

## **Episode 9: Part 2- Due Process Strong Title IX Policies How to Create an Effective Title IX Team and More with Leigh Parker**

Courtney Bullard:

Welcome to the Law and Higher Ed Podcast. My name is Courtney Bullard, CEO of Institutional Compliance Solutions and your host. I'm a Tennessee attorney, and I began ICS after serving as campus counsel for eight years at a university system. In that role, I handled all legal matters affecting the campus, or as I like to say, I did everything but divorces. I bring that on the ground experience with me in working with clients today, and that experience shaped the mission behind ICS, which is to provide legally sound, but also practical advice to the institutions that we partner with. Today, I specialize in compliance with Title IX and related laws and regulations, as a result of my experience in the area on campus, since the Title IX boom in 2011.

This podcast provides relevant, tangible information that you can utilize in your professional life right now, and even maybe your personal life through interviews with campus leaders and subject matter experts, and informational episodes, you have access to information at any time, any day, that has both legal and practical implications for your career and your campus. So, let's get to it.

Lee Parker:

This is a legal term here. I think you'd have to be magic to be really good at single investigator process that I just think that for all the reasons that we delineated with best practice not to, and you're going to survive a suit or external scrutiny. And you're going to feel better about it for multiple reasons if you have multiple people involved in it.

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What does a fair Title IX process look like? What exactly is "due process"? Who should serve on a Title IX team on a campus? Lee Parker, Title IX coordinator at Life University, and my guests this week, talk about all of these topics and more in this episode. Lee holds a JD from Stetson University, which has the only center for excellence in higher education. From there, she advised 14 independent colleges and universities and their compliance efforts with Title IX, VAWA, and other laws through the first collaborative initiative.

She provides great tips and thoughts on how to address unique challenges faced by independent institutions, her philosophy on matching the mission of the institution with the legal requirements in crafting a Title IX policy, and self-care, something anyone in this business should consider. Here is part two of my conversation with Lee.

There are no hard and fast rules, basically, on who should and shouldn't. I always give sort of, "Here's some things to consider," or where I've seen... You brought up HR, like certain areas of campus that aren't serving that maybe people should think about, but you raise a really good point. If they don't have the clout, then it's not going to be as beneficial. You also mention what the guidance says about the Dean of Students office. Can you expand on that a little bit where you see that being an issue? Because I know a lot of schools... Well, they usually have a representative from Student Affairs. It's not

always the Dean of Students. But often, the Dean of Students is sitting on that committee, but then they're also serving maybe as an investigator, or maybe they're involved in the appeal.

And so, I guess this goes to two issues that I wanted to talk to you about, but one is having the Dean of Students sit on the committee and where that could bring about issues and probably why that guidance, the Department of Education guidance, says what it says. And then, two, with smaller institutions, they only have so many people to pull from often, and so do you go lean and mean with your committee and it's okay if you're leaving out certain areas of campus for the reasons you just stated? Or is it like, "Come one, come all," and sort of... I think you get what I'm getting at. I'm not asking my question very well right now, but both issues that kind of come up.

Lee Parker:

Okay. Here's a typical lawyer answer, right? [inaudible 00:04:07].

Courtney Bullard:

I know. Right?

Lee Parker:

Okay. So, I think at the end of the day, if you boil it down, what you alerted to, and what the department was trying to alert to, is that there shouldn't be conflict. Why? Because I think, and I can get into this in a second, I think we're planning to, because it jeopardizes a fair process. And what I mean by conflict is when someone has, what you're talking about, dual roles that are in...

Well, I keep saying that word. Are in conflict. That's when it's a problem. It's not that inherently a Dean of Students couldn't do the job, but if the Dean of Students is also on your conduct board, like you said, or the appellate officer, or an investigator, or whatever it is, and oftentimes they are... I mean, they always are, they hopefully are, very, they're involved in all the student processes at a pretty intimate level, or at least someone who's reporting right to them is. Then that's where the conflict is. It's like, "How am I going to hear the appeal if this also brings [inaudible 00:05:12] to a conduct matter and I was just adjudicating the conduct portion of it?" That's where it's a problem.

Courtney Bullard:

Right. So, essentially, they're sitting on the committee, you're talking about cases and concept. I mean, not specific names. And so, if they're listening to that, and then it comes to them, then we could have a problem. But obviously, they serve a huge role in the policy and process, but it's just more the concern over the review of specific cases.

Lee Parker:

Correct.

Courtney Bullard:

Yeah.

Lee Parker:

Well, and probably even conflict, really even excuse each other. Our company's really good about excusing each other from conversations. There'll be times where I'll say, "You know what? I think this could, that we're about to get into the area that athletics or something, I think that you need to leave." No questions asked. So, I have, and this is really cool too, we have... I mean, again, I [inaudible 00:06:02] another podcasts one time or another time about self-care, but I have the luxury of working at a service-minded campus/ So, I have 15 trained volunteer... Or no 18 trained volunteers, or investigators, and 10 trained hearing panelists, all volunteer. So, that's really unusual. It's really cool, right? So, I have the ability to conflict people out, but we're also trained enough to, like I said, to conflict or to say, "You know what? I could see down the road that I'm going to need you, because of X, Y, and Z, to serve as an appellate officer or to be on the hearing board. So, you're just going to need to leave this conversation." And so, I think that's where you can handle it.

Also, the appearance of conflict, the appearance of bias, is really big, so even if you [inaudible 00:06:49] this is why... And you would know this. Some of the case law has talked about what's wrong with a single investigator model, and I have to be careful how I say that, because it doesn't say that you shouldn't. And there definitely are people, I think, that could, it's just when it comes down to it, the appearance of it is when one person is doing everything in the process, how could they possibly not be biased? And if you have someone that is as visible as the Dean of Students, which is, I think, where this is coming from, as someone has visible as the Dean of Students serving in such a big capacity as coordinator or something, the appearance is such that it would just look as though it'd be very hard to be completely unbiased.

Courtney Bullard:

Yes. The perceived bias, I preach about all the time. I've found even doing investigations on my own, it's like, everybody's go-to argument, and to the point where it's almost become so convoluted. I think you are giving great examples of very clear situations, and your point is very well taken that it's not just an actual bias, but a perceived bias from somebody else looking in. But again, sometimes that's really hard to manage in real time, especially on a smaller campus where everybody knows everybody, the relationship between administrators and students is, oftentimes, much more, there's just more relationships than what you see in a larger campus. And so, it is hard sometimes to avoid those perceived biases, which is when, oftentimes, an external person comes in. But it's something that campuses should be thinking about all the time constantly.

Lee Parker:

Yeah.

Courtney Bullard:

Constantly.

Lee Parker:

There's been one time where I felt that.... So, our policy has us, before the Title IX coordinator opens the investigation... I mean, have cursory conversations, of course, because, I mean, I have to figure out what it is that's going on to decide whether or not to open one. But there was a time where I received so much information at the out because I was one of the first responders, that I conflicted myself out and

became the investigator because I said, "In my opinion, I think I know so much at this point that the respondent..." I hadn't even gotten to the respondent yet, but I said, "I think, from an outside perspective, it looks as though I've received enough information that I'm not going to be," even though I believed that I could, "but that I'm not going to look like an impartial administrator in this, so I'm going to serve as an investigator."

And I appointed a deputy Title IX coordinator to be my Title IX coordinator. And we just did it for that one case, but my rationale was, if anyone reviews this case, I just want them to say that there was someone checking me. I didn't run rogue and just go, "Oh, I'm going to collect this information, and then I'm also going to-

Courtney Bullard:

Right. No, it's so great. I mean, having that internal check on a regular basis is huge, because I think in the day-to-day, people are so busy, there's always that little voice that can come out. You got to listen to it. And I do find, it depends on the campus, sometimes it's hard, though, because there isn't the depth of someone else to pull from, or there's a concern over, "Well, now I've got to go to my supervisor or higher ups and say, 'Hey, we got to do something different.'" And sometimes that doesn't always go well or smoothly.

Lee Parker:

[inaudible 00:10:08].

Courtney Bullard:

Yeah. Yeah. Can be challenging. So, I think, along the lines of bias, because you've already brought it up, which is ensuring that there's a fair process, and if someone is biased or there's a perception of bias, then it cuts into the idea of ensuring that the process is fair and equitable. So, let's talk a little bit about due process. Currently, in the climate we're in, there's this increase in concerns for due process for those... And due process, I should say, it should be in quotes, "For those that are accused of sexual misconduct during investigations and adjudications of complaints." And we've seen this played out because there's an uptick in litigation, more lawsuits brought by accused students, OCR guidance and the proposed NPRM, and things that have been said by Betsy DeVos, and then, of course, in the media. So, I wanted to ask you first, what does due process even mean? And I know there's the legal definition, and then we could talk a little bit about how that does or does not apply in the private school setting. But what do people mean when they say due process?

Lee Parker:

Okay. So, where this gets tricky is, and I'm going to do a little truncated lesson [crosstalk 00:00:11:23].

Courtney Bullard:

Yes, give us a legal primarily.

Lee Parker:

Yeah. Okay, no. Yeah. Well-

Courtney Bullard:

Well, we need to. It's important. People have to understand the foundation, in my opinion, in order to get it.

Lee Parker:

So, legally, where a state actor, so the government, is through a process, about to, or what is at stake is a liberty or property right - in education we'll talk about property rights - is in jeopardy. So, they can lock you up or they're about to take something away from you, such as an education, so that means you maybe expulsion or suspension is on the line, you are owed what's called due process.

We still, of course, don't have a totally hard, fast test as to what exactly that is, but roughly, it's notice of your charges. And added to that right now would be the last of the 2017 guidance from OCR said, "Notice with details of the charge against you," so what's alleged that happened, and then, also, if it is alleged to be true, the policy, the portion of the policy that would have been violated. So, you need notice, very specific notice, as to what is being alleged and what policy violation that would implicate, with an opportunity to respond, and some kind of process for... like a hearing or some kind of procedure to respond with it. So, with an opportunity to examine whatever kind of evidence is presented against you and to offer evidence.

This is actually, now that I'm rambling on a little bit, this is even more process than is legally considered due process, but it's notice and an opportunity to respond and to defend yourself and to answer any kind of allegations that have been launched against you. Now, like I said before, that technically, legally is only afforded someone who is facing allegations from a state actor, and that's why, like we've mentioned it, doesn't legally, technically, that very specific term due process, doesn't apply to independent colleges because we're not a state actor.

Now, that doesn't mean that we are not... Well, so what we're required to afford is a fair process, so the legal term matters. There's a difference between due process and fair process. But what I'll tell you is that most schools are affording the same thing, so if you were going to break it down, what they put in their policy would amount to the kind of due process that I just inarticulately said about-

Courtney Bullard:

No, you did it. I'm so big on, sometimes, on these things. Like I talk about harassment, little H, big H. Same thing with due process, it gets thrown out there so much by accused folks now, especially when they have lawyers, and it doesn't really matter if they're accused at a state school or private school, they're constantly like, "My due process rights were being violated." And while it seems like just semantics-

Lee Parker:

It's not.

Courtney Bullard:

... it's not. When it comes to a lawsuit, they're not going to have the ability to sue under due process if they're trying to sue a private institution. Although, there are some outlier, weird cases out there. We won't get into all that. But they still must be afforded a fair process. And so, yes, it's semantics, but also no, it's not.

Lee Parker:

And what we'll see is, so we kind of have a... Well, we do, we have an idea of what should be included in due process, and I'm going to say a fair process because I think... Well, some kind of notice and some kind of process, and following the process that we've articulated is included in both, due process and fair process. Whether or not you have an appeal is up for grabs. Most policies I've reviewed do have [inaudible 00:15:08] appeals. No one's telling us we absolutely have... well, at this point.

But I think the salient thing that, to me, if you boil it down, the most important thing of any of those processes is the fair part is to avoid the conflict, or to avoid the bias. And I think with, at least we've seen a little bit of case law on it has said, or has shown that, what courts are not going to like, what courts are going to say is not fair, is a process where the same person or a biased person is injected along the way. So, either there's bias, or I am serving as the investigator and the finder of fact, the trier of fact.

So, where [inaudible 00:15:51] even at a smaller school that's not resourced like... I keep saying resourceful. I don't mean to be negative about that, but just has limited resources. Whether you can move and groove and create your policy and process so that there are checks and balances, that is what is, at the end of the day, going to look fairer, and I think that's really where, again, if you have to do what I did before and get creative and say, "You know what? I'm too close to this one. I'm going to remove myself and put this person in here." Well, our policy allows for it, of course. I wouldn't do it if it didn't. But in the moment, it might seem a little more convoluted, but it's not because I can explain why. And at the end of the day, it's in an effort to respect fairness, then I think you win that argument.

Speaker 3:

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Courtney Bullard:

So, would you agree with me today, right now, technically schools can have a single investigator model. The NPRM would potentially do away with that, but as we stand today... And I feel like over these past couple years, I hear totally differing opinions on the single investigator model, of course. I was really shocked when I was at NACWAA and I went to a session and they said, "You know what? We've decided..." the speakers, "We have decided we now are good with the single investigator model, because if you have somebody who is really well trained, it can be a great process." I was like, "I see that point. They are seeing everything." Sometimes when you investigate something, the interaction that you have with parties doesn't translate to the adjudication part because when they come to the adjudication piece, they're putting on their best face at that moment, that kind of thing.

And then, on the flip side, just like you said, and I think we're seeing that's playing out in court cases, I mean, I really am advising my clients to move away from it if that's what they're doing. Simply because of the trend that's happening and that we're seeing right now and where we see things going, I think it's inevitable that it's going to continue to be challenged and that there's going to be issues. And quite frankly, it's really nice because if you're the investigator, there is that check and balance, there is that it's not all on you, but so often, when you're serving as an external investigator, like I am, you are making the findings. I guess what I'm trying to say is, it's debatable. Reasonable minds can differ, just like they can in so many areas of Title IX, but would you agree with me that right now, given the trends and where OCR seems to be going, that really going away from it is preferable? That's what I'm hearing you say.

Lee Parker:

Yes [inaudible 00:19:19]. Yes. And if I didn't make that clear, then... Yeah.

Courtney Bullard:

I think you did. I just wanted to make it clear for everybody listening. Because you get the question all the time, "Well, now at the NPRM, what should we be doing?" And mostly I'm telling people nothing, unless you're in the sixth circuit and you're a state school and everything that's happened with the Michigan case, or the biggest takeaway I have right now is, "Look, if you're starting to tweak your process, I would think about going away from the single investigator model. Yeah. Okay. Good.

Lee Parker:

Absolutely. This is a legal term here. I think you'd have to be magic to be really good at the single investigator process, that I just think that for all the reasons that we delineated with best practice not to, and you're going to survive a suit or external scrutiny, and you're going to feel better about it for multiple reasons, if you have multiple people involved in it.

Courtney Bullard:

I totally agree.

Lee Parker:

[inaudible 00:20:07] and I too, who's most effective? And it could be on a situation, a case-by-case basis, too. I mean, like I said, granted, conceding that it's a luxury to have a lot of trained investigators, but sometimes they're... I mean, there's no reason I can't be particular about how I assign investigators, as well. So, that's [inaudible 00:20:25].

Courtney Bullard:

Right. So, I think my final substantive question for you-ish... I think it's the final one. I know we could talk forever. Is for these smaller schools that are maybe, or feel, that they are under resourced, what are some suggestions you have, both in... Do you have any resources you like that you would recommend to any Title IX coordinators listening today? And then, also, just the way to attack it as a smaller school, if you are limited and the ways that we've already talked about today.

Lee Parker:

Okay. So, I think in a roundabout way, I was trying to hit on trying to use... So, if you don't have the luxury, which most schools don't, of having a Title IX coordinator who is completely earmarked for just for doing Title IX, like I am, then being very particular and using a group to do the work, even though you might have someone appointed to be the Title IX coordinator. It doesn't mean you can't move around roles based on caseload [crosstalk 00:21:25].

Courtney Bullard:

Yeah, [crosstalk 00:21:26] basically.

Lee Parker:

Yeah. You can [inaudible 00:21:28]. As long as you're looking toward conflict, you can be flexible, people can take on different roles within different cases, depending on... or case-to-case, not within the cases, case-to-case, depending on what is on their plate. So, you can do that. I think when I was thinking through this, Courtney, one of the things I know that a lot of small colleges are really concerned with about his reputation in regard to the... So, it's not exactly a capacity thing, but I've come to, in working on campus, something that I'm working on, which is not defensive reputation, but whereas you might be a larger institution, when you have a scandal or you have something very sensitive going on like this, you might be able to, this is going to sound callous, but you might be able to absorb bad press in a different way than a smaller school can.

So, if the word goes out to this... And it's such a frustration to people who do this work, because they think they can't defend themselves, and they can't for confidentiality reasons. I can't speak to what actually happened in the case, and oftentimes... I mean, it's easy to grumble and go, "You have no idea what I did behind the scenes, and this was a fair process," et cetera, but it just looks like X, Y, and Z in media. And I think-

Courtney Bullard:

Yes.

Lee Parker:

Yeah. What we're trying to do here at Life, at least, is to put more... We don't have a whole lot of resources, but I always connect everybody, regardless of how they are positioned within a complaint, so the respondent and the complainant, I always refer them to an organization called LiveSafe in the community, which has advocates, wonderful advocates, and counseling services for free. We refer to counseling services here, and then I'm training advocates now from our... So, it's all volunteer. [inaudible 00:23:11] again, resource, advocates through one of our Master's in psychology programs, who will serve how I'm envisioning it, how we're working it, to serve two roles as an advocate. That traditional role, which is really that person in your corner, that support in a really hard time, but also, someone who can advise on my policy.

So, whereas I'm finding when I meet with a party, especially when they're confronted with an allegation right out the outset, they're terrified of course, as anyone would be, and they're not hearing what I'm saying when I'm trying to help them with their rights. I'm trying to tell them what they're afforded here on campus. They don't hear that. So, they can go to their advisor who can help them along the way in the process and correct them or at least guide them a little bit.

And so, to the end, that no matter how this shakes out at the end, for the most part, our process is fair. This is how I consider it a win, and then it helps reputation-wise, it helps defend them and say... our small little office, when folks say, "Okay, that was unpleasant. I, of course, didn't like it, but I feel like it was fair. I feel like I was supported. I feel like I knew what was going on along the way and people cared." I think that that is, at least we're creatively, I believe, using limited resources and without money, trying to come around the parties and our investigation to do it the best that we can.

And then, hopefully, not only are we supporting the parties, but at the end of the day, our reputation is preserved in the sense that folks are starting to say... And I've seen this, which is great. They're starting to go, "Okay. I don't really know what's going on, but I hear that they're fair in that office, so I'm going to trust the process. And if I don't understand it, I'm just going to hopefully think that there's a reason I don't understand it because I don't know the information."

Courtney Bullard:

Yep. No, those are great points. I tell people... I mean, it's a hard position to be in, but these are still members of your community and they need to be treated with dignity. And if they don't feel that they are, which sometimes they're going to feel that way no matter what you do, but if they don't feel that they are, then that's when you're going to get challenges. And so, anything you can do to bolster that, like you're saying, having advisors for both parties is huge. I think those are really great points, and I think a lot of folks listening will find helpful as they're looking at their campus and how they're managing this complex area.

So, I think we talked and talked, and I think I said this to you before we started, I know we could talk forever. And I love your idea about a podcast episode on self-care, so we're going to have to revisit that. But I think that gets into maybe a couple of my fun facts, one being what you do do for fun and/or to help you manage the day to day stress of the job. And you've mentioned yoga. So, I wanted to just hear a little bit more about that.

Lee Parker:

So, I'm do into yoga, and it's hilarious because anybody who knows me is like, "Oh my gosh, do not get her started." So, now [inaudible 00:26:15].

Courtney Bullard:

Uncorked the... Yeah.

Lee Parker:

[inaudible 00:26:20] I joke. I'm like, "Don't get me on my evangelical yoga rant because..." No, but seriously, not only do I love it because it keeps me fit, it really is.... It just does so much for me mentally and emotionally and physically. And it's just fun. I'm at a point now where I'm strong enough to do fun flippies and I'm [inaudible 00:26:41] but it's fun. It's athletic in a way that I've never been.

Courtney Bullard:

I love yoga [figure 00:26:45]. We could talk about that, too. I'm all about doing handstands and all kinds of stuff. And my kids, bless their hearts, so I have a soccer player that she's 13 and she's doing all this hardcore training this summer because she's playing... She's in eighth grade, but she's going to play for

high school next year. So, she's sore, and my stepson is sore right now. He's doing weightlifting. He's also 13, seventh grader, going into eighth grade. So, I have an app on my phone, and I'll just do some restorative yoga, which for those listening, if you're not into yoga, means you lay there and relax. Sleep yoga. You don't really, but it's more like the... not the hardcore stuff.

And so, I made them do it the other day. It was hilarious. I mean, it was only 20 minutes, but they're like, "How much longer do I have to hold this pose?" And I'm like, "This is good for you. You guys are in such a high-paced environment with technology. We're going to do this more." And of course, they're not very flexible, so they need that, too. But I love it. I love yoga. I think it's an awesome... it's not for everybody, but it should be.

Lee Parker:

Well, and they're starting like... Actually, we have an institute here called NeuroLife that does a lot of... at Life University that does a lot of research with regard to brain science and et cetera. And the research is starting to, and I'm talking to someone there about looking at how there's actually this psychosomatic effect of breath work, et cetera, on the brain and how it can positively impact victims of trauma. I mean, we know this, that sexual assault is a traumatic event and the science just hasn't been there, and it's starting to now recognize that emotional traumas actually have these physical ramifications on the brain, and that yoga can help it.

Courtney Bullard:

I love it. I love it. Let's go start our own yoga research. Because I completely agree with you. I'm totally... I mean, I do acupuncture.

Lee Parker:

Yep Oh, I don't but... Yeah.

Courtney Bullard:

Yeah. I'm not totally woo woo. I love my acupuncturist because she's always like, "I'm not going to get real woo woo on you, but this is what this is supposed to do." And I don't go super often, but I do go some to help with stress, and I love it. I just think there's so much to all of that, so I'm picking up what you're putting down, Lee. I'm hearing what you're saying. But tell everybody like, "Find whatever works for you." Yeah.

Lee Parker:

Whatever works. Exactly.

Courtney Bullard:

But you need something.

Lee Parker:

It's pretty [useful 00:29:11]. I think it's also, it's a detach, where I said that at the beginning, but something that takes you in another place in a positive way. So, it's movies for some people, it's cooking.

I cook, I love to cook. I love to run, and a lot of it's just being outdoors. I'm actually running a race this weekend for the first time in forever so [inaudible 00:29:29]. I'm not trained but [inaudible 00:29:30].

Courtney Bullard:

That's exciting.

Lee Parker:

[inaudible 00:29:30]

Courtney Bullard:

[crosstalk 00:29:30] I do not love to run.

Lee Parker:

A lot of people do not love to run. We'll see if I love to run this weekend. But yeah, like art, drawing, whatever it is, [rowing 00:29:43], just something to reset, I think is, is really important, as well.

Courtney Bullard:

Yeah. I always would joke and say tequila, but I mean, that's not the way to manage all of this. Every so often, a good margarita doesn't hurt, but being active is huge. It's not always easy, but it's huge, I think, in dealing with... Like you said, every job is hard, but this is a special kind of hard. You've got people's lives in your hands in a big way. And I think the other question I wanted to ask you is if you were not doing this, what do you think you would be doing?

Lee Parker:

Gosh, what would I be doing? Oh, okay. Well, I studied acting in New York for a couple of years-

Courtney Bullard:

Oh, wow!

Lee Parker:

Yeah. So, I love theatre. I just was too chicken to really pound the pavement, as it's called, go to a lot of auditions and really put myself out there, because that is... Talk about guts. That's one of the hardest things, I think, anybody can do. But I love theatre I would do theatre if I [crosstalk 00:30:40].

Courtney Bullard:

You think you would be acting or do you think you'd be behind the scenes? Sounds like acting.

Lee Parker:

Acting. Well, I don't know. These days, I might write. I used to write, and I had [inaudible 00:30:50]. Thank you for reminding me. I used to write [inaudible 00:30:53] theatre. Yeah. I think I could write and do a little acting, but maybe now do some writing. But I love just [inaudible 00:30:58]. That's one of those things that inject energy into my life, just being around theatre, which... Yeah.

Courtney Bullard:

Yes. We're not alike in the sense that I cannot act, and when I got trained as a mediator and we had to do role play, I mean, I was like a nervous wreck the whole week.

Lee Parker:

It's hard.

Courtney Bullard:

But then, now, I make my investigators in training do role play, and you always have several who dread it. And then it's hilarious, the acting skills that come out. All of a sudden, I've got one crying, I've got one brow beating the investigator, and you realize, "Well, this is kind of fun." Well, that's awesome [inaudible 00:31:38]. I love learning that about you. And I really appreciate talking to you today. I think this is really helpful, people on the ground, hearing someone else on the ground, and what they're doing in practice, people are always interested to hear.

I think when you go to conferences, it's super helpful, obviously, to hear, "Okay, you're not alone," but there's not always that time that you want. There's some time, but not as much time as you want to collaborate with other colleagues. And that's one thing that I'm hoping that this podcast helps, just get more information out there for people so that they can hear different ways things are being done and take what they want and leave what they want and go from there. So, I really appreciate you talking with me and being a part of this episode.

Lee Parker:

Thank you for having me. Thank you very much. It's a pleasure.

Courtney Bullard:

As many of you already know, and as you can gather from my conversation with Lee, Title IX compliance is not black and white, and reasonable minds can differ on certain aspects of it. I love Lee's passion for her profession and her advice that each campus should ensure that its policy is not only legally compliant, but also matches your institution's mission. I hope our brief talk about self-care also has you thinking. Perhaps reevaluating how you are managing your own self-care or serving as a general reminder of just how important it can be in this profession. Thank you for listening, and until next episode.

I really hope you found today's episode useful and you got some information that you can use in your professional or personal life or both. If you enjoyed this podcast, please do me a favor and subscribe to it, provider of you, and also share it with your colleagues and friends. You can find ICS on social media through Facebook, LinkedIn, or Twitter, so we'd love for you to connect with us there. Thanks again for tuning in to the Law and Higher Ed Podcast. We'll see you next episode.