



# **TITLE IX COORDINATOR TRAINING**

**Day Three | September 4, 2025**

# I N T R O S



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# DISCLAIMER

This presentation shall not constitute legal advice, nor create an attorney-client relationship. This presentation is for informational purposes only.

If you have any specific legal questions or require legal advice for specific situations, please contact or refer to your institutional, general, or outside counsel.





# PRE-HEARING CONFERENCES

- Meet with all parties (& advisors) to discuss next steps, *particularly the resolution/grievance process*
  - Final review of investigative report
  - Re-review of resolution options (informal resolution or live hearing)
  - Confirm date & time of hearing
- Review rules of decorum for live hearing
- **CROSS-EXAMINATION**
- Walk through the hearing from start to finish
- Address any questions as needed

- Accessibility needs
- Reliable internet access
- Physical space for parties & advisors, hearing board members
- Access to appropriate equipment (*don't make assumptions*)
- Technology settings
  - All parties must be able to see & hear each other (cameras must be on)
  - **Hearing panelists must be comfortable with any tech used\***
- Recording ability (*double check storage & voice pick-up*)
- Double check provided links & access to documents
- Back up plan & back up tech person
- Witness & investigator invites
- All party & advisor confirmations
  - *back up advisors?*
- Confidentiality & privacy of communications
  - *tip pan the room*

# **PRE-HEARING CONSIDERATIONS PHYSICAL SPACE & TECHNOLOGY**

# DECORUM

Colleges & universities “**are in a better position than the Department to craft rules of decorum best suited to their educational environment**” & build a hearing process that will reassure the parties that the institution “**is not throwing a party to the proverbial wolves.**”

- See, 85 Fed. Reg. 30026, 30319



**ADVISORS WHO VIOLATE THE RULES OF DECORUM MAY BE REMOVED**

# QUESTIONS SHOULD BE ASKED IN A NEUTRAL TONE.

No accusatory questions

No “duty of zealous advocacy” inferred or enforced, even for attorney-advisors

No abusive behavior: yelling, screaming, badgering, leaning in, or approaching witnesses/parties without permission

No use of profanity or personal attacks

Repetitive questions are not allowed

 **DECORUM** 

- Introductions
- **Purpose of hearing, review of allegations**
- Privacy & decorum expectations
- **Due process rights**
- Notice of allegations & claims
- **Opening statements**
- Presentation of investigative information
- **Cross-examination & relevancy determinations**
- Witnesses & cross-examination
- **Closing statements**
- End of hearing, move to deliberation

# GENERAL HEARING PROCESS



A script helps make sure the institution complies with:

- Due process requirements
- Notice obligations
- Equal treatment of both parties



It provides a clear record that all mandated steps were followed.

**THE SCRIPT**

# PURPOSE OF A HEARING

- Determine responsibility of respondent for a violation of institution's Title IX policy
- Facilitate an equitable, fair process
  - *May not be perfect*
- 
- Obligation of participants (including institution) of truthfulness & transparency
- **Not a criminal proceeding**

# THE ROLE OF THE ADVISOR

Advisor of the **party's choice** (including attorneys)

Advisors serve **TWO essential** functions in the Title IX grievance space:

1. Support their advisee through the process, &
2. Ask questions through cross-examination



**ADVISOR**

## STATS

INT	92
SPD	81
PWR	96
CRT	75

# THE ROLE OF THE ADVISOR

INTRODUCTION: SERVING AS AN ADVISOR IN TITLE IX PROCEEDINGS

THE ROLE OF THE ADVISOR

PRE-HEARING PREPARATIONS

HEARING

CROSS EXAMINATION & RELEVANCE

AFTER THE HEARING

CHECKLIST

## Advisor Resource Guide for Title IX Investigations and Hearings

SEPTEMBER 2021

[shorturl.at/iBjcZ](https://shorturl.at/iBjcZ)

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# CROSS- EXAMINATION

- Questions by a party's advisor to the other party (& witnesses)
  - Respondent advisor to complainant, and *vice versa*
- Before answering, decision-maker determines question relevant or not
- Decorum rules must be followed when questions are asked
  - Failure to abide by decorum rules may warrant removal

- Decision-makers determine relevance of questions prior to answering
- Relevant questions ask **whether facts material to allegations under investigation are more or less likely to be true**
- Decisions about relevancy are made question-by-question
- Bias rules insist determinations cannot be made based on:
  - Who asked the question,
  - Their possible (or clearly stated) motives,
  - Who the question is directed to, or
  - The tone or style used to ask about the fact.



# QUESTIONING

# WHAT MAKES A QUESTION IRRELEVANT?



Three clear exceptions to relevance:

1. Questions about privileged information,
2. Questions about complainant's prior sexual behavior, or sexual predisposition, and
3. Questions previously asked & answered.

**Questions that pertain to these matters must be excluded & dismissed.**



### DECISION-MAKER

#### STATS

INT	95
SPD	88
PWR	100
CRT	85

If decision-maker is a **single individual**, they are responsible for the decision.

If the decision-maker is a **panel**, the **panel chair** will be responsible for relevancy determinations.

*The 2020 Final Rule “does not require a decision-maker to give a length or complicated explanation.”*

# HOW DO DECISION-MAKERS MAKE RELEVANCY DETERMINATIONS?

# QUESTIONS ABOUT PRIVILEGED INFORMATION

- **IRRELEVANT** because they call for information shielded by a Medical or otherwise **LEGALLY-RECOGNIZED PRIVILEGE**
  - Physician, dentist, podiatrist, chiropractor, nurse, psychologist, psychiatrist
  - Clergy, rape crisis counselors, social workers
  - Each state may have specific rules pertaining to privilege



# QUESTIONS ABOUT PRIVILEGED INFORMATION

“This question is irrelevant because it calls for information shielded by a legally-recognized privilege - Questions about privileged information: **[identify the privilege here]**.”

“The question is relevant because, although it calls for information shielded by a legally recognized privilege - Questions about privileged information **[identify the privilege here]**, that privilege has been waived in writing, and the question tends to prove that a material fact at issue is more or. Less likely to be true.



# COMPLAINANT'S PRIOR SEXUAL BEHAVIOR, OR SEXUAL PREDISPOSITION

Information about the complainant's sexual habits or predisposition, OR prior sexual behavior are **not relevant** unless they meet one of two exceptions:

1. Questions & evidence of this kind are offered to prove that **someone other than the respondent** committed the violation, or
2. If the information concerns **specific incidents** of the complainant's prior sexual behavior with respect to the respondent & is offered **to prove consent was obtained.**



# COMPLAINANT'S PRIOR SEXUAL BEHAVIOR, OR SEXUAL PREDISPOSITION

“This question is irrelevant because it calls for information about the complainant’s prior sexual behavior **without meeting one of the two exceptions.**”

“This question is relevant because although it calls for information about the complainant’s prior sexual behavior, it meets one of the two exceptions to the **rape shield protections** defined in 34 C.F.R. § 106.45(b)(6)(i), and it tends to prove that a material fact at issue is more or less likely to be true:

**EXCEPTION 1:** the question is asked to prove that someone other than the respondent committed the conduct alleged by the complainant.

**EXCEPTION 2:** the question concerns specific incidents of complainant’s prior sexual behavior with respect to the respondent and is asked to prove consent.”



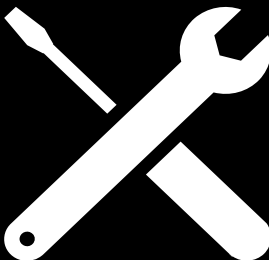
# GENERAL FACT FINDING QUESTIONS

**REPETITIVE QUESTIONS**, or questions that do not address the allegations in any meaningful way, may be **DETERMINED IRRELEVANT**.

“This question is relevant because it asks whether a fact material to the allegation is more or less likely to be true.”

“This question is irrelevant because it asks about a detail that does not touch on whether a material fact concerning the allegations is more or less likely to be true.”

”This question has been asked and answered. **[CITE]**”



# DETERMINING RESPONSIBILITY

- ❑ Identify the **allegations** potentially constituting sexual harassment
- ❑ Describe the **procedural steps** taken
- ❑ Identify **findings of fact** supporting the determination
- ❑ Identify which **section of the grievance policy** respondent has or has not violated
- ❑ For **each allegation**, provide a statement of and rationale for:
  - ❑ The result, including a determination regarding responsibility;
  - ❑ Any disciplinary sanctions imposed on the respondent; &
  - ❑ Whether remedies designed to restore or preserve equal access to recipient's education program or activity will be provided to the complainant; &
- ❑ Describe the recipient's **appeal procedures**

# KINDS OF EVIDENCE



**DIRECT**

**CORROBORATING**



**CIRCUMSTANTIAL**



## **DIRECT**

First-hand observations & evidence of incident or surrounding circumstances

CONSIDERABLE WEIGHT (e.g. witness testimony of first-hand account of incident).

## **CORROBORATING**

Statements or tangible materials that confirm direct evidence regarding incident

SOME WEIGHT (e.g. video evidence, text message threads, security footage, swipe card records, business records, medical records).

## **CIRCUMSTANTIAL**

Statements or tangible materials that rely on inference to connect to a conclusion of fact

LEAST WEIGHT (e.g. photo of location of alleged sexual assault showing several empty vodka bottles & solo cups).

# **ASSESSING WEIGHT**

**GENERALLY SEEN AS  
MORE OBJECTIVE**

CONSISTENCY &  
SPECIFICITY OF  
TESTIMONY

CORROBORATION  
OF TESTIMONY

CONTRADICTORY TESTIMONY  
OF EVIDENCE BY OTHERS

DEMEANOR & BODY  
LANGUAGE

INHERENT PLAUSIBILITY  
(IT JUST MAKES SENSE)

RECALL

EVASIVENESS

**MORE SUBJECTIVE,  
SO USE CAUTION:**

# WEIGHING TESTIMONY & EVIDENCE

# CREDIBILITY DETERMINATIONS: OBJECTIVITY

- Cannot be based on the party's status
- Cannot apply **“predictive behaviors”**
- But decision-makers may consider:
  - The party/witness' stake in the outcome
  - The potential conflict of interest where an advisor is also a witness
  - Possible motive to fabricate testimony
  - The possibility of coaching



# CREDIBILITY

**SPECIFICITY**  
**CONSISTENCY**  
**CONTRADICTION**  
**MOTIVE TO DECEIVE**  
**DEMEANOR &**  
**EVASION**

Credibility judgments may feel subjective – decision-makers are asked to evaluate whether a person *they don't know* is being honest in an unfamiliar & stressful situation.

Many traditional approaches to assess credibility may **REINFORCE BIASES** rather than promote an effort to get at the truth. The areas on the left can help decision-makers determine credibility.

# DELIBERATION



Establish roles, assess board member strengths



Review allegations, claims, evidence, hearing notes



Utilize tools for success, sanctioning guidelines, bias chart, etc.



Scheduling, flexibility



Seek consensus, or lack thereof

# DETERMINATION & REMEDIES



Not Responsible/Not In Violation – revisiting restrictions



Responsible/In Violation – sanction guidelines, prior history, readmission



Considerations, resources, consistency, non-discrimination

# SANCTIONS AND/OR REMEDIES

- **Appropriate Sanctions:** If the student is found responsible, outline the sanctions. If it's an employee, sanctions will likely be issued later.
- **Appropriate Remedies:** If remedies are being provided to the complainant, outline them here
- **Rationale for Sanctions/Remedies:** Explain why the chosen sanctions/remedies are appropriate, considering factors such as the severity of the offense, past conduct history, & educational outcomes or institutional obligations to the complainant

# BREAK!



# DETERMINING SANCTIONS

**CLOSING STATEMENTS**  
**IMPACT OF SANCTIONS**  
**PROPORTIONALITY**  
**CONSISTENCY**  
**PRIOR DISCIPLINARY**  
**HISTORY**  
**EDUCATIONAL MISSION**



# **BOTH PARTIES CAN SUBMIT IMPACT STATEMENTS**

- Provide context for their behavior
- Suggest possible options for the board to consider
- Describe the impact the process has had on them, the other party, or their community
- Suggest sanctioning or request leniency



# IMPACT OF SANCTIONS

***SANCTIONS SHOULD ADDRESS ANY AGGRAVATING AND/OR MITIGATING FACTORS OF A CASE***

Aggravating factors INCREASE severity of a violation

- EX: Lack of remorse or understanding, presence of weapons, premeditation

Mitigating factors DECREASE severity of a violation

- EX: Non-violent offense, demonstrated capacity or willingness to change behavior

Restorative measures rather than purely punitive sanctions

Disproportionate effect on student unrelated to the circumstances

# PROPORTIONALITY

## *SANCTIONS PROPORTIONAL TO OFFENSE*

Is sanctioning consistent with the kind of violation considered before the hearing panel?

Mitigating/Aggravating Factors

Rationale needed when deviating

<b>Open Container of Alcohol</b>	<b>Violent Offense Under the Influence of Alcohol</b>
Warning	??

# CONSISTENCY

***DEVIATION FROM INTERNAL CONSISTENCY CAN BE SEEN AS **ARBITRARY & CAPRICIOUS*****

Individual treatment of cases an imperative

Many cases may have similar circumstances & outcomes

- Colleges must have record keeping protocol

History & guidance can assist in sanction development

Disregarding consistent sanctioning response must be rationalized

<b>Student 1</b>	<b>Student 2</b>
Responsible for Stalking	Responsible for Stalking
Removal from Housing	Warning & Reprimand
Rationale	<b>???</b>

# PRIOR DISCIPLINARY HISTORY

**REMEMBER: PRIOR MISCONDUCT IS *NOT EVIDENCE OF RESPONSIBILITY FOR NEW MISCONDUCT***

Hearing panels can use prior findings of responsibility to assist in determining sanctions for new responsible findings

Prior similar violations with similar circumstances may indicate a need for more impactful sanctioning

- Frequency of violation, also

More punitive motivation than other considerations

<b>SAMPLE STUDENT</b>	
<b>Responsible for Stalking</b>	<b>Responsible for Stalking</b>
January 2025	December 2025
Probation, Counseling, Educational Sanctioning	<b>???</b>

# INSTITUTIONAL MISSION

***WHAT DOES YOUR INSTITUTIONAL MISSION  
HAVE TO SAY ABOUT **STUDENT MISCONDUCT?*****



Institutional philosophy may influence your office & practice

Scheduling systems for sanction, predetermined outcomes for responsible findings

Collaborative approaches with other offices, or with responsible students

Performance plans or behavioral agreements

# COMMON SANCTIONS

<b>WARNINGS OR REPRIMANDS</b>	Both written and/or verbal
<b>CREATIVE OR EDUCATIONAL</b>	Reflection papers, presentations, letters to future-selves, pre-made programs designed for specific circumstances
<b>PUNITIVE MEASURES</b>	Probation, suspension, or permanent separation from the institution
<b>RESTORATIVE MEASURES</b>	Intentional dialogues with community members, service dedicated to repairing harm or restoring relationships
<b>ENGAGEMENT WITH RESOURCES OR SERVICE</b>	Counseling, or wellness-related services, partnerships with on-campus offices to engage students with community & campus

# RATIONALE, IN PRACTICE

- **DESCRIPTION OF EVIDENCE REVIEWED** (i.e. written statements, report filed through TIX Investigator, screen shots of various message threads, & witness testimony)
- Description of relevant **CODE OF CONDUCT / TITLE IX GRIEVANCE PROCESS** section
- Description of **STANDARD OF EVIDENCE**
- **RE-STATEMENT OF FINDING** (not responsible/responsible)
- **RATIONALE** supporting finding, including evidence was relied on & what the substance of that evidence was, & if applicable, evidence that was not relied on
- Any **DISCIPLINARY SANCTIONS** imposed upon respondent
- Any **REMEDIES DESIGNED TO RESTORE OR PRESERVE EQUAL ACCESS** to the education program or activity will be provided to the complainant

# STANDARD OF EVIDENCE DESCRIPTION

For each charge, state the standard of evidence being used

- Preponderance of the Evidence, *or*
- Clear & Convincing

*“By a **preponderance of the evidence** the hearing board has found the respondent is more likely than not...”*

# DESCRIPTION OF EVIDENCE REVIEWED

Provide a **BRIEF SUMMARY** of the evidence used in making the decision

- **Witness testimony** – “Verbal testimony given by the complainant that observed ... “
- **Witness testimony** – “Verbal testimony given by witness #1 that stated ... corroborated ... ”
- **Text messages** – “Text messages sent between the respondent and complainant during the days of 09/23/25 and 10/10/25 ...”
- **Email Communications** – “Screenshots of emails sent to the complainant between the days of 09/23/25 and 10/10/25 ...”

# DESCRIPTION OF EVIDENCE REVIEWED

Provide a **BRIEF SUMMARY** of the evidence **NOT USED** in making the decision

- **Witness testimony** – “Verbal testimony given by the complainant that was not relevant because ... “
- **Text messages** – “Text messages sent between the respondent and complainant during the days of 09/23/25 and 10/10/25 that did not provide additional context...”
- **Email Communications** – “Screenshots of emails sent to the complainant between the days of 09/23/25 and 10/10/25 that were not related to the charges...”

# APPEALS PROCESS

## 3 MANDATED GROUNDS

1

**PROCEDURAL IRREGULARITY** that affected the outcome of the matter (i.e. a failure to follow the institution's own procedures);

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;

3

The Title IX Coordinator, investigator(s), or decision-maker(s) had a **CONFLICT OF INTEREST OR BIAS** for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter

*“An opportunity for a student to bring forward specific concerns that may have impacted the result of the original hearing (as defined in your institution’s code of conduct)”*

(Kalagher, S.S. & Curran, R. D., 2020)



**WHAT IS AN  
APPEAL?**

A man with dark hair, wearing a grey blazer over a striped shirt, stands against a dark blue background. He is holding a large white rectangular sign with both hands. The sign contains the text 'WHEN CAN A PARTY APPEAL?' in bold, orange and black letters. The word 'WHEN' is underlined.

**WHEN CAN  
A PARTY  
APPEAL?**

**APPEALS CAN TAKE PLACE ANY  
TIME A DECISION IS MADE.**

This includes, but may not be limited to:

- Supportive measures (any kind)
- Emergency removals
- Relevance determinations
- Evidence or question exclusions
- Adjustments made throughout the process
- Decisions/determinations
- Dismissals of complaint

**YOUR INSTITUTION **REQUIRES** A  
MECHANISM TO HEAR  
CHALLENGES.**

Appeals are not mulligans or do-overs  
No second-guessing or micro-management of hearings  
Cannot deviate from procedures  
All parties must be notified of appeals  
All new panel to hear appeals  
Conflicts of interest and/or bias prohibited  
Additional grounds for appeal may be considered, but only if  
publicly available & applicable to all

# **APPEAL CONSIDERATIONS**

Appeal decisions must be **in writing**.

Parties notified simultaneously through official communication.

The decision must include, at minimum:

- The grounds for appeal, or grounds considered;
- The rationale for granting or denying the appeal; &
- If the appeal is granted, what are the next steps for remedy & why?

### **What is a remedy?**

- Example: increase or decrease the severity of sanction for the respondent



# APPEAL DECISION

- Finding of Responsibility
- Policy Jurisdiction
- Formal Complaint Summary
- Investigatory Procedures
- Inspection & Review of Evidence
- Review of Investigative Report
- Delays & Adjournments
- Live Hearing Procedures Summary
- Appeal Rights
- Findings & Rationale
- Sanctions & Remedies



# DETERMINATION NOTICE



<b>AREA</b>	<b>CONSIDERATIONS</b>
<b>PERSON CENTERED</b>	Summary Letter
<b>CAPACITY</b>	Board Member Schedules, Timeframes, Deadlines
<b>SKILLSETS</b>	Board Members assigned to specific tasks
<b>STYLE</b>	Findings section may vary depending on the type of case; Create an outline with your analysis mapped-out before drafting
<b>TECHNOLOGY &amp; PRIVACY</b>	What are some considerations here? How is information shared and kept private?
<b>TRAINING</b>	Senior board members may be better equipped to write rationales

# **DETERMINATION NOTICE**

Supportive  
measures or interim  
restrictions remain  
in place through  
appeal

Either party can  
appeal (same  
timeline)

Preparation for any  
reactions during this  
time-period

**NOTIFICATION OF  
DETERMINATION**

Reactions v. Responses

Reflective Responses:  
**Restate, Reflect, Validate**

Choices

Consistent Communication &  
Offerings for Parties

FERPA Considerations



# REACTIONS & CONSISTENT COMMUNICATION

# WHAT IS RETALIATION?

- Intimidation,
- Threats,
- Coercion,
- Discrimination, and/or
- Charges for a code of conduct violation

WITH THE PURPOSE OF INTERFERING WITH  
ANY RIGHT OR PRIVILEGE SECURED BY TITLE

IX



# ZERO TOLERANCE!



TITLE IX **PROHIBITS RETALIATION**  
AGAINST PEOPLE WHO SEEK TO  
ASSERT THEIR TITLE IX RIGHTS, for  
example:

- Where the individual has made a report or complaint
- Where the individual testified, assisted, or participated in the Title IX Grievance Process
- Where the individual refused to participate in any manner in the Title IX Grievance Process

# WHICH ROLES NEED TRAINING?

**TITLE IX  
COORDINATORS**

**DECISION-  
MAKERS**

**INVESTIGATORS**

**INFORMAL  
RESOLUTION  
FACILITATORS**

# TITLE IX COORDINATOR TRAINING

- ❑ Definition of sexual harassment (106.30)
- ❑ Scope of institution's education programs or activities (i.e. its Title IX "jurisdiction")
- ❑ How to investigate
- ❑ How to conduct grievance processes (including hearings, appeals, informal resolutions if using)
- ❑ Technology used at live hearings
- ❑ Issues of relevance of questions & evidence
- ❑ Rape shield protection
- ❑ Issues of relevance in creating an investigative report
- ❑ How to serve impartially (avoiding prejudgment of facts at issue, conflicts of interest, & bias)
- ❑ Trainings may not rely on sex stereotypes & must promote informal investigations & adjudications of formal complaints of sexual harassment

# DECISION-MAKERS

- ❑ Definition of sexual harassment (106.30)
- ❑ Scope of institution's education programs or activities (i.e. its Title IX "jurisdiction")
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- ❑ Technology used at live hearings
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# INVESTIGATORS

Definition of sexual harassment (106.30)

Scope of institution's education programs or activities (i.e. its Title IX "jurisdiction")

How to investigate

Issues of relevance of questions & evidence

Rape shield protection

Issues of relevance in creating an investigative report

How to serve impartially (avoiding prejudgment of facts at issue, conflicts of interest, & bias)

Trainings may not rely on sex stereotypes & must promote informal investigations & adjudications of formal complaints of sexual harassment

# INFORMAL RESOLUTION FACILITATORS

Definition of sexual harassment (106.30)

Scope of institution's education programs or activities (i.e. its Title IX "jurisdiction")

Issues of relevance of questions & evidence

Rape shield protection

How to serve impartially (avoiding prejudgment of facts at issue, conflicts of interest, & bias)

Facilitation of informal resolution processes (including administrative review, mediation, and/or restorative justice)

Trainings may not rely on sex stereotypes & must promote informal investigations & adjudications of formal complaints of sexual harassment

# NY-129 B REQUIREMENT

NYS requires the use of a specific definition of *consent*

--abroad misconduct—

Provide supportive measures whether or not a complainant declines to pursue grievance process

Complainant has the right to report to law enforcement, the institution, & protected by the institution from retaliation



# CONSENT



# NYS DEFINITION

“Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity.”



# NY-129 B REQUIREMENT



**F.R.I.E.S.**



 Planned Parenthood

**FREELY GIVEN**  
**REVERSIBLE**  
**INFORMED**  
**ENTHUSIASTIC**  
**SPECIFIC**

## **NYS SCHOOLS MUST REFLECT CERTAIN PRINCIPLES IN GUIDANCE:**

- Consent to any act or prior act between any party does not imply or constitute consent to another act
- Required regardless if person initiating is under the influence of drugs/alcohol
- Consent may be withdrawn as well as given
- Incapacitated individuals cannot give consent
- Consent cannot be coerced
- When consent is withdrawn or cannot be given, sexual activity must stop



# RECORDKEEPING

## INSTITUTIONS MUST KEEP, FOR AT LEAST SEVEN YEARS, RECORDS OF:

### Each sexual harassment investigation, including

- Determination regarding responsibility,
- Any audio or audiovisual recording or transcript,
- Any disciplinary sanctions imposed on respondent,
- Any remedies provided to complainant designed to restore or preserve equal access to institution's educational programs or activities

### Any appeal & results of said appeal

### Any informal resolution & results of said resolution

### Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment

- Basis for conclusion, & that institution was not deliberately indifferent
- If no actions taken, the rationale for why response was appropriate & not deliberately indifferent

### All training materials for TIX Coordinators, investigators, decisionmakers, & any informal resolution facilitator

- Training materials must be publicly available on its website, or make them available upon request for inspection by members of the public

This document is designed to help Title IX Coordinators map the decision-making process for:

- all reports & formal complaints of Title IX sexual harassment, including reports that do not result in an investigation or adjudication.

This work may be completed by several different offices & individuals on campus, (e.g. Student Conduct, Human Resources, Office of Disability Services) but it is the Title IX Coordinator's responsibility to track these items.

We created this document to help our members track every aspect of response in every case, in real time, reducing the need to re-create responses & information long after the conclusion of a case.



**What is the purpose of the Case Rationale Map?**

Title IX Final Rule, section 106.45(b)(10), requires institutions to maintain, for seven years, records of: (A) any sexual harassment investigation, including any responsibility determination, and any required recording or transcript, as well as any sanctions imposed on the respondent, and any remedies provided to the complainant; (B) Any appeal and its result; (C) Any informal resolution and its results; and (D) All materials used to train investigators, adjudicators, and Title IX coordinators with regard to sexual harassment.

The institution must also create and maintain for a period of seven years a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, as well as document the bases for its conclusions and that it has taken measures designed to preserve access to the institution's educational program or activity.



# CASE RATIONALE MAP



<b>Title IX Coordinator Training</b>	<b>COMPLETE</b>
Title IX Hearing Board (Decisionmaker) Trainings	9/9, 9/11, 9/16 12/2, 12/4, 12/9
Student Conduct Hearing Board (Decisionmaker) Trainings	9/18, 9/22, 9/25 11/5, 11/7, 11/12
Title IX Coordinator Training	12/11, 12/16, 12/18
Getting Your Clery Annual Report Ready to Publish	9/8
Identifying & Responding to Stalking	9/19
Investigating Stalking	10/16
Trauma-informed Interview Training	10/20, 10/21
The Neurobiology of Sexual Assault	10/7, 10/8
Coordinating Response to Stalking	11/14
The Cost of Caring - Understanding Your Vicarious Trauma	12/19

**THANK YOU SO MUCH FOR JOINING US! WE ARE SO GRATEFUL TO ALL OF OUR MEMBERS JOINING US FOR OUR TRAININGS.**

**Our upcoming trainings are listed on this slide, but you can find all our Live@Distance offerings in our learning platform.**