



Title IX Appeals Training

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Davis Crow

MEET YOUR FACILITATOR



Davis Crow

Senior Solutions Specialist with Grand River Solutions, Davis works as an investigator, decision maker, hearing panel chair, and appeals officer, and provides trainings, specializing in Title IX, Title VII, and the Americans with Disabilities Act. Davis has a J.D. from Stetson University College of Law and a M.Ed. University of Mississippi.



[Full Bio](#)

THE BASIC TENETS

Dear Appeals Officer . . .

ALL APPEALS

Trauma-Informed

Everyone in Their Lane

Fundamental Fairness

Due Process

Consistent Process

THE RIGHT TO APPEAL?

Both the complainant and respondent have the right to:



- Appeal the same things in the same way to the same person(s);
- Receive information about the appeal process;
- Have all aspects of the process be the same for each party;
- Have their appeal reviewed and decided upon;
- Receive notice of the outcome of the appeal.

DUE PROCESS DURING THE APPEAL PROCESS

- Regular, published procedures
- Standard grounds for appeal
- Who is reviewing or hearing the appeal



Equal Rights and
Fair Process for
Each Party

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BEFORE THE APPEAL

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SANCTIONS AND INTERIM MEASURES DURING APPEAL PROCESS

- Maintaining or changing interim measures during the process
- Communicating and documenting sanctions and interim measures
- Deciding whether to impose sanctions during the process
 - Pros and Cons



NOTIFICATION OF THE APPEALS PROCESS

Who Gets Notified	What They are Notified Of
• Complainant • Respondent • Student Conduct? • Human Resources? • Academic • Personnel?	• Allegations • Investigation Outcome • Applicable Policy • Appeals Process • Timeline • Links • Dates • How to submit

WHOSE JOB IS IT TO...



Receive the
appeals

Determine whether
the grounds for
appeal have been
met

Notify the
person(s)
responsible
for reviewing
the appeal

Arrange the
logistics for
the appeal

Communicate
the decision

Retain
Documents

Determine
Remedies

Communicate with
complainant and
respondent and
advisors and
witnesses as
appropriate



DE NOVO APPEALS?

We are NEVER, EVER
getting back together...

DIFFERENCES IN RESPONSIBILITY

Resolutions

- Investigation
- Hearing
- Determine What Happened
- Findings of Fact
- Findings of Policy

SANCTION

Appeal

- Review the Appeal
- Determine Whether Grounds for Appeal Have Been Met
- Make Decision Regarding Merits of Appeal
- Error correction

DIFFERENCES IN BURDEN

College/
University

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graph LR; A[College/University] --> B[Error correction]; C[Complainant Respondent] --> D["Persuade and point out error with supporting evidence or facts"]
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The diagram illustrates the difference in the burden of proof for two entities. On the left, there are two colored boxes: a green one for 'College/University' and a blue one for 'Complainant Respondent'. Arrows point from each box to a corresponding action box on the right. The green box points to a green-outlined box labeled 'Error correction'. The blue box points to a blue-outlined box labeled 'Persuade and point out error with supporting evidence or facts'. A large, light gray watermark 'Grand River Solutions' is oriented diagonally across the center of the slide.

Error correction

Complainant
Respondent

Persuade and point out error with supporting
evidence or facts

HAS THE BURDEN BEEN MET?

Review the information provided by Complainant and/or Respondent and determine whether it contains sufficient information concerning the grounds for appeal and the reasons related to those grounds

This step is **not** to decide the merits of the appeal, but to identify the nature and scope of the issues to be addressed.

IN THEIR APPEAL, RESPONDENT WRITES:

- I have new evidence not previously available to me. Having read the hearing officer's report, I now know the hearing officer was biased (new evidence) because the hearing officer found against me, and there is no way that any unbiased hearing officer would have properly weighed the evidence and come to any conclusion other than the fact that complainant was lying.
- The hearing officer failed to call 1 key witness. The Title IX coordinator should have been questioned, and she could have explained that Complainant was given a free pass and allowed to drop out of organic chem after it was obvious Complainant was going to fail. This would have proven that Complainant made up the complaint and filed only to avoid failing a difficult class.

WHAT DOES THIS MEAN?

- You are reviewing the appeal for what it says, not how it is said.
- You are identifying what the party says went wrong in the process or whether the party has identified new information and IF the party has articulated that what went wrong or what is new, if true, would have led to a different outcome.



DEAR APPEALS OFFICER...

- I am the victim of a false accusation...
- The police were not contacted and I was not charged by law enforcement with a crime
- After the supposed sexual assault, she sent me a friend request on Instagram and asked me to dance at a party
- No one listened to my explanation or reviewed the evidence so they could see that I was falsely accused.

DOES THIS MEET ANY GROUNDS FOR APPEAL?

- Procedural error?
- Bias/conflict of interest?
- New evidence?



COMMON CHALLENGES – BUT NOT ERRORS

Non-Participating Parties

- Bias/conflict of interest
- Error

Uncooperative Witnesses

Uncooperative Advisors

NEW EVIDENCE: WHAT WOULD YOU DO?



Appeal states there is
new evidence...

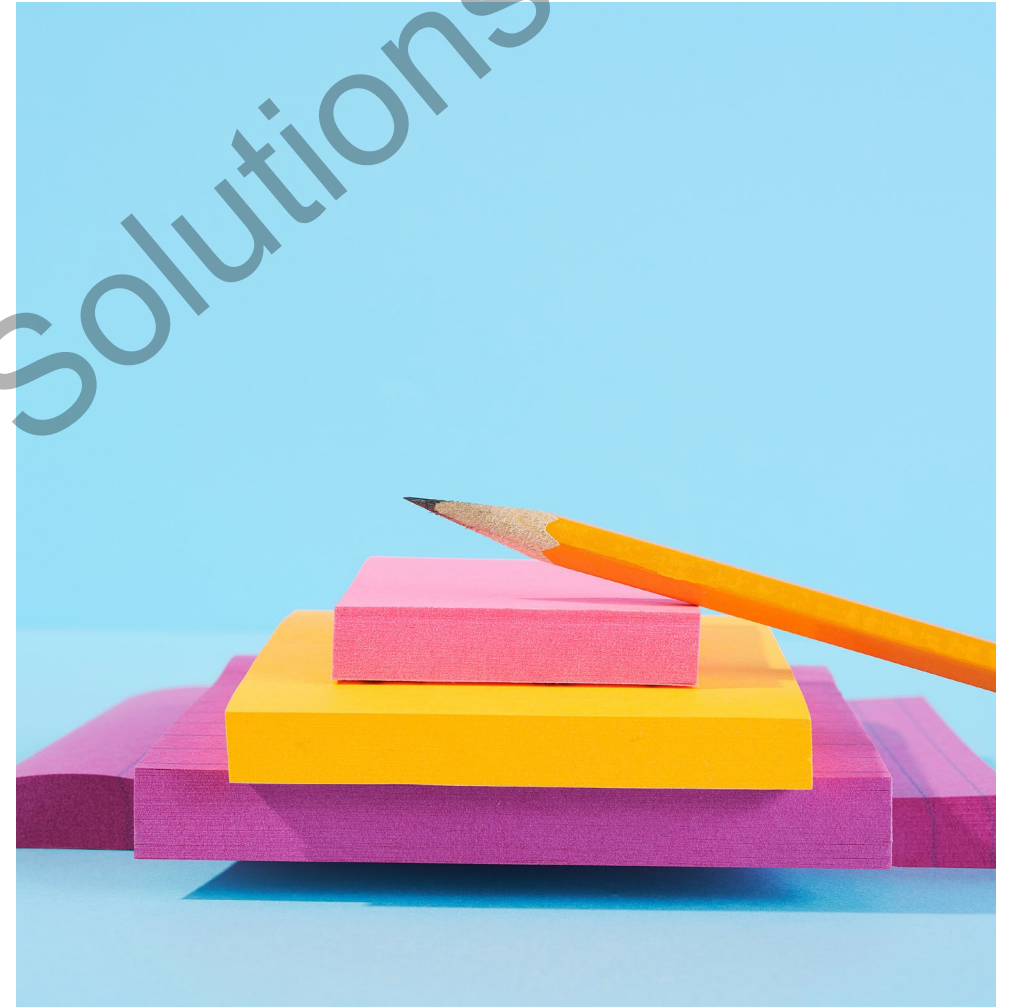
Evidence not provided with the appeal

How do you know it is new?

It is new but is it relevant and reliable?

NEW INFORMATION

- Is it really new?
- If it is new, would it change the findings/outcome
- Who investigates new information?



PROCEDURAL ERROR: THE DECISION WAS UNREASONABLE

The decision was unreasonable based on the evidence.

- “I am the victim of a false accusation”
- “There was no crime”
- “She initiated it, not me”
- “We were both drunk”

PROCEDURAL ERROR

There was a procedural error in the process that materially affected the outcome.

- Someone was not interviewed
- I was not allowed to cross-examine the complainant
- Burden was put onto me to prove consent

DENIAL OF A PROCESS YOU DON'T OFFER

Cross examination by the party

Representation

Discovery

Subpoena / compel witnesses

WHEN ARE QUESTIONS/EVIDENCE RELEVANT?

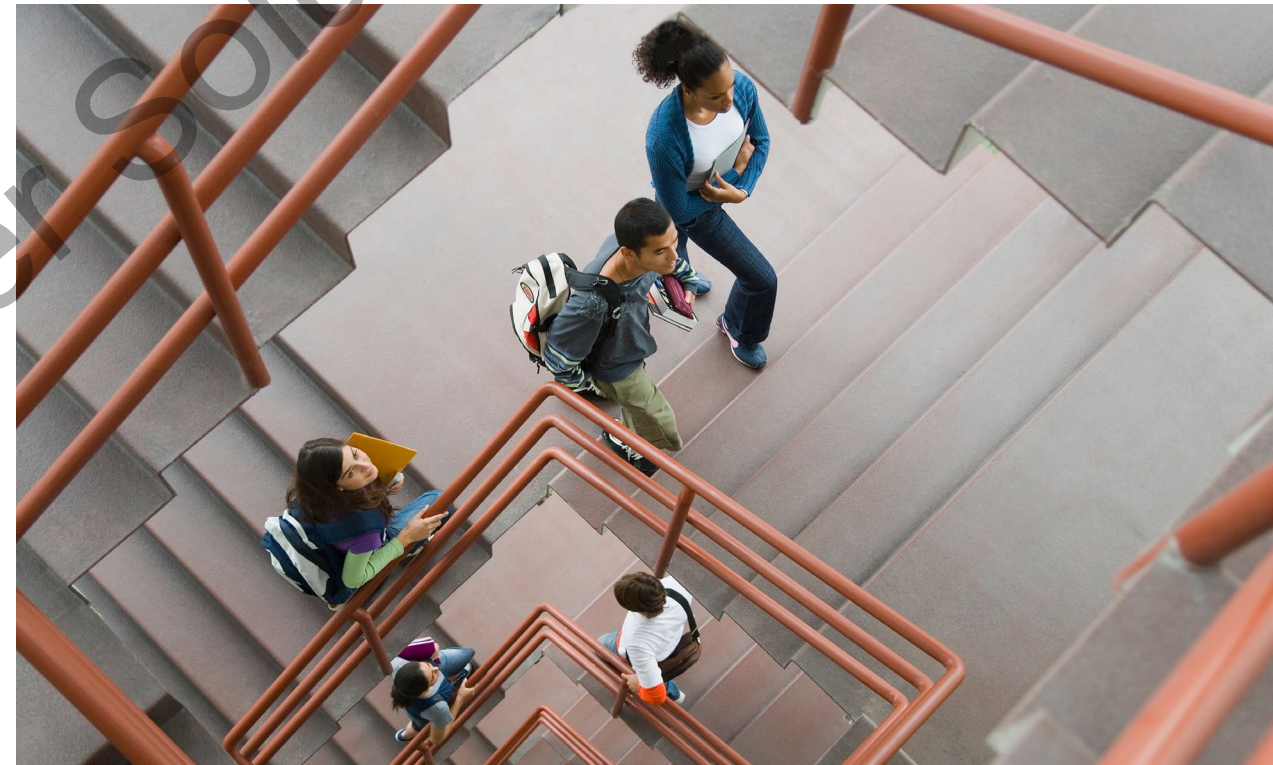
- Logical connection between the evidence and facts at issue
- Assists in coming to the conclusion – it is “of consequence”
- Tends to make a fact more or less probable than it would be without that evidence
- Rape shield protections, other impermissible evidence



WHEN A RESPONDENT REFUSES TO PARTICIPATE IN THE PROCESS BUT CLAIMS DUE PROCESS IS VIOLATED

“The Plaintiff waived his right to challenge the process resulting in his expulsion by failing to participate in the process afforded him.”

- Herrell v. Benson



WHEN EXCEPTIONS TO PROCESS OCCURS

Examples:

- University brings the case against one of its own
- Recusal of a member of a panel
- Changing composition of a panel

BIAS

- What constitutes bias?
- The investigator was biased against me because...
- The investigator was biased against (complainants/respondents generally) because . . .
- We are looking for "demonstrated" bias, not the mere possibility a bias exists



ALLEGATIONS FOR BIAS

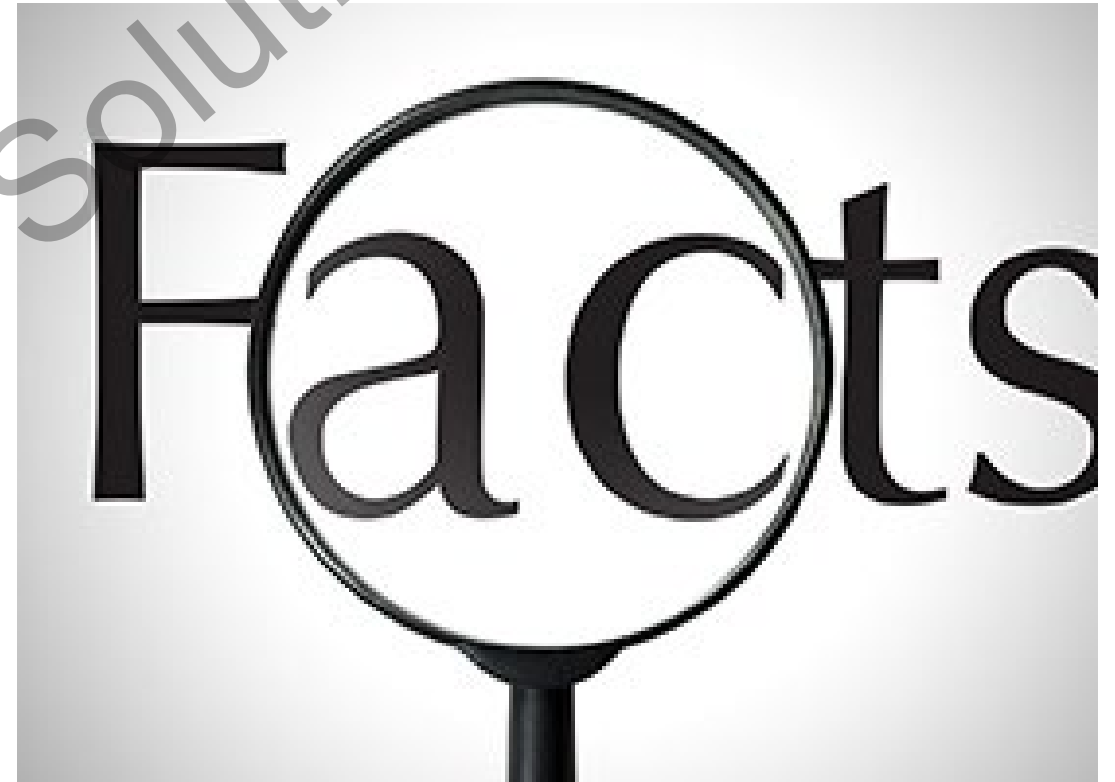
“Pro-victim bias does not
equate to anti-male bias.”
-Doe v. University of Colorado

Anti-violence bias does not
equate to anti-male bias.

ALLEGATIONS OF BIAS AS THE BASIS FOR APPEAL

An allegation of bias without factual support “no longer passes muster”.

-Doe v. University of Colorado



COMMON ERRORS

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SOMETIMES INSTITUTIONS DO THE WRONG THING



- Missing deadlines for providing materials
- Misunderstanding of consent or incapacitation
- Errors at a hearing

DETERMINING CREDIBILITY ON APPEAL

If Complainant does not participate, can you judge credibility?

Do you need to see demeanor to note credibility?

CROSS COMPLAINTS



- Was it handled?
- How was it handled?
- When raised for first time in the appeal, what is your process?
- Who handles?

APPEALS PANELS THAT EXCEED THEIR AUTHORITY



- Stay In Your Lane
- How Do You Know
- How To Correct

TREATING THE PARTIES DIFFERENTLY

1. He filed an appeal, argued there was a procedural error because he did not agree with the panel's interpretation of a text message. Appeal granted, determination overturned. She then filed an appeal on basis that appeal panel exceeded their authority, her request to file an appeal was denied. **What did the court say?**
2. Hearing chair did not inform parties that a key witness was her student, nor that he had discussed the case (in brief) with the witness prior to her first interview. **What did the court say?**

WHY SHOW YOUR WORK: WHEN A JUDGE HAS A DIFFERENT DEFINITION OF CONSENT

“Because she removed her own shirt when Respondent suggested having sex, there was insufficient proof of a lack of affirmative consent.” Haug v. SUNY Potsdam, 2018

As the Complainant did not report the rape, and did not initially think she had been raped . . . more likely there was an erroneous outcome due to gender. Doe v. Dordt University, 2022

LESSER-INCLUDED CHARGES ON APPEAL



There are no lesser-included charges

Reflects lack of notice and opportunity to respond.

- Powell v. St. Joseph's University
- Doe v. U.S.C.

SANCTIONS ARE NOW WRONG BECAUSE FINDING WAS WRONG

Does appeals officer determine new sanction, or send case back for appropriate determinations?

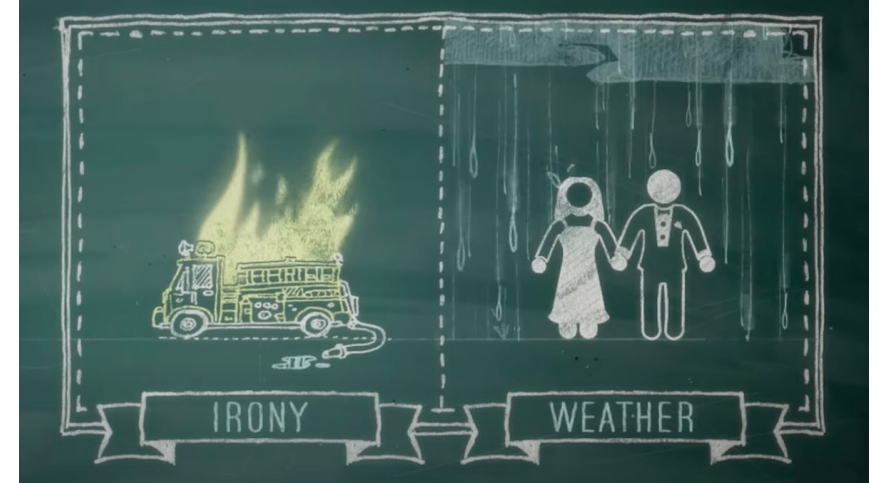
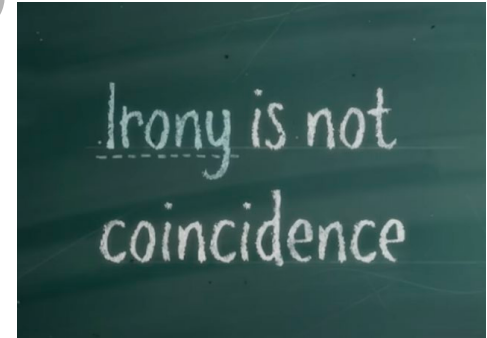


CAN A SANCTION INCREASE ON APPEAL?

- A. In response to Complainant's appeal?
- B. Sua sponte (meaning, just on their own determining it was not sufficient) ?

LANGUAGE MATTERS WHEN WRITING APPEAL RESPONSE

- Drunk vs. Intoxicated vs. Incapacitated
 - Language matters
 - Clarity and consistency of application
- Who has to prove consent?
- Know the language of your policy



Courtesy Weird AI's Word Crimes

HOW MUCH INFORMATION TO PROVIDE ON APPEAL?

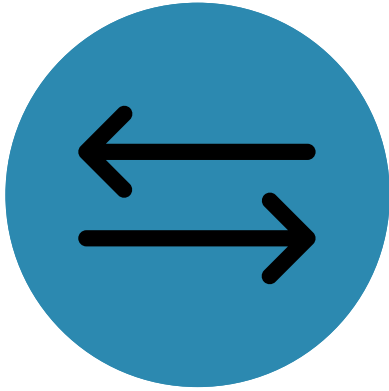
The appellate officer's failure to plainly articulate why he granted the appeal, which resulted in a new hearing that found the respondent in violation, was "perplexing" to the reviewing court, along with the appellate officer's ad hoc decision to request an independent Title IX opinion prepared in the course of determining the appeal.

COMMUNICATIONS ERRORS

- Communicate the decision
 - Complainant and Respondent
 - Title IX
- Interim measures
- No contact directives
- Remedial measures
- Sanctions



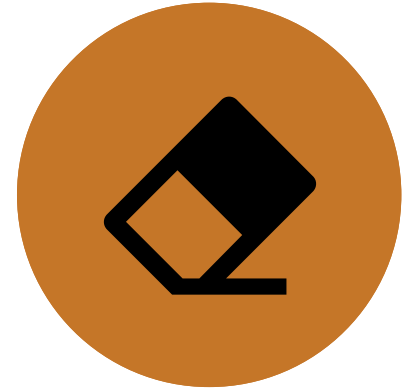
APPELLATE OFFICER/PANEL MAY NOT...



Substitute their own findings for the findings of the decision maker



Engage in fact-finding/weigh new evidence



Correct procedural errors on their own

THE RIVER CONNECT

THE RIVER CONNECT is a virtual community of experts and colleagues gathered together to help each other process the complexities of the work.



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share
educate
learn

for HIGHER EDUCATION
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