



**D. STAFFORD**  
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# **2020 Title IX Regulations:**

## **Policy Implications and Practical Application**

**Presented by:**

**Beth Devonshire, Cathy Cocks,  
Adrienne Murray and Ann Todd**  
**Associates**

**Dolores A. Stafford**  
**President and CEO**

D. Stafford & Associates, LLC  
179 Rehoboth Avenue, #1121  
Rehoboth Beach, DE 19971  
302-344-5809

**[Dolores@DStaffordandAssociates.com](mailto:Dolores@DStaffordandAssociates.com)**

**[www.dstaffordandassociates.com](http://www.dstaffordandassociates.com)**

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**2020 Title IX Regulations:**  
**Policy Implications and Practical Applications**

***Online Course Agenda for 2 Day Version***

This course runs from 10:00am to 5:00pm EDT each day.  
There will be a half-hour break for lunch from 12:45pm to 1:15pm.  
Fifteen-minute breaks will be given at approximately 11:30am and 2:45pm

**Day 1**

- Module: Title IX - Final Rules
- Lunch break - 12:45pm - 1:15pm
- Module: The Clery Act
- Questions & Answers

**Day 2**

- Module: Drafting the Policy
- Lunch break - 12:45pm - 1:15pm
- Module: Practical Implications
- Case Studies

***Online Course Agenda for 5 Day Version***

This course runs for 2.5 hours each day for 1 week (various time options are available)  
There will be one 15-minute break each day.

Day 1	Module: Title IX - Final Rules
Day 2	Module: The Clery Act
Day 3	Module: Drafting the Policy
Day 4	Practical Implications
Day 5	Case Studies

Check out the options at: [www.naccop.org](http://www.naccop.org) (Training & Webinars Tab)



**D. STAFFORD**  
& ASSOCIATES

P.O. Box 1121  
Rehoboth Beach, DE 19971  
Phone: (202) 438-5929  
dolores@dstaffordandassociates.com

## **Dolores Stafford, President & CEO**



Ms. Stafford was the Chief of Police at The George Washington University in Washington, DC from 1992-2010. During her distinguished 26 year career in the law enforcement and security industry, she worked in Campus Law Enforcement for 23 years at Bucknell University, Butler University, and most recently, at the George Washington University, where she served as Chief of Police of a 176 member police department for 18 years. Chief Stafford retired from active law enforcement on May 5, 2010. She has a Bachelor's Degree in Criminal Justice from Mansfield University and has a Master's of Science Degree in Education from Bucknell University. Chief Stafford is a Certified Litigation Specialist.

As one of the nation's premier campus police chiefs, she is a much sought after speaker, consultant, educator, expert witness, and instructor on campus security, campus safety and law enforcement related issues and on compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (The Clery Act) and the security and safety requirements of the HEOA.

Chief Stafford has won numerous accolades for her 26 years of service in the law enforcement field. She won the "Breaking the Glass Ceiling" award in 2002 in honor of her ongoing contributions to improving the law enforcement profession. In 2004, Stafford was honored by the European Association for Campus Security for her expertise and achievements in campus security. Campus Safety Magazine awarded her their 1<sup>st</sup> Annual Campus Safety Director of the Year Award for 2006. In June 2008, Chief Stafford was presented with the Distinguished Young Alumni Award by her alma mater, Mansfield University in Pennsylvania.

She has been a member of the International Association of Campus Law Enforcement Administrators (IACLEA) since 1990 and she served on the Board of Directors from 2000-2005. She served as the Chair of the IACLEA Accreditation Commission from 2005-2008 and she served as the 45<sup>th</sup> President of the International Association of Campus Law Enforcement Administrators in 2003-2004, she was the first female to hold that office.

Chief Stafford has been a keynote speaker and has conducted presentations on the Clery Act for various organizations, including IACLEA, NACUBO, American Council on Education (ACE); the Stetson Law Conference, Security on Campus Inc, and other video/teleconference training companies.

She was a member of the IACLEA Government Relations Committee from 1995 to 2010 and was the Committee Chair from 1998 to 2000. Chief Stafford has testified at several congressional hearings, one at the request of the U.S. House of Representatives in July of 1997 and two at the request of the U.S. Senate in March of 1998 and July of 2015. Chief Stafford was selected to represent IACLEA as the primary negotiator during the 1999 and 2009 Negotiated Rule Making processes sponsored by the Department of



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P.O. Box 1121  
Rehoboth Beach, DE 19971  
Phone: (202) 438-5929  
dolores@dstaffordandassociates.com

Education regarding the development of final rules for the implementation of the Clery Act. She is a nationally recognized expert on compliance with the Clery Act.

Chief Stafford has been a featured speaker in many other areas of security and safety for the American Council on Education (ACE); American Association of State Colleges and Universities (AASCU); National Association of Student Personnel Administrators (NASPA), the National Association of College and University Business Officers (NACUBO); University Risk Management and Insurance Association (URMIA); Stetson University College of Law; and the International Association of Campus Law Enforcement Administrators (IACLEA).

Chief Stafford led the GW Police Department as the agency became an internationally accredited law enforcement agency with the Commission of Law Enforcement Accreditation (CALEA) in March of 2006 and the agency was successfully reaccredited in March of 2009. The agency subsequently achieved accreditation with the International Association of Campus Law Enforcement Administrators in May of 2007. She was chosen to become an assessor for CALEA in March 2006 and she is currently an IACLEA assessor, and as such, she has completed numerous on site assessments for those organizations.

She has published more than a dozen articles in various professional journals and magazines. She was one of the lead authors of the International Association of Campus Law Enforcement Administrator's [Blueprint for Safer Campuses: An Overview of the Virginia Tech Tragedy and Implications for Campus Safety](#). This document, unveiled at a press conference sponsored by the Woodrow Wilson School at Princeton University on April 18, 2008, is a roadmap for campus safety and security. The Blueprint for Safer Campuses outlines the guiding principles for campus safety and security worldwide.



## **Catherine Cocks, Consultant** **Student Affairs, Title IX, and Equity Compliance 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. Cathy was the Director of Community Standards for the University of Connecticut for 14 years where 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.





## **Beth Devonshire, Consultant** **Equity Compliance and Title IX/Civil Rights Training**



Beth Devonshire, Esq., has been an Associate with DSA since 2012 and she became a full-time consultant in August of 2018. She was the Associate Dean of Students at UMass Boston from November 2016 to July 2018. In that role, Beth administered the student conduct system, chaired the CARE and BIT Teams, served as the Deputy Title IX Coordinator, oversaw the U-Access (an office dedicated to assisting students who are dealing with a multitude of issues such as food insecurity, homelessness, emancipation from foster care, and chronic poverty), and acted as a liaison with the various constituencies around the University. Additionally, Beth was responsible drafting the policies and procedures related to students. Prior to that, Beth was the Director of Student Conduct at Bridgewater State University and the Director of Community Standards Stonehill College. Before beginning her career in Higher Education, Beth served as a clerk for the Justices of the Superior

Court, and in various positions for the Massachusetts House of Representatives. Beth has also presented extensively on Title IX including presentations to Colleges, State Wide Organizations, Regional Conferences, and at the OCR Title IX Conference in March of 2011.

Additionally, Beth has given multiple presentations on other legislation and legal issues effecting higher education, including FERPA, Clery and Alcohol and Other Drug Prevention. Beth is the former National Knowledge Community Public Policy Liaison for NASPA, and also the former Massachusetts Public Policy Liaison for MA NASPA. Beth also served as the Director of the Legislative Committee for The Association for Student Conduct Administrators (ASCA) for two years. In those roles, Beth was charged with keeping abreast of proposed and passed legislation and cases impacting higher education and communicating those changes to the membership.

Before beginning her career in Higher Education, Beth served as a clerk for the Justices of the Superior Court from 2006-2007. Prior to that, Beth worked at the Massachusetts State House as Deputy Attorney for House Ways and Means, Chief of Staff for the Committee on Election Laws and as a Researcher for the Committee on Local Affairs.

Devonshire currently serves as an Associate for D. Stafford & Associates, a highly reputable consulting firm specializing in delivering on organizational, physical security, vulnerability and arming assessments; Clery



**D. STAFFORD**  
& ASSOCIATES

P.O. Box 1121  
Rehoboth Beach, DE 19971  
Phone: (202) 438-5929  
[dolores@dstaffordandassociates.com](mailto:dolores@dstaffordandassociates.com)

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Act compliance audits; assessments of Title IX compliance; Behavioral Intervention Team and Student Conduct Assessments and Training; and a host of other services related to security, safety and compliance for institutions of higher education.



## **Adrienne Meador Murray, Executive Director of** **Training and Compliance Activities**



Adrienne Meador 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.). In January 2014, Murray joined the National Association of Clery Compliance Officers & Professionals (NACCOP) and D. Stafford & Associates where she currently serves as Executive Director of Training and Compliance Activities after having been affiliated with D. Stafford & Associates as a part-time Associate since 2012.

As the Executive Director, Equity Compliance and Civil Rights Services, 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 Compliance; drafts institutional sexual misconduct policies and procedures; and conducts campus-based





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P.O. Box 1121  
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Phone: (202) 438-5929  
[dolores@dstaffordandassociates.com](mailto:dolores@dstaffordandassociates.com)

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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.



## Ann Todd, Consultant

### Equity Compliance and Civil Rights Investigations



Ann Todd, Esq is a seasoned civil rights investigator in higher education for D. Stafford & Associates (DSA). Ms. Todd is a graduate of Davidson College with a degree in psychology and holds a JD from the University of Nebraska. Prior to joining DSA, she practiced law in Charlotte, NC, specializing in employment and civil rights and worked for a number of non-profit organizations. She returned to her alma mater (Davidson College) in 2008 and worked there through March of 2016 serving as the Assistant Director of Human Resources with the responsibility of managing employee relations and the learning and development function.

Ms. Todd joined the DSA in 2015 and currently serves as the Consultant, Equity Compliance and Civil Rights Investigations. She is the Senior Investigator for the DSA Title IX Investigation Team. She conducts external investigations on behalf of colleges and universities, specializing in investigating student allegations of sex discrimination, sexual assault, intimate partner violence, and stalking. Additionally, she brings a strong Human Resources

background to investigating a range of employee misconduct—from performance issues to discrimination.

In addition to conducting investigations, Ms. Todd is a frequent speaker and consultant on Title IX investigations, conducting 20-30 courses every year on best practices for investigating sex discrimination and sex crimes on campus. She works with schools to draft policies and processes that provide equity and fairness to all parties involved and is adept at facilitating discussions with institutions to ensure the end product represents the values of the campus community.

Ms. Todd is a member of the NC Bar and a Certified Clery Compliance Officer through the National Association of Clery Compliance Officers and Professionals (NACCOP). She is also a certified 360 facilitator through the Center for Creative Leadership. She lives in Davidson, NC where she volunteers on a number of local and town boards.



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### Agenda

- How we got here
- The Rules

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### Because You Didn't Have Anything Else To Do Over The Next Three Months?

- Worrying about the Global Pandemic?
- Trying to keep up with new pandemic-related orders & guidance from Federal, State, And Local Governments?
- Learning the joys of working from home?
- Worried about your own children?
- Working with students suffering from stress of online learning, loss of in-person experience at college, etc.?
- Trying to decide if your institution will be open this fall?

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## How We Got Here

- Title IX prohibits discrimination on the basis of sex
- ED and the courts have interpreted Title IX to prohibit sexual harassment (including sexual assault)
  - Among other things, colleges and universities must investigate allegations of sexual harassment and take appropriate disciplinary action

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## How We Got Here (Cont.)

- Obama-Era ED guidance focused on protecting victims
  - Included the 2011 “Dear Colleague” Letter and
  - The mandatory “Preponderance of the Evidence” standard
- Trump/DeVos-Era ED has focused on the due process rights of the accused:
  - Rescinded Obama-Era guidance
  - Issued informal guidance (Including 2017 Q&A)
  - Engaged in Formal Rulemaking Process

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## What ED Is Saying:

“We can continue to combat sexual misconduct without abandoning our core values of fairness, presumption of innocence and due process.”

– Secretary DeVos  
May 6, 2020



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### What One Opponent Is Saying:



"Betsy DeVos has created a double standard that is devastating for survivors of sexual harassment and assault, who are overwhelmingly women and girls. We are suing to make sure this double standard never takes effect."  
 - Ria Tabacco Mar  
 Director Of The ACLU's Women's Rights Project

(Similar Litigation Is Expected To Follow)

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### General Comments and Thoughts




26 pages of Regulations  
 2033 page Preamble



Technical assistance



Implementation date of August 14, 2020



Possible delay  
  
 Litigation  
 Congressional Review Act

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### Preamble Highlights

- Codifying what was done as Guidance
- Brings into alignment with SCOTUS
- Victim and survivor mean there was a responsible finding
- Schools are not like workplaces
- Do not believe Rules will reduce reporting or investigations
- Focus is on sexual misconduct, not other Title IX aspects

- Use informal resolution for educational process
- Status of advisors should not impact school's compliance
- Training will combat prejudice we see in criminal justice system
- We DO have the authority (1311)
- "Many people" support changes

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### §106.3 – Remedial Action



Fix it



No monetary damages

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### §106.6 – Effect of Other Requirements and Preservation of Rights

Constitutional Rights

FERPA

Title VII

Parents and guardians

State and local laws

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### §106.8(a) Designation of Coordinator



Title IX Coordinator



Notification of parties



Contact information



Reporting information

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### §106.8(b) Dissemination of Policy




Notification do not discriminate



Title IX Coordinator contact information



Grievance procedure



United States

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### §106.8(C) Adoption of Grievance Procedure

Prompt and equitable

Reports and complaints

Response

Educational materials

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Only applies to US

Use other policy

No Clery conflicts

### §106.8(d) Application Outside of the United States

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Submit in writing
Specific tenant
Not required
Raise any time

§106.12 – Religious Institutions

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§106.30 Definitions – Actual Knowledge

Title IX Coordinator

Corrective measures

K-12

Designation

CSA

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Complainant
Consent
Respondent

§106.30 Definitions – Complainant, Consent, Respondent

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§106.30 Definitions – Formal Complaint




Signed formal complaint



Title IX Coordinator



Third parties



Anonymous reports

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§106.30  
Definitions –  
Sexual  
Harassment



Employee . . . conditioning aid, benefit, or service



Unwelcome conduct determined to be severe, pervasive, and objectively offensive . . . effectively denies equal access



Clery

Sexual assault  
IPV  
Stalking

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Sexual  
Harassment  
under Title IX

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

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity;

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

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PRONG 1: Quid Quo Pro

 "This for That" Harassment

 When favorable professional or educational treatment is conditioned on a sexual activity

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PRONG 2: The *Davis* Standard

 Hostile Environment +

 First Amendment protections

 Not a "zero tolerance" standard

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PRONG 3: The VAWA Crimes

 Sexual Assault

Rape  
Fondling  
Statutory Rape  
Incest

 Intimate Partner Violence

Dating Violence  
Domestic Violence

 Stalking

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§106.30  
Definitions –  
Supportive  
Measures

Non-disciplinary

Both parties

Academic, housing, and athletic impact

No contact orders

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Schools

Elementary and secondary

Postsecondary

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§106.44 Recipient's Response to Sexual Harassment;  
(a)General Response to Sexual Harassment

DELIBERATELY  
INDIFFERENT

EDUCATIONAL  
PROGRAM OR  
ACTIVITY

EQUITY

CONTACT  
COMPLAINANT

ON-LINE

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**§106.44 Recipient's Response to Sexual Harassment; (b) Response, (c) Emergency Removal; (d) Administrative Leave**



Response to formal Complaint



Emergency removal



Administrative leave

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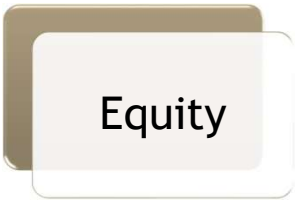
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**§106.45 Grievance Process for Formal Complaints of Sexual Harassment (a) Discrimination, (b) Grievance Process**



Equity



Grievance process

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**§106.45 Grievance Process for Formal Complaints of Sexual Harassment, (b) Grievance Process(1) Basic Requirement**

Equity

Objective Evaluations

Impartiality and Training

Presumption of Not Responsible

Prompt Time Frames

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§106.45 Grievance Process for Formal Complaints of Sexual Harassment, (b) Grievance Process, (1) Basic Requirements

Range of sanctions and remedies

Standard of evidence

Appeal

Supportive measures

Respect privilege

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§106.45 Grievance Process for Formal Complaints of Sexual Harassment, (b) Grievance Process, (2) Notice

  
Notice requirements

  
Additional allegations

  
Clarifications

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§106.45(b)(3) Dismissal of a Formal Complaint

Must dismiss:

- Behavior does not constitute sexual harassment
- Did not occur in educational program or activity, not in the United States
- Notification
- The Department notes that recipients retain the flexibility to employ supportive measures

May dismiss:

- Complainant withdraws formal complaint
- Respondent no longer enrolled/employed
- Insufficient evidence

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§106.45(b)(4) Consolidation of a Formal Complaint

Multiple respondents

More than on complainant against one or more respondent

One party against other party

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Burden of proof

Witnesses and facts

"Gag orders"

Advisor

Notice

Inspect evidence

Investigative report

§106.45  
Grievance  
Process for  
Formal  
Complaints of  
Sexual  
Harassment,  
(b) Grievance  
Process, (5)  
Investigation

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§106.45(b)(6) Hearings

Live hearing

Cross-examination

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### §106.45(b)(6) Hearings

- Advisor
- Relevancy
- Participation consequences
- “Physically present”

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### §106.45(b)(7) Determination Regarding Responsibility

- Allegations
- Procedural steps
- Findings of fact
- Conclusion/application
- Rationale
- Appeal procedures

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### Sanctions and Remedies



Sanctions



Remedies

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### §106.45(b)(8) Appeals

MUST have

- Procedure
- New evidence
- Conflict or bias
- That impacted outcome

Additional grounds permitted

No other role

Reasonably prompt time frame

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### §106.45(b)(8) Appeals

Notification of appeal

No conflicts

Equal opportunity to respond

Written outcome - rationale

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### §106.45(b)(9) Informal Resolution



Notice



Voluntary



Not allowed for Employee/student

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### §106.45(b)(10) Recordkeeping - Investigations




7 years




Investigation


Determination  
Recordings  
Sanctions and  
remedies



Appeal



Informal  
resolution



Training  
materials

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Intimidation, threats, coercions,  
discrimination

*May use same grievance procedure*

1<sup>st</sup> Amendment

False reports

### §106.71 Retaliation Prohibited

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Application to elementary and secondary schools

Application based on type or age of parties

Individuals with Disabilities

Executive orders and other requirements

Clery Act

Conflicting standards

### Directed Questions and Other Miscellaneous Items

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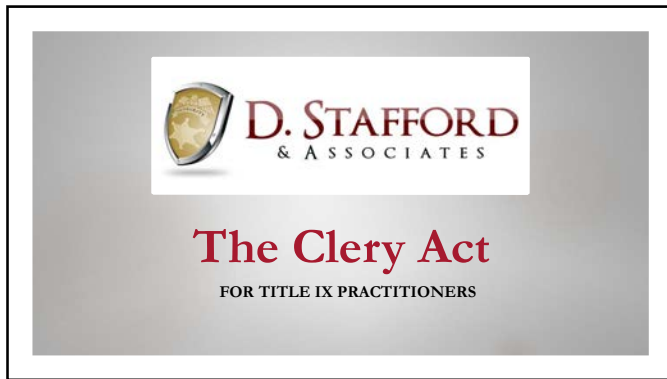
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**Key Requirements of the Clery Act**

-  Collect, classify, and count Crime Reports/Statistics
-  Issue Campus Alerts
-  Publish Annual Security Report
-  Submit Crime Statistics to the Department

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**Key Requirements (part 2)**

-  Provide educational programs and campaigns on Dating/Domestic Violence, Sexual Assault & Stalking
-  Have procedures for institutional disciplinary action for DV/DV/SA/S
-  If you have a campus police or security department: Publish Daily Crime Log
-  If you have residential facilities: Fire log, Fire Safety Report, Missing Persons procedures

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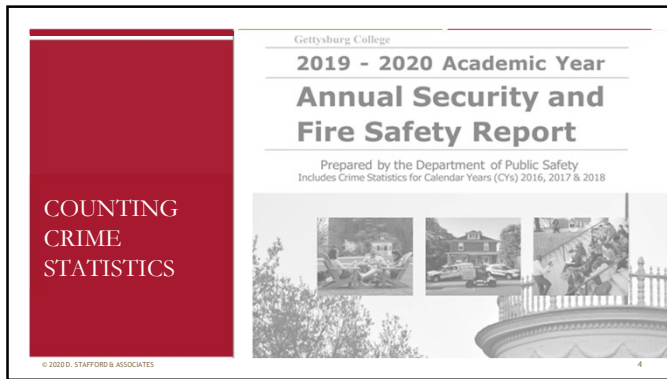
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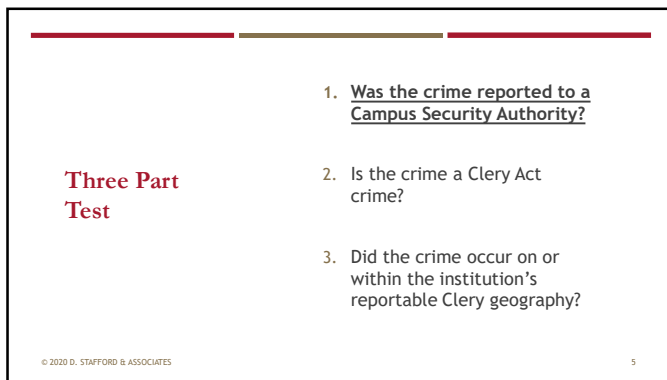
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## Reporting Comparisons

### Clery CSA

- Campus Law Enforcement and Public Safety
- RAs, RDs, other Housing officials
- Dean of Students Office/Student Conduct
- ADs and Coaches (including Assistant ADs and Coaches)
- Faculty or Staff Advisors to Student Orgs
- Access Monitors/Contract/Event Security Officers
- Safety escorts on campus (including students)
- Student Union/Student Activities Staff
- Greek Affairs staff
- Administrators at Branch/Satellite/Separate Campuses
- Study Abroad Coordinators
- Title IX Coordinator(s)
- Director of the Student Health Center

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### Title IX Responsible Employee

- Title IX Coordinator
- Others as deemed "official of the recipient who has authority to institute corrective measures on behalf of the recipient."

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## Who may not be a CSA?

- Faculty members who are not advisors of student groups (i.e., no responsibility for student or campus activities beyond the classroom)
- Most support staff
  - Clerical
    - Secretaries
    - Receptionists
  - Facilities Staff
    - Plumbers
    - Electricians
  - Food Service Workers
    - Cashiers
    - Cooks

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## Who is never a CSA?



### Professional Counselors

Includes individuals who are unlicensed and uncertified but acting under the supervision of an exempt counselor (e.g., a graduate student doing an internship)



### Pastoral Counselors

NOTE: These positions are exempt only when acting within the scope of their duties as a counselor or trainee.

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**REPORT**

**CSA FUNCTION**

A CSA's function is to report allegations of Clery Act crimes made in good faith.

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**CSA Reporting Recommendations**

- CSA crime reports should include sufficient detail, such as dates and locations, and, where appropriate, personally identifying information, including name and contact information, if available.
- This is important for law enforcement purposes to ensure that all crimes are counted and to avoid double counting crimes.

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**Reporting Crimes**

CSAs are responsible for reporting allegations of *Clery Act* crimes that are reported to them in their capacity as a CSA.

This means that CSAs are **not** responsible for investigating or reporting incidents:

- they overhear students talking about in a hallway conversation
- that a classmate or student mentions during an in-class discussion
- that a victim mentions during a speech, workshop, or any other form of group presentation
- that the CSA otherwise learns about in an indirect manner

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## DISCUSSION: INTERSECTION WITH TITLE IX

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### HOW DOES REPORTING DUTIES DIFFER NOW WITH CSAS VS. TITLE IX?

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## COUNTING CRIME STATISTICS: CLERY CRIMES

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(See the Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act)

Calendar Years (CY) 2016 – 2018

Criminal Offenses or Primary Crimes (Crimes Reported By Hierarchy)	Calendar Year	On Campus (Including Residential)	Non- Campus	Public Property	Totals	On Campus (Residential Only)
Murder & Non-Negligent Manslaughter	2016	0	0	0	0	0
	2017	0	0	0	0	0
	2018	0	0	0	0	0
Manslaughter by Negligence	2016	0	0	0	0	0
	2017	0	0	0	0	0
	2018	0	0	0	0	0
Rape	2016	11	2	0	13	11
	2017	25	2	0	27	25
	2018	14	2	0	16	14
Fondling	2016	11	1	0	12	9
	2017	4	1	0	5	4
	2018	0	0	0	0	0
Incest	2016	0	0	0	0	0
	2017	0	0	0	0	0
	2018	0	0	0	0	0
Statutory Rape	2016	0	0	0	0	0
	2017	0	0	0	0	0
	2018	0	0	0	0	0
Robbery	2016	0	0	0	0	0
	2017	0	0	0	0	0
	2018	0	0	0	0	0
Aggravated Assault	2016	9	0	0	9	9
	2017	9	0	0	9	9
	2018	32	9	0	41	33
Burglary	2016	7	1	0	8	7
	2017	3	1	0	4	3
	2018	0	0	0	0	0
Motor Vehicle Theft	2016	0	0	0	0	0
	2017	0	0	0	0	0
	2018	0	0	0	0	0

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## Three Part Test

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1. Was the crime reported to a Campus Security Authority?
2. Is the crime a Clery Act crime?
3. Did the crime occur on or within the institution's reportable Clery geography?

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## Clery Reportable Crime Categories

- Murder/Non-negligent Manslaughter\*
- Negligent Manslaughter\*
- Sex Offenses\* (Rape/Fondling)
- Sex Offenses\* (Incest/SR)
- Robbery\*
- Aggravated Assault\*
- Burglary\*
- Motor Vehicle Theft\*
- Arson\*
- Arrests and Disciplinary Referrals for:
  - Liquor
  - Drugs
  - Weapons
  - Domestic Violence
  - Dating Violence
  - Stalking
  - Hate Crimes for \*, plus
    - Larceny-Theft
    - Simple Assault
    - Intimidation
    - Vandalism

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## Counting Clery Crimes

If a crime is **reported** (and otherwise meets the three-part test) it is **counted**.

- Includes attempts
- Includes cases a DA would reject
- Includes cases of "not responsible"
- Does NOT include every conduct code violation

It is not the word used but the facts of the case that determine how it gets counted

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## Clery Crime Categories



Primary Crimes



Hate Crimes



Arrests and Referrals for Drug, Liquor and Weapon Violations



Dating Violence, Domestic Violence and Stalking Incidents (VAWA Crimes)

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## Rape

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 definition includes any gender of victim or respondent.

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## Fondling

The touching of the private body parts of another person for the purpose of sexual gratification without consent of the victim, including instances where the victim is incapable of giving consent b/c of his/her age or temporary or permanent mental or physical incapacity.

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## CONSENT

- The Clery Act does not require any particular definition of consent
- ASR must include definition of consent as defined by jurisdiction (state law)
- Institution should have a definition in their institutional sexual misconduct policy



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## “Non-Forcible” Sex Offenses

**INCEST**  
Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

**STATUTORY RAPE**  
Non-forcible sexual intercourse with a person who is under the statutory age of consent

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## Discussion: Intersection with Title IX

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- Did we cover Sexual Assault in the past as defined under Clery (all 4 crimes?)

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## Date Rape Drugs

A case where it is determined, through investigation, to have involved the administration of a date-rape drug in an unsuccessful attempt to incapacitate and sexually assault the victim (and the perpetrator's intent was to commit a sex offense)—the incident should be classified as a **Sexual Assault**.

A case in which there is no knowledge of the “intent” of the perpetrator should be classified as **Aggravated Assault**.

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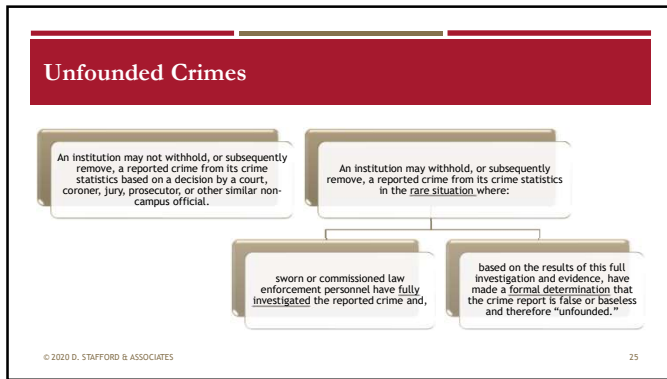
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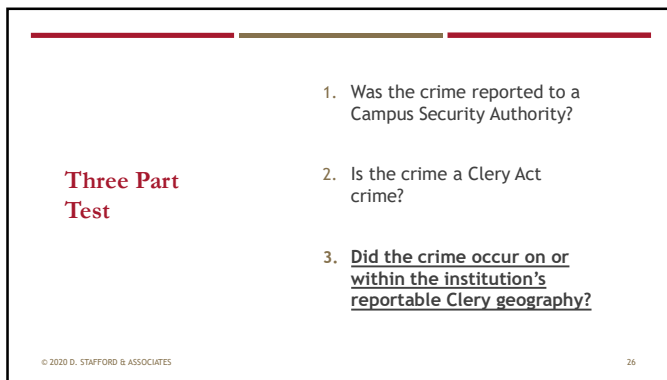
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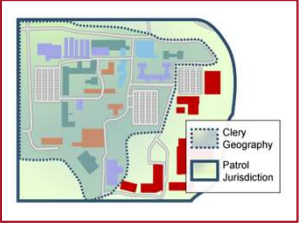
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## CLERY GEOGRAPHY



- On Campus
  - Residential Facilities
- Non-campus building or property
- Public Property

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## Impact of Location & Party

*"The only specific geographic limitation that these final regulations respect is a limitation...imposed in Title IX by requiring the sex discrimination to be against a person in the United States." (p. 1793)*

- 2020 Title IX Regulations
  - Conduct that occurs within its 'education program or activity' . . .
  - Against a person within the United States
  - School must have exercised substantial control over both the respondent and the context in which the sexual harassment occurs
  - Also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution
- Clery Act
  - On campus; on public property within or immediately adjacent to and accessible from the campus; in or on non-campus buildings or property that your institution (or a recognized student organization) owns/controls
  - May include some study abroad programs
  - For VAWA crimes, must use processes even if occurs off-campus

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## CLERY REPORTING: CAMPUS ALERTS

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## Clery Reporting Obligations

Daily Crime Log

Annual Security Report

Emergency Notifications/Timely Warnings

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Timely Warning/Emergency Notification		
	TIMELY WARNING (TWN)	EMERGENCY NOTIFICATION (EN)
Legal Standard:	Serious or continuing threat	Immediate threat to health and safety
Circumstance:	Clery-reportable crimes that have been reported (occurred in past)	Clery-reportable crimes as well as other types of emergencies (happening right now or about to happen)
Audience:	Community-wide	Can send to a segment of the community, if appropriate
When Issued:	As soon as pertinent information is available	Upon confirmation of emergency (when possible)
Follow-Up:	Not Required	Required

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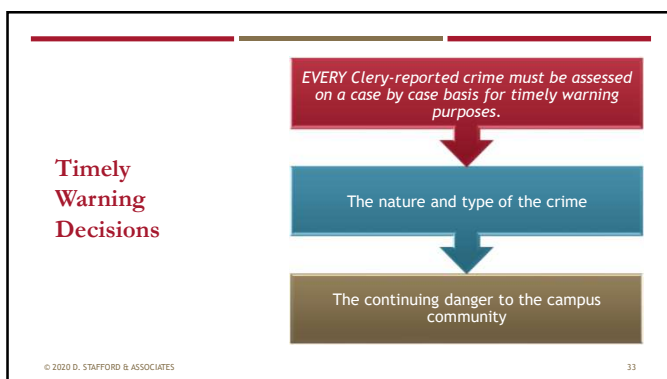
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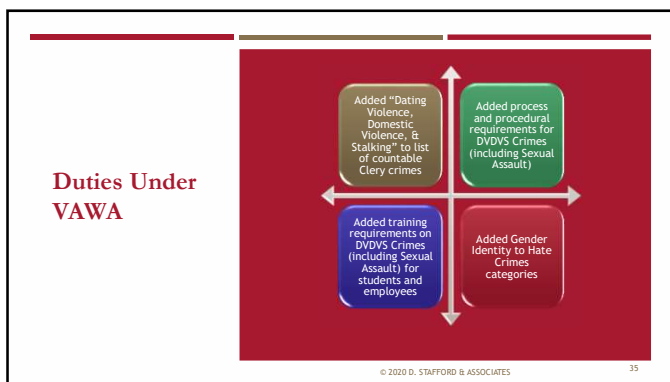
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## Domestic Violence



A felony or misdemeanor crime of violence committed by:

- a) a current or former spouse or intimate partner of the victim
- b) by a person with whom the victim shares a child in common
- c) by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner
- d) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred OR
- e) 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 in which the crime of violence occurred

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## Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

- i. The existence of such a relationship shall be based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- ii. For the purposes of this definition -
  - i. Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
  - ii. Dating violence does not include acts covered under the definition of domestic violence.

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## What is a "Crime of Violence?"

- According to Section 16 of title 18 of the United States Code, the term "crime of violence" means--

- a) an offense that has as an element the use, attempted use, or threatened use of physical force against the person or property of another, or
- b) any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense.

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## Stalking

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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



- a) *Course of conduct* means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.
- b) *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the victim.
- c) *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

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## What's Missing?

- There are behaviors that may be policy violations (or crimes) that are not covered in Clery:
  - Sexual exploitation
  - Psychological or emotional harm
  - Sexual harassment (Title IX but not Clery)
  - Gender-based harassment (Title IX but not Clery)

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## VAWA Procedural Requirements

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## Process Requirements under VAWA

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Procedures victims should follow if a crime or dating violence, domestic violence, sexual assault, or stalking has occurred

AND

procedures your institution will follow in the case of alleged dating violence, domestic violence, sexual assault or stalking.

Make sure it is all in WRITING.

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## *"Information about the importance of preserving evidence that may assist..."*



- Evidence to prove the alleged criminal offense occurred
- Evidence that may be helpful in obtaining a protective order
- Includes digital evidence as well (Social media, cell phone, etc.)
- Not required, but ideal:
  - Where to obtain forensic exams
  - Specific contact information
  - Info that completing forensic exam does not require police report
  - Can have exam now, decide later

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***"How and to whom the alleged offense should be reported"***

- List any person or organization that can assist the victim
- Include institutional resources as well as community organizations
- Include specific contact information
  - Rape crisis centers
  - Coalitions against domestic violence



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***"Options about the involvement of law enforcement and campus authorities"***

- "Notification of the victim's option to
- Notify proper law enforcement authorities, including on-campus and local police;
- Be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
- Decline to notify such authorities"



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***"Rights of victims for orders of protection, 'no contact' orders or similar lawful orders..."***

- Do you issue them on campus?
- What options are in your jurisdiction?
- How do you file (at your institution or externally)?
- What is your responsibility to comply with/enforce orders?

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***“How the institution will protect the confidentiality of victims and other necessary parties”***



- Publicly available recordkeeping has no personally identifying information about the victim (not required for respondent but best practice in most cases)
- Accommodations and protective measures are confidential (to the extent they can be without impairing the ability to provide them)

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***“Existing services available for victims, both within the institution and in the community”***

- Counseling
- Health
- Mental Health
- Victim Advocacy
- Legal Assistance
- Visa and Immigration Assistance
- Student Financial Aid
- Other services available for victims

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***“Options and how to request changes to accommodation and protective measures”***



- Academic, living, transportation, working
- Must make them if requested and reasonably available
- Regardless of whether the victim chooses to report

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Providing support for the accused

- ED Clarification in Federal Register
- Allegations (whether police or school conduct) may be stressful for the accused as well as the accuser.
- *"Therefore, institutions should consider providing the accused with information about existing counseling, health, mental health..."*
- *"Although we encourage institutions to provide written notification of this sort to an accused student or employee, the statute does not refer to or support requiring it."*



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**"Describe each type of disciplinary proceeding"**



- Anticipated timelines
- Decision-making process
- Options for filing a school complaint (with contact info)
- How school determines which process to use
- Who makes decisions
- Include employee procedures
- Use procedures regardless of Clery geography

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**"State the standard of evidence, all possible sanctions, and range of protective measures"**

- Can use any standard but must then use in all cases
- Must list all sanctions for each offense and be specific
- Not required to list all protective measures
  - Orders of protection (all types)
  - Transportation help or escorts
  - Modification to class or schedule
  - Changes in living/working situations



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**"Completed within reasonably prompt timeframes designated by the institution's policy"**



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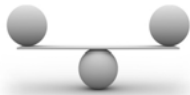
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- Allow for the extension of timeframes
  - for good cause;
  - with written notice to the accuser and the accused of the delay and the reason for the delay;
- Policy must have timeframes for different steps

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***"fair, and impartial proceeding..."***



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#### Grievance Procedure

- Is transparent and consistent with policy
- Timely notice of meetings
- Timely and equal access to parties and officials any information that will be used during disciplinary meetings and hearings
- Conducted by officials without conflict of interest or bias

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#### **DISCUSSION: CLERY AND TITLE IX**


- What does a report "Trigger" under the respective laws?

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## Requirements for Officials



*"Conducted by officials who do not have a conflict of interest or bias for or against the accuser or the accused"*

*"Be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability"*

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## Requirements for Officials

- Training must be described in ASR
- Updated annually
- Should include (at a minimum):
  - Relevant evidence and how it should be used
  - Proper interview techniques
  - Basic procedural rules for conducting a proceeding
  - Avoiding actual/perceived conflicts
- Can be in person or electronic (webinar or video)



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## Requirements for Officials

*"Provide the accuser and the accused with the same opportunities to have others present ... including the opportunity to be accompanied ... by the advisor of their choice"*

### Advisor Requirement

- Advisor - individual who provides support, guidance, or advice
- Do not limit the choice of advisor
- May restrict participation if applied equally
- Provide timely notice of meetings
- May form a pool of people
- Can remove a disruptive advisor
- Could allow them to serve as a proxy
- Don't have to delay for them (but encouraged to be reasonable)



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*“Simultaneous notification, in writing...of the results”*

- Results = initial, interim, and final decisions by any official
- Results must include Sanctions and Rationale
  - How evidence was weighed
  - How evidence supported results and sanctions
- Notice must include
  - Appeals procedures if available
  - Change to the result
  - When the result becomes final



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## VAWA Education Requirements

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## Education and Prevention

-  Annual training for conducting “officials” (Investigators, Adjudicators, Appeals)
-  Primary Prevention and Awareness Programs for all incoming students and new employees
-  Ongoing Prevention and Awareness Campaigns for ALL students and employees
-  CSA Training and “Super” CSA Training

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## Primary Prevention & Awareness

*"The institution's primary prevention and awareness programs for all incoming students and new employees, which must include—"*



- Statement prohibiting dating violence, domestic ...
- Definitions of dating violence...
- Definition of consent
- Safe and positive options for bystander intervention;
- Information on risk reduction

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## Primary Prevention Best Practices

*"Programming, initiatives, and strategies intended to stop dating violence...stalking... before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in a health and safe directions."*

- Not required that all students take or attend (but mandate encouraged)
- Must show "good faith effort" to reach them with "active notification."
- Format and timeframe encouraging maximum attendance

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## Ongoing Prevention & Awareness

*"Ongoing prevention and awareness campaigns for students and employees...must provide the same information as the primary awareness and prevention programs"*



- Deeper dives
- Sustained over time
- Promote services
- Range of strategies/audiences
  - Social media, email, posters, ads
  - Take Back the Night
  - Sports teams, Greek, dorms
  - Student fairs or campus events
  - DV program for supervisors


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CSA Training (recommendations, not requirements)

- Role of a CSA
- Provide Reporting materials
  - map of Clery geography
  - list of Clery crimes
  - forms for documenting
- Importance of documentation
- Need for timely reporting
- "Super CSAs?" Do in person



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A photograph of a stack of seven smooth, light-colored stones balanced on top of each other on a dark, textured surface.

### Agenda

- Policy vs. Procedures
- Important considerations
- Policy sections
- Additional considerations

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## Policy and Procedure




**Policy**

What are the rules, why they exist, when they apply



**Internal Procedures**

Step by step actions for the staff



**External Process Information**

Information through a notice letter or information sheet explaining the process and steps for the involved parties

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Example

Policy statement

- Prior to completion of the investigative report, the Respondent and Complainant, and their respective advisors, if any, will be provided a copy of the evidence in an electronic format or a hard copy. The parties will have 10 business days to submit a written response, which the investigator will consider prior to completion of the investigative report.

Internal procedure

- All documents considered evidence should be converted and merged into one pdf.
- The pdf should be watermarked, and security settings should be set to prohibit editing.
- The document, and any other media not able to be converted to a pdf, should be uploaded to Dropbox.
- A transfer link is then sent to the parties.

External process information

- "Prior to the completion of the report, you and your advisor, if applicable, will receive a Dropbox link to access a copy of the evidence. You will have 10 business days from date of notification to review the evidence and provide a written response to the investigator. To provide the written response, use the following link: [submission link]."

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Example

Policy statement

- Either party may request, no later than three business days prior to the hearing, for the hearing to occur with the parties located in separate rooms with technology enabling the hearing body and parties to simultaneously see and hear the party or the witness answering questions.

Internal procedure

- Upon receiving a request for a virtual hearing, contact each party to see if they would like a designated space to use the technology.
- Book the space and technology.
- Send login information to the hearing bodies and parties.
- Include an instruction sheet on using the technology.

External process information

- "Either the Complainant or Respondent may request to have the parties located in separate rooms and the hearing will be held using Zoom technology. If you wish to utilize this option, you must notify [NAME] at [EMAIL] no later than [DATE]."

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Important Considerations




Scope




Related policies




MOUs



Multiple campuses



Jurisdiction



Minors

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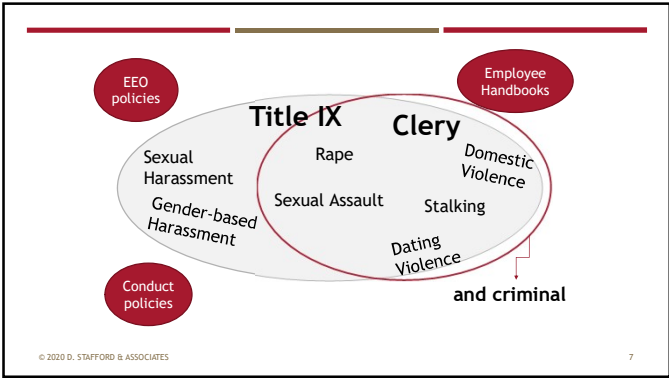
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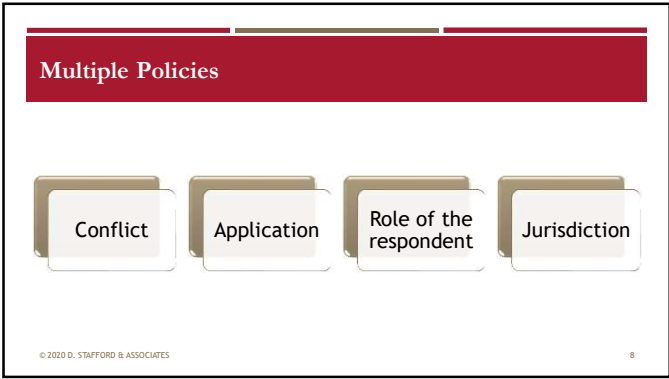
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LAW	WHO	WHAT	ENFORCEMENT
TITLE VI	STUDENTS	RACE, COLOR, OR NATIONAL ORIGIN	OCR
TITLE VII	EMPLOYEES	RACE, COLOR, RELIGION, SEX	EEOC
TITLE IX	STUDENTS/EMPLOYEES	BASIS OF SEX	OCR
504	STUDENTS	DISABILITIES	OCR
ADA/ADAA	EMPLOYEES (TITLE I) STUDENTS (TITLE II/III)	DISABILITIES	EEOC/DOJ
ADEA	EMPLOYEES	AGE (40+)	EEOC
PDA	EMPLOYEES	PREGNANCY/TITLE VII	EEOC
USERRA	EMPLOYEES	VETERANS	DOL/DOJ

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# MULTIPLE VOICES TO CONSIDER

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# Competencies




Laws and legal issues




Cultural competencies



Campus climate



Campus politics



Approval process

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# Policy Sections

Statement of policy

Related policies

Applicability/Jurisdiction

Grievance procedures

Title IX Coordinator

Employee responsibilities

Definitions

Prohibited conduct

Reporting options

Resources and supportive measures

Interim Action

Education and prevention

Record management

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Additional Considerations

Inappropriate relationships

Minors on campus

1<sup>st</sup> Amendment

Accommodation and interpretive service requests

Interpretation and revision

State laws

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Statement of Policy


Mission of the institution

Intent of the policy

Behaviors

Presumption of responsibility

Equity

Other

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Related Policies

FERPA

Code of Conduct

Retaliation

Employee handbook

Minors on campus

Inappropriate relationships

Vendor contracts

Collective bargaining agreements

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## Applicability/Jurisdiction



Who



Location



Educational program  
or activity

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## Grievance Procedures (more on this later)

Title IX Grievance  
Procedure:  
Formal  
Informal

Referrals:  
Students  
Employee

Academic Medical  
Centers

High School  
Programs

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## Title IX Coordinator



Role



Contact information



Additional  
coordinators/deputies?

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Employee Responsibilities

Reporting

Participation in the process

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Definitions

Actual knowledge

Advisor

Appellate administrator

Business Day

Complainant

Conduct file

Contractor

Decision maker

Designee

Employee

Evidence - Inculpatory Exculpatory

Formal complaint

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Definitions

Incident database

Investigator

Program or activity

Remedies

Respondent

Sanctions

Standard of evidence

Student

Supportive measures

Third party

Vendor

Volunteer

Witness

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Prohibited Conduct

- Discrimination
- Discriminatory harassment
- Harassment based on sex
  - Employment
  - Severe, pervasive, and objectively offensive . . . effectively denies access or program or activity
    - Gender-based
    - Sexual exploitation
    - On-line
- Clery Crimes
- Implications of Title VII and Title IX

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Prohibited Conduct

- Sexual Assault
  - Definitions
  - Consent
- Dating Violence
- Domestic Violence
- Stalking

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Prohibited Conduct

- Retaliation
- Assist and encourage
- Amnesty for other violations

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Reporting Options

Preservation of evidence

Law Enforcement

Institution

Confidentiality

Amnesty

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Resources and Supportive Measures




On and off campus



Clergy requirements



Orders of protection



Supportive measures

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Interim Action

Emergency Removal

Administrative Leave

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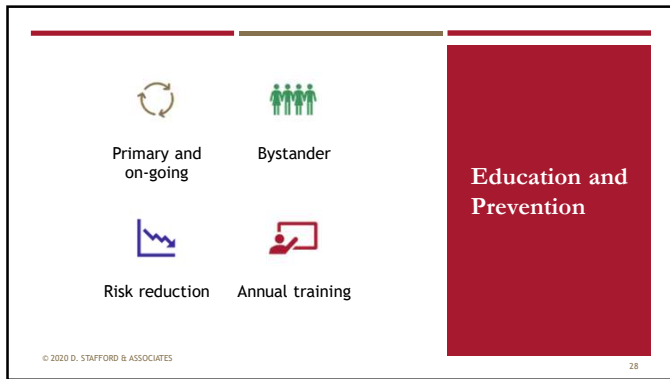
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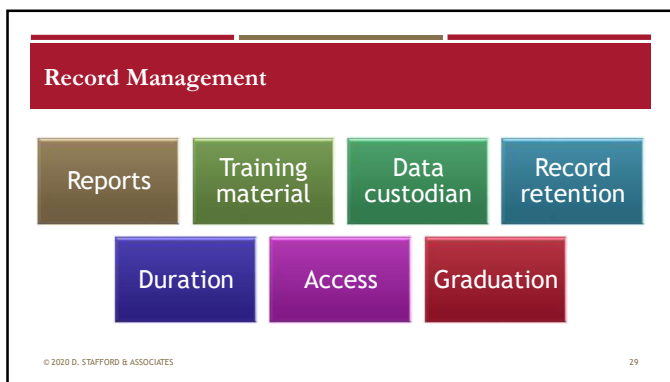
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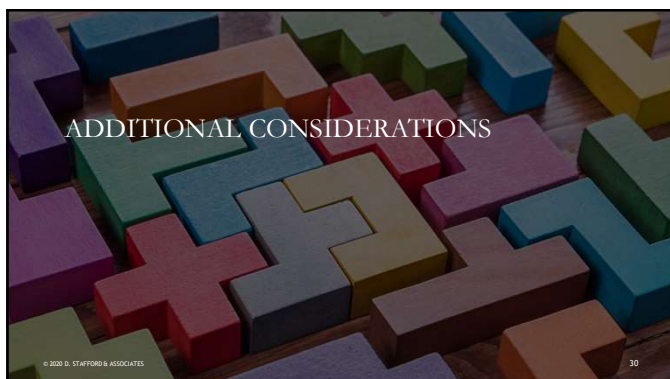
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Inappropriate Relationships

Employee/student relationship

Employment context

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Minors on Campus

Definitions

Reporting procedures

High school programs

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AMENDMENT

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### Accommodation and Interpretation Requests



Disability resources



Interpretive services



Student responsibility

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### Interpretation and Revision




FINAL DECISION  
MAKER



REVIEW PROCESS



DATE OF  
APPROVAL



REPORTS IN  
PROGRESS

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Potential conflicts



Preemption

### State and Local Laws

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Grievance Procedures

Introduction

Equity

Objective evaluation of evidence

Training

Presumption of not responsible

Prompt timeframes

Range of sanctions and remedies

Standard of evidence

Appeal

Range of supportive measures

Privileged information

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Notice

Dismissal

Consolidation of complaints

Investigation

• Requirements

• Intake process  
• Referrals

• Multiple parties, complaints, cross-claims

• Requirements

Grievance Procedure

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Hearing

Determination of responsibility

Appeals

Informal resolution

Retaliation

• Live hearing with cross-examination  
• Hearing procedures/rules

• Requirements

• Grounds  
• Outcome

• Notice, voluntary, when available

• Prohibition  
• False claims

Grievance Procedure

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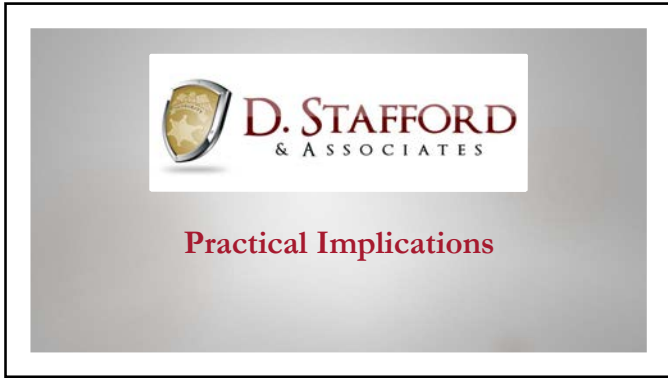
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Topics	Assignment	Questions
1. Hostile Environment+ 2. Intersection of Title IX policy with employee/student code processes 3. Title IX personnel 4. Investigators 5. Live hearings 6. Advisors	1. Identify the issues, challenges, and opportunities associated with the new regulations. 2. What are the major changes that will need to occur at your institution? 3. What is in place at your institution that will assist in implementation?	You can send questions to the chat while you work, and we will discuss them in the reporting out phase.

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Report out



HOSTILE ENVIRONMENT+



EMPLOYEE/STUDENT PROCESSES



TITLE IX PERSONNEL



INVESTIGATORS



LIVE HEARINGS



ADVISORS

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QUESTIONS



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