CAMPUS SECURITY OFFICER PROGRAM

MODULE IV. Response Basics

Module IV. Student Guide

Module IV. Goal

The goal of Module IV is to introduce CSO's to specific types of situations which are most likely to respond. This Module will also highlight response techniques to the given situations.

NOTE: It is critically important for CSOs to understand the policies and procedures established by their colleges or universities related to responding to different situations. Discussions may involve criminal activity and it is important to always get law enforcement involved as soon as possible.

Module IV Topics:

A. Safety and Security Foundations
    Required Reading: Basic Disturbance Response

B. Threats to Safety and Security
    Required Reading: Campus Crime in Virginia
                         Homeland and Campus Security
                         Threat Assessment

C. Alcohol Use on Campus
    Required Reading: Substance Abuse

D. Sexual Violence at College
    Required Reading: Sexual Violence at College
                         Checklist for Sexual Misconduct

E. Gangs at College

F. Responding to Critical Incidents

G. Property Crimes
    Required Reading: Property Crimes

Required Assignments
Assignment IV.1. Responding to Disturbances on My Campus
Assignment IV.2. My Campus and Homeland Security
Assignment IV.3. Worksheet: Alcohol Abuse and Sexual Violence Issues
Assignment IV.4. Worksheet: Keeping Persons Safe: Fire and Injury Prevention and Threat Detection

Self Test
Review of Module IV
CSO will test himself or herself on information presented in Module IV. This will provide preparation and review for the final test, which is required for certification.

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A. Safety and Security Foundations

📖 *Required Reading:* **Basic Disturbance Response**

1. CSO Role

- Let's look one more time at the definition of campus security officer.

  - "Campus Security Officer" means any person employed by or contracted to a college or university for the sole purpose of maintaining peace and order and who is primarily responsible for ensuring the safety, security, and welfare of students, faculty, staff, and visitors. Certified law enforcement officers as defined in § 9.1-101 are not included in this definition.

  - Consistent with the role, it is likely that the CSO will encounter disturbances and will need to respond to "maintain peace and order" and to ensure the "safety, security, and welfare of students, faculty, staff, and visitors." The specific duties and responsibilities of campus security officers are prescribed by employing/contracting colleges and universities.

  - Types of disturbances include:
    - disorderly conduct by one or more persons,
    - arguments between persons,
    - and actual fights.

  - The CSO's approach to a disturbance is critically important. While approaching a disturbance, the CSO has several objectives:
    - To determine the number of people involved,
    - To determine if a weapon is involved,
    - To determine what the disturbance is about,
    - To determine if immediate action is needed or advisable, and
    - To at least begin deciding on a course of action.

2. Six Basic Steps to Responding

- Step 1. Use an authoritative approach.
- Step 2. Calm the Participants
- Step 3. Separate the Participants
- Step 4. Talk to Each Participant Separately
- Step 5. Carry Out Plan to Resolve the Dispute Incident
- Step 6. Remain at the Scene for a Time after Resolution

3. General Tips for De-escalating a Conflict Situation

- Use calm, reassuring approach.
- Separate the parties. Maintain an authoritative demeanor.

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- Assess the nature of the disturbance and determine whether law enforcement intervention is needed.

- Do not use threat of force.

- If the situation escalates, use of appropriate force may become necessary to protect persons.

- Remember, in responding to disturbances, it is critically important for CSOs to carefully follow policies and procedures established by the particular college or university.

4. Responding to Persons in Crisis

- The following are general guidelines for dealing with persons in crisis.

  - Always identify yourself.

  - Do not hurry into a situation or try to resolve the disturbance in a few minutes.

  - When initially engaging the parties, speak slowly and move slowly.

  - Avoid body language that could be perceived as threatening.

  - Maintain a safe distance from the subject.

  - Ask the subject(s) how they are doing, if they are hurt and what is going on.

  - Assess for medical problems. (e.g. intoxication)

  - Avoid responding to taunts, verbal abuse, rudeness, aggression, sarcasm, or any other provocation. It will escalate the situation.

  - Maintain eye contact.

  - Reassure the individual and maintain professional boundaries. Express your concern for their safety and that you are there to help.

  - Allow time for the person to respond; silent pauses are important.

  - Encourage them to calm themselves (e.g., taking a deep breath, sitting down, moving to a quiet place to talk).

  - Remind the person that you want to help and ask how you can help.

Officer safety is a major concern when dealing with persons in crisis. Persons in crisis can be dangerous, having a distorted view of reality and having lost control. In some cases it is apparent that a person is in crisis; in other cases it may not be as apparent.

5. Active Listening

- Active listening will enable the officer to more accurately understand, identify, and respond effectively. Techniques of active listening include:

  - Concentrate on listening to what is being said. Avoid jumping to conclusions.

  - Show empathy. This means trying to understand the viewpoint of others.

  - Check that you have understood what has been said by summarizing what was said. Say to the person, "You are saying . . . Is that right?"

6. **Responding to Common Problems on Campus -**

- Recognize that a single disturbance can be part of a pattern of conflict arising from deeper and more long-standing problem.

- Accurately identifying the problem is critical to resolve and prevention of future incidents.

- Careful observation and active listening can help uncover such issues.

- If what the persons say suggests a longer-term problem, ask them to elaborate or to clarify. Include this information in your incident report.

- Examples of campus/community resources that may offer intervention include: crisis intervention and counseling services, alcohol assessment and intervention services, domestic violence resources. Learn about these resources and how to refer.

- Clarify what responsibilities CSOs on your campus have for reporting concerns about students who appear in crisis or have other problems that may require intervention.

Assignment Worksheet IV.1:
Assignment IV.1. Responding to Disturbances and Persons in Crisis on My Campus

This assignment is designed to help the CSO learn more about his institution's policies and procedures and about his role in responding to disturbances and to persons in crisis.

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B. Threats to Safety and Security

    📖 *Required Reading:* **Campus Crime in Virginia**
                                Homeland and Campus Security
                                Threat Assessment

1. Campus Crime in Virginia

- Arrays of crimes occur on campuses from stalking to shootings to fires and riots. It is important for the CSO to always be prepared to handle any type of situation that arises.

- From the reading "Campus Crime in Virginia," you learned that:

  - A campus security officer can expect relatively higher campus crime rates when:

    · A high proportion of students live on campus in residence halls.

    · The institution and student body are affluent.

    · There is a high percentage of male students or minority students.

    · Alcohol and drug use levels are high.

    · There are a high number of national fraternities and sororities on campus.

  - A campus security officer can expect the overall rates of campus crime to be lower than rates of crime in the surrounding community.

  - Sexual assaults are likely to be underreported.

  - The majority of offenders committing crimes on campus are students.

  - A campus security officer can expect the majority of campus crimes to be property offenses such as larcenies and vandalism.

  - Violent crimes – those involving physical assault – are often alcohol or drug-related.

2. Homeland Security Issues

- Campus Vulnerabilities

  - Colleges and universities are "soft targets" for terrorism.

  - Traditional openness of campuses is a challenge to finding the right balance between enhancing security and maintaining access for all. Campuses in the United States are open environments in which students, faculty, and others move about freely with few security restrictions; freedom of movement is encouraged. Restrictions are seen as *contrary to the core mission of most universities*, which generally embodies an environment of intellectual and physical openness.

  - Campuses can be attractive sites for terrorist planning. Two 9/11 hijackers carried out their planning on a college campus and numerous suspected terrorists have been in the U.S. on student visas.

  - Many campuses house sensitive materials and information, and sponsor activities and events that increase their vulnerability. It is common for major universities to employ people and

establish facilities where there is research involving biochemical and nuclear materials or technologies and intelligence.

- Many universities house historic and classified documents.

- Also, major universities often serve as contractors to government agencies such as the Department of Defense, Department of Justice, National Security Agency, FBI, and NASA, as well as to the nation's largest corporations.

- More recently, campuses have been sites of domestic terrorism by environmental and animal rights radicals.

- Campus Assets

  - Beyond their vulnerabilities, colleges and universities can be assets in homeland security. For example, they can develop and deliver training and technologies to strengthen homeland security. They conduct medical and technical research. They also have potential to serve as incident command centers, staging sites, population shelters, supply distribution centers, and other disaster response functions.

- Campus Preparedness

  - The U.S. Department of Homeland Security emphasizes the importance of campus preparedness and provides information on protective measures that campuses can take, beginning with threat and vulnerability assessments.

  - Basic steps in campus preparedness involve:

    - Step 1. Conducting threat/vulnerability assessment
      - It's important to consider full spectrum of threats
      - It's also important to involve all stakeholders
    - Step 2. Sharing findings with leadership – people who have authority to make things happen
    - Step 3. Using findings to develop plan and use of protective measures suited to specific campus

  - Some of the key protective measures are:

    - Planning & preparedness – shared with all involved partners and practiced regularly.

    - Personnel screening – background checks are essential.

    - Access control – contributes to site security in sensitive areas of campus.

    - Barriers – prohibit access to HVAC systems, utility rooms, power substations. Should be routinely patrolled and locks/gates checked.

    - Communication/notification systems - should be regularly tested and maintained.

    - Monitoring/surveillance/inspection - automated alarms, emergency exits routinely inspected. Contractors/vendors monitored.

    - Infrastructure –robust with emergency backups are key. Proper planning and practical emergency exercises can identify system weaknesses.

- Cyber security - all contractors/vendors who have access to technology systems should have their credentials verified and be closely monitored.

- Incident response - plan and practice emergency procedures for an effective incident response. An emergency operations center should be equipped and staffed to coordinate resources and communications.

Assignment Worksheet IV.2:
My Campus and Homeland Security

3. Threat Assessment

- Crime is deterred when officers are present, assessing situations and conditions, and detecting threats and responding to them. The 2008 General Assembly enacted a new law (§ 23-9.2) requiring each public institution of higher education in Virginia to establish a violence prevention committee and a threat assessment team. Five key concepts for the CSO to consider when responding to and assessing a possible threat:

    - Threat assessment is a strategy for preventing violence through identification and evaluation of individuals or groups that pose a threat to harm, followed by intervention.

    - As a form of prevention, threat assessment should be distinguished from crisis response planning, because prevention takes place before a violent event is under way.

    - Threat assessment should also be distinguished from criminal profiling, which is a procedure focused on the identification of likely perpetrators. Threat assessment more explicitly recognizes the diversity of individuals who may engage in a violent act.

    - Threat assessments are often undertaken by a multidisciplinary team that includes mental health and law enforcement perspectives, as well as other disciplinary perspectives that may be relevant to the individual case.

4. Emotional Distress/Suicide

Any student threatening suicide should be taken seriously and not left alone. The CSO should call for assistance immediately and keep the student safe from dangerous objects and/or substances.

- Suicide Attempts - When a college becomes aware that a student or staff member attempted suicide, the college must protect that person's right to privacy. Should a parent or other family member notify the college about a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff.

- Suicidal Risk - Any time the risk of suicide exists, the situation must be managed by an appropriately trained Crisis Response Team member or other trained university or counseling personnel. Under no circumstances should an untrained person attempt to assess the severity of suicidal risk.

C. Alcohol Use on Campus

📖 *Required Reading:* **Substance Abuse**

- It is easy to explain why this training includes information about alcohol use at college. First, alcohol violations on residential campuses comprise the majority of disciplinary referrals on Virginia campuses. Also, some research has found that over 95 percent of violent offenses on campus involved alcohol or drugs.

- Drinking is a tradition with college students. It is deeply embedded in the environment. Students often view alcohol use as a necessary ingredient for social success or as a rite of passage.

- College drinking has been studied extensively because it is a serious threat to the safety and health of students. There are many negative consequences of excessive and underage drinking including deaths, unintentional injuries, assaults, academic problems, health problems, suicide attempts, and property damage.

- There is a great deal of information on the www.collegedrinkingprevention.gov Web site. Gaining a better understanding of drinking will help you become a more effective CSO.

1. Factors Affecting Drinking

- There are a number of factors that influence student drinking and these tend to either increase or decrease the prevalence of drinking on a particular campus.

  - *Living Arrangements*- The proportion of college students who drink varies depending on where they live.
    · Drinking rates are highest in fraternities and sororities followed by on-campus housing (e.g., dormitories, residence halls).
    · Students who live independently off-site (e.g., in apartments) drink less.
    · Commuting students who live with their families drink the least.

  - *College Characteristics*
    · Colleges and universities where excessive alcohol use is more likely to occur include schools where Greek systems dominate (i.e., fraternities, sororities), schools where athletic teams are prominent, and schools located in the Northeast.

  - *Types of Students*
    · Some first-year students who live on campus may be at particular risk for alcohol misuse.
    · Research conducted thus far suggests
      · Students who drink the most tend to be male, white, members of fraternities and sororities, and athletes.
      · Students who drink least tend to attend 2-year rather than 4-year institutions, commuter schools, religious schools, and historically black colleges.

2. Links between Alcohol and Crime

- The Virginia *Study on Campus Safety* conducted by the Virginia State Crime Commission found that alcohol violations comprised the vast majority of judicial referrals. Groups most likely referred including freshmen, males, and those under the age of 20.

3. Recommended CSO Response

- For CSOs it is important to recognize that alcohol poisoning is a medical emergency. It can kill.

- Assuming a person will "sleep it off" is dangerous. If alcohol poisoning goes untreated, the person is at risk for:

    - Choking on their vomit.
    - Breathing may slow down, become irregular, and stop.
    - Heart may beat irregularly and stop.
    - Hypothermia (low body temperature).
    - Hypoglycemia (low blood sugar), which can lead to seizures.
    - Severe dehydration from vomiting, which can cause seizures, permanent brain damage, or death.

- If a student has passed out, treat the situation as a medical emergency and follow established policies and procedures for such emergencies.

4. Virginia Programs and Resources

- The Virginia Department of Alcohol Beverage Control has identified a number of strategies that are effective in addressing campus alcohol abuse. Many of these are enforcement activities that may be conducted with ABC agents.

- Additional information and resources including posters, brochures, and training are available from ABC. These are described on the ABC Web site at http://www.abc.virginia.gov

D. Sexual Violence on Campus

    📖 *Required Reading:* **Sexual Violence at College**
                           Checklist for Sexual Misconduct

- As with the information about alcohol use, it is easy to explain why this training includes information about sexual violence.

  - First, approximately 27.5% of college women reported experiences that met the legal criteria for rape.

  - Second, the Campus Sexual Assault Victims Bill of Rights (1992) requires institutions of higher education to do a number of things related to sexual violence.

    · They must develop and publish policies regarding the prevention and awareness of sex offenses and procedures for responding after a sex offense occurs as part of their campus security report.

    · Furthermore, they have the responsibility to inform students of their rights and provide them with clear information about how to report sex offenses and about the assistance (medical, legal, and psychological) available for victims.

  - "Sexual violence" takes many forms and includes sexual harassment, sexual assault, and rape.

  - Sexual harassment can range from degrading remarks, gestures, and jokes to indecent exposure, being touched, grabbed, pinched, or brushed against in a sexual way.

  - Sexual assault covers a wide range of unwanted behaviors —up to but not including penetration— that are attempted or completed against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs.

  - Rape definitions vary by state. In Virginia, rape is defined in § 18.2-61, Code of Virginia:

    "If any person has sexual intercourse with a complaining witness, whether or not his or her spouse, or causes a complaining witness, whether or not his or her spouse, to engage in sexual intercourse with any other person and such act is accomplished (i) against the complaining witness's will, by force, threat or intimidation of or against the complaining witness or another person; or (ii) through the use of the complaining witness's mental incapacity or physical helplessness; or (iii) with a child under age 13 as the victim, he or she shall be guilty of rape."

  - Estimates also vary regarding how likely a victim is to report victimization. Traditionally, a victim who knew the perpetrator was less likely to report the crime.

1. Victims and Perpetrators

- Sexual violence may occur in any type of relationship, but research shows that most perpetrators of sexual assault are known to their victims.

2. Assault Among College Women

- A study of sexual victimization of college women showed that 9 out of 10 victims knew the person who sexually victimized them.

- A survey of college women found that 2.8 percent had experienced either a completed or an attempted rape within a 9-month timeframe.

- Another study of a college based sample found that 13.7% of undergraduate women had been victims of at least one completed sexual assault since entering college: 4.7% were victims of physically forced sexual assault; 7.8% of women were sexually assaulted when they were incapacitated after voluntarily consuming drugs and/or alcohol; and 0.6% were sexually assaulted when they were incapacitated after having been given a drug without their knowledge.

- Sexual violence is underreported.

3. What Colleges and Universities are Doing about Sexual Assault on Campus

- Colleges and universities are using a variety of strategies to address sexual assault on campuses including prevention education, peer educators, and programs designed for males, one of which emphasizes the bystander's role in preventing a peer from edging toward criminal behavior.

- Colleges are also establishing policies about sexual conduct, encouraging reporting, establishing investigation protocols that ensure confidentiality and providing victim support services, often using a network of campus and community service providers.

4. The Campus Sexual Assault Victims Bill of Rights

- Requires institutions of higher education to develop and publish policies regarding the prevention and awareness of sex offenses and procedures for responding after a sex offense occurs.

- A key point in the statute is the responsibility of university officials to inform students of their rights and provide them with clear information about how to report sex offenses and about the assistance (medical, legal, and psychological) available for victims.

5. Rape Aggression Defense

- Many colleges offer a program of self-defense for women called Rape Aggression Defense or RAD that involves awareness, prevention, risk reduction and avoidance, as well as basics of hands-on defense training.

6. Recommended CSO Response to Sexual Misconduct

- Sexual misconduct is not only a policy violation but could also be a serious crime. All reports of sexual misconduct should be reported to your supervisor immediately. Call police.

- Encourage the student to NOT shower or change clothes.

- Try to help the student remain calm.

- Document any statements from the student.

- Write down names of any witnesses or suspects and encourage all witnesses to remain in the area until assistance arrives.

- DO NOT blame victim.

- From an abbreviated version of the Campus Outreach Services "Checklist for Responding to Sexual Misconduct", we are provided areas for response that topically include:
  - Creating a Comfortable Environment for the victim
  - Options for Medical Attention
  - Evidence Handling
  - Reporting Options
  - Options for Support and Resource

E. Gangs on Campus
📖 *Readings:* **Gang Member Undergrads**

- Gangs are not a new occurrence.

  - "Thug" emerges in 11th century India

  - Pirate 'gangs' in the Caribbean in 16-1700's

  - Irish gangs during the NYC riots and Billy the Kid gangs in the SW US in 1800's

  - Al Capone in Chicago and the KKK were prominent gangs in the early 1900's.

1. What is a gang?

- Three or more persons,

- **Primary objectives or activities are criminal**,

- Identifiable name or identifying sign or symbol,

- Members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more <u>predicate criminal acts</u>, at least one of which is an <u>act of violence</u>.

  · There are approximately <u>**1.4 million**</u> active street, prison, and OMG gang members comprising more than <u>**33,000 gangs**</u> in the United States. This represents a <u>**40 percent increase**</u> from 2009.

  · Gangs are responsible for an average of 48 percent of violent crime in most jurisdictions.

2. What should you look out for?

- As gangs evolve their criminal activities, their members seek cover with education and military experience.

- Keep an eye out for gang activity and report any suspected activity to LE.

- Make note of affiliations, any suspicious activity, and any signs of gang membership

- May or may not be students- stay appraised of community gang activity

- Things to look out for:

  · Graffiti

  · Tattoos

  · Flagging- clothes, cars, dorm decorations

  · Social media presence

  · Remember- just because these things exist does not mean gang affiliation

3. What can you do?

- If you suspect a gang presence on campus or are interested- get more training!

- When responding to an incident with suspected gang involvement:

  · Officer Safety is first priority

- Separate individuals and speak to them alone
- Watch all individuals carefully
- Treat all individuals with respect- it will get you farther
- Relay any criminal information to LE

4. What Gangs are around Virginia?

- Virginia has seen a presence of all national gangs, as well as our own unique homegrown gangs
  - Bloods (UBN and West Coast)
  - Crips
  - Gangster Disciples
  - Latin Kings
  - MS-13
  - 18th Street
  - Sur 13
  - Outlaw Motorcycle Gangs:
    - Pagan's
    - Hell's Angels
    - Mongrol's
    - Outlaws
  - Etc, Etc, Etc

It is extremely important to contact law enforcement as soon as you suspect gang activity on campus.

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F. Responding to Critical Incidents
📖 *Reading:* Responding to Persons in Crisis

Learn about and carefully follow policies and procedures on your campus for dealing with critical incidents. Officer safety is a primary concern.

1. Medical Emergency
- Urgent Injuries:
  - Back or neck injury
  - Chest pain or difficulty breathing
  - Profuse bleeding
  - Unresponsive person (extreme intoxication/alcohol poisoning should be treated as an urgent situation requiring immediate medical attention)
  - Psychological distress

- CALL: 911 Anticipating Emergency Medical Services. **Give exact location (building & room).**

- Non-Urgent:
  - Strains
  - Sprains
  - Lacerations without profuse bleeding
  - Advise the injured or ill person not to leave the area until help arrives.

- In the event of an urgent situation involving a student, the security officer must notify the person/office who has the authority and responsibility for the coordination of efforts made on the student's behalf (refer to your institution's policy for: Emergencies Involving Students).

- If possible, the CSO should obtain a photograph of an on-campus injury site for risk management.

- The CSO must ensure that an accurate report is filed with all relevant details of the incident.

- **ALWAYS -- IF IN DOUBT, DIAL 911**

2. Bombs - Detecting and Handling Explosive Devices

- Although an extremely rare occurrence, explosive devices have been used on college campuses.

- It is important for CSOs to be aware of the activities and events that may increase vulnerability to such attacks. These might include medical, biochemical, and nuclear research or defense-related contracts that various extremists may attempt to take action against.

- It is critically important for CSOs to learn about and carefully follow policies and procedures established by their college or university.

- Procedures that experts recommend:

  - Procedures for individuals who receive bomb threats over the telephone;
  - Procedures for notifying law enforcement and other emergency responders;
  - Search procedures to locate the device;
  - Procedures for safely evacuating buildings when appropriate; and
  - Procedures for securing the crime scene.

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3. Suspicious Package

- *Do not open any letter or package until you have inspected it thoroughly. According to the Postal Service, some typical characteristics that ought to trigger suspicion include letters or parcels that:*

  - Have powdery substance on the outside.
  - Are unexpected or from someone unfamiliar.
  - Have excessive postage, handwritten or poorly typed address, incorrect titles or titles with no name, or misspellings of common words.
  - Are addressed to someone no longer with the organization or are otherwise outdated.
  - Have no return address, or have one that can't be verified as legitimate.
  - Are of unusual weight, given their size, or are lopsided or oddly shaped.
  - Have an unusual amount of tape.
  - Are marked with restrictive endorsements, such as "Personal" or "Confidential".
  - Have strange odors or stains.

- Contact your supervisor who will call the appropriate public safety officials and describe the situation.

- *If a suspicious or threatening letter is received, the Postal Service advises:*

  - Handle with care.
  - Don't open, smell, touch or taste the letter or package or its contents.
  - Isolate the suspicious item.
  - Anyone in the immediate vicinity of the letter must remain in the area. Take steps to admit no additional persons to the area. The room and adjoining rooms should be secured.

4. Chemical or Biological Hazards

- Follow procedures established by local emergency responders (fire department, police or state emergency management officials).

- Should you receive such a threat or have an actual chemical or bio-hazard emergency, immediately call 9-1-1; call the appropriate contact person on campus.

  - The persons immediately exposed to the potential agent MUST remain where they are. They should try to avoid inhaling or touching the substance.
  - Wash hands with soap and warm water.
  - Try to contain the substance in the package in which it came. Don't attempt to clean any spilled contents. Cover the spilled contents and the package or letter with anything handy—trash can, cardboard box or paper.
  - Proceed with lock-down procedures.
  - Try to dispel alarm and panic by keeping information basic. All staff/students should remain in their respective areas until notified otherwise.

- Do not evacuate students outside or send them home until the emergency responders have done their investigation.

- If it is necessary to move or evacuate students and staff to a different location, the hazardous material (HAZMAT) team or other emergency responder will provide instructions as to how it will be done. If students and staff are moved/evacuated, remind staff to take their grade books, purses, and seating charts.

- Custodial/maintenance staff must shut down the heating and air handling units in the affected area.

- Keep the faculty, staff and students as informed as necessary. Work with emergency personnel.

- For air contamination: Turn off fans or ventilation units and shut down the air handling system in the building, if possible. Leave area immediately and close the door or section off the area to prevent others from entering it.

5. Weapons

- Officer safety is paramount and action should only be undertaken if that action is both safe and within the scope of the security department's standard operating policies.

- Officers should never approach an armed individual unless it is an urgent situation. Even then, where lives may be at stake, the officer(s) must carefully weigh all options before responding.

- An armed student presents a threat that typically requires a law enforcement response.

  - *In the case of found weapons:*

    - Campus security personnel shall immediately notify their dispatcher/supervisor and/or law enforcement of any report of a student with any weapon(s). In emergency situations call 911 or radio for assistance.

    - Campus security personnel may, if in accordance with their policies and procedures, confiscate articles that reasonably may be considered dangerous or disruptive.

    - In the case of recovered weapons, campus security officers should immediately secure the area and contact their supervisor for instructions on seizing and securing.

    - Descriptions of seized items (and photographs if available) shall be recorded in the campus security officer's report and retained for future reference.

    - At no time will campus security officer maintain any seized weapon in their possession other than for the purpose of transporting it for labeling and storage.

    - Campus security officers should maintain a log of all items seized and the disposition of such items.

  - *In case of an individual with a weapon:*

    - Assess the situation.

    - Notify police.

    - Gather information.

- Isolate individual or suspect.

- Do not use force or touch the person or weapon.

- Remain calm.

- Notify supervisor what the situation is.

- Use emergency signal to notify others of the threatening situation and institute lockdown procedures until all is clear.

6. Fire/Alarms

- If a CSO arrives at the scene of a fire before firemen, it is very important to follow prescribed policies, procedures and safety measures, particularly as to whether the CSO is to attempt to extinguish a small fire or to engage in rescue efforts.

- The judgment of the CSO is critical. Know and follow procedures and any training received.

- At the scene of a fire, CSOs typically have a number of important duties. Examples of these include:

- Control pedestrian traffic or crowds of persons.

- Warn occupants of other buildings that might be endangered.

- Guard property removed from the burning building.

- Provide first aid, if needed.

- Assure transport of any injured persons to hospitals.

- Control traffic to allow entry of fire and rescue vehicles.

- Cooperate with fire/rescue and law enforcement authorities in accordance with established procedures.

- After fire, guard against looting of burned building.

Assignment Worksheet IV.4:
Keeping Persons Safe: Fire and Injury Prevention and Threat Detection

This assignment is designed to help the CSO learn more about his role in helping his college/university keep students and others safe, particularly in the areas of fire and injury prevention and the detection of other threats.

E. Property Crimes

📖 *Reading:* Property Crimes

- According to the FBI, property theft on campus is one of the only categories of criminal offenses that has not declined in recent years.
- More than 98% of all crimes that are reported on U.S. college campuses are related to property theft.
- Many college students report feeling a pervasive sense of helplessness after having had their property stolen.

- Recommended CSO Response:

  · Think like a criminal.

  · Limit access, reduce benefits, and increase risk.

  · When it comes to cars or bikes, remember to look, lock, and leave.

1. Vandalism

- Vandalism takes many forms including destroying property, setting off fire alarms, stealing, and writing graffiti.

- Many factors, such as peer pressure and hostility toward the school, contribute to this type of violence.

- These behaviors are often fueled by heavy drinking.

- Colleges and universities pay huge economic and social prices for acts of vandalism, with much of the financial burden falling directly to the student body.

- Reducing vandalism on campus makes the campus safer for students and staff, saves the campus precious resources, improves the school's appearance, and increases campus morale.

- One in ten students admit to vandalism on campus

- **CSO Response Strategies to Combat Vandalism and Graffiti on Campus:**

  · Implementing campus security patrol of campus grounds, including dormitories, fraternity and sorority houses, and parking lots

  · Making students aware of the high cost of vandalism on campus and its direct effect on student fees

  · Controlling access to frequently vandalized areas of campus

  · Addressing offenders' use of alcohol and other drugs through referral

2. Trespass/Intruder – A Sample Checklist

- Determine the whereabouts of the intruder/trespasser.

- Isolate the individual.

- Determine the extent of the crisis.

- Make reasonable notes. Law enforcement and staff will need to know not only what occurred but why you took the action you did.

- Move other students and staff from area.

- Contact police - 9-1-1. The police will need to be sure of details from you as well as from others interviewed.

- Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

3. Lost/Stolen Property

- Upon receiving a report of lost or stolen property, the CSO should make every effort to clearly document the description and value of the missing item.

- Officers should make every effort to record serial number, make, model, color, and approximate value of the item that is missing. Question if the item(s) was insured.

- All recovered or found item(s) on campus property must be returned to the designated storage location for safekeeping. (see department policy)

- Security personnel recovering any item(s) should log and tag each item accordingly.

- Prior to returning any items to the alleged owner, the CSO must ensure proper identification of the recovering party and ensure that the printed name and signature is recorded.

- Recovered items such as cash, hazardous substances, credit card(s), and valuables over $100 require notification of security supervisor. In addition, recovered credit cards should be reported to the credit card company within 24 hours.

Basic Disturbance Response

CSO Role

In Virginia,

> "Campus Security Officer" means any person employed by or contracted to a college or university for the sole purpose of maintaining peace and order and who is primarily responsible for ensuring the safety, security, and welfare of students, faculty, staff, and visitors. Certified law enforcement officers as defined in § 9.1-101 are not included in this definition.

Consistent with the role, it is likely that the CSO will encounter disturbances and will need to respond to "maintain peace and order" and to ensure the "safety, security, and welfare of students, faculty, staff, and visitors." The specific duties and responsibilities of campus security officers are prescribed by employing/contracting colleges and universities. Described here are some basic procedural guidelines. Specific procedures for responding to disturbances will be set forth in the institution's security policies and procedures.

Types of Disturbances
1. Disorderly conduct
2. Arguments between individuals
3. Fights

Approaching the Scene of a Disturbance
The CSO's approach to a disturbance is critically important. While approaching a disturbance, the CSO has several objectives:
1. To determine the number of people involved.
2. To determine if a weapon is involved.
3. To determine what the disturbance is about.
4. To determine if immediate action is needed or advisable.
5. To decide on a course of action to restore peace and order as soon as possible.

Steps in Handling a Disturbance
Step 1. Authoritative approach.
The CSO's initial remarks and manner of entry onto the scene should project a confidence and capacity to control the situation effectively. The initial remarks must draw the attention of participants; tone and volume should be controlled. The approach and demeanor must communicate that the officer is in charge and that participants have no choice but to follow the directions of the officer.

Step 2. Quiet the Participants
Direct the participants to be quite and assure them that they will have an opportunity to tell their side of the story but that they must first be quiet.

Step 3. Separate the Participants
Separating the participants works to the advantage of the CSO because it removes the source of irritation and allows the officer to deal with one participant at the time.

Step 4. Talk to Each Participant Separately

Talking to each person separately will improve the opportunity to get a picture of what occurred from the perspectives of each of the participants. Take a listening stance and avoid "taking sides." Participants need to "be heard" and "telling their story" will help further defuse a volatile situation. Remember, the objectives are to defuse and to resolve the immediate conflict in order to restore order.

Step 5. Carry Out Plan to Resolve the Dispute Incident

Keeping in mind that the primary goal is to maintain peace and order, assert the need to resolve the dispute in ways that do not involving fighting or disorderly conduct that disturbs the peace. Help participants generate options and alternatives for resolving the dispute in ways that do not involve fighting or disorderly conduct. Remain calm, patient, and respectful of their differences but insistent that the disturbance cannot recur.

Step 6. Remain at the Scene for a Time After Resolution

The CSO should remain in the area for a time after the disturbance is resolved in order to be observed and to observe. It is unlikely the anger of involved individuals and their associates will dissipate immediately. Leaving prematurely is more likely to result in being called back to the scene later.

General Tips for De-escalating a Conflict Situation

The risk of violence can be reduced using a calm approach and persuasive communication. Actions that can be helpful are as follows:

- Use a calm, reassuring approach. An emotional approach by the CSO may "add fuel to the fire."
- Separate the parties. Separating the parties can reduce tensions, especially if their eye contact can be broken.
- Maintain an authoritative demeanor.
- Assess the nature of the disturbance and determine whether law enforcement intervention is needed.
- Do not use threat of force.
- If the situation escalates, use of appropriate force may become necessary to protect persons. Use only as a last resort.

Campus Crime in Virginia

Source: The information summarized here is excerpted from the *Study on Campus Safety* conducted by the Virginia State Crime Commission, House Document No. 36, 2006. The full report is available at http://leg1.state.va.us/lis.htm, under Reports to the General Assembly, 2006.

Background: What the Research Says About Campus Crime

Research on campus crime has found that crime rates are influenced by forces both on and off campus.

Campus Characteristics and Crime Rates

Five campus characteristics have been found to be associated with higher crime rates.
1. Number of students living on campus in residence halls.

> One of the most consistent factors in increasing campus crime has been the proportion of students living on campus in residence halls. The higher the percentage of students living on campus, the higher the crime rate on campus.

2. Financial characteristics of the institution and student body.

> The overall affluence of the institution and student body has been found to be associated with higher crime rates, particularly property crime rates.

3. Demographic characteristics of the student body.

> A positive correlation has been shown between the percentage of male students and crime. Other studies have cited a positive correlation between the percentage of minority students and the violent crime rate.

4. Impact of alcohol and drugs.

> Studies have consistently shown that alcohol and drugs are implicated in the majority of violent campus offenses. One study found that over 95 percent of such offenses committed on campuses involve alcohol or drugs.

5. Presence of certain organizations.

> Institutions with a high number of national fraternities and sororities on campus tend to have higher levels of campus crime.

Campus Crime Rates and the Influence of the Surrounding Community

Studies that have examined the effect of campus location and surrounding community on campus crime rates have found that the overall rates of campus crime are lower than rates of crime in the general community. Crimes are not only less common on campuses, but they are also less violent. Property offenses, specifically larcenies, constitute the overwhelming majority of campus crime.

Campus location alone does not appear to significantly affect the overall campus crime rate but does seem to affect the mix of crime. One study noted that as campuses become more urban, their violent crime rate tends to be higher. Community crime rates do not significantly affect campus crime rates with the

exception of robbery and motor vehicle theft. Thus, if the surrounding community has a prevalence of robbery or motor vehicle theft, the campus will typically have relatively higher rates of those crimes.

While concern over community offenders on campus is warranted, the majority of offenders committing crimes on campus are its own students. One study found that over 80 percent of reported campus crimes involved students victimizing other students.

Sexual assaults remain underreported on campuses as well as in the nation as a whole. Although women are exposed to higher risks of sexual victimization on campuses, they are less likely to report the crime when the perpetrator is an acquaintance of the victim, which is the situation for the majority of sexual assaults on campuses.

Virginia Clery Act Findings

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and the Code of Federal Regulations (CFR, Title 34), each institution of higher education in the United States must produce and distribute an annual report containing crime statistics and statements of security policy.

There are several limitations of Clery Act statistics that should be recognized. First, the Clery Act does not require all crimes to be reported. For example, some of the most commonly reported crimes are not mandated to be reported including larceny/theft, vandalism, threats and harassment. Thus, an accurate picture of campus crime cannot be achieved if these statistics are the only source of data examined. Second, because not all non-law enforcement personnel are required to report criminal incidents on campus, the data is not directly comparable to data from the FBI's Uniform Crime Reporting System which collects statistics only from police authorities.

Table 1 illustrates the breakdown of Clery Act crimes reported in 2003. Of the total 1,116 crimes reported, 85 percent (945) occurred on police department campuses and 15 percent (171) occurred on security department campuses. The type of offense reported most was burglary.

These numbers must be interpreted with caution because of the limitations cited above. On the other hand, these are the only existing statistics for campus crime that are readily available for each and every school.

Table 1. 2003 Reported Clery Act Crimes*		
Type of Crime	**Police Departments (n = 945)**	**Security Departments (n = 171)**
Burglary	47%	53%
Motor Vehicle Theft	17%	11%
Forcible Sex Offense	13%	13%
Aggravated Assault	11%	18%
Robbery	9%	5%
Arson	4%	1%

* Figures account for all on-campus, non-campus and public property crimes reported to campus authorities. However, the crimes listed here do not provide a complete picture because some crimes such as larceny/theft, vandalism, and threats are not required to be reported.

Virginia Crime Log Findings

According to the Code of Federal Regulation (CFR), Title 34 §668.46, every school that has a campus police or security department must maintain a daily crime log. They must record all reported crimes, even those not required to be reported in the annual Clery Act report. The log entries must contain the nature of the crime, date, time, general location of each crime and the disposition of the complaint, if known. The log must be open to public inspection and kept available for seven years.

For the Virginia Crime Commission *Study on Campus Safety* (2006), crime logs from each campus police and security department in Virginia for the period July 1, 2002 through June 30, 2004 were requested. All 29 college police departments and 80 percent of security departments complied with the request.

Shown in Table 2 are the categories of crime most reported. Crimes against property constituted nearly half (47.2%) of all reported incidents for police departments and over half (55.7%) of reported incidents for security departments. "Category B" offenses were the second most often reported. These include bad checks, curfew/loitering/vagrancy, disorderly conduct, D.U.I., drunkenness, non-forcible family offenses, liquor law violations, peeping tom, runaway, trespass of real property, and other offenses except traffic.

Table 2. Top 4 Categories of Crime Reported in Campus Crime Logs		
Crime Category	**Police Departments: % of total**	**Security Departments: % of total**
Crimes Against Property	**47.2% (10,096)**	**55.7% (1,572)**
Group B Offenses	**19.7% (4,211)**	**16.9% (476)**
Crimes Against the Person	**6.2% (1,327)**	**6.2% (174)**
Crimes Against Society	**5.5% (1,166)**	**4.6% (129)**

Shown in Table 3 are the top five types of serious offenses reported in campus police and security department crime logs. Larceny and vandalism were the top two types of crimes reported and represent between 40 percent and 50 percent of crimes reported.

Table 3. Top 5 Serious Offenses Reported in Campus Crime Logs			
Rank	**Crime Type**	**Police Departments: % of total**	**Security Departments: % of total**
1	**Larceny**	**28.3% (6,062)**	**28.3% (799)**
2	**Vandalism**	**13.3% (2,842)**	**22.6% (637)**
3	**Assaults**	**5.5% (1,182)**	**5.4% (153)**
4	**Drug Offenses**	**5.0% (1,063)**	**4.0% (113)**
5	**Burglary**	**2.7% (568)**	**3.0% (84)**

If the less serious "Group B" offenses shown in Table 2 were included in Table 3, the top three incidents for police departments would remain the same; however, incidents of liquor law violations (5.5%) and drunkenness (5.3%) would be higher than the number of drug offenses and would be ranked number 4 and 5. For campus security departments, the top two reported incidents would remain the same but incidents of liquor law violation (8.6%) would be ranked number 3.

What this Means for Campus Security Officers

Research on campus crime suggests the following:

- A campus security officer can expect relatively higher campus crime rates when
  - A high proportion of students live on campus in residence halls.
  - The institution and student body are affluent.
  - There is a high percentage of male students or minority students.
  - Alcohol and drug use levels are high.
  - There are a high number of national fraternities and sororities on campus.

- A campus security officer can expect the overall rates of campus crime to be lower than rates of crime in the surrounding community.
  - However, if there are high levels of robbery and motor vehicle theft in the surrounding community, these crimes are more likely also to occur on campus.
  - The level of violent crime is typically lower on campus than in the surrounding community. The more urban a campus is, the higher the violent crime rate will be.

- Sexual assaults are likely to be underreported.

- The majority of offenders committing crimes on campus are students.

- A campus security officer can expect the overwhelming majority of campus crimes to be property offenses. Of offenses recently logged by security departments in Virginia, 28 percent were larcenies and 23 percent were vandalism.

Homeland and Campus Security

Leaders in campus public safety have noted that the terrorist attacks of September 11, 2001 marked a new era of campus public safety. In a report on a 2002 conference, the Boston Consortium for Higher Education declared:

> "Every college and university in the country now understands that traditional planning for crisis events is inadequate. The scale of the problem has changed dramatically, and while most of the work done in the past to contend with disasters on campus provided a solid foundation on which to build, a very different kind of preparation and response is now necessary."

The already complex campus environment has been made even more complex by the challenges of homeland security. Although terrorism is a low frequency event, its extremely high consequences merit attention and resources necessary to deter and respond to attack.

Campus Vulnerabilities

- Colleges and universities are "soft targets" for terrorism.

- Traditional openness of campuses is a challenge to finding the right balance between enhancing security and maintaining access for all. Campuses in the United States are open environments in which students, faculty, and others move about freely with few security restrictions; freedom of movement is encouraged. Restrictions are seen as <u>contrary to the core mission of most universities</u>, which generally embodies an environment of intellectual and physical openness. On many campuses, libraries, laboratories, and student lounges remain open 24 hours a day. Most people who live and work on campuses assume that they are safe and give little thought to risk. Their freedom of movement is closely linked to the freedom of expression and the freedom to explore and share ideas fostered in academic environments. For generations, college and university campuses have been hubs of divergent views, which are expressed without interference, fear, or retaliation.

- Campuses can be attractive sites for terrorist planning. Two 9/11 hijackers carried out their planning on a college campus and numerous suspected terrorists have been in the U.S. on student visas.

- Many campuses house sensitive materials and information and sponsor activities and events that increase their vulnerability. It is common for major universities to employ people and establish facilities dedicated to research in the following areas:

- Nuclear	- Engineering
- Biochemical	- Communication
- Medical	- Public safety
- Defense	- Transportation
- Technology	- Intelligence
- International affairs	- Aerospace

- Many universities house historic and classified documents.

- Major universities serve as contractors to government agencies such as the Department of Defense, Department of Justice, National Security Agency, Federal Bureau of Investigation, and the National Aeronautics and Space Administration, as well as to the nation's largest corporations.

- Campuses have recently been sites of domestic terrorism by environmental and animal rights radicals.

Campus Assets
- Colleges and universities can develop and deliver training and technologies to strengthen homeland security.

- Colleges and universities conduct medical and technical research to prevent attacks and mitigate damage.

- Campuses have potential to serve as incident command centers, staging sites, population shelters, supply distribution centers, and other disaster response functions.

Campus Preparedness

Important steps in campus preparedness include the following:

1. Conduct a threat and vulnerability assessment as part of the institutional risk management strategy. The assessment should consider a full spectrum of threats (i.e., criminal, natural, accidental, terrorist). Involve key campus stakeholders and federal, state, and local public safety and emergency management officials.

2. Share findings from the risk assessment with campus executives who have authority to act and authorize necessary resources.

3. Use findings from the threat and vulnerability assessment to develop a plan and to guide the institution's use of protective measures. Each assessment and each plan will be unique to the individual institution because each campus has specific characteristics.

Protective Measures

Source: The Office of State and Local Government Coordination and Preparedness (OSEGCP), Department of Homeland Security.

Protective measures include equipment, personnel, and procedures designed to protect a facility against threats and to mitigate the effects of an attack. Protective measures for higher education institutions involve the following:

Planning and Preparedness
- Develop a comprehensive security and emergency response plan. Coordinate the plan with appropriate agencies. Conduct regular exercises of the plan.
- Establish liaison and regular communication with local law enforcement and emergency responders.
- Establish procedures to implement additional protective measures as the threat level increases.

Personnel
- Conduct background checks on all employees.
- Review the personnel files of recently terminated employees to determine whether they pose a security threat.
- Incorporate security awareness and response procedures into employee/student training programs.
- Require contractors, vendors, and employment agencies to vouch for the background and security of their personnel who will work at the facility.

Access Control
- Restrict parking to areas away from critical assets.

- Maintain and verify strict control of personnel access into critical or sensitive areas.
- Identify a buffer zone extending out from the institution that can be used to further restrict access to the facility when necessary. Coordinate with local law enforcement, the U.S. Coast Guard, and U.S. Military entities on buffer zone protective measures as appropriate.
- Limit access to contractors, vendors, and temporary employees who are expected and whose presence has been confirmed by prior arrangement.

Barriers
- Provide adequate locks, gates, doors, and other barriers for designated secure ideas. Inspect barriers routinely for signs of intrusion.
- Install barriers at HVAC systems, hatches, and power substations. Routinely patrol these areas.

Communication and Notification
- Install, maintain, and regularly test security and regularly test security and emergency communication systems. Ensure functionality and interoperability with local law enforcement.
- Encourage employees, students, and the public to report any suspicious activity that might constitute a threat. Share information on students and employees with local law enforcement.

Monitoring, Surveillance, Inspection
- Install and regularly test alarms and intrusion detection devices at critical areas and the institution perimeter. Coordinate with law enforcement.
- Monitor the activities of on-site contractors and vendors. Inspect all work before releasing them.
- Monitor building exits to assure functionality in emergency situations.

Infrastructure Interdependencies
- Ensure that the institution has adequate utility service capacity to meet normal and emergency needs.
- Where practical, provide for redundancy and emergency backup capability.

Cyber Security
- Implement adequate policies, procedures, and culture regarding cyber security.
- Eliminate any information from the institution's Web site that might provide security information to adversaries.
- Validate the credentials and work of contractors and vendors given access to technology systems.
- Immediately cancel access for terminated staff.
- Control physical access to critical technologies.

Incident Response
- Develop and maintain an up-to-date emergency response plan, incident notification process, and emergency calling trees that cover all staff.
- Prepare an emergency operations center to coordinate resources and communications during an incident.

Threat Assessment

The 2008 General Assembly enacted a new law (§ 23-9.2) requiring each public institution of higher education in Virginia to establish a violence prevention committee and a threat assessment team. Dr. Dewey Cornell, a forensic psychologist and threat assessment expert at the University of Virginia, lists the five key concepts for the CSO to consider when responding to and assessing a possible threat.

1. Threat assessment is a strategy for preventing violence through identification and evaluation of individuals or groups that pose a threat to harm someone, followed by intervention designed to reduce the risk of violence. Based on this definition, threat assessment involves both assessment and intervention, and might be described more accurately as a threat management approach to violence prevention.

2. As a form of prevention, threat assessment should be distinguished from crisis response planning, because prevention takes place before a violent event is under way. Both prevention and crisis planning are important, but this document is concerned only with threat assessment. Threat assessment can also be distinguished from security analysis, target hardening, crime prevention education, mental health screening, or other useful preventive measures.

3. Threat assessment should also be distinguished from criminal profiling, which is a procedure focused on the identification of likely perpetrators through correspondence with a set of characteristics theorized to represent violent individuals. Threat assessment more explicitly recognizes the diversity of individuals who may engage in a violent act and focuses on behavioral indications of preparation to carry out a violent act. Threat assessment is also concerned with interventions to resolve the threat and thereby prevent violence.

4. Threat assessment is best known as a law enforcement strategy to prevent violence, but is not strictly a law enforcement endeavor and is not conducted solely by law enforcement officers. Threat assessments are often undertaken by a multidisciplinary team that includes mental health and law enforcement perspectives, as well as other disciplinary perspectives that may be relevant to the individual case.

5. Threat assessment is an investigative procedure involving a possible or potential criminal act, but the goal of threat assessment is the prevention of violence, and not necessarily identification and arrest of a perpetrator. Often violence can be prevented most effectively through the resolution of a problem or conflict that prompted someone to engage in threatening behavior. A threat can be regarded as an indication of another problem that demands attention, ranging from an interpersonal dispute to emerging mental illness.

Substance Use, Response, and Resources

Source: The following is excerpted from *A Call to Action: Changing the Culture of Drinking at U.S. Colleges* (April 2002) by the National Advisory Council on Alcohol Abuse and Alcoholism. Full report available online at http://www.collegedrinkingprevention.gov/media/TaskForceReport.pdf

College Drinking Is a Culture

The tradition of drinking has developed into a kind of culture—beliefs and customs—entrenched in every level of college students' environments. Customs handed down through generations of college drinkers reinforce students' expectation that alcohol is a necessary ingredient for social success. These beliefs and the expectations they engender exert a powerful influence over students' behavior toward alcohol.

Customs that promote college drinking also are embedded in numerous levels of students' environments. The walls of college sports arenas carry advertisements from alcohol industry sponsors. Alumni carry on the alcohol tradition, perhaps less flamboyantly than during their college years, at sports events and alumni social functions. Communities permit establishments near campus to serve or sell alcohol, and these establishments depend on the college clientele for their financial success.

Students derive their expectations of alcohol from their environment and from each other, as they face the insecurity of establishing themselves in a new social milieu. Environmental and peer influences combine to create a culture of drinking. This culture actively promotes drinking, or passively promotes it, through tolerance, or even tacit approval, of college drinking as a rite of passage.

A Snapshot of Annual High-Risk College Drinking Consequences

The consequences of excessive and underage drinking affect virtually all college campuses, college communities, and college students, whether they choose to drink or not.

Death: 1,700 college students between the ages of 18 and 24 die each year from alcohol-related unintentional injuries, including motor vehicle crashes (Hingson et al., 2005).

Injury: 599,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol (Hingson et al., 2005).

Assault: More than 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking (Hingson et al., 2005).

Sexual Abuse: More than 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape (Hingson et al., 2005).

Unsafe Sex: 400,000 students between the ages of 18 and 24 had unprotected sex and more than 100,000 students between the ages of 18 and 24 report having been too intoxicated to know if they consented to having sex (Hingson et al., 2002).

Academic Problems: About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall (Engs et al., 1996; Presley et al., 1996a, 1996b; Wechsler et al., 2002).

Health Problems/Suicide Attempts: More than 150,000 students develop an alcohol-related health problem (Hingson et al., 2002) and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use (Presley et al., 1998).

Drunk Driving: 2.1 million students between the ages of 18 and 24 drove under the influence of alcohol last year (Hingson et al., 2002).

Vandalism: About 11 percent of college student drinkers report that they have damaged property while under the influence of alcohol (Wechsler et al., 2002).

Property Damage: More than 25 percent of administrators from schools with relatively low drinking levels and over 50 percent from schools with high drinking levels say their campuses have a "moderate" or "major" problem with alcohol-related property damage (Wechsler et al., 1995).

Police Involvement: About 5 percent of 4-year college students are involved with the police or campus security as a result of their drinking (Wechsler et al., 2002) and an estimated 110,000 students between the ages of 18 and 24 are arrested for an alcohol-related violation such as public drunkenness or driving under the influence (Hingson et al., 2002).

Alcohol Abuse and Dependence: 31 percent of college students met criteria for a diagnosis of alcohol abuse and 6 percent for a diagnosis of alcohol dependence in the past 12 months, according to questionnaire-based self-reports about their drinking (Knight et al., 2002).

Factors Affecting Student Drinking

Living Arrangements
The proportion of college students who drink varies depending on where they live.
- Drinking rates are highest in fraternities and sororities followed by on-campus housing (e.g., dormitories, residence halls).
- Students who live independently off-site (e.g., in apartments) drink less.
- Commuting students who live with their families drink the least.

College Characteristics
Although the existing literature on the influence of collegiate environmental factors on student drinking is limited, a number of environmental influences working in concert with other factors may affect students' alcohol consumption.
- Colleges and universities where excessive alcohol use is more likely to occur include schools where Greek systems dominate (i.e., fraternities, sororities), schools where athletic teams are prominent, and schools located in the Northeast.

First-Year Students
Some first-year students who live on campus may be at particular risk for alcohol misuse. During their high school years, those who go on to college tend to drink less than their noncollege-bound peers. But during the first few years following high school, the heavy drinking rates of college students surpass those of their noncollege peers, and this rapid increase in heavy drinking over a relatively short period of time can contribute to difficulties with alcohol and with the college transition in general (Schulenberg et al., 2001). Anecdotal evidence suggests that the first 6 weeks of enrollment are critical to first-year student success. Because many students initiate heavy drinking during these early days of college, the potential exists for excessive alcohol consumption to interfere with successful adaptation to campus life. The

transition to college is often so difficult to negotiate that about one-third of first-year students fail to enroll for their second year (Upcraft, 2000).

Other Factors Affecting Drinking
Numerous other factors affect drinking behavior among college students. These include:

- biological and genetic predisposition to use,
- belief system and personality, and
- expectations about the effects of alcohol.

Although some drinking problems begin during the college years, many students entering college bring established drinking practices with them. Thirty percent of 12th-graders, for example, report binge drinking in high school, slightly more report having "been drunk," and almost three-quarters report drinking in the past year (Johnston et al., 2001a). Colleges and universities "inherit" a substantial number of drinking problems that developed earlier in adolescence.

A Rite of Passage for All, or a Habit for Some That Impacts All?

Although the consequences of campus drinking are a major problem, contrary to popular misconceptions, the majority of college students drink moderately or abstain (Wechsler et al., 2000b). For many students, alcohol use is not a tradition.

Students who drink the least attend:
- 2-year institutions;
- Religious schools;
- Commuter schools;
- Historically Black colleges and universities.

(Meilman et al., 1995; Presley et al., 1996a, 1996b; Wechsler et al., 2000b).

Students who drink the most include:
- Males,
- Whites,
- Members of fraternities and sororities,
- Athletes, and
- Some first-year students.

(Johnston et al., 2001b; Meilman et al., 1994, 1999; Presley et al., 1996a, 1996b; Wechsler et al., 1996, 1997a, 1998, 2000b).

Comparison with Noncollege Peers

College drinking occurs at a stage in life when drinking levels are generally elevated. Compared to all other age groups, the prevalence of periodic heavy or high-risk drinking is greatest among young adults aged 19 to 24; and among young adults, college students have the highest prevalence of high-risk drinking (Johnston et al., 2001b; Substance Abuse and Mental Health Services Administration, 2001). Although their noncollegiate peers drink more often, college students tend to drink more heavily when they do drink (O'Malley and Johnston, 2002).

Links between Alcohol and Crime

The Virginia *Study on Campus Safety* conducted by the Virginia State Crime Commission found that alcohol violations comprised the vast majority of judicial referrals. Groups most likely referred including freshmen, males, and those under the age of 20.

In other research, alcohol and drugs have been found to have a significant impact on campus crime rates. One study found that <u>over 95 percent of violent offenses on campus involved alcohol or drugs</u>.[1]

Response Basics

Alcohol poisoning is a medical emergency.

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[1] J. Sloan, *The correlates of campus crime: An analysis of reported crimes on college and university campuses*. Journal of Criminal Justice, vol 22, issue 1, 31-47 (1994).

As a central nervous system depressant, alcohol can kill just as easily as narcotics (e.g. heroin), barbiturates (downers), or other sedatives.

When the concentration of alcohol in the brain becomes high enough to depress the areas of the brain responsible for consciousness and respiration, the drinker can lapse into a coma, stop breathing, and die. A person's blood alcohol concentration (BAC) can continue to rise even while passed out as alcohol in the stomach and intestine continues to enter the bloodstream. Alcohol also depresses nerves that control involuntary actions such as the gag reflex, which prevents choking. Since alcohol irritates the stomach, people who drink an excessive amount often vomit. Without a properly functioning gag reflex, they could choke on vomit, which could kill an unconscious person.

Assuming the person will "sleep it off" is dangerous. If alcohol poisoning goes untreated, the person is at risk for --

- Choking on their vomit.
- Breathing may slow down, become irregular, and stop.
- Heart may beat irregularly and stop.
- Hypothermia (low body temperature).
- Hypoglycemia (low blood sugar), which can lead to seizures.
- Severe dehydration from vomiting, which can cause seizures, permanent brain damage, or death.

Even if the victim lives, an alcohol overdose can cause irreversible brain damage. Rapid binge drinking is especially dangerous because the victim can ingest a fatal dose before passing out.

If a student has passed out, treat the situation as a medical emergency and follow established policies and procedures for such emergencies.

Virginia Programs and Resources
Source: Virginia Department of Alcohol Beverage Control, Education Section
(http://www.abc.virginia.gov/education.html)

According to the Virginia Department of Alcohol Beverage Control, the following strategies are most effective in addressing campus alcohol abuse:

- High Visibility Enforcement (Enforcement Saves Lives)
- Checkpoint and saturation patrols on or near campus.
- Campus and/or community coalition involving stakeholders (i.e. law enforcement, judicial officer, residence director, alcohol/drug coordinator, counseling director) that plan and coordinate strategies.
- Safe Ride Programs
- Policies and practices that reduce high-risk alcohol use (i.e. implementing alcohol-free late-night student activities, reinstating Friday classes and exams to reduce Thursday night party or possibly scheduling Saturday morning classes, establishing alcohol-free dormitories, banning alcohol on campus including at faculty and alumni events).
- Increased enforcement at campus-based events that promote drinking.
- Media/marketing campaigns to correct student misperceptions about alcohol use
- Informing new students and parents about alcohol policies and penalties before arrival and during orientation.
- Compliance checks at alcohol outlets.

Examples of Programs at Virginia Colleges

George Mason
Project: CAARE (**C**ontrolling **A**lcohol **A**buse through **R**igorous **E**nforcement) focuses on the reduction of underage drinking through enforcement and educational strategies.
- Plainclothes detail and undercover detail
- Party Patrols
- Alcohol Awareness Classes developed and taught by GMU Police (mandatory for all student violators, 3-hour course, every 6-8 weeks)
  - ➢ Alcohol and drug laws
  - ➢ DWI laws and Consequences
  - ➢ Effects of Alcohol/Drugs
  - ➢ Guest Speakers

University of Richmond
Project: Responsible Spider
- Targets enforcement efforts during specific time periods at high-risk events and traffic locations to promote responsible actions.
  - ➢ DUI Checkpoints in conjunction with Henrico Police Department
  - ➢ DUI Vehicle Patrols
  - ➢ Tailgating Patrols
  - ➢ Foot Patrols

Virginia Western Community College
Project: Student Police Academy (Students are there when their peers are making crucial decisions whether or not to drink)
- Increase student awareness and involvement to prevent or reduce underage and binge drinking and impaired driving.
- Media/Marketing Campaign (Posters & Brochures)
- Recruitment of 25 Students
- 8-week SPA curriculum developed and taught by VWCC Police

Sexual Violence at College

Source: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. Access at:
http://www.ojp.usdoj.gov/nij/topics/crime/rape-sexual-violence/

The term "sexual violence" refers to a specific constellation of crimes including sexual harassment, sexual assault, and rape. The perpetrator may be a stranger, acquaintance, friend, family member, or intimate partner. Researchers, practitioners, and policymakers agree that all forms of sexual violence harm the individual, the family unit, and society and that much work remains to be done to enhance the criminal justice response to these crimes.

Sexual Violence Takes Many Forms

Sexual harassment ranges from degrading remarks, gestures, and jokes to indecent exposure, being touched, grabbed, pinched, or brushed against in a sexual way. In employment settings, it has been defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct that enters into employment decisions or conduct that unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment."

Sexual assault covers a wide range of unwanted behaviors—up to but not including penetration—that are attempted or completed against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include—
- Intentional touching of the victim's genitals, anus, groin, or breasts.
- Voyeurism.
- Exposure to exhibitionism.
- Undesired exposure to pornography.
- Public display of images that were taken in a private context or when the victim was unaware.

Rape definitions vary by state and in response to legislative advocacy. Most statutes currently define rape as nonconsensual oral, anal, or vaginal penetration of the victim by body parts or objects using force, threats of bodily harm, or by taking advantage of a victim who is incapacitated or otherwise incapable of giving consent. Incapacitation may include mental or cognitive disability, self-induced or forced intoxication, status as minor, or any other condition defined by law that voids an individual's ability to give consent.

Not surprisingly, rates of rape also vary widely among studies according to how the crime is defined, what population is studied, and what methodology is used. Estimates range from as low as 2 percent to 56 percent. The most recent and methodologically rigorous studies show that sexual assault still occurs at rates that approximate those first identified more than 20 years ago when it was reported that approximately 27.5% of college women reported experiences that met the legal criteria for rape.

Sexual assault and rape are generally defined as felonies. During the past 30 years, states have enacted rape shield laws to protect victims and criminal and civil legal remedies to punish perpetrators. The effectiveness of these laws in accomplishing their goals is a topic of concern.
Estimates also vary regarding how likely a victim is to report victimization. Traditionally, rape notification rates differed depending on whether the victim knew the perpetrator—those who knew a perpetrator were often less likely to report the crime. This gap, however, may be closing.

Victims and Perpetrators

Research on sexual violence indicates that—

Sexual violence may occur in any type of relationship, but most perpetrators of sexual assault are known to their victims. Among victims ages 18 to 29, two-thirds had a prior relationship with the offender. The Bureau of Justice Statistics (BJS) reports that, in 2000, 6 in 10 rape or sexual assault victims said that they were assaulted by an intimate partner, relative, friend, or acquaintance.

A study of sexual victimization of college women showed that 9 out of 10 victims knew the person who sexually victimized them. One research project found that 34 percent of women surveyed were victims of sexual coercion by a husband or intimate partner in their lifetime.

Assault among college women. A survey of college women found that 2.8 percent had experienced either a completed (1.7 percent) or an attempted (1.1 percent) rape within a 9-month timeframe. This rate is approximately 11 times higher than the rate found using a survey that is specifically crime oriented such as the NCVS.

Another study of a college based sample found that 13.7% of undergraduate women had been victims of at least one completed sexual assault since entering college: 4.7% were victims of physically forced sexual assault; 7.8% of women were sexually assaulted when they were incapacitated after voluntarily consuming drugs and/or alcohol; and 0.6% were sexually assaulted when they were incapacitated after having been given a drug without their knowledge.

Finally, a national-level study of college and community based women found that approximately 673,000 of nearly 6 million current college women (11.5 percent) have ever been raped, and approximately twelve percent of these rapes were reported to law enforcement.

Sexual assault in intimate partner relationships. The few studies that measure sexual assault separately from physical assault within intimate partner relationships report that 40 to 50 percent of battered women are also sexually assaulted by their partners.   In another study, researchers found that 68 percent of physically abused women reported that their partners sexually assaulted them.

What Colleges and Universities Are Doing about Sexual Assault on Campus
Source: Sexual Assault on Campus: What Colleges and Universities Are Doing About It (December 2005). National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.   Available online at:
http://www.ncjrs.gov/pdffiles1/nij/205521.pdf

Prevention
Schools are conducting sexual assault education programs that include comprehensive education about rape myths, common circumstances under which the crime occurs, rapist characteristics, prevention strategies, rape trauma responses and the healing process, and campus policies and support services.

Some schools use peer educators and advocates who present programs featuring scenarios, followed by facilitated discussion. Some campuses gear programs to all-male groups such as athletes, fraternity members, and male members of ROTC. These programs stress male culpability, men's individual and collective responsibility to help prevent such crimes. One program emphasizes the bystander's role in violence prevention, using a "playbook" of strategies men can use to interrupt their peers when they believe they may be edging toward criminal behavior.

Sexual Assault Policy

A college/university's sexual assault policy should be a reader-friendly, easily accessible, and widely distributed statement of the school's definitions and expectations regarding sexual conduct.

Reporting

Anonymous, confidential, and third-party reporting should be allowed. Highly recommended are reporting and response policies that allow the victim to participate in decision making, to exert some control over the pace of the process, and to be in charge of making decisions as she/he moves through the campus adjudication and/or the local law enforcement system. Written response protocols ensure a coordinated, consistent, victim-centered response.

Investigation

Protocols to ensure confidentiality for the victim and the accused during the investigation are essential. Also important are protocols for shared collection and use of information to eliminate the need for the victim to retell the experience multiple times.

Adjudication

Many colleges/universities offer a range of adjudication options, from informal administrative actions that do not require a formal complaint to a formal adjudication board hearing. Sexual misconduct adjudication boards are not criminal proceedings; their purpose is to establish whether the accused is responsible for violating the school's policy, not to determine the accused's criminal guilt or innocence.

Victim Support Services

The most promising practice in this area is the formation of partnerships between the school and the community to provide student victims access to comprehensive, coordinated network of service providers – medical, psychological, advocacy, legal, and safety.

The Campus Sexual Assault Victims Bill of Rights

The Campus Sexual Assault Victims Bill of Rights (1992) requires institutions of higher education to develop and publish policies regarding the prevention and awareness of sex offenses and procedures for responding after a sex offense occurs as part of their campus security report.

A key point in the statute is the responsibility of university officials to inform students of their rights and provide them with clear information about how to report sex offenses and about the assistance (medical, legal, and psychological) available for victims.

For additional information on the Campus Sexual Assault Victims Bill of Rights see the U.S. Department of Education *Handbook on Campus Crime Reporting* at www.ed.gov/admins/lead/safety/handbook-a-d.doc

Rape Aggression Defense

The Rape Aggression Defense (RAD) System is a program of self-defense tactics and techniques that is being taught at many colleges and universities. The program is growing in acceptance and some research has shown the training to be effective and legal defensible.

The RAD System is a comprehensive course for women that begins with awareness, prevention, risk reduction and avoidance, while progressing on to the basics of hands-on defense training. RAD is not a martial arts program. The course is taught by certified RAD instructors and provides students with a

workbook/reference manual. This manual outlines the entire Physical Defense Program for reference and continuous personal growth.

Key Resources

Virginia
Virginia Sexual and Domestic Violence Action Alliance (VADV)
http://www.vadv.org
VADV is a Virginia coalition addressing sexual and domestic violence. It operates the statewide Virginia Family Violence and Sexual Assault Hotline (1-800-838-8238, staff available 24-hours a day) which links survivors and professionals to services in their communities.

The VADA Web site contains a directory of campus programs as well as the following brief publications that can be used for handouts in safety and security presentations:
- How to Recognize a Rapist
- Relationship Quiz
- Safety Planning for Students
- Sexual and Dating Violence on Campuses: Research (Word Document)
- Sex and Ambivalence
- Speaking Body Language
- Ten Ways You Can Begin to Stop Rape Today
- Tips for Bystanders
- Tips for Checking In
- Verbal Communication
- What Is Consent
- What Consent Does NOT Mean
- Why Talk Matters

Rape, Abuse and Incest National Network (RAINN)
http://www.rainn.org
National Sexual Assault Hotline at 1.800.656.HOPE
RAINN is the nation's largest anti-sexual assault organization. It operates the National Sexual Assault Hotline and carries out programs to prevent sexual assault, help victims and ensure that rapists are brought to justice.

Checklist for Responding to Sexual Misconduct

Things to Keep in Mind throughout the Process

____ Always explain the limitations of your ability to maintain the confidentiality of what you are told before the end of your initial meeting with a student. Please check with your institution's legal advisor for specific instructions.
Create a Comfortable Environment
____ Think in terms of the student's needs and comfort at all times and ask the student if s/he would like to change the environment in any way.
____ Leave the door open to your office/room at least slightly, unless the student requests it to be closed. You can also ask the student what he/she would prefer.
____ Remain supportive and neutral, regardless of what the student did, wore, or said.
Options for Medical Attention
____Strongly advise but don't pressure the student to seek medical attention.
If the student was assaulted within the past 5 days:
____ Encourage the student to get a Physical Evidence Recovery Kit at a hospital. This will allow the student to preserve forensic evidence should he or she later decide to pursue legal action.
____ Give the student an outline of what the PERK procedure entails.
____ Remember that even if a student does not appear to have physical injuries, internal injuries may require medical attention.
____ Try to find a hospital with an experienced and knowledgeable forensic nurse or doctor who is trained to respond to sexual assault. In many areas, this person will be known as a sexual assault nurse examiner (SANE).
____ Offer to help arrange transportation to the hospital via a friend, administrator, taxi, or other institution‑approved means of transportation. If permitted, you can offer to accompany the student to the hospital and/or present the student with the option of taking along another friend or family member for support.
____ Encourage the student not to engage in personal hygiene activities such as showering, brushing teeth or hair, eating, drinking, smoking, changing clothes, or using the restroom before going to the hospital because these actions can destroy evidence.
If the student will go to the hospital wearing the same clothes that s/he had on at the time of assault:
____ Advise the student to bring an extra set of clothing as the original set may be kept by hospital staff or police for evidence.
Checklist for Responding to Sexual Misconduct, A Campus Outreach Services Resource
If the student insists on changing clothes, taking a shower, or engaging in any activity that may affect forensic evidence:
____ Place each article of original clothing into a separate, sealed, paper bag. The student's name, the date, and signature should be on each sealed bag.
____Do NOT place the student's clothing into plastic bags as they tend to collect moisture, which can destroy forensic evidence.
____Do NOT remove or disturb any sheets, blankets, etc., from the area where the incident occurred. This area is a potential crime scene, and the police will likely want to investigate it themselves.

_____ Remind the student that s/he may be responsible for all medical costs, though the cost of a PERK may be reimbursed should the student press charges.

If the student was assaulted longer than 5 days ago:

_____ Encourage the student to talk with a health care provider about the risks, treatment, and prevention of sexually transmitted infections and the possibility of pregnancy for female students.

_____ Offer to assist the student in making an appointment with a health care provider for treatment and testing.

Reporting Options

_____ Encourage the student to write down the details of the incident, including a physical description of the alleged perpetrator(s) if he or she is unknown to the student.

_____ Inform the student of his or her rights as provided by the Campus Sexual Assault Victims' Bill of Rights. The Bill of Rights can be found in the handbook.

_____ Remember that as a representative of your institution, you are not allowed to take a position on any sexual misconduct incident. Taking the side of the complainant or the respondent could result in legal action against you and/or your school.

_____ Inform the student that there are three venues for taking judicial action against the accused: criminal court, civil court, and a campus judicial hearing. A complainant can utilize all three, two, one or none. It is the choice of the student, except in the case of sexual abuse of a minor. Then it is the choice of the parent(s) or legal guardian.

_____ Provide the student with the phone numbers for local attorneys from student legal services or by contacting a lawyer referral service.

_____ Tell the student that s/he can initiate a school judicial proceeding by reporting to the Dean of Students or Office of Judicial Affairs at this phone number. You can assist the student in scheduling a meeting with this person.

_____ Remind the student of the school's policies on retaliation, including the types of retaliation from which he/she is protected and how to report violations of the anti‑retaliation policy.

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Checklist for Responding to Sexual Misconduct, A Campus Outreach Services Resource

Options for Emotional Support

_____ Encourage the student to speak with a trained professional counselor. Explain the limitations of your own training and ability to provide professional assistance.

_____Another option for counseling support is the local rape crisis/sexual assault center. The phone number is should be in the phone book or on the internet.

_____Ask the student if he/she would like the phone number(s) for local support hotlines. The phone number for the national hotline is 1‑800‑656‑HOPE.

_____Another support option to provide is the campus clergy (if your school has a campus ministry program) or local clergy. Some students feel more comfortable speaking with a spiritual counselor. You can assist the student in finding the phone number for the appropriate person.

_____Refer the student to a Campus Victim Advocate or the Peer Counselor Program, if your institution has these programs.

_____If the student seems suicidal, or you are at all uncertain about the possibility of suicide, you must get the student connected with a professional counselor as soon as possible.

After the Initial Contact

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Property Crimes

According to the FBI, property theft on campus is one of the only categories of criminal offenses that has not declined in recent years. In fact, more than 98% of all crimes that are reported on U.S. college campuses are related to property theft. Some victims of campus property crime say that it's the sense of violation – of being unable to protect your own belongings – that is the very worst part of the whole experience. Many college students report feeling a pervasive sense of helplessness after having had their property stolen.

Recommended CSO Response: Property Crime

Here are a few commonsense tips to reduce property crime on your campus:

- *Think like a criminal.* One of the best ways to identify vulnerabilities on your campus is to put yourself in the place of the crooks that are keeping an eye out for valuables that are at risk of theft.

- *Limit access, reduce benefits, and increase risk.* Criminals usually only make the leap if they think they have easy access to a high value item with little risk of being caught. Electronic items belonging to the institution in unattended classrooms as well property left in unsecured dorm rooms are particularly vulnerable to theft.

- *When it comes to cars or bikes, remember to look, lock, and leave.* Look around when you pull into a parking lot or roll up to a bike rack. Take note of anyone suspicious in the area or unsafe surroundings.

Read more: http://www.stateuniversity.com/blog/permalink/Preventing-Property-Crime-How-to-Keep-Your-Stuff-Safe-on-Campus.html#ixzz0KmkDjMRm&C

Vandalism

(adapted from www.campushealthandsafety.org/violence/vandalism)

Vandalism/Graffiti

Vandalism on campus is a multifaceted problem that takes many forms, including destroying property, setting off fire alarms, stealing, and writing graffiti. Many factors, such as peer pressure and hostility toward the school, contribute to this type of violence, and these behaviors are often fueled by heavy drinking.   One in ten students admit to vandalism on campus

Alcohol and vandalism often go hand in hand. One in ten students report engaging in vandalism due to alcohol, and almost a quarter of heavy drinkers engage in vandalism. Residences and other campus buildings near bars often bear the brunt of alcohol-related vandalism.

Colleges and universities pay huge economic and social prices for acts of vandalism, with much of the financial burden falling directly to the student body. Therefore, it is in the interest of the entire campus to prevent vandalism. Administrators can develop approaches to address the campus drinking environment and attitudes toward violence that may contribute to student vandalism. Working with residence life, campus police, and student health services, a comprehensive approach to vandalism prevention may be beneficial.

Reducing vandalism on campus makes the campus safer for students and staff, saves the campus precious resources, improves the school's appearance, and increases campus morale.

CSO Response Strategies to Combat Vandalism and Graffiti on Campus:

- Implementing campus security patrol of campus grounds, including dormitories, fraternity and sorority houses, and parking lots, during times when students are likely to party or during campus events

- Making students aware of the high cost of vandalism on campus and its direct effect on student fees

- Controlling access to frequently vandalized areas of campus

- Addressing offenders' use of alcohol and other drugs through referral for evaluation and counseling

Trespass

INTRUDER/TRESPASSER SAMPLE PROCEDURE FOR INTRUDER/TRESSPASSER #1

Checklist
- Determine the whereabouts of the intruder/trespasser.

- Isolate the individual.

- Determine the extent of the crisis.

- Make reasonable notes for potential court case.

- Move other students and staff from area.

- Contact police - 9-1-1.

- Notify superintendent.

- Instruct person answering the telephone to direct all requests to Public Information Office.

- Complete and submit police information for charges.

- Prepare a written memo for staff and parents.

- Complete Crisis Team Report.

- Schedule follow-up activities for staff and students, including security plan review.

- Call emergency staff meeting.

Specifics
1. Determine whereabouts of the intruder: Use campus maps to assist police and staff members in locating intruder.

2. Isolate intruder from rest of building and students.

3. Determine extent of the crisis:

   - Trespass with no safety hazard may be dealt with through informing the intruder of the offense being committed. If trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned (placed on notice) trespass charges may be filed without the arrest of the offender.

   - Trespass with threat to others' safety will require assistance from the police. Trespass charges should be filed.

4. Make notes. Recording what has occurred can provide information important to the police and in subsequent court cases.

5. Move other Students/Staff:
   - Staff may be asked to keep their students in certain areas, or to keep them out of certain areas.
   - Staff should move students as quietly and quickly as possible when directed to do so.

6. Contact the Police: Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

7. Notification:
   - The Superintendent's Office should be contacted as soon as possible.

- The Public Information Office will handle media and community inquiries.
- Keep staff informed of actions. A Crisis Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/action.
- The Transportation Department can, in extreme emergencies, provide buses for early dismissal. The Transportation Department will notify the Superintendent of the need for this dismissal.
- The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts" through rumor.
- Other schools should be given the basic information as soon as possible by the Public Information Office since siblings/neighbors will quickly learn of the situation.
- The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
- After the crisis is over, the Public Information Office may wish to arrange a special press conference to give the media the same information that has been shared with the parents.

8. Telephone Answerer: Prepare a statement for the individuals who answer the telephones to read.Instruct them that any further inquiries should be made to the Public Information Office. Give them the phone number for the caller to call.

9. Police Information for Charges: The police will need to be sure of details from you as well as from others interviewed. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

10. Written Memo for Staff and Parents: As soon as the immediate crisis/danger is over, the staff and parents will need to know, not only what occurred, but why you took the action you did.

11. Crisis Team Report. Submit it within twenty-four (24) hours.

12. Follow-Up Activities. Pupil Personnel Services will provide counseling for students and staff. The building security plan should also be reviewed.

13. Call emergency staff meeting.

Lost/Stolen Property

CSO Response Basics: Lost, Stolen, or Recovered Property

Upon receiving a report of lost or stolen property, the CSO should make every effort to clearly document the description and value of the missing item. Without the serial numbers or other distinctive markers, it is extremely difficult to positively identify property and ultimately return it to the rightful owner.

Officers should make every effort to record serial number, make, model, color, and approximate value of the item that is missing. The person making the report should also be asked if the item in question was insured.

Recovered or Found Item(s)

All recovered or found item(s) on campus property must be returned to the designated storage location for safekeeping. (see department policy)

Security personnel recovering any item(s) should log and tag each item accordingly. Note: every effort should be taken to identify the owner of all recovered property.

Returning property

Prior to returning any items to the alleged owner, the CSO must ensure proper identification of the recovering party and ensure that the printed name and signature is recorded. Every effort should be considered in ensuring proper identification of the item and the retrieving party. Specific actions are recommended if the recovery involves the following items:

Type of Recovered Items	Procedure
Cash	Notification of Security Supervisor
Credit Card(s)	Notify Credit Card Company No Later than 24 Hours
Perishable Products	Discard Where Appropriate
Hazardous Substances	Notification of Security Supervisor
Valuables over $100	Notification of Security Supervisor

Noise Complaints/Loud Parties

*CSO Response Basics: Noise Complaint/Loud Party**

The CSO response is dependent upon the location of the source of the complaint. The recommendations below are samples of appropriate responses but the officers must be aware that their own policies and procedures should be followed when responding to incidents.

In Residence Halls: Unless assistance is requested by residence staff, noise complaints should be referred to on-duty staff in the building reported.

In college/university owned apartments: Noise complaints from college/university apartments should be responded to by CSOs in sufficient number to ensure the safety of the responders.

In Fraternities or Sororities: Locate an officer of the house or other responsible party. Advise of the complaint and request cooperation in bringing the noise to an acceptable level.

In other college/university buildings: If the responsible party is involved in a university sanctioned event, locate an officer or sponsor and notify them of the complaint; request cooperation in bringing the noise to an acceptable level. If the party is not involved in a sanctioned event, consider dispersal if necessary.

In off campus locations: Complaints relating to property not owned or operated by the university should be referred to the local police.

Repeated refusal to cooperate should not be tolerated. Police assistance should be requested and charges filed for creating a disturbance if necessary. An incident report should be filed in any instance where college/university affiliated personnel refuse to cooperate.

Crime Deterrence- Protecting, Assessing, Detecting, & Responding

Crime is deterred when officers are present, assessing situations and conditions, and detecting threats and responding to them. The 2008 General Assembly enacted a new law (§ 23-9.2) requiring each public institution of higher education in Virginia to establish a violence prevention committee and a threat assessment team. Dr. Dewey Cornell, a forensic psychologist and threat assessment expert at the University of Virginia, lists the five key concepts for the CSO to consider when responding to and assessing a possible threat.

1. Threat assessment is a strategy for preventing violence through identification and evaluation of individuals or groups that pose a threat to harm someone, followed by intervention designed to reduce the risk of violence. Based on this definition, threat

assessment involves both assessment and intervention, and might be described more accurately as a threat management approach to violence prevention.

2. As a form of prevention, threat assessment should be distinguished from crisis response planning, because prevention takes place before a violent event is under way. Both prevention and crisis planning are important, but this document is concerned only with threat assessment. Threat assessment can also be distinguished from security analysis, target hardening, crime prevention education, mental health screening, or other useful preventive measures.

3. Threat assessment should also be distinguished from criminal profiling, which is a procedure focused on the identification of likely perpetrators through correspondence with a set of characteristics theorized to represent violent individuals. Threat assessment more explicitly recognizes the diversity of individuals who may engage in a violent act and focuses on behavioral indications of preparation to carry out a violent act. Threat assessment is also concerned with interventions to resolve the threat and thereby prevent violence.

4. Threat assessment is best known as a law enforcement strategy to prevent violence, but is not strictly a law enforcement endeavor and is not conducted solely by law enforcement officers. Threat assessments are often undertaken by a multidisciplinary team that includes mental health and law enforcement perspectives, as well as other disciplinary perspectives that may be relevant to the individual case.

5. Threat assessment is an investigative procedure involving a possible or potential criminal act, but the goal of threat assessment is the prevention of violence, and not necessarily identification and arrest of a perpetrator. Often violence can be prevented most effectively through the resolution of a problem or conflict that prompted someone to engage in threatening behavior. A threat can be regarded as an indication of another problem that demands attention, ranging from an interpersonal dispute to emerging mental illness.

Assignment IV.1. Responding to Disturbances and Persons in Crisis on My Campus

This assignment is designed to help the CSO learn more about his institution's policies and procedures and about his role in responding to disturbances and to persons in crisis.

A. Responding to Disturbances

Locate and review any policies, procedures, or guidelines that your college/university has established for responding to disturbances. Based on these written policies, procedures, or guidelines and on what you have been to told about responding to disturbances, please answer the following questions:

1. What is the basic procedure established for responding to disturbances?

2. Are there procedures or guidelines that specify what actions the CSO is to take?   ____ Yes ____ No
If yes, what are the steps?

3. Is the issue of use of force addressed?   ____ Yes ____ No
If yes, what are the main conditions that are required for the CSO to use physical force to control a disturbance? If no, clarify expectations with your supervisor.

4. Approximately how many disturbances of any type occur each week on your campus? You may need to gather information from several sources to determine this number including:

   - Campus crime log required by the Clery Act to be maintained – This will include assaults officially reported.
   - Calls for service/dispatch records – This will include all calls from which you'll need to identify disturbances.
   - Other records kept by the security department or discussion with your supervisor.

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5. Are there places on your campus or times (e.g., Friday nights after 9 PM) or events (e.g., after basketball games) at which disturbances are more likely to occur?

Places:

Times:

Events:

B. Responding to Persons in Crisis

Locate and review any policies, procedures, or guidelines that your college/university has established for responding to persons in crisis. Based on these written policies, procedures, or guidelines and on what you have been to told about responding to persons in crisis, please answer the following questions:

1. What is the basic procedure established for responding to persons in crisis?

2. Do the procedures/guidelines specify what actions are to be taken if a medical problem is detected (e.g., under the influence of alcohol/drugs or lapsing into unconsciousness)? ____ Yes ____ No
If yes, what action is to be taken? If no, clarify with your supervisor what action is to be taken.

3. If the CSO suspects a student may be depressed or possibly suicidal, what action do procedures/guidelines say is to be taken? If there are no procedures/guidelines, clarify with your supervisor what action is to be taken.

4. List the main campus and community resources that that provide assistance to students in crisis on your campus:

Assignment IV.2. My Campus and Homeland Security

1. Based on your reading of "Homeland and Campus Security" and your current knowledge of your campus, what areas of potential vulnerability can you identify?		
Potential Vulnerability	**Present Yes/No**	**Comment**
Some campus facilities open 24 hrs a day		
Campus houses sensitive materials		
Campus houses sensitive/classified information		
Campus houses historic documents/artifacts		
Research using animals is conducted		
Other? Specify:		

2. Examine the examples of protective measures listed on pp. 3-4 of "Homeland and Campus Security." Determine whether your campus is implementing the types of measures listed. Note: Specific measures must be tailored to the needs, conditions, and resources on the particular campus. Your campus may not be implementing the exact strategy in the example but may be using a similar strategy to address the same vulnerability.			
Check the types of protective measures being implemented on your campus. Check "yes" if the measure or similar strategy is being implemented; check "no" if the measure or similar strategy is not being implemented. Check "don't know" if you are unable to determine whether the measure is being implemented.			
Protective Measures	✔ *Yes*	✔ *No*	✔ *Don't know*
Planning and Preparedness			
▪ A security and emergency response plan exists.			
Personnel			
▪ Background checks are conducted on all employees.			
▪ Contractors, vendors, and employment agencies are required to vouch for the background and security of their personnel who will work at the facility.			
Access Control			
▪ Parking is restricted to areas away from critical assets.			
▪ Access of personnel into critical or sensitive areas is strictly controlled.			
▪ Access is limited to contractors, vendors, and temporary employees who are expected and whose presence has been confirmed by prior arrangement.			

Barriers			
▪ Adequate locks, gates, doors, and other barriers for designated secure areas are provided.			
▪ Locks, gates, doors, and other barriers are routinely inspected for signs of intrusion.			
Communication and Notification			
▪ Security and emergency communication systems are installed and tested regularly.			
▪ Security and emergency communication systems feature interoperability with local law enforcement.			
▪ Employees, students, and the public are encouraged to report any suspicious activity that might constitute a threat.			
Monitoring, Surveillance, Inspection			
▪ Alarms and intrusion detection devices are installed and regularly tested.			
▪ Activities of on-site contractors and vendors are monitored.			
▪ Building exits are inspected/monitored to assure functionality in emergency situations.			
Cyber Security			
▪ Adequate policies, procedures and culture exist regarding cyber security.			
▪ There is controlled physical access to critical technologies.			
Incident Response			
▪ Developed and maintained up-to-date emergency response plan, incident notification process, and emergency calling trees that cover all staff.			

Assignment IV.3. Worksheet: Alcohol Abuse and Sexual Violence Issues and Policies

This assignment is designed to help the CSO gain a better understanding of the prevalence of alcohol abuse and sexual assault on his campus and related policies, practices, and resources.

A. Alcohol Abuse

Locate and review available student conduct policies related to alcohol use and any policies and procedures about how alcohol abuse and underage drinking are to be handled.

1. **What types of conduct violate the student conduct policies?**

2. **What are the consequences for violating the conduct policies/regulations?**

3. **Under what circumstances do local law enforcement and/or ABC agents become involved?**

4. **What types of actions can be taken against on-campus organizations (e.g., fraternities or sororities) that promote/allow alcohol use contrary to policies/laws?**

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5.   Approximately how many alcohol-related incidents that require CSO contact occur each week on your campus? You may need to gather information from several sources to determine this number.

B. Sexual Assault

1. What is the CSO's role in responding after a sex offense occurs?

2. Locate a copy of the information given to students about medical, legal, and psychological assistance available for victims of sexual assault. To what on-campus and community resources are victims referred?

Assignment IV.4. Worksheet: Keeping Persons Safe: Fire and Injury Prevention and Threat Detection

This assignment is designed to help the CSO learn more about his role in helping his college/university keep students and others safe, particularly in the areas of fire and injury prevention and the detection of other threats.

A. Safety-Related Duties and Responsibilities

Based on your written job description and what you have been told about doing your job, list examples of what you do –

Role	Examples
To prevent fire	
To prevent injury	
To control unsafe behavior	
Other CSO roles in helping the college/university fulfill its "duty of care" to protect persons from injury	

B. Locate and read your institution's policies and procedures related to fire response.

1. **If the CSO discovers or is the first to arrive at the scene of a fire, what specifically do procedures say the CSO is to do?**

2.   Do procedures or safety guidelines address rescue?   ____ Yes   ____ No
If yes, how are rescue efforts to be carried out?

3. After fire and other emergency responders arrive, what are CSOs expected to do? List examples of duties.

C. Detecting and Handling Explosive Devices

1.   On your campus, what types of activities and events might increase its vulnerability to attacks by terrorists?

2.   Are there procedures in place for receiving bomb threats over the telephone? ___ Yes ____ No
If yes, briefly describe key procedures.

3.   Are there procedures for searching to locate an alleged device? ____ Yes ____ No
If so, briefly describe key aspects of the procedures and CSO roles.

4.   Briefly describe building evacuation procedures and duties of CSOs.

MODULE IV Response Basics

Self Test for Module IV.

1. When approaching a crisis situation, what is most important?
   a. Officer safety
   b. The CSO reputation
   c. Maintaining peace and order
   d. All of the above.

2. Why are college campuses a soft target for terrorism?
   a. Availability of biological and chemical agents
   b. Ease of obtaining a student visa
   c. Large campus with smaller oversight
   d. All of the above.

3. What must be done if you suspect a student will commit suicide?
   a. Contact the parents
   b. Leave the student alone
   c. Contact the appropriately trained personnel
   d. A and C

4. Gangs are a new concept
   a. True
   b. False

5. The majority of sexual assaults are reported
   a. True
   b. False

6. Students living where are least likely to abuse alcohol?
   a. On campus
   b. In a frat house
   c. At home
   d. A sorority

7. All of the following strategies should be used in responding, except?
   a. Calming Participants
   b. Separating Participants
   c. Inciting Anger
   d. Remain at the Scene

8. CSO's should envoke active listening when responding
   a. True
   b. False

9. Alcohol is a rite of passage for college students
    a. True
    b. False

10. Campuses can expect a higher rate of crime when
    a. there is a higher rate of drug and alcohol use
    b. there is a high rate of minority and/or male students
    c. the majority of students live in residence halls
    d. All of the above

Score   /10

The Virginia Department of Criminal Justice Services presents:

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Module IV:
Response Basics

DCJS
Virginia Department of Criminal Justice Services
www.dcjs.virginia.gov

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Overview of Module IV

- Safety and Security Foundations
- Threats to Safety and Security
- Alcohol Use at College
- Sexual Violence at College
- Gangs at College
- Responding to Critical Incidents
- Property Crimes

DCJS
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www.dcjs.virginia.gov

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Overview of Module IV

The goal of Module IV is to introduce CSO's to specific types of situations which are most likely to respond. This Module will also highlight response techniques to the given situations.

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Safety and Security Foundations

- Detecting and Responding to Threats:
  - Patrol is a routine, but critical aspect of the CSO daily job. Significant in detecting and responding to threats.
  - The visibility of the CSO is important in helping promote 'reasonable care' on campus.

  Remember- The specific duty of the CSO is determined by the employing college/university.

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Safety and Security Foundations

- Basic Disturbance Response:
  - Types of disturbances:
    - Disorderly conduct
    - Arguments
    - Fights
  - Most important- **Officer Safety!!**
    - # of people involved?
    - Nature of disturbance, ie weapon?
    - Immediate action needed?
    - Course of action?

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Safety and Security Foundations

- Disturbance Response Steps:
  - Use an authoritative approach
  - Quiet the participants
  - Separate the participants
  - Talk to each participant separately
  - Carry out the plan and resolve dispute
  - Remain at the scene after resolution

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Safety and Security Foundations

- De-escalating Conflict:
  - Use a calm, reassuring approach
  - Separate the parties
  - Maintain an authoritative demeanor
  - Do not use threat of force
  - Use appropriate force- **as last resort**
  - Carefully follow your established policies and procedures

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Safety and Security Foundations

- Responding to Crisis:
  - **Remember: Officer Safety comes first**
  - Persons may be dangerous or mentally unstable- be alert and prepared
  - **Remember:** Know and carefully follow established policies and procedures
  - Crisis state may be apparent or not

Campus Security Officer Program

Safety and Security Foundations

- Responding to Crisis:
  - Do not hurry into a situation
  - Speak slowly and move slowly- avoid threatening body language
  - Always identify yourself
  - Maintain a safe distance (be out of reach of fists and feet)
  - Assess for medical problems
  - Avoid responding to taunts, verbal abuse, rudeness, aggression, etc.

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Safety and Security Foundations

- Responding to Crisis:
  - Maintain eye contact
  - Reassure the individual and reiterate your concern for their safety
  - Give people time to respond
  - Encourage everyone to be calm
  - Ask how you can help and be helpful

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Safety and Security Foundations

- Active Listening:
  - Important to better understand a situation, identify problems, and respond effectively
  - Concentrate on listening- allow people to finish and avoid jumping to conclusions
  - Show empathy
  - Summarize what people are saying: "Is that right? Is that correct?"

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Safety and Security Foundations

- Common Problems:
  - Remember- other incidents may be a part of the pattern
  - If recurring/related- include this information in incident reports
  - Learn about campus community resources for intervention
  - Learn procedure for reporting concerns

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Threats to
Safety and Security

- Many types of critical incidents can and do occur on campuses:
  - Stalkings,
  - Shootings,
  - Falls,
  - Riots,
  - Carjackings and robberies,
  - Sexual assaults, etc.

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Threats to
Safety and Security

- Higher crime rates when:
  - High percentage of students live on campus
  - Affluent student body
  - High percentage of male or minority students
  - High alcohol or drug use
  - Hugh number of fraternities and sororities

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Threats to
Safety and Security

- Homeland Security Issues
  - Campuses are often seen as soft targets for terrorism
  - Easy access for terrorist cover- unlimited learning, student visas, etc
  - Campuses house an array of information and potential weapons (depending on the focus of the university) including biological and chemical agents

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Threats to Safety and Security

- Campus Preparedness
  - Step 1. Conducting threat/vulnerability assessment
    - It's important to consider full spectrum of threats
    - It's also important to involve all stakeholders
  - Step 2. Sharing findings with leadership – people who have authority to make things happen
  - Step 3. Using findings to develop plan and use of protective measures suited to specific campus

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Threats to Safety and Security

- Campus Preparedness
  - Key Protective Measures include:
    - Planning
    - Personnel Screening
    - Access Control
    - Barriers
    - Notification Systems
    - Monitoring/Surveillance
    - Cyber Security
    - Incident Response

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Threats to Safety and Security

- Threat Assessment
  - All campuses must have a threat assessment team
  - Threat assessment is a strategy for preventing violence through identification and evaluation of individuals or groups that pose a threat to harm, followed by intervention.
  - Threat assessment more explicitly recognizes the diversity of individuals who may engage in a violent act.
  - Threat assessments are often undertaken by a multidisciplinary team that includes mental health and law enforcement perspectives, as well as other disciplinary perspectives that may be relevant to the individual case.

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Threats to
Safety and Security

- Emotional distress/suicide:
  - Take all suicide threats seriously and do not leave person alone. Call for assistance and refer to mental health/ law enforcement
  - Parents of suicidal students must be notified. **Be aware of school policy.**
  - **ASIST** Training

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Alcohol Use on Campus

- Vast majority of disciplinary referrals
- Over 95% of violent offenses on campus involve alcohol or drugs
- Often viewed as a rite of passage or tradition but alcohol poses a serious threat to the safety and health of students

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Campus Security Officer Program

Alcohol Use on Campus

- Consequences of excessive drinking:
  - Death
  - Unintentional injuries
  - Assaults
  - Academic problems/Expulsion
  - Health problems
  - Property damage
  - Drunk driving
  - Mental Illness

Campus Security Officer Program

Alcohol Use on Campus

- Factors Affecting Drinking:
  - Living Arrangements:
    - Highest Risk- Frats and sororities, on-campus housing
    - Less Risk- Off-site independent living students
    - Least Risk- Commuting students who live with their families
  - College Characteristics:
    - Dominate Greek system and/or high profile athletic teams

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Alcohol Use on Campus

- Factors Affecting Drinking:
  - Types of students:
    - Most- 1st year students living on campus, male, white, in frat or sorority, and athletes
    - Least- Those attending 2 year institutions, commuter schools, religious, or historically black colleges.
- Programs and Resources:
  - Virginia ABC- www.abc.virginia.gov

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Virginia Department of
Criminal Justice Services
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Alcohol Use on Campus

- Alcohol Poisoning:
  - Medical Emergency-"Sleeping it off" is not an option
  - Unconscious victim is at risk of serious injury or death
  - Signs:
    - Slow, irregular, or no breathing
    - Irregular or no heart beat
    - Low body temperature
    - Low blood sugar- can lead to seizures
    - Vomiting

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Sexual Violence on Campus

- Sexual violence includes sexual harassment, sexual assault, and rape
- Varying data regarding accuracy of reporting
- Traditionally, a victim who knew the perpetrator was less likely to report the crime
- Approximately 27.5% of college women reported experiences that met the legal criteria for rape.

Campus Security Officer Program

Sexual Violence on Campus

- Most perps are know by their victims
- 13.7% of undergraduate women had been a victim of at least one completed sexual assault since entering college
- DOJ reports that fewer than 5% of completed or attempted rapes on campuses are reported- drastically below the general population reporting of 40%.

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Sexual Violence on Campus

- What are colleges doing?
  - Prevention, Peer, and Bystander education and trainings
  - Policies about sexual conduct
  - Encouraging reporting
  - Victim support services
- Key Resources:
  - Virginia Sexual and Domestic Violence Action Alliance www.vadv.org
  - Rape, Abuse and Incest National Network- www.rainn.org

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Sexual Violence on Campus

- Campus Sexual Assault Bill of Rights:
  - Requires policies regarding the prevention and awareness of sex offenses
  - Requires procedures for responding after a sex offense occurs
  - Requires informing students of their rights, how to report sex offenses, and the assistance available for victims

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Gangs on Campus

- Gangs are not a new phenomenon:
  - "Thug" emerges in 11th century India
  - Pirate 'gangs' in the Caribbean in 16-1700's
  - Irish gangs during the NYC riots and Billy the Kid gangs in the SW US in 1800's
  - Al Capone in Chicago and the KKK were prominent gangs in the early 1900's.

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Gangs on Campus

- But what is a gang?
  - Three or more persons,
  - **Primary objectives or activities are criminal**,
  - Identifiable name or identifying sign or symbol,
  - Members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence.

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Gangs on Campus

- There are approximately **1.4 million** active street, prison, and OMG gang members comprising more than **33,000 gangs** in the United States. This represents a **40 percent increase** from 2009.
- Gangs are responsible for an average of 48 percent of violent crime in most jurisdictions.

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Gangs on Campus

- As gangs evolve their criminal activities, their members seek cover with education and military experience.
- Keep an eye out for gang activity and report any suspected activity to LE.
- Make note of affiliations, any suspicious activity, and any signs of gang membership
- May or may not be students- stay appraised of community gang activity

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Gangs on Campus

- Things to look out for:
  - Graffiti
  - Tattoos
  - Flagging- clothes, cars, dorm decorations
  - Social media presence
- Remember- just because these things exist does not mean gang affiliation
- If you suspect a gang presence on campus or are interested- get more training!

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Gangs on Campus

- When responding to an incident with suspected gang involvement:
  - Officer Safety is first priority
  - Separate individuals and speak to them alone
  - Watch all individuals carefully
  - Treat all individuals with respect- it will get you farther
  - Relay any criminal information to LE

Campus Security Officer Program

Responding to Critical Incidents

- Medical Emergencies
- Bombs
- Suspicious Packages
- Biohazards
- Fire/Alarms

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Responding to Critical Incidents

- Medical Emergencies:
  - Determine the urgency of the situation
  - Urgent situations:
    - Back or neck injury
    - Chest pain or difficulty breathing
    - Profuse bleeding
    - Unresponsive (intoxication or overdose)
  - Call 911 immediately and begin first aid

Campus Security Officer Program

Responding to Critical Incidents

- Medical Emergencies:
  - Non-urgent:
    - Sprains, strains, or minor lacerations
    - If in doubt- call 911
  - If necessary- activate medical response and ask person not to leave until help arrives. If person insists- identify and record observations.

_____

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Campus Security Officer Program

Responding to Critical Incidents

- Bomb Threats:
  - Very rare but have occurred on campuses
  - Know your campus policies on the following:
    - Receiving phone threats,
    - Notifying LE and first responders
    - Locating the device
    - Safely evacuating building,
    - And securing the crime scene

_____

_____

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Campus Security Officer Program

Responding to Critical Incidents

- Suspicious Packages:
  - Do not touch or attempt to open
  - Isolate it and keep people away
  - Notify supervisor and LE
  - Call postal inspectors if received by mail
  - Secure the area until supervisor arrives

_____

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Campus Security Officer Program

Responding to Critical Incidents

- Chemical or Biological Hazards:
  - Isolate container if possible- do not handle
  - Wash hands with soap and warm water
  - Call supervisor and law enforcement
  - Call Fire department and report HAZMAT incident
  - Turn off building ventilation-if possible
  - Evacuate area and prevent entry by others

Campus Security Officer Program

Responding to Critical Incidents

- Fire Response:
  - Follow prescribed policies, procedures, and safety measures
  - Control pedestrian traffic or crowds
  - Warn occupants of other buildings
  - Guard property removed from fire
  - Provide first aid, if needed
  - Control traffic
  - Cooperate with fire, rescue, and LE

Campus Security Officer Program

Property Crimes

- 98% of all crimes on US campuses are related to property crime
- Think like a criminal- what is vulberable to theft? Secure if possible
- Limit access, reduce benefits, and increase the risk for criminals
- Vehicles/Bikes:
  - Look,
  - Lock, and
  - Leave!

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Property Crimes

- Vandalism:
  - May include destruction of property, setting off fire alarms, stealing, and writing graffiti
  - May be caused by hostility towards school and/or substance abuse or drinking
  - 1 in 10 students admit to vandalism on campus
  - Stay vigilant during party times
  - Educate students on cost of vandalism
  - Control access to vulnerable areas

Campus Security Officer Program

Property Crimes

- Lost/Stolen Property:
  - Accurately describe the lost or stolen item in report.
  - Most helpful information includes:
    - Serial number or other identifiers
    - Year/make/model, etc
    - Owner's information
    - Any suspect details

Campus Security Officer Program

Overview of Module IV

- Questions?
- Readings
- Assignments
- Self Test
- Module IV Test- Must have a 70% to pass!