

# GULF COAST CAMPUS SAFETY SUMMIT

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A virtual conference on preventing and responding to gender-based violence on college campuses.

**Wednesday, April 6:**

**Live Keynote Session: 12pm CST**  
**ACES (Adverse Childhood Experiences), Historical, and**  
**Generational Trauma**

*By Retired Detective Justin Boardman*

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Understanding the adverse childhood experience study, historical, and generational trauma is a window into how and why people and our campus families are affected. Through this introduction of these topics of trauma they will help educate us, giving us a greater understanding and insight into the diverse populations. Like a domino effect, this knowledge will empower us to show more empathy and compassion helping us to be better equipped to communicate.

**Plenary Session from Husch Blackwell**  
**Title IX Obligations and Requirements: Current Compliance and**  
**Potential Changes**

*by Elizabeth Samples, J.D.; Partner at Husch Blackwell*

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In this session, we will provide a brief overview of the obligations and requirements under the current Title IX regulations. We will discuss the critical components of institutions' grievance procedures including: case intake process, supportive measures, advisors, hearings, appeals, and alternative dispute processes. We'll highlight the July 2021 Department of Education Guidance and instructive recent Title IX cases. Finally, we will discuss anticipated changes to the Title IX regulations.



# On-Demand Webinars:

## Available from April 6 - April 15

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### **Mindfulness for Multidisciplinary Teams**

*Retired Detective Justin Boardman, Justin Boardman Training & Consulting*

The COVID-19 pandemic uprooted daily life in ways most of us never imagined, and the effects have been ongoing, creating a consistent undercurrent of stress and uncertainty. Regulating our emotions and maintaining our interpersonal relationships have never been more important. Mindfulness allows us to focus on the present, get out of the worry loop, and center ourselves to move forward.

Every multidisciplinary team is its own unique organism, functioning with a specific personality, and energy. Our teams work hard to continually improve the system for survivors of crime, and that work can deplete our own resilience. Individuals come to the team with their own personalities, professions, and trauma backgrounds. Through mindfulness exercises, we will address valuable tools for multidisciplinary teams and individuals to practice self-care.

### **Coordinated Community Response Team– Next Stop College Campuses?**

*Bobby Brown, JD – Title IX Coordinator, Texas Southern University*

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This presentation will focus on creating an effective CCRT on College Campuses and the positive aspects of having a Coordinated Community Response Team to better assist those who have been affected by Title IX incidents.

### **Engaging Marginalized Communities**

*Tishya Bedi – Director of Outreach & Education, Daya*

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Daya's Cultural Competency presentation touches base on how the South Asian diaspora faces domestic violence and sexual assault. In addition to touching base on SA/DV in the South Asian community, this presentation also touches base on how DV/SA can be seen in the South Asian LGBTQ+ community. This presentation helps college/university administrators recognize abuse in the South Asian community on campus.

In addition, this presentation assists campuses to improve their efforts to preventing violence, as well as, referring students and faculty to organizations such as Daya.

### **Teach One, Save One: The Power of Peer Education & Peer Support in College Prevention**

*Santee Ezell, MS, PCED, CHES, CHWI, CPM, CNP, CPT – Director of Health Promotion and Wellness, Mississippi State University*

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Peer education on college campuses is designed to empower students to help each other promote positive health beliefs and behaviors. Peer health education is defined as the teaching of health information, attitudes, beliefs, values, and behaviors by members of groups who are similar in age or experience (White et al., 2009). Students learning from one other is the foundation of peer education program which trains students to provide primary prevention education and health promotion to foster academic success and wellbeing.

## **Learning the Hard Way: How Experiencing Interpersonal Violence Impacts a Student's Academic Success and Interventions to Consider**

*Cathryn Councill, LCSW- Director of the SAFE Center, Rice University*

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For most, it is not surprising that domestic and sexual violence are prevalent on college campuses. For those working in this field, primary prevention is the priority goal. Unfortunately, even when we focus on prevention, we still see students experiencing high rates of interpersonal violence, so we must also utilize skills of secondary and tertiary prevention as well. Increasing our understanding of how interpersonal violence truly impacts a student's ability to complete their education is vital, as this is the most impactful way to provide interventions that increase student success. By using personal experiences of working with students on campus, as well as utilizing evidenced based research, participants will be provided with an understanding of the impact that interpersonal violence has on students and how we can provide the most helpful interventions, including utilizing supportive measures and collaborative approaches.

## **Engaging College Men in Dating Abuse Prevention and Intervention**

*John Reyes – Prevention & Education Manager, AVDA (Aid to Victims of Domestic Abuse)*

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Gender-based violence on college and university campuses is preventable. By engaging male faculty and students in the discussion of what healthy and respectful manhood looks like, we can raise their awareness of how collective socialization has shaped their thoughts about manhood, women, and marginalized groups.

AVDA Prevention and Education Manager, John Reyes, will share with the audience how to help our male college students think critically about how they may be passing harmful beliefs to others and how they can open their eyes to and practice healthy, respectful manhood. Based on the national Live Respect curriculum, John will cover such topics as the "Man Box"; society's gender roles, stereotypes and man teachings; the media connection and objectification; understanding sexual harassment and sexual assault; and healthy manhood and relationships.

Dating abuse intervention skills will also be discussed, especially recognizing the signs of abuse and how to talk to a friend who is experiencing dating violence and provide resources. John will explain how protective orders and safety planning can help protect a friend who is experiencing abuse.

## **Under the Surface: Are we Looking Beyond the "Strength" of Black Students in Higher Education?**

*Shanese McGregor, MA – Prevention Educator and Victim Resource Specialist, Vanderbilt University and Re'Nesha Weston, MPH, MCHES – Director of Health Promotion & Advocacy, Ball State University*

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This presentation will provide insight on the needed collaboration between victim services and health promotion outreach when serving Black students in higher education/ institutional spaces. This time will be used to highlight the perception of strength, historical examples of mistreatment in regards to health, wellbeing, and safety, and discuss how this impacts Black students' experiences in higher education. The facilitators will engage participants to consider their institution and Black community engagement (needs, resources, and support). This session reflects the conference goals by placing a focus on quality education surrounding prevention by providing information on how history impacts Black community engagement in institutions of

higher education. It will use the socio-ecological model and other evidence/informed based-practices to address barriers and advantages to resources, support, and outreach for Black students. It will also include considerations for collaboration, direct and indirect educational programming for Black students in higher education/institutional spaces. The goal of presentation is to provide information to increase efforts of health wellbeing and safety and reduce gender-based violence in Black communities.

### **Prevention Programming for College Students**

*Sofia McDaniel – Community Engagement Manager, CASA Pinellas*

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This presentation will show ways to conduct effective prevention programming for college aged students. College-aged students are unique in that they are not as easy to reach. College aged students may not have received adequate education on healthy relationships and then are thrust into a new environment where they are left to independently navigate relationships. Domestic violence affects women aged 18-24 in catastrophic numbers therefore, it is imperative to conduct effective prevention programming on college campuses.

This topic will help college and university administrators, faculty, and staff address their gaps in prevention programming and have the blueprint to conduct effective prevention training. This session will also have resources on how to effectively teach healthy relationships to college students and how to incorporate these trainings in on campus events.

### **Equal Opportunity Services (EOS) and the Police: Case Studies Promulgating Excellent Communication Strategies, Policies, and Coordination Efforts Ensuring Student Success**

*Ceaser Moore, Jr., PhD – Associate Vice Chancellor and Chief of Police, University of Houston and Toni Sanchez Benoit, JD – Assistant Vice Chancellor and Vice President Access, Equity & Diversity, Equal Opportunity Services, University of Houston*

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Colleges around the nation frequently deal with issues surrounding intimate partner violence, sexual assault, and other threats of gender-based violence. Three case studies, representative of the aforementioned issues, will be utilized to offer participants tools, strategies, and policies for success in addressing these sensitive, high-risk matters through coordinated campus response procedures. Unique solutions will be offered for consideration and application at the participant's home campus, with an emphasis on the collaboration between campus law enforcement, the Title IX office, and other relevant campus partners. Opportunities will be afforded for participants to ask questions so that nationwide trends as well as issues particular to their specific venues might be discussed.

### **An Analysis of Sexual Violence in Contemporary Horror Films and Implications for Media Use and Policies for College-Aged Youth**

*Regan Moss, Undergraduate Research Assistant – Women's and Gender Studies, Auburn University*

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Sexual violence is pervasive across the world; yet strikingly, there is strong evidence indicating even greater prevalence amongst college-aged youth. Specifically, reports highlight that 1 in 4 women experience sexual interpersonal violence during collegiate years and 1 in 6 men. Such violence may greatly impact the social, emotional, and physical wellbeing of students throughout their collegiate years and may transcend to their adult life. Given the harmful biopsychosocial effects of sexual interpersonal violence as well as the denial of humanity through such acts, it is vital to address sexual violence amongst college-aged youth. Importantly,

media may be a vital form of intervention for this age group. Importantly, Wright and Tokunaga (2016) provide evidence that the media is informing attitudes about violence. Notably, horror films may serve as a necessary form for commentary on this global health concern for college campuses and contrast the narratives about violence that are expressed through other forms of media. Contemporary horror films highlight the prevalence of sexual violence in institutions—uniquely challenging the social and political factors that precipitate sexual violence and provoking viewers to reassess how sexual violence is perpetuated. Given the capability of horror films as an instrument for social change, the purpose of this study was to analyze contemporary horror films through thematic analysis to highlight common motifs across the various portrayals of rape, assault, and harassment.

### **kNOw MORE: Developing Sexual Violence Programming for a Campus Community**

*Carly Bengry, M.Ed., OSAR Hearing Coordinator, University of North Florida and  
Rebecca Weiner, OSAR Office Manager, University of North Florida*

kNOw MORE: Developing Sexual Violence Programming for a Campus Community” focuses on the planning, execution, and appraisal of the University of North Florida’s inaugural Red Zone Programming. Prior to fall 2021, the University did not have targeted campus-wide programming related to the first few weeks of the semester when the most reported sexual assaults occur, also known as the Red Zone. The Office of Student Accountability & Resolution (OSAR) in partnership with the Victim Advocate initiated conversations with other campus stakeholders. These conversations led to the development of a four-part series about the following topics: sexual safety on campus; bystander intervention training; navigating conversations with survivors; and a panel of campus resources related to sexual violence. The overall programming is rooted in SAMSHA’s Strategic Prevention Framework, which promotes the idea of universal education through a variety of programming methods.

The goal of this presentation is to provide a starting point of ideas about the Red Zone and sexual violence and to encourage the creation of similar programming at other colleges and universities.