

# Harassment and Sexual Misconduct Board Investigator Training

September 2, 2020

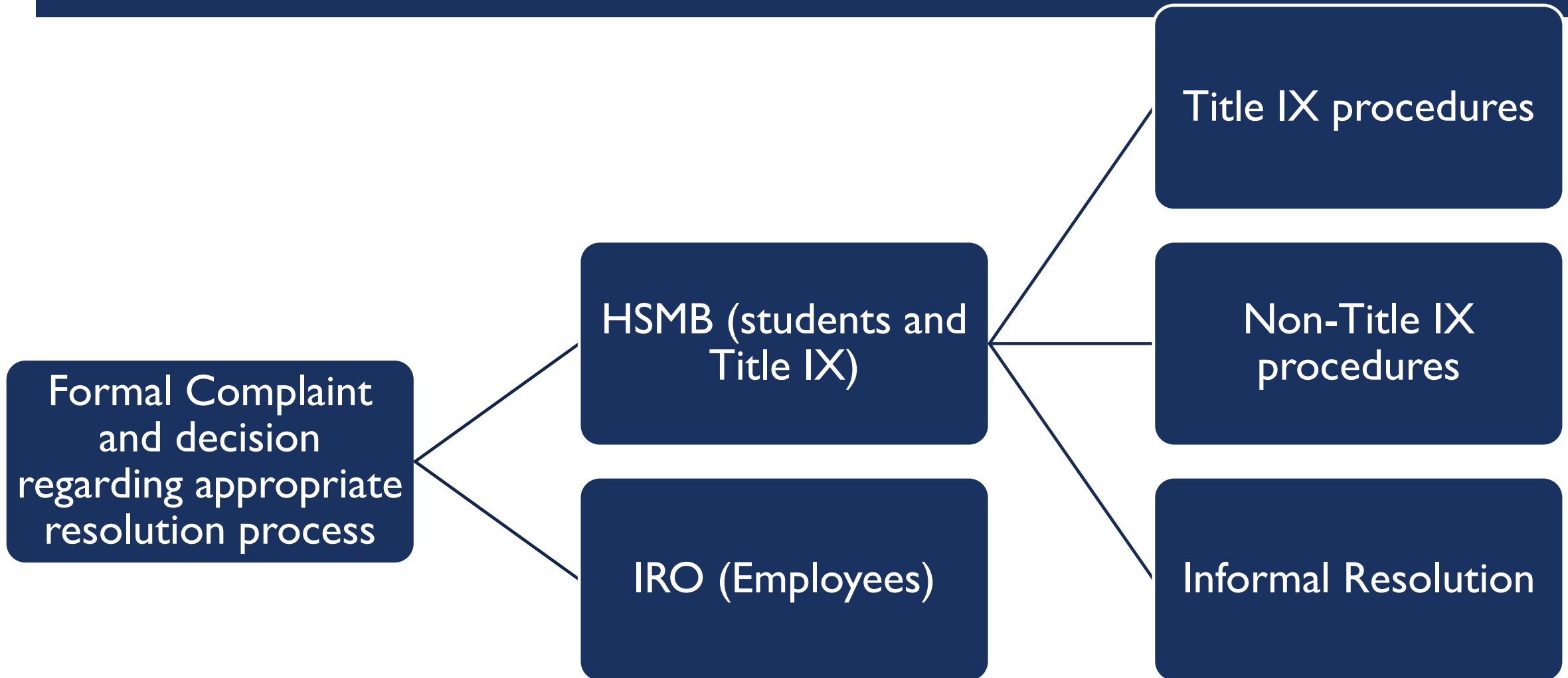
WASHINGTON AND LEE  
UNIVERSITY

Lexington, Virginia 24450-2116

## GOALS

1. Scope of educational program or activity
2. Definition of prohibited conduct
3. Title IX and non-Title IX investigation and hearing process
4. Determining relevance
5. How to serve impartially

# RESOLUTION OPTIONS



## DECISION REGARDING APPROPRIATE GRIEVANCE PROCESS: DOES TITLE IX APPLY?

### Non-Title IX

- The complainant, at the time of the formal complaint, is not participating in or attempting to participate in a University program or activity;
- The conduct, even if proved, would not constitute Title IX sexual harassment
- The conduct did not occur in the University's education program or activity;
- The conduct did not occur against a person in the United States; or
- The respondent(s) is/are an organization or group rather than an individual or individuals.

# JURISDICTION

## Our Policy

- On-Campus
- University program or activity (domestic or abroad)
- Continuing adverse effect for Complainant while on campus/participating in a program or activity
- Student committed in Rockbridge County, Lexington, BV

## Title IX

- University program or activity (only in United States)

## UNIVERSITY PROGRAM OR ACTIVITY

(1) Locations, events, or circumstances over which the University exercises substantial control over both the respondent and the context in which the conduct occurs, and (2) also includes any building owned or controlled by a student organization that is officially recognized by the University



## UNIVERSITY PROGRAM OR ACTIVITY OFF-CAMPUS EXAMPLES

### University Program or Activity

- Law School Pig Roast (all day event; 3Ls spend the night at house)
- Fraternity/Sorority Formal where organization rents a space for the event

### Not University Program or Activity

- Student party at Windfall Hill/Pole Houses

## TITLE IX SEXUAL HARASSMENT

Title IX sexual harassment means conduct on the basis of sex that occurs in a University education program or activity, against a person in the United States, and satisfies one or more of the following:

- A University employee conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;
- 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 University's education program or activity;
- Nonconsensual Sexual Penetration;
- Nonconsensual Sexual Contact;
- Incest;
- Statutory Nonconsensual Sexual Penetration;
- Dating violence;
- Domestic violence; and/or
- Stalking.



## POLICY DEFINITIONS

### Our Policy

- Nonconsensual Sexual Penetration
- Nonconsensual Sexual Contact
- Stalking
- Dating and Domestic Violence
- Sexual Exploitation
- Non Title IX Sexual Harassment
- Sexual Discrimination

### Title IX

- Nonconsensual Sexual Penetration
- Nonconsensual Sexual Contact
- Stalking (based on sex)
- Dating and Domestic Violence
- Title IX Sexual Harassment
- Incest
- Statutory Nonconsensual Sexual Penetration

## NONCONSENSUAL SEXUAL PENETRATION

Nonconsensual sexual penetration means penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without consent.

## NONCONSENSUAL SEXUAL CONTACT

Nonconsensual sexual contact means the touching of the private body parts of another person, either under or over clothing, for the purpose of sexual gratification without consent. Private body parts include breasts, genitals, mouth, and buttocks.

## NONCONSENSUAL SEXUAL CONTACT

Nonconsensual sexual contact means the (1) touching of the private body parts of another person, either under or over clothing, for the (3) purpose of sexual gratification (4) without consent. Private body parts include (2) breasts, genitals, mouth, and buttocks.

## CONSENT

Mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity.

## CONSENT

Not present if obtained by force, coercion, or when  
Complainant is incapacitated

## CONSENT: FORCE

Use or threat of physical violence or intimidation to overcome an individual's freedom of will to choose whether or not to participate in sexual activity.

## CONSENT: COERCION

- Unreasonable and persistent pressure to compel another individual to initiate or continue sexual activity against an individual's will.
- A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity.
- In evaluating coercion, consider: (1) frequency of the application of pressure; (2) intensity of the pressure; (3) isolation of the person being pressured; and (4) duration of the pressure.



## CONSENT: INCAPACITATION

Mentally and/or physically helpless, asleep, unconscious, or unaware that sexual activity is occurring.



## CONSENT: INCAPACITATION

Was complainant incapacitated?

If so, did the respondent know that the complainant was incapacitated?

If not, would a sober, reasonable person in the same situation have known that the complainant was incapacitated based on objectively and reasonably apparent indications of impairment.

## INCAPACITATION: WAS COMPLAINANT INCAPACITATED BY ALCOHOL?

- Weight/height?
- Quantity and quality of alcohol?
- Timing of drinks?
- Food consumption?
- Blacked out in past? How often?
- How much regularly drink?

## QUESTIONS TO ADDRESS INTOXICATION VS INCAPACITATION IN CASES OF ALCOHOL OR DRUG USE:

- Could complainant walk? Steady or unsteady? Did complainant need assistance walking?
- Could complainant speak clearly? Slurred words?
- Did complainant vomit? Did complainant have incontinence?
- What physical tasks did the complainant perform, and how well did he/she perform them? (e.g., use a smartphone, climb stairs, remove clothes)
- Did the complainant black out?
- Did complainant show strange behavior like combativeness/emotional volubility? Did the complainant seem to understand where he/she was and where he/she might be going?

## INCAPACITATION: DID RESPONDENT KNOW OR SHOULD RESPONDENT HAVE KNOWN?

Standard is a “reasonable, sober person”

- How much alcohol or drugs did Respondent see Complainant consume? Over what period of time?
- What behavioral warning signs that the complainant may be incapacitated or approaching incapacitation did Respondent witness?
- What was the complainant’s condition when last seen by reliable third-party witnesses?

## CONSENT: ELEMENTS TO CONSIDER

1. Was complainant capable of giving consent?
  1. Was there force?
  2. Was there coercion?
  3. Was complainant incapacitated?
  4. Was complainant over 18? (for Title IX only)
2. Did complainant's words or actions clearly indicate a willingness to engage in the particular sexual activity?
3. If so, did the complainant withdraw consent

## SEXUAL EXPLOITATION (NOT TITLE IX)

Sexual exploitation means taking advantage of the sexuality of another person without consent.

## SEXUAL EXPLOITATION EXAMPLES

- Observing another individual's nudity or sexual activity or allowing another to observe nudity or sexual activity without the consent of all parties involved in a place where the individual being observed would have a reasonable expectation of privacy;
- Recording, streaming, or photographing private sexual activity and/or a person's nudity, or distribution of such without the consent of all parties involved;
- Prostituting another individual;
- Disrobing or exposing another without their consent; and/or
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.



## STALKING

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

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

## STALKING

Stalking means engaging in a (1) course of conduct (2) directed at a specific person that would (3) cause a reasonable person to:

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

## COURSE OF CONDUCT

Two or more acts, including, but not limited to, acts in which the alleged 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 BEHAVIOR POTENTIAL EXAMPLES

### Surveillance

- Following, showing up, spying, using technology to keep tabs

### Life Invasion

- Unwanted contact in person or by phone, text, email, message, third party, social media

### Intimidation

- Implicit and explicit threats, third party threats, forced confrontations, property damage, threatened suicide

### Interference

- Disruption of life professionally and socially as well as physical and sexual attacks

## DATING AND DOMESTIC VIOLENCE

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;  
or
- Any other person against a complainant who is protected from that person's acts under the domestic or family violence laws of Virginia (18.2-572, 18.2-61 et seq.), which includes parents, stepparents, children, stepchildren, brothers, sisters, half-brothers, half-sisters, grandparents, grandchildren, and in-laws.
- Who is or has been in a social relationship of a romantic or intimate nature with the complainant; and
  - Where the existence of such a relationship shall be determined based on (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.

## DATING AND DOMESTIC VIOLENCE

Domestic and/or dating violence includes sexual or physical violence or the threat of that violence

# SEXUAL HARASSMENT

## Policy

Unwelcome conduct of a sexual nature or unwelcome conduct based on sex, sexual orientation, gender identity, or gender expression, when one or more of the following conditions are present:

- Quid Pro Quo
- The unwelcome conduct is so severe, persistent, or pervasive that it unreasonably interferes with an individual's work or academic performance, or creates an intimidating or hostile academic or work environment under both an objective and subjective standard.

## Title IX

### Quid Pro Quo (employees only)

Unwelcome conduct based on sex determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity

# SEXUAL HARASSMENT

## Policy

Unwelcome conduct of a sexual nature or unwelcome conduct **based on sex, sexual orientation, gender identity, or gender expression**, when one or more of the following conditions are present:

- Quid Pro Quo
- The unwelcome conduct is so severe, persistent, **or** pervasive that it unreasonably interferes with an individual's work or academic performance, or creates an intimidating or hostile academic or work environment under both an objective and subjective standard.

## Title IX

### Quid Pro Quo (**employees only**)

Unwelcome conduct on the **basis of sex** determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the University's education program or activity



## TITLE IX SEXUAL HARASSMENT: ON THE BASIS OF SEX

Where conduct is sexual in nature, or where conduct references one sex or another, that suffices to constitute conduct “on the basis of sex.”

## TITLE IX SEXUAL HARASSMENT: SEVERE, PERVASIVE, OBJECTIVELY OFFENSIVE

“The Department understands that research shows that even ‘less severe’ forms of sexual harassment may cause negative outcomes for those who experience it. The Department believes, however, that severity and pervasiveness are needed elements to ensure that Title IX’s non-discrimination mandate does not punish verbal conduct in a manner that chills and restricts speech and academic freedom, and that recipients are not held responsible for controlling every stray, offensive remark that passes between members of the recipient’s community.”

## TITLE IX SEXUAL HARASSMENT

Whether conduct is unwelcome is subjective inquiry

Severity/Pervasiveness is objective inquiry from the perspective of a reasonable person in the complainant's position.

## TITLE IX HARASSMENT: TYPES OF BEHAVIOR EVALUATED UNDER HARASSMENT STANDARD

- Physical touching, not under nonconsensual sexual contact (hugging, rubbing against someone, patting, pinching)
- Exposing oneself
- Verbal harassment
- Sexual exploitation

## TITLE IX SEXUAL HARASSMENT: EXAMPLES IN PREAMBLE

“Disseminating ‘revenge porn,’ or conspiring to sexually harass people (such as fraternity members telling new pledges to ‘score’), or other unwelcome conduct that harms and humiliates a person on the basis of sex may meet the elements of the *Davis* standard including pervasiveness, particularly where the unwelcome sex-based conduct involves widespread dissemination of offensive material or multiple people agreeing to potentially victimize others and taking steps in furtherance of the agreement.”

## TITLE IX SEXUAL HARASSMENT: DEPRIVE EQUAL ACCESS

Does *not* require that a complainant has already suffered loss of education

Does *not* require that a person's total or entire educational access has been denied

Evaluate whether Complainant deprived of *equal* access, measured against the access of a person who has not been subjected to the sexual harassment.

Based on reasonable person standard

## TITLE IX SEXUAL HARASSMENT: DEPRIVE EQUAL ACCESS

- Examples (no specific type of reaction/concrete injury required):
  - Wrestler who quits the team but carries on with other school activities
  - Student who attends school, but begins experiencing anxiety symptoms
  - Skipping class to avoid a harasser
  - Decline in grade point average
  - Difficulty concentrating in class



## HARASSMENT AND DISCRIMINATION

### Interim Sexual Discrimination and Misconduct Policy

- Sex
- Sexual Orientation
- Gender Identity
- Gender Expression

### Prohibited Discrimination, Harassment, Retaliation Other Than Sex Policy

- Race
- Religion
- Color
- National or Ethnic Origin
- Disability
- Age, Veteran's Status, Genetic Information



## WHAT IS DISCRIMINATION

- Unequal Treatment
- On the basis of a protected category
- Substantially serious to unreasonably interfere with or limit the individual's opportunity to participate in or benefit from a University program or activity or that otherwise adversely affects a term or condition of an individual's education or living environment.

## WHAT IS DISCRIMINATION?

- Non-Exhaustive Examples:
  - Harsher discipline
  - Not selected for organization
  - Kicked out of open party

## WHAT IS HARASSMENT?

1. Unwelcome and offensive conduct
2. Based on a protected category
3. Severe or repeated/pervasive
4. Substantially interferes with someone's work or academic performance, or creates an intimidating, hostile, or abusive academic or work environment (based on subjective and objective evaluation)



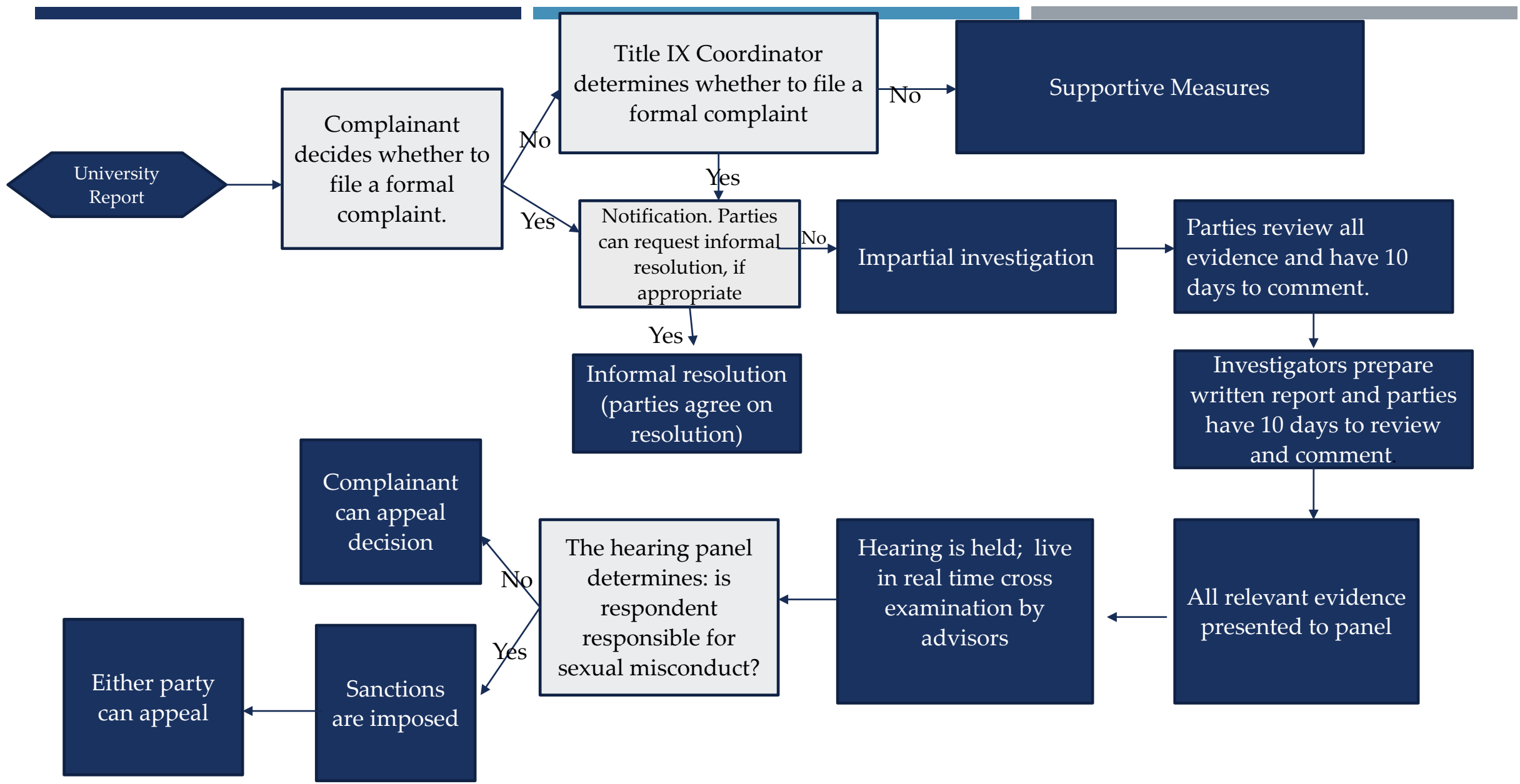
## UNIVERSITY OF CHICAGO: STATEMENT ON FREEDOM OF EXPRESSION

- “The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University.”
- “But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University’s commitment to a completely free and open discussion of ideas. In a word, the University’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose.”



## WHAT IS HARASSMENT?

- Directed at a specific person?
- Frequency? Severity?
- Verbal only? Or physical/other conduct?
- Context of the conduct?
- Degree of impact on academic/work performance



## FORMAL COMPLAINT FILED BY TITLE IX COORDINATOR

By filing a formal complaint, the Title IX Coordinator is not determining that the allegations have merit or the policy has been violated, but is merely deciding that, based on the allegations, an investigation must be conducted.

## GOALS OF AN INVESTIGATION

- Tend to the individuals involved
- To ensure burden of proof and collecting evidence is not on the parties
- Conduct an investigation that gathers all relevant evidence—including both inculpatory and exculpatory evidence
- Search for corroboration
- Summarize all relevant information in investigation report for hearing panel



## A GOOD INVESTIGATOR....

### Should be:

- Objective
- Fair-minded
- Impartial
- Open-minded
- Professional
- Appropriate in demeanor in and out of the meetings
- An active listener
- Polite and respectful to all parties

### Should not:

- Make assumptions as to how a person “should” react (counter-intuitive complainant/respondent behaviors)
- Pre-judge the facts
- Put him/herself in the shoes of the complainant or the respondent
- Allow any bias or prejudice affect his/her judgment, including any sex stereotypes

## INVESTIGATORS MUST BE IMPARTIAL

- May not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent
- Whether bias exists requires examination of the particular facts of a situation. Would a reasonable person believe bias exists?
- Cannot conduct investigation based on any sex-stereotypes

## CONFIRMATION BIAS

- Tendency to only seek information that confirms your expectations and ignore disconfirming information.



## IMPLICIT BIAS—WHO IS MORE TRUSTWORTHY?



## AVOIDING CONFIRMATION BIAS

- Encourage an atmosphere of open inquiry where the goal is to remain impartial and neutral (keep an open mind to all possibilities).
- When drafting the report:
  - What facts have I included?
  - Are there any other facts that I should include or am not focusing on enough?
  - Is there any assumptions underlying what has been written? Why? Are my assumptions valid?
- We tell the HSMB: Bring in the devil's advocate--actively look for facts that disprove your initial conclusion. One of the biggest things you can do to correct confirmation bias is to try to disprove your theories instead of trying to prove them
  - As an investigator you are not making a conclusion. However, you want to present both sides evidence as effectively as possible.

## ADVISORS

### Non-Title IX

- Hearing Advisors (usually 2) or Discrimination Policy Advisor (1)

AND

- Advisor of Choice (1)

### Title IX

- (1) Advisor of Choice

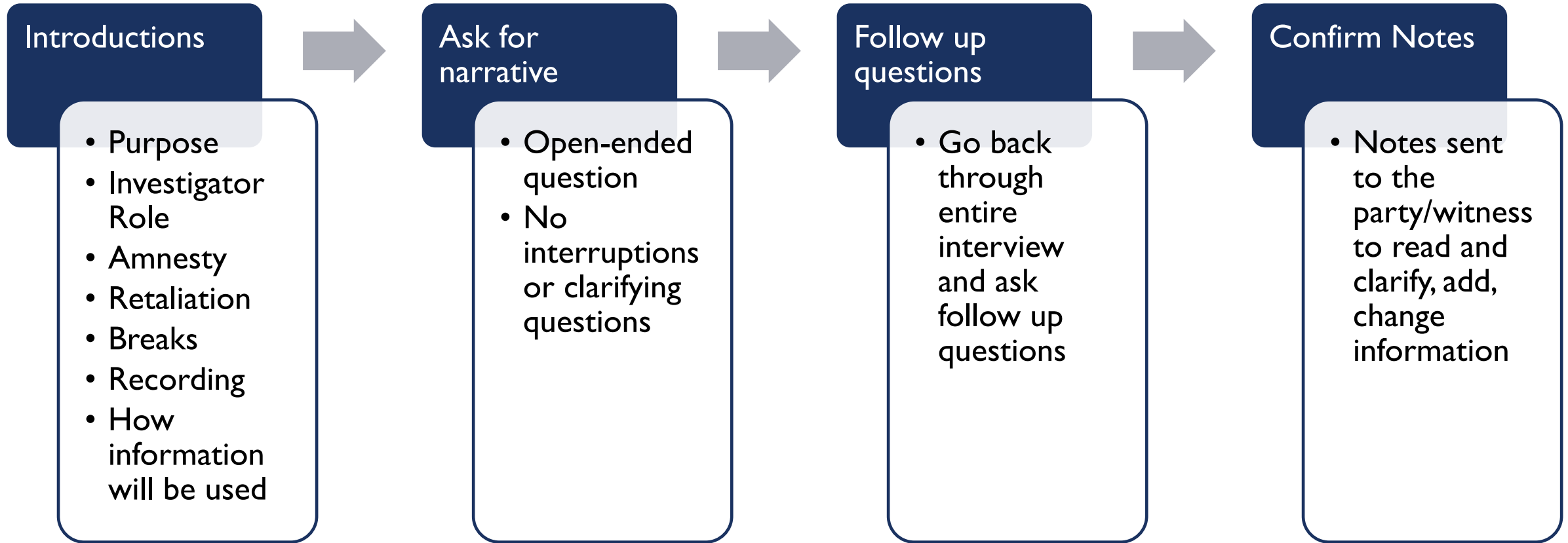
## SCHEDULING MEETINGS

Must provide any party whose participation you seek, with written notice (email) with “sufficient” time to prepare:

- Date
- Time
- Location
- Participants
- Purpose of interview or meeting



# INTERVIEW PROCESS





## INTERVIEW: FOLLOW UP QUESTIONS AFTER NARRATIVE

- Make sure you understand the party/witness' story and how they obtained that information
- Ensure you have all information that the party/witness has about each element of the allegation
- Can a chronology be established, if relevant?
- Clarify all opinions, statements, and adjectives
- Clarify if someone is telling you a direct quote or inferences

## INTERVIEW: FOLLOW UP QUESTIONS AFTER NARRATIVE

- Clarify “don’t remember” statements (when not clear): “Is it ‘it may have happened, but I don’t remember,’ or, ‘I don’t think it happened?’”
- Did the person have the opportunity to observe what he/she said he or she did? (lighting of room, location, proximity, etc.)
- Why does a person remember particular details?

## INTERVIEW: FOLLOW UP QUESTIONS AFTER NARRATIVE

- Be careful about the language you use in questions. Don't use words or descriptions in the witness' that they haven't used.
- Don't use "why" questions, but get at the same idea:
  - Help me understand...."
  - What was going through your mind..."
  - Can you elaborate on....
  - Did you consider.....

## INTERVIEW: FOLLOW UP QUESTIONS AFTER NARRATIVE

- Provide opportunity for Respondent to respond to allegations (yes/no questions when appropriate)
- Ask witness to “freeze” on moment and describe details (see? Feel? Hear? Where was the other person? How positioned? Tone? Demeanor? Body language?)
- Provide opportunity to provide any additional information (potential witnesses? Other information not discussed?)



# OVERVIEW OF TITLE IX INVESTIGATION PROCESS



## RELEVANT EVIDENCE

University 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).”

## RELEVANT EVIDENCE

- Relevant evidence must be:
  - Probative
  - Material

## RELEVANT EVIDENCE: PROBATIVE

*Any* tendency to make the existence of *any* material fact more or less probable than it would be without the evidence.





## RELEVANT EVIDENCE: MATERIAL

Evidence is “material” if it is being offered to prove an element of a policy violation or defense that needs to be established for one side or the other to prevail.

## TITLE IX: MUST CONSIDER RELEVANT EVIDENCE WITH FOLLOWING EXCEPTIONS

- Complainant's prior sexual behavior (with two exceptions)
- Information protected by legally recognized privilege
- Party's treatment records cannot be used without party's voluntary, written consent
- Statements not subject to cross-examination cannot be relied upon
- Evidence that is duplicative of other evidence

## PRIOR SEXUAL HISTORY

In general, questions and evidence about the sexual predisposition or prior sexual behavior of the complainant are not relevant and will not be admitted as evidence during an investigation and/or hearing

## PRIOR SEXUAL HISTORY: EXCEPTIONS

1. Where the sexual behavior is used to show that someone other than the respondent committed the conduct alleged by the complainant; or
2. Where if the questions and evidence concern a specific incident of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

## PRIOR SEXUAL HISTORY: EXCEPTIONS

- The prior sexual activity must have the potential to explain specific physical evidence at issue.
  - Ex. Respondent alleging not cause of semen in Complainant; Complainant engaging in heavy petting with boyfriend w/o penetration before would not be relevant as to whether or not semen was present and could be excluded.
  - Ex. Conduct must be close enough in time to explain injuries/evidence. Sexual activity with another person months before alleged assault would not be admissible under exception.

## PRIOR SEXUAL HISTORY EXCEPTIONS

Even if a respondent is entitled to introduce evidence of the complainant's prior sexual history with him/her, it does not follow that every detail of that sexual history is relevant.

The evidence may be limited to that which is relevant to the consent issue; superfluous details of the sexual activity may be excluded.

## PRIOR SEXUAL HISTORY: DISCUSSION

- Respondent argues that the Complainant has falsely accused her of nonconsensual sexual contact rather than admit to her partner that she had consensual sexual contact with the Respondent. Can the Respondent introduce evidence of the Complainant's relationship with this person, including details of sexual activity between the Complainant and the Complainant's girlfriend?
- Respondent wants to question a witness about sexual activity the witness has had with the Complainant in order to argue that the witness is biased.
- Witness (in nonconsensual sexual penetration case): "I saw [the Complainant] that night. She was flirting really heavily with me. She kept giving me hugs and saying she wanted to hook up with someone that night. I wasn't interested, so I removed myself from the situation. Later, I saw her dancing suggestively with [the Respondent.]"

## PRIVILEGED INFORMATION

- Cannot require, allow, rely on, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (attorney client; priest penitent; doctor patient; spousal)
- An individual may disclose his or her medical and/or counseling records voluntarily, but will not request consent for the release of any medical or counseling records, nor require any individual to release any such medical and/or counseling records.



## RELEVANCE EXAMPLE

- In a sexual harassment case, the Respondent's friend says that the Respondent is honest, kind, and treats others with respect.
- Relevant?

## RELEVANCE EXAMPLE

- In a non-consensual sexual penetration case, Respondent discusses the mental toil of investigation and asks to sign waiver to allow statement from counselor about the impact the complaint has had on the Respondent's mental health.
  - Relevant?

## RELEVANCE EXAMPLE

- In a nonconsensual sexual penetration case, the Respondent's counselor says that the Respondent does not meet any of the risk factors typically seen with those that have committed sexual assault.
  - Relevant?

## RELEVANCE EXAMPLE

- In a case of nonconsensual sexual penetration, there is evidence that a report of sexual exploitation was made against the Respondent one year before current report. The report was not investigated.
  - Relevant?

## RELEVANCE EXAMPLE

In a nonconsensual sexual penetration case, the Complainant's counselor diagnosed Complainant with PTSD.

- Relevant?

## RELEVANCE EXAMPLE

- The Complainant made another report of nonconsensual sexual penetration against a different person two years before this report.
  - Relevant?

## INVESTIGATION REPORT

- Include relevant information in report; can exclude irrelevant evidence from appendices and evidence that meets exceptions.
- Should keep the evidence redacted documented separately and note why redacted.
- If evidence is requested by a party and/or you determine it is not relevant, always explain that it was requested and why you determined it was not relevant

## SUPPORTING PARTIES

- Inquire about supportive measures
- Regular communication with parties
- Be sensitive, courteous, and professional
- Document all communications. Follow up conversations in writing
- Keep Title IX Coordinator aware of any provided or requested supportive measures



# HEARING PROCESS

## Policy

- Pre-hearing conference may exclude evidence on grounds of character, more prejudicial than probative, prior reports (if not pattern), etc.
- Witnesses present upon request of either party
- Statements can be considered if party or witness does not participate at hearing
- Cross-examination through written questions and posed by Chair
- Open/closing statements by parties
- Panel can question parties, witnesses, or investigators
- In person or virtual (privacy screen can be erected to shield parties from seeing each other)
- Not recorded

## Title IX

- All relevant evidence with few exceptions considered; no pre-hearing conference; panel determines relevance
- Witnesses must be present to submit to cross
- Party/witness must submit to cross before statements can be considered
- Cross through live cross by advisor of choice
- Open/closing statements by parties
- Panel can question parties, witnesses, or investigators
- In person or virtual (both parties must be able to see each other)
- Recorded

## PROFESSIONAL CONDUCT

- Must treat others with courtesy and respect. This rule does not prohibit good faith expressions of dissent or criticism;
- During any cross-examination permitted under the Title IX resolution process, questions only are permitted; an Advisor of Choice may not give any statements, speeches, or objections to relevance decisions;
- Any cross-examination questions or techniques must not be for the purpose to harass or intimidate others;
- Disruptive behavior that hinders the orderly conduct of the meeting or hearing is prohibited;
- Interruptions, sarcasm, cursing, yelling, and insults are prohibited.

## EXAMPLE OF IMPACT OF CROSS EXAMINATION IN TITLE IX CASE

### Party/witness submits to cross examination

- Statements at hearing can be considered
- Statements made outside hearing can be considered (i.e., investigation statement, text messages, statements to other witnesses)

### Party/witness does not submit to cross examination

- Cannot rely on any statement of that party or witness in reaching a determination regarding responsibility
- Other evidence that does not consist of statements, such as video/photo evidence may be used to reach a determination
- Cannot draw an inference about determination based solely on a party's or witness's absence or refusal to answer questions

## TITLE IX CROSS-EXAMINATION: WHAT IS A STATEMENT?

- “Statements” has ordinary meaning
- Does not include evidence that do not constitute person’s intent to make factual assertions, or to the extent that such evidence does not contain a person’s statements.
- Police reports, SANE reports, medical reports, and other documents and records may not be relied on to the extent that they contain the statements of a party or witness who has not submitted to cross examination.
- Does not include situations where the statement itself is the violation (i.e., threats)

## WHAT IS OUR “STANDARD OF PROOF” UNDER THE POLICY?

- Preponderance of the Evidence
  - “Greater weight of the evidence”
  - “More likely than not” that a policy violation occurred.



## STANDARD OF PROOF – POLICY LANGUAGE

*“The respondent is presumed to be not responsible; this presumption may be overcome only where a Harassment and Sexual Misconduct Board hearing panel concludes that there is sufficient evidence, by a preponderance of the evidence, to support a finding that the respondent violated the policy.”*

## WHAT ABOUT “BEYOND A REASONABLE DOUBT?”

- Cases of Nonconsensual Sexual Penetration – application of mandatory dismissal
- No other logical explanation can be derived from the facts and information presented.
- Very high standard – applied to the government in criminal cases
- After all information is presented, do you have any doubt that the respondent violated the policy?
  - If so, is that doubt reasonable?

## SANCTIONS: FACTORS TO CONSIDER

- The parties' impact statements;
- The respondent's prior conduct history;
- The nature and violence of the conduct at issue;
- The impact of the conduct on the complainant;
- The impact of the conduct on the community, its members, or its property;
- Whether the respondent has accepted responsibility;
- Whether the respondent is reasonably likely to engage in the conduct in the future;
- The need to prevent similar conduct by this respondent; and/or
- Any other mitigating or aggravating circumstances, including the University's values.



## APPEALS: BASES FOR APPEAL

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination was made that could affect the outcome of the matter;
3. The Title IX Coordinator, decision-maker(s), or investigator(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter;
4. The sanction lacked reasonable basis; and/or
5. Extraordinary circumstances that affected the outcome of the matter.

## APPEALS

The Appeal Panel will review

- The parties' written request(s) for appeal,
- The parties' written statement(s) in support of or against the appeal(s) (if any),
- The entire written record, and any other documents or evidence (including any recording) that it deems relevant.

## APPEALS

Appeal panel may decide the case based solely upon the written appeal and other documents or evidence it reviews

or

The Appeal Panel may seek additional information from:

1. any person who provided information to the HSMB hearing panel;
2. any person who may have new, relevant information;
3. the Title IX Coordinator;
4. the investigator(s), and/or
5. the original Chair of the HSMB.

## APPEAL

Can affirm decision

Remand to original HSMB hearing (evaluate new evidence, correct procedural error, extraordinary circumstances, no reasonable basis for sanction)

Convene new HSMB hearing (necessary for fundamental fairness, bias/conflict of interest of HSMB panel members)