

# ANNUAL TITLE IX INVESTIGATOR TRAINING

Location: Collin Higher Education Center Room 126

Date: Thursday, July 13, 2023

Time: 9:00 a.m. to 5:00 p.m.

Facilitator: Terrence Brennan

## Agenda Items

- |                                |  |
|--------------------------------|--|
| <b>9:00 a.m. – 9:30 a.m.</b>   | Welcome  |
| <b>9:30 a.m. – 11:00 a.m.</b>  | PaperClip Communications Title IX Investigator Training  |
| <b>11:00 a.m. – 12:00 p.m.</b> | Discussion, Comments, and Questions  |
| <b>12:00 p.m. – 1:00 p.m.</b>  | Lunch  |
| <b>1:00 p.m. – 2:30 p.m.</b>   | Texas SB 412: Pregnant and Parenting Students<br>Texas HB 1361: Liaison Officer for Parenting Students |
| <b>2:30 p.m. – 4:00 p.m.</b>   | New Investigation Report Template  |
| <b>4:00 p.m. – 5:00 p.m.</b>   | Discussion, Comments, and Questions  |

# PAPERCLIP COMMUNICATIONS

Welcome to Today's  
PaperClip Communications  
Webinar

# Title IX Investigators:

## Design Training to Ensure the Investigation Process is Compliant from Initial Report to Final Resolution

**Wednesday, September 21, 2022**

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# Today's Moderator and Presenter



**Kristin Morgan**

Webinar Coordinator,  
PaperClip Communications

M.S., Industrial Organizational Psychology,  
Concentration in Student Personnel,  
Springfield College

[kristin@paper-clip.com](mailto:kristin@paper-clip.com)



**Brandi Williams**

Director of Institutional Equity and  
Title IX Coordinator

Kennesaw State University  
[bwill533@kennesaw.edu](mailto:bwill533@kennesaw.edu)

# Webinar Overview



Who's In the Room?

What is Title IX?

Role of Title IX Coordinator

Primary Function of the Investigator

Title IX and Non-Title IX: What's the Difference?

Interviewing and Questioning Tips

Case Study and Analysis Exercise

# Who's In the Room?



- What's your day job?
- What do you believe it means to be an Investigator?
- Does anyone have prior experience serving as an investigator?

# What is Title IX?

The law states that:

"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..."

—United States Code

# Administrative Action on Title IX



# The Role of a Title IX Coordinator



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- Oversee and coordinate **all** Title IX responsibilities on your campus
  - Compliance
  - Conduct intake with Complainant
  - Prevention & Awareness
  - Training
  - Investigations
  - Data Collection & Reporting

# The Role of the Title IX Coordinator

Serve as an impartial representative of the institution:

- Ensure involved parties are treated equitably throughout the process
- Avoid prejudging the facts of a matter prior to the conclusion of the process
- Avoid conflicts of interest and bias
  - Recuse themselves and others as necessary

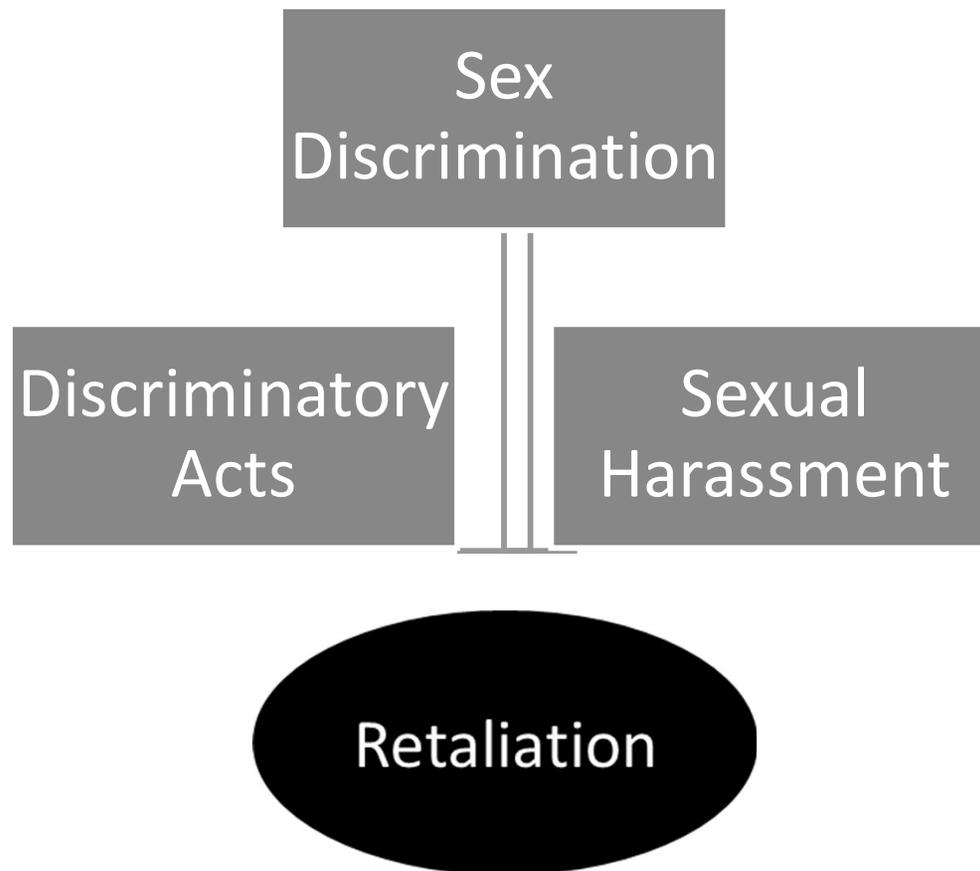
# Primary Function of the Investigator

- Be a neutral fact finder;
  - Conduct a fair and unbiased review of the matter, hearing the facts and circumstances of an alleged policy violation
  - Gather additional relevant information
  - Follow the policy
  - Avoid Burden Shifting
- Determine whether the evidence supports a charge of a policy violation
  - Standard of Proof; Preponderance of the Evidence or Clear and Convincing?
- Communicate findings in a clear and concise manner

# Title IX or Non-Title IX: What's the Difference?



# Sex Discrimination



# Title IX Sexual Harassment §106.30

- Conduct on the basis of sex that satisfies one or more of the following:
  - (i) An employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
  - (ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, AND objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
  - (iii) Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in VAWA

# Jurisdiction

## Title IX

- Institution's program or activity in the United States
- Institution property
- Institution sponsored or affiliated events  
[substantial control is key]
- Buildings owned or controlled by officially recognized student organizations

## Sexual Misconduct

- Institution property
- Institution-sponsored or affiliated events
- Off campus as defined by the institution policies
- Domestic or abroad

Now it's time  
for a 3-minute  
break.

# Interviewing and Questioning Tips

# Developing an Investigation Plan

- Review the Complaint Intake and any available information
- Review the Sexual Misconduct Policy
- Review relevant investigation procedures
- Determine order of interviews
- Gather preliminary evidence
- Develop preliminary questions
- Write Your Report as you Go

# Interview Strategies

- Set a professional non-accusatory tone
- Introduce yourself and outline your role
- Acknowledge what emotions they may be experiencing
- Review the amnesty and retaliation policies
- Outline an expectation of truthfulness
- Discuss confidentiality
- Reminder that there may be follow-up interviews

# Effective Questioning

- Questions should be used to determine:
  - Who
  - What
  - When
  - Where
  - How
- Be mindful of how a question could be perceived and develop them with caution



# Effective Questioning

## What are your goals?

- Learn the facts
- Establish a timeline
- Determine what is more likely than not to have occurred [if possible]

## What are NOT your goals?

- Satisfying your curiosity
- Answering every unknown to get the “Truth”

# Effective Questioning Tips

- Prepare preliminary/guiding questions in advance
- Ask open-ended questions to start the conversation
- What are you able to remember about...?
- Tell me more about....
- Help me understand your thoughts when....
- LISTEN, ask follow-up questions at the end
- Targeted and specific questions
- If you get stuck conduct a recap

# Additional Interviewing Tips

- Don't be afraid of silence
- Don't be afraid to ask for clarification
- Take breaks if necessary
- Maintain your professionalism at all times

# Investigation Report Analysis

# Investigative Findings/Analysis



- A synthesis of the information gathered in light of our policy
- Walk through the policy violation
- Remember: You're a NEUTRAL fact-finder
- Include not only corroborating information but also exculpatory information
- Credibility Assessments

Now it's time for  
today's activity.

# CASE STUDY: THERESA & SCOTT

## Background Information:

- Theresa and Scott are students at USG University. They previously shared a one-year long romantic relationship but stopped seeing each other three months ago. Theresa and Scott remained friends following the end of their romantic relationship.

## Information Provided by Campus Police and Scott:

- Last Thursday, at 12:00 a.m., police responded to a phone call from Scott. Scott stated that his ex-girlfriend, Theresa, broke into his on-campus apartment. Scott told the police the following:
- Theresa had called him multiple times asking for a ride back to her house, but he refused to give her a ride. Theresa then showed up to his apartment and broke the side window. After breaking the window, Scott stated that Theresa came into the living room, where he was sitting on the couch, and began yelling at him. Theresa then proceeded to lunge at him, so he grabbed her by the arms and tried to calm her. When Scott grabbed her arms, Theresa proceeded to bite him on the face. After this, Theresa waited approximately five minutes and then left Scott's apartment.
- When a police officer arrived, the officer noted that the side window of the house had been broken and that Scott had an abrasion on his face.

# CASE STUDY: THERESA & SCOTT

## Information Provided by Theresa:

Theresa stated that she broke the window because she was intoxicated and upset that Scott would not respond to her and would not help her out by giving her a ride home. She stated that she would never hurt Scott and that nothing like this had ever happened in their relationship or friendship. Theresa also stated that the only reason that she bit Scott was because he grabbed her arms.

**Now that you have gathered your evidence, let's analyze!**

# Case Study Process Questions

- Does a preponderance of the evidence establish that the Complainant and the Respondent shared a covered relationship?
  - Yes
  - No
  - Maybe

# Case Study Process Questions

- Select the type(s) of social relationship you believe the Complainant and the Respondent shared
  - Intimate
  - Romantic
  - Spousal
  - Familiar
  - N/A I don't believe they shared a covered social relationship
  - Other

# Case Study Process Questions

- Does a preponderance of the evidence support that the Respondent committed or threatened and act of violence against the Complainant?
  - Yes
  - No
  - Maybe

# Case Study Process Questions

- What information did you find relevant in making your decision for Question 3?
- Can the Respondent use their intoxication as a defense?
  - Yes
  - No
  - Maybe
- Any additional questions or concerns about this case study?

# Resources and References

- Final Rule
- University System of Georgia Trainings

Now it's time  
for today's  
key takeaways.

# Today's Key Takeaways

- Understand the difference between Title IX and Non-Title IX; work case accordingly
- Ensure you are confident and well versed in interview strategies
- Always keep your Title IX Coordinator informed of your progress
- If you hit a snag in the analysis, talk it out with your Title IX Coordinator
- Document Investigative Findings
- Give yourself grace!!

Now it's time  
for the Q&A.

# Q&A Session

## **Ask a Question or Offer a Comment!**

Type in a question or comment at any time by using the Q&A panel on the webinar platform.

If you have a question that you were unable to ask during the webinar, please feel free to email the presenter(s) directly or email [info@paper-clip.com](mailto:info@paper-clip.com) and reference today's webinar.

# Today's Moderator and Presenter



**Kristin Morgan**

Webinar Coordinator,  
PaperClip Communications

M.S., Industrial Organizational Psychology,  
Concentration in Student Personnel,  
Springfield College

[kristin@paper-clip.com](mailto:kristin@paper-clip.com)



**Brandi Williams**

Director of Institutional Equity and  
Title IX Coordinator

Kennesaw State University  
[bwill533@kennesaw.edu](mailto:bwill533@kennesaw.edu)

# Certificate of Completion

To obtain your certificate of completion for today's webinar, please:

1. Go to: [www.PaperClipCertificate.com](http://www.PaperClipCertificate.com)
2. Select the webinar from the dropdown menu
3. Enter the password provided on your webinar instructions
4. Enter the requested information
5. Click submit

**Your certificate will be available for immediate download.**

# We Want Your Feedback!

Please take a brief survey about this webinar:  
<https://www.surveymonkey.com/r/D23MBX7>

If you have any additional feedback, please  
email us at [info@paper-clip.com](mailto:info@paper-clip.com).

*Thank you for your participation,*

**PAPERCLIP  
COMMUNICATIONS**

# Join Us for an Upcoming Webinar!

September 27, 2022



## Supporting Students of Color Traveling Abroad

Address and Remove Barriers to  
Ensure Inclusion and Safety

September 28, 2022



## Supporting First-generation Students

Strategic Support Systems and  
Services to Overcome Barriers to  
Completion

September 29, 2022



## ADA and Long COVID

Campus Accommodations  
and Impacts

# Join Us for an Upcoming Webinar!

October 4, 2022



## The Changing Landscape of Higher Education

Looming Economic, Enrollment  
and Legal Challenges to  
Consider for Strategic Planning

October 6, 2022



## Microaggressions and Bias in the Work Environment

Colleagues, Case Studies and  
Conversation

October 11, 2022



## LGBTQIA+ Mental Health and Well-being

Implement Strategic Initiatives and  
Create Inclusive Policies that  
Address Their Specific Needs

# Join Us for an Upcoming Webinar!

October 12, 2022



## Latino/a Students

Data-Based Initiatives to Increase Enrollment, Retention and Support

October 19, 2022



## Minimizing the Student Leadership Gap

Overcome Challenges from Time Lost

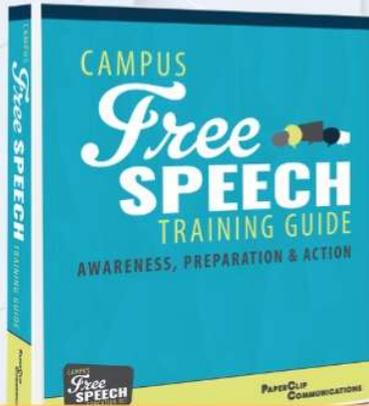
October 20, 2022



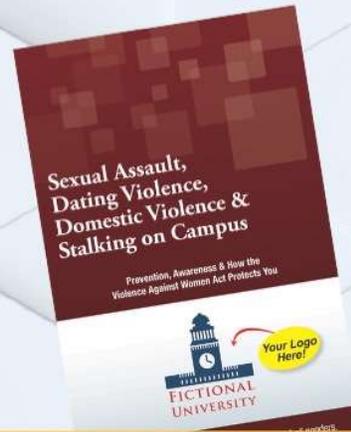
## Campus Police and Mental Health Collaboration

Co-Response Initiatives to Address Behavioral Health Issues and De-escalate Situations

# Additional Resources for Campus Compliance



**Campus Free Speech Education Kit**



**VAWA:** Sexual Assault, Dating Violence, Domestic Violence & Stalking on Campus Brochure for Students



**Title IX and Sexual Harassment:** Rights, Responsibilities and Responses Brochure for Students

Special Offer!  
**SAVE \$50**  
Discount Code:  
WSA922

## On-Demand Trainings



**Protecting Youth on Campus**



**FERPA**

AN ACT

relating to protections for pregnant and parenting students enrolled in public institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter 2, Chapter 51, Education Code, is amended by adding Section 51.982 to read as follows:

Sec. 51.982. PROTECTIONS FOR PREGNANT AND PARENTING STUDENTS. (a) In this section:

(1) "Institution of higher education" has the meaning assigned by Section 61.003.

(2) "Parenting student" means a student who is the parent or legal guardian of a child under 18 years of age.

(b) An institution of higher education may not require a pregnant or parenting student, solely because of the student's status as a pregnant or parenting student or due to issues related to the student's pregnancy or parenting, to:

(1) take a leave of absence or withdraw from the student's degree or certificate program;

(2) limit the student's studies;

(3) participate in an alternative program;

(4) change the student's major, degree, or certificate program; or

(5) refrain from joining or cease participating in any course, activity, or program at the institution.

1        (c) An institution of higher education shall provide  
2 reasonable accommodations to a pregnant student, including  
3 accommodations that:

4            (1) would be provided to a student with a temporary  
5 medical condition; or

6            (2) are related to the health and safety of the student  
7 and the student's unborn child, such as allowing the student to  
8 maintain a safe distance from substances, areas, and activities  
9 known to be hazardous to pregnant women or unborn children.

10        (d) An institution of higher education shall, for reasons  
11 related to a student's pregnancy, childbirth, or any resulting  
12 medical status or condition:

13            (1) excuse the student's absence;

14            (2) allow the student to make up missed assignments or  
15 assessments;

16            (3) allow the student additional time to complete  
17 assignments in the same manner as the institution allows for a  
18 student with a temporary medical condition; and

19            (4) provide the student with access to instructional  
20 materials and video recordings of lectures for classes for which  
21 the student has an excused absence under this section to the same  
22 extent that instructional materials and video recordings of  
23 lectures are made available to any other student with an excused  
24 absence.

25        (e) An institution of higher education shall allow a  
26 pregnant or parenting student to:

27            (1) take a leave of absence; and

1           (2) if in good academic standing at the time the  
2 student takes a leave of absence, return to the student's degree or  
3 certificate program in good academic standing without being  
4 required to reapply for admission.

5           (f) Each institution of higher education shall adopt a  
6 policy for students on pregnancy and parenting discrimination. The  
7 policy must:

8           (1) include the contact information for the employee  
9 or office of the institution that is the designated point of contact  
10 for a student requesting each protection or accommodation under  
11 this section;

12           (2) be posted in an easily accessible, straightforward  
13 format on the institution's Internet website; and

14           (3) be made available annually to faculty, staff, and  
15 employees of the institution.

16           (g) The Texas Higher Education Coordinating Board, in  
17 consultation with institutions of higher education, shall adopt  
18 rules as necessary to administer this section. The rules must  
19 establish minimum periods for which a pregnant or parenting student  
20 must be given a leave of absence under Subsection (e). In  
21 establishing those periods, the board shall consider the maximum  
22 amount of time a student may be absent without significantly  
23 interfering with the student's ability to complete the student's  
24 degree or certificate program.

25           SECTION 2. Not later than January 15, 2024, each public  
26 institution of higher education shall adopt and post on the  
27 institution's Internet website the policy on pregnancy and

1 parenting discrimination required under Section 51.982(f),  
2 Education Code, as added by this Act.

3 SECTION 3. Section 51.982, Education Code, as added by this  
4 Act, applies beginning with the 2024 spring semester.

5 SECTION 4. This Act takes effect September 1, 2023.

\_\_\_\_\_  
President of the Senate

\_\_\_\_\_  
Speaker of the House

I hereby certify that S.B. No. 412 passed the Senate on  
April 6, 2023, by the following vote: Yeas 31, Nays 0.

\_\_\_\_\_  
Secretary of the Senate

I hereby certify that S.B. No. 412 passed the House on  
May 6, 2023, by the following vote: Yeas 133, Nays 1,  
two present not voting.

\_\_\_\_\_  
Chief Clerk of the House

Approved:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Governor

AN ACT

relating to the designation of liaison officers to assist certain students at public institutions of higher education who are parents.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter 2, Chapter 51, Education Code, is amended by adding Section 51.9357 to read as follows:

Sec. 51.9357. DESIGNATION OF LIAISON OFFICER TO ASSIST CERTAIN STUDENTS WHO ARE PARENTS; REPORT. (a) In this section:

(1) "Coordinating board" means the Texas Higher Education Coordinating Board.

(2) "Institution of higher education" has the meaning assigned by Section 61.003.

(b) Each institution of higher education shall designate at least one employee of the institution to act as a liaison officer for current or incoming students at the institution who are the parent or guardian of a child younger than 18 years of age. The liaison officer shall provide to the students information regarding support services and other resources available to the students at the institution, including:

(1) resources to access:

(A) medical and behavioral health coverage and services; and

(B) public benefit programs, including programs

1 related to food security, affordable housing, and housing  
2 subsidies;  
3 (2) parenting and child care resources;  
4 (3) employment assistance;  
5 (4) transportation assistance;  
6 (5) student academic success strategies; and  
7 (6) any other resources developed by the institution  
8 to assist the students.

9 (c) Not later than May 1 of each academic year, an  
10 institution of higher education shall submit to the coordinating  
11 board a report that contains the following information regarding  
12 students enrolled at the institution for the current academic year  
13 who are the parent or guardian of a child younger than 18 years of  
14 age:

15 (1) the number of those students;  
16 (2) demographic data, including age, race, sex, and  
17 ethnicity;  
18 (3) academic data, including full-time or part-time  
19 enrollment status and graduation, transfer, and withdrawal rates;  
20 and  
21 (4) other data as prescribed by coordinating board  
22 rule.

23 (d) The coordinating board shall adopt rules to administer  
24 this section, including rules to ensure compliance with federal law  
25 regarding confidentiality of student medical or educational  
26 information, including the Health Insurance Portability and  
27 Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.), the

1 Family Educational Rights and Privacy Act of 1974 (20 U.S.C.  
2 Section 1232g), and any state law relating to the privacy of student  
3 information.

4 SECTION 2. (a) As soon as practicable after the effective  
5 date of this Act, the Texas Higher Education Coordinating Board  
6 shall adopt rules to implement Section 51.9357, Education Code, as  
7 added by this Act.

8 (b) This Act applies beginning with the 2023-2024 academic  
9 year.

10 SECTION 3. This Act takes effect immediately if it receives  
11 a vote of two-thirds of all the members elected to each house, as  
12 provided by Section 39, Article III, Texas Constitution. If this  
13 Act does not receive the vote necessary for immediate effect, this  
14 Act takes effect September 1, 2023.

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President of the Senate

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Speaker of the House

I certify that H.B. No. 1361 was passed by the House on May 2, 2023, by the following vote: Yeas 121, Nays 23, 3 present, not voting; and that the House concurred in Senate amendments to H.B. No. 1361 on May 26, 2023, by the following vote: Yeas 116, Nays 25, 1 present, not voting.

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Chief Clerk of the House

I certify that H.B. No. 1361 was passed by the Senate, with amendments, on May 24, 2023, by the following vote: Yeas 27, Nays 3.

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Secretary of the Senate

APPROVED: \_\_\_\_\_

Date

---

Governor



## Title IX Formal Complaint Investigation Report

<b>Date Formal Complaint Received:</b>	
<b>Date Initial Written Notice Letter Sent to Complainant:</b>	
<b>Date Initial Written Notice Letter Sent to Respondent:</b>	
<b>Date of Initial Meeting with Complainant (and Advisor, If Present):</b>	
<b>Date of Initial Meeting with Respondent (and Advisor, If Present):</b>	
<b>Date Investigators Assigned:</b>	
<b>Investigators' Names:</b>	
<b>Date Investigation Initiated:</b>	
<b>Complainant's Name:</b>	
<b>Complainant's Advisor:</b>	
<b>Date Complainant's Live Hearing Advisor Assigned:</b>	
<b>Respondent's Name:</b>	
<b>Respondent's Advisor:</b>	
<b>Date Respondent's Live Hearing Advisor Assigned:</b>	
<b>Participating Witnesses' Names:</b>	
<b>Non-Participating Witnesses' Names:</b>	
<b>Date Any Evidence Directly Related to the Allegation(s) and Obtained as Part of the Investigation Shared Electronically With Both Parties:</b>	
<b>Date Initial Investigation Report Sent to Both Parties and Their Respective Advisors:</b>	
<b>Initial Investigation Report Sent Electronically:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Initial Investigation Report Sent in Hard Copy:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Date Final Investigation Report Sent to Both Parties and Their Respective Advisors:</b>	
<b>Final Investigation Report Sent Electronically:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Final Investigation Report Sent in Hard Copy:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

*In accordance with federal Title IX regulations, this Investigation Report fairly summarizes the relevant evidence. The investigators will send this document to both parties and their respective advisors in electronic format or hard copy, and the parties will be given 10 College District business days to respond to the document prior to the investigators finalizing it.*

**Section A: Allegation(s)**

*Select all that apply and were listed in the formal complaint.*

- |  |   |
|--|---|
| <input type="checkbox"/> Dating Violence<br><br><input type="checkbox"/> Domestic Violence<br><br><input type="checkbox"/> Gender-Based Harassment<br><br><input type="checkbox"/> Retaliation | <input type="checkbox"/> Sex Discrimination<br><br><input type="checkbox"/> Sexual Assault<br><br><input type="checkbox"/> Sexual Harassment<br><br><input type="checkbox"/> Stalking |
|--|---|

## **Section B: Scope of Investigation**

This Investigation Report addresses the allegation(s) of a violation of **Board policy FFDA (Local)/Board policy DIAA (Local)**. The investigators conducted the investigation into the allegation(s) pursuant to the procedures in **Board policy FFDA (Local)/Board policy DIAA (Local)**. The investigation focused on a fair and impartial collection of all available evidence including, but not limited to, witness accounts and documents. The parties were offered equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

Prior to completion and submission of this report, both parties and their advisors were afforded an equal opportunity to inspect and review all evidence obtained as part of the investigation, including the evidence upon which Collin College does not intend to rely in reaching a determination, that is directly related to the allegations in the Formal Complaint.

The parties were given at least 10 College District business days to review the evidence and submit a written response prior to the completion of the final Investigation Report. Their responses are included in the Addendum to this document.

The final report was provided to the parties on **DAY, MONTH DATE, YEAR**, and the parties were given until **TIME AM/PM** on **DAY, MONTH DATE, YEAR**, to respond.

The final report is a summary of the relevant evidence collected as a part of the investigation. "Relevant" evidence does not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of any process initiated under **Board policy FFDA (Local)/Board policy DIAA (Local)**:

1. Evidence about the complainant's sexual predisposition or prior sexual behavior unless:
  - a. It is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or
  - b. It concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
2. Evidence that constitutes information protected under a legally-recognized privilege including attorney-client privilege; or
3. Any party's medical, psychological, and similar records unless the party has given voluntary, written consent for Collin College to obtain those records.

## **Section C: Summary of Allegation(s) and Definition(s)**

On **DAY, MONTH DATE, YEAR, COMPLAINANT'S NAME** filed a Formal Complaint with the appropriate Title IX coordinator or designee on alleging that on **DAY, MONTH DATE, YEAR, RESPONDENT'S FIRST AND LAST NAMES** engaged in **LIST CATEGORY OF PROHIBITED CONDUCT** against **COMPLAINANT'S FIRST AND LAST NAMES**. This alleged behavior was reported to have occurred at **LOCATION OF INCIDENT** between the hours of **INSERT HOURS OR TIMES**.

The following definition(s) of the allegation(s) are taken from **Board policy FFDA (Local)/Board policy DIAA (Local)**:

**INSERT DEFINITION(S) OF ALLEGATION(S) FROM APPROPRIATE BOARD POLICY**

## **Section D: Jurisdiction**

Under **Board policy FFDA (Local)/Board policy DIAA (Local)**, Collin College prohibits all sexual misconduct violations, as defined in the policy. Collin College promptly and equitably responds to all reports of sexual

misconduct in order to eliminate the misconduct, prevent its recurrence, and redress its effects on any individual or the Collin College community.

For alleged violations of prohibited conduct, as defined in **Board policy FFDA (Local)/Board policy DIAA (Local)**, the following elements will be considered by the appropriate Title IX coordinator, deputy Title IX coordinator, or designee when determining whether to proceed with an investigation:

1. The conduct is alleged to have occurred in the United States;
2. The conduct is alleged to have occurred in Collin College's education program or activity; and
3. The alleged conduct, if true, would constitute prohibited conduct, as defined in the policy.

If all of the elements are met, Collin College will investigate the allegation(s) under the processes set forth in the policy.

### **Section E: Standard of Proof**

Collin College will use the preponderance of the evidence standard in investigations of formal complaints alleging sexual misconduct violations under **Board policy FFDA (Local)/Board policy DIAA (Local)**. This means that the live hearing officer(s) must determine whether it is more likely than not that a violation of the policy occurred.

### **Section F: Summary of Interviews**

#### Complainant Interview

Date of Interview:

**INSERT BULLETED NOTES FROM MEETING**

#### Respondent Interview

Date of Interview:

**INSERT BULLETED NOTES FROM MEETING**

#### Witness Interview

Date of Interview:

**INSERT BULLETED NOTES FROM MEETING**

**NOTE: ADD ADDITIONAL INTERVIEWS/MEETINGS AS NEEDED**

### **Section G: Summary of Other Evidence Received**

**INSERT INFORMATION FOR ALL OTHER EVIDENCE OBTAINED DURING THE INVESTIGATION (E.G., TEXT MESSAGES, AUDIO/VIDEO EVIDENCE)**

**The investigation of this matter is now concluded.**

### **Section H: Response Period**

Both parties and their respective advisors will be given 10 College District business days to respond to this document prior to the investigators finalizing it. All responses from the parties and their respective advisors must be received by the investigators no later than **4:30 p.m. on DAY OF THE WEEK, MONTH DATE, YEAR**. Note that responses submitted after the stated deadline **will not** be accepted.

### **Section I: Written Response to the Initial Investigation Report**

The investigators will review and consider any written response prior to completion of the Investigation Report. Any written response to the Investigation Report received from the parties and their respective advisors during the 10 College District business day response period will be incorporated as addendums at the end of this document.

**Section J: Finalized Investigation Report**

The investigators will complete the finalized Investigation Report at least 10 College District business days prior to the Live Hearing. The parties and their respective advisors will be notified simultaneously in writing of the final investigation findings, and a copy of the finalized Investigation Report will be sent to them in electronic format or hard copy.

**Investigator’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Investigator’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_