



**STRATEGIC PLAN
TEXAS LUTHERAN UNIVERSITY
OVW Campus Program Grant
September 8, 2017**

PURPOSE OF THE OVW CAMPUS PROGRAM

The ultimate objective of the Campus Program is to help colleges and universities create effective, comprehensive responses to sexual assault, domestic violence, dating violence and stalking. A comprehensive approach includes both prevention and intervention and requires a multi-faceted, coordinated effort that engages key stakeholders from the surrounding community and throughout the campus, including students, faculty, staff, and administrators. To meet this objective, the Campus Program has identified three overarching program goals that include several core elements: Goal 1: Broad campus and community engagement; Goal 2: The reduction of sexual assault, domestic violence, dating violence, and stalking; Goal 3: Effective intervention. The three overarching goals will be carried out through efforts in five areas: (1) A coordinated community response team (CCRT); (2) Comprehensive Prevention; (3) Student conduct; (4) Law enforcement; (5) Victim services. All grant activities should support and promote Clery and Title IX compliance, robust efforts to engage men, and cultural competence.

A coordinated community response approach ensures a timely, culturally relevant and respectful response to sexual assault, domestic violence, dating violence and stalking committed on or off campus. Implementing such an approach requires establishing a (CCRT). This team coordinates all prevention and intervention efforts; facilitates communication between key campus departments and community partners; ensures messages across efforts are consistent and reinforced; and ensures the system's response to victims is seamless, consistent, and supportive.

SCOPE OF THE PROBLEMS AND CAMPUS CONTEXT

Campus and community description: Texas Lutheran University (TLU), a Hispanic Serving Institution founded in 1891, enrolls approximately 1,400 undergraduates in Seguin, a low-income rural farming and ranching area of Texas. Seguin is the county seat of Guadalupe County, Texas. The estimated municipal population in 2014 was 27,041. Seguin is one of the oldest towns in Texas, founded just sixteen months after the Texas Revolution.

The demographics of Seguin are significantly different from the state of Texas overall, according to the US Census Bureau at census.gov. The median household income in Seguin is only \$38,526, compared to \$51,900 in Texas. Just 15.6% of Seguin residents have a bachelor’s level education, in contrast to 26.7% in the state of Texas. The Hispanic population is 55.4% in Seguin compared to 37.6% in Texas overall. The Seguin demographics are mirrored by the TLU population.

A fundamental aspect of TLU's mission is to educate Hispanic, first-generation, and low-income/PELL-eligible students. The numbers of these students continue to rise as shown in the campus demographic comparison below from 2010 to 2015. Of the incoming 309 freshmen in fall 2015, 32% were Hispanic, 40% PELL-eligible, and 48% first-generation students.

STUDENT POPULATION	Fall 2010			Fall 2015		
	Women	+Men	=Total	Women	+Men	=Total
American Indian or Alaska Native	0.2%	0.1%	0.2%	0.3%	0.2%	0.5%
Asian	0.5%	0.4%	0.9%	0.3%	0.5%	0.8%
Black or African American	3.7%	6.0%	9.8%	2.5%	5.9%	8.4%
Hispanics of any race	12%	11.3%	23.4%	15.8%	15.8%	31.6%
Nonresident Alien	0.7%	0.4%	1.0%	0.4%	0.1%	0.5%
Race and Ethnicity unknown	1.7%	1.3%	3.0%	1.5%	1.9%	3.4%
Two or more races	1.3%	0.9%	2.2%	0.1%	0.0%	0.1%
White	31.8%	27.7%	59.5%	30.4%	24.4%	54.8%
Gender	51.9%	48.1%	100.0%	50.3%	48.7%	100.0%
On Campus			60.0%	26.4%	31.1%	57.6%
Athletes	8.8%	16.9%	25.7%	8.8%	22.2%	31.0%
First Generation	21.0%	17.3%	38.3%	23.7%	24.7%	48.4%
Pell Grant Eligible	23.0%	18.4%	41.4%	18.8%	19.7%	39.5%

Scope of the problem: The Seguin community lacks a coordinated response of victim services for adults; there is not a Sexual Assault Response Team (SART) in Guadalupe County. The Guadalupe Valley Family Violence Center (GVFVS) was just recognized as a rape crisis center in September 2015 by the Texas Attorney General’s Office. Prior to that, the area did not have an agency dedicated as a rape crisis center. GVFVS also just received certification as an advocate training program on December 15, 2015. The county has only one certified sexual assault nurse examiner (SANE), with plans to send three or four nurses to training this year. Currently there is just one SANE to serve a (2014) population of 147,250 spread over Guadalupe County's 715 square miles. Local efforts to date have focused primarily on combatting childhood sexual abuse rather than adult services.

According to Department of Public Safety “Crime in Texas” reports, 95 sexual assaults were reported in Guadalupe County in 2014; 87 sexual assaults in 2013, and 91 sexual assaults in 2012. The Seguin Police Department’s (SPD) 2016 annual report lists response to 30 rape complaints. SPD’s victim services advocate provided services to 270 family violence victims, zero adult sexual assault victims, and 39 child sexual assault/child abuse victims; she provided advocacy services to a total of 404 victims in 2016. Unfortunately, the victim services advocate position was vacant in 2015.

The TLU student Campus Clarity survey sheds light on some of the attitudes and lack of knowledge this project aims to address. In five questions related to students’ ability to recognize healthy and unhealthy relationships, students selected the correct answers from 30.1% to 84.5% of the time, averaging 69% correct overall. Further, just 30.1% of students were able to correctly identify the factors of an emotionally abusive relationship. In a survey question about sexual consent after drinking, approximately half the students (52.7%) chose the correct response that being drunk doesn’t release anyone from legal or student conduct responsibility for sexual assault.

The students’ responses to questions about their experiences with sexual assault raised additional concerns as evidenced by the following results: 46.2% of women and 30.6% of men reported knowing a student who has been sexually assaulted; 38.1% of women and 32.6% of men reported having experienced ongoing and unwanted attention online; and 55.8% of men and 38.5% of women reported having experienced confusion about a partner’s boundaries. It is clear that TLU students are in need of additional education related to these issues to improve the health and safety of the TLU campus and surrounding community. This grant provides TLU with the opportunity to build upon its existing relationships and proactively develop a program to satisfy an unmet need at Texas Lutheran University and in the greater Seguin community.

Culturally specific or underserved populations: TLU has identified the most underserved population on campus as being Latino/Hispanic (31.6% of the student body) and African American (8.4% of the student body). Most of the students are recruited from Southwest Texas including San Antonio, Austin, Houston, and the US and Mexico border region. Since 2010, the African American population has remained consistent around 8%, and the Latino/Hispanic population has increased from 23.4% to 31.6%, an increase of 8.2% in 5 years. Although this underserved population on TLU’s campus has increased substantially in five years, the programming and materials aimed at this group have not. The rates of reporting sexual assault and other family violence are even lower for Hispanic women than the general population. This trend is attributed to “cultural norms against sharing personal information with strangers, an emphasis on family well-being over personal well-being, and adherence to traditional gender roles and beliefs about marriage.”¹

Several student organizations at TLU are dedicated to culturally specific populations, including the Black Student Union (BSU), Mexican American Student Association (MASA), Sexuality Awareness For Everyone (SAFE), and Sigma Phi Theta Fraternity, which accepted its first transgender student this spring. Due to confidentiality, the percentage of LGBT students is not specifically known, but there are many students who connect their identity to this community. As a residential campus, the residence life student and professional staff members participate in an annual allies training to raise awareness and increase understanding of this student population.

¹ Ahrens, Courtney, Libier Isas, Laura Carolina Rios-Mandel, and Maria del Carmen Lopez. *Psychology Trauma: Theory, Research, Practice, and Policy*: “Talking About Interpersonal Violence: Cultural Influences on Latinas’ Identification and Disclosure of Sexual Assault and Intimate Partner Violence.” (2010, Vol. 2, No. 4, p. 284.)

Availability of victim services and advocacy: On-campus SDDVS services provided for students include the campus nurse, campus counselor, and campus pastor. The campus counselor is available 24/7 to victims and the residence life staff, and campus police refer students as necessary. TLU's Campus Conduct Hotline is also available 24/7 for anonymous reporting. Additional services that are provided off-campus include:

The 25th Judicial District Attorney's (DA's) victim advocate provides individuals including TLU students with assistance filing crime victim compensation applications, drafting victim impact statements, prepping victims for and accompanying them in court, and providing community referrals.

Guadalupe Valley Family Violence Shelter (GVFVS) serves victims and survivors of domestic violence and sexual assault in four counties including Guadalupe. Its goal is to help victims of violence recover physically, mentally, and emotionally as they build a life free from violence.

Guadalupe Regional Medical Center (GRMC) provides medical treatment for victims, including a forensic nurse (SANE) trained to collect evidence needed for future criminal action and in working with victims of sexual assault.

Unfortunately, limited resources in Guadalupe County negatively impact TLU students in need of services. At this time, the lack of a coordinated community response for adult victims of SDDVS makes it difficult for victims to navigate and utilize needed services. This proposed project will create a much-needed coordinated community response (CCR) team to increase training, awareness activities, and bystander campaigns, all of which will create a safer environment for victims to come forward to report sexual assault, domestic violence, dating violence, and stalking (SDDVS).

Part 1: COORDINATED COMMUNITY RESPONSE TEAM

CCRT MISSION STATEMENT

The TLU Coordinated Community Response Team (CCRT) works with the campus community on creating a culture where gender-based stranger and non-stranger violence will not be tolerated. Through increased education, accessibility to services, responsiveness in victim support, and promotion of justice and accountability, community members will be able to learn, live, and work in a safer environment.

RATIONALE FOR CCRT GOALS AND ACTION STEPS:

Mission:

The TLU Coordinated Community Response Team (CCRT) works with the campus community on creating a culture where gender-based stranger and non-stranger violence will not be tolerated. Through increased education, accessibility to services, responsiveness in victim support, and promotion of justice and accountability, community members will be able to learn, live, and work in a safer environment.

Values:*Education:*

We value educating our students through preventative strategies that will equip them with the tools needed to help create a safer campus community. We value education for students, Faculty/Staff through training and bystander intervention as well as outreach to our greater community.

Trauma informed support:

We value our local partnership with the greater Seguin community regarding trauma informed training. Through this training and support, the TLU community will increase access to services and better responsiveness to victim support, both on campus and in the Seguin Community.

Accountability:

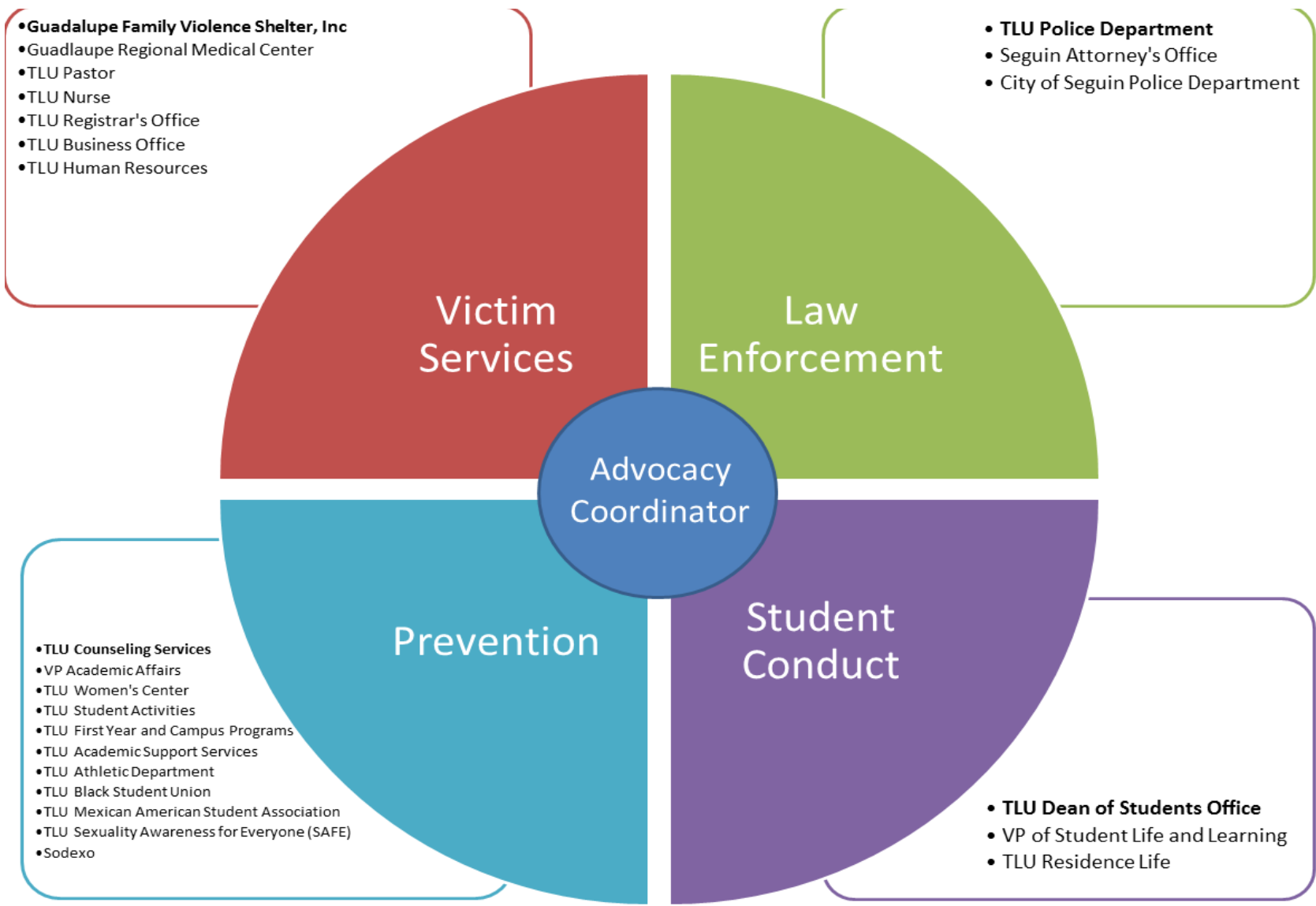
We value as members of the TLU Community that all citizens are held accountable for their actions. Through the handbooks, policies and procedures outlined, all members know what is expected of themselves to create a safer and engaging environment.

Infrastructure:

The organizational model used at TLU will be the “Concentric Organizational Structure”. The CCRT Core Group will consist of 6 individuals: Program Director; Advocacy Coordinator; TLU Police; TLU Counseling and Disability Services.; Executive Director, Guadalupe Valley Family, Violence Shelter; and Associate Dean of Student Life in charge of Student Conduct.

The CCRT Work Group will consist of campus and community partners. They are outlined in picture below. This 25 member team will meet quarterly as a large group. The smaller sub-committees will meet as needed as projects develop.

The decision making that will happen with the CCRT Core Group and the CCRT Work Group will happen by consensus and the accountability measures will be used through email notifications of meetings, agendas, and minutes. We have agreed to the ‘Basic Agreements’ as listed below:



Basic Agreements:

Adapted in Part from Helping Teens Stop Violence by Allan Craighton and Paul Kivel Center on Domestic Violence, 2016

1. Confidentiality

This means that I don't repeat what someone says in the group outside of the group without getting permission from that person. It also means that I don't talk to that person outside of the group about what they said in the group without getting their permission.

2. Amnesty

As a companion to confidentiality, everyone agrees not to treat others differently, blame them, or hold or use what they say in the group against them after the group ends.

3. Put Ups, Not Put Downs

Everyone agrees not to put down, make fun of, minimize or attack other people in the group – or themselves.

4. Right to Pass

Each person has the right not to talk in the group if they don't want to

5. No Cross Talk, No Piggy Backing

Each person has a chance to say what he or she wants without having it debated, denied, attacked or agreed with or supported. The statement gets to stand on its own, without being taken over by someone else.

6. Feelings

Feeling is part of the healing process. Each person agrees to respect and allow expression of those feelings, including his or her own.

7. Respect/Listening

Each person agrees to listen to others and to expect that they will be listened to. This means that one person will talk at a time. It also means listening without interrupting or judging.

8. I-Statements

People agree to speak for themselves and their own experiences when talking and not to speak for others unless asked to. This means using “I” in place of the words “you”, “we” or “they”.

9. Try on the Process

Everyone agrees to try on the process. No one is required to agree with it or accept it.

10. The Means is the End

YEAR 2 GOALS: CCRT

Y2-GOAL 1: By the end of year 2, our campus will coordinate efforts for stakeholders to discuss strategies on how to eliminate sexual violence, domestic violence, dating violence, and stalking. We will accomplish this by investing in stakeholders and community based partners to work together on activities to identify risk, protective factors, and prevent sexual violence by addressing TLU’s community unique needs, cultures, and resources.

YEAR 1 Action Steps - Planning

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Identify and invite participation in the CCR Team from a broad base of campus and community stakeholders whose perspective, knowledge and skills are needed for the CCR Team to accomplish its work (e.g. response personnel, prevention specialists, individuals with significant responsibility for Clery implementation, individuals with expertise in healthy masculinity and mobilizing men, representation, etc.)	January - May 2017	March 2016	Virgel Thompson – Program Coordinator Dr. Bernadette Buchanan – Program Director
Ensure representation on the CCR Team with groups that are historically marginalized (e.g. individuals with disabilities, LGBTQ communities, communities of color, international communities, etc.)	March 2017	April 2017	Dr. Bernadette Buchanan, CCRT
Determine a structure and meeting schedule for the team (e.g. size of the CCR Team, frequency of meetings, decision-making processes, committee work (prevention education, law enforcement response, policy, mobilizing men, outreach to historically marginalized communities, etc.).	March 2017	April 2017	Dr. Bernadette Buchanan
Develop a mission statement for the CCR Team.	March 2017	April 2017	Dr. Bernadette Buchanan
Determine the team’s shared values.	April 2017	April 2017	Virgel Thompson; Dr. Bernadette Buchanan
Develop an onboarding process for new members that clearly communicates the mission, structure, purpose, and function of the CCR Team. Focus on Student Groups because they will be new every year.	September 2017		Virgel Thompson; Dr. Bernadette Buchanan
Form a mobilizing men sub-committee.	December 2017		Virgel Thompson
Make certain the CCR Team reflects all populations among its members (including campus and community partners).	December 2017	April 2017; continuous	Virgel Thompson; Dr. Bernadette Buchanan
Review and update the project’s Strategic Plan at least once	December 2017		Virgel Thompson; Dr. Bernadette

annually.			Buchanan, CCRT
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YEAR 2 Action Steps – Implementation

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Survey current and former CCR Team members and campus leadership to assess the effectiveness of the CCR Team.	January 2018		Virgel Thompson – Program Coordinator Dr. Bernadette Buchanan – Program Director
Arrange cross-training sessions to ensure that all CCR Team members are well-informed of campus and community partner services, perspectives and challenges. Focus on training requirements regarding Clery and Title IX.	May 2018		Virgel Thompson; Dr. Bernadette Buchanan
Review campus climate survey results to assess campus needs and identify CCR Team priorities.	May 2018		Virgel Thompson; Dr. Bernadette Buchanan, CCRT
Provide training opportunities for CCR Team members and the larger campus community on gender-based violence (e.g. frameworks that are trauma informed and culturally competent with an understanding of intersectionality and anti-oppression, healthy masculinity and social norms, violence against women, male survivors, primary prevention of sexual assault, domestic and dating violence, and stalking, etc.)	June 2018		Virgel Thompson; Dr. Bernadette Buchanan
Develop CCR Team subcommittees (or working groups) that align with the priorities identified from the campus climate survey and/or strategic planning process. (For example, a subcommittee could focus on developing comprehensive training for campus security authorities, mobilizing men, or creating written notification to victims about their rights and options.)	September 2018		Virgel Thompson; Dr. Bernadette Buchanan
Develop departmental protocols to ensure that campus and community partners are working collaboratively, understand and address confidentiality for their area and survivors are receiving trauma-informed, culturally relevant, and consistent services no matter which office or department receives the initial report.	December 2018		Virgel Thompson; Dr. Bernadette Buchanan, CCRT
Review and update the project’s Strategic Plan at least once annually.	December 2018		Virgel Thompson; Dr. Bernadette Buchanan, CCRT

Create Clery Subcommittee for oversight of training educational programming assessment and annual report production.	December 2018		Chief Garcia, Larry Brothers, Virgel Thompson, Eric Booth
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PART 2: COMPREHENSIVE PREVENTION

RATIONALE FOR COMPREHENSIVE PREVENTION GOALS AND ACTION STEPS:

Currently, Texas Lutheran University uses Campus Clarity’s Think About It program for all incoming freshmen and transfer students. The most recent data showing us the students’ responses to questions about their experiences with sexual assault raises concerns as evidenced by the following results: 46.2% of women and 30.6% of men reported knowing a student who has been sexually assaulted; 38.1% of women and 32.6% of men reported having experienced ongoing and unwanted attention online; and 55.8% of men and 38.5% of women reported having experienced confusion about a partner’s boundaries.

Additional insight is provided by data from Think About It: The Way Forward (Part III). In five questions related to students’ ability to recognize healthy and unhealthy relationships, students selected the correct answers from 30.1% to 84.5% of the time, averaging 69% correct overall. Further, just 30.1% of students could correctly identify the factors of an emotionally abusive relationship. In a survey question about sexual consent after drinking, only 52.7% chose the correct response that being drunk doesn’t release anyone from legal or student conduct responsibility for sexual assault.

Other prevention efforts include using the online magazine Student Health 101, which routinely includes articles addressing SDDVS. TLU trains all members of Greek organizations, members of student government, residence life staff, peer mentors and tutors in the TIPs program (Training Intervention Procedures). The TIPs program focuses primarily on intervening in high risk alcohol situations, but also includes scenarios where intervention prevents sexual assault.

Last fall, TLU brought Mike Domitrz from the Date Safe Project to speak to the entire campus on dating violence, sexual assault, bystander intervention, and alcohol. Although this effort was a cooperation of five different departments, the African American students shared concerns that the speaker did not specifically reach out to their community. TLU needs to investigate and specifically address prevention and intervention for students of color and the LGBT community.

Student groups involved in SDDVS education and prevention include Sigma Phi Theta fraternity which hosts an annual campaign highlighting “Men Against Violence Against Women.” Members hand out white ribbons, have men sign a pledge, and distribute t-shirts supporting the cause. The dean of students’ office also sponsors Sexual Responsibility Week to bring awareness to the issues of dating violence, sexual assault, bystander intervention, and other issues around intimate relationships on campus. Educational brochures with topics that include SDDVS are available in all residence halls.

Like other schools comparable in size, TLU’s small staff and limited budget impacts the frequency and types of education programs it can offer. TLU’s efforts to educate students on SDDVS are often undertaken by various individual departments or student groups, resulting in inconsistent presentations due to lack of coordination and limited marketing budgets. The disparate efforts need improvement in order to make a measurable positive impact on the safety at TLU. This project provides precisely that opportunity to coordinate efforts and add programming inclusive of people of color, the LGBT community, and men. Training efforts must also include all faculty and staff.

YEAR 2 GOALS: COMPREHENSIVE PREVENTION

Y2-GOAL 1: By the end of year 2 TLU will increase our prevention education on campus to include implementing an evidence-based/research informed sexual assault, dating and domestic violence and stalking prevention program that will be mandatory for 100% of incoming students and accessible to all other students and faculty and that uses improved branding that is tailored to the needs and perspectives of our campus.

YEAR 1 Action Steps - Planning

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Meet with CCRT subgroup regarding bystander training programs	April 2017	April 2017	Dr. Marlene Moriarity
Select an evidence-based/research informed bystander program for all students, that target or can be adapted to target the diverse and specific needs of students from diverse backgrounds (including but not limited to programs that speak to the needs of students with disabilities, international students, minority populations, LGBTQ or gender non-conforming students, and men)	June 2017	September 2017	Dr. Marlene Moriarity and CCRT core grp
Roll out mandatory SDDVS training (LawRoom) for faculty and staff	July 2017	July 2017	Dr. Bernadette Buchanan
Select or create an evidence-based research informed prevention program/strategy to be utilized for entire campus community.	December 2017		Dr. Marlene Moriarity and CCRT core grp
Develop and implement a ‘branding’ strategy that targets the perceptions of the prevention and response services and programming related to SSDVS.	December 2017		Dr. Marlene Moriarity and CCRT core group, and TLU Marketing
Make decision regarding social marketing campaign.	December 2017		Dr. Marlene Moriarity and CCRT core group, and TLU Marketing
Develop strategy for documenting prevention efforts across	August, September		Dr. Marlene Moriarity, Virgel

multiple departments and annual timeline for sharing the information with individual/department compiling the annual security report	2017		Thompson and Chief Irene Garcia
Assess whether existing prevention programs meet Clery Act requirements using existing resources and checklists (Handbook for Campus Safety and Security Reporting (2016), Clery Center annual security report checklist).	September 2017		Dr. Marlene Moriarity, Virgel Thompson and Chief Irene Garcia
Use data from Campus Climate Survey to inform decisions re: prevention programming	September, October 2017		Dr. Marlene Moriarity and CCRT core group
Assess effective and ineffective elements of Campus Clarity program and other prevention programming, including the effective mobilization of subgroups including women, men and culturally diverse groups, utilizing tools and strategies provided by the strategic planning and assessment technical assistance providers	September, October 2017		Dr. Marlene Moriarity and Catherine Anderson
Evaluate TIPs training curriculum to include more SDDVS bystander intervention information	November, December 2017		Dr. Marlene Moriarity and Current TIPs trainers
Select or create an evidence-based/research informed prevention program for incoming students ensuring the program is adaptable to ensure effectiveness in engaging diverse subgroups including men and women. Incoming students are required to have 8 hours of training their first year.	December 2017		CCRT core group
Develop strategy to ensure that campus community members are exposed to multiple doses of prevention messages.	December 2017		Dr. Marlene Moriarity and CCRT core group
Select members of CCRT group will participate in the Bringing in the Bystander program. The program is a train the trainer model, and the CCRT core group will determine a strategy for training students, faculty and administrators.	December 2017		Dr. Marlene Moriarity, Virgel Thompson, Samira Lopez, Dr. Bernadette Buchanan, Faculty

YEAR 2 Action Steps – Implementation

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Implement programming specifically targeting upper classmen and social influencers.	January–March 2018		Dr. Marlene Moriarity and CCRT core grp
Select and train Campus individuals/Groups for prevention and bystander program training using Bringing in the	January-August 2018		Dr. Marlene Moriarity, Virgel Thompson, CCRT core group

Bystander program.			
Adapt program content, dissemination, messenger and context to maximize the engagement of men across a wide continuum of engagement, buy-in and interest.	January–December 2018		Dr. Marlene Moriarity and select members of CCRT prevention subgroup
Select members of CCRT group will address how to incorporate Men Can Stop Rape/Mobilizing Men theories into the prevention strategy with TA provider support and guidance.	March 2018		Dr. Marlene Moriarity, Virgel Thompson, Samira Lopez, Dr. Bernadette Buchanan, Faculty
Develop and implement a plan to build and maintain educator capacity to effectively deliver prevention programming (i.e., content mastery, effective public speaking, facilitation skills, etc.).	August 2018		Dr. Marlene Moriarity and CCRT core group
Develop and implement a plan for completing course corrections based on assessment of current efforts.	December 2018		Dr. Marlene Moriarity, Virgel Thompson, CCRT core group

PART 3: STUDENT CONDUCT

RATIONALE FOR CONDUCT GOALS AND ACTION STEPS

Part #1 - Policy Development and Revision

TLU implemented a major revision of the policies within the student code of conduct in 2014 which established baseline policies to address direct and indirect Title IX and Clery compliance issues. This process also allowed us to begin work on the one policy philosophy where all Title IX cases are handled with the same approach and through one policy regardless whether those involved are students, faculty or staff. While the work on that policy is still ongoing, the 2014 revision was able to establish in the published student code of conduct policies and procedures regarding harassment, sexual assault, sexual misconduct, domestic/dating violence, stalking, pregnant and parenting students, and the step-by-step process for Title IX investigations. We require each student to electronically sign that they have or will read the handbook prior to the student checking in for fall or spring classes depending on which semester the student has enrolled.

We will be reviewing where improvements can be made in disseminating information in a more accessible format to the campus community. Special attention will be paid to communication and format needs of those in marginalized groups, as well as the degree of focus regarding the trauma informed care approach and language of current policies.

By the end of year two our campus will have in place a set of clear, concise, policies and procedures for addressing situations of sexual assault, domestic/dating violence, and stalking that have been prepared and revised in line with recommendations for best policy practices.

Part #2 - Protocols for Reporting and Responding

TLU has a centralized victim response protocol for providing safety planning, health, and other remedial measures but it is under-resourced and newly established. The 2014 revisions to the student code of conduct included new protocols for reporting and responding to gender based violence incidents, but they have not been widely publicized. We have created a reporting wheel that is located in every bathroom on campus. This wheel has both confidential and reporting resources for students, faculty or staff to report an incident of sexual misconduct. Accessibility of the policies to marginalized sub-groups needs to be improved, along with possible language revisions needed to convey more trauma-informed focus within the policies and procedures. In regard to safety planning, health, and other related measures, TLU has incorporated victim advocates from the Guadalupe Family Violence Shelter that office on campus two days per week to offer support for victims. While the service is being utilized and is valued on campus, it has not been integrated into our publicized procedures and needs to be more accessible and known to the campus community.

By the end of year two our campus will have clarified and made more accessible a set of defined protocols for students, faculty and staff when responding to sexual assault, dating/domestic violence and stalking related to providing safety planning, health and other remedial measures.

Part #3 - Training for Student Conduct Boards

TLU has limited training specific to issues of sexual assault, domestic/dating violence, and stalking; though it does have general/initial training for individuals/boards involved in our campus resolution process. Currently there is training for all members of disciplinary panels, but the focus is on the overall conduct system and the member's responsibilities before, during, and after the hearing process. There is education on basics of common violations, student behavior and development, and gender-based incidents of harassment and/or violence, but it is broad and generalized information. Training needs to be revised to address gender-based violations in more depth in regard to overall education, how it interacts with the conduct system, and best practices in addressing these behaviors.

By end of year two TLU will have expanded its existing training program for all individuals on hearing boards involved with the campus disciplinary system to include specific best practice training for situations of sexual assault, domestic/dating violence, and stalking.

YEAR 2 GOALS: CONDUCT

Y2-GOAL 1: By the end of year 2, our campus will:

- Have implemented sufficient training for Title IX hearings
- Have trauma-informed language in policies.

YEAR 1 Action Steps - Planning

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Part #1 – Cross-reference policy development/revisions with	October 2017		Dean of Students Office, Title

Clery Act and Title IX requirements			IX Committee, CCR Core Group
Part #1 - Identify the various audiences that will be reading the policies for review and comment	October 2017		Dean of Student Office, Title IX Committee, CCR Work Group
Part #1 - Identify student groups that are marginalized and how policy will affect them	November 2017		Dean of Student Office, CCR Work Group
Part #1 - Review policies that address gender based issues for accessibility for marginalized groups	November 2017		Counselor, Title IX Committee, CCR Work Group
Part #2 – Explore creating a peer education program to provide additional resources to current efforts	October 2017		CCR Work Group
Part #2 – Increase awareness and visibility of community partnerships TLU has formed	October 2017		CCR Work Group, Marketing
Part #2 – Establish partnerships with student groups to help in awareness materials, videos, discussions, and other relevant areas	November 2017		CCR Work Group, Marketing
Part #3 – Identify what TLU is currently offering as it relates to training, with particular attention to competencies listed in TA materials	October 2017		Title IX Coordinator, Dean of Students office, CCR Core Group
Part #3 – Determine if training meets Clery Requirements regarding annual training on issues related to dating violence, domestic violence, sexual assault, and stalking, and how to conduct an investigation and hearing process that protects safety of victims and promotes accountability.	October 2017		Title IX Coordinator, Chief of TLU PD, Dean of Students Office, CCR Core Group

YEAR 2 Action Steps – Implementation

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Part #1 - Outline how institutional policies will be approved	January 2018		CCR Work Group, Dean of Students Office
Part #1 - Determine how policy information will be disseminated to the group compiling yearly reporting information	January 2018		Dean of Student Office, CCR, Title IX Committee
Part #1 - Streamline policies so they are accessible as possible, making sure all gender based polices are grouped together	May 2018		Dean of Student Office, Title IX Committee
Part #2 – Assess whether roles/contact information are accurately represented in written notification or rights and options for victims	May 2018		Dean of Students Office, CCR Core Group
Part #2 – Create flow chart of response protocols and review	June 2018		CCR Work Group, CCR Core

to assess flow and ID potential conflict concerns			Group, Title IX Coordinator.
Part #3 – Develop a detailed training plan to fill in identified gaps	January 2018		Dean of Students Office, CCR Working Group
Part #3 – Assess use of trauma-informed practices for questioning and interviewing victims of sexual assault, domestic/dating violence & stalking	January 2018		Dean of Students office, CCR working group, and Title IX Committee
Part #3 – Identify areas in current training where men, masculinity social norms, and gender bias are covered and how they apply to student conduct.	May 2018		Dean of Students office, CCR Working Group

PART 4: LAW ENFORCEMENT

RATIONALE FOR LAW ENFORCEMENT GOALS AND ACTION

The Texas Lutheran University police officers are committed to provide a safe and secure environment for the Texas Lutheran University community while maintaining a high level of professionalism. In order to fulfill this service the officers will need training on how to better respond to sexual offenses. Although we do have a couple of officers with the knowledge on how to respond to these offenses not all officers have been afforded the opportunity to do extensive training on sexual assaults or gender base violence. The TLU police is committed to provide the officers with training in the prevention and solving of crimes to improve the quality of the campus. TLUPD will continue to train all campus officers to respond effectively to all sexual assault, domestic violence and stalking. Training will include all campus law enforcement, local law enforcement, dispatchers and community crime victim advocates. All personnel will be trained on state and federal laws, on arrest protocols, protective orders, stalking behaviors, how victims respond to trauma, neurobiology trauma, tactics of offenders, and “non-stranger” sexual assault investigations.

YEAR 2 GOALS: LAW ENFORCEMENT

Y2-GOAL 1: By the end of year 2, our campus will train all Texas Lutheran University (TLU) law enforcement officers to respond effectively to sexual assault, domestic violence, dating violence, and stalking. Ongoing trainings should consist of campus law enforcement and dispatchers that specifically respond to campus sexual assault, domestic violence, dating violence, and stalking incidents. Fill in year 2 goal for LE that is tailored to your campus & clear about what needs to change.

YEAR 1 Action Steps - Planning

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
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Attend 3-Day Jeanne Clery Act Pilot Program – California State University in Hayward, CA	July 2017	July 2017	Chief Irene Garcia and Officer Larry Brothers
Select trainings that are comprehensive and include information on sexual assault, dating and domestic violence, and stalking with a particular attention to the unique attributes of these crimes on campus.	October 2017		Chief Irene Garcia and Officer Larry Brothers
Provide training that includes information on sexual assault, dating and dating violence and stalking and also to offer training in collaboration with any Seguin Police Department that work with the campus.	November - December 2017		Officer Larry Brothers and Lt Michael McCann, Seguin PD
Develop in house TLU PD training on sexual assault, dating and domestic violence and stalking specific to our campus needs.	December 2017		Officer Larry Brothers
Provide training that includes information on co-occurring crimes like strangulation, harassment, and non-consensual sharing of intimate images.	December 2017		Officer Jeremy Stevens

YEAR 2 Action Steps – Implementation

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Contact neighboring university and schedule TLU officers to partake in their Rape Aggression Defense (RAD) training program.	March 2018		Chief Irene Garcia and San Marcos Police Department Training Division
Identify a member from the department to participate in the CCRT’s planning efforts to strategically mobilize campus men as allies in prevention and bystander intervention activities and education.	June 2018		Officer Jeremy Stevens
Select training on GBV investigations that includes information on how to protect the safety of victims and promote accountability, per Clery Act requirements.	December 2018		Officer Larry Brothers and Alamo Area Council of Governments (AACOG)
Identify gaps in training and review of the annual report to ensure compliance with Clery specific reporting.	October 2018		Chief Irene Garcia, Officer Larry Brothers, Virgel Thompson, Eric Booth

PART 5: VICTIM SERVICES

RATIONALE FOR VICTIM SERVICES GOALS AND ACTION STEPS

Texas Lutheran University (TLU) has partnered with Guadalupe Valley Family Violence Shelter, Inc. (GVFVS) to provide confidential victim services to survivors of gender-based violence, to include sexual assault, domestic/dating violence, and stalking. To increase accessibility of services, TLU has provided space on campus for GVFVS advocates who are on campus two days per week in addition to 24 hour access to an advocate upon request. These advocates are identified as confidential reporters on campus. Though the presence of advocates on campus is a new collaboration it has been underutilized, with only three students accessing services. Advocates are working to build relationships with the campus community and raise awareness of on and off campus availability of services. These efforts have included participating in student orientation, panel presentations, information fairs, and collaborating with students to offer events on campus as part of course work or club activities. TLU provides space for GVFVS to conduct volunteer advocate training. As a result, GVFVS has trained nine additional volunteers and ensures 24/7 readiness of a trained advocate. GVFVS is active in the campus-based CCR Team, with representation in the core team.

Guadalupe Regional Medical Center (GRMC) serves as an external community partner and member of the CCR Team. GRMC, and specifically the Sexual Assault Nurse Examiner (SANE) program, is a vital resource to victims of gender-based violence. In addition to providing immediate care and forensic examinations, GRMC makes certain that survivors receive information on available community resources. GRMC and GVFVS collaborate to ensure that survivors seeking forensic examination have access to a trained advocate to provide accompaniment, advocacy, and other direct services. Currently, GRMC has one SANE to perform forensic examinations and therefore is not able to offer 24/7 availability. Survivors requesting forensic examinations when the local SANE is not available are referred to hospitals in nearby counties, and those hospitals may contact advocates in their area for accompaniment and direct services rather than connecting survivors with local advocates. To expand local SANE availability, three additional nurses will begin training in the summer of 2017, which requires approximately one year to complete. GVFVS is working to ensure that surrounding hospitals are aware of advocate availability and willingness to travel to neighboring counties to provide direct services.

YEAR 2 GOALS: VICTIM SERVICES

Y2-GOAL 1: By the end of year 2, our campus will increase awareness of and access to 24 hour confidential and culturally competent victim services to all survivors of gender-based violence, including historically underserved populations to include LGBTQ students, students of different cultural groups, and male survivors through promoting effective, trauma-informed referral and response protocols.

YEAR 1 Action Steps - Planning

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
GVFVS Advocates providing on-campus victim services will complete online training through LawRoom and Clery resources on Title IX, privacy, and Clery reporting.	July – December 2017		GVFVS Advocates

Convene focus group including representatives from culturally specific student organizations, athletics, and fraternities to review referral materials and make recommendations to ensure that materials are gender neutral, LGBTQ inclusive, and culturally competent.	November 2017		GVFVS Advocates, CCRT, & Campus members
Review campus protocols and referral processes to ensure that members of the campus community provide and receive appropriate and timely referral and access to direct victim services.	December 2017		Jennifer Fernandez & CCRT Victim Services Sub-group
Advocates providing on-campus victim services are identified as confidential reporters and will provide required information to the counseling center to avoid duplication in the Clery report.	Weekly, for duration of partnership		GVFVS Advocates
Update referral materials to reflect the diversity of the campus community, including culture, LGBTQ inclusion and accessibility, and the use of gender-neutral language.	December 2017		CCRT, GVFVS Advocates
Develop referral materials specifically outreaching to male victims of sexual violence and intimate partner violence.	December 2017		GVFVS Advocates
Ensure that written notifications required by the Clery Act as well as additional written materials and other sources of referral information (i.e. handbook, brochures, website, etc.) have up to date contact information for on-and-off campus resources.	December 2017		Jennifer Fernandez & CCRT Victim Services Sub-group
Review community partner response protocols to ensure that students are receiving referrals to campus resources to facilitate academic accommodations and services, including academic assistance, housing relocation, financial aid and scholarship assistance, on-campus counseling, on-campus no contact orders, etc.	December 2017		Jennifer Fernandez & CCRT Victim Services Sub-group
Review campus and community partner protocols collectively to ensure that they promote seamless service delivery and avoid creating barriers to victims of gender-based violence.	December 2017		Jennifer Fernandez & CCRT Victim Services Sub-group

YEAR 2 Action Steps – Implementation

ACTION STEPS	TIMEFRAME	COMPLETED	RESPONSIBLE PARTIES
Upon revisions to resource referral materials, disseminate	January - February		Jennifer Fernandez & CCRT

materials on campus and in community with deliberate consideration of the materials' placement, such as ensuring disbursement in spaces predominately utilized by men.	2018		Victim Services Sub-group
Assess arrangements for provision of direct services by community based service providers, including physical space and on-campus office hours, to eliminate any potential barriers to access.	January 2018- December 2018		Jennifer Fernandez & CCRT Victim Services Sub-group
Organize annual and ongoing cross-training to ensure that campus partners understand the unique services, policies, and history of community partners, and that community partners understand the campus context, campus support services, campus policies, and procedures.	January 2018- December 2018		Jennifer Fernandez & CCRT Victim Services Subgroup, Advocacy Coordinator: Virgel Thompson, and Officer Jeremy Stevens
Integrate community partners into campus life through events and opportunities to build relationships with various groups on campus.	January 2018- December 2018		Community Partners, Project Coordinator: Virgel Thompson, CCRT