

# **Rocky Mountain Campus Safety Summit Program**

## **Wednesday, June 10:**

Live Plenary Session: 11:00 am MST/12:00 pm CST

### **“Final Title IX Regulations and Their Effect on Your Campus”**

*by Hayley Hanson, JD, Partner; Derek Teeter, JD, Partner, Husch Blackwell*

On May 6, 2020 the Department of Education released its final Title IX regulations. Taking effect August 14, 2020, the new regulations include substantial changes that impact Title IX investigation and adjudication processes.

## **Thursday, June 11:**

Live Keynote Presentation: 12pm MST/1pm CST

### **“Working with Trauma: The Professional Enlightened Witness”**

*by Steve Halley and Dorothy Stucky Halley, Family Peace Initiative*

What does it really take to use our professional capacity to become an “enlightened witness” for others? In this presentation, Dorothy and Steve examine how we can foster resiliency in those we serve. They share their moving account of “when the personal and professional collide”; exploring the benefits and risks of exposing our own vulnerability to help those we serve.

## **Available On-Demand from June 12-June 19:**

### **Cracking the Code: Understanding the Motive of Those Who Batter**

*Steve Halley and Dorothy Stucky Halley, Family Peace Initiative;*

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In this workshop, Dorothy and Steve “crack the code”: bringing to the practitioner an understanding of the different types of batterers who have different motives, display different behaviors, and present different dangers to their victim and to their community. The commonality among batterers—their desire to dominate and control—has been understood for a long time. Unfortunately, their differences have eluded researchers and professionals for years, making it difficult to provide effective response. This workshop provides information that unlocks the mystery of domestic violence, and provides practical information that will change and enhance your response.

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## **Restorative Justice as a Response to Campus Misconduct**

*Hayley Hanson, JD, Partner, Husch Blackwell; Paige Duggins-Clay, Associate, Husch Blackwell*

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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.

## **Neurobiology of Trauma**

*Michelle McCormick, LMSW, Director of Victim Services, Kansas Attorney General's Office*

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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.

## **Impact of the River of Cruelty on Young Adults**

*Nance Munderloh & Dian Organ, Colby Community College*

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Through this session, see the impact of cruelty that can be devastating and how we can be held captive by our fear of being hurt/targeted through adverse feelings. Session attendees are advised to address adverse feelings, for if they go unattended, they become emotionally overloaded. This often leads to desperate and reactive behaviors. If not dealt with, our own experiences of cruelty can become projected upon others. Learn how students have in-depth conversations on how, if unaddressed, the 'River of Cruelty' can negatively impact students, as young adults, and further into mature adulthood.

## **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 Sheppard, Detective, Prince George County Police Department*

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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.

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## **Supporting Men Who Experience Rape or Dating Violence pt.1 & pt.2**

*Rus Ervin Funk, MSW, CSE, Rus Funk Consulting*

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This two-part workshop focuses on the specific needs of men on campuses who experience rape or dating violence (which for the purposes of this workshop, “experience” refers to both men who are victimized and men who care about women or men who are victimized). Experienced and evidence clearly detail that men are impacted both directly and secondarily by rape and dating violence on college campuses. Yet there are a host of reasons why men are hesitant to access the services that are available. In addition, there is often a lack of comfort and confidence amongst campus-based services and personnel on effectively supporting men who have experienced rape or dating violence. This workshop will provide an overview of men’s experience to rape and dating violence, including exploring the ways that men, differently than women, experience and express the trauma of these experiences. This workshop will then explore some of the barriers to serving men who experience gender-based violence and provide an overview of effectively supporting men. Finally, this workshop will include an overview of the “gender-transformative” model for effectively supporting men who have experienced gender-based violence.

## **Strategies for Teaching International Students and Scholars about Sexual Misconduct Topics**

*Emmalee Fishburn, Senior Prevention Specialist, Utah State University – Office of Equity;  
Shelly Ortiz, Director of International Students & Scholar Services,  
Utah State University – Office of Global Engagement*

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International students and scholars are often a population overlooked in university education efforts related to sexual harassment, sexual assault, interpersonal violence, and stalking. Yet, they are a population that is sometimes more at risk for having these experiences and less certain of what to do once they have been harmed. This presentation will review a training about these topics that is provided to Utah State University visiting scholars, as well as the process of its creation and evaluation. Participants will have the opportunity to discuss ways to partner with sexual violence prevention educators on their campuses and in their communities to provide similar trainings to international populations.

## **Creating a Restorative Culture: Understanding Restorative Practice to Affect Sustainable Systems Change**

*Jessica Sherwood, Restorative Practices Program Manager, The Conflict Center*

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As Restorative Practices (RP) are becoming more widely utilized, the need to implement RP with the intention of affecting lasting, sustainable systems change has become clear. It is only through a thorough understanding of the philosophy of Restorative Practices, system staff buy-in and thoughtful engagement that restorative culture can thrive. RP, when embraced as a culture change, teaches lifelong social-emotional skills and builds a strong, caring community with fewer harmful acts and a process for addressing harm when it does occur. This workshop will illustrate the need and provide tools to engage in the RP process.