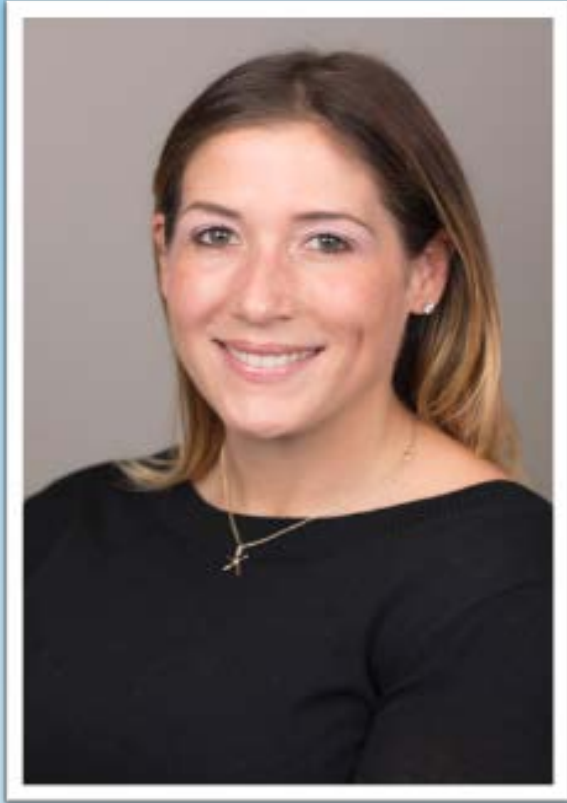


GRAND RIVER | SOLUTIONS

# Report Writing Workshop

Chantelle Botticelli, J.D.

February 2022



**Chantelle Botticelli, J.D.**

*She/her*

**Director of Strategic Partnerships  
and Client Relations**

## Meet Your Facilitator

Chantelle Botticelli is a nationally-recognized subject-matter expert in Title IX and related fields. She has more than 15 years of experience in the investigation and adjudication of sexual and interpersonal violence. She lectures extensively at universities and conferences throughout the U.S. on Title IX, VAWA, harassment, and implementation of best and emerging practices. Prior to joining Grand River Solutions, Chantelle served as the Director for Institutional Equity and Title IX at Cornell University, and before that as the Assistant Vice President for Equity and Compliance and Title IX Coordinator at the University at Albany. In these roles, she provided direct, hands-on experience in the fields of Title IX, civil rights, employment law, and workplace and academic investigations. Her responsibilities included focusing on diversity efforts, sexual assault prevention and training, affirmative action, and protecting minors on campus.

# About Us

## Vision

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

## Mission

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

## Core Values

- Responsive Partnership
- Innovation
- Accountability
- Transformation
- Integrity

# Learning Outcomes

Identify relevant information for inclusion in an investigative report.

Identify and exclude irrelevant information from your reports.

Write a report that is understandable by someone without any experience in this space, and that can stand on its own without access to other documents.

Use simple, neutral, unbiased, and accurate language in your reports.

Ensure that the report accurately states policy language and is compliant with institutional policy and procedures.

Understand the importance of using a template that will contribute to the consistency of the reports generated.

# Agenda

01

The Regulatory Requirements

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02

Structure of the Investigative Report and Record

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03

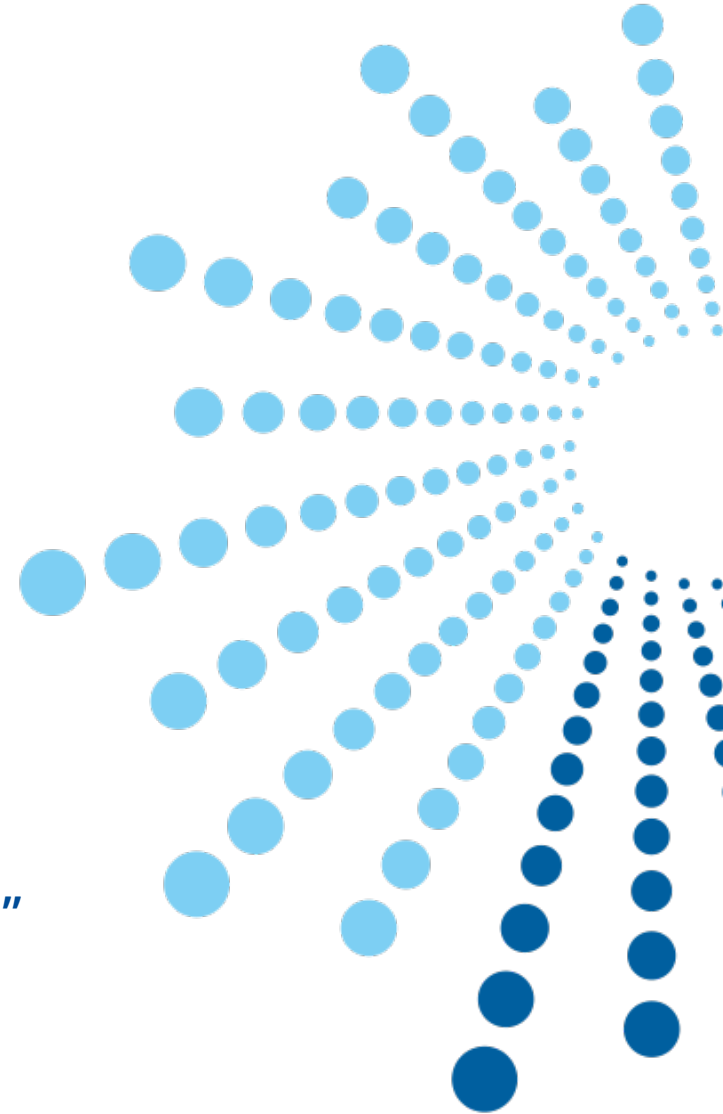
Writing the Report: Developing the Content

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04

Developing an Investigative File and Report for “The Formal” Hypothetical

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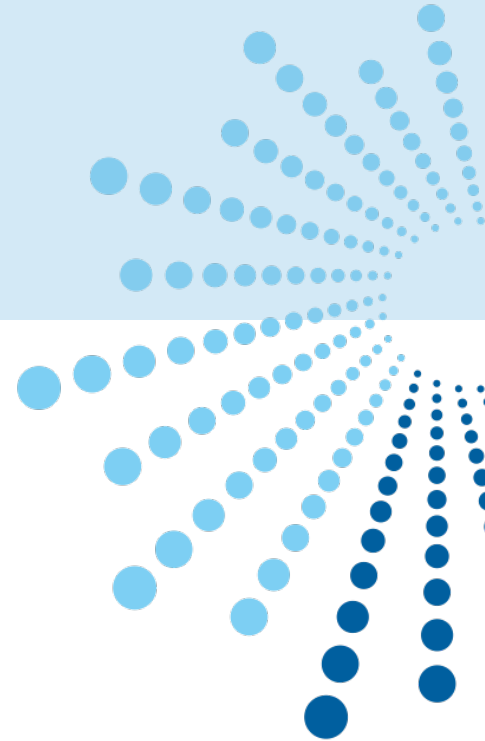




# The Regulatory Requirements

01

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# Essential Steps of an Investigation



Formal Complaint and Notice of Allegations



Investigative Interviews



Evidence Collection



Evidence Review



Additional Evidence Collection/Follow-Up Interviews



The Investigative Report and Final Investigative Record

# The Products of Each Step of the Investigation



## Notice of Allegations

A document that frames the scope of the investigation



## Initial Interviews

Transcripts  
Summaries of Interviews  
Interview Notes



## Evidence Collection

Text messages  
Social media posts  
Medical/police records



## Evidence Review

Complainant's written response  
Respondent's written response



## Additional Evidence Collection/Follow-Up Interviews

More documentary evidence  
Additional interview transcripts/summaries



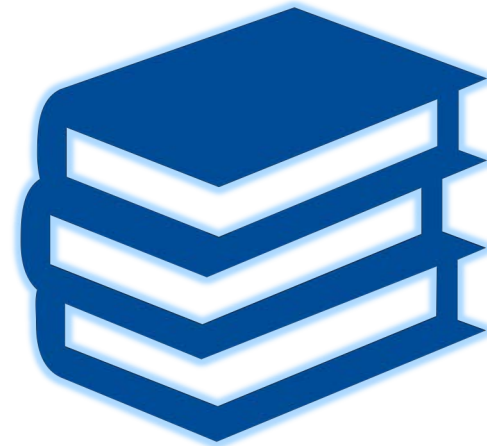
## The Investigative Report and Final Investigative File



# Report and Evidence File

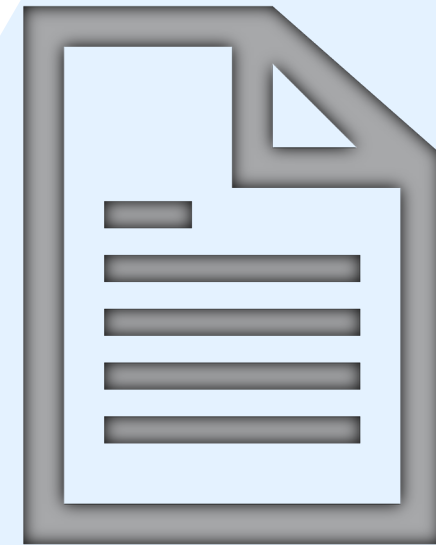


Summary of the  
Evidence



Compilation of the  
Evidence

The Investigator must create and provide to the Parties, their Advisors, and the Decision Maker(s) an investigative report that fairly summarizes relevant evidence.



# The Investigative File

The Parties, their Advisors, and the Decision Maker(s) must be provided with a final compilation of all of the evidence gathered that is directly related to the allegations in the formal complaint. This includes evidence that Investigator deems relevant and evidence that the Investigator does not deem relevant.



# Directly Related Evidence

Regulations do not define “Directly Related” Evidence.

The Preamble states it should be interpreted using its plain and ordinary meaning.

Term is broader than:

- “All relevant evidence” as otherwise used in Title IX regulations, and
- “any information that will be used during informal and formal disciplinary meetings and hearings” as used in the Clery Act.

Includes evidence upon which the school does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source.

# Relevant of Evidence

## Relevant Evidence

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

## Irrelevant Evidence

- Prior sexual history of complainant, with two exceptions:
- Legally recognized and un-waived privilege.
- Including records related to medical, psychiatric, psychological treatment.

# Who Decides?

Department emphasizes repeatedly in Preamble that Investigators have discretion to determine relevance.

- Subject to Parties' right to argue upon review of "directly related" evidence that certain information not included in investigative report is relevant and should be given more weight.

Investigators will have to balance discretionary decisions not to summarize certain evidence in report against:

- Each Party's right to argue their case, and
- Fact that decisions regarding responsibility will be made at the hearing, not investigation stage.

# The Purpose of the Report

- To ensure that the recipient gives the parties meaningful opportunity to understand what evidence the investigator has collected and believes is relevant,
- To allow the parties opportunity to advance their own interests for consideration by the decision-maker.
- To give the parties (and advisors who are providing assistance and advice to the parties) adequate time to review, assess, and respond to the investigative report in order to fairly prepare for the live hearing or submit arguments to a decision-maker where a hearing is not required or otherwise provided.
- To allow the decision maker to adequately prepare for the live hearing, where one is conducted.
- To reduce the likelihood of bias in the final outcome by providing the parties and the decision maker(s) an opportunity to identify and explore potential bias by the investigator

See 85 Fed. Reg. 30309 (May 19, 2020).



# Intended Recipients

The Parties

The Advisors

The Decision Maker

The Appeal Panel



# Other Recipients?

Friends of  
the Parties

Parents

Law  
enforcement

Attorneys

Judges

Media

Social media

# Why is it Important to Write a Solid Report?

All of the reasons given by the DOE, and...

It allows you to recall the details of your investigation long after the event—this is important if there are complaints by or against the parties involved or litigation in the future.

It signals to others that the complaint was taken seriously—that it is important to the institution to get it right.

A well written and comprehensive report shows that the investigation was fair, impartial, and thorough.

A well written and comprehensive report protects you and your institution in case of litigation and helps to limit your liability.



# Structure of the Investigative File and Report

02

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# The Evidence File



Compilation of the evidence .



Organized intentionally and consistently.



Divided into Appendices.



Is attached to the report.

As one PDF?  
As several PDFs?  
Folders?



Includes a procedural timeline.

# Examples of Appendices

## **Appendix A:**

Witness testimony only (e.g., transcripts, statements summaries, etc.)

## **Appendix B:**

Relevant documentary evidence (e.g., text messages, SANE reports, photographs, etc.)

## **Appendix C:**

The remaining evidence deemed irrelevant, but directly related to the allegations in the formal complaint.

## **Appendix D:**

The procedural timeline.



# Label the Appendices or Sections

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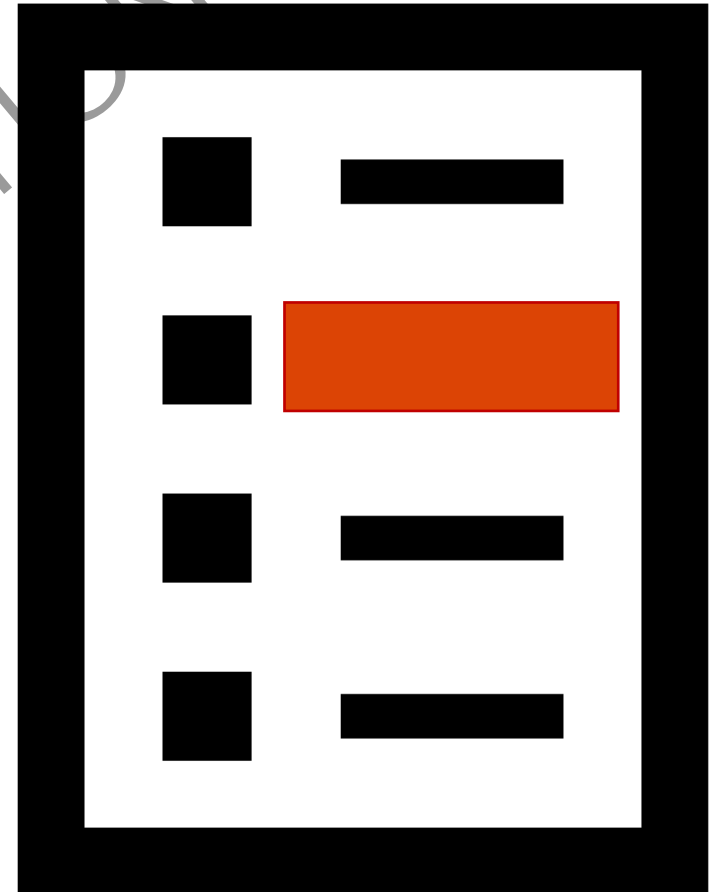
- “Appendix A contains transcripts/summaries of party and witness interviews that the investigator deems relevant, in whole or in part.”
- “Appendix B contains documentary evidence that the investigator deems relevant, in whole or in part.”
- “Appendix C contains transcripts/summaries of party and witness interviews that the investigator does not deem relevant, but that are directly related to the allegations in the formal complaint.”
- “Appendix D contains documentary evidence that the investigator does not deem relevant, but that are directly related to the allegations in the formal complaint.”
- “Appendix E contains a timeline documenting all procedural steps taken from the filing of the formal complaint until the submission of the final investigative file and report.”

# Format and Structure of the Record

- Include page numbers
- Include a Table of Contents
  - For the entire record
  - For each appendix
- One document or PDF



# Redactions





# Essential Elements of the Report

---

Intentionally organized to enhance  
comprehension

---

---

Factually accurate

---

---

Concise

---

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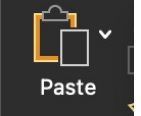
Without editorial or opinion

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---

Consistent format

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# Structure of the Report

Overview of the Investigation

Statement of Jurisdiction

Identity of Investigators

Objective of the Investigation and the Investigation Report

Prohibited Conduct Alleged

Witnesses

Evidence Collected

Summary of Evidence

Conclusion



# Questions about the Report Template?





# Writing the Report: Developing the Content



03

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# Get the Easy Stuff Out of the Way

Overview of the Investigation

Statement of Jurisdiction

Identity of Investigators

Objective of the Investigation and the Investigation Report

Prohibited Conduct Alleged

Witnesses

Evidence Collected

Summary of Evidence

Conclusion





# Writing the Summary of Relevant Evidence

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Start by identifying the questions that you or the decision maker will be charged with answering:



What are we being asked to decide?



What does the formal complaint allege?



What are the elements of each act of prohibited conduct alleged?

Fondling: is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim.

1. Did Respondent touch the Complainant's private body parts?
2. For the purposes of sexual gratification?
3. Without Complainant's consent?



# Analysis Grid: List the Elements

Did R touch the private body parts of C?	For the purpose of sexual gratification?	Without C's consent (due to lack of capacity)?

# Identify the relevant facts for inclusion in the report.



Any information that is relevant to the elements of the prohibited conduct alleged.



Information that the Investigator believes the Decision Maker should consider or rely upon when making their final determination of responsibility. This includes:




Information that is relevant to an assessment of the evidence.

Credibility  
Reliability  
Authenticity



Helpful contextual information.

History between the parties  
Post incident behavior

A wooden abacus with letter tiles spelling 'GRAND RIVER SOLUTIONS' is shown on a wooden surface. Other scattered tiles include 'A', 'G', 'C', 'H', 'R', and 'D'.

A well-organized evidence file will assist with this step.

---

# Analysis Grid: List All the Material Facts Relevant to Each Question

Touching of the private body parts of another person	For the purpose of sexual gratification	Without consent due to lack of capacity
<ul style="list-style-type: none"> <li>➤ Complainant's Account</li> <li>➤ Respondent's Account</li> <li>➤ Witness 1's Account</li> <li>➤ Text messages between Complainant and Respondent</li> <li>➤ SnapChat DM between Respondent and Witness 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respondent's Account</li> <li>➤ SnapChat DM between Respondent and Witness 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complainant's Account</li> <li>➤ Respondent's Account</li> <li>➤ Witness 1's Account</li> <li>➤ Witness 3's Account</li> <li>➤ Photograph of Complainant</li> <li>➤ Video of Complainant</li> <li>➤ Text messages between Complainant and Witness 4</li> <li>➤ Witness 4's Account</li> </ul>

# The following information is usually not relevant and should be omitted from reports:

- Irrelevant Information, including
  - Prior sexual history of Complainant
  - Information protected by a legally recognized and un-waived privilege
- The Investigator's Opinions
- Speculation and conjecture
- Character evidence
- Party and witness opinions that are unsupported by fact

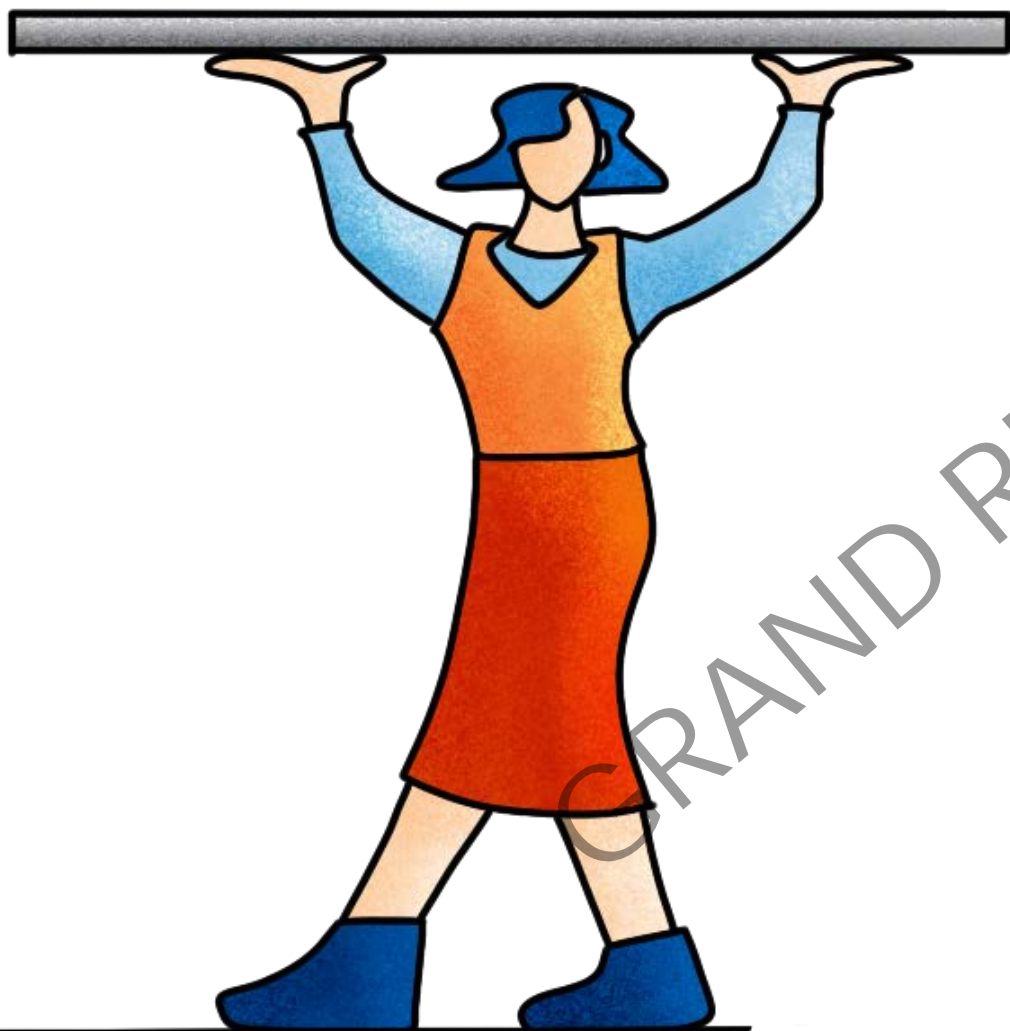




# The analysis grid can serve as a guide as you start to write your summary of relevant evidence.

Touching of the private body parts of another person	For the purpose of sexual gratification	Without consent due to lack of capacity
<ul style="list-style-type: none"><li>➤ Complainant's Account</li><li>➤ Respondent's Account</li><li>➤ Witness 1's Account</li><li>➤ Text messages between Complainant and Respondent</li><li>➤ SnapChat DM between Respondent and Witness 2</li></ul>	<ul style="list-style-type: none"><li>➤ Respondent's Account</li><li>➤ SnapChat DM between Respondent and Witness 2</li></ul>	<ul style="list-style-type: none"><li>➤ Complainant's Account</li><li>➤ Respondent's Account</li><li>➤ Witness 1's Account</li><li>➤ Witness 3's Account</li><li>➤ Photograph of Complainant</li><li>➤ Video of Complainant</li><li>➤ Text messages between Complainant and Witness 4</li><li>➤ Witness 4's Account</li></ul>

# The Report Should **STAND** On Its Own

**S**

Simple and Easy to Comprehend

**T**

Transparent/Clear

**A**


Accurate

**N**

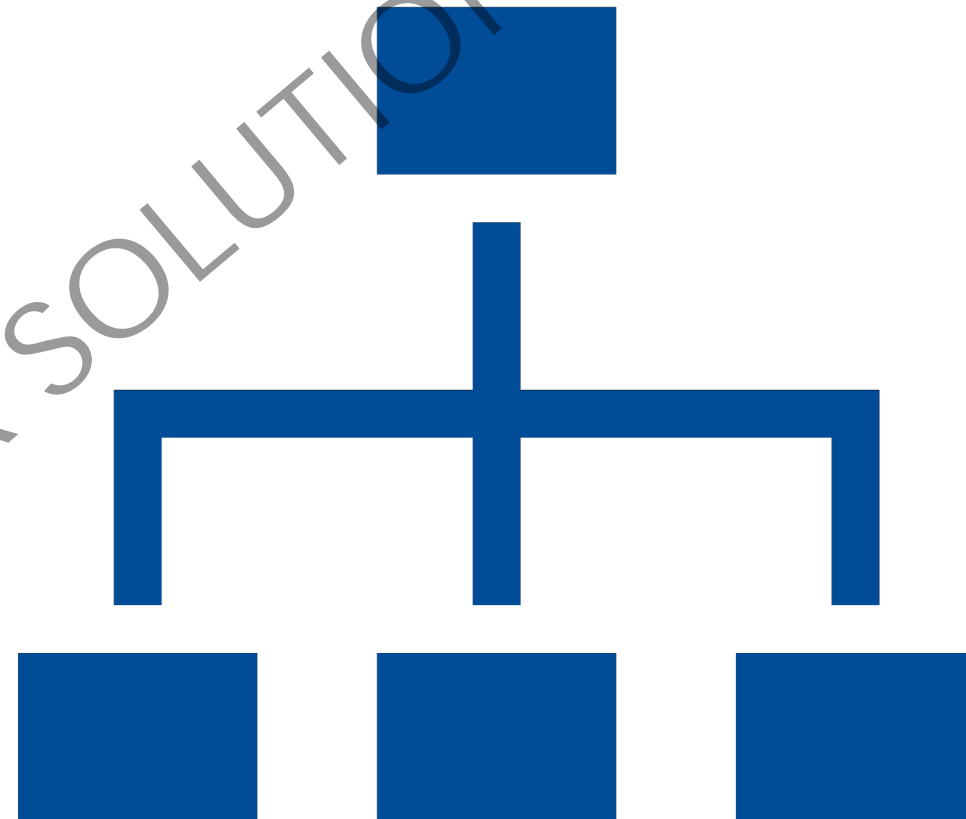
Neutral/Unbiased

**D**

Draw Attention to Significant  
Evidence and Issues



Choose an  
organizational  
outline for the  
summary of  
facts.







**Start Writing a  
Report That  
Will STAND on  
its Own**

# Simplicity

Reports should be written so that they are accessible to all readers, irrespective of their familiarity with the subject matter, or the institutions policies and the law.

- Use plain language
- Be concise
- Avoid repetition
- Consider including a section on facts in dispute/not in dispute
- Avoid or define technical language/acronyms/slang



# Choosing Simple Language

Complex Language	Simple Language
"Adjudicated"	"Decided/Determined"
"Preponderance of the Evidence"	"More likely than not"
"Respondent articulated"	"Respondent stated"
"Prima Facie Assessment"	"Plain assessment/On its face assessment"
"The allegation was substantiated"	"The allegation was proven/supported by"
"Pursuant to the policy"	"As stated in the policy"
"Digital Penetration"	"Inserted their finger into (include body part penetrated)"



# Transparent and Clear

- Outline the report to enhance transparency and clarity.
- Summarize information chronologically.
- Clearly define language used in the report.
  - Opinions
  - Quantitative language
  - Slang/acronyms
- Provide clear descriptions of reported acts.
- Use consistent language.

# Clarifying Language

Unclear Language	Clear Language
"Complainant reported that Respondent forced her to perform oral sex"	"Complainant reported that Respondent forced her to put her mouth on his penis"
"SANE/RA/UPD"	"Sexual Assault Nurse Examiner/Resident Assistant/University Police"
"Witness 1 reported that Respondent was angry"	"Witness 1 reported that he believed that Respondent was angry because Witness 1 observed Respondent yelling, slamming his fists on the wall, and that the 'veins in his neck were popping out.'"
"Complainant stated that Respondent touched them down there"	<p>"Complainant stated that Respondent touched them, "down there". When asked to define 'down there,' Complainant stated, 'my penis.'"</p> <p>OR</p> <p>"Complainant stated that Respondent touched their 'penis.'"</p>

# Where Deeper Clarity is Often Needed, But Not Included

## Dive Deeper when:

Testimony about contact with a person's vagina.

Testimony about penetration.

Testimony that clothing was removed.

Testimony that an event or an act had an impact on them?

Opinions are offered.

## Include in the report clarity about the following:

Was the contact with the vagina or vulva?

What was penetrated?  
What was used to penetrate?

What kind of clothing?  
How was it removed?

What was the specific impact?

Include facts that form the basis for the opinion.

# Accuracy Is Essential

Be precise and accurate in how you identify folks.

- Use their preferred names and pronouns.

Be accurate and precise when citing or referring to policy language.

- Be sure to cite from the applicable policy/procedures.

Accurately state the allegations as set forth in formal complaint.

When summarizing the evidence, do so accurately without editorial or opinion.

- Use quotations often and appropriately.

Always cite to the investigation file.



**Every statement in an interview summary should make clear that it was the interviewee who made that statement:**

- Not: Complainant first saw Respondent near the fountain in the middle of the quad. Instead "Complainant stated that she first saw Respondent near the fountain in the middle of the quad."
- Not: Witness 3 told Complainant that Respondent was creepy. Instead: Complainant stated that Witness 3 told him that Witness 3 believed Respondent was "creepy."

**Use interviewee's words and put in quotes if it is their word.**

- Not "Witness 3 was really out of it and drunk."
- Instead; "Witness 4 stated that Witness 3 was 'really out of it' and 'drunk,' which she described as . . ."

**No conclusory words**

- Not "the stalking started"
- Instead; complainant stated that the conduct she identified as stalking started in January. In some states, particularly California, attorneys litigating these cases will argue that use of a conclusory term means the investigator is agreeing that the conduct did occur. It's a huge nuisance to be a deponent in those cases



# Commit to Using Neutral Language

Non-Neutral/Biased	Neutral Alternatives
"Claimed/Alleged"	"Reported/Stated"
"According to X"	"X reported/X stated"
"Story/Version of Events"	"Account/Reported Recollection of Events"
"Had Sex with/Engaged in"	Simply describe what occurred
"Changed their Account/Story/Version of Events"	"When initially interviewed Respondent stated X. In a subsequent interview Respondent stated Y"



Evidence that the Investigator believes should be afforded significant weight.



Evidence related to assessment of credibility, reliability, and authenticity.

Consistencies  
Inconsistencies  
Corroborative evidence  
Omissions  
Statements that include or that are lacking in significant details



Explanations that provide a better understanding of certain items of evidence or lack of evidence.



**If it feels important, emphasize it in the report.**

## Draw Attention to Specific Evidence Through Intentional Presentation of Information in the Report

How might you include the following relevant information from the IF in the summary of relevant evidence section of the report?

1. Excerpt from the transcript of Complainant's initial interview located on Appendix A at page 34:
  - Complainant: "The next day he tried to talk to me. He sent me a bunch of text messages asking to see me. He said he was 'sorry' for hitting me and for raping me. I basically told him I didn't want to hear it and I called him an asshole. We've not communicated since."
2. Screenshot of the text message exchange, described above, submitted by Complainant and located in Appendix B, page 67.

# Option A

Complainant reported that the next day, she engaged in a text message exchange with Respondent. Complainant stated that in this exchange, Respondent told her that he was sorry for hitting her and for raping her. Screenshots of this exchange were provided by Complainant and are included in Appendix B. See, Appendix A, p.34 and Appendix B, p. 67.

# Option B

Complainant reported that the next day, she engaged in a text message exchange with Respondent. Complainant stated that in this exchange, Respondent told her that he was sorry for hitting her and for raping her. See Appendix A, p.34. Complainant provided screenshots of this exchange, which read as follows:

**Complainant:** I don't care what u say. U know I didn't want it and you did it anyway.

**Respondent:** I'm sorry I hurt u. You know I don't hit. I was so drunk. IDK what to say to make it better. Can I see u?

**Complainant:** What could you say? U raped me, asshole.

**Respondent:** I'm sorry. I'm so sorry. I luv u u know that. I don't know why I did what I did.

Appendix B, p. 67.

# Option C

Complainant reported that the next day, she engaged in a text message exchange with Respondent. Complainant stated that in this exchange, Respondent told her that he was “sorry for hitting he and for raping her.” See Appendix A, p.34. Complainant provided the following screen shots of this exchange:  
Appendix, p. 67.



When your investigation reveals that a fact that was not shared by a party or witness, the investigator should have explored the reason for the omission. The final report should document the exploration and accurately describe the explanation provided.

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"Surveillance video from Clinton Hall depicted that at approximately two a.m. Witness A entered the room in which Complainant reports that she was assaulted. Witness A left ten minutes later. Complainant failed to share this fact with the investigators."

"Surveillance video from Clinton Hall depicted that at approximately two a.m. Witness A entered the room in which Complainant reports that she was assaulted. Witness A left the room ten minutes later. In a follow up interview with Complainant, they were asked why they did not report Witness A's presence in the room. Complainant responded by stating that they have no recollection of Witness A being in the room. "

A few final, but important,  
points....

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# The Investigator should not be present in the report.

The report should never include reference to the investigator.

For example, it should never say. "I then asked why Respondent believed they had consent to kiss complainant"

Instead, "When asked why they believed they had consent to kiss complainant, respondent stated...."

# Analysis and Findings

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# Findings of Fact

- **A "finding of fact"**
  - The decision whether events, actions, or conduct occurred, **or** a piece of evidence is what it purports to be, is credible, and reliable.
  - Based on available evidence and information.
  - Determined by a preponderance of evidence standard .
  - Determined by the fact finder(s).
- **For example...**
  - Complainant reports that they and Respondent ate ice cream prior to the incident.
  - Respondent says that they did not eat ice cream.
  - Witness 1 produces a photo of Respondent eating ice cream.
- **Finding: It is more likely than not that Complainant and Respondent ate ice cream**

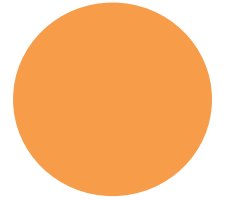
# Preponderance of the Evidence

More likely than not.

Does not mean 100% true or accurate.

A finding of responsibility =  
There was sufficient reliable, credible evidence to support a finding, by a preponderance of the evidence, that the policy was violated.

A finding of not responsible =  
There was not sufficient reliable, credible evidence to support a finding, by a preponderance of the evidence, that the policy was violated.



# Evaluating the Evidence

Is it relevant?

Evidence is relevant if it has a tendency to make a material fact more or less likely to be true.



Is it authentic?

Is the item what it purports to be?



Is it credible?

Is it convincing?



Is it reliable?

Can you trust it or rely on it?



What weight, if any, should it be given?

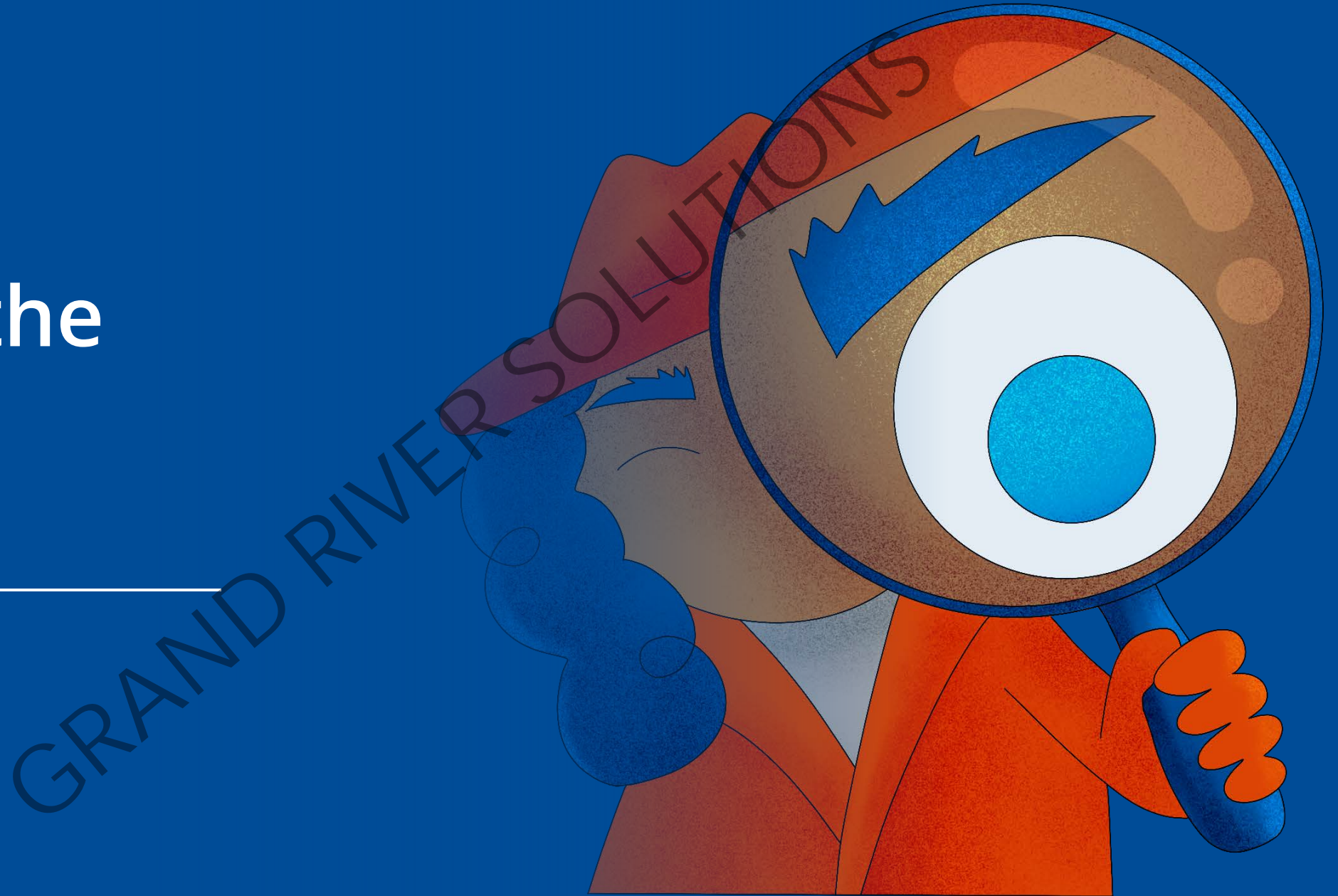
Weight is determined by the finder of fact!





# Identify the Relevant Evidence

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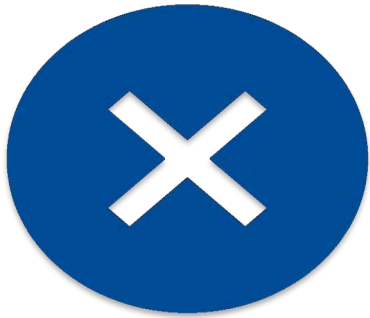


# Analysis Grid: List All the Material Facts Relevant to Each Question

Touching of the private body parts of another person	For the purpose of sexual gratification	Without consent due to lack of capacity
<ul style="list-style-type: none"><li>➤ Complainant's Account</li><li>➤ Respondent's Account</li><li>➤ Witness 1's Account</li><li>➤ Text messages between Complainant and Respondent</li><li>➤ SnapChat DM between Respondent and Witness 2</li></ul>	<ul style="list-style-type: none"><li>➤ Respondent's Account</li><li>➤ SnapChat DM between Respondent and Witness 2</li></ul>	<ul style="list-style-type: none"><li>➤ Complainant's Account</li><li>➤ Respondent's Account</li><li>➤ Witness 1's Account</li><li>➤ Witness 3's Account</li><li>➤ Photograph of Complainant</li><li>➤ Video of Complainant</li><li>➤ Text messages between Complainant and Witness 4</li><li>➤ Witness 4's Account</li></ul>



# Assessing Authenticity



Are you convinced that the item of evidence is authentic.



What is the information that convinces you of that?



Is that proof information credible and reliable?

# Make a Determination About the Authenticity of the Relevant Evidence

Touching of the private body parts of another person	For the purpose of sexual gratification	Without consent due to lack of capacity
<ul style="list-style-type: none"><li>➤ Complainant's Account</li><li>➤ Respondent's Account</li><li>➤ Witness 1's Account</li><li>➤ <b>Text messages between Complainant and Respondent</b></li><li>➤ <b>SnapChat DM between Respondent and Witness 2</b></li></ul>	<ul style="list-style-type: none"><li>➤ Respondent's Account</li><li>➤ <b>SnapChat DM between Respondent and Witness 2</b></li></ul>	<ul style="list-style-type: none"><li>➤ Complainant's Account</li><li>➤ Respondent's Account</li><li>➤ Witness 1's Account</li><li>➤ Witness 3's Account</li><li>➤ <b>Photograph of Complainant</b></li><li>➤ <b>Video of Complainant</b></li><li>➤ <del>Text messages between Complainant and Witness 4</del></li><li>➤ Witness 4's Account</li></ul>

A hand holding a white marker, writing on a chalkboard filled with mathematical formulas. The background is a teal-colored chalkboard with various mathematical expressions written in white chalk, including  $x^2$ ,  $x^2 + 16$ , and  $< 0$ . A diagonal watermark reading "GRAND RIVER SOLUTIONS" is visible across the center of the image.

# Determining Credibility and Reliability

---

Remember: There is No Formula!

# Sufficiency of Detail and Specificity

Is the level of detail provided by the person reasonable and indicative of a genuine personal experience by the person?

# Internal Consistency/ Consistency Over Time

- Did the person share the same version of events in all settings, including interviews, in written and/or verbal statements and between documentary evidence?
- Are there any discrepancies or contradictions?
- Is there a sufficient explanation for any discrepancies?

# Consistency with Other Evidence or Testimony

- Is the testimony or evidence consistent with the other evidence?
- Is the testimony or evidence inconsistent with the other evidence?
- Is there a sufficient explanation for any inconsistencies?

# Corroboration

- Is there witness testimony (either by witnesses or people who saw the person soon after the alleged incident, or people who discussed the incidents with the person around the time they occurred) or documentary or physical evidence that corroborates the person's testimony?
- Is there witness testimony or documentary and/or physical evidence that are inconsistent with statements made during the interview or does not provide corroboration to the person's version of events?



# Inherent Plausibility

- Is the testimony believable on its face?
- Does it make sense?
- Could it have occurred?
- Does it make sense that this person knows this information?
  - What was their opportunity to view?

# Material Omission

- Did the person omit material information?
- If so, what?
  - e.g., submitted partial text messages, or omitted text messages that could be perceived as unfavorable
- Is there a reasonable reason for the material omission?

# Motive to Falsify

- Did the person have a reason to be untruthful other than the general desire to be believed, or to prevail?
- Did the witness openly volunteer information that is prejudicial to their interests or the Party?
- If so, does the declaration against interest bolster their credibility?
- Does the person have an articulable bias, interest or other motive? [e.g. an employee received a poor performance review, so she falsified a claim of sexual harassment against her boss].
- Alternatively, does the person have little personal gain in the outcome?
- What are the relationships between the parties?

# Past Record

- Is there a history of similar behavior in the past?
  - e.g., a supervisor had previous complaints of sexual misconduct
- If so, this might impact whether a statement should be believed.
  - For example, a respondent who states they never knew that a certain behavior was wrong, yet was written up for that same behavior, the history of similar past behavior makes the respondent's statement less believable and less reliable.

# Ability to Recollect Events

- What is the extent the person was able to perceive, recollect or communicate the version of events?
  - e.g., the person reported they were intoxicated, or the person reported they were sleeping

# Credibility/Reliability Analysis

## Step by Step

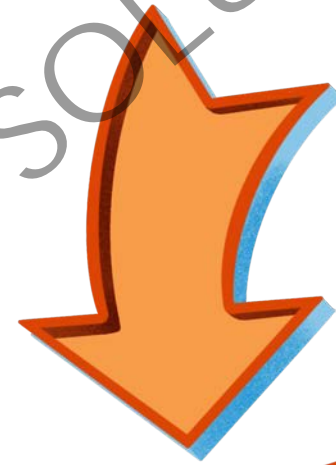
1. Determine the material facts – focus only on material facts.
2. Determine which material facts are:
  1. Undisputed – consistent, detailed and plausible, and/or agreed upon by the parties [e.g., Marcy and Jack attended a fraternity party on April 5, 2019]
  2. Disputed – unsupported by documentary or other evidence, or are facts about which an element of doubt remains [e.g., Marcy alleged that Jack kissed her without her consent around 1am at the party, and Jack asserted he never kissed Marcy and went home early]
  3. State clearly which facts are accepted, and which are rejected, and state the reasons why.

“While Jack maintained that he never kissed Marcy and went home early, several witnesses corroborated that he was at the party until 3 a.m. In addition, a photo was submitted by a witness showing Jack kissing Marcy. Therefore, I find that Jack’s version of events cannot be credited as being more likely than not to be true.”

# Weighing the Evidence

Determine what weight, if any, you will afford to each item of evidence upon which you intend to rely, of evidence in your final determination.

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# Make Findings

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# Findings of Fact

- **A "finding of fact"**
  - The decision whether events, actions, or conduct occurred, **or** a piece of evidence is what it purports to be, is credible, and reliable.
  - Based on available evidence and information.
  - Determined by a preponderance of evidence standard .
  - Determined by the fact finder(s).

# Making a Recommended Determination

1. Apply the standard of proof and the evidence to each element of the alleged policy violation.
2. Make a determination as to whether or not there has been a policy violation.



# The Recommended Determination

“While the credible evidence supports a finding that it is more likely than not that Respondent touched Complainant’s vagina with his hand for the purpose of sexual gratification, the credible evidence does not support a finding, using the preponderance of the evidence standard that Complainant was incapacitated and therefore incapable of providing consent. Thus, the we find Respondent NOT RESPONSIBLE for the allegation of fondling, as set forth in the formal complaint”



## For Day 2

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Read the mock  
charging  
documents and the  
mock evidence

Be prepared to  
engage in breakout  
activities 2-6.

# Thank you!

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