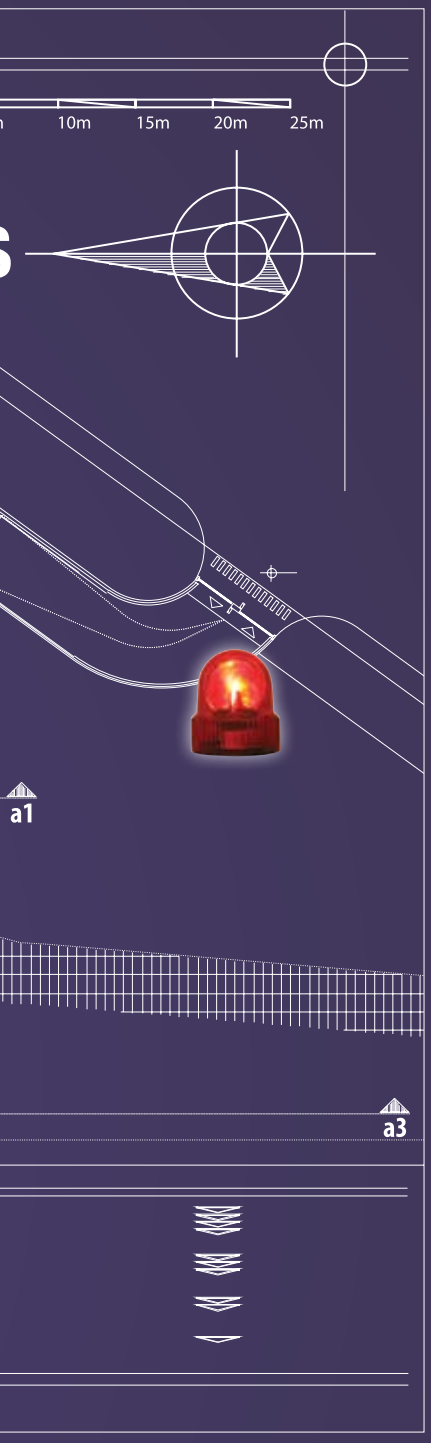
A Blueprint

for Safer Campuses



Recommendations for Campus Safety by the International Association of Campus Law Enforcement Administrators

By the IACLEA Special Review Task Force

The impact of the rampage shootings at Virginia Tech on April 16, 2007 continues to be felt across the U.S. and the world. Clearly this incident, along with other active shooter incidents that have occurred since the Virginia Tech tragedy, has impacted our awareness of campus safety and security. A number of states, other governmental entities, and non-governmental organizations have convened groups to examine the lessons learned from the tragedy at Virginia Tech and other aspects of campus safety. We applaud these ongoing efforts and believe that the attention focused on this issue presents an opportunity to initiate a national dialogue to strengthen campus public safety and enhance the protection of the estimated 15 million students attending the U.S.'s 4,200 institutions of higher education.

In August 2007, in the wake of the Virginia Tech tragedy, the International Association of Campus Law Enforcement Administrators (IACLEA) sought to develop a set of recommendations for institutions of higher education through a public safety lens. While there are many recommendations that arise from these lessons learned for each of the disciplines that bring to bear expertise, IACLEA has identified 20 specific recommendations. They represent priorities for the betterment of campus safety and reinforce key goals and objectives in mitigating and responding to threats at institutions of higher education. They are not designed to be all inclusive, but do represent emerging best and promising practices which institutions should consider now and implement when possible.

IACLEA'S KEY RECOMMENDATIONS

Emergency Planning and Critical Incident Response

1. All colleges and universities should conduct a threat and vulnerability assessment as part of the institutional risk management strategy. The assessment should consider the full spectrum of threats (i.e., natural, criminal, terrorist, accidental, etc.) for the campus. The results of this assessment should guide the institution's application of protective measures and emergency planning assumptions. The assessment will necessarily be unique given the specific characteristics of individual campuses.
2. Institutions should use an array of means and methods to disseminate information to the campus community during emergencies. A campus emergency mass notification system and plan must include multiple means of sharing information, including high-technology (i.e., mass notification system) and low-technology (flyers, loud speakers) solutions. Institutions selecting systems should ensure theirs meet these minimum criteria:
   a. **Multi-Point Communication:** The service should enable the campus to notify the entire campus community via multiple channels. The system should be capable of reaching its audience through multiple points of contact, such as voice messages, e-mail, and text messaging/SMS.
   b. **Capacity:** The system vendor should have sufficient, demonstrated capacity to deliver all messages quickly and reliably.
   c. **Security and Redundancy:** If the institution uses a third-party vendor, access to private student and employee data must be limited only to authorized personnel. The system must have redundant capabilities in all the power interconnects.
   d. **24/7 Client Care:** A contract with a third-party vendor should include training, customer service, and technical support.

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e. Experience: The vendor should have significant experience delivering calls at institutions of various sizes across the country.

f. Assessment: The service should have reporting capabilities that allow the institution to monitor, manage, and measure the system's effectiveness.

- Campus public safety officials as well as other appropriate administrators should have the authority and capability to send emergency messages from on/off campus and from anywhere around the world.
- Campus administrators should consider the follow criteria before sending emergency messages: 1) the message should be timely; 2) the information must be accurate; and 3) the notice must be useful to the recipients. Recipients of emergency messages should be urged to inform others.

3. Institutions should use the National Incident Management System (NIMS) as the framework to manage emergencies and should have a decision-making process and structure to facilitate interaction among institutional leadership, institutional resources, and local first responders.
4. Institutions should develop succinct emergency response plans that allow for a coordinated, organized response to critical incidents while avoiding complexity and obfuscation. The plan should comply with the National Incident Management System and the Incident Command System per Homeland Security Presidential Directive 5 (HSPD-5).

Ideally, such plans will specify levels of an emergency and the general responsibilities of the emergency response and policy groups at each level. Appendices may include incident action plans for specific critical incidents (i.e., snow storms, bomb threats, or violent crime). Institutions should conduct annual training for the emergency operations and policy group, and include campus service providers in addition to public safety first responders.

5. Universities and colleges should work with their local government partners to improve plans for mutual aid in all areas of emergency planning and critical incident response, including that of victim services. The IACLEA "Guide to Strengthening Communications between Campus Public Safety Departments and Federal-State-Local Emergency Response Agencies" contains model policies and practices for developing and nurturing these important relationships. The Guide is available on the IACLEA website at *http://www.iaclea.org/visitors/WMDCPT/cprc/aboutcprc.cfm*.
6. Institutions should consider providing First Responder or EMT training to a sufficient number of campus public safety officers to ensure there is the capacity on the campus to provide potential life-saving treatment to injured persons at the scene of a critical incident in the event that EMTs from outside agencies face delays or otherwise cannot get to the scene in a timely manner. First Responder training generally refers to a 40-hour course of training and the EMT course typically consists of 120 hours of training in providing pre-hospital care for medical emergencies.

Empowering and Resourcing the Campus Public Safety Function

7. The campus public safety executive must report directly to the senior operations officer with institutional decision-making authority. The campus public safety director or chief of police should be part of the emergency operations team developing emergency response and recovery plans. Additionally, the campus public safety executive should have direct access to the most senior decision makers during an emergency.

8. Institutions should regularly review the physical security infrastructure, including locking mechanisms on all doors, to ensure optimal safety of faculty, staff, students, visitors, and guests.
9. The nature of the emergency should direct what and how campus authorities communicate with the campus and under what timeframe (see earlier recommendations on timely warning process.) Universities and colleges must comply with the Clery Act, which requires timely public warnings of imminent danger. Institutions must have a policy that describes their timely warning practice and in that policy, they should develop an individual definition of "timely" in relation to available technology, available communication systems, and nature of the crisis.
10. Interoperable communications is an absolute must for effective critical incident response. Interoperable communication systems allow two or more responding agencies, even those using disparate communications systems, to exchange information directly. With interoperability, on-scene personnel can quickly access each other to coordinate needed rescue and emergency activities. The Public Safety Wireless Network program (a joint initiative of the U.S. departments of Justice and the Treasury) has identified the following as two important types of interoperability:
    a. Day-to-day interoperability covers routine public safety operations, such as a building fire that requires backup from a neighboring fire department, or when a vehicle chase crosses between towns.
    b. Mutual aid interoperability supports a joint and immediate response to catastrophic accidents, large-scale incidents, and natural disasters. It supports tactical communications in response to airplane crashes, bombings, forest fires, earthquakes, hurricanes, and similar events that occur without warning.
11. Each state should pass enabling legislation that allows their colleges and universities the choice to employ a sworn police agency in lieu of or in addition to non-sworn security professionals.
12. Campus public safety agencies should explore accreditation through the Commission on Accreditation for Law Enforcement Agencies (CALEA) and the International Association of Campus Law Enforcement Administrators (IACLEA).
13. If the institution employs a full-service, sworn law enforcement agency, then the officers should have access to a range of use of force options including lethal (firearms) and less-than-lethal (impact tools, chemical, and electronic control devices). In short, sworn officers should be armed. Campus public

safety personnel who are provided any defensive weapon should be trained to the standards required for public-sector law enforcement personnel within the political subdivision.

Campus law enforcement or security personnel provided with weapons should meet the standards established for use of those weapons as determined by the state or province in which the community is located. Clear policy statements should be implemented establishing such weapons as defensive weapons. NOTE: IACLEA has a long-established position statement that supports this recommendation.

14. Campus public safety authorities must clearly understand their authority in addressing involuntary hospitalization procedures for members of the community they interact with who suffer from acute mental health disorders.
15. The complex nature of law enforcement demands knowledge, skill, training, and experience. Judgments frequently required are beyond the training, preparation, responsibility, or authority of private citizens. Personnel who do not have the necessary judgment resulting from the acquisition of this knowledge and skill acquired through law enforcement training should not be assigned to functions that may require them to question, detain, or restrain the movements of citizens.

Prevention and Education Programs to Address Campus Safety Risks

16. Institutions should implement a process whereby all members of the community upon application (admissions and employment) are asked whether or not they have been charged or convicted of a crime and all related details. Institutions should conduct criminal record checks for their students, faculty, and staff as appropriate.
17. Institutions of higher education should have a behavioral threat assessment team that includes representatives from law enforcement, human resources, student and academic affairs, legal counsel, and mental health functions. Specifically, campus public safety should be included on the team.
18. Institutions should employ a comprehensive program to end violence against women crimes on campus. These crimes include stalking, sexual assault, and relationship violence. In addition to self-defense for women, prevention training focused specifically on men and key campus constituencies should be required. These areas include Athletics, Student Affairs, Judicial Affairs, Academic Support, and Residential Life.

    The institution should establish protocols and procedures that support a woman's decision not to participate in a criminal or judicial proceeding, but which allow the institution to take action against the accused independent of a criminal investigation. Campus public safety should be trained to conduct these investigations and inquiries.
19. Faculty, staff, and students should be trained on how to respond to various emergencies and about the notification systems that will be used. This training should be delivered through a number of delivery options, such as in-person presentations (i.e., residential life programming; orientation sessions for students and employees); Internet-based delivery; and documents.
20. Campus public safety should develop collaborative, supportive relationships with victim advocacy services in order to respond directly and immediately to the needs of victims of crime.

CONCEALED CARRY OF FIREARMS ON CAMPUSES

IACLEA does not support the carry and concealment of weapons on a college campus, with the exception of sworn police officers in the conduct of their professional duties.

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IMPLEMENTATION OF SECURITY TECHNOLOGY

Security technology, such as automated card access systems, intrusion detection systems, and security cameras, can serve as force multipliers on a college or university campus. In fact, some systems, such as automated access control, have become the industry standard.

Campuses should continue to implement proven security technology in an attempt to enhance safety on campus. Some systems, such as security cameras, have proven valuable in specific circumstances and have not only increased the community's sense of security, but have also aided in the apprehension of criminals. As with any system, policy, or practice, IACLEA recommends that the campus evaluate existing literature and research to ensure there is ample evidence of the system's effectiveness prior to implementation.

The IACLEA Special Review Task Force consisted of authors Raymond H. Thrower, convener, and Steven J. Healy, Michael Lynch, Gary J. Margolis, Dolores Stafford, and William Taylor. The complete document and more information can be found at *www.iaclea.org.*