

Holland & Knight

Fair, Equitable Trauma-Informed Investigation Training

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July, 2019

Introduction

Many colleges and universities have recognized that the quality of their sexual assault and intimate partner violence (“IPV”) investigations can be enhanced if they take into account the potential neurobiological effects of trauma. Institutions have sought and received training for their investigators and adjudicators on these issues, consistent with promising practices, general training requirements imposed by the 2013 Violence Against Women Reauthorization Act Amendments to the Clery Act, and certain state laws. A 2017 OCR Q&A document regarding Title IX, proposed regulations posted in November, 2018, and media commentary have all emphasized, however, that the content of training will be analyzed closely, and that training for investigators and adjudicators, including trauma-informed training, should be presented in a manner that is fully balanced, does not rely on sex stereotypes, and promotes fairness and equity for both complainants and respondents.²

This paper summarizes some of the public and scholarly discourse on these issues, and offers suggestions for college and university administrators and counsel who are designing and/or selecting investigation training programs.

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² Court decisions have also addressed training-related issues in recent years, and have come to various conclusions about whether the training programs at issue in the cases before them could be viewed as encouraging sex-related bias. Discussion of those cases is beyond the scope of this white paper, and proving a link between training content and a particular result would likely be difficult. It is fair to say, however, that courts will at least consider allegations regarding training programs when ruling on, for example, motions to dismiss.

Discussion

1. Current Federal Pronouncements and State Laws Regarding Training-Related Issues

As background, it is noteworthy that the Preamble to the 2013 Violence Against Women Reauthorization Act regulations mentions trauma-related training. According to the Preamble, “commenters believed that proper training will minimize reliance on stereotypes about victims’ behavior and will ensure that officials are educated on the effects of trauma.”³ In response, the Department of Education noted that it “appreciate[d] the support of commenters and agree[d] that ensuring that officials are properly trained will greatly assist in protecting the safety of victims and in promoting accountability.”⁴

It should also be noted that a Q&A document issued on September 22, 2017 by the Department of Education’s Office for Civil Rights contained the following statement regarding training: “Training materials or investigative techniques and approaches that apply sex stereotypes or generalizations may violate Title IX and should be avoided so that the investigation proceeds objectively and impartially.”⁵

Training-related issues are addressed similarly in proposed Title IX regulations posted by OCR on November 16, 2018. The proposed regulations include the following language:

A recipient must ensure that coordinators, investigators, and decision-makers receive training on both the definition of sexual harassment and how to conduct an investigation and grievance process, including hearings, if applicable, that protect the safety of students, ensure due process protections for all parties, and promote accountability. Any materials used to train coordinators, investigators, or decision-makers

³ Department of Education; Violence Against Women Act, Final Rule, 79 Fed. Reg. 62773 (Oct. 20, 2014) (codified at 34 C.F.R. Pt. 668).

⁴ *Id.*

⁵ See U.S. Dep’t of Educ. Office for Civil Rights, “Q&A on Campus Sexual Misconduct” (Sept. 2017) at Answer 6 (available at: <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>) (Q&A). See also *id.* at Answer 8 (“Decision-making techniques or approaches that apply sex stereotypes or generalizations may violate Title IX and should be avoided so that the adjudication proceeds objectively and impartially.”).

may not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment.⁶

The proposed regulations also provide as follows that training materials must be maintained and would be subject to disclosure to the parties in sexual harassment cases: “(i) A recipient must create, make available to the complainant and respondent, and maintain for a period of three years records of-- . . . (D) All materials used to train coordinators, investigators, and decision-makers.”⁷

Obviously, if this proposed language or similar language remains in the Title IX regulations throughout the currently-pending formal rulemaking process and becomes part of the final regulations, institutions will have to re-double their efforts to promote fairness and equity for all parties when designing Title IX-related training programs, and will have to take care to document those efforts.

Finally, several states (for example, California, Illinois and New York) have mandated trauma-informed training through their state higher education sexual assault response laws,⁸ and it would not be surprising if other states adopted similar requirements in the future. Institutions in those states will obviously have to be particularly attentive to the need to strike the appropriate balance between providing trauma-informed training as required by state law, while promoting fairness to all parties, to avoid plausible claims that their procedures are biased

⁶ See Notice of Proposed Rulemaking, Department of Education (Docket ID ED-2018-OCR-0064), proposed 34 C.F.R. § 106.45(b)(1)(iii) (posted Nov. 16, 2018 at: <https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-nprm.pdf>). The Preamble to the proposed regulations elaborates on these points, as follows: “Recipients would also be required to use training materials that promote impartial investigations and adjudications and that do not rely on sex stereotypes, so as to avoid training that would cause the grievance process to favor one side or the other or bias outcomes in favor of complainants or respondents.” *Id.* at 42.

⁷ *Id.*, proposed 34 C.F.R. § 106.45(b)(7)(i)(D).

⁸ See Cal. Educ. Code § 67386(b)(12) (West 2014) (requiring institutions that participate in state student financial aid programs to provide a “comprehensive, trauma-informed training program for campus officials involved in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.”); 110 ILCS 155 (West 2015) (requiring higher education institutions to provide trauma-informed response training annually to campus officials involved in the receipt of sexual assault reports and provision of related resources; the law defines “trauma-informed response” as “a response involving an understanding of the complexities of sexual violence, domestic violence, dating violence, or stalking through training centered on the neurobiological impact of trauma, the influence of societal myths and stereotypes surrounding sexual violence, domestic violence, dating violence, or stalking, and understanding the behavior of perpetrators”); New York Education Law § 6444(5)(c)(ii) (2015) (providing that students have the right to have complaints “investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, . . .”).

based on gender in violation of Title IX. The suggestions in Section 4 below should assist such institutions in meeting both of these goals simultaneously.

2. Theories Typically Covered in Trauma-Informed Training

Trauma-informed investigation and adjudication training programs usually include discussion of theories regarding the potential neurobiological effects of trauma.⁹ Typically, there is discussion of how chemicals such as catecholamines, corticosteroids, oxytocin and endogenous opioids may be released into the bloodstream as a result of trauma, and that these substances can interfere with the functioning of those portions of the brain (e.g., the hippocampus and amygdala) that are involved with the encoding of memory. The theory is that individuals who have experienced a traumatic event, therefore, may not be able to recall details of the event in a chronological manner; that they may not be able to recall some details at all; that their ability to recall details may improve over time; and that their affect when describing the event may initially seem evasive or counterintuitive (e.g., laughing, smiling, or seeming emotionless). Presenters may also discuss how hormone-driven responses to traumatic situations may include fighting, fleeing, or freezing (which may or may not be equated with a less-instantaneous state known as “tonic immobility”).¹⁰

Presentations regarding these issues may also address how traditional law enforcement interview approaches have been unsupportive and skeptical of individuals who may have experienced a traumatic event, and have failed to account for these potential neurobiological effects of trauma. Such presentations also often describe how the potential effects of trauma were sometimes misperceived by police officers as attempts at evasion or falsification, which caused some officers to unfairly doubt the veracity of reporting parties.¹¹

⁹ The *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., DSM–5, American Psychiatric Association, 2013), at page 271, defines “trauma” as follows: “Exposure to actual or threatened death, serious injury, or sexual violence in one (or more) of the following ways: directly experiencing the traumatic event(s); witnessing, in person, the traumatic event(s) as it occurred to others; learning that the traumatic event(s) occurred to a close family member or close friend (in case of actual or threatened death of a family member or friend, the event(s) must have been violent or accidental); or experiencing repeated or extreme exposure to aversive details of the traumatic event(s).”

¹⁰ Presentations and interviews of Rebecca Campbell, Ph.D., a Professor of Psychology at Michigan State University (whose Ph.D. is in economic-community psychology), are cited routinely on these topics. See, e.g., Rebecca Campbell, Ph.D., “The Neurobiology of Sexual Assault” (National Institute for Justice Research for the Real World Seminar, Dec. 3, 2012) (available at: <https://nij.gov/multimedia/presenter/presenter-campbell/pages/presenter-campbell-transcript.aspx>).

¹¹ See “Interview with Dr. Rebecca Campbell on the Neurobiology of Sexual Assault, Part I: Telling the Difference Between Trauma Versus Lying” (National Institute of Justice) (available at: <https://www.nij.gov/multimedia/Pages/playlist-campbell-neurobiology-of-sexual-assault-transcript.aspx#trauma>). See also Armstrong, K. and Miller, T.C., “When Sexual Assault Victims Are

Trauma-informed training program participants also often learn that trauma-informed interview approaches have been developed to account for the potential effects of trauma on memory, by focusing on what a witness is able to recall about their experience and related sensory details, rather than demanding that the witness “start at the beginning” and recount all of the details of the event in a complete, linear manner. Training often includes anecdotes on how trauma-informed interview techniques have resulted in better outcomes and more thorough investigations in the criminal justice context, because reporting parties are encouraged to attempt to provide the information that they are able to provide, rather than abandoning the process in frustration because they cannot immediately convince a skeptical police officer by providing a seamless narrative of the relevant events.

Complementary topics that are often addressed in trauma-informed training programs include: that a delay between the time of an event and when it is reported is common; that “counterintuitive” behaviors such as a reporting party’s continuing to have contact with the alleged perpetrator after a reported sexual assault or intimate partner violence incident is also common; that investigators should avoid phrasing questions in a victim-blaming manner (e.g., “why didn’t you call for help, fight back or run away?”); and that interviewing complainants in a respectful, professional, non-judgmental manner can result in their engaging more effectively in the investigation and adjudication process.

3. Media and Scholarly Critique of These Theories

In September 2017, the second story of a three-part series regarding campus sexual assault adjudications, “The Bad Science Behind Campus Response to Sexual Assault,” was published in *The Atlantic*.¹² The premise of the article is that the trauma-informed, neurobiology-focused approach described above is grounded in “bad science.”

Specifically, the *Atlantic* story cited presentations by Rebecca Campbell, Ph.D. that are summarized above. The story’s author, Emily Yoffe, took particular issue with

Charged With Lying,” *New York Times Sunday Review* (Nov. 24, 2017) (providing anecdotal accounts of victims who were charged with lying about sexual assaults which were later proven by independent evidence to have occurred, and discussing trauma-informed approaches that some law enforcement agencies are adopting to help prevent such occurrences) (available at: <https://www.nytimes.com/2017/11/24/opinion/sunday/sexual-assault-victims-lying.html? r=0>).

¹² See Emily Yoffe, “The Bad Science Behind Campus Response to Sexual Assault,” *The Atlantic* (Sept. 8, 2017) (available at: <https://www.theatlantic.com/education/archive/2017/09/the-bad-science-behind-campus-response-to-sexual-assault/539211/>) (“*Atlantic Article*”).

Dr. Campbell's assertion in those presentations that while hormones released during trauma may impair an individual's ability to remember traumatic events in a chronological manner, "[w]hat we know from the research is that the laying-down of that memory is accurate and the recall of it is accurate." Ms. Yoffe also critiques Dr. Campbell's conflating of a human's momentary "freeze" response to danger with "tonic immobility," that is, the "playing dead" mechanism of prey animals. Ms. Yoffe quoted psychology professors and a psychiatrist who disagreed with those assertions.¹³

Ms. Yoffe also interviewed Dr. Campbell, and reported that Dr. Campbell said that the goal of her work on neurobiology was to give law enforcement officers a more nuanced understanding of how a sexual-trauma victim might behave. Ms. Yoffe reported further that Dr. Campbell said that using her work generally "as a guide for campus investigations and adjudications—and particularly to support the idea that no matter how a complainant behaves, she is almost certainly telling the truth—was unintended . . . and 'would be an overreach.'"¹⁴

The *Atlantic* article also quoted Richard McNally, Ph.D., and his book *Remembering Trauma*.¹⁵ Relying upon a broad review and interpretation of hundreds of psychology and neuroscience research papers and other resources, Dr. McNally makes many relevant arguments in *Remembering Trauma*. For example, in Dr. McNally's view: "[a]s with all extremely negative emotional events, stress hormones interacting with an activated amygdala enhance the hippocampus's capacity to establish vivid, relatively durable memories of the experience—or at least its salient, central features [such that] [h]igh levels of emotional stress enhance explicit, declarative memory for the trauma itself; they do not impair it."¹⁶ Dr. McNally also argues that theories suggesting that "manifestations of traumatic memory 'are invariable and do not change over time'" are "plagued by conceptual and empirical problems."¹⁷ Dr. McNally's book pre-dates Dr. Campbell's popular presentations on these issues, so it of course does not comment directly on the Campbell presentations. Ms. Yoffe did quote Dr. McNally as stating in response to Dr. Campbell's assertions that "because assaults do not occur in the laboratory,

¹³ *Id.*

¹⁴ *Id.*

¹⁵ McNally, Richard J., *Remembering Trauma* (Belknap Press, 2005).

¹⁶ *Id.* at 276. *See also id.* at 77, 180.

¹⁷ *Id.* at 179.

‘there is no direct evidence’ of any precise or particular cascade of physiological effects during one, ‘nor is there going to be.’”¹⁸

The *Atlantic* article should, of course, be placed in context as a media critique, not as a peer-reviewed research paper. It is noteworthy that Jim Hopper, Ph.D., a psychologist who presents regularly regarding trauma-related issues, posted a direct response to the *Atlantic* article on *Psychology Today*’s web site.¹⁹ In the post, Dr. Hopper cited research papers that he argued demonstrate that trauma can cause reflexive behaviors (such as “tonic immobility”) and habit-based behaviors in humans, and that trauma (whether caused by sexual assault, combat, or a police-involved shooting) can also cause fragmentation of memory.²⁰ He notes astutely, however, that gaps and inconsistencies in memory “are never, on their own, proof of *anyone*’s credibility, innocence, or guilt.”²¹

Different audiences may find the *Atlantic* article to be either persuasive, neutral, or result-oriented, but at the very least, the conversation it prompted demonstrates that there are grounds for difference of opinion regarding the potential neurobiological effects of trauma. Title IX and Clery Act-related training programs should acknowledge this, as discussed below.

4. Promoting Fairness to All Parties Through Trauma-Informed Investigation Training

Trauma-informed concepts can promote fairness to all parties if presented and applied appropriately, but institutions of higher education will have to be thoughtful in order to avoid the real or perceived unfairness that may result from a misapplication of those concepts in campus sexual assault/IPV investigations and disciplinary proceedings. Fortunately, institutions can train investigators to use trauma-informed techniques, in accordance with promising practice and applicable state laws, while demonstrably promoting fairness to all parties and avoiding “sex stereotypes or generalizations” consistent with the 2017 OCR Q&A, and avoiding reliance on “sex stereotypes” as may be required in language found in the November, 2018 Notice of Proposed Rulemaking, if that language is retained in the final Title IX regulations. So how can colleges and universities integrate trauma-

¹⁸ *Atlantic Article*.

¹⁹ See Jim Hopper, “Sexual Assault and Neuroscience: Alarmist Claims vs. Facts,” *Psychology Today* (posted January 22, 2018) (available at: <https://www.psychologytoday.com/blog/sexual-assault-and-the-brain/201801/sexual-assault-and-neuroscience-alarmist-claims-vs-facts>).

²⁰ *Id.*

²¹ *Id.* (emphasis in original).

informed approaches into investigation and adjudication training in a way that promotes fairness? Some recommendations follow.

A. Emphasize how institutions should—and should not—apply information about the potential effects of trauma

First, colleges and universities should be precise about exactly how information about the potential effects of trauma should—and should not—be applied. While there are differences of opinion among scientists regarding the ways in which trauma may affect memory, colleges and universities should recognize that campus investigators and adjudicators do not need to determine scientifically whether a witness was traumatized or by what, or precisely what effects trauma may or may not have in a particular case. Rather, they need to understand the potential effects of trauma so that they can check their personal biases and avoid the uncritical assumption that individuals who report sexual assault are necessarily “lying” if they cannot remember every detail of the incident in a chronological manner. If investigators and adjudicators understand that non-linear or partial recall may be related to potential trauma, they can avoid biased, snap judgments, move forward objectively, and gather information about what the reporting party is able to recall. However, if an investigation yields evidence of behaviors that may be related to trauma, that should not be understood as establishing that institutional policy was necessarily violated, nor should the presence of such issues cause fact-finders to accept everything a complainant is able to recall as absolutely “true,” or to fail to seek clarification of inconsistencies.

Through this approach, fact-finders should not substitute scientific theories for evidence, and they must not abdicate their fact-finding responsibility, when determining whether a policy violation occurred in a particular case. If information about the potential effects of trauma is applied only to this limited extent, decisions will ultimately be based on an objective assessment of the facts of each case, rather than presumptions derived from familiarity, or lack of familiarity, with scientific theories.

B. Emphasize the neutral role played by college and university investigators and adjudicators

Some trauma-informed training draws from interview techniques and approaches used in the criminal justice system. While that is not necessarily inappropriate, training for college and university investigators and adjudicators should emphasize that police officers and prosecutors work to establish probable cause and advocate for criminal convictions, but they do not determine as ultimate fact-finders whether the law was violated. By contrast, campus fact-finders and decision-makers must maintain complete neutrality at all times in evaluating reported violations of institutional policies. Colleges and universities are not responsible for correcting

any actual or perceived historical failings in the criminal justice system’s response to sexual assault, and if campus training program participants learn how trauma-informed principles have been applied by law enforcement to correct those failings, without also learning how such principles need to be adapted to the distinct context of campus disciplinary proceedings, then unfairness to respondents, real or perceived, could result.

For example, it should be emphasized in training that while it would not be appropriate for a neutral fact-finder to be actively “supportive” of either a complainant or a respondent in a campus disciplinary proceeding (that role can be played by counselors and advocates, on or off campus), fact-finders can learn from the trauma-informed approach yet maintain impartiality by treating all parties and witnesses in a professional, respectful, non-judgmental manner. If any materials or information drawn from the criminal justice context are used in campus training, they should be vetted to determine if they employ “victim”, “survivor” and “suspect” terms that are often used in that context. If they do, the campus training materials should explicitly make a point about the importance of language, note the differences between the criminal justice and higher education contexts, and emphasize that more neutral “complainant and respondent” or “reporting and responding party” terms should be used in the higher education context. Finally, colleges and universities should be very cautious about adopting as institutional policy the branding or curricula of trauma-informed programs developed for police officers given, again, the distinctly different objectives of law enforcement, on the one hand, and campus sexual misconduct investigators and adjudicators, on the other.²²

C. Emphasize how to apply a trauma-informed interview approach in an even-handed, fair manner

Probably the single most important practical reason why investigators need to learn about the potential effects of trauma is so they can understand the basis for employing trauma-informed interview approaches that encourage witnesses to share what they are able to recall about their experience, including any available sensory impressions, without demanding that they recall every aspect in a chronological manner. These techniques can result in the creation of a fuller portrait of what occurred, while avoiding the frustration and withdrawal from the process that might occur if the complainant is initially asked to provide a seamless, richly detailed, chronological narrative. Approaching interviews in this manner initially would not prejudice respondents in any way, so long as investigators and

²² See, e.g., Armstrong, K. and Miller, T.C., “When Sexual Assault Victims Are Charged With Lying,” *New York Times Sunday Review* (Nov. 24, 2017) (noting the utilization of and controversy surrounding the “Start By Believing” campaign in the law enforcement context, which could be viewed as potentially biased if adopted as college or university policy).

adjudicators also follow up as necessary and seek appropriate clarification, as discussed below.

Further, training programs should emphasize that it is both equitable and appropriate to use the same basic initial interview approach with complainants and respondents. While trauma-informed interview approaches were developed primarily to gather a more robust evidentiary portrait of how individuals experienced a potentially traumatic event, respondents (who are likely experiencing significant stress during an interview, if not the effects of trauma) can also be given the same opportunity to describe what they are able to remember about the experience, to describe their thought process and sensory perceptions, and to respond to respectfully-phrased clarifying questions regarding any inconsistencies.

D. Emphasize that interviewing for clarification is crucial

Training should emphasize that investigators and adjudicators must be vigilant to seek clarification of inconsistencies and “counterintuitive” behaviors from both parties. At the outset, discussion of inconsistencies and counterintuitive behaviors should begin with a qualification that not all inconsistencies and counterintuitive behaviors are necessarily driven by trauma-related hormones, or trauma-related memory issues; indeed, some inconsistencies and counterintuitive behaviors may bear on a witness’s credibility. While such behaviors may present in circumstances involving sexual assault or IPV, the existence of these behaviors neither warrants categorical dismissal of a complainant’s account nor an automatic finding of a policy violation.

For example, a complainant’s delay in reporting may or may not be probative of whether a policy violation occurred, but if the issue seems potentially relevant to an investigator or a respondent, a complainant can certainly be asked respectfully about their thought process with regard to reporting the incident when they chose to do so. As another example, if a complainant has engaged in apparently “normal” communications with a respondent after a reported assault, it is perfectly appropriate for an investigator, in a non-judgmental way, to ask the complainant to “help the investigator understand” the complainant’s thought process in doing so. This approach can also be used to inquire about differences in how a complainant has described the incident on different occasions, or about differences between a complainant’s account and the observations of other witnesses. Fact-finders can then consider the evidence of potentially inconsistent accounts or counterintuitive behavior, and the complainant’s explanation of that behavior, along with all of the other evidence gathered in the investigation. The most important point to be made in training regarding these issues is that general statements about how some complainants may behave as a result of trauma or related issues should not be substituted for a fact-finder’s assessment of the specific evidence in a particular case.

E. Model a gender-neutral approach in trauma-informed training

While much of the public discourse regarding campus adjudications in this area presumes that every case involves the reported assault of a cisgender heterosexual female complainant by a cisgender heterosexual male respondent, we know from our experience in higher education that that is not an accurate presumption. Obviously, any person of any sexual orientation or gender identity can be a victim or a perpetrator of sexual assault, IPV or stalking, and anyone can be affected negatively by trauma.²³ Demonstrating an institutional understanding of this fact in trauma-informed training has several benefits.

First, helping investigators and adjudicators understand how sexual violence impacts LGBTQIA individuals statistically will better prepare them for the range of cases they are likely to work on, and should help them identify and address any personal biases they have that may undermine their ability to serve impartially.²⁴ From a more individual perspective, there are many videos available on YouTube that address the experiences of male victims of sexual assault, IPV and stalking; these can also help to better prepare training participants to handle all cases in a fair, balanced manner.

Second, using gender-neutral terminology throughout training (i.e., either using gender-neutral pronouns and/or alternating which gender-specific pronouns are used for complainants and respondents in examples and case studies) can further reinforce that anyone can be a victim or perpetrator. Doing so can also further reinforce that the institution does not view sexual assault, IPV or stalking as gender-binary issues, and endeavors to treat all parties fairly, without bias on the basis of gender.

²³ See Lara Stemple and Ilan H. Meyer, “The Sexual Victimization of Men in America: New Data Challenge Old Assumptions,” 104 *Am. J. Of Public Health*, e19 (June 2014) (discussing Centers for Disease Control study which found that a significant percentage of male victims of sexual assault reported that they were assaulted by a female perpetrator). See also Jessica A. Turchik, Sexual Victimization Among Male College Students: Assault Severity, Sexual Functioning, and Health Risk Behaviors, *Psych. of Men & Masculinity*, Vol. 13, No. 3, 243-255 (2012) *Sexual Victimization Among Male College Students: Assault Severity, Sexual Functioning, and Health Risk Behaviors*, *Psych. of Men & Masculinity*, Vol. 13, No. 3, 243-255 (2012) (available at: <https://www.apa.org/pubs/journals/features/men-13-3-243.pdf>) (describing survey of 299 male college students who were asked whether they had experienced at least one sexual victimization experience since age 16, a significant percentage of whom reported that the perpetrators were women).

²⁴ The 2010 Findings on Victimization by Sexual Orientation, a sub-report on data gathered through the CDC’s National Intimate Partner Sexual Violence Survey, (available at: https://www.cdc.gov/violenceprevention/pdf/nisvs_sofindings.pdf), is, for example, an excellent resource from a large data sample that addresses sexual violence among LGBT individuals.

Third, related to the previous point, while higher education cannot control the binary assumptions that dominate so much of the current public discourse about institutional responses to sexual assault, modeling a gender-neutral approach in training that we do control can emphasize that colleges and universities are not “anti-male” when it comes to these cases; instead, they are, of course, “anti-sexual assault,” “anti-IPV”, and “anti-stalking.”

A rationale along these lines has been adopted in recent court decisions that rejected the claims of plaintiff-respondents who were found not responsible for sexual assault, but nonetheless filed suit against their school, claiming that the school’s alleged lack of response to post-adjudication harassment by the complainant violated Title IX. In several such cases, the courts held that the alleged harassment was based on the perception that the respondent committed sexual assault, not *per se* because the respondent was male.²⁵ That rationale also supports the point that an institution’s taking a trauma-informed approach towards complainants should not in any way be seen as evidence of gender bias against males, because, again, not all complainants are female, not all respondents are male, and a trauma-informed approach facilitates the gathering of information in a balanced manner from all individuals, not just from women, who report sexual assault or IPV.²⁶ Further reinforcing such points by modeling gender-neutrality in training can only help the larger effort to establish that institutions are opposed to sexual and other violence, but are not “opposed to” a substantial portion of their students simply because they are male.

F. Emphasize the need for procedural fairness

Trauma-informed interview and investigation approaches should be presented as one important part of a larger system, which includes robust procedural protections for both parties provided pursuant to constitutional, Title IX regulation, Clery Act, state common law, and self-imposed contractual requirements, as applicable. Investigators and adjudicators who participate in training regarding trauma and related issues should also participate in training regarding institutional procedural requirements, which should emphasize as a matter of equity and legal mandate that all of the institution’s students are entitled to the level of fair process provided

²⁵ See, e.g., *Doe v. Columbia College Chicago*, 2017 WL 4804982, *7 (N.D. Ill. Oct. 25, 2017) (dismissing Title IX claim that college was “deliberately indifferent” to harassment of male plaintiff-respondent by other students who considered him to be a “rapist”; court concluded that any harassment the plaintiff suffered was the result of personal animus because they believed the plaintiff had committed sexual assault, not because of his gender).

²⁶ See also *Doe v. Univ. of Colorado, Boulder*, 255 F.Supp.3d 1064, 1074-75 (D. Colo. 2017) (listing cases that rejected male plaintiff-respondents’ Title IX claims, because those allegations “largely tend to show, if anything, pro-victim bias, which does not equate to anti-male bias”).

for in institutional policies. Institutions should be able to demonstrate that their training programs reflect their simultaneous commitment to trauma-informed approaches and procedural fairness. Documentation regarding the substance of each training (e.g., PowerPoint slides, instruction manuals, distributed policies, etc.) should be maintained accordingly. As noted above, if finally promulgated as proposed in November, 2018, Title IX regulations would require that training materials be maintained, and that they be disclosed to the parties in sexual harassment cases.²⁷

G. If any information is provided regarding “perpetrator behavior”, emphasize the difference between convicted criminal defendants or admitted perpetrators, and respondents in individual cases

As noted above, providing information about “typical perpetrator behaviors” in campus training programs can be controversial, and carries a risk that respondents will conclude that an institution’s doing so may have engendered bias against respondents in particular cases. If an institution decides that it must include such information or it has done so in the past, it would be best to emphasize that information about general characteristics of “perpetrators of sexual violence” is drawn from research based on convicted criminal defendants or admitted perpetrators of sexual assault, and that participants should never presume that statistics about or general characteristics of such individuals are necessarily representative of the behavior of a respondent in a particular case, or of the behavior of any predictable percentage of the respondents who will be involved in the institution’s cases. Instead, participants should be encouraged to decide each case based on the evidence gathered, not on any inference from general statistics.

H. Ensure that all institutional publications convey a consistent message

Once an institution has honed its training programs so that they promote a fair, trauma-informed approach, it should ensure that all of its publications convey a consistent message about that approach. A chain is only as strong as its weakest link, and if an outdated institutional publication or web page conveys a message that may be perceived as biased, it is fair to assume that it will be cited in opposition to a motion to dismiss a plaintiff-respondent’s Title IX- or fairness-based contract or other claims. The institution may ultimately be able to demonstrate the overall fairness of its training program and publications, but it is advisable to proactively eliminate outliers that would lend any support to a claim of unfairness or bias.

²⁷ *Id.*, proposed 34 C.F.R. § 106.45(b)(7)(i)(D).

I. If an institution's overall training program could benefit from the suggestions offered here, enhance the program accordingly

If upon review it appears that not all aspects of an institution's past training efforts have placed trauma-informed concepts in context and promoted fairness to all parties as discussed above, the institution could consider enhancing its program to incorporate some or all of the suggestions made here. Courts should reasonably review an institution's training program as a whole, rather than focusing exclusively on past presentations or dated, individual PowerPoint slides when assessing the fairness of the program. There is no reason why subsequent presentations cannot correct any misperceptions arguably created by earlier presentations, so that the institution's overall program is ultimately, and demonstrably, fair and balanced.

Conclusion

Applying the lessons learned from scientific research on the neurobiological effects of trauma can enhance the quality of college and university investigations and adjudications of sexual assault, IPV and stalking cases. All parties can benefit if trauma-informed training is provided in a manner that is fair, equitable, nuanced, and adapted appropriately to the context of college and university investigations and disciplinary proceedings, and that does "not rely on sex stereotypes." Given the complexity of these issues and the importance of training as a matter of substance and potential litigation risk, institutions should strive to ensure that their training programs are truly fair and trauma-informed.