



GRAND RIVER | SOLUTIONS

Being an Effective Title IX Advisor: From Investigation to Hearing

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Meet Your Facilitators



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She/Her/Hers

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About Us

Vision

We exist to help create safe and equitable work and educational environments.

Mission

Bring systemic change to how school districts and institutions of higher education address their Clery Act & Title IX obligations.

Core Values

- Responsive Partnership
- Innovation
- Accountability
- Transformation
- Integrity

Agenda

1

**Overview of Title IX and its
Hearing Requirements**

2

Advising Overview

3

Advisor's Role at the Hearing

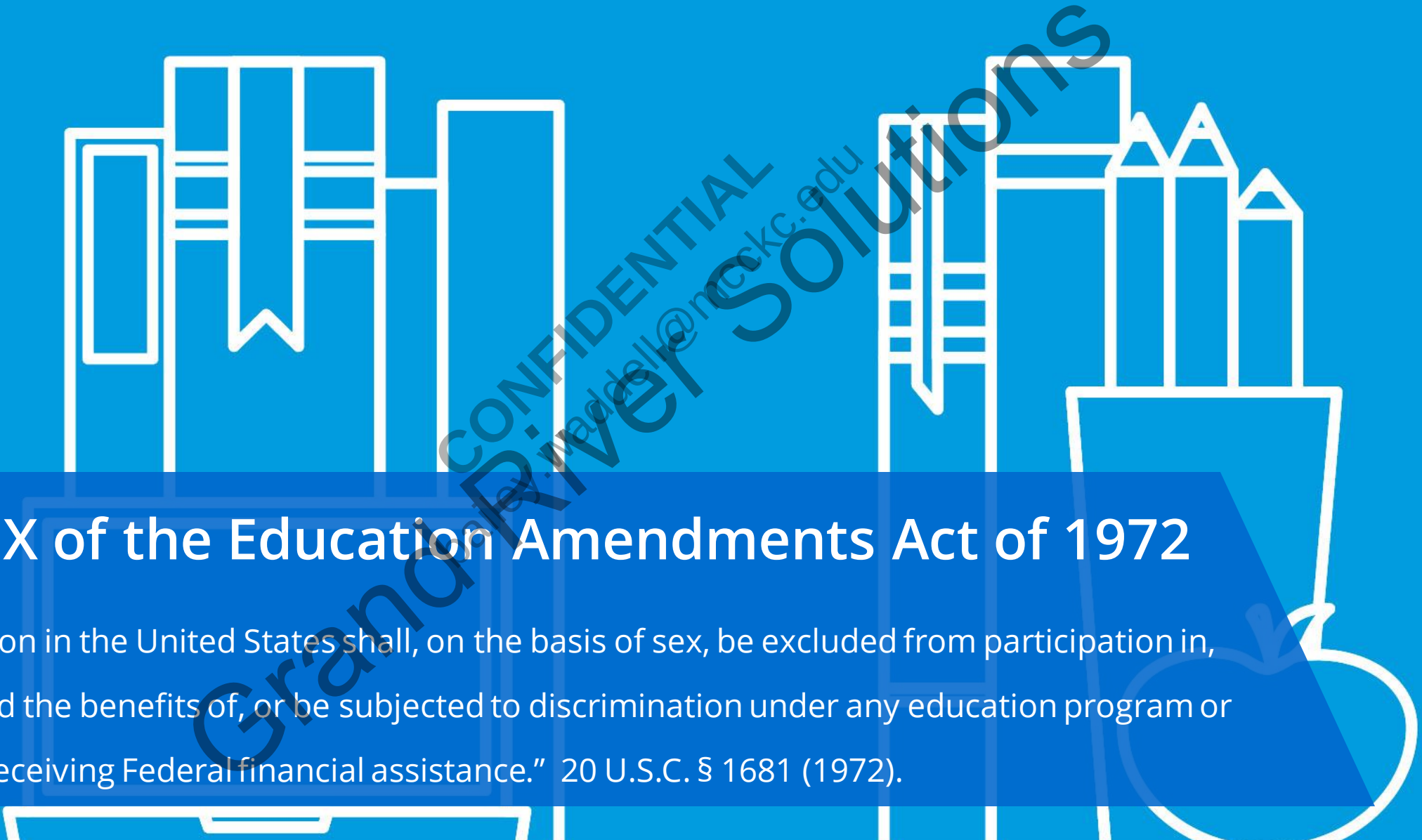
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Wrap-Up



Overview of Title IX and its Hearing Requirements

01

The background features a white line-art illustration on a blue background. It depicts a row of school buildings of varying heights and widths. On the right side, a large pencil is oriented vertically, with its tip pointing upwards. The pencil's body is as wide as some of the buildings. A semi-transparent dark blue banner is positioned across the lower half of the image, containing white text.

Title IX of the Education Amendments Act of 1972

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." 20 U.S.C. § 1681 (1972).

On May 19, 2020 . . .

The Department of Education promulgated regulations that went into effect August 14, 2020.



These regulations included a new definition of sexual harassment and a more narrow set of jurisdictional requirements.



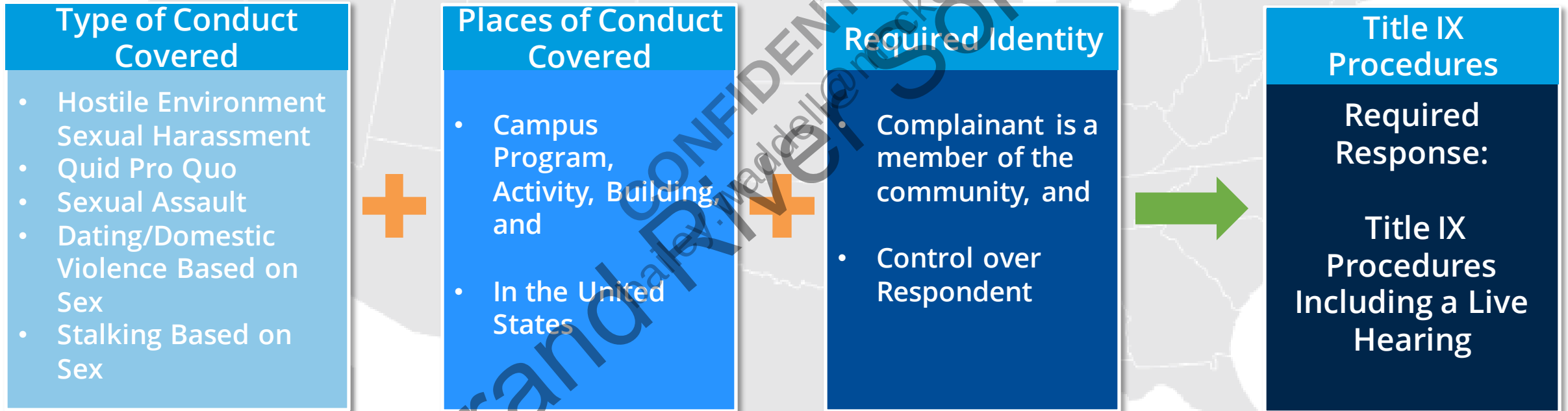
If a case meets all the required elements, then it will proceed under the Title IX grievance process, which includes a live hearing.

Section 106.30: Sexual Harassment

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) 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;
- (2) 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
- (3) "**Sexual assault**" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "**dating violence**" as defined in 34 U.S.C. 12291(a)(10), "**domestic violence**" as defined in 34 U.S.C. 12291(a)(8), or "**stalking**" as defined in 34 U.S.C. 12291(a)(30).

Overview of the Title IX Requirements as of August 14, 2020

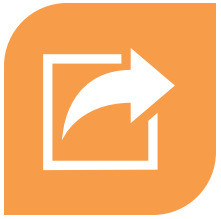


Conduct Falling Outside the Scope of Title IX

- Apply other institutional policies and procedures
- Ensure that those policies and procedures are compliant with VAWA/Clery, other intersecting federal and state laws



Procedural Requirements for Investigations



Notice to both parties



Equal opportunity to present evidence



An advisor of choice



Written notification of meetings, etc., and sufficient time to prepare



Opportunity to review all evidence, and 10 days to submit a written response to the evidence prior to completion of the report



Report summarizing relevant evidence and 10 day review of report prior to hearing



Procedural Requirements for Hearings

Must be live, but can be conducted remotely

Cannot compel participation of parties or witnesses

Standard of proof used may be preponderance of the evidence or clear and convincing; standard must be the same for student and employee matters

Cross examination must be permitted and must be conducted by advisor of choice or provided by the institution

Decision maker determines relevancy of questions and evidence offered

Written decision must be issued that includes finding and sanction

Hearing Participants

Complainant

the person bringing the complaint

Respondent

the person against whom the complaint has been filed

Advisor

will conduct cross examination; role varies depending on school

Investigator

may summarize the investigation, answer fact-based questions

Witnesses

present in the room only when answering questions

Hearing Coordinator

coordinates all aspects of the hearing, ensures a fair and equitable hearing process, acts as a resource for all participants

Hearing Administrator

assists with the logistical coordination of the people, the space, technology, etc.

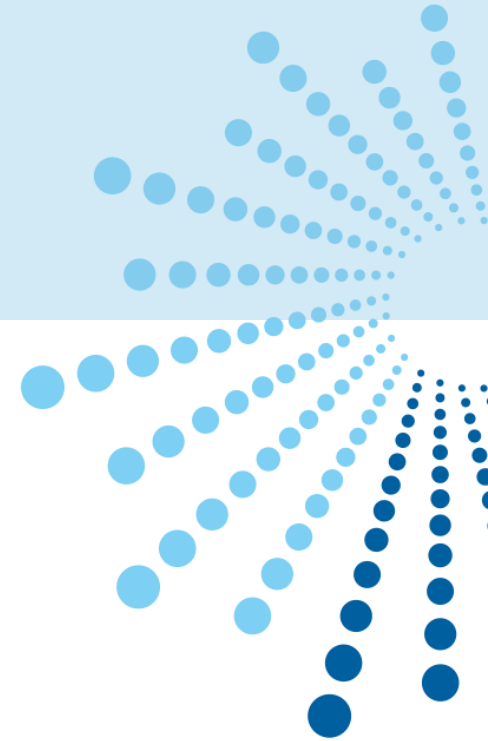
Decision Maker

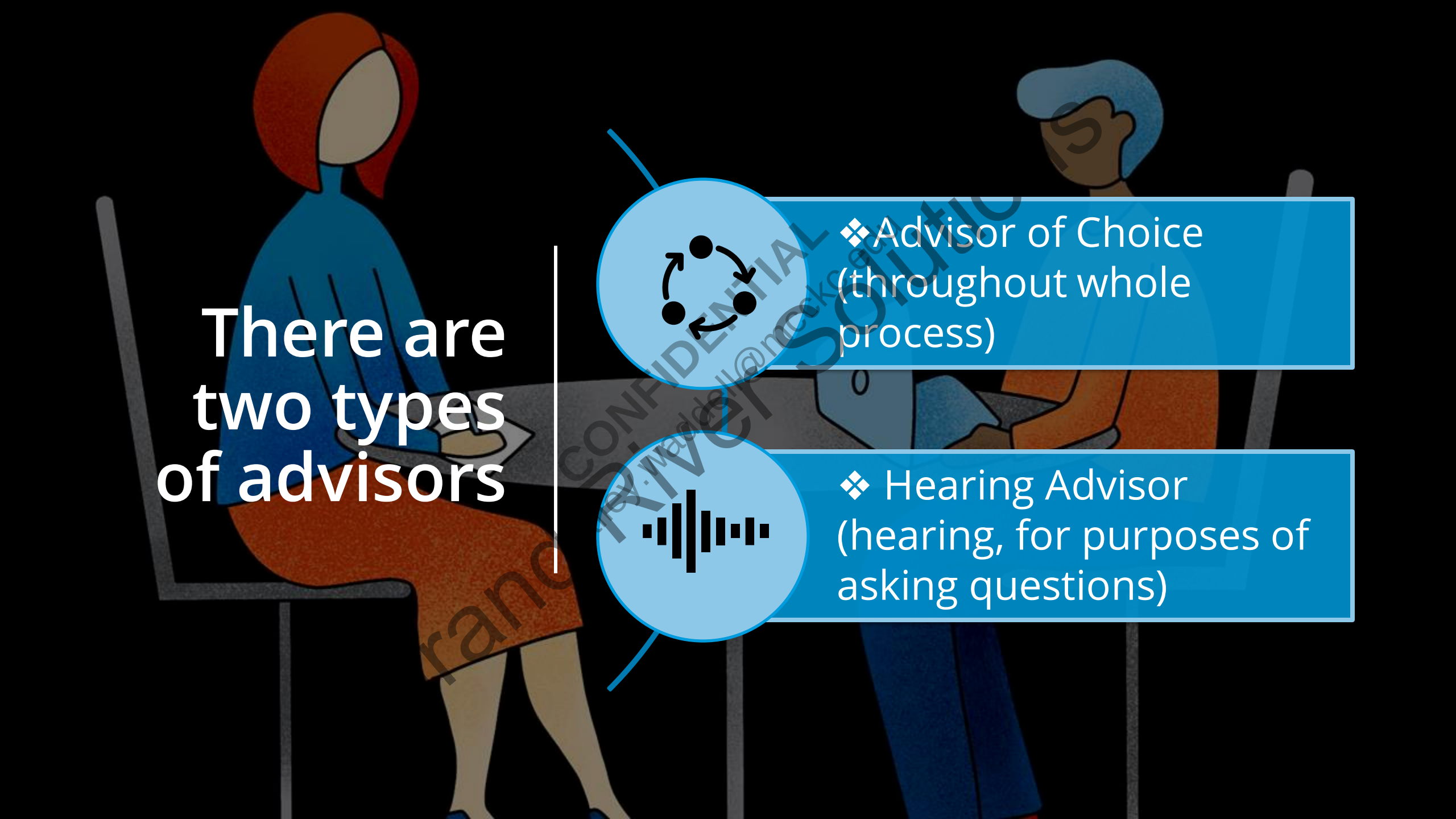
facilitates the hearing, determines if policy violations occurred, may determine sanction



Advising Overview

02





There are
two types
of advisors



❖ Advisor of Choice
(throughout whole
process)



❖ Hearing Advisor
(hearing, for purposes of
asking questions)



Advisor of Choice

Parties are entitled to an advisor of choice.

The advisor of choice can be anyone.

The advisor may accompany the party to any interviews/meetings and the hearing.

The advisor can conduct cross examination of the other party and witnesses at the hearing.

During the Investigation: Advisor of Choice

- Assist the advisee in understanding the Policy
- Assist in the identification of witnesses
- Assist in the identification of evidence
- Assist in providing the investigator with information
- Assist in preparation for investigative interviews
- Accompany advisee to investigative interviews
- Advise during the interview
- Assist with document/evidence review and response
- Assist with review of the report and development of the response





Hearing Advisor

An advisor of choice may serve as a hearing advisor.

The hearing advisor's role is limited to asking questions for the purpose of cross examination.

If a party does not have their own advisor, the institution must provide one for the live hearing.

Some institutions may permit the hearing advisor to have a role in helping the party to prepare for the hearing.

Your Role as a Hearing Advisor

The limited role of
conducting cross
examination on
behalf of your
party*

Supporting your
party

After you are assigned a case as a Hearing Advisor...



Review the policy



Review the materials provided, if any



Reach out to your advisee



Schedule a meeting



Do Your Homework



Do Your Homework

- Review applicable policy language/provisions
- Familiarize yourself with investigative report
- Understand the ins and outs of the report
- What is the timeline of events
- Think about what areas you may want to highlight or expand upon
- What type of questions you will ask
- Who are the key witnesses
- Consult with your advisee
- Anticipate questions of others
- Consider impact of your decisions and develop a strategy

Meeting with your advisee

Build

Build Rapport

Explain

Explain your role

Advise

Advise them that their conversations with you are not privileged

Go over

Go over the policy and process with them

Discuss

Discuss the evidence

Identify the Claims, What Needs to be Proven

- Why are we here?
- What are the elements for the charge?
- What are the definitions of those elements?
 - Consent?
 - Incapacitation?

Stalking. 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.

1. Did Respondent engage in a course of conduct?
2. Was that course of conduct directed at Complainant?
3. Would Respondent's conduct cause a reasonable person to either
 1. Fear for their safety or the safety of others, or
 2. Suffer substantial emotional distress

What do I Want to Show?



Credibility?



Clarification on timeline?



The thought process?



Inconsistencies?

Rape. The 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 the consent of the victim.

1. Did Respondent penetrate Complainant's vagina or anus?
2. Without Complainant's affirmative consent?
 1. What is the ground for lack of consent
 1. Did respondent fail to seek and obtain Complainant's affirmative consent?
 2. Did Respondent force Complainant?
 3. Did Respondent coerce Complainant?
 4. Was Complainant incapacitated and therefore incapable of consent?

Prepare Your Advisee for the Hearing



How to answer questions



Questions they can expect



How to prep for the hearing day itself and self-care



Communicating During the Hearing



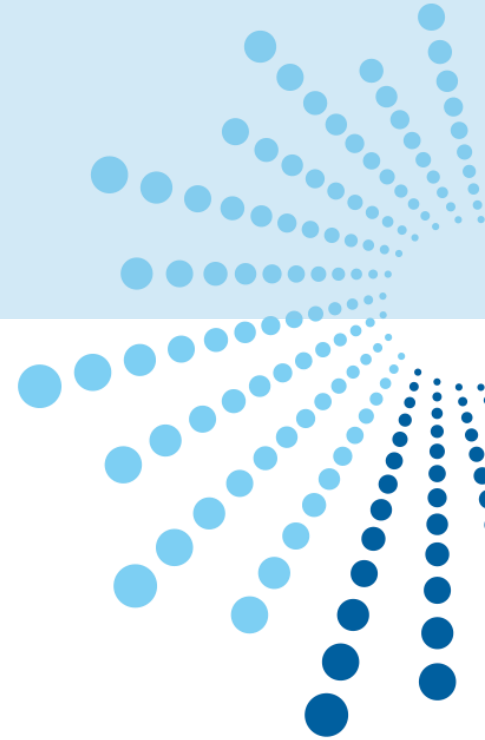
Selective Participation and Potential Impacts



Advisor's Role at the Hearing

03

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Foundational Questions to Always Consider Asking

Were you interviewed?

Did you see the interview notes?

Did the notes reflect your recollection at the time?

As you sit here today, has anything changed?

Did you review your notes before coming to this hearing?

Did you speak with any one about your testimony today prior to this hearing?

Opening Statements



Assist advisee in developing their opening statement



Must adhere to the institution's rules or guidelines



Highlight evidence that the party wants the decision maker to focus on



Consider writing it out in advance



Cannot provide an opening on behalf of an absent party

Testimony of the Parties & Witnesses

Possible Order

01

The Decision Maker will determine the order of testimony

02

The Decision Maker will question first

03

Cross examination will occur next

04

Follow up by the Decision Maker

Cross Examination

Who does it?

Must be conducted by the advisor

If party does not appear or does not participate, advisor can appear and cross

If party does not have an advisor, institution must provide one

Preparing For Cross



Review and evaluate the evidence



Identify your narrative, or the version of events that you want to illustrate



Identify the facts at issue and the findings of fact that you want the decision maker to make



Plan to highlight the evidence that support the narrative and the findings of fact that you want the decision maker to make



Prepare an outline of topics to explore

Cross Examination

Permissible Questions

When a post-secondary institution holds a live hearing, is the questioning limited to certain subjects?

“The Rule requires that schools provide the opportunity for cross-examination, and that party advisors must be permitted to ask all relevant questions (including follow-up questions), and only relevant questions.”*



Cross Examination

Relevant Questions

The Department declines to define “relevant”, indicating that term “should be interpreted using [its] plain and ordinary meaning.”

See, e.g., Federal Rule of Evidence 401 Test for Relevant Evidence:

“Evidence is relevant if:

- (a) it has any tendency to make a fact more or less probable than it would be without the evidence; and
- (b) the fact is of consequence in determining the action.”

When is evidence relevant?

Logical connection between the evidence and facts at issue

Assists in coming to the conclusion – it is “of consequence”

Tends to make a fact more or less probable than it would be without that evidence



Information
protected by an
un-waived legal
privilege

Medical treatment
and care

Unduly repetitious
or duplicative
questions

Information that
otherwise
irrelevant

Complainant's
prior sexual
history, with
limited exceptions.

Irrelevant and
Impermissible
Questions

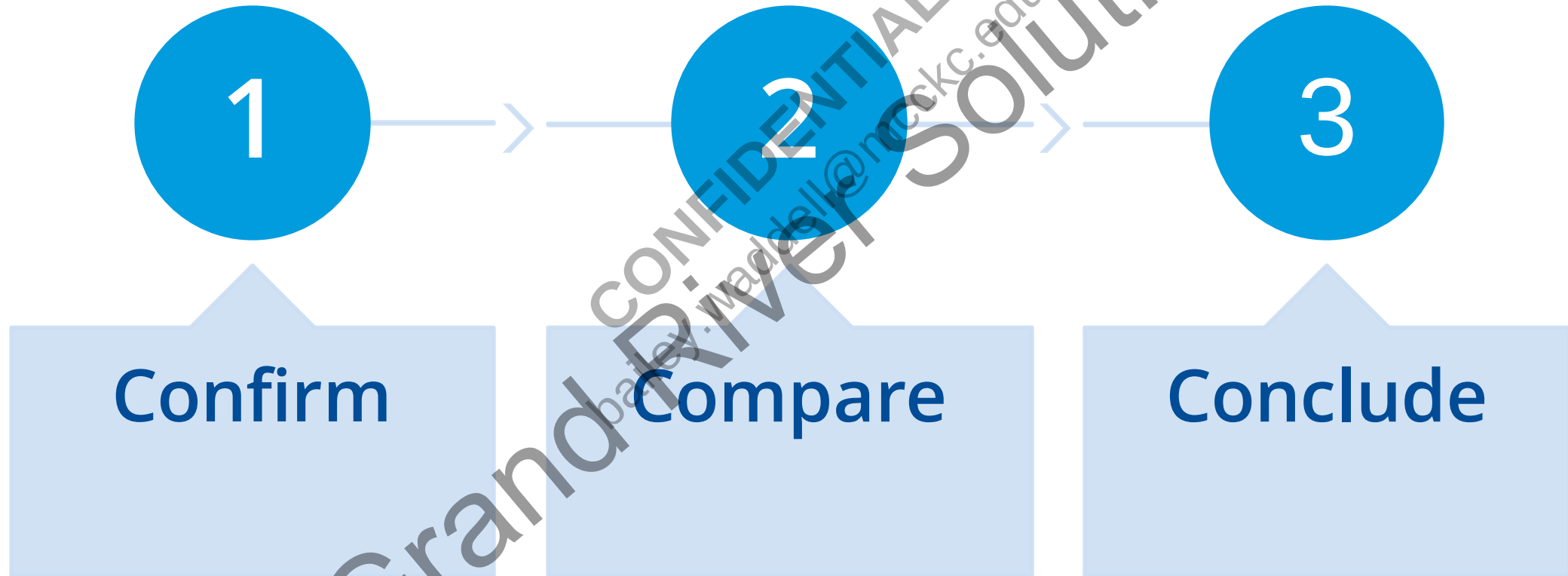
Cross Examination

Common Approaches

1. Obtain/Highlight helpful information
2. If a witness does not have information that is helpful, ask questions that illustrate that they are unimportant.
3. Highlight bias/lack of bias
4. Highlight credibility and reliability/lack of credibility or reliability
5. Discounting

Questioning

How to Discount



Discounting Example

Statement A:

During her interview with the investigator, Witness Y stated that she overheard Respondent and Complainant fighting inside of Complainant's bedroom. She stated that Complainant came out of the room crying and that their face was red and swollen. She stated that Respondent followed Complainant out of the room "looking angry" and grabbed Complainant by the arm "aggressively" and pulled them back into the room. The fighting then continued.

Statement B:

At the hearing, Witness Y tells the decision maker that while she heard loud voices, it might not have been fighting. She also stated that the parties came out of the room together, that Complainant looked upset, that Respondent looked concerned, and that they "calmly" went back in the room together.

Confirm

- Witness Y, earlier today you were asked about what you heard and saw on the night in question...
- And you indicated that you heard loud voices, but that you are not sure if it was fighting, is that correct?
- You also said that the parties came out together and then went back into the room, is that what you saw?
- And you are sure of this?



Compare

- Witness Y, this isn't the first time you shared your observations of Complainant and Respondent that night, is it?
- Did you talk to the investigator about this?
- And that statement was provided just two days after the incident, correct?
- Do you recall what you said to the investigator?
- Did you tell the investigator the truth when you were interviewed?



Conclude

- Witness Y, when you spoke to the investigator, you indicated that you heard fighting, correct?
- And that Complainant came out of the room crying, isn't that right?
- And that Respondent came out looking angry, correct?
- You also stated that you saw Respondent grab Complainant and drag them back into the room, isn't that true?
- Since speaking with the investigator, you and Complainant have had a falling out, haven't you?

Cross Examination:

Do be efficient in your questioning – go event by event

Don't rehash everything a witness has said

Do focus on the information that is helpful

Don't call folks liars or attack them

Do raise concerns about credibility and reliability

Don't rant, rave, lose your temper

Do make your points through pointed and calm questioning

Don't forget to be prepared to pivot as testimony is given

Observe and Listen

Be open to adjusting plans or strategy based on information presented at the hearing.

Make note of any issues that you think may be appropriate for appeal.

Cross Examination

Role of the Decision Maker

The decision maker will determine whether a question posed during cross examination is relevant and permissible.

When the decision maker determines that a question is relevant, the party/witness may answer it.

When the decision maker determines that a question is irrelevant, they must state their reason.

Closing Statements: Advisor's Role

Assist advisee
in developing
their closing
statement

Summarize
evidence that
the party
wants the
decision maker
to focus on

Bullet points

May not
provide a
closing on
behalf of an
absent party

After the Hearing



DEBRIEF?



THE APPEAL

Lessons Learned



Advisors arguing relevancy?



Asking an ill-advised question?



Case by case



Observe and Listen

Thank You!

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