

**2019 Campus Safety and Violence Prevention Forum**Renaissance Portsmouth-Norfolk Hotel - Portsmouth, Virginia

March 5 – 6, 2019

**AGENDA**

**TUESDAY, March 5, 2019**

**8:30 AM – 9:00 AM Welcome**

**Presentation of Colors**

 **Singing of National Anthem**

**Opening Remarks**

 *Teresa Gooch*, *Director, Division of Law Enforcement, Virginia Department of Criminal Justice Services*

*Shannon Dion*, *Director, Virginia Department of Criminal Justice Services*

*Brian Moran, Secretary of Public Safety and Homeland Security*

*Dave McCoy*, *Chief of Police, University of Richmond*

*Mike Clesceri, Chief of Police, McHenry County College*

**9:00 AM – 10:30 AM Were We Ready? What the Seattle Pacific University Shooting Can Teach Us about Targeted Violence**

*Cheryl Michaels, Seattle Pacific University*

Schools remain high-risk targets of violence and have seen an increasing number of averted and successful attacks since Columbine. Four years ago, on June 5, 2014 a man armed with a shotgun and 75 rounds of ammunition killed one student and injured two more at Seattle Pacific University.  The University’s security operations center was able to lock the entire campus down within seventeen seconds of receiving notification of shots fired and multi-modal communications were immediately activated allowing the SPU community to immediately take the protective measures they had been trained to do. One student’s heroic counter-attack stopped the killer from harming more people while unarmed security officers provided life-saving medical intervention. SPU spent more than a decade on strategic planning and implementing cost-efficient practices to prepare for the possibility of an active shooter on campus. These efforts guided the University’s response and recovery actions. This case study is a look at the culture of preparedness SPU developed; the response by the University, police, EMS, and the media; the various actions taken during the recovery phase, and a review of the planning and pre-operational behaviors of the shooter leading up to the attack.

**10:30 AM – 10:45 AM Break**

**10:45 AM – 12:15 PM Impact of Implicit Bias**

 *Horacio Sanchez, Resiliency Inc.*

The human brain produces bias as a natural process of how it learns. The brain associates things easily and this process can lead to a person consciously thinking one thing while the brain automatically associates it with something else. These subconscious associations influence what we think, how we react, and even how we behave. It has been determined that individuals can even develop biases that contradict the values and beliefs that are most important to them. Implicit bias, although subconscious, can impact how students behave and perform academically. The truth is that we all have biases; it is a byproduct of the human brain. People can learn what bias is, how it occurs, and how to mitigate its negative impact. In this session, participants will discover the role bias plays in student achievement, learn how bias impacts recovery from trauma, gain an understanding as to why bias impacts social perceptions and attitudes, understand the implications of bias on physical health, and realize how bias shapes the human brain.

**12:15 PM – 1:15 PM** **Lunch**

**WORKSHOPS***(90 minute sessions)*

**1:15 PM – 2:45 PM**

1. **Costly Incidents and Consequences Are Increasing in Higher Education… Why?**

*Rick Shaw, Awareity*

Even though security efforts (cameras, personnel, access, etc.) have increased and there are state laws, federal guidelines, and national standards to guide Threat Assessment Teams (including risk, behavior, safety, security, crisis, care, etc.) and nearly every Higher Education Institution has one or more Teams; costly incidents and expensive consequences are occurring and increasing across Higher Education Institutions.  Why?  This presentation will share valuable findings from over 15 years of research that expose the common gaps, silos, and disconnects that keep warning signs (observed and even reported) scattered across your communities (institution, city, social media, etc.) and away from your Teams who can take the right actions. As a result, institutions continue to be in reactive response mode rather than proactive prevention mode.

1. **A Whole Community Approach to Targeted Violence**

*Cheryl Michaels, Seattle Pacific University*

Preparedness is a shared responsibility that calls for the involvement of all members of a campus community to effectively prepare for, protect against, respond to, and recover from acts of targeted violence. Key to engaging the community is to understand the role of threat and consequence management in a targeted violence ecology. This breakout session will take a deeper look at various strategies and practices that will enhance an institution’s emergency planning, including:

* Practices that can streamline the speed of delivering emergency alerts so the community responds immediately with self-protective measures
* Tools that enhance situational awareness of an active threat
* Procedures for an unarmed security officer response to active shooters
* How traditional response to fire alarm evacuations can endanger lives
* How to build a culture of preparedness through community engagement
1. **Virginia Environmental Scan: Current Alcohol and Other Drug Programming and Policies in Higher Education**

*Colleen Howarth, Virginia ABC*

The following topics will be discussed: 1) Current data and trends on college student substance use, 2) Campus policies and sanctions on alcohol and other drugs, 3) Campus programming and resources on alcohol and other drugs, 4) Virginia ABC needs assessment findings, 5) Evidence-based practices for colleges, and 6) Virginia ABC college programming. This presentation will identify gaps and opportunities in alcohol and other drug programming among Virginia institutions of higher education, and will highlight the initiatives that Virginia ABC has implemented to assist colleges.

1. **Clery 101 for Campus Law Enforcement**

*Ed Purchase, The University of North Carolina System*

Campus Law Enforcement are responsible for collecting the bulk of Clery Act-reportable campus crime data. However, they are seldom taught anything in BLET about the Jeanne Clery Act and how the crime definitions and elements can be very different than the State Statutes they are trained to enforce. There is little, if any, focus on the additional responsibilities of officers who will serve on a college or university campus. It is often left to their individual FTO programs, which can be inconsistent from campus to campus. This program is designed to provide a ‘101’ on the Clery Act, reinforce the importance of compliance, the ramifications of non-compliance, and how campus law enforcement officers can best partner with their Clery Coordinators to ensure crimes are categorized, counted, and acted upon correctly.

1. **Behind the Scenes: How to Build Authentic Partnerships, Adapt Content and Utilize Assessment Strategies for Violence Prevention Training in Campus Communities**

*Kiana Swearingen, University of Washington*

The University of Washington is a large institution made up of diverse student and faculty communities. In this session, a campus preventionist will share “behind-the-scenes” strategies for building partnerships with faculty/staff departments and student communities to foster conversations about preventing and responding to violence. We will discuss a blueprint for assessing needs, adapting training to micro-cultures, and continued engagement within an intersectional and trauma-informed lens. Participants will actively apply these concepts during the workshop. Our prevention work at UW focus on workplace violence, gender-based violence, Title IX awareness, bystander strategies, shifting norms and attitudes, and preparing individuals to support survivors.

1. **Victim-Centered Approach to Victim Compensation**

*Carolyn Ailstock, Virginia Victims Fund*

This session provides participants with in-depth knowledge of the Victim Compensation process in Virginia and gives them tools to support victims and help them navigate the complex process. It explores connections between law enforcement, the criminal justice process, victim rights, and compensation.

**2:45 PM – 3:00 PM Break**

**WORKSHOPS***(90 minute sessions)*

**3:00 PM – 4:30 PM**

1. **Crisis Response Teams: Assisting Students with Recovery After a Crisis**

*Julia Fuller-Wilson, MSW, Violence Against Women Program Administrator, Crisis Response Coordinator*

*Virginia Department of Criminal Justice Services*

*Cindy Yadav, Virginia Victim Assistance Network*

School shootings and other crisis events are happening with increased frequency. Being able to prepare, respond, and assist in the short and long-term recovery of victims is necessary. This interactive session will discuss victim-focused preparation and planning for these events and provide techniques to best deliver critical education and emotional first aid to victims and community members in the event of a mass casualty incident.

1. **Impact of Implicit Bias**

*Horacio Sanchez, Resiliency Inc.*

*This session will be a continuation of the previous morning session.* The human brain produces bias as a natural process of how it learns. The brain associates things easily and this process can lead to a person consciously thinking one thing while the brain automatically associates it with something else. These subconscious associations influence what we think, how we react, and even how we behave. It has been determined that individuals can even develop biases that contradict the values and beliefs that are most important to them. Implicit bias, although subconscious, can impact how students behave and perform academically. The truth is that we all have biases; it is a byproduct of the human brain. People can learn what bias is, how it occurs, and how to mitigate its negative impact. In this session, participants will discover the role bias plays in student achievement, learn how bias impacts recovery from trauma, gain an understanding as to why bias impacts social perceptions and attitudes, understand the implications of bias on physical health, and realize how bias shapes the human brain.

1. **Citizen Response to Active Shooter Event (C.R.A.S.E)**

*Randy Campbell, Liberty University*

This session includes the history and prevalence of active shooter events, the role of professional guardians, civilian response options, medical issues, and drills. The objective of CRASE is to aid and enhance schools, colleges, universities, businesses, and community members for direction if they should be confronted with an active shooter event.

1. **Integration of Crisis Intervention Team Based Programs with Campus Safety and Health Agencies**

*Craig Branch, Germanna Community College*

*Stephen Craver, Virginia Department of Behavioral Health and Developmental Services*

The Department of Behavioral Health and Developmental Services, in collaboration with DCJS and the Virginia CIT Coalition has funded and managed the CIT Assessment Site diversion program since FY2013 to divert those in mental health crisis away from the justice system and into appropriate care. This program is supported through the extensive partnerships with stakeholders in localities throughout Virginia including police and sheriffs, courts, community services boards, and educational institutions, advocates, and consumers of services and their families. It is well documented that many college-aged adults experience mental health disorders, including the most common age range for experiencing a first psychotic break (18-24). University and college police and security departments are in a position to gain significant benefit from involvement in CIT programs and related resources, including training and access to CIT Assessment Sites. Campus communities often provide services and access to counselors, however, behavioral health emergencies often occur after the available hours of these services and sometimes at a level of acuity traditional counseling centers are not prepared to address. Emergency evaluations are already conducted by pre-screeners from the community services boards as mandated by Virginia Code. The availability of these services is increased at Assessment Sites, and this offers Virginia’s higher education communities access to CIT programs and the services offered through collaborative stakeholder groups. The Assessment Site coordinator will provide an overview of the program and highlight how available resources may help Virginia’s colleges and universities create opportunities to strengthen services for their vulnerable student population through training, local partnerships, and Site based services.

1. **Proposed Regulations on Title IX**

*Kristina Hartman, Virginia Tech*

*Ashley Lockhart, State Council of Higher Education for Virginia*

Panel discussion on the proposed Title IX regulations and their impact on campus procedures. The panel will go over Virginia's coordinated comments, with an emphasis on how the proposed regulations challenge the ability of the Commonwealth’s institutions to administer policies and procedures compliant with other federal and state laws and regulations. Topics will include: the effect of legalistic procedural requirements; jurisdiction; regulation of perceived bias; mandatory live hearings; cross-examination; and the role of advisors and standard of proof.

1. **Grant Writing: DCJS Grant Writing Overview**

*Patrick D. Harris, Criminal Justice Grant Program Specialist, Division of Law Enforcement, Virginia Department of Criminal Justice Services*

*Tracy Matthews, Criminal Justice Grant Program Specialist, Division of Law Enforcement, Virginia Department of Criminal Justice Services*

The Department of Criminal Justice Services (DCJS), Division of Law Enforcement’s, “DCJS Grant Writing Overview” workshop will focus on preparing grant applications primarily from a DCJS Law Enforcement perspective. The workshop will explore diverse funding opportunities from both public and private sources, and will review the essential components of the DCJS grant packet, including the Project Narrative (Needs Statement, Project Description and Budget Narrative). The workshop will also review required DCJS forms for the DCJS grant application packet, including the application Facesheet and Itemized Budget form. This workshop is designed to introduce the fundamentals of DCJS grant writing and/or serve as a refresher for the experienced grant writer seeking to stay abreast of the DCJS grants process.

**WEDNESDAY, March 6, 2019**

**8:30 AM – 10:00 AM The Clery Act: Beyond Compliance, Toward Safer Campuses**

*James L. Moore, US Department of Education*

This session will focus on the requirements of the Clery Act including VAWA and the interrelation to Title IX, FERPA, and other related laws.  Other topics will include crisis intervention, emergency management, public safety consideration related to mental health, and substance abuse prevention.  The session will emphasize that Clery Act compliance is an institution-wide responsibility and will provide practical advice for developing a plan that integrates compliance into a comprehensive campus safety and crime prevention program.

**10:00 AM – 10:15 AM Break**

**10:15 AM – 11:45 AM Navigating the Intersections: Anticipating and Addressing How Gender, Gender Identity, Sexual Orientation, Race, Culture and Disability Can Impact Institutional Responses to Sexual Misconduct, Intimate Partner Violence and Stalking on Campus**

*Jeffrey J. Nolan, Dinse Knapp McAndrew, P.C. and Sofia B. Pertuz, Ph.D, JED Foundation and*

Sexual misconduct, intimate partner violence and stalking cases that fall under Title IX and the Clery Act are complex, sensitive matters, and often become more so when they implicate issues of gender, gender identity, sexual orientation, race and disability. This presentation will outline how these issues may impact Title IX and Clery Act cases so that participants can anticipate the challenges, and suggest solutions that are responsive, fair and equitable for all community members.

**11:45 AM – 12:45 PM** **Lunch**

**12:45 PM – 2:15 PM** **Community-based Multidisciplinary Threat Assessment: Partnering with Higher Ed for Safer Communities**

Dave Okada, SIGMA Threat Management

 This presentation will introduce our regional community-based threat assessment system, the members of our teams, threat assessment research and principles and how the team incorporates those principles in our threat assessment activities. It will also cover the operating principles of the team, advantages of the system, management strategies and incorporate a case study as well.

**2:15 PM – 2:30 PM Break**

**2:30 PM – 4:00 PM Trauma-Informed Interviewing and Empathy-Based Interrogation (EBI) – Remaining Fair and**

 **Balanced and Still Getting the Job Done**

Mike Milnor and Nancy Oglesby, Justice3D

Conducting thorough interviews during a sexual assault investigation is critical for success.  Campus Investigators must consider the impact of trauma as well as ensure due process rights are protected for all involved.  This session will discuss an overview of two interview techniques – one that is based on the understanding of the neurobiology of trauma and one that is non-confrontational and non-coercive.  Both techniques are aimed at getting the most accurate and comprehensive information possible thereby providing an investigator with the foundation for a fair and just outcome.