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Title IX Investigator- Sex-Based Harassment Investigations (Tier 1)

Presented by DSA Associates:

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Title IX Investigator
Tier 1 – Sex-Based Harassment Investigations

- The Investigator
- Sex-Based Harassment
- Unwelcome Conduct & Consent
- Investigative Strategy & Evidence Collection
- Interviewing
- Trauma & The Interview
- Evidence Evaluation
- Reports



TITLE IX

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Adrienne Meador Murray, Vice President, Equity Compliance and Civil Rights Services



In January 2014, Adrienne Meador Murray joined D. Stafford & Associates where she currently serves as the Vice President, Equity Compliance and Civil Rights Services after having been affiliated with D. Stafford & Associates as a part-time Associate since 2012 and the National Association of Clery Compliance Officers & Professionals (NACCOP) where she currently serves as Director of Training and Compliance Activities. Murray began her career in municipal law enforcement as a civilian employee with the City of Richmond Police Department (Virginia). She graduated from the Virginia Commonwealth University Police Training Academy and began her career as a sworn police officer for the University of Richmond (UR) Police Department (Virginia). At UR, Murray progressed through the ranks from a night shift patrol officer to Operations Lieutenant (overseeing criminal investigations, crime prevention and patrol) over the span of a decade before becoming the Chief of Police at Davidson

College in North Carolina. Most recently, Murray served as Chief of Police at Trinity Washington University (in Washington, D.C.).

As the Executive Director, Equity Compliance and Civil Rights Services for DSA, Murray builds on her 17-year career in law enforcement in which she became a nationally recognized expert in the field of best practice postsecondary institutional response to the sexual victimization of college women in the United States and in Canada. She is also a trained civil rights investigator and is well respected throughout the country for her ability to aid institutions in understating how to do best practice criminal and civil rights investigations concurrently. She is well known for her work in having provided support, advocacy and criminal investigative services for victims of sexual assault, stalking and intimate partner violence and is a sought-out speaker and investigator. She has expertise in the construction of best practice law enforcement standard operating procedures and training police officers to respond in best practice and trauma-informed ways to victims of sexual assault and intimate partner violence. In her current role, Murray coordinates curriculum development and instruction for national classes, including basic and advanced sexual misconduct investigation classes; an investigation of dating violence, domestic violence and stalking class; and a Title IX Coordinator/Investigator class offered through D. Stafford & Associates. To date, Murray has trained more than 3,500 criminal and civil rights investigators throughout the U.S.

Drawing on her experiences as a trained criminal and civil rights investigator, Murray also oversees independent investigations of complex sexual misconduct cases; conducts audits of Title IX/VAWA



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Compliance; drafts institutional sexual misconduct policies and procedures; and conducts campus-based trainings pertaining to the resolution of sexual misconduct offenses on college and university campuses. Murray frequently presents at regional and national conferences on topics such as the *Sexual Victimization of College Women*, *Understanding Consent and Incapacitation*, and *Responding to Sexual Assault on Campus: Clery Act and Title IX Implications*. Murray also conducts provincially specific sexual misconduct trainings throughout Canada.

Murray is a graduate of the University of Richmond, where she received her Bachelor's Degree in Applied Studies in Human Resource Management and of New England College, where she received her Master's Degree in Campus Public Safety Administration. Murray is also a graduate of the 235th session of the prestigious FBI National Academy where she was awarded a graduate certificate in Criminal Justice from the University of Virginia. She has authored numerous journal articles.



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Catherine Cocks, M.A.
Director, Student Affairs, Behavioral Threat Assessment and
Independent Investigation Services



Ms. Cocks has been a higher education professional for over thirty years. Her work with D. Stafford & Associates focuses on Title IX investigations and training; assessment of student affairs policies, practices and services; and behavioral threat assessment services. Cathy was the Director of Community Standards for the University of Connecticut for 14 years where she managed the student conduct process, which included managing all Title IX cases involving student respondents and chaired the University's student threat assessment team. Prior to that, she held several positions within Residential Life at the University of Connecticut and Roger Williams University.

She is a faculty member for the Association for Student Conduct Administration's (ASCA) Donald D. Gehring Academy teaching on subjects such as ethics, governance, threat assessment, media relations, and higher education trends. She was an affiliated faculty

member for many years in the University of Connecticut's Higher Education and Student Affairs Master's program teaching "The Law, Ethics, and Decision-Making in Student Affairs."

Cathy has co-authored the "Philosophy of Student Conduct" chapter in the 2nd edition of "Student Conduct Practice" (2020) and was a member of the writing team for CAS Standards' Cross-functional Framework for Identifying and Responding to Behavioral Concerns.

Cathy is a Past President of ASCA. She has also served as a Circuit representative, co-chair of the Public Policy and Legislative Issues Committee, and as a member of the ASCA Expectations of Members Task Force. Cathy has served in a variety of leadership roles in NASPA Region I.

She was the 2015 recipient of ASCA's Donald D. Gehring Award. She is a past recipient of the NASPA Region I Mid-Level Student Affairs Professional Award and the NASPA Region I Continuous Service Award.

She earned her Master's degree in Higher Education Administration from the University of Connecticut and Bachelor's degree in Communications/Media from Fitchburg State University.



NACCOP Title IX & Equity Alliance

The Alliance is a dedicated affinity group through which Title IX and Equity Professionals, and the practitioners who support and/or supervise them, can benefit from NACCOP's expertise in complying with the Clery Act, Title IX, and other civil rights laws that affect their work.

BENEFITS OF JOINING THE ALLIANCE

- **Access to NACCOP's annual 9 on IX webinar series at no additional cost (a \$710 value)**
 - These 60-minute succinct webinars will offer legal insight and practical guidance on Title IX topics from experts who have served or are currently serving as active practitioners on college and university campuses.
- **Alliance-Exclusive Professional Development Opportunities such as the Title IX & Equity Open House Discussion Series**
 - An Alliance-exclusive virtual open house will be held bi-monthly (every other month, 6 sessions annually) to engage with experts from NACCOP's partner organization, D. Stafford & Associates, as well as other invited guests, to discuss current trends and issues. Each open house will focus on a specific topic for discussion and participants will be encouraged to engage in the conversation.
- **Access to Alliance-Exclusive Whitepapers regarding Title VI, VII, and IX**
- **Connect and collaborate with other Title IX and Equity Professionals via an Alliance-restricted Listserv**
- **Discounted Professional Development Opportunities**
 - Coffee and Conversations webinar series and individual webinars focused on Title IX & Equity compliance issues
- **A 50% discount on the Title IX Notice Document Library developed by NACCOP's Partner Organization, D. Stafford & Associates (a \$335 value)**

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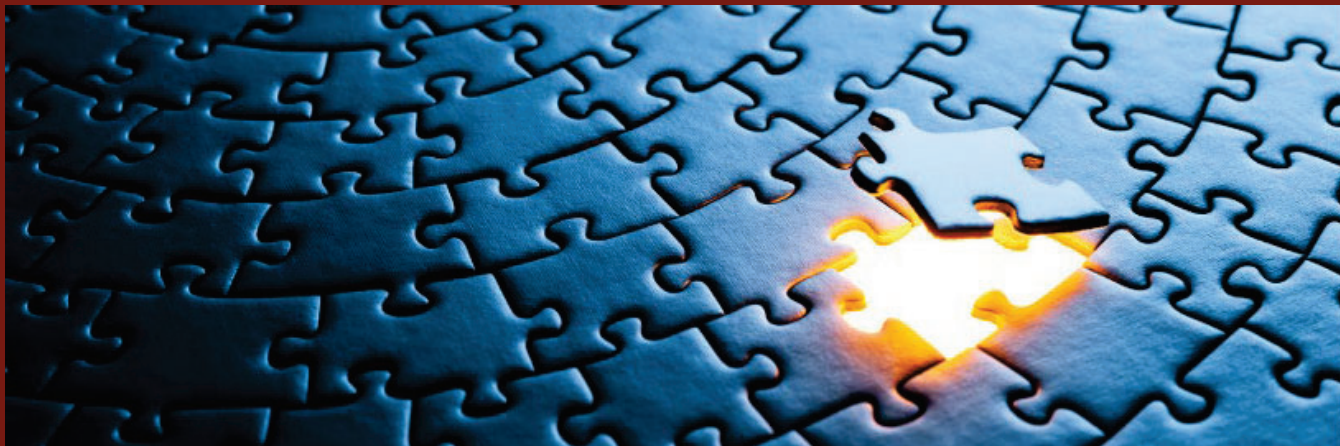
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Request to Join: <https://naccop.memberclicks.net/join-the-alliance>

Questions? Contact us at info@naccop.org or 302-344-1068.



INVESTIGATIONS



COURSE AGENDA

- The Investigator
- Sex-based Harassment
- Unwelcome Conduct & Consent
- Investigative Strategy & Evidence Collection
- Interviewing
- Trauma & The Interview
- Evidence Evaluation
- Reports

THE INVESTIGATOR



ADEQUATE, RELIABLE, & IMPARTIAL INVESTIGATION

- Burden is on the institution to conduct the investigation
- Provide an equal opportunity for the parties to present fact witnesses and relevant evidence
- Identify what evidence is relevant to the allegations and not otherwise impermissible
- Provide each party with an equal opportunity to access the evidence that is relevant to the allegations and not other impermissible

Characteristics of a Great Investigator

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CREDIBILITY OF THE INVESTIGATION



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INVESTIGATOR PITFALLS



CONFLICT OF INTEREST OR BIAS

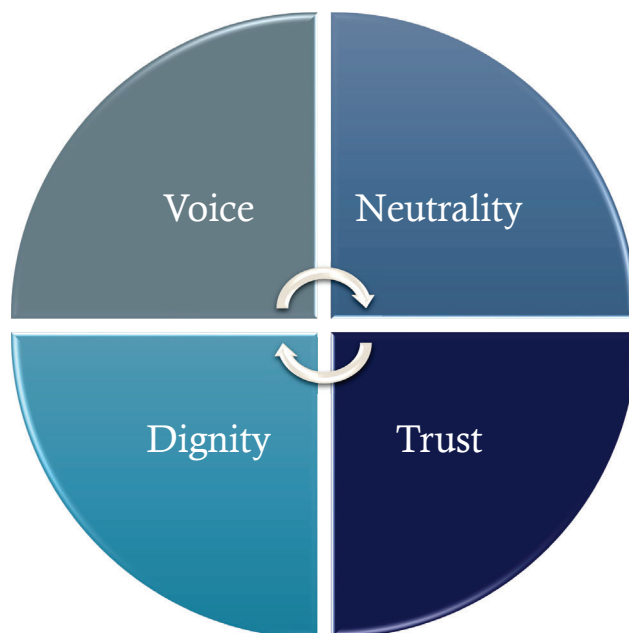
Generally



Individually



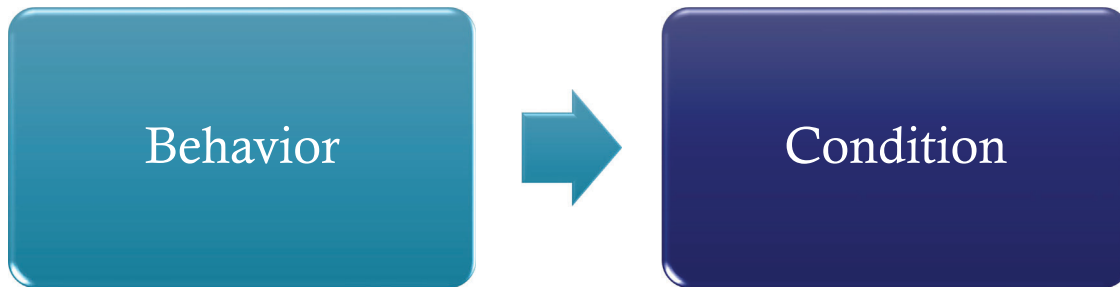
PROCEDURAL FAIRNESS



SEX-BASED HARASSMENT



UNDERSTANDING THE ELEMENTS



DECISION-MAKER'S PATH

- What was the conduct?
 - Was the conduct on the basis of sex?
 - Was the conduct unwelcome or without consent?
- Does the conduct meet the definition of a violation of institutional policy?

DEFINITIONS



QUID PRO QUO HARASSMENT



QUID PRO QUO HARASSMENT

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

QUID PRO QUO INVESTIGATIONS

Respondent

- What is the respondent's status and authority?
- What is the relationship to the complainant?
- What, if any, perceived or actual power exists?

Aid, Benefit, or Service

- What was offered?
- How was it communicated?

Sexual Conduct

- What was the conduct requested?
- Was it sex-based?
- How was it communicated?
- How was it unwelcome?

HOSTILE ENVIRONMENT HARASSMENT

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HOSTILE ENVIRONMENT HARASSMENT

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.

HOSTILE ENVIRONMENT INVESTIGATIONS

Type, frequency, and
duration of the
conduct

Location of the
conduct and the
context

Parties' ages, roles,
previous
interactions, other
factors

Degree to which the
conduct affected
access to the
program or activity

Other sex-based
harassment in the
program or activity

SEXUAL ASSAULT

CLERY DEFINITIONS OF SEXUAL ASSAULT

- **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. This offense includes the rape of both males and females.
- **Fondling** - 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 age or because of temporary or permanent mental incapacity.
- **Incest** - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape** - Sexual intercourse with a person who is under the statutory age of consent.

34 CFR 668 Appendix A

SEXUAL ASSAULT INVESTIGATIONS

What was the sexual behavior?

Who was the initiator?

What, if any, were the words or actions to indicate consent?

- Is there an issue of incapacitation or force?

STALKING

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STALKING

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

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

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STALKING INVESTIGATIONS



What was the course of conduct?

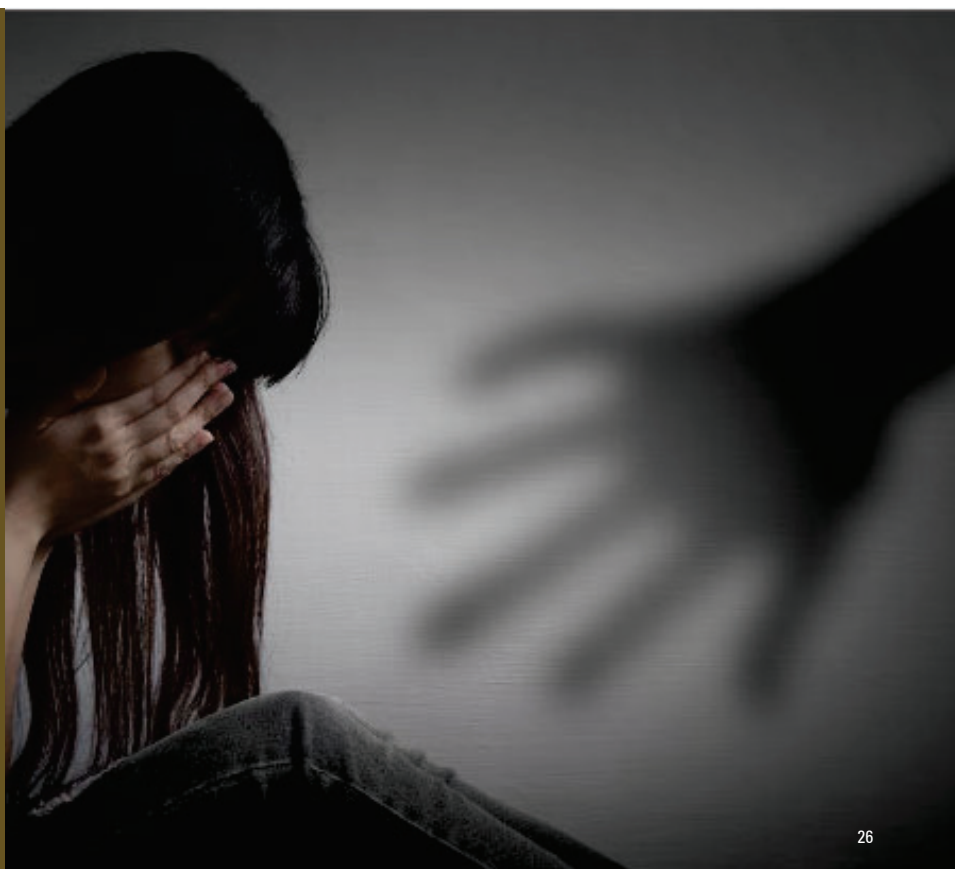


What was the frequency?



What was the impact?

INTIMATE PARTNER VIOLENCE



DATING VIOLENCE

Violence committed by a person:

(A) Who is or has been in a social relationship of a romantic or intimate nature with the Complainant; and

(B) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (1) The length of the relationship;
- (2) The type of relationship; and
- (3) The frequency of interaction between the persons involved in the relationship.

DOMESTIC VIOLENCE

The term “domestic violence” includes felony or misdemeanor crimes of violence committed

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

INTIMATE PARTNER VIOLENCE INVESTIGATIONS

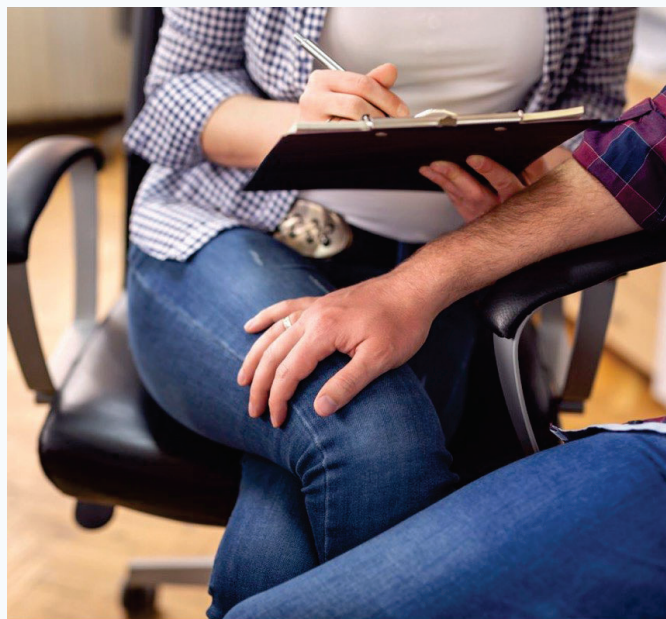
Parties

- Type of relationship
- Length of the relationship
- Frequency of interaction between the persons

Behaviors

- Type of violence
- Possible patterns of behaviors
- Other behaviors that may fall under other policy definitions

UNWELCOME CONDUCT & CONSENT



“Unwelcome conduct” vs. “without consent”

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UNWELCOME CONDUCT



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WHEN DOES CONDUCT BECOME UNWELCOME?

Invited



Uninvited but welcome



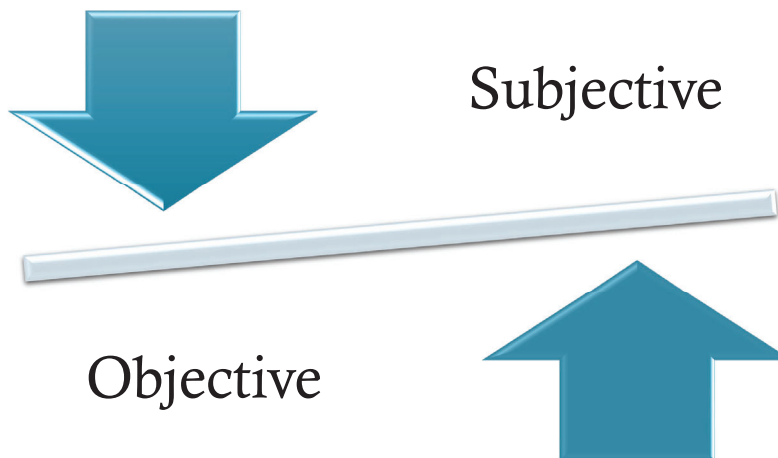
Offensive but tolerated



Flatly rejected



TESTING FOR UNWELCOMENESS



CONSENT



CONSENT

Sexual
Permission

Verbal or
Nonverbal

Absent if force
or incapacitation

FORCE

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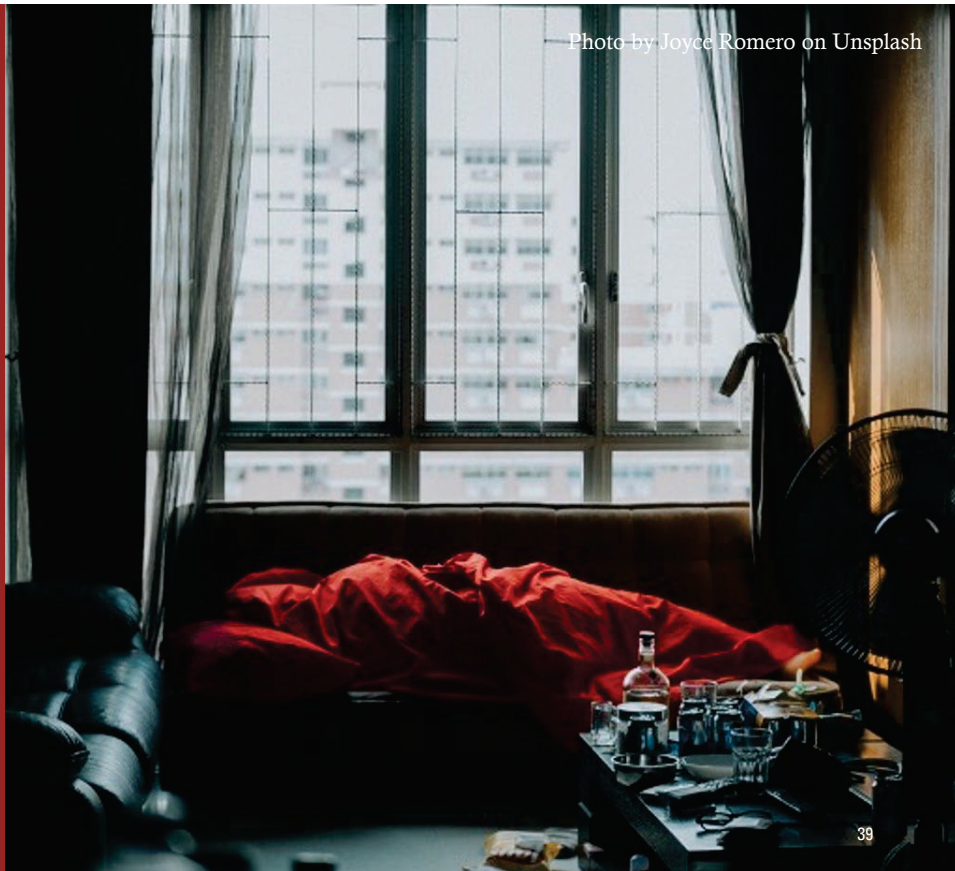
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INCAPACITATION

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INCAPACITATION - SAMPLE DEFINITION

Incapacitation is the physical and/or mental inability, whether temporary or permanent, of an individual to make rational, reasonable decisions, or judgments regarding one's well-being or welfare.



Alcohol



Drugs



Disability



Other

TWO-STEP DETERMINATION

Was the
complainant
incapacitated?



Did the respondent
(or would a
reasonable person)
know?



ALCOHOL &
OTHER DRUGS

SUBSTANCE USE AND SEX

“...analysis of SHIFT survey data showed that two-thirds of sexually active students who had sex in the prior three months reported some substance use prior to or during sex.”

Jennifer S. Hirsch & Shamus Khan. “Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus.”

SHIFT survey = Alexander Wamboldt et al., “Wine Nights, ‘Bro-Dinners,’ and Jungle Juice: Disaggregating Practices of Undergraduate Binge Drinking,” *Journal of Drug Issues*, 2019, 49(4): 643–67.

HALLUCINOGENS AND OPIOIDS

Hallucinogens

- Change how the world is perceived
- Colors, sounds, movement and time are all experienced in an altered state of mind

Opioids

- Block pain by sealing off the receptors that trigger the sensation
- Provide a sense of euphoria

STIMULANTS AND DEPRESSANTS

Stimulants (Uppers)

- Raise levels of physiological or nervous activity in the body
- Enhance alertness, concentration, and energy

Depressants (Downers)

- Inhibit the function of the central nervous system
- Reduce intrusive thoughts, providing a sense of relaxation

ALCOHOL STANDARD MEASUREMENTS



12 oz. of beer



4-5 oz. of wine



1.5 oz. and 80 proof of
liquor

HOW DO COLLEGE STUDENTS MEASURE THEIR DRINKS?

Hint: They don't!

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Levels of Alcohol/Drug Consumption

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IMPAIRMENT

- The state of being diminished or weakened due to the consumption of alcohol
 - Begins as soon as alcohol enters the bloodstream
 - Increases with consumption of alcohol
-

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INTOXICATION

- An act or instance of inebriation, drunkenness
 - Intoxication is legally met when an individual's blood alcohol level reaches .08 or greater
-

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INCAPACITATION

- So impaired as to be incapable of giving consent
 - Lacking the capacity to consent
 - If a person cannot understand the nature of the proposed act or cannot understand they have a right to refuse or are otherwise unaware that the activity is occurring
-

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BLACKOUTS

Fragmentary Blackout

Also known as
“grayout” or
“brownout”

Gaps in memory with
some level of
recollection

En Bloc Blackout

No recollection of
events

What about
“passed
out”?



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ASKING ABOUT INCAPACITATION

Context

Timelines
Location
Respondent's role
Witnesses
Other factors (e.g., food)

Alcohol

Type(s) of alcohol
Alcohol content
Quantity
Pace

Behaviors

Baseline
Presenting behaviors
Witness observations
Party observations

"Unwelcome Conduct & Consent"



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TRAUMA



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Stress



Trauma



TYPES OF TRAUMA



Acute



Chronic



Complex



Secondary



Adverse Childhood
Experiences (ACE)



Historical/
intergenerational
trauma

IMPACT OF TRAUMA



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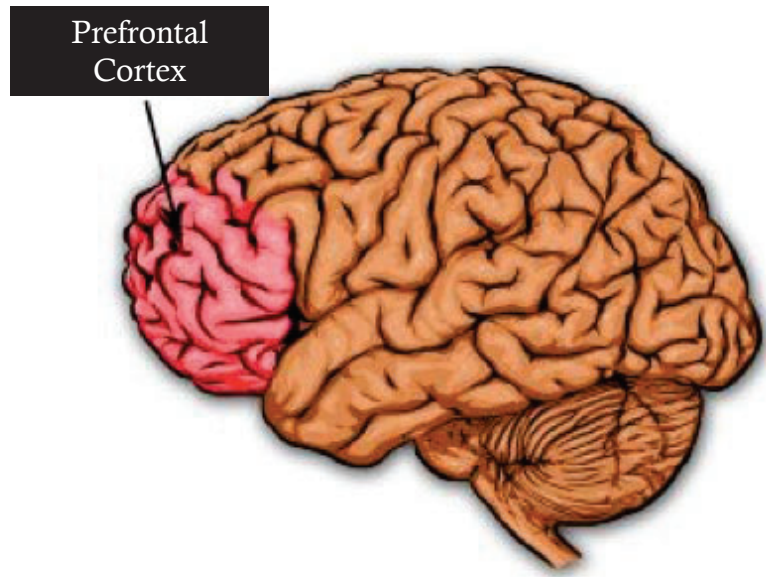
DURING THE TRAUMATIC EVENT: NEUROBIOLOGY



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THE PREFRONTAL CORTEX



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DEGRADED PREFRONTAL CORTEX



Alcohol

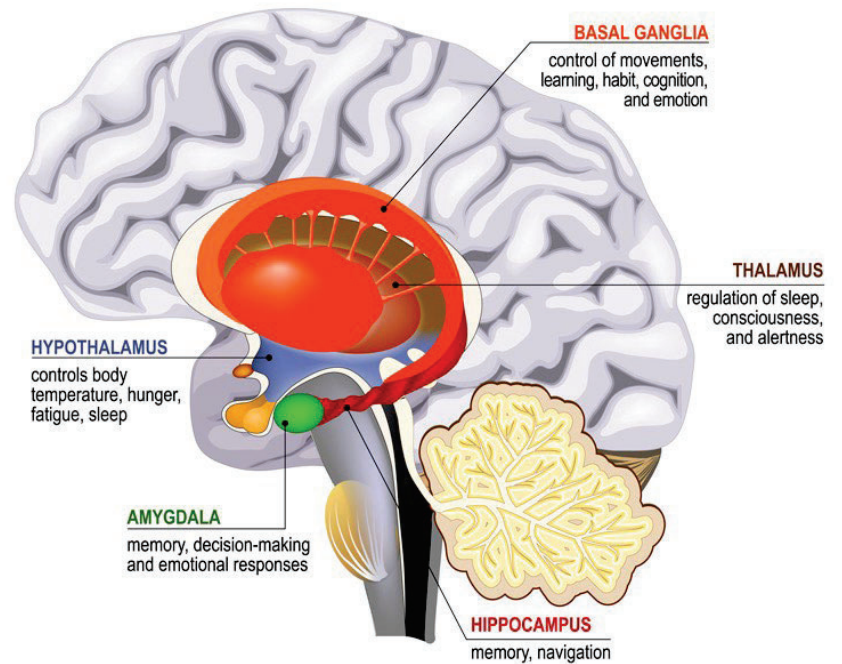


Age



Prolonged stress
exposure

THE LIMBIC SYSTEM



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THE BODY'S RESPONSE TO FEAR



Heart



Lungs



Muscles



Prefrontal
Cortex



Eyes



Stomach



Skin

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RESPONSE



Habit



Reflex

IMMEDIATELY
AFTER THE
TRAUMATIC
EVENT:
MEMORY



MEMORY



MEMORY ENCODING



Central Details



Peripheral Details



Time and Context

TRAUMA MEMORY ENCODING



Sensory



Emotional



Flashbulb
memories

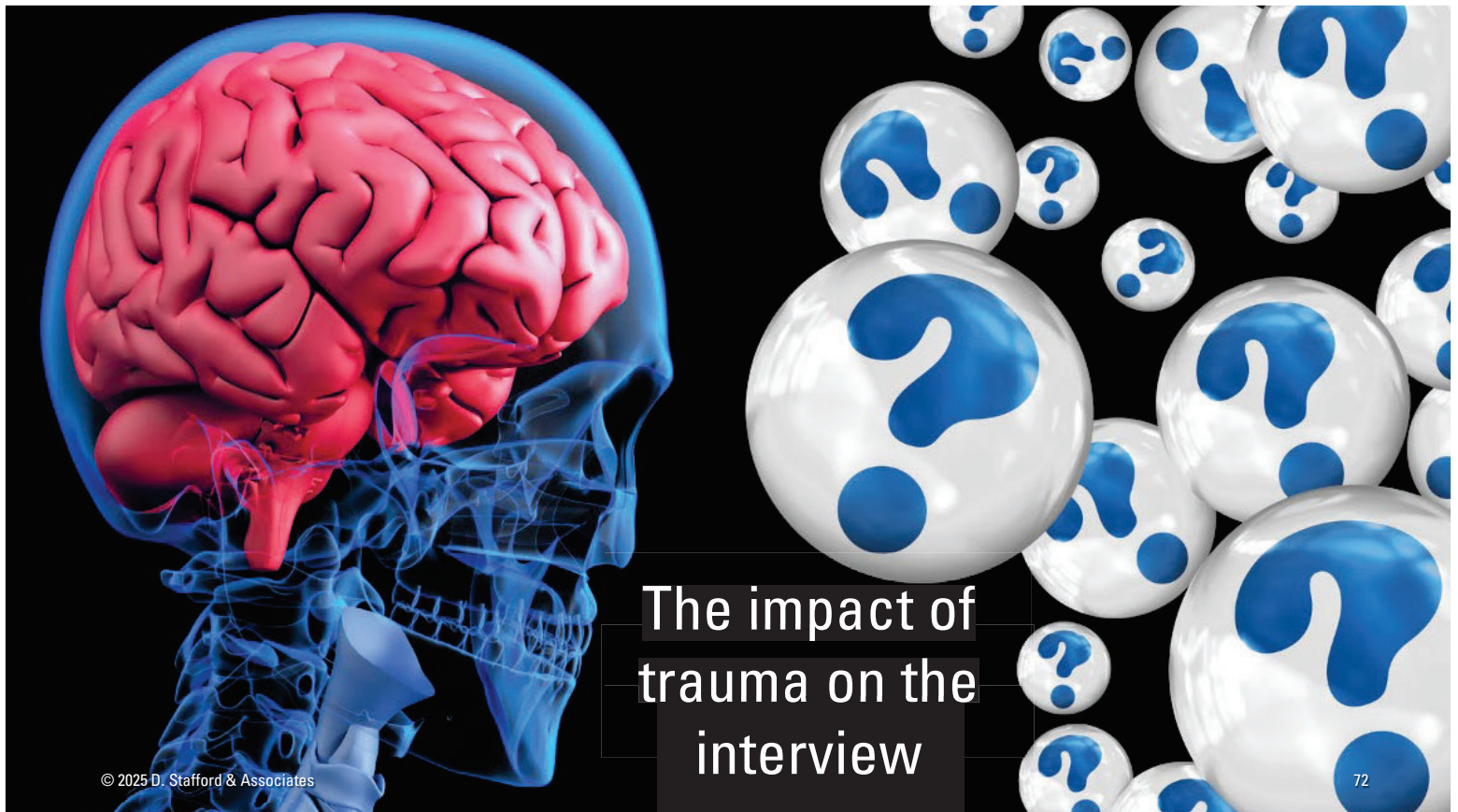


LONG TERM RESPONSE: IMPACT

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The impact of
trauma on the
interview

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PRESENTATION STYLES



AVOIDING RE-TRAUMATIZATION



QUESTION FORMAT



Tone



Phrasing



Open-ended



Safe



Judgment-
free

INTERVIEW TECHNIQUES



Clarify linear
information



Use sensory
prompts



Ask for feelings
and emotions



Understand
statement
variations

IMPARTIAL INVESTIGATIONS



Consistent application



Ask clarifying
questions

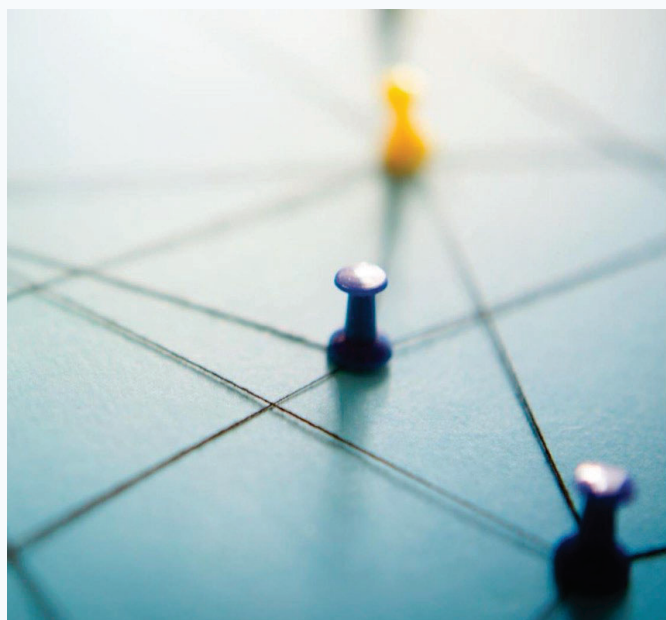


Avoid bias

“Trauma”



INVESTIGATIVE STRATEGY & EVIDENCE COLLECTION



INVESTIGATION ROAD MAP



DEVELOPING AN INVESTIGATIVE STRATEGY



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INVESTIGATIVE STRATEGY



Scope



Methodology



Preparation



Challenges



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SCOPE



Notice of Allegation



Notice of Investigation



Policy Definitions



Rights of the Parties

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METHODOLOGY



File Management



Liaisons



Logistics



Internal Communications

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PREPARATION



Review Complaint



Research



Draft Questions



Initial Evidence Collection

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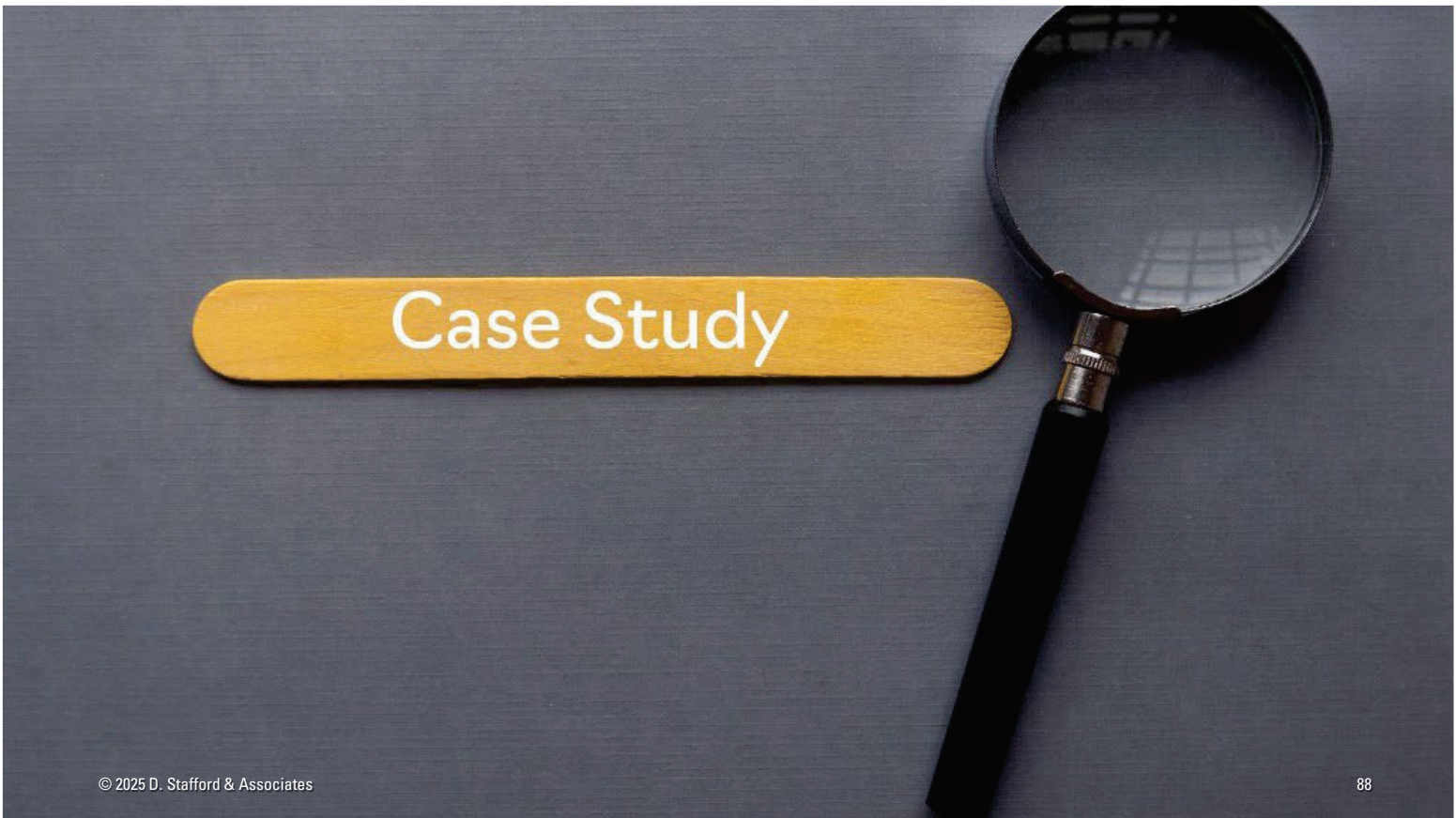


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Investigative Case File

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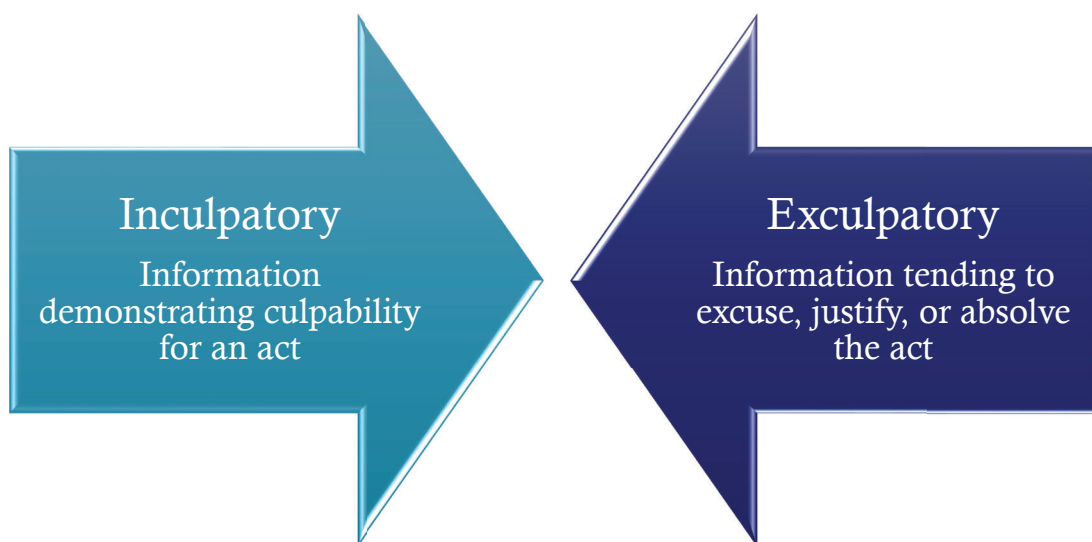
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EVIDENCE COLLECTION



EVIDENCE



EVIDENCE THAT MUST BE EXCLUDED



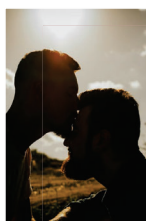
Protected by Privilege

- Unless voluntarily waived



Records Connected to Treatment

- Unless voluntary, written consent



Complainant's Sexual Interests or Prior Sexual Conduct

- Unless offered to prove that someone else committed the conduct or about specific incidents offered to prove consent

TYPES OF EVIDENCE



Real evidence



Demonstrative



Documentary



Testimonial

PROVIDERS OF EVIDENCE



Parties



Witnesses



Institution



Investigators

Managing Evidence Requests

Shopping List

1. Milk
2. Eggs
3. Cheese
4. Butter

EXAMPLES OF EVIDENCE

Photographs

Text messages

Social media/dating
apps

Documents (memos,
letters, notes)

Voicemail

Phone logs

Guest lists

Investigator-created
evidence

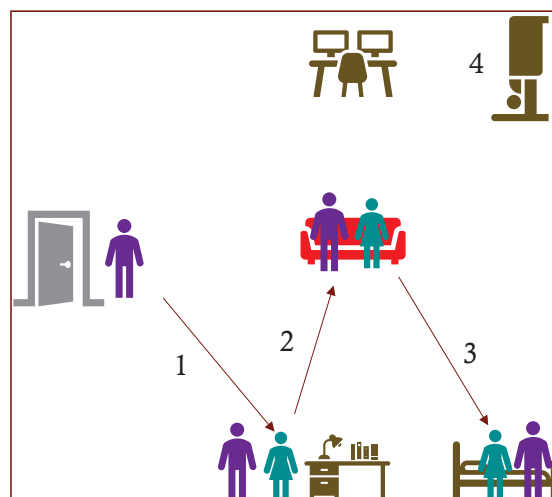
FLOORPLANS



INVESTIGATOR-CREATED EVIDENCE

During the Complainant's interview, the Complainant drew a model demonstrating the movements of the parties:

1. The Respondent arrived and went over to the Complainant who was at her desk.
2. The Respondent and Complainant moved to the couch and watched a movie.
3. The Complainant woke up as the Respondent was carrying her to her bed.
4. The roommate was in her bed across the room.



INCIDENT TIMELINE



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"Investigative Strategy & Evidence Collection"



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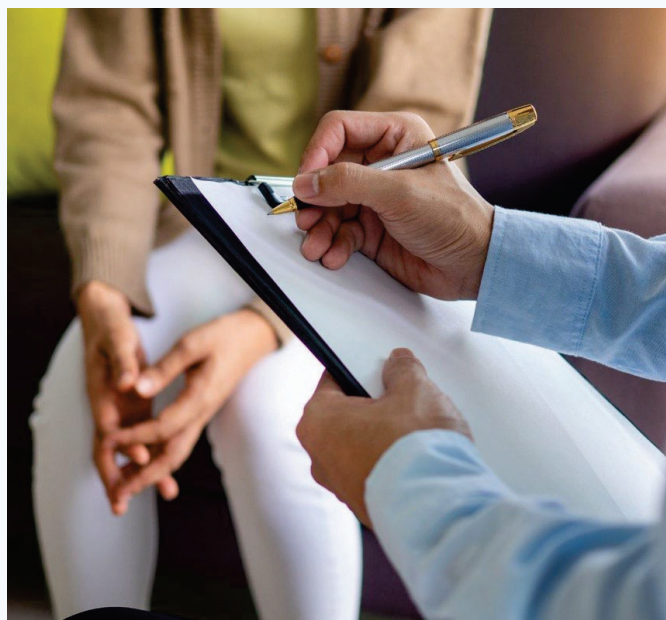
INTERVIEWING



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INTERVIEWING BASICS



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INTERVIEWS



Testimonial Evidence



Conversation



Structured

THE INTERVIEWEES

Complainant

Respondent

Witness

KEYS TO A GREAT INTERVIEW





PREPARATION

Logistics Procedures (communication, scheduling)

Notice documents

Case file

Research Policy review

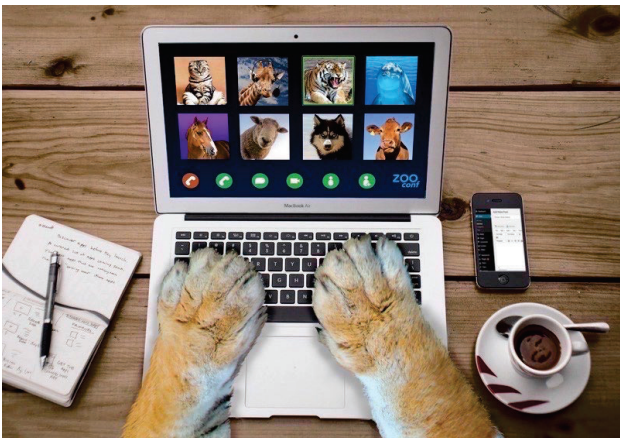
Preliminary evidence

Topics of inquiry

Pre-drafted questions Background

Narrative

Case specific



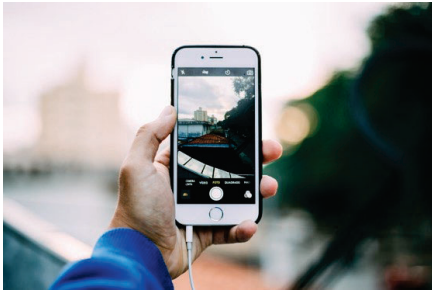
COMFORTABLE ENVIRONMENT

- The space
- Investigative tools
- Coping items
- Safety measures



HELPFUL PROMPTS

Recreate the Scene



Physical Space



Sensory



AVOID BAD HABITS

- Interrupting
- Asking two questions at once
- Not listening for the answer
- Avoiding the hard questions
- Not focusing on the elements



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BE FULLY PRESENT

- Treat the interviewee ethically and with dignity
- Be non-judgmental and non-adversarial
- Be objective - you are not “making a case” or pushing a theory
- Adjust and adapt

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THE INTERVIEW



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THE D. STAFFORD INTERVIEW OUTLINE



Preliminaries

Background

Narrative

Clarification

Case Questions

Closing

Self Evaluation

PRELIMINARIES:
You do the talking



BACKGROUND: Build the rapport

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NARRATIVE: The big question

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CLARIFICATIONS: Filling in the holes

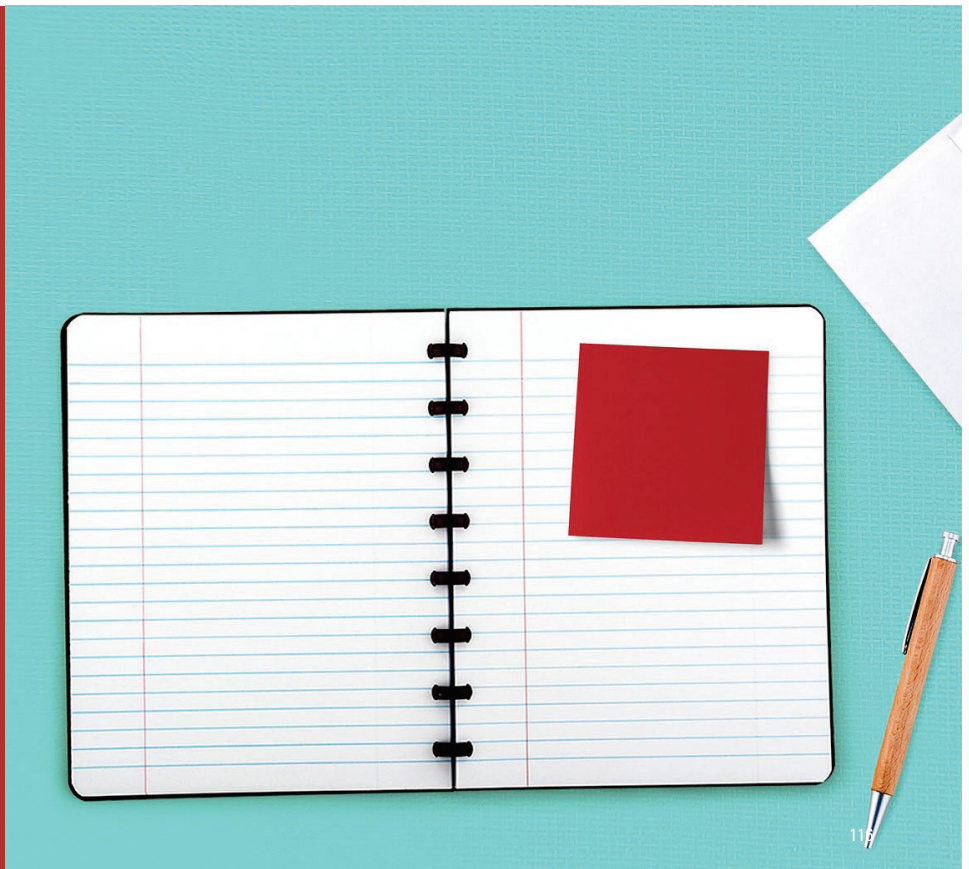
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CASE QUESTIONS: The pre-drafted must asks

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CLOSING: Loose ends

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SELF EVALUATION: How did it go?

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INTERVIEW NOTES



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CAPTURING THE INTERVIEW



Transcription



Q & A



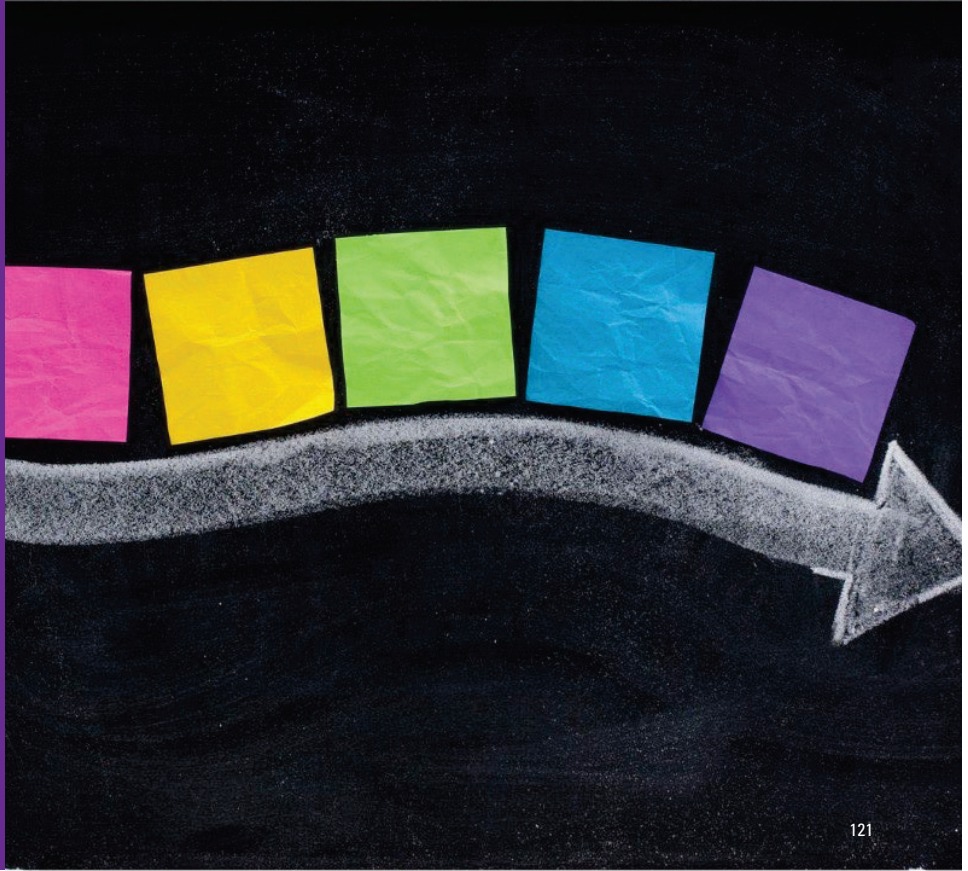
Meeting
Chronology



Incident
Chronology

INCIDENT CHRONOLOGY

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INCIDENT CHRONOLOGY

- Ideal for investigative interviews
- Events and themes are organized in a sequential manner by the event, not the meeting
- Provides the interviewee's perspective not the interviewer's
- No observations or analysis

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EXAMPLE - CHRONOLOGICAL NARRATIVE

The Complainant stated she came back to her room on October 22, 2022 and found a flower bouquet outside of her room. There was an unsigned note that said, “Hope you are feeling better.” Betty stated that she had not felt well the day before and skipped her classes. When asked how the Respondent knew she was sick, she stated that she posted about it on Instagram and “maybe he saw it there.”

The Complainant stated that on October 24, 2022, she found another flower bouquet with a note at her door. The note stated, “You looked really pretty today.”

KEYS TO A GREAT NOTE







USING QUOTES

Added Value

- Increases the credibility of your notes
 - demonstrates listening and comprehension
- Provides an opportunity to highlight key points of the meeting
- Gives the interviewees a direct voice on important aspects
- Avoids the appearance of the interviewer having an opinion

Pitfalls

- Quoting for the sake of quoting
- Confuses the reader if there are too many quotes
- Giving importance to something that is irrelevant
- Disrupts the flow or clarity of your notes



EXAMPLE - THE CONVERSATION

Shelby (interviewer): Tell me about how much alcohol you had that night.

Betty (interviewee): I believe I had four to six shots of Pink Whitney Vodka.

Shelby: What did you use to drink the shots?

Betty: A shot glass that Riley had

EXAMPLE - PICK THE BEST OPTION

Version 1

- Betty stated she had four to six shots of Pink Whitney Vodka from Riley's shot glass.

Version 2

- Betty believed she had four to six shots of Pink Whitney Vodka from Riley's shot glass.

Version 3

- Betty stated she "believed" she had four to six shots of Pink Whitney Vodka from Riley's shot glass.

Version 4

- Betty stated, "I believe I had four to six shots of Pink Whitney Vodka." Betty stated she used one of Riley's shot glass.

SLANG AND OTHER INFORMAL WORDS

- Quote words or phrases that are slang, informal, or pejorative.
- Examples:
 - Riley stated Betty was "wasted."
 - Betty stated that she could no longer live with her roommate because "she is unstable."
 - Riley described Betty's behavior as "creepy."
- "Uncommon slang" may need a definition, either in the notes or as a footnote.

“Interviewing”



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EVIDENCE EVALUATION



RELEVANCY



WHEN IS EVIDENCE RELEVANT?

Relevant means related to the allegations of sex discrimination under investigation as part of the grievance procedures under § 106.45, and if applicable § 106.46.

Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

KEY RELEVANCY POINTS

1

The evidence does not need to be conclusive

2

Is sufficient if it constitutes a link in the chain

3

Enough if in connection with other evidence, helps “*a little*”

CREDIBILITY



CREDIBILITY OF THE STORY

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Corroborating Evidence

What are some
examples?

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PLAUSIBILITY



Possible



Believable

CREDIBILITY OF THE STORYTELLER





What motivates a
storyteller?



What impacts our
ability to perceive?



DO THESE IMPACT CREDIBILITY?

Past
Behaviors

Post-
Incident
Behavior

Character

Interview
Demeanor

Identity

DECEPTION



Why are we so poor at detecting deception?

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TRUTHFULNESS



Omission

Embellishment

EXAMINING TRUTHFULNESS



Repeat v.
Reconstruct



Get them to
talk



Consistency



Details

DID THEY ANSWER THE QUESTION?

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“Evidence Evaluation”



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REPORTS

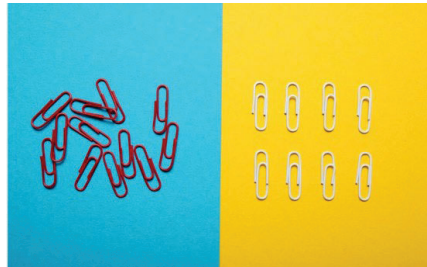
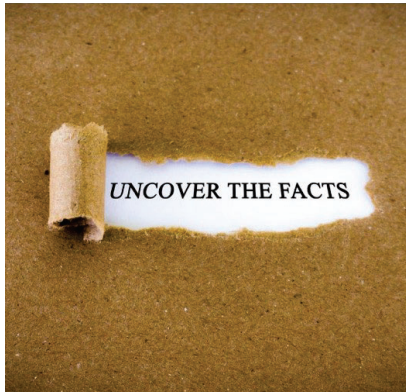
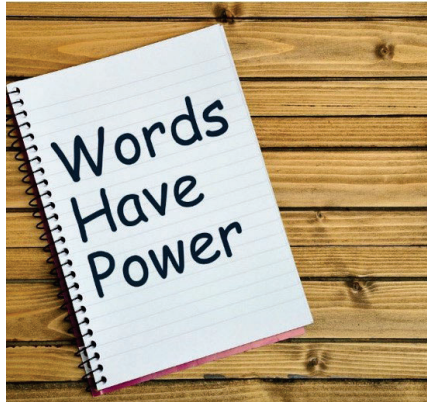


REPORT WRITING GOALS

Documentation
of Process

Compilation of
Evidence

Summary of
Facts

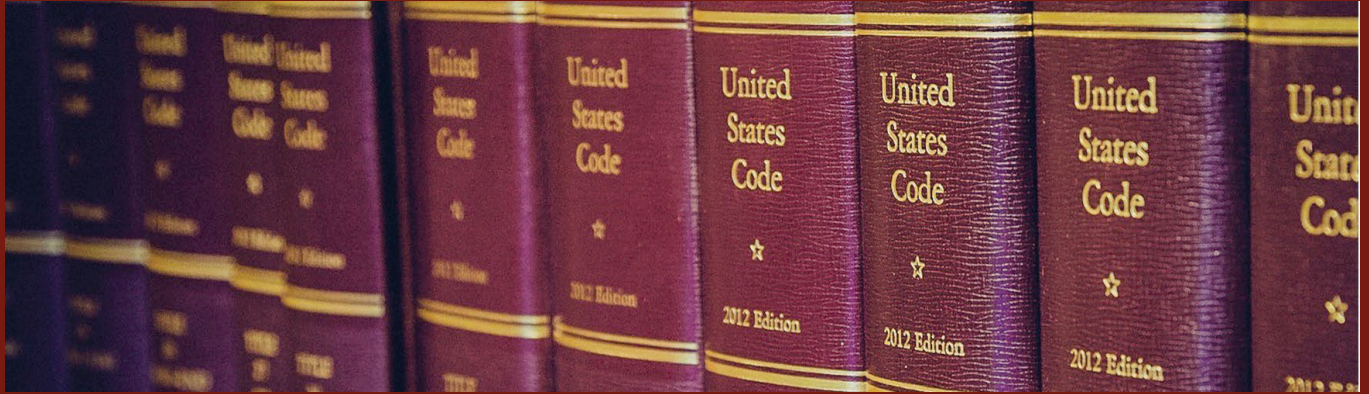


ELEMENTS OF A GOOD REPORT

PROOFREAD

- ☒ SPELLING
- ☒ GRAMMAR
- ☒ ACCURACY





THANK YOU





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INVESTIGATION CLASS ACRONYMS

- ASR:** Annual Security Report (often used as a reference to the Annual Security Report and/or the Annual Security and Fire Safety Report) that must be published by each institution of higher education.
- CSA:** Campus Security Authority—Individuals on each campus who have been identified by the Department of Education as persons who are required to report crimes that they become aware of to the Reporting Structure at each institution.
- DCL:** Dear Colleague Letter—this is a formal name of the method of communication from the Department of Education to college campuses. It is like naming their official “memo” to campuses.
- FERPA:** Family Educational Rights and Privacy Act—governs the confidentiality of student records.
- FNE:** Forensic Nurse Examiners
- GO:** General Order—some departments describe their operating procedures as general orders
- HEOA:** Higher Education Opportunity Act—the broader law that contains the Clery Act language and the fire safety and missing person language that is in the law but not contained within the “Clery Act” portion of the law.
- HIPAA:** Health Insurance and Privacy and Portability Act—governs privacy of medical records.
- MOU:** Memorandum of Understanding—an official agreement developed between agencies.
- NIBRS:** National Incident-Based Reporting System. 1 of 2 crime reporting systems developed by the FBI, but not the system that you are required to use for Clery Reporting—the only portion of this system that is used for Clery Act purposes are the 4 forcible and 2 non-forcible sex offense definitions.
- OCR:** Office of Civil Rights—the unit of the Department of Education that oversees Title IX Compliance.
- PD:** Police Department
- PS:** Public Safety
- PNG:** Persona-non-Grata—process used by some campuses not keep students from entering certain areas of the campus or the entire campus (administrative process) versus legal bar notice or trespass warning.
- SACC:** Sexual Assault Crisis Center, also known as Women’s Center.
- SANE:** Sexual Assault Nurse Examiner

SART: Sexual Assault Response Team

SOP: Standard Operating Procedures—some departments describe their operating procedures as Standard Operating Procedures. Some call them General Orders, etc...

SWA: Senior Women's Administrator (Athletics)

TWN: Timely Warning Notice

UCR: Uniformed Crime Report. This is 1 of 2 crime statistics reporting systems developed by the FBI. Institutions are required to use UCR Standards for counting and classifying crimes for reporting the Clery statistics.

VAWA: Violence Against Women Act