

ADVANCED INVESTIGATOR WORKSHOP

A Practical and Experiential Approach to Navigating Investigations

Pari Le Golchehreh

March 18-19, 2026

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MEET YOUR FACILITATOR



Pari Le Golchehreh

Pari Le Golchehreh is a distinguished professional with a wealth of expertise in Title IX and Title VII investigations. She is a certified mediator and has skillfully facilitated alternative resolutions and mediated conversations. Pari has become a trusted authority in the field, renowned for her unwavering commitment to fairness and dedication to helping other practitioners navigate investigations efficiently and effectively.

As a seasoned Title IX and Title VII investigator, Pari has navigated complex cases with precision and integrity, ensuring that all parties involved are heard and respected throughout the investigative process. She possesses a deep understanding of the regulatory frameworks and nuances surrounding discrimination and harassment issues in educational and workplace settings.

In addition to her investigative prowess, Pari holds certification as a mediator, bringing a unique skill set to the table. She excels in facilitating constructive dialogues and finding amicable resolutions to disputes, earning her a reputation as a bridge-builder.

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ABOUT US

Vision

We exist to create safe and equitable work and educational environments.

Mission

To bring systemic change to how school districts and institutions of higher education address their Clery Act & Title IX obligations.

Core Values

- Responsive Partnership
- Innovation
- Accountability
- Transformation
- Integrity

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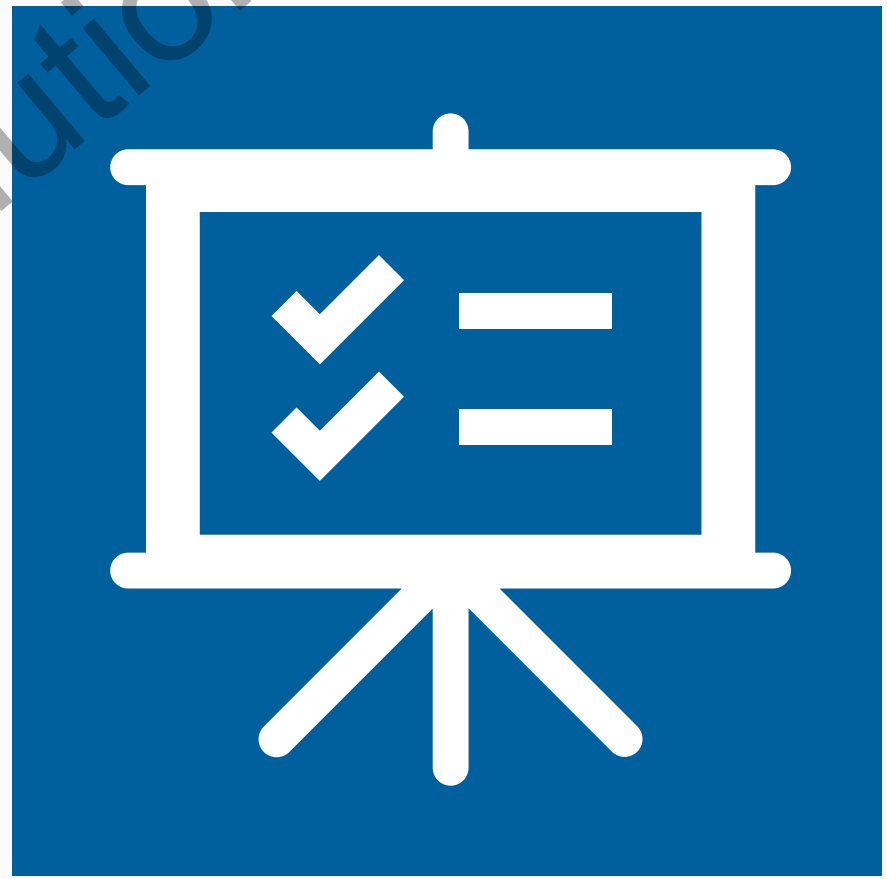
AGENDA

Evidence Assessment
Important factors to consider

Credibility and reliability of parties and witnesses
What they are and how to make an assessment

Investigation Hurdles
Prior bad acts and
intoxication v. incapacitation

Q & A



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GETTING TO KNOW YOU



1. Name and Pronouns
2. Institution
3. What do you like most about this work?
4. One word that friends and family would use to describe you.
5. One word that colleagues would use to describe you.

Submit your responses in one message using the chat feature!

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EVIDENCE ASSESSMENTS

Important factors to consider

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ACTIVITY ONE: THE BREAKUP



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ACTIVITY 1: IDENTIFY THE SCOPE

Review the Notice of Allegations and Investigation:

Prohibited Conduct One

Intimate partner:
assault or assault and battery committed by a person: (1) …social relationship of a romantic or intimate nature with CP; and (2) existence of such a relationship determined on the basis of the following factors: (i) length. (ii) The type. (iii) frequency of interaction between the persons involved in the relationship.

Prohibited Conduct Two

Stalking is defined as follows:

engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for their safety or the safety of others; or (2) suffer substantial emotional distress.

Next, what is alleged per the complaint?

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ACTIVITY 1: IDENTIFY THE ALLEGATIONS

Intimate Partner Violence

Respondent physically harmed Complainant:

- February 15, 2022,
- March 18, 2022.

Stalking

Tracked CP via social media applications and followed CP without consent on or around:

- January 30, 2022
- February 1, 2022
- February 15, 2022
- February 28, 2022

Now here comes the real work…

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EVALUATING EVIDENCE

- Is it relevant?
- Is it authentic?
- Is it credible and/or reliable?
- How much weight, if any, should it be given?

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ACTIVITY 1: CATEGORIZE THE EVIDENCE

Relevant

a) Does the evidence make a fact more or less probable than it would be without the evidence?

b) Can the Decision-Maker rely on the evidence in reaching a determination?

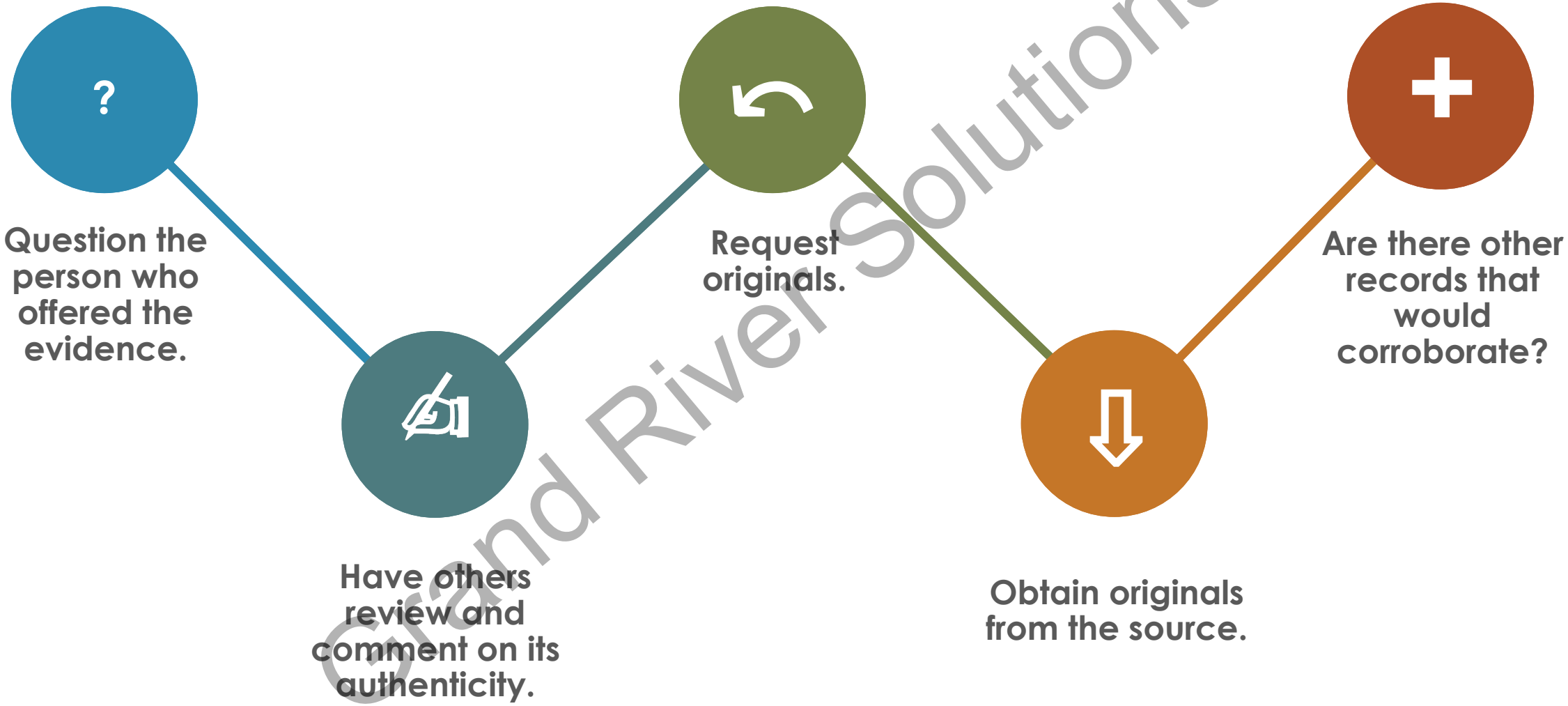
Directly Related

(a) Does the evidence refer to Complainant's sexual history or predisposition? Do any exceptions apply?

(b) Does the evidence reference a legally recognized and unwaived privilege?

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IS IT AUTHENTIC?



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ACTIVITY 2: AUTHENTICITY ASSESSMENT

WHO PROVIDED IT?

To be objective, we must keep an open mind and remain aware of ALL possibilities.

IS IT CORROBORATED?

Is there other evidence that supports or strengthens the authenticity?

WHAT ARE THE ALTERNATIVES FOR AUTHENTICATION?

What are some other ways you may authenticate the evidence?

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ADVANCED INVESTIGATORS TRAINING

DAY TWO

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CREDIBILITY AND RELIABILITY OF PARTIES AND WITNESSES

Maintaining objectivity when making assessments on credibility and reliability

2

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CREDIBILITY AND RELIABILITY CONSIDERATIONS

- Sufficiency of details and specificity
- Internal consistencies / consistency over time
- Consistency with evidence or testimony
- Corroboration

- Inherent plausibility
- Material omission
- Motive to falsify
- Past record
- Ability to recollect events

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GROUP ACTIVITY 2:
MATCHING GAME



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ACTIVITY 2: SCENARIOS

ONE

Respondent provided screenshots of text communications exchanged with Complainant's roommate, Dale. Dale said they no longer have the text communications.

TWO

Witness Robbie said they were at the event hosted by their sorority. Witness Robbie said, "I saw [Complainant] at the beginning of the party when we were doing keg stands. [Complainant] was shit-faced."

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ACTIVITY 2: SCENARIOS CONTINUED

THREE

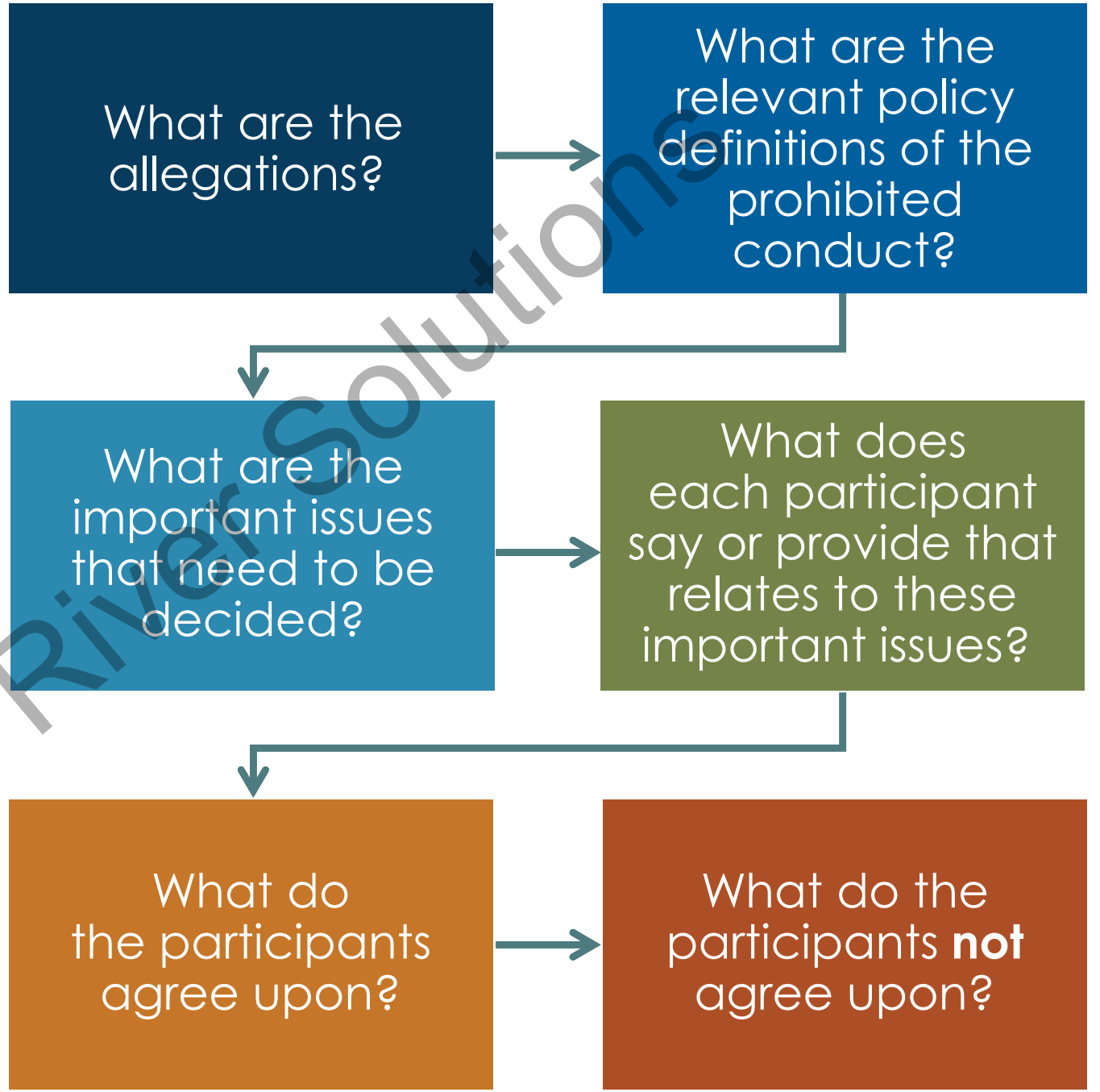
Witness Jay was offered by Complainant as an eyewitness to the events leading up to the reported incident. While interviewing the Respondent, you learn that Witness Jay and Respondent have been secretly dating.

FOUR

During Complainant's interview, they state that they have no recollection of how they got to their campus residence after the bar. Respondent and other witnesses submitted screenshots of communications with Complainant wherein Complainant said their Uber ride was successful and they are home safe.

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UNDISPUTED/ DISPUTED FACTS

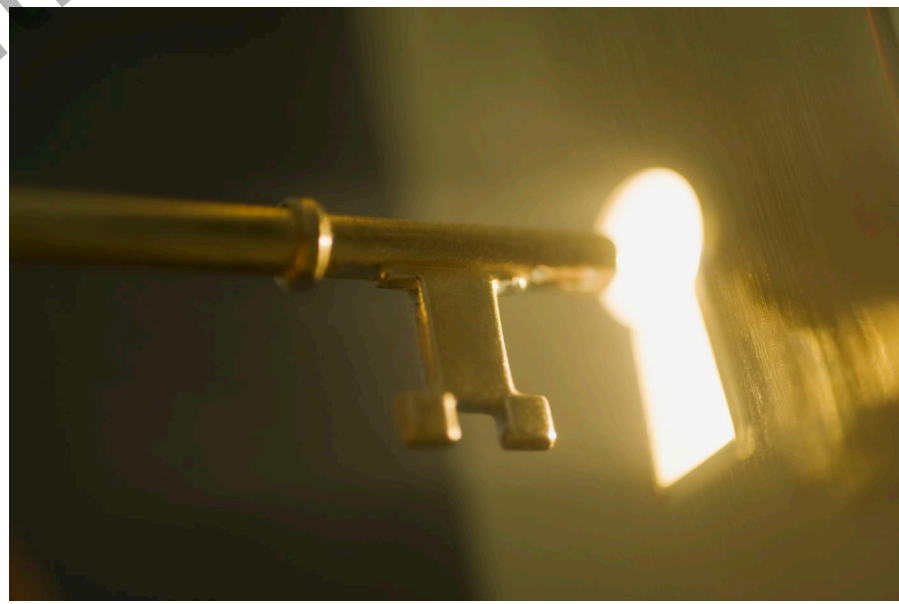


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UNLOCKING THE UNDISPUTED AND DISPUTED

The key to the undisputed/disputed section of the investigation report:

- Refer to the allegations and the relevant policy definition of the prohibited conduct.
- Focus on the relevant and material information that is related to the allegations and prohibited conduct definition.
- Not every statement in the summary of evidence will be referred to in the undisputed/disputed section **BUT** every statement in the undisputed/disputed section, must have been referred to in the summary.



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WRITING THE UNDISPUTED/DISPUTED FACTS SECTION

1. Determine the material facts – focus only on material facts.
2. Determine which material facts are:
    a. Undisputed – consistent, detailed and plausible, and/or agreed upon by the parties
    b. Disputed – unsupported by documentary or other evidence, or are facts about which an element of doubt remains
3. State clearly which facts are accepted, and which are rejected, and state the reasons why.



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ACTIVITY 3:

Review the Fact Pattern for the stalking allegation, taking note of the undisputed and disputed facts.

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UNDISPUTED FACTS:

- Parties were in a dating relationship
- Relationship recently ended, albeit the exact date is in dispute
- Respondent was outside Complainant's classroom
- Respondent sent Complainant some SnapChat messages
- Respondent called Complainant after SnapChat messages
- Complainant blocked Respondent
- Respondent was in Complainant's dormitory building on the day of the final alleged incident

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DISPUTED FACTS:

- Who ended the relationship
- Whether Complainant told Respondent to cease contact
- Whether Respondent walked toward Complainant and called her name in front of the classroom
- How many SnapChat messages the Parties exchanged
- The language of one specific message
- Whether Complainant responded
- Whether Complainant asked Respondent to call her after SnapChat messages
- Whether Respondent entered Complainant's room and took items

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WITNESS STATEMENTS

Witness 1 Account

- Witness 1 said he has a Monday morning class with Complainant. He said he did not know Complainant very well and wasn't sure why she named him as a potential witness. Witness 1 said he was new to the University and didn't know many people. When asked if he noticed anything odd before class sometime in late September or early October, he said he did not recall anything notable.

Witness 2 Account

- Witness 2 lives in the dorm room across from Complainant. She said a few weekends ago, she heard Complainant yelling and so she knocked to check in on her. Witness 2 said Complainant seemed frustrated but was alone. She said Complainant briefly showed her Snapchat messages she said she was receiving from her ex-boyfriend. Witness 2 said there was a string of messages but that she did not see what was written. Witness 2 said Complainant asked to be alone because a call was coming in, so she left.

Witness 3 Account

- Witness 3 is Respondent's Fraternity Brother. He said he lives in the same building as Respondent's ex girlfriend, but that he has never met her. Witness 3 said Respondent stopped by his dorm room yesterday unexpectedly. He said they hung out for a little and played video games, but that Respondent left after a couple of hours to study.

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ACTIVITY 3:
UNDISPUTED/DISPUTED FACTS DANCE



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INVESTIGATION HURDLES

Prior bad acts, and intoxication v. incapacitation

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PRIOR BAD ACTS

Regulations and the Preamble

- Regulatory language does not explicitly address the admissibility of prior bad acts
- Prior bad act evidence is mentioned in the preamble and is not prohibited
- Institutions may adopt rules related to the weight or credibility of prior bad act evidence that must be applied equally to both parties

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IMPROPER V. PROPER



Prior bad acts are not relevant to prove a propensity



Prior bad acts can be relevant to assessing credibility and reliability

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POLL ACTIVITY: INCLUDE OR EXCLUDE IT

1. In a prior investigation, it was determined that the party submitted manufactured evidence.

2. In an earlier investigation involving a different Respondent, Complainant alleged that they were likely drugged and that they have no recollection of the events leading up to and including the reported incident.

3. Respondent stated that they were unaware that a person who is unable to communicate due to intoxication is incapable of giving consent. In a prior investigation, Respondent was found responsible for engaging sexual misconduct when they knowingly fondled a Complainant who was asleep.

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INTOXICATION V. INCAPACITATION



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ASSESSING INCAPACITATION

Did Complainant consume alcohol/drugs?

Did Complainant exhibit signs of incapacitation?

Did Respondent know of Complainant's incapacity?

Should Respondent have known of Complainant's incapacity?

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SCENARIOS: INTOXICATION V. INCAPACITATION

Fact Pattern A: "But they seemed fine"

Complainant reported that they blacked out on the night of the incident. Complainant estimated that they had approximately five "shots" of tequila before they "blacked out." Several witnesses attested that Complainant did ingest an unknown amount of hard liquor but was able to hold conversations throughout the entire evening and was not slurring or stumbling. According to an online BAC Calculator, Complainant likely had a BAC of .21%.

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SCENARIOS: INTOXICATION V. INCAPACITATION

Fact Pattern B: "How was I supposed to know?"

Respondent stated Complainant was already at the party when they arrived. Respondent said they do not know how much Complainant had to drink but did see Complainant holding a red solo cup, drinking an unknown liquid. Complainant stated they remembered Respondent trying to dance with them, but that Complainant tried to push Respondent away and stumbled to the ground, unable to stand up again. Complainant said Respondent assisted Complainant upstairs to a room. Complainant stated they tried to speak but were unable to put words together without feeling the need to vomit. Eyewitnesses recalled seeing Respondent carry Complainant upstairs.

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TRAINING SUMMARY



What are the key takeaways for you?

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QUESTIONS?

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At the same place you do your business social media networking, you can now find The River Connect and all the great events, resources, and real-time discussions on the topics important to higher ed equity professionals.



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Let Our Team Support The Good Work You And Your Team Are Doing.

- Delegated Roles
- Investigations
- Hearings & Appeals
- Alternative Resolutions
- Program Review
- Policy & Procedures
- Consulting & Coaching

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RESOLUTION SERVICES

Resolution Services

We work to resolve employee, faculty, and student cases at companies and educational institutions.

Our experienced practitioners are available to serve as facilitators of alternative resolutions, investigators, decision-makers, hearing officers, chairs, panel members, or appellate officers for all equity and discrimination cases.



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DELEGATED ROLES

Gap in staffing? We can help.

Interim or Long-Term Needs

- Title IX Coordinators and Staff
- Title VI Coordinators and Staff
- EO Director
- Equity Director
- ADA/504 Coordinators and Staff



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Delegated Roles

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ADA/504

ADA/504 Coordinator
Policy Development & Review
Training
Accessibility & Compliance Assessment
Investigations

Digital Accessibility

Policy Development & Review
Training
Consulting
Investigations



ADA/504 Services

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- track and manage your cases
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