act of violence committed by a person who is or has been in a romantic or intimate relationship with the complainant.** The existence of such a romantic or intimate relationship is determined by the length of the relationship, the type of relationship, and the frequency of interactions between the individuals involved in the relationship.

What are the elements? (1) act of violence committed by a person who (2) is or has been in a romantic or intimate relationship with the complainant.

Do we have agreement on either element? Yes to No 2. No dispute that Charlie and Jesse were in a relationship at the time the incident occurred. No to No. 1. The parties do not agree that there was an act of violence.

- 2. Resolving the dispute: What do the parties say happened as it relates to the act (or acts) of violence?**

Charlie states in the report: "Jesse grabbed my left arm forcefully and told me that I "can't get away that easily." I tried to wrench my arm free. Then Jesse slapped me across the face. I screamed, and Jesse let go." And "I had a deep bruise on my left forearm that didn't go away for two weeks. I wish I had taken pictures."

- What information from the report supports Charlie's statements?
- What information is in conflict with or creates doubt about Charlie's report? What information bolsters Charlie's account?
 - List documents: video footage (images and timestamps), card access data (card use and door location)
 - List witnesses (Whitney)
- Is there information that tends to make Charlie more or less credible?
 - Are there internal inconsistencies? Who is more consistent?
 - Are there concerns about memory? Accuracy of perception?

- Are there motivations for not providing truthful information? Bias? Interference from others?

Jesse reports “Once we got to the residence hall, I wasn’t in the mood to talk anymore so I pulled up outside the door and said “Good night.” Charlie said, “Figures you don’t want to talk. You don’t want to hear anything bad about yourself. Why do I keep dating you? I think it’s time for me to leave.” *Then I felt guilty for brushing Charlie off, so I said, “Oh, don’t be like that. Let’s talk after your exam,” and leaned over to kiss Charlie good night. Charlie leaned away from me so I missed the kiss, then got out of the car. Later I snapped Charlie, “I love you. I’m sorry. Let’s talk tomorrow.” The next day, I was waiting for Charlie outside the exam room and we talked it through. There’s no way I bruised Charlie’s arm. If I touched Charlie’s arm, it was just to get my balance when I leaned over for the kiss.*

- What information from the report supports Jesse’s statements?
- What information is in conflict with or creates doubt about Jesse’s report? What information bolsters Jesse’s account?
 - List documents: video footage (images and timestamps), card access data (card use and door location)
 - List witnesses (Whitney)
- Is there information that tends to make Jesse more or less credible?
 - Are there internal inconsistencies? Who is more consistent?
 - Are there concerns about memory? Accuracy of perception?
- Are there motivations for not providing truthful information? Bias? Interference from others?

3. How to cross-examine Whitney?

Whitney’s information

Whitney reports: Charlie came home around midnight the night before our exam in a huff. Charlie had borrowed my winter coat for a date and stopped by to drop it off. I asked Charlie what was wrong. Charlie told me about an argument with Jesse and said that the relationship was getting to be too much. I told Charlie to get some sleep for the exam tomorrow, and Charlie left, talking about wanting to gorge on chocolate and go to bed. The next day, Jesse was waiting for Charlie outside the exam room. I never saw any bruises on Charlie’s arm. I left for home a few days later.

- Lives next door to Charlie
- Is in biology class with Charlie
- They both have a test the next day
- Charlie back around midnight
- “in a huff”
- Charlie had borrowed coat (why is this important?)
- Charlie acknowledges “argument with Jesse” and describes stress in relationship
- Confirms Charlie left to eat chocolate

- “Never saw bruises on Charlie’s arm”

Jesse’s Advisor: What do you want to make sure “comes in” during the hearing?

- Didn’t see physical injuries the night of the incident (e.g. bruising on forearm, mark on the face from slap).
 - Note: Whitney left for home (end of break) shortly after the incident – could it be that she would not have had an opportunity to see bruise on Charlie’s arm?
- Whitney noticed that Charlie was upset (in a huff) when she got home and said the “relationship was getting to be too much.”
 - Didn’t study for exam, Charlie decided eat chocolate instead
- Reinforce time of interaction because it is near in time to the incident

Charlie’s Advisor: What do you want to make sure “comes in” during the hearing?

- Didn’t see the bruise minutes after incident, but also didn’t interact with Charlie during the two weeks after the incident occurred
- Is it possible that Charlie would not have shared her experiences with Charlie because Whitney is not as good a friend of Charlie? Or just a hall mate and classmate?

“High School Sweethearts” Scenario

High school sweethearts Cameron Clawson and Riley Roberts go to same college, Corona College. It is a small-residential College an-hour outside of New York City that requires all students to live on campus for their first two years. The Parties started dating during their senior year of high school. They were king and queen at their senior prom. They lived in different dorms during their first year, but formed a fairly large, common friend group between the Parties. The parties decided to stay in their same dorms surrounded by their friends for their sophomore year.

The friend group would frequently hang out together in the quad, go to movies and enjoyed big outings to the local Italian restaurant, Lucca’s. The parties were really central to the friend group and everyone looked up to their relationship. During their junior year, when both parties were 20, they decided to move in together in an apartment off-campus, but run as student apartments through a public-private partnership with the College. At first living together was fun and exciting, but they soon realized that from living separately in the dorms, they did not see how each other behaved domestically. Cameron was a very tidy person and more of a home-body. Riley was working part-time to get pay rent and living expenses while going to class and did not spend much time at home nor help with chores.

Around December, Riley lost their job and started to rely on Cameron to pay more of their joint expenses. They started to fight as the money got tight and their relationship started to break down. In an effort to save the relationship, Riley planned a nice dinner date out to Lucca’s. They both brought convincing fake IDs and split both a bottle of red wine, a bottle of white, and a couple beers. Cameron was not very hungry that night and only had a small salad while Riley had Lucca’s signature dish of chicken cacciatore which is breaded chicken in a thick, Italian sauce.

The couple caught a rideshare home and inside the car, Cameron caught Riley texting one of their mutual friends a number of hearts and what Cameron thought to be flirty messages. The couple had a quick argument in the car and soon decided to stop talking. They silently walked from the apartment parking lot up to their shared apartment which was on the third floor with no elevators. Cameron struggled a bit to walk up the stairs, but refused Riley’s help.

The couple made it inside when Cameron sat down on the couch and Riley sat down next to Cameron. Riley apologized and stated that what Cameron saw was a misunderstanding. Cameron eventually forgave Riley, thanked Riley for the nice dinner, and they started kissing heavily on the couch with Riley fondling Cameron above their clothes. After about five minutes of kissing, Cameron quickly stood up and went to the restroom. Riley thought that this meant Cameron might be freshening up for them to have sex, which they had not done in a while due to all the fighting. Riley hurried to the bedroom to get the bed ready, turn the lights off, and light a few candles to set the mood. The bedroom was positioned in a way that Riley could not hear what was occurring in the bathroom.

Cameron ran to the bathroom and vomited twice. Cameron was experiencing blackout at this time and only remembers vomiting but nothing after that. Eventually Cameron gathered

themselves enough to wash out their mouth with water and then mouthwash. Cameron then went to the bedroom where Riley was waiting. Riley started trying kissing and fondling Cameron again, and Cameron was lying there not being very responsive to the affection. Riley decided to remove Cameron's underwear, use some lubrication and a condom, and try to have sexual intercourse with Cameron. Cameron was not asleep and seemed to be into it by Riley's understanding because Cameron spread their legs while lying on the bed. Riley was excited and didn't last long. Riley ejaculated in the condom and then threw it away in the bedside trashcan. Riley fell asleep next to Cameron shortly after.

Cameron woke up first the next morning and noticed their genitals were sore and slightly sticky. They realized they must have had sex with Riley but did not remember ever talking about it or engaging in any part of it. Cameron was freaked out because they only remembered vomiting and nothing else. Also, the ride home and getting into the apartment was blurry. Cameron stood up and saw the used condom in the trashcan which confirmed they had had sex.

Cameron confronted Riley that day about not knowing they were having sex and it how upset it made Cameron. Cameron told Riley that they had a nice evening but they were still upset with all their fighting. Cameron said that this was the last straw and they needed to break up. Riley was shocked to learn that Cameron didn't have knowledge about the sex and thought Cameron was lying. Riley ended up driving to his parent's house a couple hours away.

Cameron ended up moving out of the apartment that week and moving into a house with some friends. A few weeks later Cameron learned through a friend that a sex video showed up on a snapchat story and on a chat board for a large lecture class which seemed to be Riley having sex with Cameron but you couldn't make out Cameron's face very well. The video was taken down from both platforms before anyone could save or record it. Cameron believes it was a video of the sexual encounter that they did not remember, and Cameron believes Riley posted it to get revenge on Cameron for breaking up. Cameron had never agreed to be videotaped during sex.

Cameron was very upset but did not want to report. Cameron is not sure who reported, but thinks their friend, Wyatt, is the person who reported. Wyatt is the person who told Cameron about the video. Cameron has been depressed trying to deal with the stress of the break up combined with the painful experience of having a sex video posted online. Cameron is starting to have suicidal thoughts, but does not want to seek therapy because they cannot afford it and they do not want to tell their parents about what happened.