

2020 Campus Safety Summit

Monday, May 18, 2020

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| 7:00 AM – 1:30 PM | Registration Check-In Vendor Booths Open |
| 8:00 AM – 9:30 AM | Opening Plenary |
| 10:00 AM – 11:30 AM | Breakout Session I |
| 12:00 PM – 12:45 PM | Lunch Session |
| 1:00 PM – 2:30 PM | Breakout Session II |
| 3:00 PM – 4:30 PM | Breakout Session III |

Tuesday, May 19, 2020

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| 8:00 – 9:30 AM | Keynote Presentation |
| 10:00 – 11:30 AM | Breakout Session I |
| 12:00 PM – 12:45 PM | Keynote Lunch Session |
| 1:00 – 2:30 PM | Breakout Session II |
| 3:00 – 4:30 PM | Breakout Session III |

Opening Plenary: **The Art of Perception** **Amy Herman, Esq.** *May 18*

Amy Herman is a lawyer and art historian who uses works of art to sharpen observation, analysis, and communication skills. Through interactive analysis of paintings, sculptures, and photographs, Amy demonstrates how improving visual literacy can refresh participants' sense of critical inquiry, hone the skills necessary for improved performance and effective leadership, and reveal biases, assumptions, and blind spots that impede optimal decision making.

Amy developed her Art of Perception seminar in 2000 to improve medical students' observation and communication skills with their patients when she was the Head of Education at The Frick Collection in New York City. She subsequently adapted the program for a wide range of professionals and currently leads sessions internationally for the New York City Police Department, the FBI, the French National Police, the Department of Defense, the State Department, Fortune 500 companies, first responders, the military, and the intelligence community. The program has been featured in The New York Times, The Wall Street Journal, The CBS Evening News, and Smithsonian Magazine, among others. Her TED talk, *A Lesson in Looking*, went live in December 2018. Ms. Herman holds an A.B., a J.D., and an M.A. in art history. Her book, *Visual Intelligence*, was selected for both the New York Times and Washington Post best sellers' lists.

Keynote Presentation: **30 years of Lessons Learned: Providing Trauma-Informed Support to Victims and Survivors on Campus** **Julie Owens, Violence Against Women Consultant** *May 19*

Students who are victims or survivors of domestic violence frequently suffer emotionally or physically as the result of trauma. Those who've also endured prior adverse events such as child abuse are impacted exponentially. Depression, anxiety, substance use, PTSD, insomnia, traumatic brain injury, eating disorders, and suicidality are among the common results. Since victims tend to hide their abuse, most of these related conditions go unrecognized as the result of intimate partner abuse. Even students who are forthcoming and seek counseling support or the assistance of campus law enforcement are unlikely to receive trauma-informed support. Campus helpers have an obligation to become educated and equipped to recognize and address the symptoms of abuse-related trauma. This lecture will provide the unique opportunity to learn from a seasoned survivor and violence against women expert as she shares insights learned during her 30+ year career in victim advocacy, much of which focused on addressing abuse-related trauma.

Breakout Sessions:

Yesterday I Cried: Exploring the Barriers African American Women Face When Reporting Violence

Ramona Curtis, MA, Director of Diversity Outreach Programs, Tulsa Community College

According to the Institute for Women's Policy Research, more than 40 percent of Black women experience physical violence by an intimate partner during their lifetimes (41.2 percent), compared with 31.5 percent of all women. This workshop will explore the barriers African American women face when it comes to reporting domestic and sexual violence events. It will also explore programming to assist these women find their voices in a culture that expects them to be STRONG and ANGRY, yet often find themselves invisible in the discussion of programming and prevention.

Don't Be Afraid to Catch Feels: Facilitating a Healthy Relationship Series for Students

Laura Luciano, MA, Associate Director, Rutgers University-Camden

National research indicates that one in four women and one in nine men have experienced some form of intimate partner violence in their lifetime. Nearly half (43%) of all college women and one third (28%) of college men report having experienced either abuse or controlling behaviors in a dating relationship. To address the social problem, Don't be afraid to Catch Feels was created to address intimate partner violence by using a primary prevention approach. This workshop series was designed to provide students with space to consider their own choices when engaging in emotional, sexual, and intimate relationships and encourages students to discuss different aspects of healthy relationships. Infusing primary prevention programming methods with psychoeducational information about domestic violence, participants learn practical information to assist them in communication skills within their intimate partner relationships. Four different workshops were created to address various aspects of relationships including: beginning a relationship; consent; healthy discourse when ending relationships; and the impact of technology in relationships. Participants of this conference workshop will be provided with the tools to replicate this series in with high school or college students in their communities. During the session, presenters will facilitate an activity from each of the sessions and share what worked in terms of discussion and self-reflection questions. Presenters will also share information about the design of the workshop, including efforts to address the unique experiences of our LGBTQ community. The final portion of the workshop will include information about measuring the effectiveness of the series.

Participants will:

- Gain understanding of programming components for domestic violence prevention
- Gain understanding of the unique facets of LGBTQIA+ relationships and programming
- Gain knowledge and skills to facilitate healthy relationship series
- Further develop their own healthy relationship workshops for students with tools, including a facilitation guide to highlight discussion questions, activities, and ideas for their own communities.

Advancing the Trauma-Informed Approach to Sexual Assault – New Challenges, New Expectations

Tom Tremblay, Owner/Consultant, Thomas Tremblay Consulting & Training

In this workshop, the presenter will share lessons learned while crisscrossing the country addressing trauma-informed sexual assault reforms during 300+ training and consultation events in 48 states and on 100 university campuses and military installations across the country. The progress that has been made by instituting trauma-informed approaches for sexual assault response and investigations has been significant and inspirational, and at the same time there must be an understanding of the limits of this approach and cautions to ensure proper training. The presenter will facilitate a discussion of this progress and recent challenges concerning the

presumption of innocence and the due process rights for those reported to have committed an offense. Attendees will leave being able to answer the question: Can we be trauma-informed for victims while still ensuring the critical rights for those reported to have committed an offense?

Neurobiology of Trauma

Michelle McCormick, LMSW, Program Director, YWCA Center for Safety & Empowerment;

This workshop will provide a brief overview of cutting edge brain science research, which is informing our understanding and improving our responses to victims of domestic and sexual violence. What can seem like counter-intuitive responses by victims and survivors are better understood when you learn that “the brain is doing what the brain does” when trauma is experienced.

Catching a Predator: Investigating the Howard University Rapist

Melissa Hoppmeyer, Chief, Special Victims and Family Violence Unit, Prince George's County State's Attorney's Office; Lisa Shepperd, Detective, Prince George County Police Department

Julian Lee Everett was a successful DC businessman and also a serial sexual predator. This session will explore the law enforcement and state's attorney's office investigation into Julian Everett. The session will explore and discuss the methods used to investigate historical allegations of sexual assault, as well as the barriers and issues that arose during the investigation. How and why there was ultimately a decision to charge and the aftermath of the investigation and what we discovered about the Howard University rapist. This session will show how a fresh look and deep dive into his historical sexual assaults allowed investigators and prosecutors to fully understand Everett's crimes and to finally charge as a serial rapist.

Showing Pride: How Law Enforcement Can Best Assist LGBTQ+ Victims of Gender Based Violence on Campus

Rebecca Dreke, MSSW, Dreke Consulting; Sergeant Michael Crumrine, Austin Police Department; Gregory Abbink, Senior Police Officer, Austin Police Department

Lesbian, gay, bisexual, transgender, and queer+ (LGBTQ+) individuals have a long history of discrimination in the US, but often find campuses to be a place of safety and community. Yet, far too many LGBTQ+ people experience dating and domestic violence, stalking, and/or sexual assault on campus, shattering that sense of safety and community. Too often, despite high levels of victimization, the LGBTQ+ community has not trusted law enforcement to handle their cases with sensitivity and care. Many individuals from the LGBTQ+ community feel under-protected by police when they are victimized, but over-policed for challenging traditional mores. This dynamic has damaged trust between police officers and LGBTQ+ people across several dimensions – but most especially when it comes to LGBTQ+ people reporting gender-based violence crimes. Law enforcement, especially those that work on and near campuses, have a unique opportunity to address the high levels of victimization with this population and create constructive, positive responses to LGBTQ+ victims of intimate partner violence, stalking, and sexual assault. This workshop is designed by and for law enforcement to educate police on the unique barriers to gender-based violence crimes within the LGBTQ+ community, as well as provide practical, immediately-employable steps that law enforcement can take to overcome those barriers.

Participants of this training will learn from two officers and a social worker from the LGBTQ+ community, with combined decades of experience working to create better outcomes for LGBTQ+ individuals. Through this discussion-based and highly interactive training, attendees will learn about the role of gender identity, the importance of and practical skills on how to best foster community trust, tips for working with reluctant victims, and have an opportunity to build cultural competency and get their questions answered in a fun, challenging, and safe environment. As a result of attending this session, law enforcement will feel better prepared to respond to LGBTQ+ victims of crime and will walk away with ideas on how to better positive relationships with the LGBTQ+ community that encourage trust and respect.

Objectives:

- Identify the differences between sexual orientation and gender identity and articulate respectful terminology used to describe both.
- Analyze appropriate and respectful procedures for working with transgender individuals and gender non-conforming people who have experienced gender-based violence.
- Explore how hate crimes, domestic violence, sexual assault, and stalking impact LGBTQ+ communities.
- Assess agency opportunities to improve police engagement with the LGBTQ+ community.
- Identify ways to develop departmental LGBTQ-inclusive policies and procedures.

Effective Report Writing in Gender-Based Violence Cases

Bob Frechette, Detective, Rochester Police Department

Gender-based and family violence crimes are pattern crimes that require careful documentation. This workshop will examine how police, medical, and other official reports have the potential to make or break a case and either empower or re-victimize. The presenter will explore descriptive language and share tools for writing clear, complete, and accurate narratives.

Engaging Generation Z in Fighting Violence Against Women

Hsin-Yen Yang, Ph.D. Associate Professor, Fort Hays State University;

Ziwei Qi, Assistant Professor, Fort Hays State University

Generation Z (Gen Z) consists of those who were born roughly between 1995 and 2010. This generation is known for being the first generation of digital natives, and is often misunderstood as socially indifferent by many. Gen Z is the most ethnically-diverse and the largest generation in American history, comprising 27% of the US population. They are receptive to technology, innovative ideas, and holistic forms of civic engagement. This workshop is led by two university faculty members in Criminal Justice and Communication Studies. They will share their experiences in creating collaborative projects between law enforcement agencies and campuses. This workshop uses studies and statistics to illuminate the characteristics of Gen Z in terms of its demographics, psychographics and its views on civic engagement and its influence in public communication and public safety.

Learning objectives:

- Learn how to engage and collaborate with Gen Z. With public safety and criminal justice systems are in constant transition, communities are seeking opportunities to collaborate with law enforcement agencies for civic engagement activities and public safety solutions. In turn, police agencies are seeking trust, transparency and public support, and the schools are some of the best sites for community engagement.
- Learn approaches to achieving safety and security goals via a partnership between law enforcement and Gen Z. With the transition to intelligence and community-orientated policing era, community engagement and partnership are crucial to identifying potential victims and potential repeat offenders, to build rapport and relationships, and to provide offenders with an opportunity to change their behavior before being arrested for a more severe crime.
- This workshop will introduce project-based activities involving the collaboration between local law enforcement and campuses. Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges, and acquire a deeper understanding about issues such as criminal justice, policy making, crisis management, critical theories and social reform, etc. Students and local and state-level law enforcement agencies can work together to achieve empowerment, engagement, and collective efficacy.

Voluntary Intoxication: It's Not Consent for Sex, You Know!

Russell Strand, Senior Special Agent (Ret), Independent Consultant

Alcohol-facilitated sexual assaults are by far some of the most challenging cases any criminal justice or allied professional will work. The vast majority of are not reported, but when they are, the reported victims and suspects rarely receive the justice they deserve. This workshop will explore the profusion of sexual assaults that occur while a victim is under the influence of alcohol. The presenter will discuss the role of alcohol in our society, especially within the social spectrum of dating and pursuing sexual encounters, and provide skills to assist in the recognition of the effects of alcohol in both the reported victim and suspects. Multiple visual examples will be provided in order to help attendees recognize and evaluate degrees of intoxication, which assists in providing a foundation for assessing substantial incapacitation. Attendees will learn how substantial incapacitation fits within the realm of a complete and thorough investigation and prosecution.

Creating a Campus-Based SART and a Coordinated Campus Response to Violence Victimization

Cynthia Jones, Professor, University of Texas Rio Grande Valley; Florence Nocar, JD, Chief Equity and Diversity Officer, University of Texas Rio Grande Valley

Although Sexual Assault Response Teams (SARTs) are seen as effective in increasing inter-agency collaboration, perceived survivor outcomes, and prosecution of cases, initiating and maintaining a community SART can be difficult. Organizing a campus-based SART can present an even greater challenge, as effective collaboration requires coordinating with both campus-based and community-based agencies and offices and working with different protocols and evidentiary standards. First responders to violence victimization typically work within different professional paradigms and, often understandably, have trouble appreciating the framework of other professionals. Overcoming professional differences, agreeing on procedures for sharing information, and sustaining collaboration with participants who have demanding schedules are hurdles often reported by both successful and unsuccessful SART members. This workshop will discuss the benefits and pitfalls encountered in initiating and maintaining a SART/coordinated response effort in general, including suggestions for modifying SART protocols to adapt to campus culture, utilizing the lessons learned from organizing a SART at a large, primarily commuter, distributed HSI (Hispanic Serving Institution) on the border.

Learning objectives include:

- Understanding benefits and challenges of SARTs and coordinated response efforts in general and in campus settings,
- Appreciating the unique challenges of adapting a SART/coordinated response effort to a particular campus,
- Recognizing the need to include representatives from marginalized groups when developing procedures and protocols, and
- Identifying ethical challenges that can arise in inter-agency and inter-professional information sharing.

Title IX in the Ivy Tower: A Rough Journey for Equality

Wendy Murphy Esq., New England Law- Boston; Susan Daria Landino, Director, Allies Reaching for Equality, Inc.

For almost 50 years, civil rights laws –including Title IX – have prohibited sex/gender-based discrimination in education. Advocacy for Title IX can be a tough road. One former Yale University vice president's office staffer stood up to advocate for students to receive federally mandated Title IX support services in the aftermath of sexual misconduct. Susan Landino worked to change university culture internally according to Title IX and the Clery Act, and will share what occurred when leadership did not respond, and what retaliation looks like in a Higher Ed setting. The retaliation Landino endured for efforts to support Title IX – included demotions, humiliation by email, isolation from colleagues, and workplace violence. To escape the retaliation from the vice president's office Landino was not able to secure a different campus position after applying to over

100 jobs. Ultimately, Landino was marched off campus. One year later Yale students filed their Title IX complaint with the federal government alleging gender-based discrimination in connection with sexual assault response practices. The programs Yale students identified as missing from campus were the very programs Landino tried to put into place for over ten years. With the help of victim's rights lawyer, Wendy Murphy, Landino filed the first non-sports-related Jackson v Birmingham Title IX retaliation complaint, *Burhans v Yale*. The case settled in 2017. Yale was also fined for falsifying crime stats by the Department of Education. Wendy Murphy will share her decades-long journey standing up for Title IX. Landino will share what it is like to be a plaintiff up against one of the most prestigious universities - affecting her career, well-being, personal life and financial security. While the legal battle stretched over ten years, Landino has continued her advocacy work helping scholars navigate the maze of inequitable policies and practices.

Learning Objectives:

- Will address lessons learned and how to navigate the challenges in Title IX compliance
- Will disseminate information on how some universities are navigating "around" Title IX compliance
- Will discuss our active roles in helping scholars, staff and faculty navigate hostile environments

The Clery Act, Title IX and VAWA: *Attending to the Details*

Hayley Hanson, JD, Partner, Husch Blackwell

With the release of new regulations for Title IX, this presentation will clarify reporting requirements for Clery and Title IX administrators including the Violence Against Women Act. Areas include: responding to sexual violence, types of incidents for reporting, role of the CSA's, responding to complainants, investigations and dispositions, and other obligations under each act.

Restorative Justice as a Response to Campus Misconduct

Hayley Hanson, JD, Partner, Husch Blackwell

Restorative justice is a long-standing method of conflict resolution that focuses on repairing the harm done to members of a campus community. Guided by a trained facilitator, the parties involved in a misconduct incident engage in a structured, collaborative process to create a resolution that requires the respondent to accept responsibility, discourages future misconduct, fulfills the needs of the harmed parties, and restores the community's trust in the responsible party. A growing trend across student affairs, Title IX offices and offices of institutional equity and inclusion, restorative justice offers an alternative to traditional resolution processes and creates opportunities for education and growth.

More workshop descriptions coming soon!