Campus Safety

2nd Edition

PARENTS GUIDE TO KEPING YOUR CHILD SAFE AT COLLEGE

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Updated Exclusively for CSOS attendees



Parents Guide to Keeping Your Child Safe at College







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INTRODUCTION

For nearly three decades, *Campus Safety Magazine (CS)* has been a must-read for administrators, law enforcement and other campus officials responsible for the safety and security of America's college students. *CS*' readers have traditionally been security directors, police chiefs, emergency managers and other campus administrators.

As importantly, *CS* also hears from parents who are struggling with their child's college safety and security issues. Because parents care so much about these topics, we've put together the following guide to help you determine if a college or university is safe.

If you are reading this, we're sure there is someone you care about who is in the process of choosing a college or is currently attending one. You are most likely worried about the safety and security of your student, and you have good reason to be concerned. Our culture is bombarded with news about the latest campus shooting, sexual assault or other tragedy. This guide will cover campus shootings and sexual assault, as well as dating abuse, highrisk drinking, mental health, natural disasters such as tornadoes and earthquakes, Hazmat issues and more. It's important to note, however, that although the reports of these types of incidents have increased over the past decade or so, government statistics indicate crime overall in our nation has gone down since the early nineties. It's very difficult to get accurate data on crime, and much of the increase in reported incidents on campus could be due to our 24/7 news cycle and the U.S. Department of Education's focus on enforcing the sexual violence portion of Title IX.

I bring this up because the guide you are about to read covers some very disturbing topics, but its intent is to make you and your student prepared and aware, not paranoid. You should use this information to make a reasonable assessment based on the reality that most people aren't murderers, rapists, thieves or criminals and get along remarkably well. Another important fact to remember is that campuses have made a great number of advances in public safety recently.

The goal of this guide is to help you and your son or daughter choose the institution of higher education that not only excels in academics, but also provides a safe environment where they will learn valuable life skills.

This guide will cover topics such as campus shootings and sexual assault, as well as other subjects you might not have considered, such as dating abuse, highrisk drinking, mental health, natural disasters such as tornadoes and earthquakes, Hazmat issues and more. Most of the chapters provide you with questions you should ask the college you are considering, as well as topics you should discuss with your son or daughter so they can protect themselves while they are away from your watchful eye.

Good luck in your search for a college!

Parents Guide to Keeping Your Child Safe at College



CHAPTER 1: Where Should We Begin?

Very often, parents of prospective students believe they can determine how safe a campus is by reviewing a college's crime data. Reviewing this data is a good start. Campus crime and incident information can be found at the U.S. Department of Education's website: *http://ope.ed.gov/campussafety*. Another way to find incident data on a specific college is to ask the campus public safety/police/security department for the school's annual security report (ASR), which, by law, must be published every year by Oct. 1. Additionally, ASRs usually can be found on the institution's website and should include information on the school's safety and security policies. For more information on ASRs and the Clery Act, see Chapter 2.

When reviewing these statistics, you should ask yourself if they make sense when you take into consideration the campus location and student population size. For example, it's probably not realistic for a university with 50,000 students to only have Crime and incident data for a specific campus can be found in the school's Annual Security Report, which is usually posted on the institution's website. three reported sexual assaults per year considering that more than one in five U.S. women (23 percent) will experience a completed and/or attempted rape during their college career, according to the Association of American Universities.

Additionally, it's important to consider the area surrounding the campus. If it is located in an area with a high crime rate, you can expect that at least some of that crime might come on to campus or affect students who walk or drive off campus. That said, most colleges and universities in urban or suburban areas with high crime rates are keenly aware of what's going on, and a good number are bending over backwards to protect their students, faculty staff and property. In many ways, because of their heightened awareness, these institutions might actually be safer than campuses located in areas where everyone believes that "nothing ever happens here."

Always keep in mind that crime and incident data can only help so much in determining if a campus is really safe. Usually, people who are not familiar with law enforcement assume that the institutions with the greatest number of incidents reported are less safe than the institutions that have fewer crimes reported. They don't understand that when crime stats are higher, particularly with regard to sexual violence, it might mean the campus in question is realistically dealing with its crime problem and is dedicated to transparency.

Conversely, campuses with unrealistically low rates of crime and incidents could just be sweeping their problems under the rug, even discouraging victims from coming forward.

In essence, more reports of crime could mean members of the campus community are better informed about threats to their safety. When they have this knowledge, they are more likely to take the steps necessary to protect themselves. Also, if they are confident that their reports of incidents will be taken seriously by campus police and the institution as a whole, they will more likely come forward and make a report if they are a victim of a crime.

Another good source of campus safety and security information are campus climate surveys. These surveys go by a number of names, including "perception of safety" or "safety/security" surveys. Ask the campus public safety department for a copy of the results. If the college is dedicated to transparency, it should be more than happy to provide you with that information.

It should be noted, however, that there is really no standardized survey that every college must complete, so an apples-to-apples comparison of different universities



Although crime and incident data is good to know, it can only help so much in determining if a college campus is really safe. might be difficult to achieve. Also, some colleges don't conduct these surveys at all, which for me is a red flag.

You might also be tempted to refer to the lists published by various news organizations and book publishers that claim to name the safest and most dangerous college campuses in America. I've come to the conclusion, however, that ranking colleges isn't appropriate because there are too many variables (campus size, location, number of students, campus culture, etc.) for the comparisons to be fair or accurate. They just mislead prospective students and their parents.

Instead, I encourage you to do your research and ask the campus public safety department and administration questions about their safety and security measures.

Institutions of higher education almost always say in their marketing materials or presentations that student safety is their top priority. While I'm in no way suggesting that college administrators don't care about the well-being of their students — they almost always do — many may not be familiar with the promising practices outlined in this guide. Campus presidents are tasked with a wide variety of responsibilities, including academics, athletics, fund raising, alumni relations, etc., so protection might be flying under their radar.

To determine if safety and security are a top priority at a particular institution, you should find out who supervises the campus police chief, security director or top public safety executive. Who the top security executive reports to is one of the clearest indications as to whether or not a university is truly dedicated to safety and security.

It's a very good sign if they report to the university president or CEO. It's even better if the top security/law enforcement administrator is a vice president. If he or she is way down in the organizational structure — for example, reporting to someone like the facilities manager — you should probably look elsewhere.

In my 15 years as editor-in-chief with *Campus Safety*, I've heard over and over again from campus police and security executives around the nation about the problems they experience when they are unable to express their concerns and ideas with top campus brass. If they report to the president, however, you can be fairly confident that they are in regular contact with him or her, and that protective measures are supported and are part of the campus culture.

Another good sign is if top administrators regularly participate in emergency exercises and drills. This indicates that they have seen first-hand some of the safety and security challenges and vulnerabilities their college is experiencing. If they've seen "WHO THE TOP SECURITY EXECUTIVE REPORTS TO IS ONE OF THE CLEAREST INDICATIONS AS TO WHETHER OR NOT A UNIVERSITY IS TRULY DEDICATED TO SAFETY AND SECURITY." these issues, there is a greater chance they will take steps to resolve them.

Safety and security should also be featured prominently in the institution's longterm plan (although just because there is a plan, doesn't mean it is followed or has been updated recently). If protection is in the long-term plan, ask the university to show the plan to you. If it has been updated recently and includes the topics covered in this guide, the college is well on its way — on paper at least — to being optimally protected.

Questions to Ask the Campus

- > Please let me see your Annual Security Report (ASR).
- > Please let me see your institution's long-term plan.
- > How many sexual assaults were reported on campus last year?
- > Does your campus conduct a climate and/or perception of safety/security survey? If so, please let me review it.
- > What is the title of the person who's leads your campus public safety/security/police department?
- > To whom does your top security/public safety officer report?
- > Have any of your top campus administrators participated in any on-campus security/ law enforcement exercises in the past three years? If so, which exercises and who participated?

Topic to Discuss With Your Child

Go over these reports with your child so they have a good understanding of the safety and security challenges on campus.



CHAPTER 2: What Is the Clery Act?

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Clery Act, is a federal consumer protection law that requires all U.S. institutions of higher education that participate in federal financial aid programs to record and disclose information about crime on and near campus. This information must be made publicly accessible through the school's annual security report (ASR) – which I briefly covered in Chapter 1 – every year by Oct. 1.

The ASR includes the past three years' worth of campus crime statistics and policy statements, summaries of campus safety and security policies and procedures. According to the Clery Center for Security On Campus, "These policy statements include but are not limited to reporting crimes, security and access to campus facilities, law enforcement authority, security awareness and crime prevention programming, alcohol & other drug use, and prevention of and response to sexual assault,



Clery Act crime and incident data is usually compiled by the campus police, security or public safety department, as is the Annual Security Report. domestic violence, dating violence, and stalking."

The incidents that must be reported include:

Criminal Offenses

- Criminal Homicide (Murder/Non-negligent Manslaughter and Manslaughter by Negligence)
- Sexual Assault (Rape, Fondling, Incest, and Statutory Rape)
- > Aggravated Assault
- > Burglary
- > Motor Vehicle Theft
- > Arson

Hate Crimes

Any of the above-mentioned crimes and any incidents of larceny – theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias

Violence Against Women Act (VAWA) Offenses

- > Domestic Violence
- > Dating Violence
- > Stalking

Arrests and Referrals for Disciplinary Action

- > Weapons (carrying, possessing, etc.) Law Violations
- > Drug Abuse Violations
- > Liquor Law Violations

Clery data is usually compiled by the campus police, security or public safety department, as is the ASR.

These departments must maintain a daily crime log that includes all crimes reported to the office (unless outside of their jurisdiction). The log must be made available to the public during normal business hours.

The locations of Clery-reportable incidents include the campus; on-campus stu-







2016 Annual Security Report and 2016 Annual Fire Safety Report

[™]RICE

2016 Annual Security and Fire Safety Report



In addition to crime data, a college's Annual Security Report also covers various safety and security policies and procedures. dent housing; public property within or immediately adjacent to the campus; and in or on non-campus buildings and property that the institution owns or controls or is owned or controlled by a student organization that is officially recognized by the institution.

Additionally, colleges and universities that maintain on-campus housing must compile fire data, report the data to the federal government, and publish an annual fire safety report that gives students, parents and the public current information about fires in on-campus housing. Colleges are also required to maintain a fire log that captures specific information about fires that occur in on-campus housing.

According to the U.S. Department of Education, Clery crimes are deemed to have been reported anytime an offense is brought to the attention of an institution's campus police or security department, a local or state law enforcement agency of jurisdiction, or another campus security authority (CSA). CSAs can include "any institutional employee with safety-related job functions, such as a security desk receptionist in a residence hall or an attendant that controls access to a parking facility. Anyone designated to receive reports of crime and/or student or employee disciplinary infractions, such as Human Resources and Alternative Dispute Resolution professionals," as well as "any official that has significant responsibilities for student life or activities, such as residential life staff, student advocacy and programming offices as well as athletic department officials and coaches."

The Clery act also requires colleges and universities issue a timely warning to the entire campus when a reported crime poses a serious or ongoing threat to the campus community. In the event of a significant emergency or dangerous situation involving things like weather, an illness outbreak, active shooter attack, etc. that presents an immediate threat to the health or safety of the campus, a campus may issue an emergency notification. According to the Clery Center, "This is to notify the campus population of an immediate danger or risk. This notification can be segmented to a specific area of campus."

Institutions that don't comply with the Clery Act can be fined \$58,328 in 2020 per violation, and the fines are adjusted for inflation every year. The U.S. Department of Education can levy fines for multiple violations per school. To date, the largest penalty ever assessed against a single institution was \$4.5 million (Michigan State University's scandal involving sexual abuse by Dr. Larry Nassar of athletes).

According to the Clery Center, a Clery complaint can be submitted via U.S. mail, fac-



In the event of a significant emergency or dangerous situation involving things like weather, an illness outbreak, active shooter attack, etc. that presents an immediate threat to the health or safety of the campus, a campus may issue an emergency notification. simile (fax), or email. The easiest and most direct way is via email. It can be concise, such as a paragraph explaining the allegation. A longer complaint can also be submitted as an attachment. The first point of contact for all questions and complaints is *clerycomplaints@ed.gov*. You can also call 1-800-4-FED-AID (1-800-433-3243) to lodge your complaint.

Questions to Ask the Campus

> What are the job titles of the Campus Security Authorities (CSAs) at your institution?
> How often do you train your CSAs, and what type of training do they receive?

Topics to Discuss With Your Child

- > Discuss how your child might report an incident to a CSA.
- **>** Discuss what incidents are reportable under the Clery Act.

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CHAPTER 3: Sexual Assault, Dating/Domestic Violence and Stalking

Since the 1999 Columbine High School mass shooting in Colorado, our society has been hyper-focused on campus shootings. Obviously, these crimes are tragic and far too common in our country, and I certainly don't want to diminish their severity (active shooter response is covered in Chapter 9 of this guide). It's important to remember, however, that the chance of an active shooter event occurring on your son's or daughter's campus is extremely small.

By contrast, studies show that there is a much greater chance of a college student experiencing sexual violence, hazing, mental health issues or even cardiac arrest. Breaking this data down further, as I mentioned earlier in this guide, there is more than a one in five chance of your daughter being sexually assaulted at some point during her college career. There is more than a one in five chance of a woman being sexually assaulted at some point during her college career. One misperception about sexual assault is that all rapists are strangers dressed in trench coats hiding in the bushes or dark alleys. The reality is that 80 percent of campus sexual assault victims know their offenders. College freshman and sophomore women appear to be at greater risk, and four in five female college sexual assault victims don't report to police what happened to them. Many don't tell anyone, including their parents, and suffer in silence.

Victims can be straight, lesbian, gay, bisexual, transgender, queer (LGBTQ), any race, any ethnicity or any religious affiliation. They can be male, although studies show that in college at least, women are most often victimized. Women can be perpe-

HOW TO FILE A TITLE IX SEXUAL VIOLENCE COMPLAINT

Title IX not only covers gender equality in athletics, it also includes sexual violence and harassment. If your child is not satisfied with how her or his college handled their sexual violence/misconduct claim, they can file a sex discrimination complaint with the U.S. Department of Education's Office for Civil Rights (OCR). For more information on how to file a complaint, visit **(http:// www2.ed.gov/about/offices/list/ocr/docs/howto.**

html). The information in this link also covers discrimination based on race, gender identity, color, national origin, disabilities or age, and applies to K-12 school districts in addition to institutions of higher education.

To find out which colleges and universities are currently under investigation for possible violations of Title IX over their handling of sexual violence and harassment complaints, visit *http://projects. chronicle.com/titleix/investigations/*.

If your child is gay, lesbian, bisexual, transgender or queer (LGBTQ) — or maybe you suspect they are but haven't "come out" yet — you will want to investigate which college campuses are LGBTQ supportive and take LGBTQ sexual violence issues seriously. The U.S. Department of Education doesn't provide much information on this topic, and the OCR webpage that was designed to help prospective students identify the institutions of higher education that are exempt from the LGBTQ provisions of Title IX has been removed by the Trump administration. Additionally, in 2018 the Department of Education stated it will no longer investigate transgender students' bathroom access complaints.

In May 2020, U.S. Secretary of Education Betsy DeVos issued final Title IX regulations. The new rules, set to take effect Aug. 14, will "balance the scales of justice on campuses across America," a Department of Education spokesperson said during a press briefing.

However, in June, 18 states have filed a lawsuit attempting to block the new rules, claiming they will "reverse decades of effort to end the corrosive effects of sexual harassment on equal access to education."

In light of this case and the many other lawsuits that will most likely be filed by victim advocates, it is unclear how many of the new rules will actually be adopted by college campuses. trators against both women and men, although men are usually the perpetrators. The perpetrators can be straight, LGBTQ, any race, any religious affiliation or any ethnicity. The crimes can occur on campus or off campus, and very often the victim and/ or perpetrator are under the influence of alcohol and/or drugs, either knowingly or unknowingly in the case of victims.

Additionally, sexual assault often intersects with dating/domestic violence and stalking. It's not uncommon for a romantic relationship or a marriage/domestic partnership with a history of physical violence to escalate to one that includes stalking, sexual assault or both. Sexual assault, particularly among intimate partners or acquaintances, may have elements of stalking in it. For the purposes of this guide, I'm broadly categorizing sexual assault, dating/domestic violence and stalking as sexual violence.

According to the CDC, one in six women and one in 19 men in their lifetime have experienced stalking victimization in which they felt very fearful or believed that they or someone close to them would be harmed or killed. More than one in four (29 percent) college women say they have been in an abusive dating relationship.

Due to the prevalence of sexual violence in college communities, it's imperative that the institution have a robust sexual violence prevention and education program. Many experts currently favor bystander intervention training for male and female students, athletes, coaches, staff, faculty, administrators, fraternity and sorority members, and other members of the campus community. *(See the photo caption on this page for additional information on bystander intervention.)* Other sexual violence educational efforts might include advertising and public outreach campaigns, as well as online education. Training should cover sexual assault, relationship violence, stalking, hazing (hazing crimes sometimes have sexual assault components to them), racial discrimination and LGBTQ issues. It should focus on creating a positive, supportive environment that does not condone overt or covert sexual violence or discrimination.

Because freshman women are the most vulnerable to being sexually assaulted during the first six weeks of school, training on prevention and response should occur at the beginning of the semester or quarter, if not before. Additionally, students, faculty, staff, advisors and administrators should receive follow-up training on sexual violence prevention and response throughout the year.

Colleges and universities should also have a dedicated Title IX coordinator. In fact,



Although many colleges offer self-defense classes, like the one pictured here, sexual violence prevention education should also include bystander intervention training and other courses where students learn how to non-violently intervene when they observe a situation where sexual violence might occur.

For example, at a fraternity party a woman's friends may see that she is being led upstairs to a room. If the woman is intoxicated, she is unable to consent to sexual intercourse. Bystander intervention training teaches her friends how to identify what is happening to their friend and how to intervene in an appropriate and safe way so she won't be sexually assaulted.

Appropriate sexual violence prevention training also addresses cultural norms that overtly or covertly support acquaintance rape and other forms of sexual violence that are usually perpetrated against women. federal law requires this. Although most people associate Title IX with gender equity in athletics, its scope also includes sexual violence prevention and response. Because the Title IX coordinator's duties have greatly increased over the past few years, the position should probably not have other duties assigned to it besides Title IX coordination, especially if the institution is mid-sized or large.

Additionally, depending on the campus size, the coordinator might have investigators working for him or her. What the actual number of investigators should be is hard to determine. For example, one public institution that has 10,000 students enrolled and is struggling to keep up with the large number of sexual violence complaints it receives (nearly 250 per year) employs a Title IX coordinator and three investigators. On average it takes the school approximately four months to complete its sexual misconduct investigations, and the college is looking to hire more investigators. So, a good question to ask a prospective institution is how long it takes for the campus to close its cases.

If the college your son or daughter is considering does not have a Title IX coordinator and a robust sexual violence training program, he or she should choose a different institution.

I encourage you to review the following free CS materials on *www.CampusSafety-Magazine.com* that cover sexual violence in much greater detail:

- > Abuse: The Dark Side of Dating on Campus
- > Stalking on Campus: A Silent Epidemic
- > Bystanders: Your Best Weapon Against Sexual Assault
- > Coercive Control on Campus Can Have Deadly Consequences:
 - Do You Know the Signs?

Questions to Ask the Campus

- > How long does it normally take for your campus to complete a sexual assault/ harassment investigation?
- > Does your campus have a Title IX coordinator? How many investigators report to him or her?
- > What kinds of sexual violence/misconduct prevention training do you have for college freshmen (both women and men)?
 - I is it offered on or before the start of the school year?

- I How often are students, faculty and staff given refresher training on this topic?
- I Do you provide bystander intervention training to students?
- > What types of training and programs do you provide to athletic teams, fraternities and other clubs to ensure the campus culture discourages rape/sexual harassment/abuse and encourages healthy, respectful relationships?

Topics to Discuss With Your Child

Note: It can be very uncomfortable to talk about these topics. If you are having difficulty covering them in an effective way, you might want to consult with a child psychologist or marriage and family counselor or contact the organizations listed in the Helpful Sexual Violence and Mental Health Resources in Chapter 4 for help.

- Discuss with your child the facts about sexual violence on college campus in a nonjudgmental, non-fear-based way.
- Discuss with your child the role alcohol and drugs play in sexual violence in a nonjudgmental, non-fear-based way (for an in-depth discussion of drugs and alcohol, see chapter 4). It's important to NOT come across as though you are blaming victims who are under the influence of alcohol and/or drugs when they are attacked.
- > Discuss and model for your child a healthy relationship. Discuss with them what a healthy break-up looks like.
- > Discuss and model for your child what are appropriate relationship boundaries. Appropriately discuss what personal boundary violations look and feel like.

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CHAPTER 4: Mental Health and Victim Advocacy

Due to the prevalence of sexual violence in campus communities, it is important that the college your child is considering has victim advocates on staff or the institution has immediate access to off-campus victim advocates.

Being a victim of sexual violence is extremely traumatizing, and victims usually need someone to help them navigate the reporting and recovery process following an incident. That process includes but is not limited to:

- > Making a police report and providing a statement to authorities about what happened (that is *if* the victim wants to report what happened to her; many victims choose not to report)
- > In the case of sexual assault, having a rape examination conducted by a medical professional (again, *if* the victim wants to get law enforcement involved)

Any campus representative who might be the first person a victim turns to after an incident must receive training on how to properly respond.

- > Getting medical treatment for any injuries that resulted from the assault
- Getting mental health counseling
- > Setting up measures so the victim will be protected from future assaults or threats by her attacker. For example, if the suspected assailant is a classmate of the victim, the institution might remove the suspect from the victim's class so she is not re-traumatized every time she attends class.

Additionally, any campus representative who might be the first person a victim turns to after an incident must receive training on how to properly respond. Those individuals include campus employees, police and security, faculty, advisors, Greek organization staff, RAs and many, many others (usually they are also considered CSAs under the Clery Act). If the campus representative responds appropriately, there is a much greater chance the victim will not only hold her attacker accountable, but also take the necessary steps to take care of herself physically and emotionally. Here's what a campus representative's appropriate response to a sexual violence victim might look like (item's 1-3 also apply to parents, grandparents, other family members and friends of the victim):

- The representative doesn't blame the victim. They don't ask her what she was wearing when the assault happened; why she was drinking or taking drugs just before the assault happened; why she drank so much; why she went into her assailant's room; why she didn't fight back, etc.
- 2. The representative doesn't pressure the victim to report the assault to police. Most victims don't want to get law enforcement involved. They just want help. Since the victim had no control of her experience during the assault, it's important for her to have as much control as possible of her experience during the reporting and recovery phase so that she'll be able to recover. (Note: There are some states that require colleges to report all campus sexual assaults to police, but this is highly controversial. For an overview of the pros and cons of mandated reporting, read this article: http://www.campussafetymagazine.com/article/ will_mandated_reporting_laws_help_victims_of_campus_sexual_violence/clery).
- 3. The representative is fully informed about how trauma can affect the victim.
- 4. The representative understands the steps that need to be taken to get the victim help. (Please note that although I've been covering campus sexual assault for more than a decade and have received some training, I don't consider myself to be an expert.

"IF THE CAMPUS REPRESENTATIVE RESPONDS APPROPRIATELY, **THERE IS A MUCH GREATER CHANCE THE** SEXUAL ASSAULT] **VICTIM WILL** NOT ONLY HOLD HER ATTACKER ACCOUNTABLE, **BUT ALSO TAKE** THE NECESSARY **STEPS TO TAKE CARE OF HERSELF** PHYSICALLY AND **EMOTIONALLY.**"

These are the promising practices I've gleaned during my tenure at *CS*. I'm certain there are many other effective strategies that are not covered in these bullet points. For additional guidance on this sensitive topic, see the *Helpful Sexual Violence and Mental Health Resources* sidebar below.)

I also want to point out the need for colleges to have an on-campus counseling center that is fully staffed and well-funded. Because about one in 10 college students is receiving counseling from on-campus mental health professionals and because a significant portion of incidents involve perpetrators and/or victims with drug and/or alcohol issues and/or behavioral health issues, a well-supported campus counseling center is critical so that students can obtain treatment. Additionally, university counselors must collaborate with local or county mental health providers and make their campus communities aware of the services that are available.

If your child has a pre-existing mental health issue or diagnosis, you and your son or

HELPFUL SEXUAL VIOLENCE AND MENTAL HEALTH RESOURCES

- > National Dating Abuse Hotline: (866) 331-9474
- > National Sexual Assault Hotline: (800) 656-4673
- > National Suicide Prevention Lifeline: (800) 273-8255
- > Al-Anon Family Groups: www.al-anon.org
- Alcoholics Anonymous: www.aa.org
- > American Foundation for Suicide Prevention: www.morethansad.org
- > Association of Title IX Administrators (ATIXA): www.atixa.org
- California Coalition Against Sexual Assault: www.calcasa.org
- Clery Center for Security on Campus: http://clerycenter.org
- Conference On Crimes Against Women: www.conferencecaw.org
- > FBI Victim Assistance: www.fbi.gov/stats-services/victim_assistance

- > Love Is Respect: www.loveisrespect.org
- > Men Can Stop Rape: www.mcsr.org
- > National Crime Victims Center: www.victimsofcrime.org
- > National Sexual Violence Resource Center: www.nsurc.org
- > National Victim Notification Network: www.vinelink.com
- > Rape Abuse & Incest National Network (RAINN): www.rainn.org
- > Safe Horizon: www.safehorizon.org
- > That's Not Cool: www.thatsnotcool.com
- > A Thin Line: www.athinline.org
- > Violence Prevention Coalition of Greater Los Angeles: www.vpcgla.org
- **>** U.S. Department of Justice Office on Violence Against Women: www.justice.gov/ovw

daughter should work with campus administrators on how the school can best support their transition to college so that they continue to receive the treatment and/or medication they require. The same approach applies if your child has autism spectrum disorder, attention deficit hyperactivity disorder (ADHD) or some other diagnosis.

Mental health is an extremely complex subject, and this guide is only lightly touching on a few of its many facets. For more information, I encourage you to review *CS*' extensive and ongoing coverage of campus mental health topics at https://www. campussafetymagazine.com/tag/mentalhealth/.

Questions to Ask the Campus

> How many mental health counselors do you have on campus?

- I If you don't have any on campus, what types of relationships/agreements do you have with off-campus counseling services?
- > (If your child has a pre-existing mental health or behavioral health issue) What services does your campus provide to ensure my child will continue to receive the treatment and medication he or she needs?
- > What types of relationships/agreements do you have with off-campus counseling services and treatment centers? (Students might turn to these resources first, so you want to make sure the campus has a good working relationship with them.)
- > How many victim advocates do you have on campus?
 - What types of relationships/agreements do you have with off-campus victim advocates? (Students might turn to these resources first, so you want to make sure the campus has a good working relationship with them.)

Topic to Discuss With Your Child

Again, these topics can be difficult to discuss. It might be wise to seek professional help so you can address these issues appropriately and effectively.

> Do they believe they are emotionally ready for college?

I f they have pre-existing mental health/behavioral health issues, discuss with them how they might handle challenging situations and how they will maintain their emotional, mental and spiritual health.



If your child has a pre-existing mental health issue or diagnosis, you and your son or daughter should work with campus administrators on how the school can best support their transition to college.

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CHAPTER 5: Drugs and Alcohol

A great many of the safety and security incidents in campus communities involve high-risk drinking and drug use, so it's important for colleges to address these issues. Doing that effectively, however, is tricky, and no approach is perfect.

Because many sexual assault victims (and hazing victims for that matter) are under the influence of alcohol and/or drugs when they are assaulted, zero-tolerance drug and alcohol policies can discourage victims from coming forward and getting counseling and medical help. They might fear being blamed by or expelled from the college if they report their victimization. Schools should make it clear that students (victims and witnesses) will not face sanctions if they are reporting a violent crime.

The same applies to honor or moral codes by religiously affiliated colleges that ban pre-marital sex. One well-known institution changed its policy recently so that it now gives disciplinary amnesty to sexual assault victims who violate its honor code. I susInstead of zero-tolerance policies, the consistent enforcement of reasonable alcohol policy violation sanctions is more appropriate. pect that other religiously affiliated universities might soon follow suit.

Zero-tolerance alcohol policies might also discourage students with drug and/or alcohol addictions from coming forward and asking for help, preventing them from receiving the treatment they need.

Instead of resorting to zero-tolerance policies, I've found that consistent enforcement of reasonable alcohol policy violation sanctions is more appropriate. Those sanctions vary from campus to campus.

A school might have a three-strike alcohol enforcement policy. The consequences of a first violation could be a fine and alcohol education. For the second violation, a larger fine and probation. For the third, suspension.

Some schools ban alcohol from campus events, such as homecoming. If drinking is allowed, perhaps the college also encourages students to attend alternative campus events that do not revolve around alcohol consumption. Campus police departments might work with the bars and restaurants near campus and discourage them from offering drink specials and hosting "Ladies Night" events.

Some campuses have come up with ingenious approaches to alcohol and drug enforcement. One school successfully suppressed an annual 4/20 marijuana smoking event by shutting down the campus and spreading an unpleasant-smelling fish-based fertilizer on its quad.

Many schools provide mandatory online education on alcohol abuse and drugs, while others offer peer-to-peer education. Some provide both. Educational efforts should reach all students, both on campus and off, including fraternities, sororities and athletes. For those with drug and alcohol problems or addictions, support mechanisms should be available, including screening, interventions, 12-step support groups and referrals to on- and off-campus professionals.

Alcohol and drug education, intervention and enforcement approaches differ from campus to campus, so it is wise to ask the campus department of public safety, counseling center and Title IX coordinator about how their particular institution handles this issue.

Additionally, I encourage you to review these resources on *www.Campus* SafetyMagazine.com:

> Alcohol Abuse Prevention Basics

> How the University of Rhode Island Sobered Up

> 8 Ways to Respond to Student ADHD Drug Abuse

"[ALCOHOL AND DRUG] EDUCATIONAL EFFORTS SHOULD REACH ALL STUDENTS, BOTH ON CAMPUS AND OFF, INCLUDING FRATERNITIES, SORORITIES AND ATHLETES."

Questions to Ask the Campus

- > What type of training does on-campus personnel (counselors, faculty, staff, athletics department staff, RAs, club advisors, Greek organization advisors, etc.) receive on sexual violence, mental health issues and drug/alcohol dependence? Do they know how to properly respond to victims? Do they know how to report an incident to the proper campus authorities? Do they know how to make a referral for treatment?
- > What types of services do you have for students with alcohol or substance abuse issues?
- > Do you offer events that do not revolve around drinking?
- > Does your campus have zero-tolerance alcohol policies? If so, do you offer amnesty to victims of sexual assault and hazing, as well as potentially other crimes?
- > Does your campus have an honor code that doesn't offer amnesty to sexual assault victims?
- > What types of training on alcohol and drug abuse prevention do you provide to students, and when do you provide it? (Hopefully at or before the beginning of the school year when students are most vulnerable to high-risk drinking and drug experimentation.)

Topics to Discuss With Your Child

Again, these topics might be difficult to discuss in an appropriate and effective way. Feel free to seek professional help to address these issues.

- > Do they believe they are emotionally ready for college?
- > If they have pre-existing substance abuse/alcohol dependency issues, discuss with them how they might handle challenging situations and how they will maintain their sobriety.
- Discuss in a non-judgmental and non-fear-based way the challenges associated with drug and alcohol abuse, along with its association with sexual violence. (Again, be sure to avoid victim blaming.)

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CHAPTER 6: Hazing

Fraternities, sororities, athletic teams, bands, academic societies, ROTC and other clubs are great ways for college students to develop new friendships and get involved in social activities while they are away at school. Many also contribute to charities and do a lot of volunteer work.

That being said, according to a study conducted by the University of Maine, about half of all students in these types of organizations get hazed. Although much of this hazing could be considered rather mild, the more severe types involve coerced drinking, physical abuse, screaming in so-called lineups, being abandoned in the countryside, nudity, improper touching (hazing can have components of sexual violence in them), paddling and beatings. As of June 2015, there were more than 170 hazing deaths at U.S. institutions of higher education.

Fortunately, the media has been paying a lot more attention to hazing on campus

As of June 2015, there were more than 170 hazing deaths at U.S. institutions of higher education. lately, and more colleges are suspending or banning Greek organizations and other clubs that haze their recruits and members. Additionally, 44 states now have antihazing laws on the books.

The 32 National Campus Safety Initiative (32 NCSI) encourages colleges to publish online the fraternities and sororities with hazing violations, and some institutions have adopted this strategy. 32 NCSI also recommends that all colleges offer students written hazing enforcement procedures that spell out how administrators will respond to verifiable reports of incidents. Sanctions should be clear cut, ranging from written warnings up to expulsion and referral to prosecution, depending on the severity of the incident. Annual training on prevention and how to report incidents is also recommended. Many colleges bring in speakers who specialize in hazing prevention every September during National Hazing Prevention Week.

Other promising practices recommended by 32 NCSI include an anonymous reporting system and banning alumni from campus who have encouraged hazing in the past. For more information on this topic, you can visit *www.StopHazing.org* or *www.HazingPrevention.org*.

If your child is considering joining a Greek organization, team or some other club, it would be wise for you and your child to investigate if the organization in question has a history of hazing. You can ask the school's student conduct office if they have this information. You can even do an online search, which might include news articles on more serious incidents. You could also ask what the sanctions are for hazing. Hopefully they are clear-cut, which 32 NCSI says is a promising practice in addressing hazing.

Questions to Ask the Campus

- > What is your school's policy on hazing? What are the sanctions?
- > Do you have a list of the fraternities, sororities and other campus-affiliated clubs and organizations that have been disciplined for violating the college's hazing policies?
- > What kind of hazing prevention training do you offer to students, faculty and staff?

Topics to Discuss With Your Child

> Discuss the clubs, fraternities and organizations they want to join and encourage them

find out more about these clubs before they pledge or join them.

> Discuss and define appropriate boundaries and what pledging activities are acceptable and unacceptable (and possibly even illegal).

Parents Guide to Keeping Your Child Safe at College



CHAPTER 7: Threat Assessment and Behavioral Intervention Teams

As I mentioned earlier, the chances of someone being killed by an active shooter are quite small. But, when campus shootings (or incidents involving other weapons, such as knives, bombs, vehicles, etc.) do occur and if they are pre-meditated, often the perpetrator exhibits signs or even tells someone that they are going to act out before they carry out their plan. Very often they also write about their plans or make explicit threats on social media.

That's why it is critical for colleges to have threat assessment and/or behavioral intervention teams that can respond quickly and appropriately to individuals exhibiting concerning behavior. That behavior might be a threat to commit a campus shooting, take their own life or some other type of behavior that threatens the health and well-being of others or of the person making the threat.

Members of the threat assessment and/or behavioral intervention team might be

It is critical for colleges to have threat assessment and/or behavioral intervention teams that can respond quickly and appropriately to individuals exhibiting concerning behavior. from law enforcement, mental health, legal counsel, residence life, student affairs and top administration. This committee should meet regularly and review information provided by students, faculty, staff and the general public on individuals who may be engaging in threatening, dangerous or disruptive behavior. Threat assessment teams then recommend appropriate intervention strategies involving behavioral health, family and/or law enforcement.

For example, a student who is expressing to her friends a desire to take her own life might be referred to campus or local behavioral health professionals or substance abuse recovery programs to address her depression and other symptoms. Another student who writes about mass murder in a term paper and exhibits other concerning signs might be investigated by law enforcement and behavioral health experts to determine if he poses a threat.

It's important to note that in addition to having a threat assessment team, the campus should educate students, faculty, staff and visitors how to report individuals — such as classmates, roommates, students, coworkers, customers and others — who might be exhibiting concerning behavior. Those troubling behaviors could be declining grades, tardiness at work, bullying, strains on relationships, increasing isolation, mental health issues, expressions of anger or violence (in social media posts, for example) or conflicts.

Campuses should advertise where students, faculty, staff or visitors can anonymously report their concerns, perhaps via a text or phone line. One issue students in particular might have when they are considering making a report is that they believe they will be "snitches" and get their friends in trouble. To overcome this issue, the school should ensure and communicate to students that the goal of the report is not to punish those individuals exhibiting concerning behavior. Instead, it is to provide them with support and resources, such as mental health or social services, so they will lead happier, healthier lives.

It's also important for campuses to adopt the community-oriented policing approach to public safety. This approach deploys police and security officers on regular patrols (often on foot or by bike) and encourages them to develop relationships with everyone in the campus community. By developing these relationships, students, faculty, staff and vendors feel more comfortable reporting their concerns to officers. The officers can then, in turn, take these concerns to their superiors for further review.



Troubling behaviors that indicate a person might be in crisis could be declining grades, tardiness at work, bullying, strains on relationships, increasing isolation, mental health issues, expressions of anger or violence (in social media posts, for example) or conflicts.

WARNING SIGNS OF SUICIDE

Very often, individuals who are a danger to themselves (are suicidal) and/or others (homicidal) exhibit the following warning signs and should be reported to the campus behavioral threat management team for possible intervention:

> Observable signs of depression (unrelenting low mood, pessimism, hopelessness, desperation, anxiety, psychic pain and inter tension; withdrawal; sleep problems)

- > Increased alcohol and/or other drug use
- > Recent impulsiveness and taking unnecessary risks
- > Threatening suicide or expressing a strong wish to die
- > Making a plan (giving away prized possessions; sudden or impulsive purchase of a firearm; obtaining other means of killing oneself, such as poisons or medications)
- > Unexpected rage or anger SOURCE: AMERICAN FOUNDATION FOR SUICIDE PREVENTION

The threat management and behavioral intervention processes are very complicated, and this guide can only touch briefly on this subject. That being said, when you and your child are considering colleges, you should find out if the institution has a team like this.

For more information on this topic, feel free to review the following resources on threat assessment and management from *CS on www.CampusSafetyMagazine.com*:

- > Essential Elements of Effective Behavioral Threat Management Programs
- > Enhancing Campus Safety with a Threat Assessment Program

Questions to Ask the Campus

- > Do you have a threat/behavioral assessment and/or management team? Who is on that team?
- > How do you encourage and train students, faculty, staff and visitors to report behavior that concerns them? Do you have an anonymous tip or text line?
- > Has your campus public safety department adopted community-oriented policing?

Topics to Discuss With Your Child

- > Discuss the importance of trusting their instincts when they see something that doesn't look right.
- > Discuss the importance of reporting concerning behavior to campus public safety, letting them know that they aren't snitching. They are getting their friends help and might possibly prevent a tragedy.



CHAPTER 8: Campus Public Safety, Police and Security Agencies

Colleges run the gamut when it comes to the types of officers and departments they have that are responsible for campus public safety and security. Many have oncampus sworn police officers who are armed and have full arrest powers. Sometimes campuses contract out their police services to the local city or county. Others have sworn police officers who aren't armed. Still others have nonsworn public safety or security officers who are not armed and can't make arrests. It depends on the culture of the institution, as well as the state laws governing campus public safety agencies.

There are some members of the public who believe that no one, including police, should carry firearms while they are on campus. Some even believe police and security officers shouldn't be on campus at all. Then there are others who believe that everyone on campus should carry a firearm, including police and nonsworn public safety/security officers, as well as students, faculty members, administrators, parents What type of public safety department is on a campus depends on the culture of the institution, as well as the state laws governing campus public safety agencies. and visitors.

Both of these extremes pose challenges.

Not allowing campus police to carry firearms hampers law enforcement's ability to quickly respond to violent crime, such as campus shootings. Meanwhile, allowing everyone to carry guns on campus poses a threat because the college can't conduct background checks and training to verify that everyone who carries a gun is technically qualified as well as emotionally fit to do so safely and responsibly.

It should be noted that several states now allow civilians with concealed carry gun permits to carry their firearms on public college campuses. In these particular states, if you want your child to attend a campus that does not allow concealed firearms, your best bet is to have them attend a private college. Private institutions of higher education in these states still have the right to not allow guns on campus, and the vast majority have opted to remain gun-free. Of course, if you are someone who believes that your child will be safer on a campus that allows civilians to carry firearms, you can always send them to a public university.

Guns on campus is extremely controversial, and CS has covered it in depth. If you would like more information on this topic, visit *https://www.campussafety magazine.com/tag/gunsoncampus/.*

I believe (as do most of the campus police and security practitioners surveyed by *CS*) that there should be a mix of sworn law enforcement officers who are armed and have full arrest powers, combined with unarmed nonsworn public safety/security officers and other department personnel. Students, faculty members, administrators and members of the general public should not be allowed to carry a concealed weapon on campus.

Keeping this mix of sworn and nonsworn officers in mind, there are some questions you should ask to determine if a campus' department of public safety is adequately supported.

1. Is the campus' police or security department adequately staffed? This

question is really difficult to answer, and to be perfectly honest, 99 percent of the campus police chiefs and security directors *CS* has surveyed on this topic say their departments are understaffed. In fact, this is a challenge for law enforcement in general, not just for campuses. Also, I believe our nation as a whole has heaped way too many responsibilities on its police officers, and many of those duties are not in law

"STUDENTS, FACULTY MEMBERS, ADMINISTRATORS AND MEMBERS OF THE GENERAL PUBLIC SHOULD NOT BE ALLOWED TO CARRY A CONCEALED WEAPON ON CAMPUS."



enforcement's wheelhouse.

That being said, *CS* research has found that the median number of public safety department employees is five for colleges with fewer than 3,000 students; 16 for schools with 3,000-5,000 students; 26 for institutions of higher education with 5,001-20,000 students; 41 for universities with 20,001-50,000 students; and 88 with more than 50,000 students. It should be noted that these statistics do not indicate whether or not these levels are actually optimal. They probably are not. (I'm unaware of any studies indicating the appropriate student-to-officer ratio.)

However, because campus and traditional law enforcement agencies have been so focused on active shooters recently, they appear to be much better trained and prepared for these attacks than ever before (and active shooter incidents usually are the reasons why advocates for guns on campus argue for concealed carry.)

Whether or not a campus police or security department is adequately staffed, all department employees should undergo thorough background checks. The department should also have solid working relationships and mutual aid agreements with other local agencies, including police, emergency management and fire so that there

The campus public safety department should have solid working relationships and mutual aid agreements with other local agencies, including police, emergency management and fire so that there will be an appropriate and quick response to an incident. will be an appropriate and quick response to an incident.

Additionally, it's important to ask if the college has a designated Clery compliance officer. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is a federal law that requires all colleges and universities that participate in federal financial aid programs to record and disclose information about crime on and near campus (for more information on this topic, see *What Is the Clery Act*? in Chapter 2). This information can be found in the annual security report (ASR) described in Chapters 1 and 2.

A campus Clery compliance manager (who might go by some other title) is responsible for compiling the crime data for this report, as well as educating campus staff, administrators and others about their responsibilities under the Clery Act. He or she must also work closely with the campus Title IX coordinator.

The Clery compliance manager is a relatively new position in the world of campus public safety, and its duties keep expanding. In most cases but especially in mid-sized or large institutions of higher education, the officer should have no other duties except Clery compliance so that he or she will be able to devote the time and energy needed to do the job properly. If the Clery compliance manager has enough resources, there is a better chance that the crime statistics the campus publishes in its ASR are accurate.

2. Is the campus public safety force adequately funded? This includes support for personnel, training, uniforms, weapons, equipment, vehicles, office space and software. According to James T. McBride, who was the director of public safety and chief of police at Lakeland Community College for 25 years, the percentage of institutional budgets dedicated to campus police/ security averages around 2.5-3 percent. In light of the recent developments with Title IX and Clery compliance, however, that percentage has probably increased since the publication of McBride's *CS* article in 2011.

Prospective students and their parents should also ask about campus officer pay and benefits. How does the campus package compare to the pay and benefits of other officers in the surrounding area?

3. Does the campus police department incorporate best practices, and is it accredited by a reputable accreditation organization? Best practices include



In most cases but especially in mid-sized or large institutions of higher education, the Clery compliance officer should have no other duties except Clery compliance so that he or she will be able to devote the time and energy needed to do the job properly. the adoption of community policing; adherence to a code of ethics and regular training (see No. 4 below). Some of the accreditation bodies include the Commission on Accreditation for Law Enforcement Agencies (CALEA) and the International Association of Campus Law Enforcement Administrators (IACLEA), as well as state and local accreditation organizations.

4. Do campus police and security personnel receive regular and frequent

training on the following topics: National Incident Management System (NIMS), Incident Command System (ICS), lethal weapons (when applicable), less-lethal weapons (when applicable), Clery compliance, Title IX compliance, use of force/restraints, verbal de-escalation and conflict resolution techniques, security equipment training (for access control, video surveillance, emergency notification, etc.), active shooter response, Hazmat incident response, bomb threat response, CPR/first aid and racial/ cultural/gender/sexual orientation/gender identity sensitivity and implicit bias?

Training for racial, ethnic and religious sensitivity as well as implicit bias is particularly important considering the spate of protests about officer-involved shootings our



Campus police and security personnel should receive training on a wide variety of topics, including CPR and first aid.

CAMPUSES MUST CONDUCT BACKGROUND CHECKS ON STAFF MEMBERS, FACULTY MEMBERS AND ADMINISTRATORS

Not only do students sometimes act out on campus, so do campus faculty, staff and administrators. That's why it's so important for campuses to conduct background checks on every staff member, teacher and member of its administration prior to their employment.

These checks normally uncover if the employee or faculty member has committed a felony, is a registered sex offender, is illegally residing in the United States or has lied on their resume or employment application. Some employees even undergo a credit check if the positions they will be holding will involve fundraising or other activities requiring the handling of money.

Some organizations conduct checks on long-term

employees on a regular basis (perhaps every five years) due to the fact that there may be something they've done since they were hired that indicates they are a threat to the institution.

It should be noted, however, that the background screening process is not fool-proof. Although more data is available now than ever before, there still are many gaps, depending on the state and local jurisdiction, as well as the type of background check that is conducted.

Additionally, a college may choose to hire someone who has a criminal background if the school determines he or she is no longer a threat because the offense was minor or occurred a long time ago and the person has not re-offended. nation has been experiencing lately, not to mention the increase in hate crimes online hate speech and white supremacist activity that has been reported over the past five years by organizations, such as the FBI, Anti-Defamation League and Southern Poverty Law Center.

It's also important to note that faculty members, counselors and other campus administrators often are the first people to encounter a crime or threat. Because of this, they should receive training on how to report incidents and threats to law enforcement or other appropriate campus personnel. Additionally, they should receive training on verbal de-escalation so they can appropriately respond should they encounter an individual who is verbally lashing out. If possible, a campus should also include as many non-security staff and administrators as possible in its emergency exercises and drills.

I'd also be remiss if I didn't mention something about whistleblower protection. Does the school you and your child are considering allow for anonymous reporting by campus public safety officers, staff and faculty, or provide some other way to protect whistleblowers from retaliation for reporting their security and safety concerns? This type of policy might encourage greater incident reporting from school employees, as well as guarantee that the campus public safety department remains unencumbered by top administration pressure to possibly sweep security issues under the rug. This approach might be particularly effective in institutions that have historically had an "it can't happen here" cultural attitude about security.

Additionally, once a campus law enforcement officer is hired, he or she must be trained to break through the "blue wall of silence," which is the informal rule among many police officers to not "snitch" on another officer when he or she commits errors, misconduct or crimes, including police brutality. Much like bystander intervention that encourages students to intervene when they observe a situation where sexual violence or bullying is occurring, campuses must encourage and even require campus police and security officers to intervene and come forward when they see wrongdoing by their colleagues.

Questions to Ask the Campus

- > How does the pay of campus police or security officers compare to officer pay in the surrounding jurisdiction?
- > Is the campus police department accredited by a reputable accreditation organization?
- > What type of training does the campus public safety department receive?
- > Do you have a designated Clery compliance officer?
- > Do you conduct background checks of your other employees, faculty and staff? If so, what kinds of things might be discovered in their screenings that would bar them from employment on your campus?
- > Do faculty, staff and administrators receive training on how to report incidents/ threats and on verbal de-escalation? Do they participate in emergency exercises and drills?
- > Are whistleblowers who express concerns about campus safety and security protected?



CHAPTER 9: Active Shooters

As noted earlier, active shooter incidents have received a lot of media attention lately and for good reason. The mass shootings that occurred at Virginia Tech in 2007, Sandy Hook Elementary School in 2012, Umpqua Community College in 2015, Pulse Nightclub in Orlando, Fla., in 2016, and Parkland in 2018, as well as the many others our country has experienced are truly disturbing and scary.

Although these attacks are rare statistically speaking, campus police/public safety departments should conduct active shooter exercises and drills with local law enforcement and other first responders, as well as with campus staff and administrators at least every three years, if not more.

Fortunately, one good thing that has resulted from all of the recent active shooter incidents is that more campus and traditional law enforcement agencies have been conducting active shooter exercises. That means there is a very good chance that the college you are considering is more prepared for these types of attacks than Campus police/public safety departments should conduct active shooter exercises and drills with local law enforcement and other first responders. ever before.

In addition to campus and local police being trained in active shooter response, however, colleges should also provide information to students, faculty, staff and administrators on how to respond. Most colleges have embraced some form of the Run, Hide, Fight approach to civilian active shooter response:

> Run: Students, faculty, staff and visitors should evacuate to a safe location

- > Hide: Students, faculty, staff and visitors should get behind a locked and/or barricaded door, shelter in a protected area, be quiet (silence cell phones) and wait for law enforcement to arrive (or for school administrators to send an all-clear message to everyone on campus that the situation has been resolved).
- **> Fight:** As a *last resort*, students, faculty, staff and visitors should engage the shooter and take him or her out.

My preference with Run, Hide, Fight is that "hide" should be the first option if you are at a location that can be secured or barricaded (such as a classroom with commercial-grade locks on the doors). Active shooter situations are very fluid, and it is difficult to know what is going on and where the shooter (or shooters) is located. If you evacuate, you might actually run into more danger than if you stay put.

My second option would be to evacuate ("run"), and my last option would be to fight back ("fight").

It should be noted that mass casualty attacks can involve other weapons, including knives, bombs, vehicles, WMDs and more. It has not been determined if Run, Hide, Fight is appropriate for those situations, although I suspect it would work for incidents involving knives and other edged weapons.

For more information on the various approaches to civilian active shooter response, click here *https://www.campussafetymagazine.com/safety/ is-run-hide-fight-right/.*

"MOST COLLEGES HAVE EMBRACED SOME FORM OF THE RUN, HIDE, FIGHT APPROACH TO CIVILIAN ACTIVE SHOOTER RESPONSE."



CHAPTER 10: Security and Safety Technology and Building Design

For more than a decade now, colleges and universities have rapidly expanded the types of physical safety and security technologies they use to keep their campus safe. The following systems/solutions should be installed/deployed:

Emergency notification: When an emergency occurs, campus officials must have the ability to warn students, faculty and staff via multiple technologies, such as text messaging, loudspeakers/intercoms, strobes, fire alarms, digital displays, weather radios, phone trees and social media. Several technologies should be deployed so that the strengths of one system can compensate for the weaknesses of the others. All of the systems should be regularly tested to verify that they will work when needed.

If the campus you and your child is considering has a text messaging emergency alert system, be certain they sign up for this service so that they will be notified when there is an emergency. During new student orientation, many campuses provide an Some of the more popular safety and security technologies deployed on campus include emergency notification, access control, locks, video surveillance, intrusion detection, fire alarms, call boxes, panic alarms, phone apps, two-way radios and smoke detectors. overview of their emergency notification services and give your child the option to sign up for text alerts at that time. Some campuses even automatically register student mobile phones for this service.

Additionally, the campus may have a service that notifies parents when there is an emergency. Often it is via mobile phone text or email. Be certain to sign up for this service if it is available.

Some campuses have mobile phone apps that enable students to not only receive emergency notifications, but also provide them with other valuable information, such as the contact information for the campus public safety department and Title IX office. Some apps even enable users to report incidents with photos and video.

Access control: Unlike most K-12 schools that have single points of entry for visitors, the vast majority of American college campuses are open. That means it is normally very difficult for institutions of higher education to control who comes onto campus. This is particularly true in urban and suburban areas where campus boundaries might not be obvious to uninformed visitors. There are some areas of campus, however, where access can be limited or at least somewhat controlled.

Access control technology, or at the very least sturdy locks, should be installed in all residence halls, as well as on classroom doors and other areas on campus so that students, faculty and staff can lockdown quickly. Additionally, access control is critical for high-risk areas, including animal testing labs and locations with toxic chemicals or nuclear material.

I'm a big fan of locks on classroom and dorm room doors because they are so effective at saving lives during active shooter attacks. History has proven over and over again that if someone has the ability to get behind a locked and/or barricaded interior door during a shooting, there is an extremely good chance (like 99.9 percent) that they will survive and not be physically harmed.

Additionally, locked doors are extremely effective at preventing thefts.

Many campuses are now improving entrance security by transitioning from simple locks that can be opened with keys to ones that can be opened with access control cards. The advantage with these cards is that if a student, employee or faculty member loses their card or if a disgruntled individual refuses to turn in their card after they have been expelled or terminated, the card's access privileges can be turned off remotely. By contrast, lost or stolen key access cannot be turned off unless the entire lock is changed, which could take hours, days or even weeks. Some campuses never



Some campuses have mobile phone apps that enable students to not only receive emergency notifications, but also provide them with other valuable information, such as the contact information for the campus public safety department and Title IX office. change the locks when keys have been lost or stolen.

Another benefit to card access control is that other functionalities, such as library and cafeteria privileges, debit services, computer network access and parking access can be added to the card. This makes the student's life more manageable because they aren't required to carry around several different cards for each of these functions. Additionally, security is improved because with the debit function on the card, the student is carrying around fewer credit cards and less cash, which makes them less vulnerable to robbery and theft. It also enables parents to monitor their children's spending.

Some campuses are even considering taking access control to the next level by doing away with cards completely and having students use their mobile phones (using near field communications or Bluetooth technology) for physical access, debit, parking, cafeteria, computer access, library privileges and more. The advantage of using mobile phones for all of these functions is that if students lose their phones, they are more likely to quickly notice it and notify campus authorities. With cards and keys, it could be hours or even days before a student notices their credential has been lost or stolen.

There are some downsides to card, key and even mobile phone access control. The challenges usually aren't with the technologies, but in how they are used.

In residential halls, for example, very often someone with a key, card or mobile phone access credential will open the door and then allow others who don't have access credentials — including strangers — to follow them inside. This is called "tail-gating," and your child should make every effort to not allow someone into their dorm who is not authorized to be there. It should be noted that many residence halls have security guards or student employees staffing the front desk to screen visitors. Some even have turnstiles. Individuals who do not have access credentials should be funneled to these areas so that they are properly screened before they enter the building.

Fixed security cameras: Video surveillance systems can be installed to expand the reach of campus law enforcement and security, especially in outlying areas (such as parking lots, walking paths, etc.) and on campuses with police or security departments that are understaffed. Security cameras can also assist law enforcement with investigations after an incident has occurred.

It should be noted, however, that many colleges have tens, hundreds or even thou-



Many campuses are now improving entrance security by transitioning from simple locks that can be opened with keys to ones that can be opened with access control cards. sands of cameras deployed on- and off-site, and almost all campuses do not monitor these cameras in real-time. That means that if something happens to your son or daughter and they are in front of a security camera, most likely the incident will not be seen by public safety officers as it happens. The footage, however, will be very helpful to police during their investigation after the fact.

This is not to say the video surveillance technology won't eventually advance to the point that every camera can be monitored in real-time, but that day is not yet here. More campuses, however, are deploying video analytics, which — to a certain extent — can help with real-time monitoring.

Despite its current limitations, video surveillance is an extremely valuable tool that campus public safety professionals value because of the help it provides them in solving cases.

Two-way radios: Campus police and/or security officers should be equipped with two-way radios that enable them to communicate with each other during a crisis, as well as with other, off-campus first responders.

Fire alarms and smoke detectors: Code-compliant fire alarms, smoke detectors and sprinkler systems should be installed on campus, especially in residence halls. If your child will be living off-campus at a fraternity or sorority house or apartment, you should verify that this equipment is installed in those locations as well. Additionally, before your son or daughter goes off to college, they should learn how to use a stove, oven and any other cooking equipment or utensil safely. They should also be trained on how to safely use other devices that could cause a fire, including curling irons, clothes dryers, etc.

AEDs: Campuses should have automated external defibrillators (AED) in easy-toreach locations. An AED can help revive a person who is experiencing a heart attack.

Cybersecurity: Due to the huge volume of cybersecurity incidents that are occurring worldwide, as well as on college campuses, the institution's IT department should adopt appropriate protective measures so that your child's personal information will be safe. You should also remind your child to not provide personal information to people they meet online. Additionally, they should be careful about what they post online. If they don't want law enforcement, their future employers or you to see it, they should not post it.

Other safety and security systems that are often adopted include intrusion detection, call boxes, metal detection, bomb detection, drug detection (drug dogs), visitor



Security cameras are extremely valuable tools that help campus public safety departments solve crimes. management (especially for residence halls), panic alarms, social media monitoring, anonymous tip lines and window security film.

Many of these technologies can and should be supported by building design and landscaping. Colleges should regularly trim trees and shrubs so they don't block visibility or areas where individuals can hide. Graffiti should be removed immediately to discourage gang activity. The campus should also have plenty of lighting at night so that students, faculty, staff and visitors walking to their cars are safe. Officers and/ or other properly screened individuals who provide safety escorts to students during the evening hours are also helpful.

Questions to Ask the Campus

- > What types of security/public-safety/life-safety solutions are installed/deployed on campus? Access control, emergency notification, fire detection and suppression, video surveillance, two-way radios, video surveillance, visitor management, call boxes, AEDs, etc.?
- > How often is this equipment maintained? Does it all work? When was the last time they were inspected and/or upgraded?

Topics to Discuss With Your Child

- > Tell them never to share their dorm key or access control card with someone else.
- Discuss with them the importance of keeping dorm doors closed and the risks associated with tailgaters.
- > Remind them to sign up for the school's emergency mobile phone alert service if it is provided.
- > Remind them to download the university's campus safety app if it is available.
- > Remind them to never share personal information (online or in person), especially their social security numbers, address, date of birth, credit card numbers and other sensitive personal details, photos or videos.



CHAPTER 11: Theft, Other Safety Strategies and Emergency Management

The previous chapters provide you with a solid overview of the most serious security threats to a campus. One thing I haven't covered yet, however, is theft. Theft, burglary and auto theft are the campus crimes that are most often reported. Fortunately, there are some simple, common-sense steps students can take to prevent these incidents from happening, including:

- > Always lock your car door.
- > Don't leave valuables in your car. If you must leave them there, make sure they are not visible (preferably put them in your locked trunk).
- Don't leave your laptops, tablets, cell phones or other valuables unattended. Even if you are at the library and need to quickly run to the restroom, take your belongings with you unless you have a friend who can be trusted to watch your belongings while you are away.

Don't leave valuables in your car. If you must leave them there, make sure they are not visible (preferably put them in your locked trunk).

- Always lock your bicycle. Many colleges have programs that allow students to register their bikes. Some even give away bike locks, so take advantage of these programs if they are available.
- > Always lock your dorm room door.

Other safety basics students should remember include:

- > If you see something suspicious or dangerous, tell campus police, dial 9-1-1 or push the emergency button on the call boxes that are installed on most college campuses.
- > If you have a mobile phone and your college has an emergency text alerting system, sign up to receive their emergency messages.
- > When walking on campus or anywhere at night, bring a friend (or two) you trust. Many campuses also provide safety escorts during the evening hours, so if you are alone and need to walk home, contact the campus public safety department and ask them to dispatch one of their escorts.
- > When walking on campus or anywhere, pay attention. Avoid texting or listening to music on your headphones so you will notice if something is wrong.
- Many colleges offer self-defense classes, including Rape Aggression Defense (RAD) classes for free. Encourage your child to take this class.

Up to this point, I've been covering mostly security and law enforcement issues in campus communities. It's important to note, however, that campuses must also prepare for things like severe weather, tornadoes, floods, tsunamis, hurricanes, earthquakes, winter storms, Hazmat incidents, power blackouts, pandemic flu and more. These incidents generally fall under the purview of the campus emergency manager.

Depending on the campus culture, location and size, emergency management may be its own, standalone department, or it could be just one person who reports to campus police or some other department.

I'm a firm believer that a university needs at the very least a qualified emergency manager dedicated to the task of emergency management. If the campus or university system is large, it needs several individuals handling emergency management so that all facets will be adequately covered.

The institution should also have a plan based on the National Fire Protection Association (NFPA) 1600 standard. It should cover all of the threats listed above, as well as **"IF YOU SEE** SOMETHING SUSPICIOUS OR DANGEROUS, **TELL CAMPUS** POLICE, DIAL 9-1-1 OR PUSH THE EMERGENCY **BUTTON ON THE** CALL BOXES **THAT ARE INSTALLED ON** MOST COLLEGE CAMPUSES AND **MAKE A REPORT TO CAMPUS PUBLIC SAFETY."**

terrorism, bombings, evacuations, active shooters, fire, off-campus crises, business continuity, disaster recovery and more. The plan should be updated regularly and tested with drills and emergency exercises.

Some helpful questions to ask include:

- > Does your campus have an emergency plan?
- > When was the last time you updated your emergency plan? (If it was five years ago, I'd go somewhere else.)
- > What does your emergency plan cover?
- > Do you have an emergency manager? How many people report to him or her (for large institutions)?
- > How often do you conduct drills?
- > When was the last time your campus conducted an emergency exercise (table top or full scale), and who participated in it?



CHAPTER 12: Not All Safety and Security Issues Are Preventable

So there you have it! I hope you have found the information in this guide helpful. Although I don't believe any campus can meet all of these criteria, a safe campus should be able to check off about 80 percent of what I've outlined. No institution is 100 percent safe. You must accept the reality that not every problem can be prevented.

When something bad does happen, it's important for you as a concerned parent, family member or loved one to respond appropriately. For example, during a major disaster, such as an earthquake, tornado or active shooter attack, you should follow these steps:

In most cases, DO NOT rush to the campus to check on your child. Doing so will
most likely hinder law enforcement response as well as any rescue or recovery
efforts. During a major emergency, there will probably be a significant, if not mas-

Long before a crisis happens, develop a plan of how you will communicate with your child during an emergency. sive, law enforcement, fire, emergency management, emergency medical and other first responder presence, and you will probably get in their way, putting yourself and others in danger. Additionally, DO NOT call the campus public safety office. They will be very busy responding to the emergency, and your call might block other calls that contain information they need to respond effectively.

- 2. Long before a crisis happens, develop a plan of how you will communicate with your child and how your child will communicate with you during an emergency. During major disasters, you might not be able to get through via text, phone or email because the lines will be tied up (or in the case of tornadoes and earthquakes, down). Instead, agree to communicate via social media, such as Facebook, Twitter, Instagram, etc. Social media sites generally have extremely robust networks that can handle a much larger amount of traffic than cellular networks or email systems. In fact, Facebook recently created its own Safety Check feature where users can check on their loved ones in affected areas of a disaster.
- 3. Many campuses have developed emergency notification services for parents. If the college your child is considering offers this type of service, be sure to sign up for it. You will then be able to receive emails or texts from the institution that will provide you with updates and well as links and phone numbers you can call to obtain additional information.

For other incidents that are more likely to occur, such as sexual assaults, drug and alcohol violations, hazing, thefts and mental/behavioral health issues, be certain to maintain a non-judgmental, non-reactive dialogue with your child so that you are a safe person to turn to during their personal emergency. Feel free to turn to professional counselors or support groups if you and/or your child need further assistance.

You will also need to learn how to let go of your child and realize that they will probably make mistakes. Studies show that the human brain does not fully mature until the age of 25, so you can expect that your daughter or son will do some foolish, immature things during their college career. Remember, in the eyes of the law, college students who are 18 years of age or older are adults, so legally you might not have much (or in some cases any) control over what they do when they are away at school.

Fortunately, colleges that meet the criteria I've outlined should be in a better posi-



For incidents that are more likely to occur, such as sexual assaults, drug and alcohol violations, hazing, thefts and mental/behavioral health issues, be certain to maintain a non-judgmental, non-reactive dialogue with your child so that you are a safe person to turn to during their personal emergency. tion to help your son or daughter navigate this new and exciting chapter of their life by providing them with reasonable protections from external threats and helping them learn from their decisions, both good and bad. Additionally, if you encourage your child to talk to you and/or other trustworthy individuals when they have safety and security concerns, there is a much better chance that they will make wise, wellinformed choices.

Finally, if you and your child let college administrators know that campus safety and security are your top priority, you will send them a powerful message that might keep them on their toes.

Please also remember that campus safety and security issues are constantly evolving. Because of this, *CS* will continue to cover the latest news and trends, so I encourage you to regularly check *www.CampusSafetyMagazine.com* for updates.

If you have any other topics you would like *CS* to cover in the future, please do not hesitate to contact me at *Robin.Hattersley@EmeraldX.com*.

Good luck in your college search, and stay safe!

Reference Guide

Questions to Ask the Campus

Chapter 1: Where Should We Begin?

- > Please let me see your Annual Security Report (ASR).
- > Please let me see your institution's long-term plan.
- > How many sexual assaults were reported on campus last year?
- > Does your campus conduct a climate and/or perception of safety/security survey? If so, please let me review it.
- > What is the title of your top security/public safety officer?
- > To whom does your top security/public safety officer report?
- > Have any of your top campus administrators participated in any on-campus security/ law enforcement exercises in the past three years? If so, which exercises and who participated?

Chapter 2: What Is the Clery Act?

- > What are the job titles of the Campus Security Authorities (CSAs) at your institution?
- > How often do you train your CSAs, and what type of training do they receive?

Chapter 3: Sexual Assault, Dating/Domestic Violence and Stalking

- > How long does it normally take for your campus to complete a sexual assault/ harassment investigation?
- > Does your campus have a Title IX coordinator? How many investigators report to him or her?
- > What kinds of sexual violence/misconduct prevention training do you have for college freshmen (both women and men)?
 - I is it offered on or before the start of the school year?
 - I How often are students, faculty and staff given refresher training on this topic?
 - I Do you provide bystander intervention training to students?
- > What types of training and programs do you provide to athletic teams, fraternities and other clubs to ensure the campus culture discourages rape/sexual harassment/abuse and encourages healthy, respectful relationships?

Chapter 4: Mental Health and Victim Advocacy

- > How many mental health counselors do you have on campus?
 - I If you don't have any on campus, what types of relationships/agreements do you have with off-campus counseling services?
- > (If your child has a pre-existing mental health or behavioral health issue) What services does your campus provide to ensure my child will continue to receive the

treatment and medication he or she needs?

- > What types of relationships/agreements do you have with off-campus counseling services and treatment centers? (Students might turn to these resources first, so you want to make sure the campus has a good working relationship with them.)
- > How many victim advocates do you have on campus?
 - What types of relationships/agreements do you have with off-campus victim advocates? (Students might turn to these resources first, so you want to make sure the campus has a good working relationship with them.)

Chapter 5: Drugs and Alcohol

- > What type of training does on-campus personnel (counselors, faculty, staff, athletics department staff, RAs, club advisors, Greek organization advisors, etc.) receive on sexual violence, mental health issues and drug/alcohol dependence? Do they know how to properly respond to victims? Do they know how to report an incident to the proper campus authorities? Do they know how to make a referral for treatment?
- > What types of services do you have for students with alcohol or substance abuse issues?
- > Do you offer events that do not revolve around drinking?
- > Does your campus have zero-tolerance alcohol policies? If so, do you offer amnesty to victims of sexual assault and hazing, as well as potentially other crimes?
- > Does your campus have an honor code that doesn't offer amnesty to sexual assault victims?
- > What types of training on alcohol and drug abuse prevention do you provide to students, and when do you provide it? (Hopefully at or before the beginning of the school year when students are most vulnerable to high-risk drinking and drug experimentation.)

Chapter 6: Hazing

- > What is your school's policy on hazing? What are the sanctions?
- > Do you have a list of the fraternities, sororities and other campus-affiliated clubs and organizations that have been disciplined for violating the college's hazing policies?
- > What kind of hazing prevention training do you offer to students, faculty and staff?

Chapter 7: Threat Assessment and Behavioral Intervention Teams

- > Do you have a threat/behavioral assessment and/or management team? Who is on that team?
- > How do you encourage and train students, faculty, staff and visitors to report behavior that concerns them? Do you have an anonymous tip or text line?
- > Has your campus public safety department adopted community-oriented policing?

Chapter 8: Campus Public Safety, Police and Security Agencies

> How does the pay of campus police or security officers compare to officer pay in the surrounding jurisdiction?

- > Is the campus police department accredited by a reputable accreditation organization?
- > What type of training does the campus public safety department receive?
- > Do you have a designated Clery compliance officer?
- > Do you conduct background checks of your other employees, faculty and staff? If so, what kinds of things might be discovered in their screenings that would bar them from employment on your campus?
- > Do faculty, staff and administrators receive training on how to report incidents/ threats and on verbal de-escalation? Do they participate in emergency exercises and drills?
- > Are whistleblowers who express concerns about campus safety and security protected?

Chapter 10: Security and Safety Technology and Building Design

- > What types of security/public-safety/life-safety solutions are installed/deployed on campus? Access control, emergency notification, fire detection and suppression, video surveillance, two-way radios, video surveillance, visitor management, call boxes, AEDs, etc.?
- > How often is this equipment maintained? Does it all work? When was the last time they were inspected and/or upgraded?

Reference Guide

Topics to Discuss With Your Child

Chapter 1: Where Should We Begin?

> Go over these reports with your child so they have a good understanding of the safety and security challenges on campus.

Chapter 2: What Is the Clery Act?

- > Discuss how your child might report an incident to a CSA.
- > Discuss what incidents are reportable under the Clery Act.

Chapter 3: Sexual Assault, Dating/Domestic Violence and Stalking

Note: It can be very uncomfortable to talk about these topics. If you are having difficulty covering them in an effective way, you might want to consult with a child psychologist or marriage and family counselor or contact the organizations listed in the Helpful Sexual Violence and Mental Health Resources in Chapter 4 for help.

- Discuss with your child the facts about sexual violence on college campus in a nonjudgmental, non-fear-based way.
- > Discuss with your child the role alcohol and drugs play in sexual violence in a nonjudgmental, non-fear-based way (for an in-depth discussion of drugs and alcohol, see chapter 4). It's important to NOT come across as though you are blaming victims who are under the influence of alcohol and/or drugs when they are attacked.
- Discuss and model for your child a healthy relationship. Discuss with them what a healthy break-up looks like.
- > Discuss and model for your child what are appropriate relationship boundaries. Appropriately discuss what personal boundary violations look and feel like.

Chapter 4: Mental Health and Victim Advocacy

Again, these topics can be difficult to discuss. It might be wise to seek professional help so you can address these issues appropriately and effectively.

> Do they believe they are emotionally ready for college?

I ff they have pre-existing mental health/behavioral health issues, discuss with them how they might handle challenging situations and how they will maintain their emotional, mental and spiritual health.

Chapter 5: Drugs and Alcohol

Again, these topics might be difficult to discuss in an appropriate and effective way. Feel free to seek professional help to address these issues.

- > Do they believe they are emotionally ready for college?
- > If they have pre-existing substance abuse/alcohol dependency issues, discuss with

them how they might handle challenging situations and how they will maintain their sobriety.

Discuss in a non-judgmental and non-fear-based way the challenges associated with drug and alcohol abuse, along with its association with sexual violence. (Again, be sure to avoid victim blaming.)

Chapter 6: Hazing

- > Discuss the clubs, fraternities and organizations they want to join and encourage them find out more about these clubs before they pledge or join them.
- > Discuss and define appropriate boundaries and what pledging activities are acceptable and unacceptable (and possibly even illegal).

Chapter 7: Threat Assessment and Behavioral Intervention Teams

- > Discuss the importance of trusting their instincts when they see something that doesn't look right.
- Discuss the importance of reporting concerning behavior to campus public safety, letting them know that they aren't snitching. They are getting their friends help and might possibly prevent a tragedy.

Chapter 10: Security and Safety Technology and Building Design

- > Tell them never to share their dorm key or access control card with someone else.
- > Discuss with them the importance of keeping dorm doors closed and the risks associated with tailgaters.
- > Remind them to sign up for the school's emergency mobile phone alert service if it is provided.
- > Remind them to download the university's campus safety app if it is available.
- > Remind them to never share personal information (online or in person), especially their social security numbers, address, date of birth, credit card numbers and other sensitive personal details, photos or videos.



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