



Investigation Foundations Level Two: Skills & Report Writing for Higher Education Training & Certification Course Agenda

Description:

Investigation Foundations Level Two: Skills and Report Writing for Higher Education builds on the concepts introduced in Title IX Investigation Foundations Level One: Procedures and Critical Skills for Higher Education and strengthens the skills Investigators need to conduct thorough interviews, manage and assess evidence, pursue appropriate follow-up, and create clear, comprehensive investigation reports. Participants will practice using policy language and the evidence gathered during an investigation to identify information needs, develop effective interview questions, assess credibility, identify areas of agreement and dispute, and organize and analyze information from multiple sources without reaching a final determination.

Participants will also explore evidence management, documentation, privacy and redaction, and responsible use of artificial intelligence in investigations. Example investigation reports and applied exercises will help participants practice organizing and presenting evidence in a manner that gives the Decision-maker a reliable foundation for evaluating the allegations. Throughout the course, participants will apply these skills to example scenarios and receive feedback from ATIXA's experts.

Learning Outcomes:

After completing this course, participants will be able to...

- Develop interview questions based on the allegations, applicable policy, and available evidence
- Identify and pursue appropriate follow-up based on information and evidence gathered during the investigation
- Apply credibility considerations to relevant information without making ultimate credibility determinations
- Organize and analyze information and evidence to identify areas of agreement, dispute, corroboration, contradiction, and uncertainty
- Distinguish investigative analysis from the Decision-maker's determinations regarding credibility, evidentiary weight, and policy violations
- Draft clear, comprehensive investigation reports that accurately organize and present relevant evidence
- Explain appropriate practices for evidence management, documentation, privacy, redaction, and responsible use of artificial intelligence

Course Topics

Start with the End in Mind

- Effective Investigations
- Gathering what the Decision-Maker Needs

Determine What You Are Investigating

- Intake and Investigation Steps
- Initial Instructions
 - Scope
 - Notice of Investigation and Allegations

Determine the Evidence You Need to Gather

- Models of Proof

Evidence Gathering

- Determine Your Investigation Strategy
- Understanding Evidence
 - Relevant Evidence
 - Directly Related Evidence
 - Privileged and Medical Information
 - Relevant Evidence Exclusions
 - Sources of Evidence
 - From Collection to Report
- Managing Evidence
 - Evidence Preservation
 - Evidence Management
 - File Management Tips
 - Managing Sensitive Information
 - FERPA, Title IX, and Student Records
 - Employee Records and Investigation Reports
 - Record Reminders
 - Redaction Practices
 - Law Enforcement Evidence
 - Comprehensive Complaint File
 - Documenting the Investigation
 - Investigation File
 - Evidence Log
 - Evidence File

- Interviewing
 - Interviewing Skills and Considerations
 - Investigation Material Disclosures
 - Mitigating Bias
 - Questioning Skills and Techniques
- Trauma and Investigations
 - Understanding Trauma
 - Trauma-Informed Practices
 - Trauma-Informed Interviewing
- Further Interviewing Considerations
 - Disability Considerations
 - Language Considerations
 - Interview Challenges: Resistance, Reluctance, and Lying
 - Notetaking and Recording
 - Wrap-Up Interview Questions
 - Parties' Questions for Others

Writing the Report

- Using Interview Information in the Report
- Incorporating Direct Quotations
- Generative Artificial Intelligence: Risks
- Generative AI: Safeguards

Credibility

- Primary Credibility Factors
- Trauma and Credibility
- Bias in Credibility Assessment
- Common Credibility Assessment Errors

Prepare the Evidence for the Decision-Maker

- Analysis
- Evidence Inventory
- Information Not Obtained
- Unanswered Questions
- Organizing the Evidence
- Appendices
- Incident Timeline
- Relevant Evidence Summary
- From Evidence to Analysis
- Summary, Credibility Assessment, and Analysis

- Investigating Fondling Allegations
- Consent Construct
- Analysis in Investigation Reports

Sharpening Your Writing

- Formal vs. Informal Language
- Word Choice
- Active vs. Passive Voice
- Tense
- Neutral Perspective
- Enhancing User-Friendliness
- Footnotes
- Report Review
 - Internal Report Review and Feedback
 - Six Cs for Report Reviews
 - Parties' Review and Response
 - Tips for Report and Evidence File Sharing
 - Post-Review Investigator Response
 - Finalizing the Report

Note: Training will include one morning and one afternoon break (approximately 15 minutes each) and a one-hour lunch break. Training start and end times for in-person events are determined by the host site. All virtual training sessions take place from 10 AM – 5 PM ET unless otherwise specified.