



## “Stevie and Alex” Hearing Training Packet\*

\*This training packet is intended for educational purposes only, and not as sample documents. The partial report and supporting statements included in this packet is designed solely to facilitate an understanding of the hearing process and is not intended to reflect a completed investigation report.

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## **Hypothetical Case Packet**

### **OVERVIEW OF THE INVESTIGATION**

The following investigative report summarizes the relevant evidence obtained in an investigation conducted in response to a report that College student Alex (hereinafter “Respondent”) violated certain provisions of College’s Title IX-Sexual Violence, Domestic Violence, Dating Violence and Stalking Policy.

On February 18, 2023, College student Stevie (hereinafter “Complainant”) filed a Formal Complaint with College Title IX Coordinator, wherein it is alleged that during the 2023 Fall semester Respondent stalked Complainant.

### **THE INVESTIGATOR**

The College has assigned the following individual to investigate the report: Maxwell Smart. The investigator has received training in conducting investigations and writing reports, as required by Federal law. This investigator is the only investigator assigned by the College to investigate this matter.

An investigation conducted by the Title IX office is an administrative process and not a legal proceeding. Please note that the Title IX office is a neutral entity that does not represent either side in a complaint investigation process. The purpose of the investigation is to gather information and evidence related to the allegations and then, following a hearing, determine whether the alleged conduct occurred and if so, whether the conduct might point to a violation of College policies.

### **THE HEARING PROCESS**

At the conclusion of the investigation stage of the process, a hearing will be held. The hearing may be conducted either in-person, or virtually via web/video conference. The purpose of the hearing is to allow the Hearing Officer to make findings of fact, determine the relevance and weight of evidence offered, explore inconsistencies, and make determinations about the credibility of party or witness testimony and the reliability of the evidence offered, allow the parties an opportunity to question each other (through a Hearing Advisor) about information relevant to the allegation(s), and to determine by a preponderance of the evidence (meaning “more likely than not”) whether College policy has been violated. A Hearing Officer who is responsible for determining whether College policy was violated will be assigned.

During the hearing, parties may be questioned about information directly related to the allegation(s). In accordance with Title IX policy and procedure, both the Hearing Officer(s) and the Hearing Advisor of the other party may pose questions to each party, the investigator, and witnesses. Parties may also, through your Hearing Advisor, pose questions to the other party, the investigator, and witnesses. However, parties are not permitted to ask the question of the other person themselves. Questions are only permitted to be asked by a hearing advisor. If parties do not have someone who can serve as a hearing advisor during the hearing, one will be provided for the purpose of articulating questions, but not to represent or advocate on your behalf.

At the conclusion of the hearing, the Hearing Officer will write a report containing factual findings, and a determination as to whether or not College policy has been violated. If the

Hearing Officer determines that there was a violation of College policy, a Sanctioning Officer will then determine the appropriate sanction. Parties will be notified in writing of the Hearing Officer's decision including any sanction as appropriate.

## **RIGHTS AND EXPECTATIONS DURING THE INVESTIGATION AND HEARING PROCESSES**

During the investigation and hearing processes parties have the following rights and can expect the following:

- Expect to be treated respectfully throughout the process by everyone with a role in the investigation and hearing process; and, that action will be taken by the Title IX Coordinator should any individual with a role in the process compromise the integrity of the investigation and hearing process and/or treat others in the process in a manner that harasses, threatens or otherwise discourages participation.
- That Respondent will be treated without presumption of responsibility for the alleged conduct during the investigation and hearing processes, and that any determination of responsibility will be made only at the end of the investigation and adjudication process.
- Request support measures be provided. Support measures are non-punitive steps available during the course of the investigation and adjudication process and designed to preserve equal access to College programs and activities. Support measures may include measures such as counseling, extensions of deadlines or other modifications to academic or work schedules or environment, leaves of absence, campus escort services, and mutual restrictions on contact between you and others engaged in the investigation and adjudication processes.
- Have an advisor of the party's choosing present in person or virtually when parties are interviewed and at any meeting or proceeding that is part of the investigation and resolution process. Advisors may be any person including an attorney. Please note that during the investigation process, while the advisor may provide support and guidance, they may not speak on a party's behalf or otherwise actively participate in or disrupt the investigation process. However, during any hearing process related to the resolution of this matter, advisors will have the opportunity to question witnesses and the other party.
- Decide not to participate in an interview with the investigator or in the hearing process and not have that decision held against you during the investigation or hearing. If you choose not to participate, the investigation and hearing will proceed, and findings and conclusions made will be based on the information available.
- Provide evidence related to the allegations to the investigator, including identifying relevant witnesses who can be interviewed, and suggesting questions that the investigator may pose to others interviewed.
- Have 10 business days to review information gathered by the investigator that is directly related to the allegations and respond to that information including providing additional information including the names of witnesses, suggesting the investigator pose additional questions to those already interviewed or new witnesses.
- Have access to a copy of the draft report at the conclusion of the investigation and will have 10 business days to provide a response; this is not an opportunity to provide additional evidence, but instead an opportunity to respond to the draft report.
- Participate in a hearing, and have an advisor provided, if you do not have one, for purposes of asking questions of the other party, or of witnesses.
- Receive a copy of the hearing report.

- Be informed of the hearing officer's determination of policy violations and any resulting sanction.
- Exercise your right to appeal any sanctions as well as the hearing officer's decision, if any, on grounds permitted in the Title IX Policy.

## **TRUTHFULNESS IN THE INVESTIGATION AND HEARING PROCESS**

Each party and every witness is expected to provide truthful information to the investigator, Hearing Officer(s), and the appeals officer.

## **PROHIBITED CONDUCT ALLEGED**

The College's Title IX-Sexual Violence, Domestic Violence, Dating Violence and Stalking Policy states that stalking is prohibited by College policy. Stalking is defined as:

**Stalking:** Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety, the safety of others, or suffer substantial emotional distress. Such conduct can occur in person or online, but the conduct must involve an education program or activity of the College

## **RIGHT TO APPEAL**

Following the Hearing Officer's decision, there will be the right to appeal the decision of the Hearing Officer and the Sanction based on one or more of the following:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or,
- C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of

interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

**WITNESS LIST**

Complainant	Stevie
Respondent	Alex
Witness 1	Taylor
Witness 2	Charlie
Witness 3	Nancy McPhee
Witness 4	Tom

## **Summary of Relevant Evidence**

Stevie and Alex are students at Germanna State University and are in several classes together this semester. In one class, they were assigned to the same group to complete a project. Stevie told her professor, Nancy McPhee, that Alex has been “really freaking her out” and that she wanted to finish her group project with a different group, or alone. She told the professor that Alex had started following her on all of her social media, and recently started sending her DM’s and text messages “about nothing,” and it was “just too much.” Professor McPhee promised to talk to Alex, and let Stevie finish her project on her own instead of with the group.

A week later, Stevie got a text from Alex telling her that he was sorry to have upset her, and that he would leave her alone. A few days later, Alex came to class with Stevie’s favorite Starbucks drink and handed it to her at the start of class, again telling her he was sorry to have upset her, but he just thought she was nice and wanted to be friends.

A few days later, Alex started sending Stevie messages, telling her that he could not believe she didn’t want to be friends, and asking why she hadn’t “properly” thanked him for the special Starbucks drink, particularly as he had taken the time to go through all of her Instagrams to find which drink she liked best. Stevie was thinking of talking to Professor McPhee again when she saw Alex in the parking lot late one evening as she was leaving campus and walking to her car with Tom from class. Alex was right next to her car, this time with a large bunch of orange roses, Stevie’s favorite flower. She and Tom saw Alex, who threw the flowers on the ground, yelled something, and left. Tom told Stevie to call the Title IX Office, which she did.

### **Complainant's Statement:**

Stevie stated that she had two classes this past semester with Alex. She said she did not know him before taking a class with him. She stated that she happened to sit next to him the first day of class and they started talking to each other, and she thought he was really nice. They exchanged phone numbers sometime during the first week of class, and she didn't think much of it. One day Alex messaged her, she could not remember if it was a text or a DM through an app, and told her that he was really upset because his girlfriend had broken up with him. Stevie said she was really surprised to learn he'd had a serious girlfriend, as he'd never mentioned it before. She messaged him back, and they ended up seeing each other at the same party that night where they talked for a while.

She said that soon after that, Alex started calling and messaging her more and more often. At first, she didn't mind, but she said it started to be "too much." She decided that she would start taking longer to respond, and that she would only reply to every 3<sup>rd</sup> or 4<sup>th</sup> message from him, to show him that she wasn't always available and that she was not interested in being the one he kept relying on for comfort. She said that, instead of contacting her less often, he started to call and text her more often, and got increasingly angry with her for "not being a good friend." Then, a few days later, he came to one of her classes as she was getting out and brought her a Starbucks coffee, and he apologized to her for having been "a bit much." He told her that he'd "worked through some things" and wanted to be a good friend to her again, and she said "ok" but didn't really mean it.

Around this time, she started to notice him following her. For example, when she was on her way to a class, she saw Alex in the hallway even though he had a class on the other side of campus at the same time. She said she also started to think she was seeing him when she walked to her car at night, but then when she looked around, she did not see him, but the experience scared her.

She said that she saw him at a few parties over the next few weeks, but explained that they had very few friends in common. On at least three occasions, she saw him at her favorite bar, but had not seen him there previously.

The next week, she and Alex were assigned to a group project with 2 other students in the class, Taylor and Charlie. She said Alex kept coming up with reasons to have to redo all of the work, and frustrated everyone. She said he then started "demanding" that she work with him late at night, just the two of them, because the others "didn't get it" and wouldn't be able to do the project properly. At first, she agreed to work with him over Zoom a few evenings, but then he kept demanding that they work together in person. One evening he showed up at her apartment and "demanded" that they work together, she said he got really "pushy" about wanting to come in, but she told him that she had a friend on the way over and wasn't going to work. She says Alex started shouting at her, telling her she'd "betrayed" him, and that she'd be "really sorry." She says, after the confrontation, she went into her apartment and emailed her professor to ask that she no longer have to work with Alex.

She said that, a week later, she got a text from Alex telling her that he was sorry to have upset her, and that he would leave her alone. She assumed that Professor McPhee had spoken with him, and that he would stop contacting her. She said she saw him twice in class, but she came into the classroom at the last possible moment so that she could see where he was sitting, and she could make sure to get a seat far away from him. She said they didn't speak with each other



until a few days later, Alex came to class with her favorite Starbucks drink and handed it to her at the start of class, again telling her he was sorry to have upset her, but he just thought she was nice and wanted to be friends. She said this really freaked her out, because it was a very particular beverage that she had posted about on Instagram a few months back, and so the only way he could have known about the drink was to have scoured all of her social media postings.

A few days later, Alex started sending Stevie messages, telling her that he could not believe she didn't want to be friends, and asking why she hadn't "properly" thanked him for the special Starbucks drink. Stevie said she was thinking of talking to Professor McPhee again when she saw Alex in the parking lot late one evening as she was leaving campus. She was walking to her car with Tom, her new boyfriend. She said she saw Alex right next to her car, this time with a large bunch of roses, Stevie's favorite flower. She said she was again freaked out that he knew about her love for roses, and orange roses specifically. She and Tom saw Alex and he looked at her and started calling her a "ho," a "two-timer," and then yelled "thanks for leading me on" before throwing the flowers on the ground. She said she then grabbed Tom's hand and he sort of "pulled her away to safety" as they ran out. She said she was badly shaken and did not know when Alex might show up again, which was making her too anxious to feel safe on campus or leave her apartment unless she had a friend with her.

### Taylor

Taylor said they were working with Charlie, Alex, and Stevie on a group project. They didn't really know any of them before they were assigned to work together. Taylor said at first, it was all fine, stating "we spent some time after class one day talking about how to divide the work, but then it got really difficult. Charlie just didn't seem to want to do any of the work, and we were all pretty frustrated. Alex seemed to be more frustrated than anyone else, and it sort of felt as if he was taking it out on Stevie, but I don't know why, maybe because they were friends." At first, Taylor wondered if the two of them were in some sort of relationship because of the way Alex talked about Stevie, but one day she said something about having a boyfriend and Taylor realized it was not Alex. Taylor said Alex tried to get both of them to do more work and he seemed really focused on getting an "A." Taylor said there were a few times when Alex asked Taylor if they could meet him and work with him so they could "get it done," but Taylor lives really far from campus, with their parents, and usually their dad takes them to campus on his way to and from work, or they stay with a friend who lives closer to campus once in a while. Taylor didn't understand why he wanted to work with them and not Stevie too. Taylor kept offering to do more work on Zoom with the group, or even just with Alex, but he only wanted to work together in person. Taylor didn't know why. Taylor said, "He seemed a bit much." They said one day Dr. McPhee sent the group a message that Stevie would no longer be part of the group, and that was "really weird." Taylor said, "We had most of the work done by then, so it didn't impact me a lot, but Alex just went nuts. He was so angry, mostly with Dr. McPhee and also with Stevie." Taylor said they asked Alex if he knew what happened, and he said that Stevie was "really troubled" and "having personal issues," which also made no sense to Taylor because she had seemed so nice.

### Charlie

Charlie said he was assigned to a group project in Dr. McPhee's class, but he was also trying to get a second job at that time, so he was having a hard time doing a lot of work. He said this was his first-time meeting everyone in the group, so they didn't know that he actually is a hard worker. Charlie said, "Stevie was really rude about it, but Alex was pretty cool, he tried to do some of the extra work to cover for me. He also kept apologizing for Stevie's behavior, which he didn't have to do, I mean, that wasn't his fault." Charlie thinks Alex was trying to get her to calm down and focus so they could get the work done. Charlie said one day Alex told him that maybe he would try talking to her. Charlie suggested that he bring her a favorite drink or food, and he liked that idea. Charlie said Alex told him he was going to go through her Instas to see what he could find. Charlie asked him how it went, he said "not good," he said he'd made a plan to get together with her and talk to her to find out why she was so angry, and instead she blew him off and hung out with her new boyfriend. Charlie said Alex was really hurt.

### **Nancy McPhee**

About 10 weeks into the class, Stevie came to Prof. McPhee and said that her group was not working hard enough, and she wanted to be reassigned. According to Prof. McPhee, part of the reason for group projects is not just individual learning, but also to learn how to manage within a group and work well with others, because those are going to be important skills in the workplace. Prof. McPhee said when one person works hard and the rest of the group doesn't, she can always tell, and so there is one grade for the group, but also a separate grade for how each person worked as part of the team. She told Stevie she would have to stay in her group and work it out. Prof. McPhee said Stevie then told her that she could not stay in her group because Alex had been repeatedly sending her messages, wanting to go on a date "or something like that." Prof. McPhee said "She seemed so upset that, while I normally would not give in, it just seemed easier to let her finish on her own. I shouldn't have, because I really violated my own standards." Prof. McPhee said she checked in with the group to let them know that they would not be responsible for 25% of the work, and she spoke with each of them separately to make sure they understood that they would not be penalized. She did not tell any of them why she had decided to make the change. She said, "But now I have heard that he is so threatening, which I never would have expected. He seemed a bit high strung but not dangerous. Now I am glad that I pulled her but I worry I should have removed him, not her. I certainly hope he will not be allowed back into any of my classes!"

### **Tom**

Stevie and Tom were going out for a few weeks when "that thing" happened in the parking lot. Tom said Stevie had told him that "some guy" in class kept hitting on her, that he was buying her things and showing up with her favorite drinks, but Tom just assumed he was some guy who had bad social skills and wanted to go out with her and didn't get the message. Tom said Stevie told him she'd told "the guy" she wasn't interested, and he'd stopped for a while but then started again. Tom didn't think he was scary. He added, "Plus, she's so pretty, guys hit on her a lot." He said he and Stevie were walking to her car one night, and that they'd stayed after class a bit to talk to some friends Tom recalled, "it was late in the semester, so it was getting dark pretty early by then. We were holding hands and walking to the lot where she parks her car. I saw some guy with flowers standing by her car and felt her hand stiffen and she said sort of softly to me 'that's Alex, that stalker guy.'" Tom said that Alex said "oh, is he coming too, and are we working at your place or mine" and Tom asked her what was going on, because they had planned to go out for pizza, and she hadn't said anything about her working on something with this guy. He

recalled that she told Alex “we don’t work together anymore, plus I have a date,” and Alex said something about “then why did you ask me to help you prepare for your presentation,” and he called her a “dumb bitch” and threw something at her, which really seemed to spook her because she said, “I’m calling the cops on you,” and grabbed Tom’s hand and said, “let’s get out of here.” Tom said they walked out pretty quickly but she didn’t want to call the cops once they got out of the parking lot. He said they had one of his fraternity brothers drive them to her place, and he said “well, if you don’t want to call the police to stop him, why not call Title IX”, and then she did that the next day.

## **Respondent**

Alex said that he and Stevie had one or two classes together in the past, but they didn’t really know each other. He said that, on the first day of class, she came over and sat next to him, he assumed it was because she had recognized him. He said they talked before class started, and again after, and she told him that she was really worried about getting a good grade in the class because she was hoping to transfer to some big University in California, and he offered to help her with any class work. He said he thought they were starting a nice friendship and didn’t think more of it. He said that they exchanged phone numbers after the second class, or maybe after the third one. He said that she texted or DM’d him a lot about each homework assignment, wanting his advice on ways to make sure she was going to get a good grade.

When asked, he said he never called her about a breakup with a girlfriend. He said they saw each other and spent a lot of time talking at parties that they both attended, so they usually hung out late at night. He said they texted each other back and forth a lot during the day, sometimes just “hey,” or something like that. He said he was starting to like her, and he was pretty sure she was becoming interested in him.

He recalled that, after one class, there was a big assignment coming up and Complainant seemed really flustered, and so they started texting more often and talking more, and then she suddenly stopped responding. He said he got really anxious about it, because he worried that he had done something to upset her, so he texted to ask if she was ok and also called and left a message apologizing to her, because he started to think maybe she was angry with him. He decided to try to cheer her up by bringing her a coffee, as there was a Starbucks just off campus, and so he brought it to class and gave it to her. He told her he just wanted to cheer her up. He asked if she wanted to hang out sometime soon, and she said “ok,” but at that time they didn’t really make any specific plan.

When asked if he had followed her anywhere on campus, he said no. When asked more specifically why he had been in the hallway of the Higher Ed Center, he stated that he has counseling for his Obsessive Compulsive Disorder and would go there to decompress afterwards.

When describing the group project assigned by Dr. McPhee, Alex agreed that he had been a bit high-strung about making sure everyone got their work done, because he wanted to both get an A and because he knew he had strong leadership skills and wanted to help everyone but also be seen as a leader. Alex said that Taylor frequently turned to him with questions, and a few times they worked together over Zoom, or just by phone. When asked if he’d ever asked Taylor about

getting together in person, Alex stated that he'd once asked Taylor if they wanted to get together in person, because it might be easier, but they had said they could not and so he did not bring it up again. When asked about working with Stevie, he said that she seemed more and more confused as the project went on, and she really wasn't being productive, and so he kept trying to help her get on track. He said that one night, she was crying and upset about not being able to finish the project, and so he offered to go to her apartment the next night to work with her. He said that when he showed up, he was really surprised that she had changed her mind but hadn't told him that she no longer wanted to work, and that she was instead going to have dinner with her friend. He said he was really angry that he'd taken the time to go over to her place, and also that she didn't have enough manners to cancel or reschedule. He stated he was surprised to get an email from Dr. McPhee a few days later. Dr. McPhee told him that Stevie would no longer be part of his project group, but she did not say why. Alex said that Dr. McPhee also explained that the group would be responsible for doing less work because Stevie was no longer in the group.

He stated that he somehow thought that Stevie might have dropped out of school, and he was really worried about her. He said he did not see her in class for a few days but then saw her briefly, just as she was leaving class. He said he tried to call after her, but she didn't hear him, and he had to race off to another class, and so he texted her to say he was sorry to hear she was having a hard time and offered to help. He said she did not respond, which he thought was strange and probably a sign that she was very depressed or stressed, and so he decided to bring her something when they next had class together. He remembered getting some advice from Charlie about finding some food or drink she would really like, so he went through Stevie's social media and found some drink she really loved, and he brought it with him to give her the next time he had class with her. He said that Stevie smiled when he gave her the drink and, after class, told him that she was going to work on her own to finish the project for Dr. McPhee's class, but she was really struggling. He offered to help, but she didn't really respond, and so he texted her later in the day and said that he would meet her the next day, after class, and they could get some food together and then go work together on her project. He said she did not respond, but he knew the help would be welcome, so he went over to her car to meet her at the end of the day. He said that he again tried to think of something that would make her happy, and so he found out that she loved orange roses and got some to give her. When he got to her car, he had to wait a while, which surprised him because she had once told him that she usually left campus by 4 pm. He said that he waited almost two hours, and was starting to get pretty anxious. He saw that she was laughing and talking with a boy, and she did not seem happy to see Alex. He said that was when he realized that she was going out for dinner with the boy, and not working with him, he got "really angry" and threw the flowers on the ground, because he felt that she was not paying attention to him and not realizing how much he was trying to help her.

# ATTACHMENTS



Sammie • Follow



Liked by **john** and **360 others**

**Sammie** My everyday fav the Iced Caramel Macchiato!

[#caffeinated](#) [#iceicebaby](#) [#timeforcoffee](#) ...more

[View all 12 comments](#)

**katie33** Girl, where's mine?!

SEPTEMBER 6

Hey I called you, I wanted to talk about class

When can you call me back?

...

I really don't appreciate not hearing from you still.

Ur not being a good friend...

Hey, sry about the other day. I'm going to swing by your class and drop off a treat for you.



Text Message

Send

## **Breakout Room 1:**

Please reference this document only when prompted by your facilitator.

### **Instructions for Break Out #1**

In this next exercise, we would like you to imagine that you are meeting with your fellow decision makers to discuss topics or areas that you would like to explore further during the hearing, and questions that you would like to ask the parties and witnesses.

Group 1: Questions for Complainant and Witnesses Professor McPhee

Group 2: Questions for Respondent and Witness Taylor

Group 3: Questions for Witness Tom and Witness Charlie

In a few moments, we are going to divide you into groups and put each group into a breakout room. Once inside the room we would like you to briefly introduce yourselves to each other. Then, we would like you to pick a scribe. The scribe will be responsible for documenting your groups' responses.



## **Breakout Room 2:**

Please reference this document only when prompted by your facilitator.

### **Instructions for Break Out #2**

The hearing is well underway, opening instructions have been provided and the parties have delivered opening statements. It is time for testimony. The parties have provided the following list of proposed questions.

(Included below as “Questions Submitted by Advisors”)

### **Questions Submitted by Advisors\***

Utilize these questions submitted by advisors to make determinations on questions and cite rationale:

Group 1: Questions for Complainant and Witness Professor McPhee

Group 2: Questions for Respondent and Witness Taylor

Group 3: Questions for Witness Tom and Witness Charlie

### **Group 1: Questions for Complainant and Witness Professor McPhee**

#### **Questions for Complainant**

*Questions submitted by Respondent’s Advisor*

1. Isn’t it true you found Alex attractive after you first met?
2. You wanted to hook up with Alex, didn’t you?
3. You made this complaint only because you wanted your boyfriend’s attention, isn’t that true?
4. You kept calling Alex and asking him for help because you couldn’t finish your part of the project without him, isn’t that true?
5. You told the investigator you imagined seeing Alex everywhere. Where do you think you saw him?
6. Why were you always thinking of Alex?
7. And how often do you hallucinate?
8. How often has this happened in the past?
9. Why did you ask your boyfriend to walk you to your car when you knew you were supposed to meet Alex there?
10. You said you were frightened by seeing Alex in the parking garage. Did he have a weapon? Did he try to touch you? Did he try to hit you? Describe each and every way he tried to attack you that night.

#### **Questions for Witness Professor McPhee**

*Questions submitted by Complainant’s Advisor (For Professor McPhee)*

1. Why didn’t you tell Alex to stop stalking Stevie?
2. Weren’t you supposed to forward Stevie’s Title IX Complaint to the Coordinator, and don’t you think that if you had done so, she would have been spared his stalking?

*Questions submitted by Respondent's Advisor (For Professor McPhee)*

1. What grade did she have up to the project and what grade did she get on the project?
2. Isn't it true that Stevie was doing poorly in class?
3. After she made this complaint, did she get some special treatment or accommodation in your class?
4. Isn't it true that, once you told her she would have to do the work, she suddenly made up a story about Alex to paint him in a bad light?
5. Isn't it true that, before she told you this lie, you had no reason to think poorly of Alex?

## **Group 2: Questions for Respondent and Witness Taylor**

### **Questions for Respondent**

*Questions submitted by Complainant's Advisor*

1. Do you keep stalking Stevie because you're OCD?
2. Have you ever been removed from another group project because you could not get along with others?
3. When you first talked to Stevie about your girlfriend breaking up with you, who was your girlfriend, or did you make that up just so you could talk to Stevie?
4. Why did you keep offering to work with Taylor in person instead of by Zoom?
5. Did you have a thing for Taylor?
6. Did you and Taylor ever end up hooking up?

### **Questions for Witness Taylor**

*Questions submitted by Complainant's Advisor (for Taylor)*

1. Did Alex seem fixated on Stevie when you were all part of the class project?
2. Did Alex insist that the two of you work together in person instead of online?
3. How often did he force you to work in person with him after classes?
4. Were you afraid of him?

*Questions submitted by Respondent's Advisor (For Taylor)*

1. Were you frustrated when working on the group project? Why?
2. Why did you think Alex was more frustrated than others?
3. Why did you think he was "taking it out" on Stevie if he was frustrated with the whole group?
4. Are you and Stevie friends?
5. Did Stevie tell you what to say in the investigation? If so, what?
6. Are you one of those "Believe all victims" people?

### **Group 3: Questions for Witness Tom and Witness Charlie**

#### **Questions for Tom**

*Questions submitted by Complainant's Advisor (for Tom)*

1. Can you think of any reason for Alex to be hanging out in the garage with flowers, other than to frighten Stevie?
2. Alex was pretty creepy, wasn't he?
3. Did you see him throw an object at Stevie?
4. Do you believe he was acting in self-defense when he threw the object?
5. You said Stevie is really pretty and guys hit on her a lot. Don't you think someone who has had a lot of male attention would be in the best position to know which kind of male attention is acceptable, and when it is stalking?

*Questions submitted by Respondent's Advisor (for Tom)*

1. When you saw Alex in the parking garage, were you frightened?
2. What, specifically, did Alex do that was frightening?
3. Does Stevie always overreact?
4. What, specifically, did Alex throw at her?

#### **Questions for Witness Charlie**

*Questions submitted by Complainant's Advisor (for Charlie)*

1. So are you the one who suggested Alex stalk Stevie's social media to find a food or drink she liked?
2. Why do you think Stevie and Alex had a plan to get together one night and talk? Do you know for sure that there were confirmed plans?
3. What proof did Alex give you to prove there was a *real* plan, and not an imaginary one?
4. You said Stevie was "rude" because you could not do a lot of work on the group project. What did you mean by that?
5. How long have you known Alex?
6. Isn't it true you just don't like Stevie?
7. Have you ever been accused of sexual harassment or stalking?
8. Isn't it true that you would say anything to support a guy who has been accused?

*Questions submitted by Respondent's Advisor*

No questions

\*These questions are intended for educational purposes only, and not as sample questions. The questions included are designed to facilitate an understanding of the hearing process.