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Title IX Investigator- Investigation of Dating Violence, Domestic Violence, and Stalking (Tier 2)

Presented by DSA Associates:

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Investigation of Dating Violence, Domestic Violence, and Stalking
Topics to Discuss

- **The Investigator**
- **Dating Violence**
- **Domestic Violence**
- **Stalking**
- **Investigative Strategy & Evidence Collection**
- **Interviewing**
- **Trauma & The Interview**
- **Evidence Evaluation**
- **Reports**



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Adrienne Meador Murray, Vice President, Equity Compliance and Civil Rights Services



In January 2014, Adrienne Meador Murray joined D. Stafford & Associates where she currently serves as the Vice President, Equity Compliance and Civil Rights Services after having been affiliated with D. Stafford & Associates as a part-time Associate since 2012 and the National Association of Clery Compliance Officers & Professionals (NACCOP) where she currently serves as Director of Training and Compliance Activities. Murray began her career in municipal law enforcement as a civilian employee with the City of Richmond Police Department (Virginia). She graduated from the Virginia Commonwealth University Police Training Academy and began her career as a sworn police officer for the University of Richmond (UR) Police Department (Virginia). At UR, Murray progressed through the ranks from a night shift patrol officer to Operations Lieutenant (overseeing criminal investigations, crime prevention and patrol) over the span of a decade before becoming the Chief of Police at Davidson

College in North Carolina. Most recently, Murray served as Chief of Police at Trinity Washington University (in Washington, D.C.).

As the Executive Director, Equity Compliance and Civil Rights Services for DSA, Murray builds on her 17-year career in law enforcement in which she became a nationally recognized expert in the field of best practice postsecondary institutional response to the sexual victimization of college women in the United States and in Canada. She is also a trained civil rights investigator and is well respected throughout the country for her ability to aid institutions in understating how to do best practice criminal and civil rights investigations concurrently. She is well known for her work in having provided support, advocacy and criminal investigative services for victims of sexual assault, stalking and intimate partner violence and is a sought-out speaker and investigator. She has expertise in the construction of best practice law enforcement standard operating procedures and training police officers to respond in best practice and trauma-informed ways to victims of sexual assault and intimate partner violence. In her current role, Murray coordinates curriculum development and instruction for national classes, including basic and advanced sexual misconduct investigation classes; an investigation of dating violence, domestic violence and stalking class; and a Title IX Coordinator/Investigator class offered through D. Stafford & Associates. To date, Murray has trained more than 3,500 criminal and civil rights investigators throughout the U.S.

Drawing on her experiences as a trained criminal and civil rights investigator, Murray also oversees independent investigations of complex sexual misconduct cases; conducts audits of Title IX/VAWA



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Compliance; drafts institutional sexual misconduct policies and procedures; and conducts campus-based trainings pertaining to the resolution of sexual misconduct offenses on college and university campuses. Murray frequently presents at regional and national conferences on topics such as the *Sexual Victimization of College Women*, *Understanding Consent and Incapacitation*, and *Responding to Sexual Assault on Campus: Clery Act and Title IX Implications*. Murray also conducts provincially specific sexual misconduct trainings throughout Canada.

Murray is a graduate of the University of Richmond, where she received her Bachelor's Degree in Applied Studies in Human Resource Management and of New England College, where she received her Master's Degree in Campus Public Safety Administration. Murray is also a graduate of the 235th session of the prestigious FBI National Academy where she was awarded a graduate certificate in Criminal Justice from the University of Virginia. She has authored numerous journal articles.

Catherine Cocks, M.A.
Consultant, Student Affairs, Title IX, and
Equity Compliance Services



Ms. Cocks has been a higher education professional for over thirty years. Her work with D. Stafford & Associates focuses on Title IX investigations and training; assessment of student affairs policies, practices and services; and behavioral threat assessment. Cathy was the Director of Community Standards for the University of Connecticut for 14 years where she managed the student conduct process, which included managing all Title IX cases involving student respondents and chaired the University's student threat assessment team. Prior to that, she held several positions within Residential Life at the University of Connecticut and Roger Williams University.

She is a faculty member for the Association for Student Conduct Administration's (ASCA) Donald D. Gehring Academy teaching on subjects such as ethics, governance, threat assessment, media relations, and higher education trends. She was an affiliated faculty

member for many years in the University of Connecticut's Higher Education and Student Affairs Master's program teaching "The Law, Ethics, and Decision-Making in Student Affairs."

Cathy has co-authored the "Philosophy of Student Conduct" chapter in the 2nd edition of "Student Conduct Practice" (2020) and was a member of the writing team for CAS Standards' Cross-functional Framework for Identifying and Responding to Behavioral Concerns.

Cathy is a Past President of ASCA. She has also served as a Circuit representative, co-chair of the Public Policy and Legislative Issues Committee, and as a member of the ASCA Expectations of Members Task Force. Cathy has served in a variety of leadership roles in NASPA Region I.

She was the 2015 recipient of ASCA's Donald D. Gehring Award. She is a past recipient of the NASPA Region I Mid-Level Student Affairs Professional Award and the NASPA Region I Continuous Service Award.

She earned her Master's degree in Higher Education Administration from the University of Connecticut and Bachelor's degree in Communications/Media from Fitchburg State University.

Ann Todd
Consultant, Equity Compliance and Civil Rights Investigations



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

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

In addition to conducting investigations, Ms. Todd is a frequent speaker and consultant on Title IX investigations, conducting 20-30 courses every year on best practices for investigating sex discrimination and sex crimes on campus. She works with schools to draft policies and processes that provide equity and fairness to



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all parties involved and is adept at facilitating discussions with institutions to ensure the end product represents the values of the campus community.

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

INVESTIGATION CLASS ACRONYMS

- ASR:** Annual Security Report (often used as a reference to the Annual Security Report and/or the Annual Security and Fire Safety Report) that must be published by each institution of higher education.
- CSA:** Campus Security Authority—Individuals on each campus who have been identified by the Department of Education as persons who are required to report crimes that they become aware of to the Reporting Structure at each institution.
- DCL:** Dear Colleague Letter—this is a formal name of the method of communication from the Department of Education to college campuses. It is like naming their official “memo” to campuses.
- FERPA:** Family Educational Rights and Privacy Act—governs the confidentiality of student records.
- FNE:** Forensic Nurse Examiners
- GO:** General Order—some departments describe their operating procedures as general orders
- HEOA:** Higher Education Opportunity Act—the broader law that contains the Clery Act language and the fire safety and missing person language that is in the law but not contained within the “Clery Act” portion of the law.
- HIPAA:** Health Insurance and Privacy and Portability Act—governs privacy of medical records.
- MOU:** Memorandum of Understanding—an official agreement developed between agencies.
- NIBRS:** National Incident-Based Reporting System. 1 of 2 crime reporting systems developed by the FBI, but not the system that you are required to use for Clery Reporting—the only portion of this system that is used for Clery Act purposes are the 4 forcible and 2 non-forcible sex offense definitions.
- OCR:** Office of Civil Rights—the unit of the Department of Education that oversees Title IX Compliance.
- PD:** Police Department
- PS:** Public Safety
- PNG:** Persona-non-Grata—process used by some campuses not keep students from entering certain areas of the campus or the entire campus (administrative process) versus legal bar notice or trespass warning.
- SACC:** Sexual Assault Crisis Center, also known as Women’s Center.
- SANE:** Sexual Assault Nurse Examiner

SART: Sexual Assault Response Team

SOP: Standard Operating Procedures—some departments describe their operating procedures as Standard Operating Procedures. Some call them General Orders, etc...

SWA: Senior Women's Administrator (Athletics)

TWN: Timely Warning Notice

UCR: Uniformed Crime Report. This is 1 of 2 crime statistics reporting systems developed by the FBI. Institutions are required to use UCR Standards for counting and classifying crimes for reporting the Clery statistics.

VAWA: Violence Against Women Act



TITLE IX

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ISSUANCE OF CERTIFICATES FOR COMPLETION

To receive a certificate, attendees must attend the majority of the class and have paid class invoice in full. This applies to both in-person classes and virtual classes. We understand that attendees may need to miss class for a legitimate reason for longer periods of time or may need to leave the room during a class for a few minutes to take a phone call or attend to other business. If an attendee misses a significant amount of the class (depending on the length of the class) or they miss an attendance poll, they will not be issued a certificate of completion for the class.

Attendees should report each absence using the online form provided (each class has its own unique form that is sent to all attendees via email prior to class). Attendees should complete the form twice for each absence: once to record their departure, and again to record their return. Attendees should complete the form immediately before leaving class and as soon as practicable upon their return. If an attendee signs out but does not sign back in, they will be marked absent for the remainder of the day.

The criteria for receiving a certificate is determined based on missed class time and participation in the Attendance Polls that will be launched throughout each day of class. Attendance polls are left up for approximately 5 minutes and the instructor notifies the attendees that a poll is being launched to ensure that everyone who is present can respond to the poll. If an attendee is unable to respond to the attendance poll, the attendee would need to **immediately post "I am here"** in the chat feature within the Zoom platform. That way we can give the attendee credit for being in attendance for that specific poll. Notifying us after the attendance poll has been closed will not allow us to give the attendee credit for being in class during the poll.

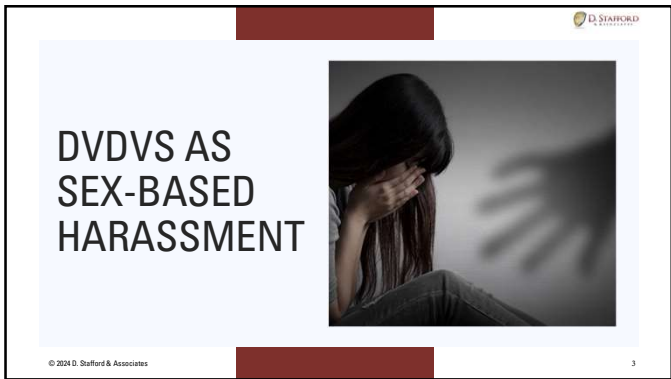
Some of our classes may qualify for credit toward a Master's Degree at New England College (and regardless if you decide to seek credit or not, accreditation requirements mandate that we follow the same standards for all class attendees), so we have strict attendance standards that we follow for issuance of a certificate. For DSA & NACCOP, issuance of a Certificate of Completion is verification of attendance.



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TITLE IX, EDUCATION AMENDMENTS OF 1972, 20 U.S.C. § 1681

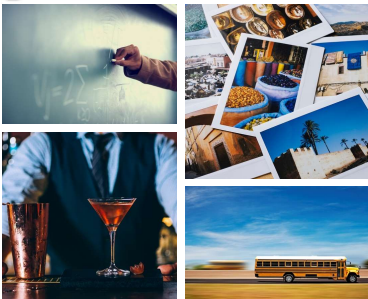
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

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§ 1681(a) – EXCEPTIONS

- Admission policies
- Institutions changing from single-sex status
- Religious institutions
- Military services or merchant marines
- Public traditional single-sex institutions
- Social fraternities or sororities
- Voluntary youth organizations
- Boy or girl conferences
- Father-son/mother-daughter activities
- “Beauty” pageants
- Housing

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§ 106.11 – APPLICATION

- Sex discrimination in education program or activity
- Sex-based hostile environment even when some contributing conduct occurred off campus
- Could be broadened by “disciplinary authority”

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§ 106.45(b) – BASIC REQUIREMENTS FOR GRIEVANCE PROCEDURES

- Treat complainants and respondents equitably
- Free of bias and conflict of interest
- Presumption of not responsible
- Reasonably prompt timeframes with extensions for good cause
- Reasonable steps to protect privacy
- Objective evaluation of all evidence that is relevant
- Exclude certain evidence as impermissible
- Articulate consistent principles for applying grievance procedures

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ADEQUATE, RELIABLE, & IMPARTIAL INVESTIGATION

- Burden is on the institution to conduct the investigation
- Provide an equal opportunity for the parties to present fact witnesses and relevant evidence
- Identify what evidence is relevant to the allegations and not otherwise impermissible
- Provide each party with an equal opportunity to access the evidence that is relevant to the allegations and not other impermissible

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OFFENSES: DEFINITIONS, PREVALENCE, AND CONSIDERATIONS


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SEXUAL
ASSAULT



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SEXUAL ASSAULT-NON-STRANGER

- 1 in 5 women and 1 in 71 men in the United States has been raped in their lifetime.
- Almost half of female (46.7%) and male (44.9%) victims of rape in the United States were raped by an acquaintance.
- Of these, 45.4% of female rape victims and 29% of male rape victims were raped by an intimate partner.

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-U.S. Centers for Disease Control and Prevention Fact Sheet, 2023

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2024 TITLE IX REGULATIONS - SEXUAL ASSAULT

Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

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§ 106.2

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UNIFORM CRIME REPORTING PROGRAM (UCR)

- **Rape (Except Statutory Rape)** - The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Sodomy** - Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Sexual Assault With An Object** - To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

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FBI, Uniform Crime Reporting Program:
National Incident-Based Reporting System (2018)

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UNIFORM CRIME REPORTING PROGRAM (UCR)

- **Fondling** - The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Incest** - Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law Statutory Rape-Nonforcible sexual intercourse with a person who is under the statutory age of consent
- **Statutory Rape** - Nonforcible sexual intercourse with a person who is under the statutory age of consent

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FBI, Uniform Crime Reporting Program:
National Incident-Based Reporting System (2018)

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CLERY DEFINITIONS OF SEXUAL ASSAULT

- **Rape** - The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
- **Fondling** - The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental incapacity.
- **Incest** - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape** - Sexual intercourse with a person who is under the statutory age of consent.

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34 CFR 668 Appendix A

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STALKING



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FAST FACTS ABOUT STALKING

- Stalking is common.** About 1 in 6 women and 1 in 17 men have experienced stalking in their lifetimes.
- Stalking starts early.** Nearly 54% of female victims and 41% of male victims experienced stalking before the age of 25.
- Stalking impacts the physical and mental health of victims.** Research shows stalking can lead to depression and post-traumatic stress disorder. About 68% of female and 70% of male victims experienced threats of physical harm during their lifetime.

<https://www.cdc.gov/violenceprevention/nisvs/index.html>

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STALKING



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Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(A) Fear for the person's safety or the safety of others; or

(B) Suffer substantial emotional distress.

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ELEMENTS

1-Engaging in a course of conduct 2-directed at a specific person 3-that would cause a reasonable person to—

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress.

Three elements to unpack

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STALKING INVESTIGATIONS



What was the course of conduct?



What was the frequency?



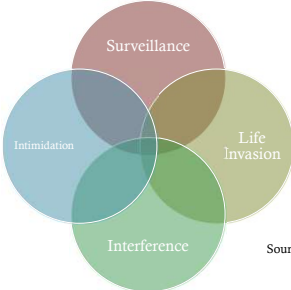
What was the impact?

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Source: **SPARC**
STALKING PREVENTION, AWARENESS, AND RESEARCH CENTER

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SURVEILLANCE

SURVEILLANCE is the most commonly identified stalking tactic and includes watching and gathering information about the victim, in-person or through technology.

ASK: Did the suspect ever track, follow, or monitor the victim in any way? In-person or using technology?

Surveillance behaviors include:

- ☐ Watching them from a distance
- ☐ Waiting for them outside their office, gym, classroom, or another location
- ☐ Showing up unexpectedly
- ☐ Using tracking software on the victim's devices
- ☐ Obtaining information about the victim online or from others
- ☐ Going through the victim's mail or trash
- ☐ Planting a tracking device in the victim's vehicle or home
- ☐ And more

This can be done:

- ☐ In person
- ☐ Online
- ☐ With smart home devices
- ☐ With tracking software or GPS devices
- ☐ With cameras or video/audio recording devices
- ☐ By monitoring online activity
- ☐ By accessing the victim's accounts
- ☐ By researching the victim online
- ☐ By asking others for information about the victim
- ☐ In other ways

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LIFE INVASION

LIFE INVASION describes ways that the offender is showing up in the victim's life without the victim's consent, in public or private settings, and in person or through technology.

ASK: Has the suspect repeatedly invaded the victim's life and/or privacy by initiating unwanted contact?

Life Invasion behaviors include:

- ☐ Repeated unwanted contact (phone calls, texts, messages, emails)
- ☐ Sending or leaving unwanted gifts, objects, items
- ☐ Initiating contact through third parties
- ☐ Hacking into their online accounts
- ☐ Harassing friends or family
- ☐ Sending photos of themselves or of the victim in places they frequent
- ☐ Breaking into the victim's car or home when they are not around
- ☐ Showing up uninvited
- ☐ And more

This can be done:

- ☐ In person
- ☐ Online
- ☐ By impersonating the victim
- ☐ By hacking victim accounts
- ☐ By spoofing (unrecognized numbers calling or texting and harassing them, hang-up calls from random numbers, caller ID shows it is a friend or the court but it is actually the suspect)
- ☐ In other ways

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INTIMIDATION

INTIMIDATION tactics must be considered within the context of the situation, with the totality of stalking behaviors and the victim and offender's relationship and history in mind. Threats can be explicit or implicit. Things that may be innocuous in a different context may become menacing due to their repetitiveness or intrusiveness, or because of the history of violence in the relationship between stalker and victim.

ASK: Has the suspect intimidated or scared the victim through threats?

Intimidation behaviors include:

- ☐ Using a weapon as a threat
- ☐ Damaging property
- ☐ Forcing confrontations
- ☐ Harming pets
- ☐ Leaving objects
- ☐ Blackmailing victim
- ☐ Threatening to harm or kill the victim, themselves, friends, family, pets or others the victim cares about
- ☐ Gestures or words that felt threatening but were not direct threats
- ☐ Describing plans to harm the victim or others
- ☐ Using one of the victim's identities to threaten them, for example by threatening to call immigration authorities or out them as a member of the LGBTQ+ community
- ☐ Having other people threaten, harass, intimidate, stalk, or attack the victim or the victim's friends/family
- ☐ Threatening to share or post private information, photos, or videos
- ☐ And more

This can be done:

- ☐ In person
- ☐ Online



INTERFERENCE

THROUGH SABOTAGE OR ATTACK

INTERFERENCE THROUGH SABOTAGE OR ATTACK can affect everything from the victim's reputation to their employment and/or physical safety. A common and significant consequence is victim losing financial and other resources, which can quickly spiral.

ASK: Has the suspect significantly and directly interfered with the victim's life through sabotage or attack?

Interference behaviors include:

- ☐ Spreading rumors about them
- ☐ Ruining their reputation
- ☐ Publicly humiliating them
- ☐ Jeopardizing the victim's job
- ☐ Damaging property or stealing
- ☐ Preventing them from leaving
- ☐ Causing them to have an accident
- ☐ Pretending to be the victim online/impersonating victim
- ☐ Taking and/or sharing photos or videos of the victim without their consent
- ☐ Posting private photos or information (whether photos were taken and information was shared consensually or not)
- ☐ Posting deepfake photos or videos online (the face is the victim's, the body isn't)
- ☐ Sharing the victim's identity without their consent (for example, as an undocumented immigrant, member the LGBTQ+ community)
- ☐ And more

This can be done:

- ☐ In person
- ☐ Online
- ☐ By hacking into/creating new accounts



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A person wearing a light blue t-shirt is holding a large red heart in front of their chest. The background is a soft-focus outdoor scene with green foliage.

COMMON STALKING TACTICS

Stalking tactics can include:

- Unwanted phone calls
- Unwanted emails, instant messages, text messages, voice messages, or social media messages
- Approaching a victim or showing up unwanted, such as at the victim's home, workplace, or school
- Leaving strange or potentially threatening items for the victim to find
- Leaving "nice" items, like teddy bears, flowers, sweets or the like
- Watching, following, or tracking a victim
- Asking others to relay information on their behalf
- Sneaking into the victim's home or car and doing things to scare the victim or let them know the perpetrator had been there

<https://www.cdc.gov/indianagovernance/stalking/index.html>

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A close-up of an artist's palette filled with various colors of paint, including red, orange, yellow, green, and blue. Several paintbrushes are resting on the palette.



CASE STUDY: PAINTING

"MJ and I have been talking for about three months. At first, everything was great but then, it seemed like everything I did was an issue. I really like him, but he blows up my phone and now he keeps showing up at my classes on campus. I feel bad. Like he doesn't have anybody else but me. I am having a hard time concentrating and my friends told me just to give it a chance. He didn't come from a good home life and maybe he just needs extra right now. He needs to tone it down, but we are passed that. I know he gets bent when I spend too much time in the on-campus studio doing my painting and I wasn't trying to take time away from him, but just what—why does he have to act this way? I'm not sure what I should do but then when I met with the Title IX Coordinator, he said what was happening was called stalking. I signed the complaint because I don't want to talk to him anymore and I want him to leave me alone."

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INTIMATE PARTNER VIOLENCE



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A woman with long dark hair is sitting down, covering her face with her hands in a gesture of distress or crying. The background is a soft-focus indoor setting.

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WHAT IS INTIMATE PARTNER VIOLENCE?

IPV is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, threats, economic, and emotional/psychological abuse. The frequency and severity of domestic violence varies dramatically.

- IPV can happen to anyone regardless of race, age, sexual orientation, religion, sex, disability, or gender identity.
- IPV affects people of all socioeconomic backgrounds and education levels.
- IPV occurs in both opposite-sex and same-sex relationships and can happen to intimate partners who are married, living together, dating, or share a child.

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IMPACT

Domestic violence is prevalent in every community, and affects all people regardless of age, socioeconomic status, sexual orientation, gender, race, religion, or nationality. Physical violence is often accompanied by emotionally abusive and controlling behavior as part of a much larger, systematic pattern of dominance and control. Domestic violence can result in physical injury, psychological trauma, and even death. The devastating consequences of domestic violence can cross generations and last a lifetime.

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DATING VIOLENCE

Violence committed by a person:

(A) Who is or has been in a social relationship of a romantic or intimate nature with the Complainant; and

(B) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (1) The length of the relationship;*
- (2) The type of relationship; and*
- (3) The frequency of interaction between the persons involved in the relationship.*

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§ 106.2
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SO, WHAT IS "DATING?"

- Seeing each other
- Hooking up
- Talking
- It's Complicated
- Friends with Benefits
- Roaching
- Situationship
- Wifey/Hubby Status
- Chillin'
- Netflix and Chill
- "DM Slides and Thirsty Texts" (DTF)
- F*** Buddy

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DOMESTIC VIOLENCE

Felony or misdemeanor crimes committed by a person who:

(A) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;

(B) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

(C) Shares a child in common with the victim; or

(D) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

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UNDERSTANDING THE ELEMENTS IN DV CASES

Relationship

➔

Behavior

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INTIMATE PARTNER VIOLENCE INVESTIGATIONS

Parties

- Type of relationship
- Length of the relationship
- Frequency of interaction between the persons

Behaviors

- Type of violence
- Possible patterns of behaviors
- Other behaviors that may fall under other policy definitions

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THE CYCLE OF VIOLENCE

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THE DULUTH MODEL, MN

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LGBT+ POWER AND CONTROL WHEEL

The diagram is a circular wheel with 'POWER AND CONTROL' at the center. It is divided into eight segments, each representing a different tactic of abuse. The segments are: 'USING PRIVILEGE', 'USING ISOLATION', 'USING INTIMIDATION', 'USING ECONOMIC ABUSE', 'USING PHYSICAL VIOLENCE', 'USING SEXUAL VIOLENCE', 'USING HETEROSEXISM', and 'USING TRANSPHOBIA'. Each segment contains a list of specific behaviors. The wheel is surrounded by a ring with the words 'HETEROSEXISM', 'TRANSPHOBIA', 'BIPHOBIA', and 'HOMOPHOBIA' repeated.

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ADDITIONAL POWER AND CONTROL WHEELS

RELIGION

NATIONAL ORIGIN

ETHNICITY

ABILITY

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ISOLATION

Controls what partner does, where partner goes, who partner sees

Denies access to phone or mail

Abandons partner in a dangerous place

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USE OF FAMILY MEMBERS

- Excludes or denies partner access to family members
- Forces family members to keep secrets
- Abuses partner (in front of children)
- Encourages children to be abusive to partner
- Accuses partner of being incompetent parent
- Misleads family about extent and nature of partner's illnesses and mental stability

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RIDICULING OF VALUES/SPIRITUALITY

Denies access to worship or clergy

Ignores or ridicules religious/cultural values

Uses religion/scriptures to justify abuse

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ABUSE OR NEGLECT OF MEDICAL NEEDS

Takes away partner's wheelchair, walker, glasses, etc.

Does not report medical conditions

Makes partner miss medical appointments

Withholds medication or over medicates

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USES PRIVILEGE

Treats partner like a servant

Makes all major decisions

Puts all his/her needs before partner's

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SPYING, SURVEILLANCE
AND TRACKING

Monitors partner's phone calls/messages, email, texts, and social networking communications

Checks cell phone history regularly

May use GPS tracking devices, spyware, hidden computer monitoring, etc.



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THREATS AND
INTIMIDATION

Displays intense, constant jealousy or possessiveness

Becomes easily enraged

Threatens to leave

Threatens to institutionalize partner

Destroys partner's property

Drives too fast or recklessly to frighten or intimidate partner

Plays on partner's fears

Threatens or hurts children or pets or other family members or friends

Threatens to hit with objects or use a weapon

Threatens to kill partner or to commit suicide if the relationship should end

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PHYSICAL ABUSE



Slaps, punches, pinches, bites, kicks, hits walls, throw things, etc.

Holds or ties down, or restrains partner

Prevents partner from eating or sleeping

Is rough with partner's body parts during care giving

Strangles partner

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SEXUAL ABUSE

Is rough with intimate body parts during sex

Makes demeaning, derogatory remarks about intimate body parts

Inflicts pain during sexual intercourse

Refuses affection or sexual intimacy as punishment

Forces sexual intimacy or uncomfortable sexual behavior

Forces sex in exchange for basic need/requests

Controls reproductive choices

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MINIMIZING, DENYING, AND
BLAMING THE PERSON
BEING CONTROLLED

Makes light of abusive behavior

Denies abuse happens

Does not take partner's concerns about abuse seriously

Insists partner's bad behavior caused the abuse



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UNDERSTANDING STRANGULATION

Abusers strangle to show their victims they can kill them anytime they choose to.

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STRANGULATION VS. SUFFOCATION

Strangulation is a form of asphyxia characterized by closure of the blood vessels and air passages of the neck as a result of external pressure on the neck.

Suffocation occurs from covering the mouth and/or nose with and object preventing the person from being able to breathe.

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STRANGULATION

Strangulation is the compression of anatomic neck structures leading to a reduction of blood flow to or from the brain that results in injury or death. Using the average handshake at 80 to 100 pounds of pressure as comparison:

- a victim's jugular veins will occlude when a perpetrator applies only 4 pounds of pressure
- occlusion of the carotid arteries occurs with 5 to 11 pounds of pressure
- a perpetrator applying 33 pounds of pressure to the victim's trachea will cause it to collapse.

Strangulation signs and symptoms may not be visible during the initial victim assessment. Approximately 50% of strangulation victims will have no visible injuries, and some survivors may not even recall the strangulation incident because of cerebral hypoxia during the assault.

Credit: <https://www.myamericannurse.com/strangulation-a-silent-but-deadly-form-of-intimate-partner-violence/>

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FORMS OF STRANGULATION



Manual

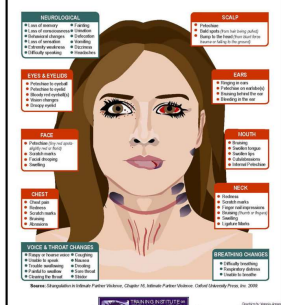


Ligature

52

[illegible]

SIGNS AND SYMPTOMS OF STRANGULATION



If your partner has ever put their hands around your neck, put you in a “sleeper hold,” or wrapped anything like a scarf, necklace, belt, or rope around your neck, you have experienced strangulation.

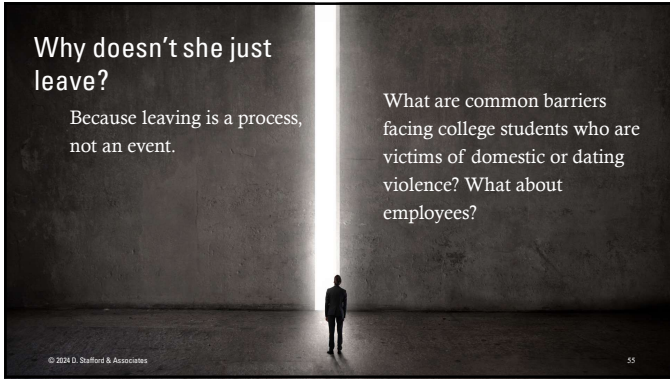
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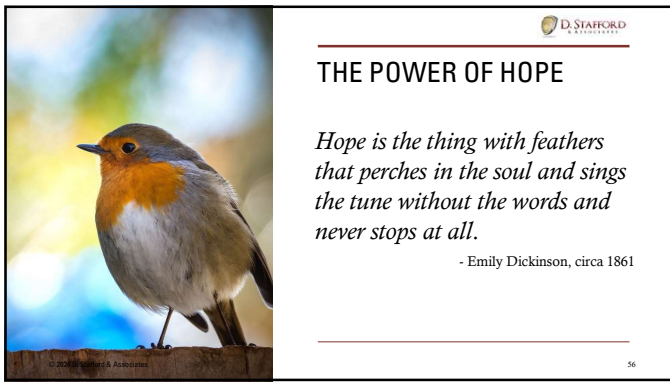
STRANGULATION ASSESSMENT CARD

SIGNS	SYMPTOMS	CHECKLIST	TRANSPORT
● Red eyes or spots (Petechiae)	● Neck pain	S Scene & Safety Take the scene to be safe. Make sure you and the victim are safe.	● If the victim is Pregnant or has the threatening signs which include:
● Neck swelling	● Jaw pain	T Trauma The victim is traumatized. Be kind. Ask: what do you remember? See? Feel? Hear?	● Difficulty breathing
● Nausea or vomiting	● Swell pain from the throat	R Reassure & Reassure Reassure the victim that help is available and provide comfort.	● Loss of consciousness
● Unsteady	● Sore breast	A Assess Assess the victim for the signs and symptoms of strangulation or TB.	● Punctate hemorrhage
● Loss of consciousness	● Difficulty breathing	N Notes Document your observations. Put victim statements in quotes.	● Unstable
● Unconscious	● Difficulty swallowing	G Give Give the victim an individual dental evaluation.	● Vomiting changes
● Deafened	● Voice changes (hoarse, raspy, fainting, hoarse)	L Loss of consciousness Victims may not remember. Lapses of memory? Change in location? Unintentional? Deliberate?	
● Possible loss of consciousness	● Voice changes (hoarse, raspy, fainting, hoarse)		
● Possible loss of consciousness	● Hoarse, raspy, fainting, hoarse		
● Possible loss of consciousness	● Headache		
● Possible loss of consciousness	● Headache or numbness to arms or legs		
● Possible loss of consciousness	● Voice changes		
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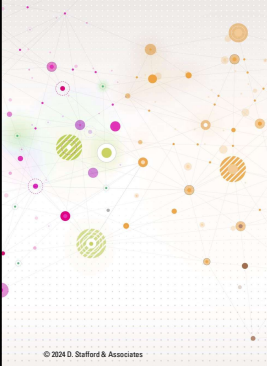
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GROUP WORK

Gather in break out rooms.

Discuss what you just heard/saw.

Discuss in your group the kinds of behavior Lauren reported to her University.

Explain common abuser tactics that Lauren reported.

Discuss area of weakness in the response to Lauren's complaint.

What evidence do you believe exists in this case?

Could this happen at your institution? What could you do to improve your response to IPV and stalking on your campus?

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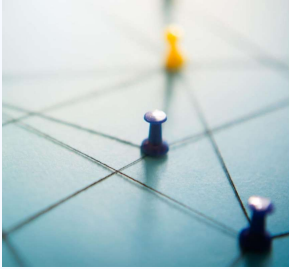
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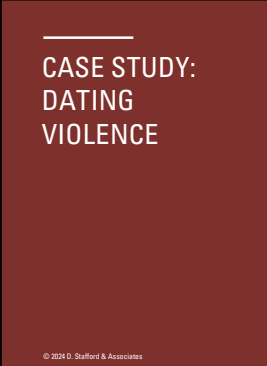
INVESTIGATIVE STRATEGY & EVIDENCE COLLECTION



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CASE STUDY: DATING VIOLENCE



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DATING VIOLENCE-YEARDLEY LOVE

- Summer 2007:** George Huguely V, the son of a wealthy Washington socialite, begins dating Yeardley Love. Both are part of the University of Virginia men's and women's lacrosse culture; the two teams are close and romantic relationships often occur.
- November 14, 2008:** Huguely is convicted of public drunkenness after he is pulled over on a road trip with friends, heading to Lexington, Va. He threatens the female officer and is subdued by a taser. He later pays a \$100 fine and serves 50 hours of community service.
- February 21, 2009:** Hearing rumors that a teammate kissed Love, Huguely attacks him in his sleep, bruising his eye. The incident reaches the team coach but is quashed. No charges are filed against him.



Credit: The Murder of Yeardley Love and Trial of George Huguely V. A Timeline | TIME.com

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DATING VIOLENCE-YEARDLEY LOVE



- Feb. 27, 2010:** Mike Burns, a lacrosse player at the University of North Carolina who was attending a party in Huguely's apartment, enters a bedroom to find Love in a choke hold at Huguely's hands. He releases her and leaves. Burns and Love later begin a romantic relationship that causes friction between Huguely and Love.
- April 27, 2010:** Love, having found out that Huguely is seeing her sorority sister, confronts him in his apartment, where she also encounters two other girls. She throws her purse at him. Three days later, she receives an e-mail saying, "I should have killed you." She shows it to several friends.

Credit: The Murder of Yeardley Love and Trial of George Huguely V. A Timeline | TIME.com

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DATING VIOLENCE - YEARDLEY LOVE

May 2, 2010: Apparently drunk at the lacrosse team's father-son golf tournament at Wintergreen Resort, Huguely is barely coherent, slurring his words. Just before midnight, saying he "just wants to talk" Huguely breaks through the door of Love's apartment bedroom. He later lies to his roommate about where he's been.

May 3, 2010: Police arrive at 2:24 a.m. to find the bloodied, battered body of Yeardley Love. Huguely is arrested.

May 4, 2010: Questioned about Love, Huguely admits they had been in an altercation, that he kicked her door in, and that he had shaken her with her head hitting the wall. His attorneys maintain he did not intentionally kill her. He is charged with first degree murder.

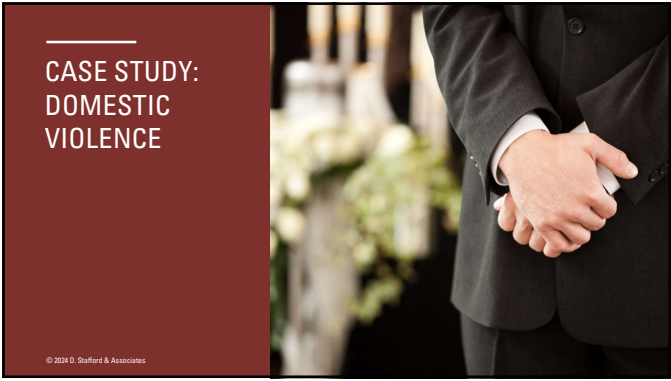
May 6, 2010: The Charlottesville Circuit Court seals the case records with no explanation. Information about Huguely's violent record begins to surface. UVA officials are questioned about the school's policy on student criminal behavior. The school later confirms that he attacked another lacrosse player. Police admit that there is no system to notify school officials when a student is arrested in Charlottesville or Albemarle County.

Credit: The Murder of Yeardley Love and Trial of George Huguely V. A Timeline | TIME.com

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DOMESTIC VIOLENCE - "ANGELA"

"Angela" is a college employee who works in food service reports to work for her shift.

Angela sees a campus police officer, who is grabbing a late, lunch and asks to speak with her.

Angela complains of just being in a situation where she feels unsafe. She reports beings 7 ½ months pregnant.

She stated she was taking a nap in her trailer when she heard her boyfriend come in. She said that he poured something on the bed and then before she knew it, the bed was on fire.

She struggled to get out of bed, but when she did, she saw that the bed was engulfed. As she fled the trailer, she saw her boyfriends truck leaving the property. Given that her cell phone did not have coverage at the trailer, and she didn't have a car of her own, she grabbed her work things and walked the mile to the main road. She was able to call a coworker to come get her and bring her to work. She reports being frightened for her baby and unsure of what to do.

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STALKING-"JP"

JP is a second-year student at ABC University. He is majoring in Biology and in one of his classes, is assigned to a lab group consisting of him and four other students.

The lab group meets 1-2 times per week to discuss that week's lab, to discuss the reading, and to plan for the end of the year project the group must complete.

Each time the group meets, they hug. JP thinks this is fabulous and enjoys the hugs very much. He likes the people in his group and welcomes the time they spend together each week.

When JP is around campus, he often sees the people from his group. He has grown very fond of one of the group members in particular-Tyler. JP begins showing up where Tyler is and often interrupts Tyler when he is studying or working out. Tyler opened his dorm room door the other day to see JP sitting on the floor and when he asked him what he was doing, he said he was just dropping something off to him.

Tyler has become increasingly uncomfortable with JP and has gone so far as to change his routine but still keeps running into JP. Tyler tells the other group members, and they say it's "sweet" and that JP must have a crush on Tyler. Tyler does not like the contact and hopes it will stop soon.

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INVESTIGATION ROAD MAP

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graph LR; A[Investigative strategy] --> B[Research and initial evidence collection]; B --> C[Interviews]; C --> D[Additional evidence collection]; D --> E[Report writing];
```

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DEVELOPING
AN
INVESTIGATIVE
STRATEGY





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INVESTIGATIVE
STRATEGY

 Scope

 Methodology

 Preparation

 Challenges



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SCOPE

 Notice of Allegation

 Notice of Investigation

 Policy Definitions

 Rights of the Parties



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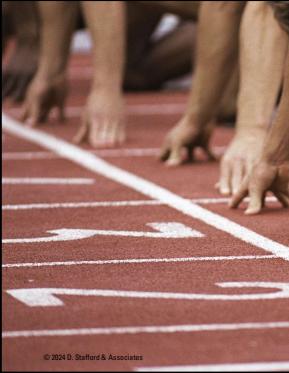




METHODOLOGY

- File Management
- Liaisons
- Logistics
- Internal Communications

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PREPARATION

- Review Complaint
- Research
- Draft Questions
- Initial Evidence Collection

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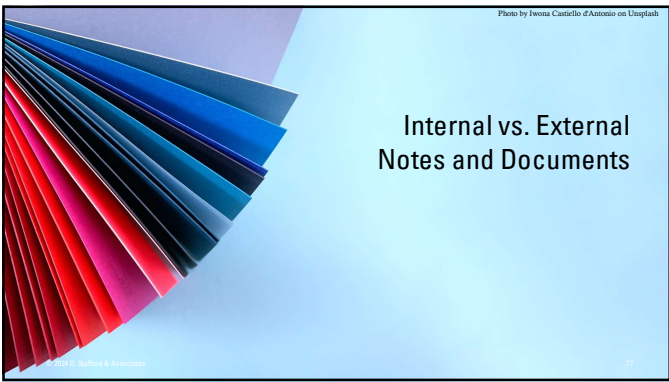


Investigation Challenges

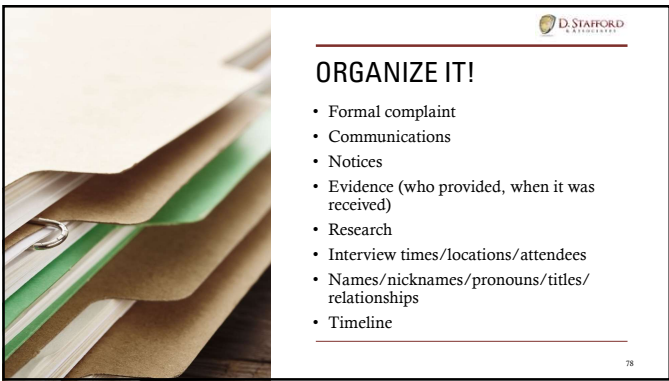
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EVIDENCE
COLLECTION



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EVIDENCE

Inculpatory
Information
demonstrating culpability
for an act

Exculpatory
Information tending to
excuse, justify, or absolve
the act

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EVIDENCE THAT MUST BE EXCLUDED

- Evidence that is protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the recipient obtains that party's or witness's voluntary, written consent for use in the recipient's grievance procedures; and

§ 106.45(b)(7)(i-iii)

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EVIDENCE THAT MUST BE EXCLUDED

- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

§ 106.45(b)(7)(i-iii)

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TYPES OF EVIDENCE



Real evidence



Demonstrative



Documentary



Testimonial

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PROVIDERS OF EVIDENCE



Parties



Witnesses



Institution



Investigators

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INITIAL EVIDENCE COLLECTION

Complaint

Other "statements"

Evidence from campus sources

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RESEARCH

Website

Organizations

Calendars

Schedules

Party
"directory
information"

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OTHER SOURCES OF EVIDENCE

Photographs

Text messages

Social media/dating apps

Documents (memos, letters, notes)

Voicemail

Phone logs

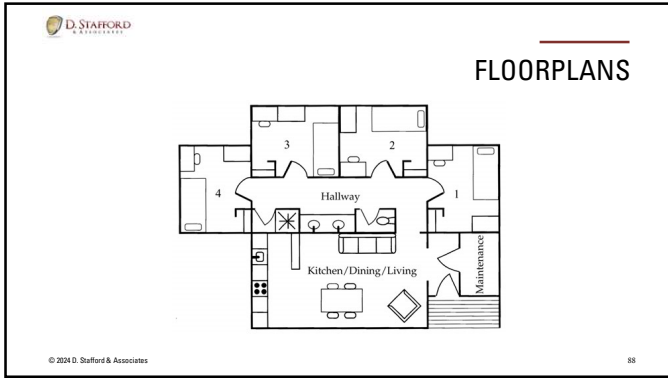
Guest lists

Investigator-created evidence

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INVESTIGATOR-CREATED EVIDENCE

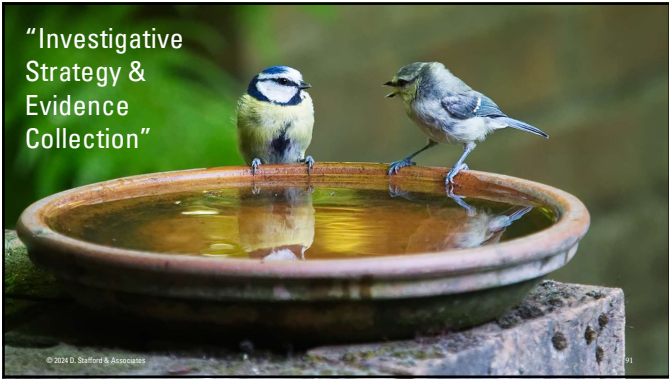
During the Complainant's interview, the Complainant drew a model demonstrating the movements of the parties:

1. The Respondent arrived and went over to the Complainant who was at her desk.
2. The Respondent and Complainant moved to the couch and watched a movie.
3. The Complainant woke up as the Respondent was carrying her to her bed.
4. The roommate was in her bed across the room.

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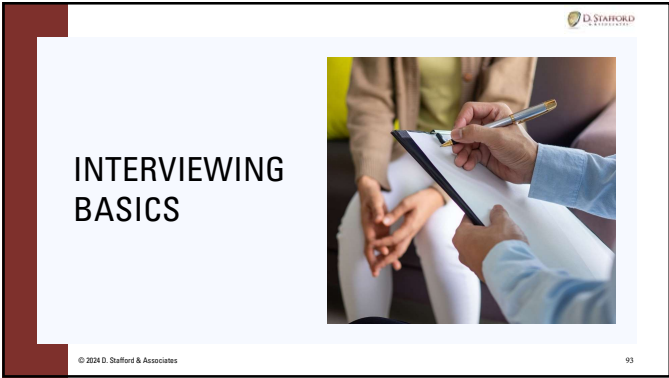
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INTERVIEWS



Testimonial Evidence



Conversation



Structured



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THE INTERVIEWEES

Complainant

Respondent

Witness



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KEYS TO A
GREAT
INTERVIEW





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PREPARATION

Logistics	Procedures (communication, scheduling)
	Notice documents
	Case file
Research	Policy review
	Preliminary evidence
	Topics of inquiry
Pre-drafted questions	Background
	Narrative
	Case specific

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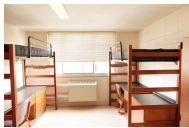





COMFORTABLE ENVIRONMENT

- The space
- Investigative tools
- Coping items
- Safety measures

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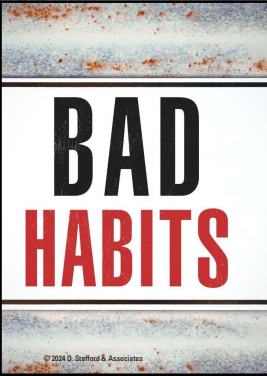

HELPFUL PROMPTS

Recreate the Scene

Physical Space

Sensory

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AVOID BAD HABITS

- Interrupting
- Asking two questions at once
- Not listening for the answer
- Avoiding the hard questions
- Not focusing on the elements

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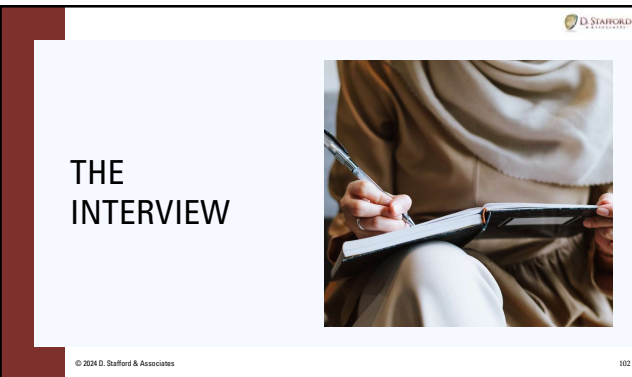




BE FULLY PRESENT

- Treat the interviewee ethically and with dignity
- Be non-judgmental and non-adversarial
- Be objective - you are not “making a case” or pushing a theory
- Adjust and adapt

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THE INTERVIEW

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THE D. STAFFORD
INTERVIEW OUTLINE



Preliminaries

Background

Narrative

Clarification

Case Questions

Closing

Self Evaluation

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PRELIMINARIES:
YOU DO THE
TALKING





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BACKGROUND:
BUILD THE
RAPPORT





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NARRATIVE:
THE BIG
QUESTION



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CLARIFICATIONS:
FILLING IN THE
HOLES



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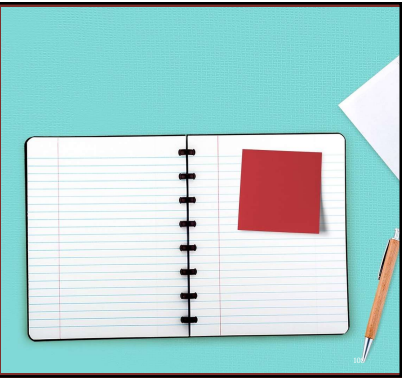


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CASE
QUESTIONS:
THE PRE-
DRAFTED
MUST ASKS



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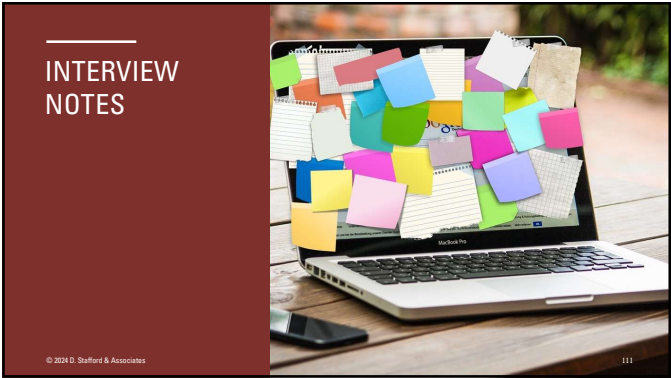
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CAPTURING THE INTERVIEW

Transcription

Q & A

Meeting Chronology

Incident Chronology

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INCIDENT CHRONOLOGY

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INCIDENT CHRONOLOGY

- Ideal for investigative interviews
- Events and themes are organized in a sequential manner by the event, not the meeting
- Provides the interviewee's perspective not the interviewer's
- No observations or analysis

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TRAUMA & THE INTERVIEW

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Stress

Trauma

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TYPES OF TRAUMA

Acute

Chronic

Complex

Secondary

Adverse Childhood Experiences (ACE)

Historical/intergenerational trauma

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IMPACT OF TRAUMA



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DURING THE TRAUMATIC EVENT:
NEUROBIOLOGY

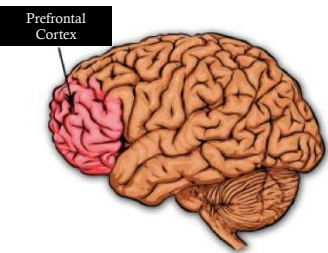


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THE PREFRONTAL CORTEX



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DEGRADED PREFRONTAL CORTEX



Alcohol



Age



Prolonged stress exposure

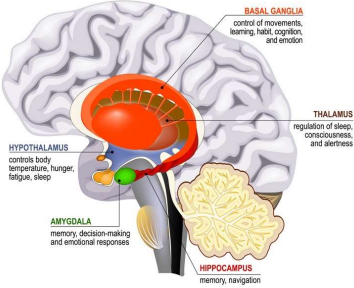
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THE LIMBIC SYSTEM



HYPOTHALAMUS
controls body temperature, hunger, fatigue, sleep

AMYGDALA
memory, decision making and emotional responses

HIPPOCAMPUS
memory, navigation

BASAL GANGLIA
control of movements, learning, habit, cognition and emotion

THALAMUS
regulation of sleep, consciousness, and alertness

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THE BODY'S RESPONSE TO FEAR



Heart



Lungs



Muscles



Prefrontal Cortex



Eyes



Stomach



Skin

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RESPONSE



Habit



Reflex

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IMMEDIATELY
AFTER THE
TRAUMATIC
EVENT:
MEMORY



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MEMORY

Encoding

Storage

Retrieval

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MEMORY ENCODING



Central Details



Peripheral Details



Time and Context

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TRAUMA MEMORY ENCODING



Sensory



Emotional



Flashbulb memories

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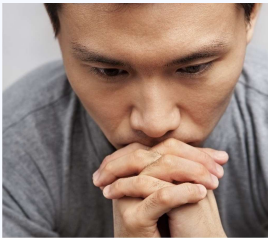
Memory Storage Over Time

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LONG TERM
RESPONSE:
IMPACT

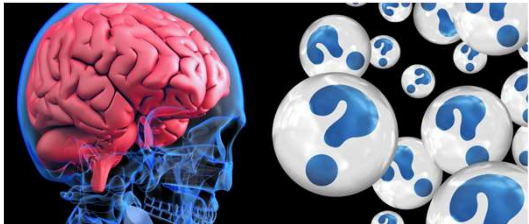


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THE IMPACT OF TRAUMA ON THE INTERVIEW



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PRESENTATION STYLES

Sleepy

Emotionless

Nervous

Giggly

Afraid

Frustrated

Angry

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AVOIDING RE-TRAUMATIZATION



Be aware of safety and well-being



Maintain privacy and confidentiality



Keep the parties up to date



Treat ethically and with dignity

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QUESTION FORMAT



Tone



Phrasing



Open-ended



Safe



Judgment-free

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INTERVIEW TECHNIQUES



Clarify linear information



Use sensory prompts



Ask for feelings and emotions



Understand statement variations

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IMPARTIAL INVESTIGATIONS



Consistent application



Ask clarifying questions



Avoid bias

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EVIDENCE EVALUATION



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INVESTIGATORS AS EVALUATORS OF EVIDENCE

- Developing lines of questioning
- Determining additional witnesses and evidence needed
- Utilizing evidence around credibility
- Identifying relevant evidence

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EVIDENCE THAT MUST BE EXCLUDED

- Evidence that is protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the recipient obtains that party's or witness's voluntary, written consent for use in the recipient's grievance procedures; and

§ 106.45(b)(7)(i-iii)

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EVIDENCE THAT MUST BE EXCLUDED

- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

§ 106.45(b)(7)(i-iii)

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CREDIBILITY



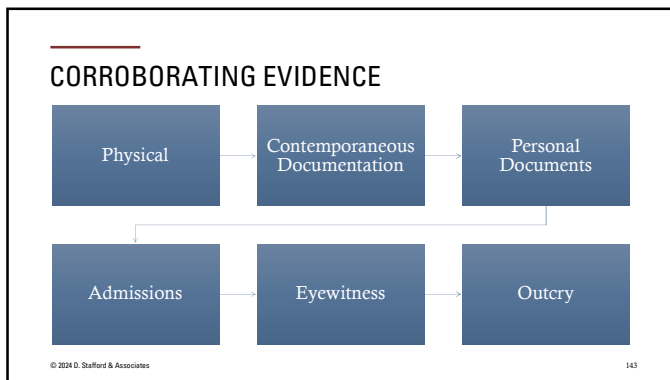
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CREDIBILITY OF THE STORY

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PLAUSIBILITY

Possible

Believable

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CREDIBILITY OF THE STORYTELLER



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CREDIBILITY OF THE STORYTELLER



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CREDIBILITY OF THE STORYTELLER



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The diagram illustrates the 4C's model of violence. It consists of four colored rectangular boxes arranged horizontally, each containing one of the 4C's. From left to right, the boxes are: a light blue box labeled 'Afraid', a dark blue box labeled 'Pressured', a light green box labeled 'Revenge', and a light orange box labeled 'History'. Above these boxes, the text '4C's' is written in a large, bold, black font. To the right of the 'History' box, the text '4C's Model of Violence' is written in a smaller, black font. The entire diagram is set against a white background.

The diagram illustrates the 4C's model of violence. It consists of four colored rectangular boxes arranged horizontally, each containing a word. From left to right, the boxes are: a light blue box with the word "Afraid", a dark blue box with the word "Pressured", a light green box with the word "Revenge", and a light orange box with the word "History".

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The diagram illustrates the BIAS framework, which consists of three interconnected components arranged in a horizontal line. Each component is represented by a colored icon above a text label. The first component, 'Past Relationship', is represented by a blue icon of a person and a speech bubble with a minus sign. The second component, 'Identity', is represented by a blue icon of an eye with brackets on either side. The third component, 'Internal Biases', is represented by a red icon of a human skeleton. The labels are positioned directly below their respective icons.

BIAS

Past Relationship Identity Internal Biases

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BIAS

Past Relationship Identity Internal Biases



DO THESE IMPACT CREDIBILITY?

- Past Behaviors
- Post-Incident Behavior
- Character
- Interview Demeanor
- Identity

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RELEVANCY



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WHEN IS EVIDENCE RELEVANT?

Relevant means related to the allegations of sex discrimination under investigation as part of the grievance procedures under § 106.45, and if applicable § 106.46.

Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

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§ 106.2
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KEY RELEVANCY POINTS

1

The evidence does not need to be conclusive

2

Is sufficient if it constitutes a link in the chain

3

Enough if in connection with other evidence, helps "a little"

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REPORTS



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REPORT WRITING GOALS

Documentation of Process

Compilation of Evidence

Summary of Facts

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ELEMENTS OF A GOOD REPORT

PROOFREAD

- ☒ SPELLING
- ☒ GRAMMAR
- ☒ ACCURACY

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OTHER D. STAFFORD TRAINING OPPORTUNITIES

Title IX Coordinator Track ☐ Tier 0: Introduction for NEW Title IX Coordinators ☐ Tier 1: Law and Policy ☐ Tier 2: Sex Discrimination Response ☐ Tier 3: Safety & Risk Analyses for Sex-Based Harassment Emergency Removals ☐ Tier 4: Title IX for Human Resources Professional ☐ Tier 5: Pregnancy or Related Conditions	Investigator Track ☒ Tier 1: Sex-Based Harassment Investigations ☐ Tier 2: Dating/Domestic Violence and Stalking (DVIDVS) Investigations ☐ Tier 3: Case Study and Simulation (Interviewing) ☐ Tier 4: Statement Analysis ☐ Tier 5: Report Writing ☐ Tier 6: Technology & Investigations ☐ Tier 7: Violence Against Men	Related Offerings ☐ Institutional trainings ☐ Threat Assessment Teams ☐ Clergy Compliance ☐ Procedural Justice ☐ Decisionmakers (www.naccop.org) ☐ Appellate Officer (www.naccop.org) ☐ Constructing Resolution Processes (www.naccop.org) ☐ Title IX Webinars (www.naccop.org)
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NACCOP Title IX & Equity Alliance

The Alliance is a dedicated affinity group through which Title IX and Equity Professionals, and the practitioners who support and/or supervise them, can benefit from NACCOP's expertise in complying with the Clery Act, Title IX, and other civil rights laws that affect their work.

BENEFITS OF JOINING THE ALLIANCE

- **Access to NACCOP's annual 9 on IX webinar series at no additional cost (a \$710 value)**
 - These 60-minute succinct webinars will offer legal insight and practical guidance on Title IX topics from experts who have served or are currently serving as active practitioners on college and university campuses.
- **Alliance-Exclusive Professional Development Opportunities such as the Title IX & Equity Open House Discussion Series**
 - An Alliance-exclusive virtual open house will be held bi-monthly (every other month, 6 sessions annually) to engage with experts from NACCOP's partner organization, D. Stafford & Associates, as well as other invited guests, to discuss current trends and issues. Each open house will focus on a specific topic for discussion and participants will be encouraged to engage in the conversation.
- **Access to Alliance-Exclusive Whitepapers regarding Title VI, VII, and IX**
- **Connect and collaborate with other Title IX and Equity Professionals via an Alliance-restricted Listserv**
- **Discounted Professional Development Opportunities**
 - Coffee and Conversations webinar series and individual webinars focused on Title IX & Equity compliance issues
- **A 50% discount on the Title IX Notice Document Library developed by NACCOP's Partner Organization, D. Stafford & Associates (a \$335 value)**

Join the Alliance

Eligible individuals must have Institutional, Professional, or Committee Membership with NACCOP.

Cost: \$425 for 1 year subscription

(The first year of enrollment will be pro-rated to match the NACCOP membership expiration date.)

Request to Join: <https://naccop.memberclicks.net/join-the-alliance>

Questions? Contact us at info@naccop.org or 302-344-1068.