



Violence Prevention & Response Strategic Plan

2016-2021

Developed by the Presidential Task Force on Relational Violence

Background

On May 1, 2015, Tarleton State University President F. Dominic Dottavio announced the formation of a Task Force on Relational Violence, charged with evaluating current prevention and response practices and making recommendations for improvement. The Task Force was specifically charged with developing a strategic plan to ensure the university is on the forefront of research and best-practice regarding our prevention and response to all forms of power-based, personal violence including sexual assault, stalking, harassment, and domestic / intimate-partner violence.

Since its formation, the Task Force has expanded membership, provided input into a number of policies and practices, and engaged in assessment and planning activities. From discussions about the importance of impacting our community beyond the Tarleton gates, the Task Force extended invitations to area K-12 administration to participate in our work. The Task Force also added three student members; two graduate students working in the Substance Abuse and Violence Prevention area, and an undergraduate representative from the Student Government Association. The Task Force provided extensive input into the planning of a new prevention website, which is currently under construction.

The Title IX Office altered two of their critical processes based, in part, on feedback from the Task Force. Now, as a part of the investigation, complainants are able to provide input into their desired outcome of the investigation, and are also offered the opportunity to generate impact statements in cases when the accused student is found responsible. These small gestures shift the focus away from solely punishing the responsible student to recognizing the harm to the survivor and providing the survivor a voice. The Task Force, system general counsel, and Association of Title IX Administrators (ATIXA) experts have all provided insight about implementing both processes in the most appropriate way. These processes are considered effective practices by ATIXA.

In preparation for developing this strategic plan, the Task Force also engaged in an external review by EverFi, a national violence prevention program developer. The report from the EverFi review provided feedback about our strengths as well as areas for improvement. The report is one of many tools used in our planning process, but due to being unique to our campus, it has been particularly helpful in identifying our way forward. Task Force members also engaged in hundreds of hours of literature review, brainstorming, phone calls and emails with constituents at other universities and in professional organizations, review of other university plans and reports, and countless formal and informal conversations.

Sources that informed the development of this plan include journal articles, guidance from professional organizations, publications from the American College Health Association and CDC, presentations and webinars, and much more. Highlights from those sources include:

- Sexual Assault Diagnostic Inventory Report from EverFi
- “What Works in Prevention,” Nation et. al
- *Shifting the Paradigm, Primary Prevention of Sexual Violence*, American College Health Association
- *STOP SV: A Technical Package to Prevent Sexual Violence*, Centers for Disease Control and Prevention
- *Baylor University Report of External and Independent Review*, Pepper Hamilton, LLP

- Michelle Dauber, Speaker Symposium Series featured speaker
- Respect Program Strategic Plan, Emory University
- Multiple sources of guidance from American Title IX Administrators (ATIXA)

This Strategic Plan is intended to provide guidance for the university as we fine-tune and expand our efforts. It is also, however, a living document that will evolve as new research and guidance emerges in the prevention and response fields.

Our students deserve to pursue their education free from fear and maltreatment. Students who are harmed deserve to be treated with dignity and respect, to receive services from professionals with advanced, relevant training, and to have the opportunity to heal from their trauma. All of our students deserve the opportunity to be part of the solution in reducing the rates of violence on campus and, more broadly, in the communities they will impact after graduation. Our community deserves open and honest communication about the violence that exists in the community, and the support of the university in addressing it. Tarleton has made great strides in the past two years in addressing violence by hiring a dedicated Title IX coordinator and prevention coordinator; expanding student, faculty, and staff training; updating our policies and procedures to align with best-practice; partnering with Cross Timbers Family Services to provide advocacy services to survivors; communicating openly and frequently about the university's expectations for conduct; and supporting new initiatives on campus that will allow our students to create a culture that doesn't tolerate violence. This plan will help us continue our commitment to providing the best possible services to our campus and local community.

Acknowledgements

Appreciation is due, first and foremost, to the members of the Presidential Task Force for the many ways they assisted in developing this plan from early conversations, to multiple brainstorming sessions, to extensive and frequent reviews. Task Force members include:

- Caris Thetford, Sexual Assault and Violence Prevention Coordinator, Chair
- Darren Keith, Title IX Coordinator
- Dr. David Weissenburger, Executive Cabinet
- Dr. Laura Boren, VP for Student Affairs
- Dr. Stephanie Robertson, Student Counseling Center
- Chief Matt Welch, University Police Department
- Dr. Nathalie Jones, Social Work Faculty, Fort Worth campus
- Dr. Steve Steed, College of Business Faculty

- Dr. Samantha Pehl, Nursing Faculty
- Dana Moore, Assistant Dean of Students
- Bobby Waddell, Residential Living and Learning
- Dr. Michael Haynes, Office of Institutional Research and Effectiveness
- LTC Marty Deckard, ROTC
- Dr. Kyle Post, College of Business faculty
- Susan Burton, Athletics
- Nathan Ellison, graduate student
- Abby Hawkins, graduate student
- Colton Driver, student, SGA representative
- Kathy Haynes, SISD Administration
- Jodee Lucero, Cross Timbers Family Services
- Cindi McCarthy, Texas Health Resources
- Laurie Gillespie, District Attorney's office
- Erath County Sheriff's Office
- Stephenville PD
- County Attorney's Office

Of the Task Force members, special thanks are due to Dr. Laura Boren, Dr. Stephanie Robertson, Dr. Michael Haynes, Darren Keith, and Chief Matt Welch, who provided support in many ways, including countless hours outside official meetings working with the committee chair to refine this plan. Thank you for your voice during meetings, for your ideas, and for lending your expertise in the development and refining of this document. Many of you were working diligently to make our campus better before there was a Task Force, and you have lent your talent and expertise to numerous, overlapping projects in addition to the development of this plan. Thank you for the difficult and important (and often unseen) work you do every day, and that you will continue to do when the Task Force concludes.

Several people outside of the Task Force also had opportunities to offer insight and feedback as this plan was being developed. A special thanks is due to Dr. Brenda Faulkner, director of the Student Counseling Center, who offered support and insight long before stepping into her current role, and who has continued to support the development of this plan since joining the counseling center in August. Thanks are also due to Dr. Cynthia McMahon of the Student Counseling Center for making time to review the plan and provide feedback from her unique perspective as a clinician who has worked with survivors for more than a decade. Finally, special appreciation is due to LB Klein of Prevention Innovations Research Center and Drew Rizzo, Assistant Director of Emory University's Respect Program, for readily answering questions and sharing resources and insight as we worked to develop our plan.

Goal 1: Educate, Engage, and Empower Students

Objectives	Strategies	Measures
1.A Expand training opportunities beyond the first year.	1.A.1 Expand use of Campus Clarity online training modules for: <ul style="list-style-type: none"> • All incoming students including transfers • All undergraduate students beyond first-year students • Professional and graduate students • Students at all Tarleton locations 	<ul style="list-style-type: none"> • Implement updated contract with Campus Clarity • Implement standards for tracking completion
	1.A.2 Provide comprehensive prevention training to student groups who interact frequently with younger students, including; <ul style="list-style-type: none"> • Residential Leaders and Transition Mentors • Student Mentors • Student organization leadership 	<ul style="list-style-type: none"> • Minimum annual training with students through Risk Management Training (student organizations) and summer training (TTMs) • Identify or develop curriculum for ongoing training
	1.A.3 Integrate into Division of Student Affairs leadership training model	<ul style="list-style-type: none"> • Launch of leadership training, syllabi, lesson plans
1.B Expand collaboration and training with targeted groups	1.B.1 Collaborate with campus departments including the Office of Diversity & Inclusion, and International Programs; student organizations; and other stakeholders to connect with high-risk groups.	<ul style="list-style-type: none"> • Annual Security Report (Clery Report) training review
1.C Implement Green Dot as a campus-wide bystander intervention and prevention model	1.C.1 Develop and implement a campus launch plan that aligns with Green Dot fidelity standards	<ul style="list-style-type: none"> • Formation of Green Dot launch team • Green Dot implementation fidelity plan complete • Initial student training offered on Stephenville campus by Spring, 2017 • Full launch in Stephenville by Spring, 2018
	1.C.2 Pursue annual training opportunities to account for trainer turnover and to expand out outreach campuses	

	1.C.3 Collaborate with Student Affairs Marketing to implement Green Dot marketing	
1.D Integrate prevention work into academics	1.D.1 Collaborate with faculty to develop individual and group projects and assignments	<ul style="list-style-type: none"> • Student-produced material • Development of faculty portion of website by spring, 2018 • Implementation of Intern to Learn position by fall, 2018 • Offer class by fall, 2021
	1.D.2 Develop faculty content for Substance Abuse & Violence Prevention (SAVP) website	
	1.D.3 Develop an Intern to Learn Position that will work for SAVP for academic credit	
	1.D.4 Develop an academic class that can serve as an elective for multiple departments	

Goal 2: Promote a Clear and Consistent Message

Objectives	Strategies	Measures
2.A Align all prevention efforts with research and best-practice	2.A.1 Prevention training will be provided by the SAVP Office or their designees and incorporate best-practice: <ul style="list-style-type: none"> ▪ All training will be trauma-informed with focus on accountability for those who commit harm and support for those who survive harm ▪ Training will be engaging, interactive, skill-based, promote healthy norms and accurate information ▪ Training will include appropriate resources ▪ Training will be offered in a variety of settings and will be of appropriate length 	<ul style="list-style-type: none"> • SAVP information included in Student Counseling Center Annual Report • Annual Security Report (Clery Report) training review
	2.A.2 Identify the difference in prevention, Title IX, counseling, and advocacy online and in presentations	<ul style="list-style-type: none"> • Completion of online materials • Inclusion in presentations as-appropriate
2.B Develop and implement a cohesive marketing plan	2.B.1 Collaborate with Web Services and Student Affairs Marketing to launch prevention website. <ul style="list-style-type: none"> • Plain, easy-to-understand information about the spectrum of violence, where & how to get help • Links to appropriate resources • Faculty / academic resources for infusing prevention into the classroom • Resources for student organizations 	<ul style="list-style-type: none"> • Website public launch by end of fall, 2018
	2.B.2 Collaborate with Student Affairs Marketing to implement social-norming campaign that aligns with research and best-practice.	<ul style="list-style-type: none"> • Implementation of Phase 1 in fall, 2016 • Implementation of Phase 2 in spring, 2017 • Development of ongoing marketing plan

2.C Engage the Stephenville and Erath County Communities	2.C.1 Collaborate with area public schools to offer / promote training opportunities and resources to area k-12 educators	<ul style="list-style-type: none"> • Annual Security Report (Clery Report) training review
	2.C.2 Collaborate with local providers (medical staff, law enforcement, counselors, etc.) to offer continuing education training	<ul style="list-style-type: none"> • Annual Security Report (Clery Report) training review
	2.C.3 Connect with leaders on campus to develop content for local media outlets, both on and off campus	<ul style="list-style-type: none"> • Published materials

Goal 3: Build a Supportive and Accountable Community		
Objectives	Strategies	Measures
3.A Explore emerging, promising practices in violence prevention and response	3.A.1 Explore the inclusion of restorative justice opportunities in Title IX cases.	<ul style="list-style-type: none"> Review of RJ literature Evidence of collaboration with professional organizations and campuses using RJ.
	3.A.2 Continue exploring opportunities to restore control to survivors and to give survivors a greater voice.	<ul style="list-style-type: none"> Title IX Committee meeting minutes Inclusion of appropriate measures in Title IX processes
3.B Keep Tarleton at the forefront of legislation and guidance at the state and federal level	3.B.1 University Title IX committee or designees will review university policies and procedures at least every two years or as-needed when new guidance is issued.	<ul style="list-style-type: none"> Title IX committee minutes Updates to policies, procedures, practices
	3.B.2 University Title IX committee or designees will review reports involving investigations of other universities.	
3.C Develop an online reporting option for survivors of violence	3.C.1 Collaborate with Web Services, other campuses, to identify best-practices and technology options.	<ul style="list-style-type: none"> Implementation of online reporting option on SAVP and Title IX websites by spring, 2017.
3.D Provide continuing education opportunities for professionals in areas related to effective prevention and response	3.D.1 Tarleton Title IX, SAVP, Police, and Counseling staff will maintain active membership in appropriate professional organizations	<ul style="list-style-type: none"> Memberships, participation in training, and training opportunities reflected in annual training review.
	3.D.2 Make information regarding the impact and response to trauma widely and easily available through information online, webinars, and ongoing training.	
3.E Provide on-campus advocacy	3.E.1 Identify funding, develop position description for on-campus advocate position.	<ul style="list-style-type: none"> Advocate position created and filled by spring, 2017 Secure software storage system identified and implemented by time of hire
	3.E.2 Partner with Cross Timbers Family Services to develop a training module for advocate(s)	

	<p>3.E.3 Adjust existing MOU as-necessary to identify campus vs community roles</p> <p>3.E.4 Identify secure storage for advocacy records</p> <p>3.E.5 Identify office space</p>	<ul style="list-style-type: none"> • Office space identified and provided by time of hire
<p>3.F Provide adequate space for Title IX, counseling, advocacy, police, and prevention services</p>	<p>3.F.1 Work with university space utilization coordinator to create an expansion plan.</p>	<ul style="list-style-type: none"> • Counseling Center located in new office space by fall, 2017 • Police located in new office space by summer, 2017 • Development of expansion plan for Title IX, SAVP, UPD
<p>3.G. Explore a transparent, accessible reporting process to track the use of services, and track cases and outcomes.</p>	<p>3.G.1 Form a data sub-committee of the University Title IX committee to:</p> <ul style="list-style-type: none"> • Standardize data collection between Tarleton, Cross Timbers Family Services, and others as appropriate to track use of services, referrals to Cross Timbers, etc. • Track the number and type of cases reported to and investigated by the Title IX office and the outcome of those cases • Track the number and type of cases reported to the university police; the number of cases referred to the District Attorney by UPD, the number of cases prosecuted by the DA's office and the outcome of those cases. 	<ul style="list-style-type: none"> • Formation of data sub-committee • Sub-committee minutes and development of plan • Implementation of a reporting process by fall, 2018.

Goal 4: Track and Assess Programs, Services, and Participation

Objectives	Strategies	Measures
4.A Establish a method for tracking student participation in SAVP and Title IX training	4.A.1 Connect with colleagues on campus and through professional organizations to explore technology options for capturing and storing attendance	<ul style="list-style-type: none"> • Identification & implementation of a tracking database by spring, 2019
4.B Develop an assessment method for Green Dot	4.B.1 Collaborate with Green Dot Launch team, Green Dot campuses, and faculty member(s) to identify assessment methods.	<ul style="list-style-type: none"> • Assessment methods included in launch plan.
4.C. Assess prevention and Title IX trainings for knowledge retention, attitudes, behavioral intentions.	4.C.1 Develop SLOs for all trainings	<ul style="list-style-type: none"> • Written SLOs for every program • Assessment results • Trainings adjusted based on assessment
	4.C. 2 Develop formative and summative assessments	
4.D Develop and implement a survivor survey	4.D.1 Form a committee or request the existing Title IX committee – in collaboration with Institutional Research & Effectiveness – to: <ul style="list-style-type: none"> • explore existing surveys on other campuses • develop questions pertinent for our community • determine when / how survey will be deployed 	<ul style="list-style-type: none"> • Committee minutes reflecting strategies • Implementation of survey by spring, 2018