

TEXAS GULF COAST REGION TITLE IX COMMITTEE: A COORDINATED
COMMUNITY HIGHER EDUCATION RESPONSE MODEL FOR STUDENT SAFETY AND
SUCCESS

by

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ABSTRACT

This dissertation demonstrates the research activities used to support a regional Title IX committee. The guide is a living document that brings together a variety of higher education compliance employees, law enforcement, and domestic violence service providers for the purpose of alignment compliance with Texas Senate Bill 212 and Texas House Bill 1735. The members collaborate with the objective of protecting the rights of students, employees, and the campus community. All Texas higher education employees must identify and report students and colleagues as victims of intimate partner violence, domestic violence, dating violence, and stalking to the Title IX compliance officer. This reporting activity is mandatory and employees who refuse to comply are terminated. Texas Higher education institutions must also provide prevention and intervention professional development programs for institutional communities.

The presentation training guide outlines the resources, services, and safety protocols aligned by one collaborative committee in the Houston, Texas, area. Because these institutions potentially share students and employees, the committee guarantees best practices and continuity during a time of stress, fear, and uncertainty. It also shows a unified coalition of regional compliance officials, counselors, and other institutional employees as they work to eradicate domestic violence and other forms of gender-based violence and harassment that may impact higher education students and employees.

The intent of this presentation training guide is to highlight the value of a coordinated community response higher education model that addresses United States and Texas state legislative mandates that impact college and university victims of intimate partner violence,

dating violence, stalking, their benefits, and challenges. These violent incidents are increasing in record numbers, and negatively impact retention and graduation rates because they interrupt or halt the academic flow to student completion. In other words, these occurrences are distractions and roadblocks, and must be removed from the students' path to success.

Key Words: Title IX, domestic violence, partner abuse

DEDICATION

This dissertation is dedicated to my family for their unwavering support and encouragement. Family is blood, marriage, and those invited into the fold. Thank you for reminding me that life is a journey, not a destination. Each one of you has demonstrated that love has no boundaries.

To every student and colleague that witnessed domestic violence, intimate partner violence, sexual harassment, sexual assault, and stalking in their lifetime, your prayers are answered. To those survivors who found solitude and a safe space to express the personal challenges with unhealthy relationships during office hour conferences, this product dissertation will aid higher education, K-12 school districts, and communities eradicate this global epidemic.

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CHAPTER ONE: INTRODUCTION

INTRODUCTION

An 18th century English custom and religious rhetoric set the stage for marital abuse and intimate partner violence. The “Rule of Thumb” was an English law that granted men the authority to beat their wives with a stick or an object if it was not wider than his thumb. Biblical scriptures like Ephesians 5:22, “wives, be submissive and adapt yourselves to your husbands as to the Lord” suggest that women and girls are required to humble themselves to men and boys. These patriarchal traditions and practices elevated men and boys while simultaneously diminished women and girls to a state of vulnerability, sometimes resulting in long-term insecurities, chronic pain, depression, low self-esteem, and post-traumatic stress disorder. Over the next three centuries, the Rule of Thumb ideology, coupled with pious gender-based submissive practices solidified male-dominated infrastructures in every aspect of western societies, including those in the United States.

The American education system has similar foundational gender specific practices, restrictions, and limitations. However, social changes loosened these reigns, and during the last forty years of the 21st century, an awareness swept across the American landscape. The Civil Rights Act of 1964 ended segregation in public spaces and banned discrimination based on race, color, religion, sex, national origin, and employment opportunities. The following year, the Voting Rights Act of 1965 prohibited voting requirements such as a literacy test and poll taxes that inhibited minority communities from participating in local and state elections. In 1972, Title IX, Education Amendment was passed; it states, “no person in the United States shall, on the

basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (Office of the Assistant Secretary for Administration & Management, n.d., para. 1). This legislation prohibits discrimination based on sex or gender in the field of education. Title IX holds colleges and universities accountable for their discriminatory actions by removing federal funds from all programs if the institution is found guilty. This judgement impacts all federal student loans, scholarships, and grants. Title IX mandates equal access to education for all students and protects against discrimination based on sex (Title IX, n.d.).

In 1994, The Violence Against Women Act (VAWA) increased the federal scope and accountability to ensure the safety of women and girls. This act improved the nation’s response to domestic and sexual violence by “ensuring victims and their families have access to services they need to achieve safety.” The legislation also requires perpetrators to pay a restitution amount to be determined by the court. By 2013, VAWA expanded protection to include women from racial and ethnic minorities, sexual and gender minorities, seniors, people with disabilities, and other marginalized populations (American Psychological Association, n.d.). In 2015, Safe Campus Act amended the Higher Education Act of 1965 to protect victims of sexual violence, and it improved the adjudication of allegations related to sexual violence, and for other purposes (H.R. 3403, 2015).

WHY DO WE NEED A TITLE IX TASK FORCE AND COMMITTEE?

Federal legislation, domestic violence advocacy groups, law enforcement, and healthcare professionals continue to bring attention to the horrors of intimate partner violence and the impact it has on society, especially education. In 2019, the 86th Texas legislature passed Senate Bill 212 (SB 212) and House Bill 1735 (HB 1735), which supports individuals who find

themselves physically, emotionally, or financially abused by a partner, spouse, or family member while attending a college or university. Both pieces of legislation require higher education employees to promptly report domestic violence, sexual assault, dating violence, and stalking to the institution's Title IX Coordinator or risk termination.

SB 212 and HB 1735 directly impact Texas higher education institutions because they require internal stakeholders to report all incidents of violence regardless of internal stakeholder group — faculty, staff, administrators, or students. Because employees must report domestic violence occurrences, colleges and universities potentially face legal ramification(s) and extensive fines if students and employees are hurt on campus, or at a college event. It is critical that Texas higher education and its community partners provide quality professional training and resources to college and university communities. This statement denotes why the Gulf Coast Regional Title IX Task Force exists; programs like these “engage domestic and sexual violence providers with system providers in education, law enforcement, and other social service agencies to support victims impacted by interpersonal violence in the educational setting” (Harris County Domestic Violence Coordinating Council, 2021a).

THE FOCUS AND PURPOSE OF THE MODEL

The Task Force originated from conversations between the researcher, who at the time was a community college domestic violence task force chairperson and an intimate partner violence expert serving as the executive director for an agency that has a coordinated community response model with multiple city and county partners. These leaders invited Title IX coordinators, counselors, staff, campus police, and other institutional representatives who interface with students in a crisis, to form a Task Force. This regional higher education group meets regularly, brainstorming options, and established a permanent coordinated higher

education response committee that brings awareness to all institutional stakeholders, city, county, and regional community leaders concerning the horrors of domestic violence, intimate partner violence, sexual assault, stalking and unhealthy dating relationship characteristics: “As information is acquired by one college or university, it is shared with other committee members; when data is available, it will be used to establish strategies and improve services for victims and survivors” (Harris County Domestic Violence Coordinating Council, 2021a).

This type of systematic coordination is modeled after the Domestic Abuse Intervention Project (DAIP), which was spearheaded by Ellen Pence in 1980. The DAIP objective is to end abuse and violence against women. Pence and her colleagues “set out to understand laws, policies, and procedures of the criminal justice system, and understand the cultures of each involved agencies. In doing so they built relationships that allowed new interventions to be proposed and tested” (Domestic Abuse Intervention Programs, 2017b). This multidisciplinary coordination approach is known worldwide as the “Duluth Model, and its most important tool is the Power and Control Wheel.” It explains the pattern of abusive and violent behaviors — gender-based privilege, coercion and threats, intimidation, emotional abuse, isolation, economic abuse, isolation, minimizing, denying, and blaming and using chiding — used to manipulate and control victims. DAIP was the first large-scale intervention program to include victims’ voices and integrate their experiences into programs and training that affect changes in social and legal services, healthcare, law enforcement, education, housing, and shelter agencies (Domestic Abuse Intervention Programs, 2017a).

Following the success of the Texas Gulf Coast Region Title IX Task Force, the researcher developed a model that merges higher education professionals with community organizations and agencies that provide safe spaces for intimate partner violence student victims,

employees, and their immediate families to discuss pertinent information for their individual institutions and the region. The model, named the Coordinated Community Higher Education Response (CCHER) Model, includes the following topics:

- recent legislative mandates
- challenges students encounter when attempting to access services
- reviewing local and regional agencies and the services they provide
- hosting virtual and in-person professional development trainings, webinars, and conferences for member institutions, service providers and faith-based organizations.

PROBLEM STATEMENT

Community stakeholders collectively spend an excessive amount of time and resources addressing domestic violence and other gender-based violent events. For example, intimate partner violence organizations and social service advocates provide shelter and safe spaces for victims and their children. Law enforcement agencies and criminal justice systems attempt to hold perpetrators accountable. Healthcare professionals address physical and mental health concerns related to trauma informed injuries. Public and private education entities provide resources to students. However, when communities do not have a clear path to domestic violence services, many victims suffer in silence. Many times, victims return to the abuser or find a new abusive relationship that is more toxic. These victims find themselves in a cycle of violence that is rooted in fear, intimidation, manipulation.

In higher education, student success — enrollment, persistence, and completion — and workplace safety are negatively impacted by the lack of a systematic support system for Title IX victims. Colleges and universities must collaborate with other educational partners and community stakeholders that provide services and assistance. Because these institutions operate

in silos, they are not servicing the “total being.” As a result, students and employees in crisis situations find themselves in a cycle of perpetual state of fear and confusion.

RESEARCH QUESTIONS

Under the assumption that the Texas Gulf Coast Region Title IX Committee can be duplicated (utilizing the CCHER Model) to support other higher education institutions and their community partners, the researcher considered the following three questions:

1. What community and educational partnerships and collaborations can assist college students who are intimate partner violence victims?
2. How can a Task Force disseminate information and training to institutional stakeholders and the larger community and service providers?
3. How can a Task Force address professional development for its members?

ASSUMPTIONS

The researcher has two assumptions. First, the researcher assumes that the Texas Gulf Coast Region Title IX Task Force approach and design can be duplicated, thus the creation of the CCHER Model. Second, the researcher assumes that both higher education institutions and their community partners are willing to provide resources to support the creation, integration, and development of the CCHER Model as a daily practice.

THE PRODUCT AS A PRESENTATION TRAINING GUIDE

The development of the CCHER Model resulted in the creation of a presentation training guide (referred to as the “guide” or “product”). This guide demonstrates the importance of establishing a higher education Title IX committee that collaborates with service providers, law enforcement entities, social services organizations and K-12 school districts, especially dual credit partners. These community partners directly impact the student and employee experience because it ensures educational members and service providers are aligned with the available resources and services. Having this information diminishes the victim’s fear of seeking

assistance. The reality is students needing shelter and domestic violence services risk abandoning or sacrificing their educational journey for personal safety and wellbeing.

OBJECTIVES AND GOALS OF THE COMMITTEE CCHER MODEL

The committee's objectives are:

- create a space where educators feel supported in their work
- provide resources to educators, victim advocates, and law enforcement and social service providers so that they can provide tools for their staff to support students and faculty in the education setting impacted by interpersonal violence and gender inequity
- provide strategies to equip faculty to actively engage in the day-to-day issues related to enforcing Title IX on campuses (middle, high school, colleges, and universities)
- provide opportunities to network and develop relationships with other campuses, crisis centers, and community stakeholders.

It is important to acknowledge that college and university Title IX compliance officers must protect both the accused and complainant, so Task Force members must discuss strategies to ensure safety for all parties involved.

The guide is intended to serve as a blueprint or fluid document that could potentially be developed in any region or state. This researcher's experience and expertise is higher education and domestic violence board membership and training in the Texas Gulf Coast Region; however, this guide can be modified to serve the specific needs of other areas and groups. Memorandums of Understanding (MOU) among participating groups in the Task Force can solidify the collaborative efforts and outline expectations and responsibilities of both parties. The Task Force service providers can, and should, include organizations and agencies such as:

- family violence crisis centers and shelters
- family and homeless shelters
- counseling services

- law enforcement
- legal aid
- multiple hotlines

RELEVANCE AND STUDENT SUCCESS

When applied appropriately, the Task Force’s work can improve student success rates by ensuring that higher education employees — faculty, advisors, counselors, Title IX compliance officers, and deans — have the connections, resources, and relationships needed to assist students in domestic violence situations. This objective is achieved through collaboration and cooperation with committee members and local and county agencies, departments, and organizations. Shelter directors and emergency housing personnel are introduced to the challenges higher education students face when leaving an unhealthy relationship and their need to remain in contact with professors, classmates, and other support staff members, such as counselors, advisors, and financial aid staff. These students also need technology and internet access so they can maintain their class participation and enrollment status.

The researcher has extensive higher education and intimate partner violence knowledge. Initially working as a part-time work study student before transitioning into the position of a library assistant in graduate school, the researcher saw several classmates engage in unhealthy dating habits and relationships resulting in negative experiences. Upon graduation, the researcher found employment as an adjunct faculty member at both a community college and an Historically Black College and University (HBCU). For the last twelve years, the researcher served in various instructional leadership positions including as an advisor for a student organization. In these capacities, the researcher engaged with students and had many interactions that presented opportunities for academic and safety assessments.

With 28 years' experience in volunteering and supporting the domestic violence movement in the Texas Gulf Coast region, the researcher has direct knowledge of the topic. The researcher's experience includes serving as a shelter intake specialist, board member, adult death review team member, and president of an intimate partner violence community response agency. The researcher has also collaborated with a videographer to produce a multimedia documentary for a metropolitan city in the Texas Gulf Coast region. Lastly, this researcher has been collecting data for an anticipated statewide domestic violence conference.

DEFINITION OF TERMS

The following definitions provide clarification and understanding of the terms used throughout this Guide.

Coordinated Community Response: This community-focused model stresses collaborations and cooperation among stakeholders. These organizations, including intimate partner violence advocacy support groups, law enforcement and criminal justice departments, human service agencies, healthcare providers, child protective programs, and batterers intervention, share information, collect data, develop strategies, and formulate best practices that provide safe and healthy spaces for victims and their children. Their voices and experiences are valued and used in recognizing common themes that explain the abusive mindset, behaviors, and patterns. Creating physically and mentally healing spaces for victims, establishing professional development opportunities, holding batterers accountable for their actions, and addressing the larger community's safety needs are the overarching goals for ending gender-based violence in all communities and societies.

Domestic Violence: The strategic and systematic controlling and abusive patterns an individual experiences from a partner or spouse. The offender can be female or male and according to criminal justice scholars the abuse can be physical, sexual, psychological, and/or emotional. Domestic violence is a global public health concern.

Intimate partner violence: Intimate partner violence can consist of physical violence, sexual violence, stalking, or psychological harm by a current or former partner or spouse. It is abuse that occurs in a current or past romantic relationship.

Physical violence: When violence to an individual is physical, the intentional act or forced action causes harm, pain, injury, trauma, disability, or death to an individual.

Sexual violence: Sexual violence consists of any unwanted sexual act, advances, comments, coercions, or assaults against an individual. Sexual violence can occur at

any age and happens without consent of both parties. It impacts all genders and leaves a lasting negative effect on the victim.

Stalking: Any repeated, unwanted, or fearful continuous behaviors can be considered stalking. These actions may include constant calls, repeated emails, text messages, trolling on social media platforms, or driving by the victim's home and/or job.

CONCLUSION

As the Office of Institutional Equity faculty liaison, the researcher collaborates with multiple departments such as professional development, law enforcement, general counsel, and counseling staff to create mandatory domestic violence training videos, host guest speakers, and assist colleagues with instructional questions and classroom protocols. This researcher provides faculty, staff, and administrators with Title IX professional development opportunities and legislative updates. Through these efforts, students receive intimate partner violence assistance, guidance, and resources that ensure a safe learning environment. In order to eradicate this physical, emotional, and mental health epidemic, it is imperative that higher education internal stakeholders collaborate with K-12 partners, domestic violence service providers and advocates, and law enforcement agencies.

Following this introduction chapter, the dissertation is organized in the following chapters:

- Chapter Two: Review of Literature and research related to intimate partner violence
- Chapter Three: Creating the Product
- Chapter Four: The Texas Gulf Coast Region Title IX Task Force Committee
- Chapter Five: Implications for the Future, Limitations, Conclusion.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

With growing concern for relationship and personal safety on college and university campuses, establishing a regional Title IX Task Force is vital to promoting a safe learning environment. These collaborative efforts can improve retention, student success, and graduation rates by ensuring that there is common language and coordinated effort across the region among its member institutions. This study and the literature reviewed supports a coordinated community higher education access model; it brings advocates, higher education practitioners and students, to the table for meaningful dialogue with the intent of creating safe and unified campus communities in the Texas Gulf Coast Region. In 2019, “40.1% of Texas women and 34.9% of Texas men experience physical violence, intimate partner rape and/or intimate partner stalking in their lifetime (National Coalition Against Domestic Violence, n.d.).

INTIMATE PARTNER VIOLENCE

The Centers for Disease Control and Prevention describes “intimate partner violence as abuse or aggression that occurs in a close relationship by a current or former partner or spouse, and ranges from one episode to chronic and severe episodes over multiple years” (Centers for Disease and Control Prevention, 2015, para.1). The World Health Organization (2021) suggests “27% of women ages 15-49 are victims of physical and/or sexual violence by their intimate partner” (World Health Organization, 2021, para. 3). More alarming, “one in three women and one in four men in the United States have experienced some form of physical violence by an intimate partner” (National Coalition Against Domestic Violence, 2019). Clark (2013) defines

intimate partner violence as violence between individuals in a romantic or close relationship. It encompasses marital status, cohabitation, sexuality and is not limited to a specific age, range, or gender.

Schrag, Edmond, and Nordberg (2019) contend, “higher education is an important pathway to safety for survivors of intimate partner violence” (para.1). While advanced education provides access to increased economic security for students, abusive relationships may hamper their ability to maintain a consistent school, work, and life schedule. College and university students are more likely to experience domestic and dating violence incidents that endanger their anticipated success and completion. Abusers or those seeking to maintain power and control over victims interrupt the educational process by sabotaging the person’s academic and workplace accomplishments. When students are void of positive role models or family protections whether residing on campus or commuting, they are vulnerable to unhealthy relationships or encounters: “Community college students make up 45% of American undergraduates, but little is known about their experiences of intimate partner violence, or the accompanying service use and needs” (Schrag & Edmond, 2018, p. 393). According to the National Coalition Against Domestic Violence, “75% of Texans, 16-24 years old, have either encountered dating violence or knows someone who has witnessed it” (National Coalition Against Domestic Violence, n.d., para. 2). This demographic comprises dual credit, community college, and collegiate student populations.

Unfortunately, there are no unified or standardized processes for higher education institutions to follow when assisting student intimate partner violence victims. These college survivors find themselves juggling menial jobs, parenting, and their educational responsibilities, while attempting to mask their abusive scars. As Schrag and Edmond (2018), suggest, “community college students would benefit from different services than survivors in other

educational settings” (p. 393). Because some students are left to navigate this cumbersome and confusing process alone, they stop attending school and delay or never return to complete their degree plan.

Faculty, both community college and university, are uniquely positioned to intervene and slow the tsunami of intimate partner violence in today’s communities: “61% of student survivors report reaching out to faculty to deal with challenging situations” (Schrag and Edmond, 2018). Murphy and Van Brunt (2016) suggest providing strategies and best practices for higher education internal stakeholders that will guarantee a safe and productive learning environment. Identifying, training, and equipping employees such as student life coordinators, counselors, advisers, faculty, campus security, and deans are the hallmark of campus interventions. A safe and nurturing learning community fosters student confidence, matriculation, personal, and institutional success.

In Texas, Senate Bill 212 requires higher education employees to report domestic violence incidents to the Title IX compliance officer, or risk termination. House Bill 1735 mandates colleges and universities to provide domestic violence, sexual assault, dating violence, and stalking professional development to employees. All faculty, staff, administrators, and students receive annual Title IX training that ensures all internal stakeholders receive current information and updates. Kaukinen (2014) states, “college campuses need to collaborate with researchers to be sure they develop interventions that draw on the most recent scientific research and evidence in building on the protective factors for dating violence” (n.p). These institutional interventions are important because they refute assumptions and falsehoods that blame victims for their situations.

Holtfreter and Boyd (2006) stress that scholars have long recognized that women have disproportionately been the victims of intimate partner violence. According to the Centers for Disease Control and Prevention (2020), one in four women and one in seven men experience physical, emotional, and financial violence. This figure translates to forty-three million women and thirty-eight million men experiencing psychological aggression in their lifetime. Voth Schrag and Edmond (2018b) report 61% of intimate partner violence victims and survivors contact faculty when facing a challenge or crisis. Students connect with professors, advisers, and counselors. For this reason, it is imperative that colleges and universities partner with community agencies, law enforcement, health care professions, and the clergy to address the issue. Working together, victims, survivors, and advocates can create protocols that lend new lifestyle skills and success.

ABUSE

According to the World Health Organization (2021), “the United Nations defines violence against women as any form of physical, sexual, or mental harm and suffering to women, including threats of coercion, arbitrary deprivation of liberty, whether occurring in public or in private life” (para. 2). Statically speaking, women and young adult females are more likely to witness or experience violence than their male counterparts: “Worldwide, almost one third (30%) of women who have been in a relationship report that they have experienced some form of physical and/or sexual violence by their intimate partner in their lifetime; globally, as many as 38% of murders of women are committed by a male intimate partner” (para. 1).

Gender inequality, abuse, and male privilege are the root causes of violence against girls and women: “Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year. This figure translated to “one in ten high school students has

been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend” (Aid to Victims of Domestic Abuse, n.d., para. 7).

Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence. The risk factors for intimate partner violence are a history of violence, unhealthy relationship habits, low self-esteem, financial hardships, and the inability or fear to communicate with others, especially men. Any combination of these traits guarantee women will develop mental and physical health problems such as depression, gynecological problems, sleep and eating disorders, drug abuse, gastrointestinal problems, loss wages, unemployment, bruises, broken bones, high blood pressure, heart disease, suicide, or death (World Health Organization, 2021).

Scott Miller (2010) states, “male privilege is the notion that men believe they get to dominate and control women; men will use physical violence if necessary, to get women to submit to them” (TheDuluthModel, 2016). This ideology goes to the core of the abuser’s intent and identity. In other words, he fights to sustain power and control at all costs. The American education system is founded on wealth, race, and gender which implies gender-based violence on campuses does not hold abusers accountable because of their sphere of influence. Carlton (2020) states, “higher education began as a privileged institution, designed to advance a certain kind of student and exclude others; although generations have fought to broaden access to colleges and universities, privilege continues to shape higher education in the 21st century” (para. 2). Manne (2017) states, “the person who occupies the victim position is in the moral spotlight, as the designated recipient of moral attention, for the duration of the narrative” (n.p.).

According to Kris Macomber (2015), “we are on the brink of a major culture shift as men’s involvement in gender-justice work proliferates across the globe” (para. 9). The new

strategy is recruiting and encouraging men to join the violence against women movement. This shift attempts to bring anti-violence prevention education and messaging to a wider audience which is a goal of this coordinated higher education response model.

Unfortunately, many social, cultural, institutional, ethnic, religious practices and norms portray women and girls as weak and needing guidance and protection because they lack the skills and intellect to make (Domestic Abuse Intervention Programs, 2021). This mindset asserts females are inferior, gullible, and lacking in the proper decision-making skills to decide who they should spend time with, date, and marry. Along this train of thought is the belief that men are superior and have ultimate authority over all women and girls, including family members, friends, associates, and strangers.

These diminished, antiquated gender perspectives support Ellen Pence's Power and Control Wheel, which defines the dynamics of intimate partner violence, dating abuse, and domestic violence. The wheel is developed from women's personal interactions with abuse. It has outer and inner markers that define distinguishable warning signals. The wheel's two outer traits are physical and sexual. The inner wheeler traits are intimidation, emotional abuse, isolation, coercion and threats, economic abuse, male privilege, using children, and minimizing, denying, and blaming.

The Duluth Model, developed in 1983 at the Domestic Abuse Intervention Project (DAIP), is an innovative umbrella coordination system that shifts the way intimate partner violence is addressed. It allows flexibility and creativity when selecting processes and procedures; the purpose is to hold batterers accountable and keep victims, survivors, and families safe: "Communities adopt a common set of policies and procedures directed at providing a uniform response to assailants in domestic violence cases" (Pence, 1983, para. 1). Because there

are no standard guidelines or best practices for professionals and advocates to follow who service IPV victims and survivors, the Duluth Model permits fluidity and innovation and places the focus on assisting victims (Pence, 1983, para. 1).

Pence and her colleagues remind advocates of two important points. First, toxic relationships are uniquely dangerous, and law enforcement and criminal justice systems treat the couple differently than other victims. Second, there is no right or wrong way for criminal justice systems, law enforcement personnel, or departments to address or respond to domestic violence. The DAIP practitioners discover batterers use a “specific pattern of actions that intentionally control and dominate their partners which involves systematic threats, intimidation, and coercion to instill fear” (Domestic Abuse Intervention Programs, 2021). Gondolf (2010) noted: “Understanding the Power and Control Wheel aids faculty, counselors, Title IX employees and administrators create safety nets and safe spaces for students experiencing these traumatic events” (para. 3). It uncovers the secrecy behind the veil of shame and fear. The Power and Control Wheel broadens most people’s grasp of abuse and helps to identify the intents of abuse that are often hidden in a psychological explanation of calculated behaviors and decisions (Gondolf, para. 3). According to Pence and Shepard (1999), the eight components to creating a successful community intervention project are:

1. creating a philosophical approach that makes victim safety central
2. developing policies and protocols for intervention agencies, based on best practices
3. enhancing networking among service providers
4. building monitoring and tracking into the system
5. ensuring a supportive community infrastructure for battered women
6. providing sanctions and rehabilitative opportunities for offenders
7. undoing the harm that violence to women does to children

8. evaluating the coordinated community response from the standpoint of victim safety.

Ultimately, DAIP and its Power and Control Wheel provides law enforcement a roadmap to deconstruct the crime (Wynn, 2010). It unlocks the abuser's mindset and sheds light into his psyche. Pence's greatest gift to past, present, and future victims is connecting the dots of actions, intent, and personal responsibility. According to Miller (2010), "Words have intent, your tone has intent, how you move through a room has intent...if we slow the process enough, we can get the men to think about their intent behind almost every body movement" (p. 1016).

Most community college students fall into two categories, traditional and nontraditional. Traditional students are recent high school graduates or those under twenty-five, are enrolled full time, are single, and live with parents or family members. Nontraditional students include individuals who have returned to complete their studies, are married, are single parents, are employed, and are financially independent. Both groups report interpersonal violence assaults; however, the latter has a higher percentage rate of abusive relationships. Min (2018) notes: "This is important data because nontraditional students must code switch and adjust in order to succeed" (para. 16). Students who live in abusive environments have a higher risk of failing in school because of the physical and mental health stressors, abuse, and consequences they endure as a result of these encounters.

POST-TRAUMATIC STRESS DISORDER AND TRAUMA INFORMED CARE

Community college students tend to represent a variety of underserved communities. Voth Schrag and Edmond (2018b) suggest, "40% of American higher education students attend community colleges" (para. 6). Most are academically under prepared, first generation, minorities, and caregivers for younger siblings, aging family members, or parents with school aged children. When these students are intimate partner violence victims, they face compounded

mental health challenges that jeopardize their academic success. These interruptions present as anxiety, depression, substance abuse, sexual problems, or suicide. Any one of these challenges cause late class assignments and missed exams; two will certainly lead to a “stop-out” semester.

Women who experience volatile and abusive relationships suffer irreparable damage to their physical and mental health. According to Tull’s (2021) research, “Post-traumatic stress disorder occurs after a traumatic event and interferes with a person’s ability to function” (para. 1). Five areas — manipulation, dissociation, anger, intimacy, and compliance — negatively impact the battered woman’s coping skills. Without proper mental health or psychological treatment, a victim easily slips into a dark place and is not able to function. Depression, eating disorders, alcohol and drug abuse, suicide, or death are a few of the side effects.

Kranick’s (2014) research found that “Understanding post-traumatic stress disorder and domestic violence on American students is an important step in improving retention and supporting student success” (p. 53). Chiung-Tao Shen (2014) echoed the same sentiments, stressing, “when students experience intimate partner violence (physical, psychological, and sexual violence) associated with PTSD, their academic success is in danger regardless of their age” (p. 2). In fact, over the past decade, sexual and intimate partner violence, stalking, and sexual harassment has increased exponentially on college and university campuses: “Nearly 43% of dating college women experience violence and abusive behaviors while 16% of college women has been sexually abused in a dating relationship” (Aid to Victims of Domestic Abuse, n.d., para. 7). Graham, Mennicke, Rizo, Wood, and Mengo (2019) suggest colleges and universities must establish professional development opportunities that promote sensitivity, understanding, and “responsible employees” on the campus: “Under Title IX guidance, colleges

and universities must have designated personnel” who investigate and advocate for students (p. 192).

Mengo and Black (2015) stress the importance of establish an intervention program for domestic violence and sexual assault. Services and protocols must be implemented; otherwise, students face challenges like attending class regularly and submitting assignments on or before the deadline. A higher education intimate partner violence intervention plan increases safety on campus and ensures retention and graduation rates increase:

Universities seeking ways to increase retention would be well served to increase their violence prevention programs and intervention services for students who have been victimized by sexual and physical/verbal violence. University officials with physical and sexual knowledge and experience need to work closely with faculty and staff to address the needs of students. Policies, protocols, and interventions should also be designed to meet individual needs of the students. However, most importantly, universities need to engage in prevention programming. Prevention programming needs to be ongoing, not limited to first-year orientations. Universities need to create norms that make it clear that physical and sexual violence will be not tolerated. Only when universities truly begin to address the physical and sexual violence occurring will they address one of the key factors influencing student retention. (p. 247)

COORDINATED COMMUNITY RESPONSE TO INTIMATE PARTNER VIOLENCE

The Centers for Disease Control and Prevention suggest intimate partner violence advocates should collaborate and partner with a variety of professions such as victim-centered services, housing programs, first responders, and legal groups. In 2010, the United Nations Women’s group noted: “Coordinated community response programs engage the entire community in efforts to develop a common understanding of violence against women and to change social norms and attitudes that contribute to violence against women” (para. 1). In 2014, Shorey, Tirone, and Stuart’s research stressed that “Educational interventions provided by coordinated community response programs can be twofold: preventative and raise awareness” (p. 367). Their work emphasized the role that law enforcement, shelter advocates, and healthcare

educators have in joining forces to engage and inform the larger community about the importance of respect and personal boundaries. Media personalities and outlets should publicize intimate partner violence campaigns that combat this global epidemic. Local businesses, corporate sponsors and faith-based leaders should be involved as a show of solidarity and unified concern for our fellow man and woman kind. They also noted: “Victim advocates work to educate elected officials, policy makers, and educational administrators about the scope and impact of domestic violence in society, and especially in the classroom” (p. 367).

College administrators, student service staff, and faculty acknowledge students, especially freshmen and sophomores, are vulnerable to abusive relationships and situations in the campus environment. They face an emotional uphill battle when reporting these incidents. Holtfreter and Boyd (2006) found that “in the university setting, victims of intimate partner violence encounter unforeseen hurdles and numerous agencies (e.g., campus police, local courts, victim advocates) following reporting of victimization” (p. 141). This process of recalling and reciting the experience countless times is traumatic and leads to embarrassment and shame. Victims are forced to relive the event each time they engage another facility or department.

Research by Holtfreter and Boyd in 2006 stressed that “the need for a coordinated community response to intimate partner violence of college students has been emphasized in recent years, yet little research has been conducted” (p. 141). They stressed that this practice of shuffling students to multiple departments or agencies has caused “some colleges and universities work closely with victim assistance programs located within the local community to ensure that victims have advocacy and support” (p. 141).

However, in recent years, because victims, family members, and a multitude of advocates are joining forces to hold batterers and institutions accountable and lobby elected officials, the

winds are changing. Lawmakers are crossing party lines to enact legislation to require mandatory reporting. The United States Department of Education mandates public higher education institutions must report all cases of domestic violence, sexual assault, dating violence, and rape, and submit Title IX annual report. If schools fail to complete this task, institutional funding and federal grants will be revoked and the college or university is penalized.

CONCLUSION

The literature provides scholarly evidence that a regional higher education Title IX committee can improve retention and student success for its member institutions. This coordinated community higher education response model brings advocates and college and university practitioners to a safe space that encourages meaningful dialogue and intentional outcomes. Developing professional training and internship collaborations address the needs of students, institutional employees and the larger campus communities and region. This collaborative group demonstrates the advantage of targeted objectives and “inviting all parties to the table.”

CHAPTER THREE: CREATING THE MODEL

INTRODUCTION

This product dissertation is an alternative to the traditional doctoral document. It addresses a specific challenge and creates a solution grounded in experiences and supported with scholarly research. Both types of dissertations are rooted in research methods that require the identification of an issue, evaluating the challenge, assessing the findings, discussing limitations, and providing future resolution or future research possibilities. The product can be a training program, a feasibility study, or a practitioner's guide. It has the potential to shift the educational landscape and improve the target audience outcome.

RESEARCH QUESTIONS

This product addressed the following Research Questions:

1. What community and educational partnerships and collaborations can assist college students who are intimate partner violence victims?
2. How can a Task Force disseminate information and training to institutional stakeholders and the larger community and service providers?
3. How can a Task Force address professional development for its members?

This product outlines the Texas Gulf Coast Region Title IX Task Force based on the Duluth Coordinated Community Response model. This Task Force's members are higher education Title IX compliance officers, counselors, a faculty liaison, an intimate partner training, and three agency staff members: two social workers who provide emergency transportation to victims and one technology and social media assistant. The group comprises multiple educational institutions — private and public, universities, community colleges — and domestic

violence partners. Because higher education students are at risk for Title IX incidents and violations, the Task Force feels it is imperative to develop strategies that will aid in their success. In other words, the Task Force feels strongly that colleges and universities must collaborate with community partners so students in crisis will have access to shelter and social services, so they can continue the path to academic and career success; otherwise, retention and graduation rates will remain minimal, and the cycle of violence will prevail.

The purpose, then, of this product is twofold. First, it encourages agencies to ensure that college and university victims and survivors of intimate partner violence have the resources they need to be successful while matriculating. These services may include legal assistance, healthcare, childcare, food, shelter, clothing, victims' compensation, and physical and mental health care and counseling. Second, the product provides colleges and universities a collaborative plan of action that guarantees a city, county, or region the tools that support these students and employees who are at risk of revictimization. This guide, however, is not a "stand-alone" product; it is recommended that at least one highly qualified individual with relevant task force or committee experience should be used as a consultant or facilitator.

Currently, the Texas Gulf Coast Region Title IX Task Force meets quarterly to discuss legislative updates that affect the implementation of state mandates, professional development opportunities for Title IX practitioners, higher education, and domestic violence agencies. The committee has four goals:

- Create a space where educators feel supported in their work.
- Provide resources to educators, victim advocates, law enforcement and social service agencies, so all parties can engage and partner to support students and faculty who experience interpersonal violence and gender inequity and biases at their institutions.
- Provide professional development training opportunities to faculty, so they can weave new skills in the day-to-day activities and interactions with students and colleagues

while enforcing Title IX mandates are adhered to on all campuses and facilities across middle school, high school, colleges, and universities.

- Provide networking opportunities and encourage open dialogue that leads to systems resolutions with multiple education partners in higher education and K-12, crisis centers, and community stakeholders. (Harris County Domestic Violence Coordinating Council, 2021b)

This chapter discusses the processes that define the Texas Gulf Coast Region Title IX committee and makes it unique to other groups that use the Duluth model or framework.

CONTRIBUTING KNOWLEDGE AND EXPERIENCE

As a former intimate partner violence shelter intake volunteer, board member and president of an agency that embraces community collaborations and partnerships, and Title IX faculty liaison, this researcher draws on these experiences, knowledge, and interactions to fuel the guide. Volunteering as a shelter intake specialist helped the researcher understand the impact physical abuse has on the family unit. According to the Centers for Disease and Control Prevention (2017), “one in four women and one in seven men report having experienced severe physical violence from an intimate partner in their lifetime.” The National Coalition Against Domestic Violence states, “on a typical day, domestic violence hotlines nationwide receive over 20,000 calls; many of those calls encourage victims and their children to seek shelter and safety in a shelter (National Coalition Against Domestic Violence, n.d.).

In fact, “15.5 million American children live in families in which domestic violence occurred in the previous year” (Domesticshelters.org, 2014). Abused students are less likely to complete reading and writing assignments, exams, quizzes, or be able to focus on lectures and class projects because they are understandably more concerned with their safety and living arrangements. If the student is a parent or caregiver, the concerns are magnified because the victim must consider the wellbeing of family members.

As a board member and officer for a state recognized domestic violence agency, the researcher has witnessed firsthand the value of a coordinated community response model that connects service providers, such as shelters, healthcare groups, legal aid, law enforcement, social services, and colleges and universities. Victims and their families can receive assistance and guidance more easily through the maze of city and county government agencies. The organizations meet monthly to discuss local events, legislative updates, grant and funding opportunities, crisis management protocols, and during election cycles, candidates are invited to present their domestic violence platforms to the membership,

The researcher, an historian by profession, gains valuable knowledge through personal interviews of experts while collaborating on a metropolitan domestic violence history videography identifying the individuals who create this networking group that focuses on increasing victims' safety, holding batterers accountable, and working to prevent future acts of violence in this geographical area.

From the board president's role, the researcher participates in intimate partner violence press conferences, attend city council meetings, and serves as presiding officer of the monthly intimate partner violence community meetings. It is during this time that the researcher learns the value of "bringing a variety of stakeholders to the table" as a form of resolution.

As a Title IX faculty liaison, the researcher works directly with an institution's Office of Institutional Equity as a resource to the college community. This Office sponsors training for their staff, including the Association of Title IX Administrators (ATIXA) Coordinator One training that introduces participants to topics such as foundational law, case law, regulations, and regulatory guidance processes. This training session prepares the researcher to advise all college employees — especially faculty and students — and conduct Title IX investigations.

Recently, the researcher completed the Institute for Diversity Certification course: “The purpose of this training is to empower practitioners to assemble the foundational components of a successful Diversity and Inclusion effort by creating a strategic plan and developing standard operating procedures” (Lee, Bargains, Dennie, & Rogers, 2018, p. 3). This three-day professional development training addresses both United States and international diversity, inclusion, and equity laws; policies; and procedures. Title IX laws are reviewed as part of Equal Employment Opportunity (EEO) Laws in the United States and Abroad, and the U.S. Department of Education’s Office of Civil Rights enforcement of Title IX.

It is imperative that colleges and universities provide intimate partner violence victims and survivors with the resources needed so they can learn in and live in safe spaces while successfully matriculating.

The Center for Disease Control and Prevention (CDC) contends “one in four women and one in ten men experience a form of intimate partner violence. These statistics represent forty-three million women and about thirty-eight million men who witness these aggression behaviors in their lifetime” (Centers for Disease Control and Prevention, 2017). Intimate partner violence is a serious societal problem in the United States, and higher education must join the legislatures in responding: “State legislatures are at the forefront of defining and penalizing domestic violence and abuse” (National Conference of State Legislatures, 2019, para. 1). In Texas, family violence is “an act by a member of a family or household against another member of the family or household that is intended to result in physical harm, bodily injury, assault, or sexual assault, or that is a threat that reasonably places the member in fear of imminent physical harm, bodily injury, assault, or sexual assault, but does not include defensive measures to protect oneself” (Texas Department of Public Safety, 2019, p. 55).

CREATING THE MODEL

Following extensive participation on the originating Task Force, the researcher developed the CCHER Model and presents it here as a training guide, using a presentation format. The CCHER Model's primary pillars, presented here, are higher education institutions that partner with multiple community stakeholders to support student and employee victims and hold abusers accountable. This presentation training guide can be adjusted according to the audience. For example, law enforcement communities may need more emphasis on the safety components of the CCHER Model, while social service communities may need more emphasis on the victim support components. Regardless, the guide is applicable to all community partners because they share information and must be aware of what each community organization and department contributes holistically.

This presentation has been piloted as training designed for higher education domestic violence service providers at professional development webinars and conferences. It has been used to demonstrate how this collaborative model supports students, employees, and their immediate family members as they pursue a degree and/or workforce credential. The CCHER model reinforces the theory that

- colleges and universities must connect with neighboring institutions, K-12 partners, and external stakeholders to establish Title IX safety policies, procedures, and practices that demonstrate physical and sexual abuse will not be tolerated on and off campus.
- by partnering with community and regional domestic violence and sexual assault agencies and auxiliary organizations, victims are given a clearer path to navigate services on campus and in the larger community.
- collaborative work yields positive retention and graduation rates and a compassionate workplace.

The impact of intimate partner violence is great and far-reaching: Chung-Tao Shen (2014) suggests intimate partner violence student victims may experience PTSD, which could

impact their educational journey. Mengo and Black (2015) assert institutions must have responsible and knowledgeable employees to ensure safety and student retention. Creating professional development opportunities and intervention programs are vital components for a successful higher education Title IX program.

According to Voth Schrag and Edmond (2018a), “61% of intimate partner violence victims contact faculty when facing a challenge” (p. 708). Students connect with professors who need to be well trained on non-verbal clues and actions. Faculty members who detect unexplained student changes, such as class absences and missed assignments, need to be aware that these actions may be potential red flags or warning signs. And, if a Texas college student discloses abuse to professors and advisers, the employee must report it by contacting the Title IX officer. SB 212 mandates that Texas colleges and universities report incidents of domestic violence, intimate partner violence, sexual assault, harassment, and stalking, and HB 1735 requires higher education institutions provide comprehensive prevention and outreach programs.

The Texas Gulf Coast Title IX Task Force aids its members with establishing intimate partner violence training best practices. Holtfreter and Boyd (2006) suggest the best way to promote student retention and success is removing barriers and working across institutional and regional departments and silos (para. 4). This CCHER presentation model demonstrates how five community colleges and five universities, both public and private, partnered with regional domestic violence and sexual assault agencies and auxiliary organizations to ensure safe learning and workplace environments.

CONCLUSION

The CCHER Model provides a regional higher education collaborative plan that supports victims with a safe learning and workplace environment, prevention approaches, and

intervention professional development programs. This presentation training guide provides the template for domestic violence advocates and higher education personnel such as Title IX compliance officers, faculty, and counselors to present, discuss, and assist in the creation — or reconfiguring — of similar collaborative groups.

CHAPTER FOUR: THE CCHER MODEL

INTRODUCTION

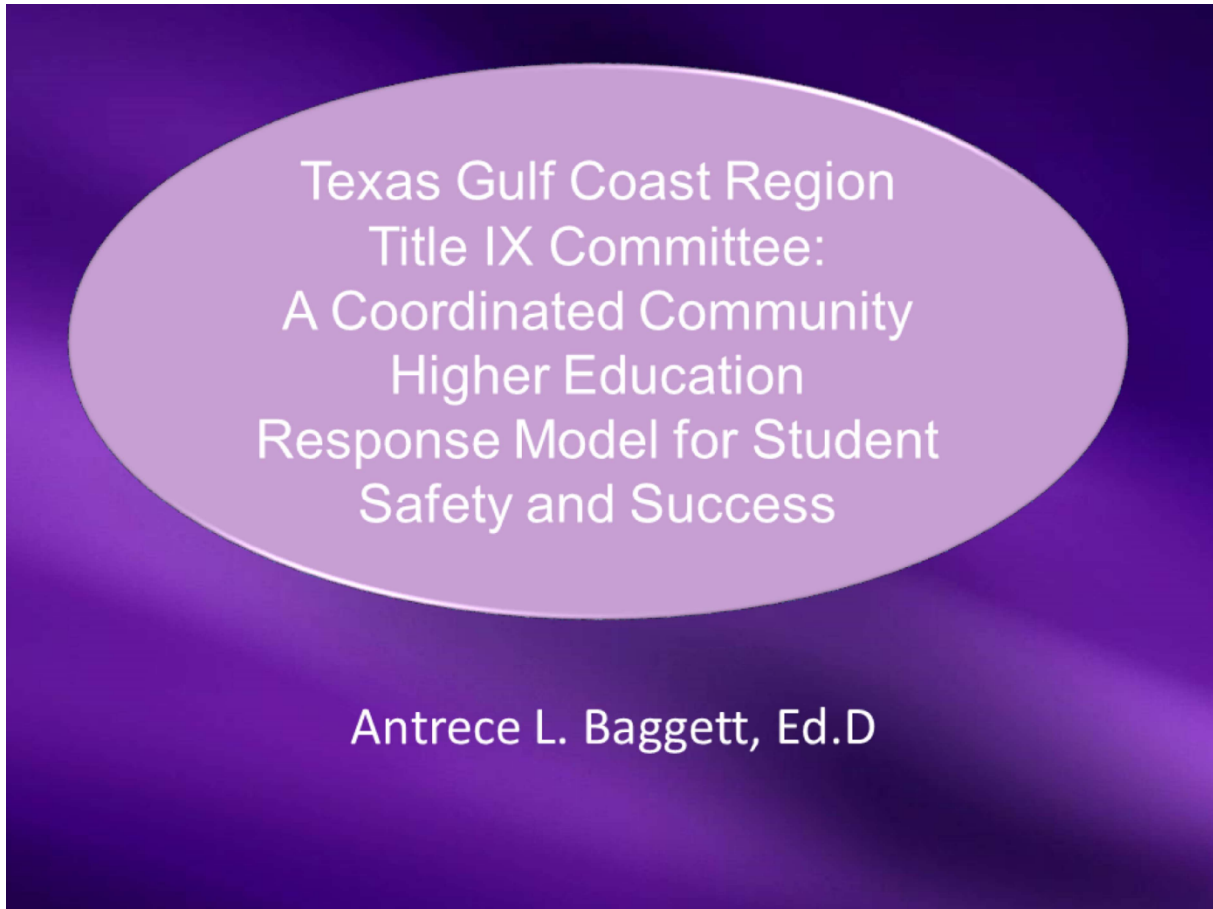
The Coordinated Community Higher Education Model ensures that victims of domestic violence, intimate partner violence, sexual assault, harassment, dating violence and stalking have a safe learning space and workplace environment by defining strategies and best practices that colleges and universities can use while connecting with local K-12 partners and external stakeholders to remove barriers that interfere with victims' ability to pursue their education and successfully matriculate in their degree or certificate programs. These community agencies and regional organizations support students and employees with resources addressing domestic violence, intimate partner violence, sexual assault, dating violence and stalking. These services ensure students will successfully navigate the maze of social and healthcare assistance, legal processes, and other unforeseen service challenges that victims face when attempting to leave toxic relationships or holding abusers accountable for their actions.

THE MODEL

The following pages include the CCHER Model in a presentation training format, followed by a blueprint to guide stakeholders to create a new or restructure an existing community task force. The model was built to address the following Research Questions:

1. What community and educational partnerships and collaborations can assist college students who are intimate partner violence victims?
2. How can a Task Force disseminate information and training to institutional stakeholders and the larger community and service providers?
3. How can a Task Force address professional development for its members?

1: Part I, Introduction to the Texas Gulf Coast Region Title IX Task Force



One in four women and one in seven men witness a domestic violent incident or relationship in their lifetime. In 2017, Harris County Texas had 93 murders: 14 were the result of intimate partner violence. The murders took 11 family members and 2 children. These figures equal 21% of all murders in the county.

In 2018, the same county had 86 murders: 17 the result of intimate partner violence, taking 10 family members and 3 children. And equaling 35% of all murders in the county.

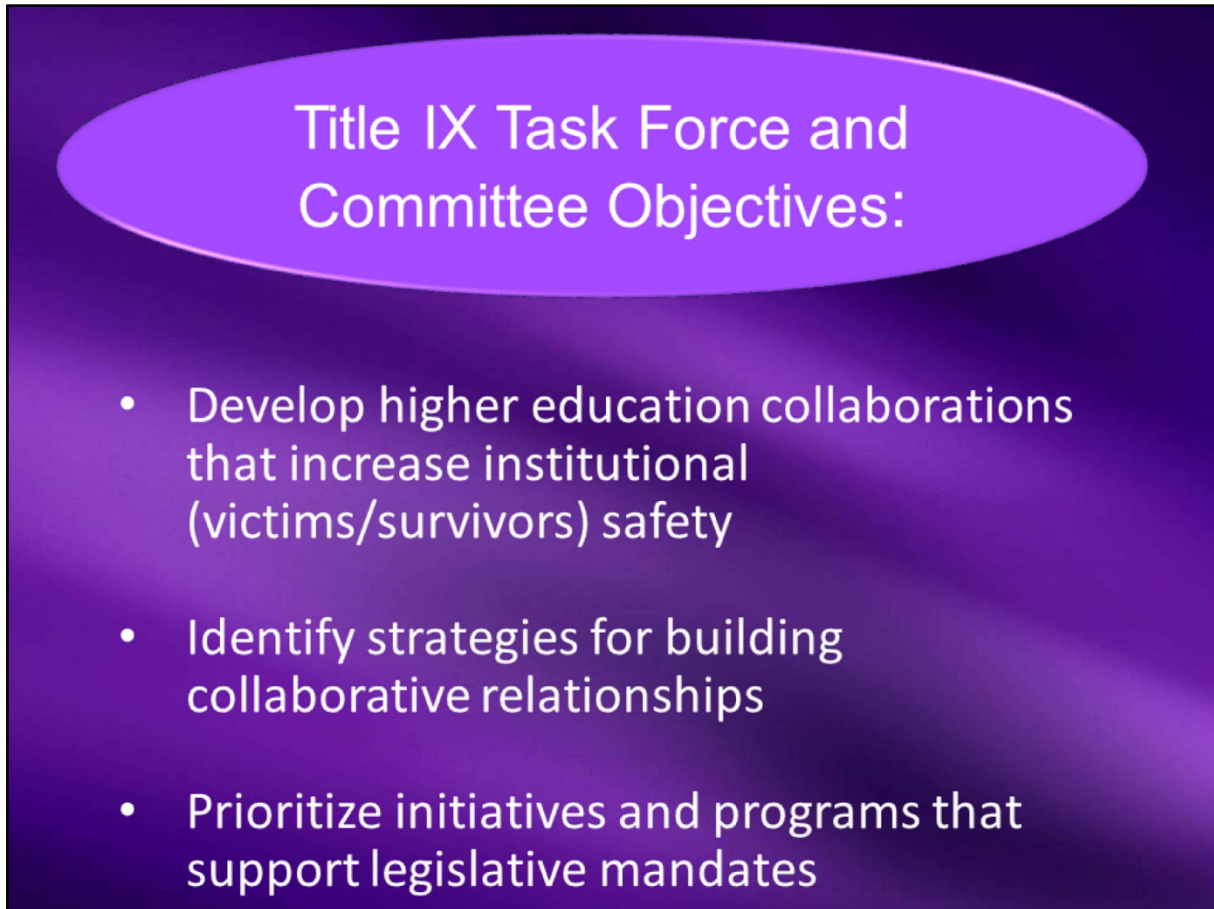
In 2019, there were 97 murders: 10 the result of intimate partner violence, taking 7 family members and 3 children. Equaling 16% of all murders in the county.

In 2020, the county had 10 intimate partner violence deaths, taking 7 family members and 6 children. Equaling 27% of the county's murders (Harris County Sheriff's Office).

The Texas Gulf Coast Region Title IX Committee: A Coordinated Community Higher Education Response Model for Student Safety and Success, is a collaborative model that supports multiple higher education institutions. This presentation is rooted in scholarly research and dedicated to assisting students in unhealthy dating or marital relationships while attempting to succeed in college. These students need a safe learning environment as they navigate higher education and address the challenges connected to these traumatic experiences.

This committee began as a community college task force. The members included faculty, staff, counselors, police officers, a Title IX investigator, a domestic violence agency executive director, and a student who is a domestic violence survivor. Once the task force concluded its original charge, it decided to expand its reach and, thus, began to collaborate with area higher education Title IX officers. The group now meets quarterly to continue its coordinated efforts.

2: Task Force and Committee Objectives



Title IX Task Force and
Committee Objectives:

- Develop higher education collaborations that increase institutional (victims/survivors) safety
- Identify strategies for building collaborative relationships
- Prioritize initiatives and programs that support legislative mandates

The initial Task Force and current committee have the same 3 objectives: (1) develop higher education collaborations that increase institutional safety, (2) Identify strategies for building collaborative relationships, and (3) Prioritize initiatives and programs to support legislative mandates.

The Texas Gulf Coast region has the fourth largest city in the country, so it's logical it would have a conglomerate of higher education institutions — research universities, urban and small-town community colleges, and an HBCU- Historically Black College and University.

Within this committee/Task Force, the strategies and best practices that each institution uses to address Title IX issues are discussed and presented to the group for consideration. Having

a collaborative body helps students and institutional faculty and staff, especially Title IX compliance officers.

The initiatives developed by this group, including professional development training and programs, support state and federal legislative mandates such as the Education Amendment of 1972 and Texas Senate Bill 212 and House Bill 1735.

Because all committee members recognize the value and importance of higher education to these students' futures, each with various degree and workforce certificate plans, they also all feel that it is imperative that any student facing a domestic violent situation must have protection and support. These accommodations guarantee a student victim has a safe learning environment as they continue to matriculate and ultimately graduate.

3: Introduction to Title IX


What is Title IX

- Title IX is a federal law enacted in 1972. It states, “no person based on sex shall be “excluded from participation in, be denied, the benefits of, or be subjected to discrimination under any education program or study receiving Federal financial assistance”.

<https://www.justice.gov/crt/title-ix-education-amendments-1972>

The Education Amendment of 1972 addresses gender equality in higher education. Initially Title IX focuses on equity in sports with our student athletes. If an institution refuses to comply with these regulations, it places all federal funding in jeopardy. These funds include all federal grants, loans, and scholarships that can potentially be taken away from that institution. In 2021, Title IX encompasses domestic violence, sexual assault, dating violence, family violence, and stalking.

4: Texas Senate Bill 212

An infographic with a dark purple background. At the top, the text "Texas Senate Bill 212" is centered within a light purple oval. Below this, two paragraphs of white text describe the bill's requirements and consequences. At the bottom, a teal rounded rectangle contains a URL.

**Texas Senate Bill
212**

SB 212 is a Texas state law enacted January 1, 2020. It requires mandatory reporting obligations for employees relating to sexual assault, dating violence, stalking, and intimate partner violence.

Employees must **promptly** report these alleged incidents committed by or against a student or employee to the Title IX Coordinator. Failure can lead to administrative penalties, termination, and criminal sanctions. The institution can be fined up to \$2,000,000.

<https://capitol.texas.gov/tlodocs/86R/billtext/html/SB00212I.htm>

Senate Bill 212 is a non-partisan bill that requires ALL higher education personnel to promptly report domestic violence, intimate partner violence, sexual assault, sexual harassment, dating violence, and stalking cases or incidents (faculty, staff, administration, housekeeping, etc.).

Texas Senator Joan Huffman (R) was the primary sponsor. Other senators included on the bill's development were Carol Alvarado (D), Royce West (D), and Judith Zaffirini (D). The State Representatives were Geanie Morrison (R), Angie Button (R), and Victoria Neave (D). Because Texas is such a politically polarized state, this bill demonstrates that Democrats and Republicans can collaborate for the benefit of their constituents and the state of Texas.

House Bill 1735 is a second piece of legislation that impacts Texas higher education institutions and employees. It mandates Texas colleges and universities to include professional development trainings that specifically address Title IX, including domestic violence, sexual assault, sexual harassment, and dating violence prevention, and intervention. These two pieces of legislation guarantee intervention and support for students who are victims or survivors of intimate partner violence.

5: Coordinating Efforts



Coordination connects the member institutions in the Gulf Coast region. It yields best practices and safe student learning environments. Coordination requires inviting the right voices to the table, understanding that others may share your set of objectives, and ultimately working together in such a manner that will move the group and initiatives forward.

Coordination is extremely important with domestic violence and sexual assault and harassment work. Successful deliberations bring positive change. The CCHER committee is a part of the Harris County Domestic Violence Coordinating Council. HCDVCC has 4 law enforcement agencies, medical and social services departments, 15 large medical and small DV agencies, and 10 CCHER committee members. Our CCHER committee has two dedicated

emergency transportation drivers who are charged with providing emergency transportation to shelters for students in DV crisis.

On a college or university campus, department coordination represents the following student service areas: counseling, advisors, financial aid, faculty, Title IX compliance office, campus police, residential housing, and medical center.

Effective coordination brings all of our individual strengths together toward one common goal.

6: Successful Collaboration



Successful coordination means...

Using the **Strengths** of the group: allowing members to use their expertise and listening to suggestions and recommendations from everyone.

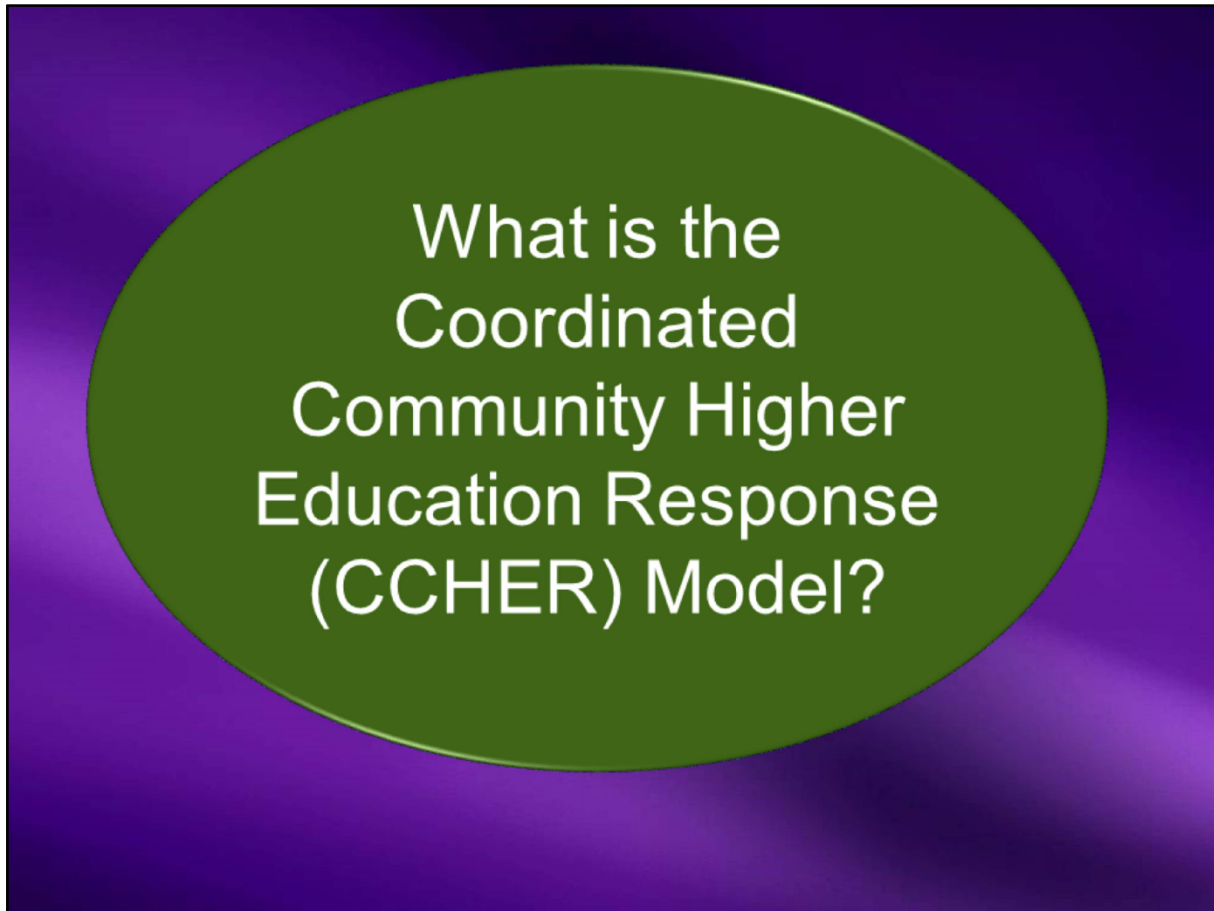
Having **Patience**: The members are dedicated to long term goals and objectives and understand that it will take years to change the institutional cultures and practices.

Finding **Common Ground**: All CCHER committee members are working to create safe learning and workplace environments. We are building a community and region that is safe from domestic violence, sexual assault, or any type of trauma.

Developing a **Shared Understanding of Roles**: Being respectful of each member's institutional role and the institution's student population is essential. CCHER members represent community colleges and four-year universities, each serving different student populations, yet each one is respectful of their role and demographics.

Having a **Shared Vision**: Everyone on CCHER committee believes that we can, and will be able to rid the region of domestic violence in higher education.

7: The CCHER Model



The Coordinated Community Higher Education Response (CCHER) model comprises 10 higher education institutions, domestic violence and sexual assault and harassment experts and their agencies, and health care advocates and organizations. It includes child protective services, mental health advocates, and 4 law enforcement agencies.

The CCHER model joins Gulf Coast region colleges and universities to law enforcement agencies, DV providers, healthcare and mental health advocates, and others.

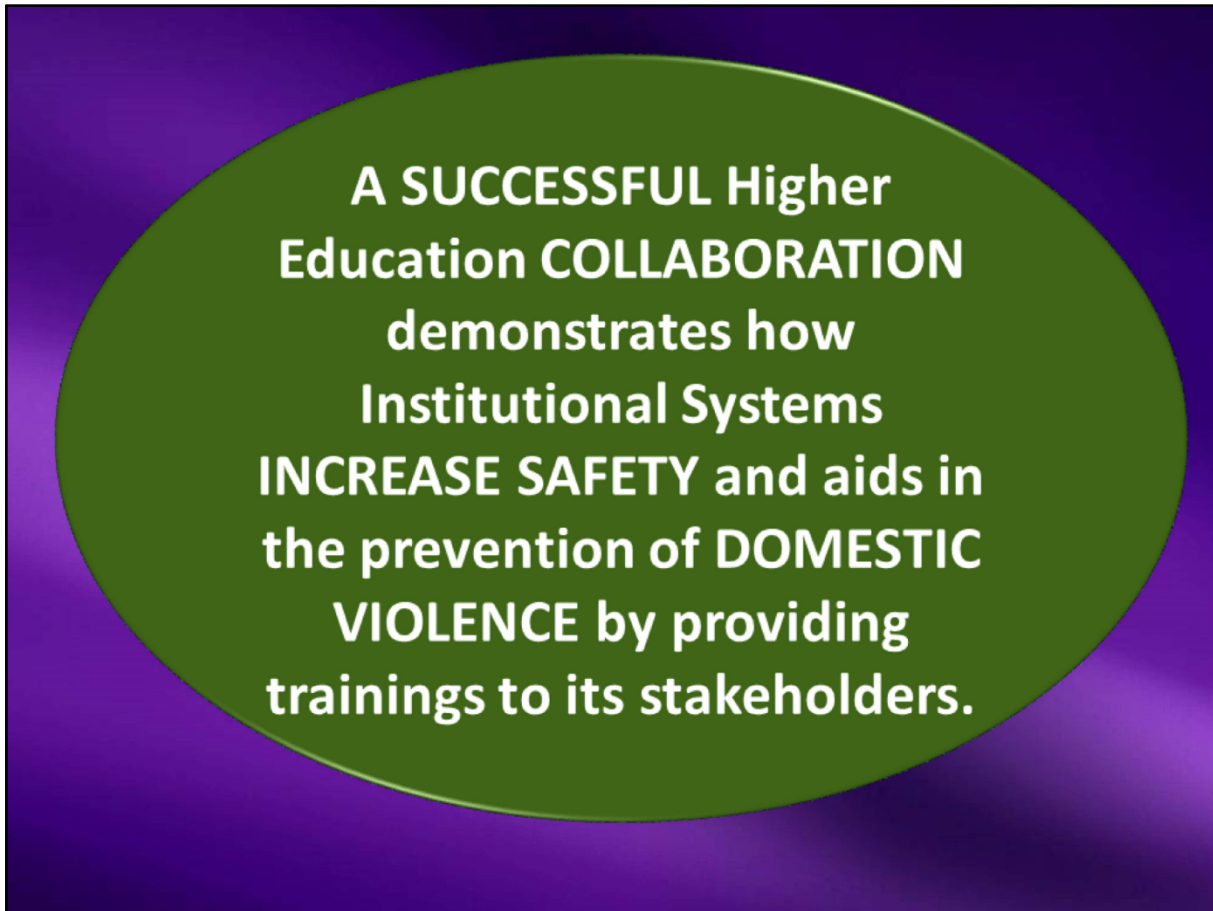
This format is a modification of Ellen Pence's 1982 Duluth model that incorporates multiple agencies and departments together with the purpose of striving to end domestic violence.

The Texas Title IX committee is unique because it is a collaboration between 11 institutions of higher learning: 6 community colleges and 5 universities. The committee chair is a domestic violence educator who can connect each institution to regional agencies that a student needs for assistance. The committee hosts quarterly physical and virtual meetings. Each committee member embraces the Title IX group's vision.

CCHER hosts annual professional development training and webinars (physical and virtual) that include state and federal experts and focuses on Title IX updates and changes. This model demonstrates that institutional systems can increase safety by establishing a safe space for DV dialogue and opportunities for all community and regional stakeholders. In other words, we bring in all of these advocates and professionals that help preventing domestic violence, sexual assault, harassment and stalking for all stakeholders, whether they are within a higher education or in the larger community.

The CCHER model is centralized, it focuses on institutional accountability, and effectively creates prevention safety strategies that work.

8: The Mission of CCHER

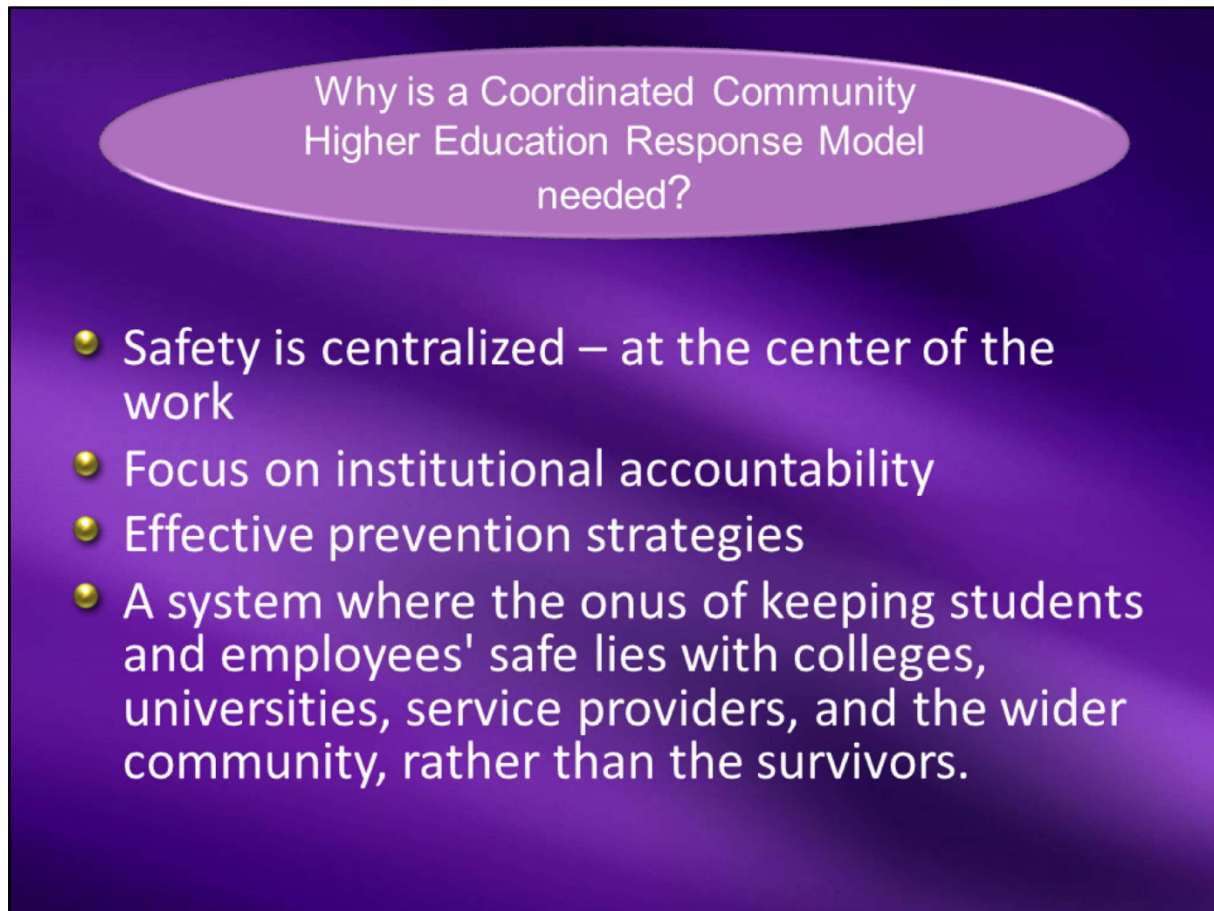


The Texas Title IX committee is a collaborative higher education system that strives to ensure accountability of keeping students and employees safe at school and in the larger community. The Harris County Domestic Violence Coordinating Council (HCDVCC), the agency that houses the Title IX committee, trains law enforcement, medical and healthcare professionals, educators, and the general public on domestic violence, sexual assault, dating, and family violence. This professional development includes battering and intervention programs.

On a college or university campus, the following departments are critical to student success: institutional safety; diversity, equity and inclusion; advising; counseling; campus police; registrar; financial aid; academic and student service deans; faculty; media and marketing; and

housekeeping and facilities staff, especially locksmiths. If a student faces a physical, emotional, or financial crisis, these are the departments and individuals that must engage and work together.

9: Aims of CCHER



Why is a Coordinated Community Higher Education Response Model needed?

- Safety is centralized – at the center of the work
- Focus on institutional accountability
- Effective prevention strategies
- A system where the onus of keeping students and employees' safe lies with colleges, universities, service providers, and the wider community, rather than the survivors.

The CCHER model is important because it connects area or regional college and university campuses with the larger community. The model is centralized, making the institution and community jointly accountable for the student's safety. The committee establishes strategies, initiatives, and trains stakeholders.

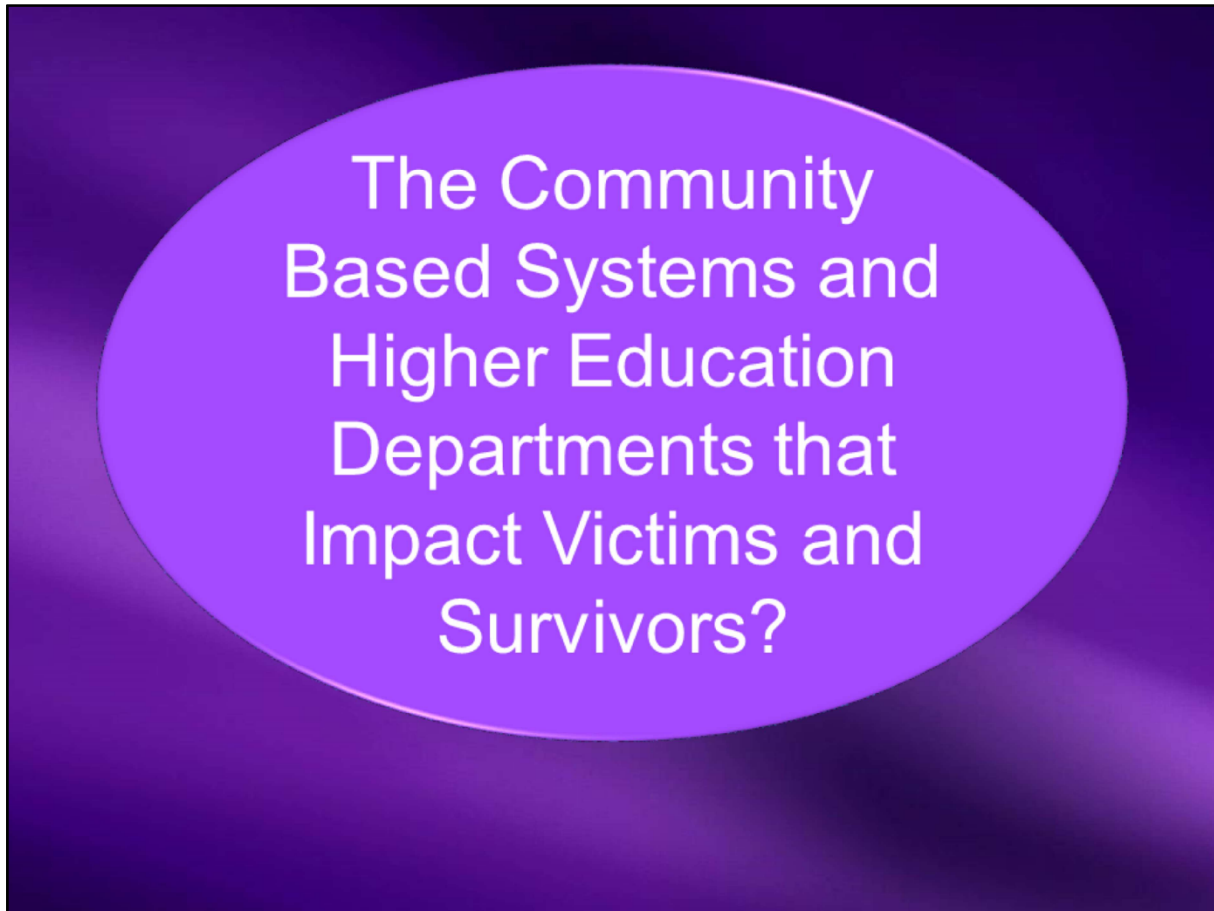
10: Part II, Organize



This section examines how both external and internal domestic violence stakeholders collaborate and organize to create successful strategies and outcomes for students.

This diagram demonstrates strength of collaboration and coordination of multiple agencies and institutions when bannng together against a threat such a domestic violence, sexual assault, sexual harassment, and stalking. As individual organizations, they will not successfully defeat the problem, but as a unified group, they are focused and have access to more resources—including personnel, information, funding, and professional expertise.

11: Area and Regional System Impacting Victims



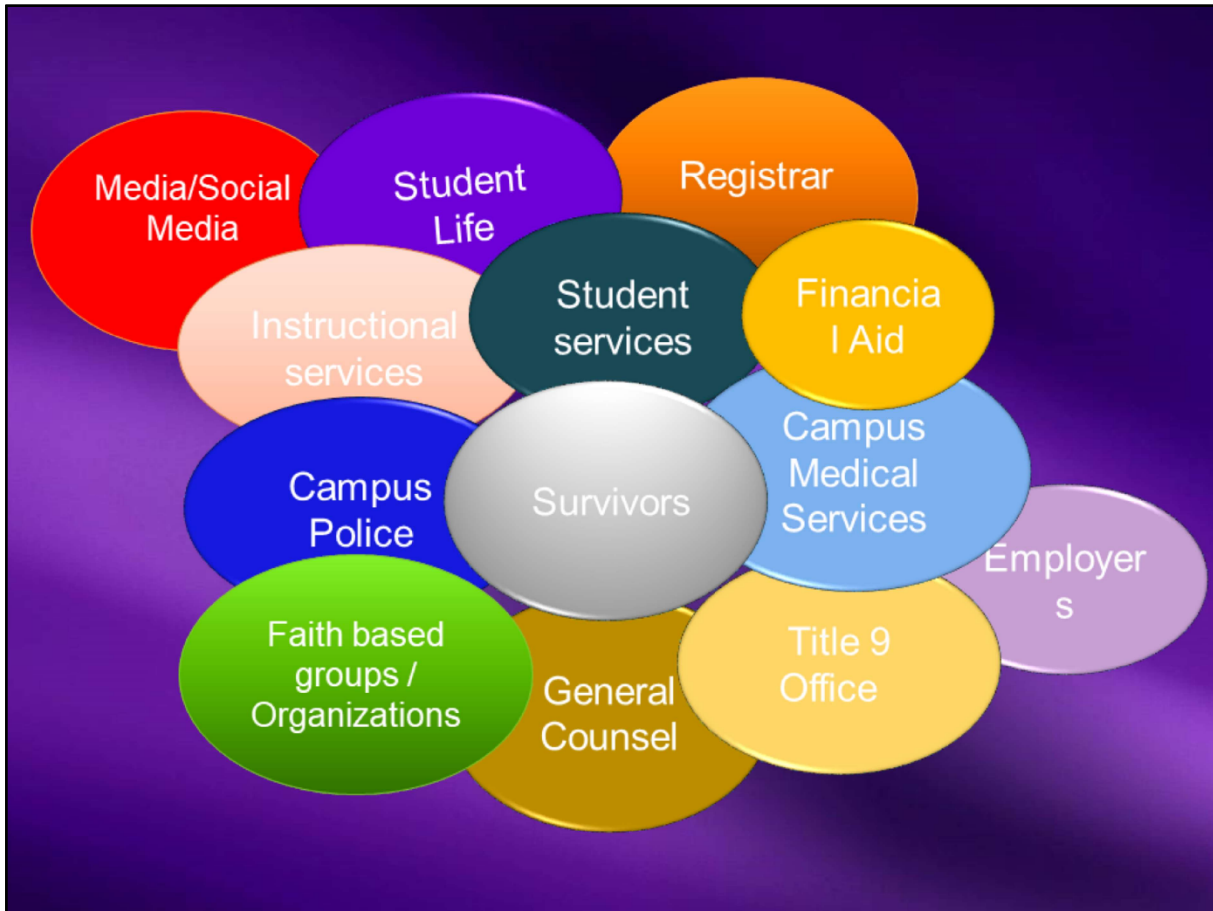
The next two slides depict the regional agencies that domestic violence victims and survivors engage. These organizations provide services needed during these volatile periods.

12: Regional / Area Organizations



These organizations are from the larger community, city, and region.

13: Typical College Offices or Departments



These are the college or university departments that are involved.

14: Student Stories



Let's consider Sarah and Brad's stories. These are the stories of two students who both experience relationship violence while they're students in a local college.

Sarah is an American, married, mother of three young children who enrolls at a local community college. She previously attended a Historically Black University in another state but relocated to Texas for better economic opportunities. For six weeks, Sarah maintains a 94% average on her coursework; however, she missed two writing assignments and her grades begin to slip. By week ten, the professor notices the changes in her class participation and attendance. The professor remembers Sarah mentioning that she needs "a B or better grade" in order to maintain her academic scholarship.

As the course enters the twelfth week, the professor cancels a lecture and decides to hold student conferences during class. During his discussion with Sarah, she reveals she is experiencing marital problems. Even more disturbing, Sarah admits her immigrant husband and mother-in-law “spank her” for wasting time completing reading and writing assignments, saying she should focus more time on being a mother and working as a cashier in their family store. Sarah says she cannot return to her family because of fear and shame.

Brad is an American minority who is dating a young lady from his parent’s home country. He has graduated from a local community college with an associate’s degree and transferred to a local university. Like Sarah, Brad maintains a 90+% average in his coursework. He and girlfriend do not have children, but he supports her and her mother with a part-time job and student loans. Brad’s grades are consistent; however, he is worried because one of his course requirements is to visit a local museum, which is not in his neighborhood.

Brad’s girlfriend does not “allow him” to travel outside of their community; she requires him to give her his paychecks so she can pay rent, utilities, car payment, and purchase groceries. He attempts to discuss their relationship problems with his friends, but they tease him and say he’s weak for giving into his girlfriend’s demands. He reaches out to the professor for an alternative assignment.

15: *The Eye of the Storm*

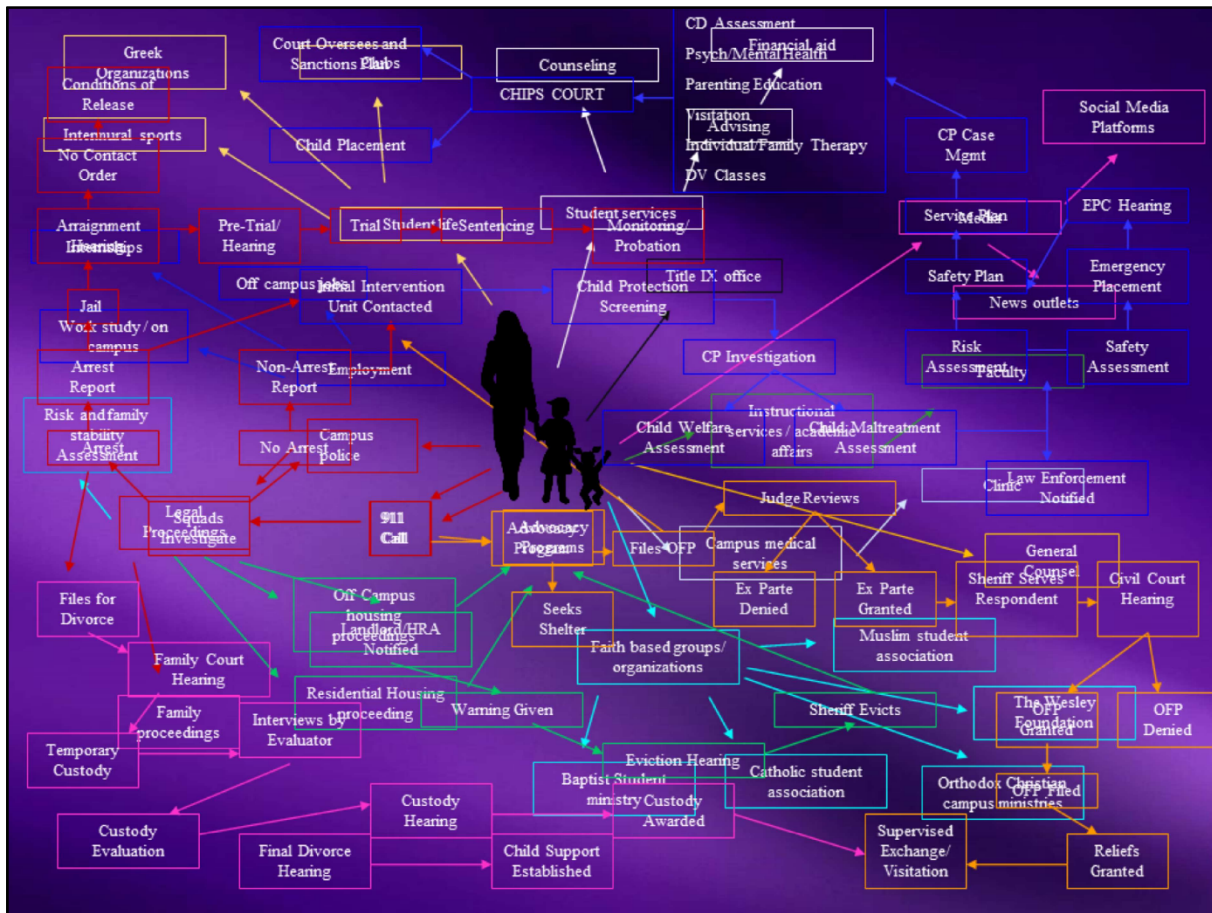


Living in the Texas Gulf Coast region, all residents are familiar with this image. It is a picture of a hurricane; they can occur each year, typically between June 1-November 30. This weather system is defined as a “tropical storm with wind speeds between 34 and 63 knots. A hurricane has heavy rains, winds, tornados, and may cause widespread floods and thousands in property damage and life” (<https://www.rmets.org/resource/what-is-a-hurricane>, para.2).

Victims of domestic violence find themselves in a storm of emotional, mental, and physical confusion during and after a volatile encounter. They must decipher and navigate how to proceed with their life, many times including educational obligations.

Royal Meteorological Society. 2019, 03, September. *What is a hurricane?* Retrieved from <https://www.rmets.org/resource/what-is-a-hurricane>.

16: A Maze of Services

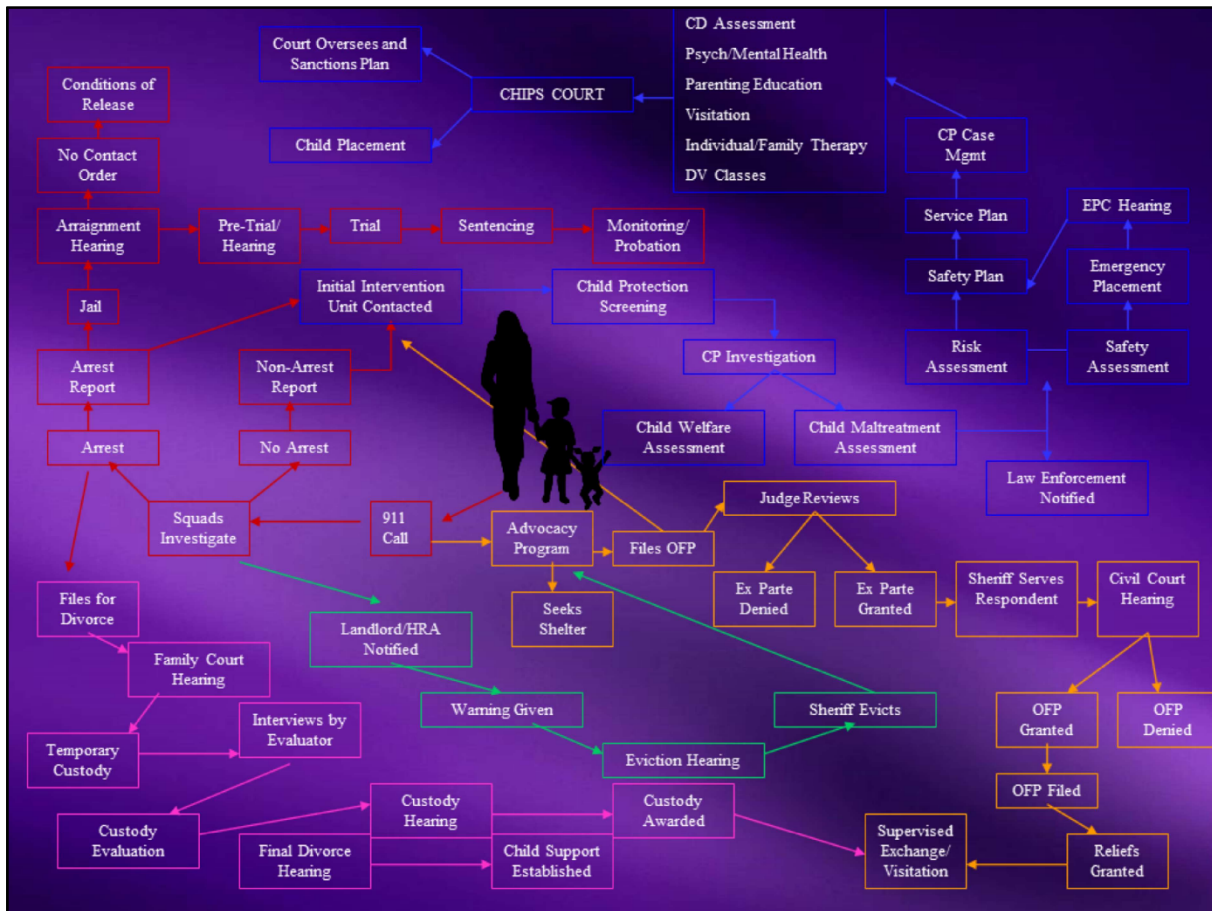


This diagram is confusing, isn't it? It illustrates the multiple agencies and college/university departments that a victim must visit if they have difficulties related to domestic violence. It can be even more complicated for victims with children, those who are minorities, those who have religious affiliations, or those who live on the college campus. These are a few of the agencies indicated in the diagram:

- 911 services
- Child protective services
- Faith-based organizations: minister, counselor
- Law enforcement, jail

- Social media platforms: Instagram, Facebook, snapchat
- County court system
- Campus offices: Title IX office, Student Service department, Faculty, virtual conference, advising, financial aid
- Domestic violence counseling

17: Complicated Lives



Each of those connections may also lead to life complications.

This diagram shows the events any one person may face in her/his life once it's been complicated by domestic violence:

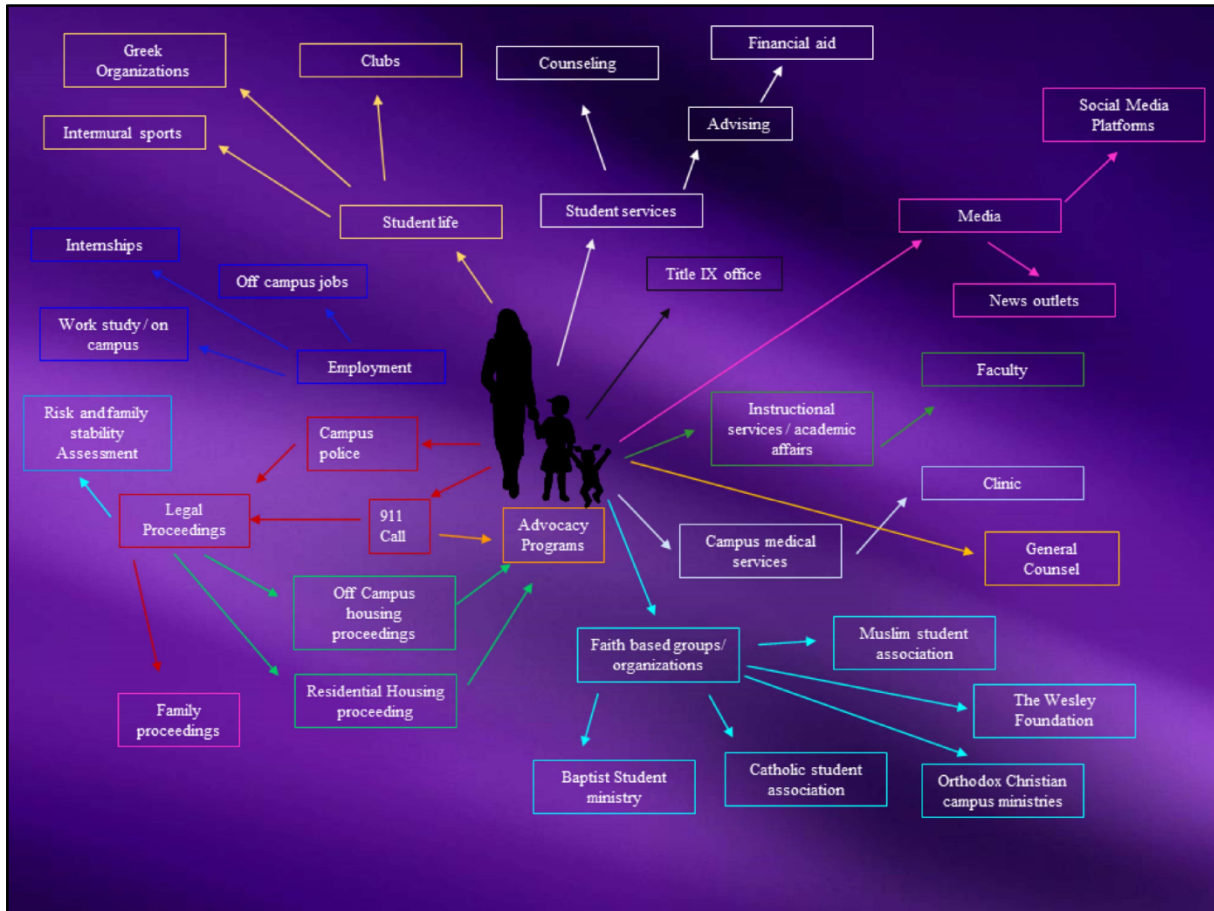
- Employment (financial security) may be in danger because the victim had to take too much time off
- Medical problems may result.
- Kids may be acting out in school.
- The kids' everyday school events may be affected, from the Girl Scout cookie sale to homework being completed on time, to soccer camp registration fees needing to be paid...
- The car breaks down

Meanwhile it's taking 8 months to process the case.

Making a 911 call — or somebody else doing it — can bring a roomful of people into your life — all with good intentions, all working under rules/processes that many/may not prioritize safety:

- Law enforcement/police officer
- Law enforcement agency
- Victim assistance shelter
- Community Advocate's office
- Child Protective Services
- Humane Society (false allegations of pet abuse by survivor can start another investigation)
- Prosecutor's V/W
- Probation
- Batterer's treatment and counseling

18: College / University Contacts



On the campus, the student will/may possibly visit a multitude of college or university departments to seek help.

Now, put the images from the last two slides together, and imagine the result. The student victim's experience truly resembles a storm/hurricane.



This section examines the impact of relationships and collaborations — and how team building within the CCHER influences present and new committee members.

As previously stated, CCHER is a collaboration of 6 community colleges and 5 universities. The demographic locations are vast: one community college covers 631 square miles, a second college covers 2,700 square miles, a third college covers 237 miles, a fourth college covers 1,700 square miles, the fifth college has a geographical area of more than 220,00 residents, and another community college covers 421.8 square miles. All the universities serve within the same city limits and service area. Through the CCHER, these member institutions have developed a solid collaborative relationship.

20: Collaborative Efforts



This picture depicts the collaborative conversations and brainstorming sessions held at the CCHER. These discussions deliver concrete Title IX strategies, outcomes, and initiatives. Committee members connect with themselves and the community agencies that are a part of the larger regional community.

The Gulf Coast Title IX committee provides great professional engagement and a lifeline to new members. It encourages sharing of information, resources and a toolkit that prevents “reinventing the wheel” because member institutions discuss both successes and challenges.

21: Task Force and Committee Efforts



Task Force and Committee Work:

- Formal entities that connect diverse member institutions to create regional protocols and policies.
- Professional Development Opportunities: These efforts have produced virtual training modules, institutional manuals, webinars, and student focused initiatives that include law student internships.

The task force and committee hold quarterly meetings. While its members represent both community colleges and four-year universities and each institution has institutional Title IX policies, they collaborate to create regional protocols and best practices as an opportunity of creating a safe learning environment for the Texas Gulf Coast region.

The professional development opportunities the CCHER has developed include annual training for community agencies, higher education and K-12 personnel, law enforcement personnel, and the medical community. These activities include face-to-face meetings, webinars, and virtual conferences.

A recent initiative involves a partnership between a private elite university and a Historically Black University with a law school. The two member institutions are training law students to serve as interns, providing both student victims and accusers with representation at their Title IX hearings.

Foundations of effective intervention for safety:

- Interdepartmental collaborations
- Focus on educational and workplace safety
- Scheduled DV training
- Ensure accountability and swift consequences
- Continued instructional success with the goal of graduation

The committee works to ensure interdepartmental collaborations throughout all colleges and universities. CCHER attempts to create a regional blueprint by establishing opportunities for departments to have integrated engagement training and dialogues. These activities work to end common institutional silo statements — statements such as “our faculty do understand what it means to be flexible with our students,” and “our student services area is telling us how to run our classrooms.”

Because Texas SB 212 mandates Title IX training for higher education stakeholders, we now have many opportunities to break down these silos. This training requirement includes scheduled comprehensive prevention and outreach for domestic violence, sexual assault,

harassment, intimate partner violence, dating violence, and stalking programs. The training guarantees employee accountability and alleged allegations will be addressed in a timely manner.

By inviting all employees to attend these professional development opportunities, attendees learn how interdepartmental conversations and connections can ultimately improve student safety, matriculation, and graduation rates.

23: Characteristics of a Successful Task Force



These efforts can work! But to be successful, a CCHER committee or task force needs a shared vision and skills. The skills needed for a successful task force or committee include a guided and shared vision, a positive attitude, and willingness to go the extra mile. Members must be open to new ideas and new perspectives. And Members must learn to be good listeners.

We can reach across the table to successfully work together by respecting each institution's and organization's uniqueness and nuances. Most importantly, we learn that, when discussing sensitive information, confidentiality is a must.

24: The Story's Ending



Sarah and Brad: How the Story Ends

Sarah successfully submitted all of her assignments. The next semester she visited her family during the Christmas holiday. A year later she and the children returned to the Gulf Coast area, and she transferred to a local university. Sarah graduated and is employed with a technology company. Sarah and her husband are divorced. The full circle moment occurs fifteen years later when Sarah's son enrolls in the professor's course. During a student conference, he discloses "my mother talks about you all the time; she says you saved our lives."

The professor talked with Brad and suggested that he take his girlfriend to the museum as a "date." It worked: she enjoyed the outing, and he submitted the assignment. Brad graduated

with a four-year degree and found employment. It is not known if he and his girlfriend are still together.

In both instances, the professor was proactive in assisting these students. Although these events happened before Texas SB 212 was enacted, the story illustrates the impact professors have on their students, and the need for Title IX training for all higher education internal stakeholders, not just those in the Title IX office or counseling.

Final Thoughts

Humans are complex. In order to address the challenges facing survivors, we must be willing to:

- Listen with attentive ear.
- Invite all parties to the table.
- Be innovative and intentional.
- Continue to evolve and move the needle of success.

The Texas Gulf Coast Region Title IX Committee: A Coordinated Community Higher Education Response Model for Student Safety and Success, is a collaborative model that supports multiple higher education institutions. This model was developed as a means for assisting students in unhealthy dating or marital relationships or in relationships in crisis, while attempting to succeed in college.

CCHER members are excellent listeners and committed to domestic violence problem solving solutions and outcomes. To extend its influence and its efforts, the committee regularly invites regional organizations and agencies to the table that normally would not engage with the

education sector. Together, the members have innovative ideas and strategies. Most importantly, the work requires its members to continue to evolve and move the needle of success.

As we described, during the 2020-21 academic year, two member institutions — a private university and an HBCU — formed a collaborative internship program. Once the HBCU law students are trained as legal advisors, student victims will have legal representation throughout the region. A program like this one is our goal: We connect victims to their needed resources.

The question is, what will the committee do next?

The Gulf Coast Title IX committee is a live, active, fluid group. The committee's objectives shift as the outcomes are met. Our member institutions include 6 community colleges and 5 universities; we represent faculty, counselors, Title IX compliance offices, attorneys, domestic violence offices, and emergency shelters. The collective expertise and experience make our collaboration rich — and powerful.

We are committed to creating a safe learning environment for our higher education students in the Texas Gulf Coast region. We believe that our Model works.

Coordinated Community Higher Education Response Model: A Blueprint for Establishing Your Regional Committee

This blueprint allows institutions, organizations, and agencies to create a plan of action that is unique to the region and its stakeholders. The committee has the flexibility to design and customize each step of the process in a manner that meets the needs of the locale, area, metroplex, and/or region. This blueprint is a fluid document that constantly evolves so there are opportunities to modify and expand services and membership.

Membership: Identify local organizations that work with domestic violence and related issues in your area and elicit volunteers to join a meeting, and then join the committee.

- Institutions
- Organizations
- Agencies
- Public Services

Establishing Committee Guidelines: Begin by defining your group's goals and vision.

- Mission
- Educational institution roles
- Community partner roles
- General Provisions
- Meeting details – days, times, locations
- Agenda format

Questions for Members to Consider: As you begin your work, use these topics to brainstorm ideas.

- How do we leverage domestic violence advocacy groups, law enforcement, social services, and healthcare organizations to partner with higher education, so victims are better served, both on campus and in the larger community?

- How do we support collaboration and accountability for institutions that yield comrade, networking and professional development opportunities within the region, state, and nation?
- How do we bring best practice to the table for institutions?
- Who else needs to be at the table to accomplish our work?
- What is the scope of our workgroup?
- How do we build realistic partnerships within given resources available?
- How committed are we to eradicating domestic violence in higher education institutions and the larger community?
- How do we fill vacancies when members relocate or change job positions?

Possible Activities: As you identify needs across your area, consider foundational materials and work that you should/could begin with.

- Develop resource packets.
- Build knowledge of community advocacy programs to be able to “sell” the committee’s services to the institutions.
- Develop a consistent definition of “consent.”
- Increase community agencies’ knowledge of higher education policies, including their definition of consent, dating violence, sexual assault, stalking.
- Conduct community safety assessment of college and university response to Title IX legislation and claims.

Policy Review of the Educational Institution: Part of the initial work will be to define what’s already in place and what areas you can build on and develop within the educational institutions.

- What formal relationships are in place currently with local service providers?
- How are those relationships formalized?
- Create and adopt a policy for development of external relationships for the provision of advocacy and supportive services:
 - Does the policy clearly state where survivors and those accused of abusive behavior or concerned about their behavior may go for help, on and off campus?

- Does the policy include survivor resources separately and specifically for intimate partner violence, sexual misconduct and stalking, e.g., medical resources for rape, advocacy and safety planning, cyber safety?
- Do drug and alcohol resources work closely with violence response resources?
- Are survivor resources accessible to and prepared for male victims of intimate partner violence, sexual misconduct, and stalking?
- Is there a “quick-link” on the school’s website that accesses the school’s policy and resource information?
- Are counseling and health services available 24/7?
- Is there a hotline that students can call 24/7?
- Are there peer groups on campus with whom survivors can meet to share their stories? Is there peer support for concerned bystanders? Is there peer support for men concerned about their violence?
- Are Residential Advisors, House Masters, and other individuals who are employed by the university, specifically in Residence Life offices, required to attend training on sexual misconduct, intimate partner violence, and stalking prevention and response? Is basic safety planning included in their training?
- Do members of the campus clergy attend training on sexual misconduct, intimate partner violence, and stalking prevention and response? Is basic safety planning included in their training?
- Is there an option for a student’s cell phone to place emergency calls to campus police and act as a tracking system if such a call is made?

CHAPTER FIVE: IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

INTRODUCTION

United States' history has included incremental steps protecting some of its most vulnerable citizens. The Civil Rights Movement improved many aspects of American society. It shifted the tide of equality to minorities and women. Voting rights, public accommodations, and education legislation also increased opportunities for individuals who were previously disenfranchised and removed from mainstream American decision-making empowerment.

In 1972, Title IX, Education Amendments states, “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (U.S. Department of Labor, n.d.). This amendment mandates equal access to education for all students regardless of sex and prohibits gender-based discrimination at institutions that receive federal funds.

Twenty-two years later, the Violence Against Women Act, 1994, the first federal law to “strengthen the government’s response to crimes against domestic violence, sexual assault, dating violence and stalking” increased federal protection for women and girls in domestic violence relationships. This legislation granted victims autonomy, housing, relocation vouchers, and protections during and after escaping abusive environments. It requires abusers to pay restitution to their victims and government entities to invest in prevention programs (National Network to End Domestic Violence, n.d.).

The Safe Campus Act of 2015 protected students of sexual assault and harassment and improves the adjudication of sexual assault allegations (H.R. 3403, 2015). Although educational institutions cannot impose sanctions on the accuser, colleges and universities must publish due process procedures in the student handbook.

In 2019, the 86th Texas legislature passed Senate Bill (SB) 212 and House Bill (HB) 1735, which supports individuals who find themselves physically, emotionally, or financially abused by a partner, spouse, or family member while attending a college or university. These laws mandate higher education employees to report all cases of intimate partner violence, domestic violence, sexual assault, and stalking. In addition, institutions must ensure academic protection of alleged victim and abuser's classes and coursework and ensure they receive counseling and representation in an investigation. Texas HB 1735 requires public and private colleges and universities to develop "comprehensive prevention and outreach programs" for sexual assault, dating violence, and stalking. This law ensures higher education institutions must include bystander intervention and student reporting in their professional development programs.

One year later, January 1, 2020, SB 212 established Title IX reporting to extend to the coordinator and required annual professional development training for employees. If employees do not report the alleged abuse or violence, and it is later exposed, an investigation will ensue. If found guilty of not reporting, the employee can be terminated. Also, the college or university is accountable for its actions if it does not meet the threshold of acceptable professional development training outlined by the Texas Higher Education Coordinating Board (THECB).

Presently, Texas higher education institutions provide domestic violence, intimate partner violence, sexual assault, dating violence and stalking training to full- and part-time employees, including student workers: "The institution can be assessed up to two million dollars if the Texas

Higher Education Coordinating Board finds the college or university is not in substantial compliance; the funds cannot be taken from federal funds; the money comes from the local funding” (James David Cross, Director of EEO and Compliance, Office of Institutional Equity and Compliance, personal communication, May 8, 2021).

ANOTHER COG IN THE WHEEL

Texas SB 212 and HB 1735 aligns with previous federal legislation that protects women and girls against gender-based violence. These laws hold Texas higher education internal stakeholders accountable for reporting Title IX incidents, including domestic violence, intimate partner violence, sexual assault, harassment, and stalking. To ensure students and higher education employees have a safe learning and work environment, the Texas Gulf Coast Region Title IX committee was developed to develop solutions through its collaborative partnerships.

The Texas Gulf Coast Regional Title IX committee, comprised of 11 higher education institutions — 6 community colleges and 5 universities — connects two- and four-year, public and private, colleges and universities with domestic violence advocates and service providers. Based on Ellen Pence’s Duluth Model, the group provides a safe space for its members — Title IX coordinators, faculty, counselors, and staff — to brainstorm and strategize innovative ways to support intimate partner violence, domestic violence, sexual assault, and stalking victims. Although the primary focus of the group is guaranteeing student safety to improve retention and graduation rates, college employees are also included, and extended protection once it has been determined they are victims.

This coordinated community higher education response (CCHER) model delivers annual professional development and serves as a repository of Title IX resources and contacts for its members, colleges, universities, K-12 partners in the state of Texas.

LIMITATIONS

The CCHER model is created for higher education institutions, K-12 partners, the domestic violence community, and its auxiliary agencies and organizations in the Texas Gulf Coast region. This body of work is grounded in scholarly research, faculty expertise, and intimate partner violence volunteer experiences.

The researcher acknowledges that most higher education employees are not familiar with recognizing domestic violence, intimate partner violence, dating violence and sexual assault warning signs unless the victim discloses the abuse. In fact, “administrators, faculty and staff may not fully understand the full scope of the problem and/or may not react appropriately” (North Carolina Coalition Against Domestic Violence, 2017). Most faculty are well versed and knowledgeable in their subject matter but unfamiliar with domestic violence crisis management strategies, theories, implementation plans, and programs because this type of training is not part of the traditional curriculum or new employee orientation programs. Graduate programs, such as English, history, government, math, natural and physical sciences, teach discipline-related competencies and pedagogy as the hallmarks for qualifying their students to teach; however, these scholars do not prepare students for “real-life-student and classroom management situations and strategies. Frontline staff, receptionists, office managers, and student workers, like faculty, are not trained on recognizing gender-based violence warning signs.

Combined, these employee groups interface with student victims and must have the tools and skills to assist and support them. Continual professional development training would equip college and university personnel with recognizing domestic violence and abuse in their workplace, and ultimately, improving their interactions with domestic violence student victims. (Hinsliff-Smith and McGarry, 2017).

Similarly, Student Services and campus police departments are accustomed to various reporting requirements and processes; however, domestic violence, intimate partner violence, dating violence and stalking compliance are likely new territory for locksmiths, mailroom clerks, campus technicians, and custodial staff. These employees, like many others across college campuses, are not familiar with the nuances of legislative reporting processes.

While there is an abundance of Title IX literature linking student athletics and sexual assault and intimate partner violence, there is less evidence-based literature on domestic violence, intimate partner violence, and stalking and their impact on higher education in terms of mandatory state reporting, student retention, or graduation rates. While Ellen Pence, the Duluth model, and coordinated community response models are studied in social work and sociology centers and classrooms, they are rarely examined in leadership programs.

Colleges and universities outside of the state of Texas have coordinated community response models, but many do not include collaboration with other institutions of higher learning. The University of Colorado, Denver, has a Center for Domestic Violence. According to its public website, the Center is focused on ending gender-based violence. The Center's goals include these:

- empowering students and practitioners with the strategies to end intimate partner violence
- promote scholarly and evidence-based research
- create collaborations and partnerships across disciplines. (University of Colorado Denver, 2021)

The University of Colorado, Denver, has a toolkit with resources including manuals, reports, and webinars. The website also contains Colorado nonprofit best practices (University of Colorado Denver, 2021).

In Utah, Utah State University's (USU) coordinated community response team connects students with campus, local, state, and national resources on its public website. In 2020, USU received the "2020 Campus Prevention Network Seal of Prevention because of its evidence-based digital prevention strategies on wellness, safety, and inclusion" (Utah State University, n.d.). Internal and external stakeholders have access to definitions of consent, bystander intervention, and the campus sexual misconduct resource guide: "All first-year and transfer undergraduate and graduate students, as well as students returning from a leave of absence, are required to complete a sexual misconduct prevention training in the first few months of their first semester at USU" (Utah State University, n.d.).

The University of New Mexico has a similar coordinated community response team. It collaborates with external stakeholders but does not partner with additional colleges and universities. According to The University of New Mexico public website, the Coordinated Community Response Team (CCRT) is:

- committed to establishing sexual, domestic, and dating violence professional development for the campus community,
- provides advocacy services and support for victim and survivor experiences that lead to healing and personal enrichment,
- ensures the campus community has access to trauma-informed, culturally sensitive services that are effective and responsive to survivor's unique needs (The University of New Mexico, n.d.).

The group has institutional work groups, programs and campaigns, professional development opportunities, and on-campus and community victim services, a staff and faculty guide, and bystander intervention online training (The University of New Mexico, n.d.).

Utah State University, University of Colorado, Denver, and University of New Mexico have coordinated community response models where each institution and its departments collaborate with external domestic violence partners, law enforcement agencies, and social

service providers; however, these coordinated community response models do not have a higher education collaboration component with other colleges and universities. These models, also, at this point, do not involve state mandating compliance. In comparison, the Texas Gulf Coast Region Title IX committee described in this dissertation is uniquely designed to partner with area colleges and universities, area independent school districts, domestic violence service agencies, and those auxiliary organizations that provide valuable resource assistance.

SUGGESTIONS FOR FUTURE DEVELOPMENT

One area of future development that would enrich our understanding of the nuances and complications surrounding intimate partner violence could apply phenomenological research methods. This qualitative research narrative approach emphasizes the importance of lived experiences. The experiences of survivors could teach us a great deal about the challenges they face, and the supports they are most in need of, especially within the educational environment. As an adult survivor of intimate partner violence, the researcher acknowledges domestic violence impacts victims differently even within the same family unit, or of the same age, gender, ethnic or racial group, or social class. The more we know, the better we will be able to help.

Groups like the Texas Gulf Coast Region Title IX committee must examine all institutional stakeholders experiencing family violence and provide the necessary resources. Community college student populations represent a wide perspective of underrepresented groups, such as minorities and first generation. At the present time, these student needs are the primary objective of reporting policies; however, nontraditional students such as senior citizens and those seeking career changes may fall through the cracks because of their unique family situations.

Groups like the Texas Gulf Coast Region Title IX committee have also not addressed challenges employee victims and survivors face. While internal stakeholders are required to report all Title IX incidents, emphasis is currently on students, with less emphasis placed on employees. Although SB 212 requires mandatory Title IX reporting and HB 1735 mandates prevention and bystander training, more emphasis is placed on keeping students safe, not colleagues, coworkers, or direct reports. Future research and exploration need to explore these key questions:

- How are faculty, staff, and administrators treated when reporting their violence?
- What are the protocols and processes for disclosing employee-related domestic violence occurrences?

The Texas Gulf Coast Region Title IX committee focuses on ensuring safe learning and work environments. The researcher challenges the committee to consider how faculty, staff, and administrators in domestic violence circumstances and situations feel safe and supported when disclosing their domestic violence crisis. These internal stakeholders must feel comfortable and not fear retribution, embarrassment, stigma, shame, or judgement from peers, direct reports, or other campus employees.

The Texas Gulf Coast Region Title IX committee provides regional professional development opportunities. Its members recently participated in a virtual Gulf Coast Campus Summit where the presenters discussed its origins and future projects. Because of the successful outcomes, the committee now organizes a “Campus Safety Summit” that spotlights a variety of higher education crisis management safety planning options, such as memoranda of understanding (MOUs) planning templates, and the significance of collaborating with an institution’s Office of General Counsel. Mandatory outreach programs and awareness must

develop multi-layered micro- and macro-reporting efforts because it educates the entire campus population and reinforces institutional accountability.

As described in previously, a current initiative of the Texas Gulf Coast Region Title IX committee is training advisors who will serve the region's higher education institutions as investigators. This initiative is a collaborative partnership with a public Historically Black College and University (HBCU) and a private university. The advisors are carefully selected from a group of third year law students who attend an HBCU law school. These advisors complete a 3-hour credit course and certification program with trauma-informed and advocacy competencies. Instructors are trained attorneys and can assist with the hearing and appeals processes. Upon course completion, the advisors are available for students, both victims and alleged perpetrators. Students can select an advisor as legal representation through the investigative process. Early program assessment is indicating interest and success. Programs like this one need to be replicated, studied, and supported.

At the time of this study, the world faces double pandemics: COVID-19 and domestic violence. Combined, these public health crises impact every American demographic — infants, children, adults, seniors, families, singles, wealthy, poor, middle class, professionals, working, unemployed, educated, recent high school graduates, and those who do not hold a diploma or certificate — and has the capacity to interrupt the victim's physical, emotional, psychological, and financial existence.

Calls to domestic violence and shelter hotlines have increased. Family violence and homicide cases rose dramatically in the first eight months of the pandemic, having significant impacts on our stakeholders throughout the region (Pittaro, 2021). The Texas Gulf Coast Region Title IX committee has been monitoring the pandemic's impact on their institutional stakeholders

and creating virtual professional development tools and training videos focusing on improving the region's learning and workplace environments.

Supporting these efforts, the Ring Home Security company has partnered with domestic violence organizations to deliver safe spaces and homes for individuals and families. The "Camera Project" provides visual protection for intimate partner violence victims who are not residing in a domestic violence shelter. Ring Home Security awards 500 cameras to the domestic violence agency that houses the Title IX committee. The company waives the annual \$30.00 activation fee and protection plan, so victims do not have to pay this financial obligation or burden. The video doorbells and cameras "automatically record any movement that enters the perimeter, and it allows the victim to see, hear, and speak to guests in real time from any location" (Ring, n.d.).

As the researcher is concluding this study, technology is appearing to provide another area for future development. Many college and university students use cell phones to access their institution's online education modalities. Both synchronous and asynchronous modalities provide opportunities for colleges to upload Title IX prevention information and resources in an easily accessible method.

Victims and survivors need access to Wi-Fi and internet access for safety and educational purposes. Cell phones are needed for personal safety, and they work better with Wi-Fi connections. Most major cellular companies offer a feature known as "Wi-fi Calling." This feature is used when cellular service is not available; victims can connect and make an emergency call for safety or to a faculty or college employee. Future plans may allow the Texas Gulf Coast Region Title IX committee to partner with a national cell phone carrier. This

collaboration would provide internet and Wi-Fi access to victims of domestic violence, intimate partner violence, sexual assault, harassment, dating violence, and stalking.

CONCLUSION

The numbers are staggering, no matter how often you hear them: One in four women and one in 10 men experience some form of domestic violence, intimate partner, stalking, sexual assault, harassment, or family violence within their lifetime. This global pandemic touches people of all races, genders, cultures, sexual orientations, education background, and religions. In the educational setting, whether student or employee, Texas SB 212 mandates higher education personnel to report incidents to Title IX coordinator.

Recognizing the reach of this problem, colleges and universities must infuse a compassionate holistic approach to Title IX victims. Institutions must collaborate with neighboring schools and external stakeholders with domestic violence expertise and resources. The Texas Gulf Coast Region Title IX committee is a CCHER (Coordinated Community Higher Education Response) model that brings together two- and four-year, public, private, and Historically Black Colleges and Universities with domestic violence organizations and support agencies that provide safe spaces for victims and immediate family members. The Texas Gulf Coast Region Title IX committee works to improve the learning and work environments for those in the region's colleges and universities. By joining forces, the member institutions create strategies and outcomes that align with Texas SB 212 and HB 1735 and support these victims.

Our students need educational accommodations and protections when confronted with domestic violence, intimate partner violence, sexual assault, harassment, dating violence, and stalking. Students deserve flexible assignment deadlines and other services. Employees, like students, should be granted assistance and protections, when disclosing domestic violent

situations, relationships, and crises. Unfortunately, in most locations, victims must retell their experiences to multiple people on their college or university campus and again to local agencies. The Texas Gulf Coast Region Title IX committee works to remove these chaotic barriers by establishing clear unified pathways to academic and workplace success within the guidelines of SB212 and HB1735.

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APPENDIX A: TEXAS SENATE BILL 212 (SB 212)

The following pages contain the enrolled version of Texas Senate Bill 212 (Legislature of the State of Texas, 2019). The bill was passed on March 26, 2019 in the House, and on May 22, 2019 in the Senate. It took effect on September 1, 2019.

S.B. No. 212

AN ACT

relating to a reporting requirement for certain incidents of sexual harassment, sexual assault, dating violence, or stalking at certain public and private institutions of higher education; creating a criminal offense; authorizing administrative penalties.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Chapter 51, Education Code, is amended by adding Subchapter E-2 to read as follows:

SUBCHAPTER E-2. REPORTING INCIDENTS OF SEXUAL HARASSMENT, SEXUAL ASSAULT, DATING VIOLENCE, AND STALKING

Sec. 51.251. DEFINITIONS. In this subchapter:

- (1) "Coordinating board" means the Texas Higher Education Coordinating Board.
- (2) "Dating violence," "sexual assault," and "stalking" mean dating violence, sexual assault, or stalking, as applicable, that an institution of higher education is required to report under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. Section 1092(f)).
- (3) "Employee of a postsecondary educational institution" does not include a student enrolled at the institution.
- (4) "Postsecondary educational institution" means an institution of higher education or a private or independent institution of higher education, as those terms are defined by Section 61.003.
- (5) "Sexual harassment" means unwelcome, sex-based verbal or physical conduct that:
 - (A) in the employment context, unreasonably interferes with a person's work performance or creates an intimidating, hostile, or offensive work environment;
or
 - (B) in the education context, is sufficiently severe, persistent, or pervasive that the conduct interferes with a student's ability to participate in or benefit from educational programs or activities at a postsecondary educational institution.

Sec. 51.252. REPORTING REQUIRED FOR CERTAIN INCIDENTS. (a) An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment,

sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.

(b) Except as provided by Subsection (c), the report must include all information concerning the incident known to the reporting person that is relevant to the investigation and, if applicable, redress of the incident, including whether an alleged victim has expressed a desire for confidentiality in reporting the incident.

(c) An employee of a postsecondary educational institution designated by the institution as a person with whom students may speak confidentially concerning sexual harassment, sexual assault, dating violence, or stalking or who receives information regarding such an incident under circumstances that render the employee's communications confidential or privileged under other law shall, in making a report under this section, state only the type of incident reported and may not include any information that would violate a student's expectation of privacy. This subsection does not affect the employee's duty to report an incident under any other law.

(d) Notwithstanding Subsection (a), a person is not required to make a report under this section concerning:

(1) an incident in which the person was a victim of sexual harassment, sexual assault, dating violence, or stalking; or

(2) an incident of which the person received information due to a disclosure made at a sexual harassment, sexual assault, dating violence, or stalking public awareness event sponsored by a postsecondary educational institution or by a student organization affiliated with the institution.

Sec. 51.253. ADMINISTRATIVE REPORTING REQUIREMENTS. (a) Not less than once every three months, the Title IX coordinator of a postsecondary educational institution shall submit to the institution's chief executive officer a written report on the reports received under Section 51.252, including information regarding:

(1) the investigation of those reports;

(2) the disposition, if any, of any disciplinary processes arising from those reports; and

(3) the reports for which the institution determined not to initiate a disciplinary process, if any.

(b) The Title IX coordinator or deputy Title IX coordinator of a postsecondary educational institution shall immediately report to the institution's chief executive officer an incident reported to the coordinator under Section 51.252 if the coordinator has cause to believe that the safety of any person is in imminent danger as a result of the incident.

(c) Subject to Subsection (d), at least once during each fall or spring semester, the chief executive officer of a postsecondary educational institution shall submit to the institution's governing body and post on the institution's Internet website a report concerning the reports received under Section 51.252. The report:

(1) may not identify any person; and

(2) must include:

(A) the number of reports received under Section 51.252;

(B) the number of investigations conducted as a result of those reports;

(C) the disposition, if any, of any disciplinary processes arising from those reports;

(D) the number of those reports for which the institution determined not to initiate a disciplinary process, if any; and

(E) any disciplinary actions taken under Section 51.255.

(d) If for any semester a postsecondary educational institution has fewer than 1,500 enrolled students, the chief executive officer of the institution shall submit and post a report required under Subsection (c) for that semester only if more than five reports were received under Section 51.252 during that semester.

Sec. 51.254. IMMUNITIES. (a) A person acting in good faith who reports or assists in the investigation of a report of an incident described by Section 51.252(a) or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident:

(1) is immune from civil liability, and from criminal liability for offenses punishable by fine only, that might otherwise be incurred or imposed as a result of those actions; and

(2) may not be subjected to any disciplinary action by the postsecondary educational institution at which the person is enrolled or employed for any violation by the person of the institution's code of conduct reasonably related to the incident for which suspension or expulsion from the institution is not a possible punishment.

(b) Subsection (a) does not apply to a person who perpetrates or assists in the perpetration of the incident reported under Section 51.252.

Sec. 51.255. FAILURE TO REPORT OR FALSE REPORT; OFFENSES. (a) A person commits an offense if the person:

(1) is required to make a report under Section 51.252 and knowingly fails to make the report; or

(2) with the intent to harm or deceive, knowingly makes a report under Section 51.252 that is false.

(b) An offense under Subsection (a) is a Class B misdemeanor, except that the offense is a Class A misdemeanor if it is shown on the trial of the offense that the actor intended to conceal the incident that the actor was required to report under Section 51.252.

(c) A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed an offense under Subsection (a).

Sec. 51.256. CONFIDENTIALITY. (a) Unless waived in writing by the alleged victim, the identity of an alleged victim of an incident reported under Section 51.252:

(1) is confidential and not subject to disclosure under Chapter 552, Government Code; and

(2) may be disclosed only to:

(A) persons employed by or under contract with the postsecondary educational institution to which the report is made who are necessary to conduct an investigation of the report or any related hearings;

(B) a law enforcement officer as necessary to conduct a criminal investigation of the report;

(C) the person or persons alleged to have perpetrated the incident, to the extent required by other law; or

(D) potential witnesses to the incident as necessary to conduct an investigation of the report.

(b) A disclosure under Subsection (a) is not a voluntary disclosure for purposes of Section 552.007, Government Code.

(c) Nothing in this section may be construed as prohibiting a victim from making a report to a law enforcement agency using the pseudonym form described by Article 57.02, Code of Criminal Procedure.

Sec. 51.257. RETALIATION PROHIBITED. (a) A postsecondary educational institution may not discipline or otherwise discriminate against an employee who in good faith:

(1) makes a report as required by Section 51.252; or

(2) cooperates with an investigation, a disciplinary process, or a judicial proceeding relating to a report made by the employee as required by Section 51.252.

(b) Subsection (a) does not apply to an employee who:

(1) reports an incident described by Section 51.252(a) perpetrated by the employee; or

(2) cooperates with an investigation, a disciplinary process, or a judicial proceeding relating to an allegation that the employee perpetrated an incident described by Section 51.252(a).

Sec. 51.258. COMPLIANCE. (a) The chief executive officer of each postsecondary educational institution shall annually certify in writing to the coordinating board that the institution is in substantial compliance with this subchapter.

(b) If the coordinating board determines that a postsecondary educational institution is not in substantial compliance with this subchapter, the coordinating board may assess an administrative penalty against the institution in an amount not to exceed \$2 million. In determining the amount of the penalty, the coordinating board shall consider the nature of the violation and the number of students enrolled at the institution.

(c) If the coordinating board assesses an administrative penalty against a postsecondary educational institution under Subsection (b), the coordinating board shall provide to the institution written notice of the coordinating board's reasons for assessing the penalty.

(d) A postsecondary educational institution assessed an administrative penalty under Subsection (b) may appeal the penalty in the manner provided by Chapter 2001, Government Code.

(e) A postsecondary educational institution may not pay an administrative penalty assessed under Subsection (b) using state or federal money.

(f) An administrative penalty collected under this section shall be deposited to the credit of the sexual assault program fund established under Section 420.008, Government Code.

(g) The coordinating board shall annually submit to the governor, the lieutenant governor, the speaker of the house of representatives, and the standing legislative committees with primary jurisdiction over legislation concerning

sexual assault at postsecondary educational institutions a report regarding compliance with this subchapter, including a summary of the postsecondary educational institutions found not to be in substantial compliance as provided by this section and any penalties assessed under this section during the calendar year preceding the date of the report.

Sec. 51.259. RULES. The coordinating board shall adopt rules as necessary to implement and enforce this subchapter, including rules that ensure implementation of this subchapter in a manner that complies with federal law regarding confidentiality of student educational information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). In adopting those rules, the coordinating board shall use the negotiated rulemaking procedures under Chapter 2008, Government Code, and consult with relevant stakeholders.

Sec. 51.260. TRAINING ADVISORY COMMITTEE. (a) The commissioner of higher education shall establish an advisory committee to develop recommended training for persons required to report certain incidents under Section 51.252 and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

(b) The advisory committee consists of nine members appointed by the commissioner of higher education as follows:

(1) eight members who are a chief executive officer of a postsecondary educational institution or a representative designated by that officer; and

(2) one member who is a representative of an advocacy organization for victims of sexual assault or family violence.

(c) Not later than December 1, 2019, the advisory committee shall develop the recommended training under Subsection (a).

(d) This section expires September 1, 2020.

SECTION 2. Section 61.0331, Education Code, is amended to read as follows:

Sec. 61.0331. NEGOTIATED RULEMAKING REQUIRED. The board shall engage institutions of higher education in a negotiated rulemaking process as described by Chapter 2008, Government Code, when adopting a policy, procedure, or rule relating to:

(1) an admission policy regarding the common admission application under Section 51.762, a uniform admission policy under Section 51.807, graduate and professional admissions under Section 51.843, or the transfer of credit under Section 61.827;

(2) the allocation or distribution of funds, including financial aid or other trusted funds under Section 61.07761;

(3) the reevaluation of data requests under Section 51.406; ~~or~~

(4) compliance monitoring under Section 61.035; or

(5) the reporting of certain incidents of sexual harassment, sexual assault, dating violence, or stalking under Subchapter E-2, Chapter 51.

SECTION 3. Section 420.008(b), Government Code, is amended to read as follows:

(b) The fund consists of:

(1) fees collected under:

(A) ~~[(1)]~~ Article 42A.653(a), Code of Criminal Procedure;

(B) ~~[(2)]~~ Section 508.189, Government Code; and

(C) [~~3~~] Subchapter B, Chapter 102, Business & Commerce Code, and deposited under Section 102.054 of that code; and

(2) administrative penalties collected under Section 51.258, Education Code.

SECTION 4. Sections 51.251-51.259, Education Code, as added by this Act, and Section 61.0331, Education Code, as amended by this Act, apply beginning January 1, 2020.

SECTION 5. Not later than January 1, 2021, the Texas Higher Education Coordinating Board shall submit its initial report required under Section 51.258(g), Education Code, as added by this Act.

SECTION 6. (a) Except as provided by Subsections (b) and (c) of this section, this Act takes effect September 1, 2019.

(b) Section 51.260, Education Code, as added by this Act, takes effect immediately if this Act receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, Section 51.260, Education Code, as added by this Act, takes effect September 1, 2019.

(c) Section 51.255(a), Education Code, as added by this Act, takes effect January 1, 2020.

President of the Senate Speaker of the House

I hereby certify that S.B. No. 212 passed the Senate on March 26, 2019, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

I hereby certify that S.B. No. 212 passed the House on May 22, 2019, by the following vote: Yeas 128, Nays 13, three present not voting.

Chief Clerk of the House

Approved:

Date

Governor

APPENDIX B: TEXAS HOUSE BILL 1735 (HB 1735)

The following pages contain the enrolled version of Texas House Bill 1735 (Legislature of the State of Texas, 2019). The bill was passed on March 26, 2019 in the House, and on May 22, 2019 in the Senate. It took effect on September 1, 2019.

H.B. No. 1735

AN ACT

relating to sexual harassment, sexual assault, dating violence, and stalking at public and private postsecondary educational institutions; providing an administrative penalty.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Chapter 51, Education Code, is amended by adding Subchapter E-3 to read as follows:

SUBCHAPTER E-3. SEXUAL HARASSMENT, SEXUAL ASSAULT, DATING VIOLENCE, AND STALKING

Sec. 51.281. DEFINITIONS. In this subchapter:

(1) "Coordinating board" means the Texas Higher Education Coordinating Board.

(2) "Dating violence," "sexual assault," and "stalking" have the meanings assigned by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. Section 1092(f)(6)(A)).

(3) "Postsecondary educational institution" means an institution of higher education or a private or independent institution of higher education, as those terms are defined by Section 61.003.

(4) "Sexual harassment" means unwelcome, sex-based verbal or physical conduct that:

(A) in the employment context, unreasonably interferes with a person's work performance or creates an intimidating, hostile, or offensive work environment; or

(B) in the education context, is sufficiently severe, persistent, or pervasive that the conduct interferes with a student's ability to participate in or benefit from educational programs or activities at a postsecondary educational institution.

Sec. 51.282. POLICY ON SEXUAL HARASSMENT, SEXUAL ASSAULT, DATING VIOLENCE, AND STALKING. (a) Each postsecondary educational institution shall adopt a policy on sexual harassment, sexual assault, dating violence, and stalking applicable to each student enrolled at and each employee of the institution. The policy must:

(1) include:

(A) definitions of prohibited behavior;

(B) sanctions for violations;

(C) the protocol for reporting and responding to reports of sexual harassment,

sexual assault, dating violence, and stalking;

(D) interim measures to protect victims of sexual harassment, sexual assault, dating violence, or stalking during the pendency of the institution's disciplinary process, including protection from retaliation, and any other accommodations available to those victims at the institution; and

(E) a statement regarding:

(i) the importance of a victim of sexual harassment, sexual assault, dating violence, or stalking going to a hospital for treatment and preservation of evidence, if applicable, as soon as practicable after the incident;

(ii) the right of a victim of sexual harassment, sexual assault, dating violence, or stalking to report the incident to the institution and to receive a prompt and equitable resolution of the report; and

(iii) the right of a victim of a crime to choose whether to report the crime to law enforcement, to be assisted by the institution in reporting the crime to law enforcement, or to decline to report the crime to law enforcement; and

(2) be approved by the institution's governing board before final adoption by the institution.

(b) Each postsecondary educational institution shall make the institution's sexual harassment, sexual assault, dating violence, and stalking policy available to students, faculty, and staff members by:

(1) including the policy in the institution's student handbook and personnel handbook; and

(2) creating and maintaining a web page dedicated solely to the policy that is easily accessible through a clearly identifiable link on the institution's Internet website home page.

(c) Each postsecondary educational institution shall require each entering freshman or undergraduate transfer student to attend an orientation on the institution's sexual harassment, sexual assault, dating violence, and stalking policy before or during the first semester or term in which the student is enrolled at the institution. The institution shall establish the format and content of the orientation. The orientation:

(1) may be provided online; and

(2) must include the statements described by Subsection (a) (1) (E).

(d) Each postsecondary educational institution shall develop and implement a comprehensive prevention and outreach program on sexual harassment, sexual assault, dating violence, and stalking. The program must:

(1) address a range of strategies to prevent sexual harassment, sexual assault, dating violence, and stalking, including a victim empowerment program, a public awareness campaign, primary prevention, bystander intervention, and risk reduction; and

(2) include providing to students information regarding the protocol for reporting incidents of sexual harassment, sexual assault, dating violence, and stalking adopted under Subsection (a), including the name, office location, and contact information of the institution's Title IX coordinator, by:

(A) e-mailing the information to each student at the beginning of each semester or other academic term; and

(B) including the information in the orientation required under Subsection (c).

(e) As part of the protocol for responding to reports of sexual harassment, sexual assault, dating violence, and stalking adopted under Subsection (a), each postsecondary educational institution shall:

(1) to the greatest extent practicable based on the number of counselors employed by the institution, ensure that each alleged victim or alleged perpetrator of an incident of sexual harassment, sexual assault, dating violence, or stalking and any other person who reports such an incident are offered counseling provided by a counselor who does not provide counseling to any other person involved in the incident; and

(2) notwithstanding any other law, allow an alleged victim or alleged perpetrator of an incident of sexual harassment, sexual assault, dating violence, or stalking to drop a course in which both parties are enrolled without any academic penalty.

(f) Each biennium, each postsecondary educational institution shall review the institution's sexual harassment, sexual assault, dating violence, and stalking policy and, with approval of the institution's governing board, revise the policy as necessary.

Sec. 51.285. VICTIM REQUEST NOT TO INVESTIGATE. (a) If an alleged victim of an incident of sexual harassment, sexual assault, dating violence, or stalking reported to a postsecondary educational institution requests the institution not to investigate the alleged incident, the institution may investigate the alleged incident in a manner that complies with the confidentiality requirements under Section 51.291. In determining whether to investigate the alleged incident, the institution shall consider:

(1) the seriousness of the alleged incident;

(2) whether the institution has received other reports of sexual harassment, sexual assault, dating violence, or stalking committed by the alleged perpetrator or perpetrators;

(3) whether the alleged incident poses a risk of harm to others; and

(4) any other factors the institution determines relevant.

(b) If a postsecondary educational institution decides not to investigate an alleged incident of sexual harassment, sexual assault, dating violence, or stalking based on the alleged victim's request not to investigate, the institution shall take any steps the institution determines necessary to protect the health and safety of the institution's community in relation to the alleged incident.

(c) A postsecondary educational institution shall inform an alleged victim of an incident of sexual harassment, sexual assault, dating violence, or stalking who requests the institution not to investigate the alleged incident of the institution's decision whether to investigate the alleged incident.

Sec. 51.286. DISCIPLINARY PROCESS FOR CERTAIN VIOLATIONS. A postsecondary educational institution that initiates a disciplinary process concerning an allegation that a student enrolled at the institution violated the institution's code of conduct by committing sexual harassment, sexual assault, dating violence, or stalking shall:

(1) provide to the student and the alleged victim a prompt and equitable opportunity to present witnesses and other evidence relevant to the alleged violation during the disciplinary process;

(2) ensure that both the student and the alleged victim have reasonable and equitable access to all evidence relevant to the alleged violation in the

institution's possession, including any statements made by the alleged victim or by other persons, information stored electronically, written or electronic communications, social media posts, or physical evidence, redacted as necessary to comply with any applicable federal or state law regarding confidentiality; and

(3) take reasonable steps to protect the student and the alleged victim from retaliation and harassment during the pendency of the disciplinary process.

Sec. 51.287. STUDENT WITHDRAWAL OR GRADUATION PENDING DISCIPLINARY CHARGES. (a) If a student withdraws or graduates from a postsecondary educational institution pending a disciplinary charge alleging that the student violated the institution's code of conduct by committing sexual harassment, sexual assault, dating violence, or stalking, the institution:

(1) may not end the disciplinary process or issue a transcript to the student until the institution makes a final determination of responsibility; and

(2) shall expedite the institution's disciplinary process as necessary to accommodate both the student's and the alleged victim's interest in a speedy resolution.

(b) On request by another postsecondary educational institution, a postsecondary educational institution shall provide to the requesting institution information relating to a determination by the institution that a student enrolled at the institution violated the institution's code of conduct by committing sexual harassment, sexual assault, dating violence, or stalking.

Sec. 51.288. TRAUMA-INFORMED INVESTIGATION TRAINING. Each peace officer employed by a postsecondary educational institution shall complete training on trauma-informed investigation into allegations of sexual harassment, sexual assault, dating violence, and stalking.

Sec. 51.289. MEMORANDA OF UNDERSTANDING REQUIRED. To facilitate effective communication and coordination regarding allegations of sexual harassment, sexual assault, dating violence, and stalking at the institution, a postsecondary educational institution shall enter into a memorandum of understanding with one or more:

(1) local law enforcement agencies;

(2) sexual harassment, sexual assault, dating violence, or stalking advocacy groups; and

(3) hospitals or other medical resource providers.

Sec. 51.290. RESPONSIBLE AND CONFIDENTIAL EMPLOYEE; STUDENT ADVOCATE. (a) Each postsecondary educational institution shall:

(1) designate:

(A) one or more employees to act as responsible employees for purposes of Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681 et seq.); and

(B) one or more employees as persons to whom students enrolled at the institution may speak confidentially concerning sexual harassment, sexual assault, dating violence, and stalking; and

(2) inform each student enrolled at the institution of the responsible and confidential employees designated under Subdivision (1).

(b) A postsecondary educational institution may designate one or more students enrolled at the institution as student advocates to whom other students enrolled at the institution may speak confidentially concerning sexual harassment, sexual

assault, dating violence, and stalking. The institution shall notify each student enrolled at the institution of the student advocates designated under this subsection.

(c) A confidential employee designated under Subsection (a)(1)(B) or a student advocate designated under Subsection (b) may not disclose any communication made by a student to the employee or advocate unless the student consents to the disclosure or the employee or advocate is required to make the disclosure under state or federal law.

Sec. 51.291. CONFIDENTIALITY. (a) The protections provided by this section apply to:

(1) an alleged victim of an incident of sexual harassment, sexual assault, dating violence, or stalking reported to a postsecondary educational institution;

(2) a person who reports to a postsecondary educational institution an incident of sexual harassment, sexual assault, dating violence, or stalking, who sought guidance from the institution concerning such an incident, or who participated in the institution's investigation of such an incident; and

(3) a person who is alleged in a report made to a postsecondary educational institution to have committed or assisted in the commission of sexual harassment, sexual assault, dating violence, or stalking if, after completing an investigation, the institution determines the report to be unsubstantiated or without merit.

(b) Unless waived in writing by the person, the identity of a person described by Subsection (a):

(1) is confidential and not subject to disclosure under Chapter 552, Government Code; and

(2) may be disclosed only to:

(A) the postsecondary educational institution to which the report described by Subsection (a) is made as necessary to conduct an investigation of the report;

(B) a law enforcement officer as necessary to conduct a criminal investigation of the report described by Subsection (a); or

(C) a health care provider in an emergency situation, as determined necessary by the institution.

(c) A disclosure under Subsection (b) is not a voluntary disclosure for purposes of Section 552.007, Government Code.

(d) Information regarding an incident of sexual harassment, sexual assault, dating violence, or stalking disclosed to a health care provider or other medical provider employed by a postsecondary educational institution is confidential and may be shared by the provider only with the victim's consent. The provider must provide aggregate data or other nonidentifying information regarding those incidents to the institution's Title IX coordinator.

Sec. 51.292. COMPLIANCE. (a) If the coordinating board determines that a postsecondary educational institution is not in substantial compliance with this subchapter, the coordinating board may assess an administrative penalty against the institution in an amount not to exceed \$2 million. In determining the amount of the penalty, the coordinating board shall consider the nature of the violation and the number of students enrolled at the institution.

(b) If the coordinating board assesses an administrative penalty against a postsecondary educational institution under Subsection (a), the coordinating

board shall provide to the institution written notice of the coordinating board's reasons for assessing the penalty.

(c) A postsecondary educational institution assessed an administrative penalty under Subsection (a) may appeal the penalty in the manner provided by Chapter 2001, Government Code.

(d) A postsecondary educational institution may not pay an administrative penalty assessed under Subsection (a) using state or federal money.

(e) An administrative penalty collected under this section shall be deposited to the credit of the sexual assault program fund established under Section 420.008, Government Code.

(f) The coordinating board shall annually submit to the governor, the lieutenant governor, the speaker of the house of representatives, and the standing legislative committees with primary jurisdiction over legislation concerning sexual assault at postsecondary educational institutions a report regarding compliance with this subchapter, including a summary of the postsecondary educational institutions found not to be in substantial compliance as provided by this section and any penalties assessed under this section during the preceding year.

Sec. 51.293. EQUAL ACCESS. In implementing the requirements under this subchapter, a postsecondary educational institution shall, to the greatest extent practicable, ensure equal access for students enrolled at or employees of the institution who are persons with disabilities. The institution shall make reasonable efforts to consult with a disability services office of the institution, advocacy groups for people with disabilities, and other relevant stakeholders to assist the institution with complying with the institution's duties under this section.

Sec. 51.294. ADVISORY COMMITTEE. (a) The commissioner of higher education shall establish an advisory committee to:

(1) make recommendations to the coordinating board regarding rules for adoption under Section 51.295; and

(2) develop recommended training for responsible and confidential employees designated under Section 51.290 and for Title IX coordinators at postsecondary educational institutions.

(b) The advisory committee consists of nine members appointed by the commissioner of higher education. Each member must be a chief executive officer of a postsecondary educational institution or a representative designated by that officer.

(c) The advisory committee shall annually review and, if necessary, update the training recommended under Subsection (a) (2).

Sec. 51.295. RULES. (a) The coordinating board shall adopt rules as necessary to implement and enforce this subchapter, including rules that:

(1) define relevant terms; and

(2) ensure implementation of this subchapter in a manner that complies with federal law regarding confidentiality of student educational information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).

(b) In adopting rules under this section, the coordinating board shall consult with relevant stakeholders.

SECTION 2. Sections 51.9365(b), (c), and (d), Education Code, are transferred

to Subchapter E-3, Chapter 51, Education Code, as added by this Act, redesignated as Section 51.283, Education Code, and amended to read as follows:

Sec. 51.283. ELECTRONIC REPORTING OPTION. (a) ~~[(b)]~~ Each postsecondary educational institution shall provide an option for a student enrolled at or an employee of the institution to electronically report to the institution an allegation of sexual harassment, sexual assault, dating violence, or stalking committed against or witnessed by the student or employee, regardless of the location at which the alleged offense occurred.

(b) ~~[(e)]~~ The electronic reporting option provided under Subsection (a) ~~[(b)]~~ must:

- (1) enable a student or employee to report the alleged offense anonymously; and
- (2) be easily accessible through a clearly identifiable link on the postsecondary educational institution's Internet website home page.

(c) ~~[(d)]~~ A protocol for reporting sexual assault adopted under Section 51.282 ~~[51.9363]~~ must comply with this section.

SECTION 3. Sections 51.9366(b), (c), (d), (e), and (f), Education Code, are transferred to Subchapter E-3, Chapter 51, Education Code, as added by this Act, redesignated as Section 51.284, Education Code, and amended to read as follows:

Sec. 51.284. AMNESTY FOR STUDENTS REPORTING CERTAIN INCIDENTS. (a) ~~[(b)]~~ A postsecondary educational institution may not take any disciplinary action against a student enrolled at the institution who in good faith reports to the institution being the victim of, or a witness to, an incident of sexual harassment, sexual assault, dating violence, or stalking for a violation by the student of the institution's code of conduct occurring at or near the time of the incident, regardless of the location at which the incident occurred or the outcome of the institution's disciplinary process regarding the incident, if any.

(b) ~~[(e)]~~ A postsecondary educational institution may investigate to determine whether a report of an incident of sexual harassment, sexual assault, dating violence, or stalking was made in good faith.

(c) ~~[(d)]~~ A determination that a student is entitled to amnesty under Subsection (a) ~~[(b)]~~ is final and may not be revoked.

(d) ~~[(e)]~~ Subsection (a) ~~[(b)]~~ does not apply to a student who reports the student's own commission or assistance in the commission of sexual harassment, sexual assault, dating violence, or stalking.

(e) ~~[(f)]~~ This section may not be construed to limit a postsecondary educational institution's ability to provide amnesty from application of the institution's policies in circumstances not described by Subsection (a) ~~[(b)]~~.

SECTION 4. The following provisions of the Education Code are repealed:

- (1) Section 51.9363;
- (2) the heading to Sections 51.9365 and 51.9366;
- (3) Sections 51.9365(a) and (e); and
- (4) Sections 51.9366(a) and (g).

SECTION 5. The changes in law made by this Act apply beginning August 1, 2020.

SECTION 6. Not later than September 1, 2021, the Texas Higher Education Coordinating Board shall submit its initial report required under Section

51.292(f), Education Code, as added by this Act.

SECTION 7. This Act takes effect September 1, 2019.

President of the Senate

Speaker of the House

I certify that H.B. No. 1735 was passed by the House on April 17, 2019, by the following vote: Yeas 113, Nays 29, 2 present, not voting; that the House refused to concur in Senate amendments to H.B. No. 1735 on May 23, 2019, and requested the appointment of a conference committee to consider the differences between the two houses; and that the House adopted the conference committee report on H.B. No. 1735 on May 26, 2019, by the following vote: Yeas 109, Nays 30, 1 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 1735 was passed by the Senate, with amendments, on May 16, 2019, by the following vote: Yeas 31, Nays 0; at the request of the House, the Senate appointed a conference committee to consider the differences between the two houses; and that the Senate adopted the conference committee report on H.B. No. 1735 on May 26, 2019, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

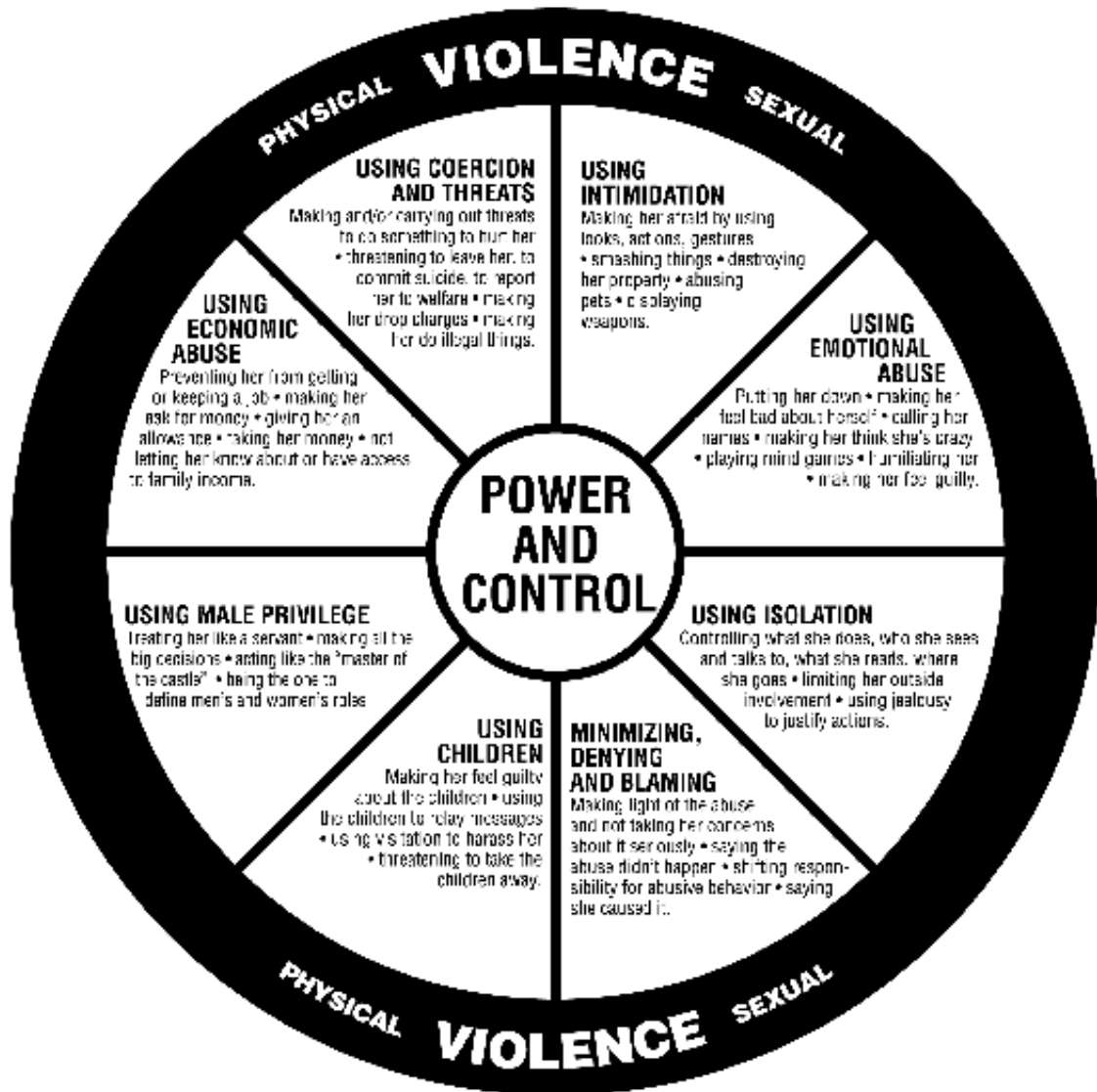
APPROVED: _____

Date

Governor

APPENDIX C: THE DULUTH MODEL: POWER AND CONTROL WHEEL

The Power and Control Wheel is a resource developed by the Domestic Abuse Intervention Programs in Duluth, Minnesota. Below is the image of the wheel (Domestic Abuse Intervention Programs, 2017)



DOMESTIC ABUSE INTERVENTION PROGRAMS
 202 East Superior Street
 Duluth, Minnesota 55802
 218-722-2781
www.theduluthmodel.org

APPENDIX D: PERMISSION TO UTILIZE DOCUMENTS AND
INFORMATION

The following letter includes permission to utilize documents and information from Barbie Brashear, Executive Director of the Harris County Domestic Violence Coordinating Council.

