

Campus Law Enforcement Journal

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International Association
Of Campus Law Enforcement
Administrators

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September/October 2007

WARNING SYSTEMS

and Higher Education

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Vol. 37, No. 5

September/October 2007

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Campus Law Enforcement Journal is the official publication of the International Association of Campus Law Enforcement Administrators. It is published bimonthly and dedicated to the promotion of professional ideals and standards for law enforcement, security and public safety so as to better serve institutions of higher education.

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Gearing Up for Another Busy Year

By Raymond H. Thrower, Jr., President

I hope that each of you have had the opportunity to rest and rejuvenate over the summer months before beginning the hectic pace of another academic school year. Most of



us can remember a time years ago when the school calendar included things such as J-term and summer, where we could slow down from the hectic schedules of the academic school year. Unfortunately, this is not the case any longer as J-terms and summer are just as hectic as the rest of the year. The years seem to be flying by faster and faster with the resulting job stressors increasing.

Scott Walker states when dealing with stress, "It can't (and shouldn't) be avoided, but you can learn to understand and control stresses in your life". At the end of each academic school year, I keep asking myself and others, "Where did this school year go?" I found myself not taking off the needed time to "refresh the old batteries," so that I was starting another academic year feeling tired and rundown.

One of the priorities of our past presidents, Priscilla Steven's during her 2005-2006 term, was the formation of a Wellness Task Force. I remember attending a session at the Annual Conference in Orlando, Florida and the presenter spoke about the importance of total body wellness from a holistic point of view. By watching my diet, exercising regularly, getting the required amount of sleep

nightly, and taking the necessary time off, it has made a major difference for me, and I know it will make a difference for you.

Speaking of conferences, I would like to thank our 49th Annual Conference host institution, the University of Nevada, Las Vegas, UNLV Police Chief Jose Elique, the Annual Conference Program Committee, chaired by director John Pack, Board liaison Phillip Johnson, Headquarters staff, and the many other volunteers who put countless hours into making this the best attended Annual Conference on record. We had a total of 508 delegates, 246 guests, and 92 exhibitor booths staffed by 184 people.

During our conference this past June in Las Vegas, Nevada I announced the creation of an online volunteer interest form for members to volunteer for one of the many committees, task forces and other initiatives with which IACLEA needs your help. These committees and task forces are working hard to strengthen and promote the Association as we steer towards our 50th Anniversary and beyond. In order for us to meet our goals and objectives, we need the help of many volunteers. This online volunteer interest form allows IACLEA to match your special talents with the needs of the Association.

Marian Wright Edelman said "Service is the rent we pay for being. It is the very purpose of life, and not something you do in your spare time." So if you haven't had the time to register, please do so at this time. IACLEA can make a difference, but we can't do it without your help. It's as simple as going to <http://iaclea.org/>

members/profile/volunteer.cfm and completing the online volunteer form.

As part of our commitment to enhance membership services for our international members, Viljoen van der Walt, International Regional Director, past President Steven Healy and I met with the International Region to discuss current services offered by IACLEA and future services they had identified to enhance their public safety needs. In a separate meeting, Chief Staff Officer Peter Berry and I met with our Chinese delegates to discuss emerging issues affecting their public safety departments. The Chinese delegation has agreed to work with the Membership Services Task Force to identify and translate selected publications and other documents on the IACLEA website for their constituents. The Membership Services Task Force will be working with both groups to further identify international membership needs.

As part of our initiative to advance leadership training, thirty-five leaders from IACLEA and other campus public safety organizations were invited to network and to obtain valuable information on enhancing their leadership skills on Friday, June 29, the day after the close of our 49th Annual Conference. The group was made up of Board members, Committee and Task Force Chairs, Chapter, and related association presidents. Dr. Michael E. Gallery, PDD, CAE, who served as the Chair of the Center for Association Leadership's Measure of Success Project, served as the guest speaker and shared

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Nyers Selected as Incident Command Training Consultant

Melissia Nyers was selected by the International Association of Campus Law Enforcement Administrators (IACLEA) in June 2007 as the Incident Command Training Consultant and performs duties at the State and Local Programs Division, Office of State and Local Training (OSL), Federal Law Enforcement Training Center (FLETC). In her current position, she coordinates a Critical Incident Command course that offers a three-day emergency preparedness program to university and college law enforcement and other first responders throughout the United States.

“Melissia brings a lot of experience in coordinating law enforcement training programs,” said IACLEA President Raymond H. Thrower, Jr., who was a member of the search committee that selected Nyers. “The committee was very impressed with Melissia’s organizational skills and her attention to detail, qualities that will serve her well in this new position.”

Thrower said IACLEA is excited about its new partnership with FLETC, a Department of Homeland Security (DHS) affiliate which serves as an interagency law enforcement training organization for more than 80 Federal agencies. The Center also provides services to state, local, and international law enforcement agencies. The Center is headquartered at Glynco, GA, near the port city of Brunswick, halfway between Savannah, GA, and Jacksonville, FL.

FLETC’s Office of State and Local Training provides training to state, local, campus, and tribal law enforcement agencies.

These programs have been developed and delivered with the assistance and support of federal, state, local and private agencies.

The incident command course is supported by a grant to IACLEA from the U.S. Department of Homeland Security.

Nyers has more than 15 years of administrative experience in positions involving the coordination of law enforcement training programs and events. In recent years she served as a Program Assistant at Coastal Georgia Community College, where she performed grant coordination duties for two Georgia state grants, Tech Prep and School-to-Work. She also served as the Administrative Assistant in the Criminal Investigations Division of the Brunswick Police Department. Nyers is also on the board of the Marty Lyons Foundation and supports the board by coordinating wishes for children with critical illnesses.

She currently resides in Brunswick with her husband and their three children.

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Whistle defense
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with us what it takes to develop and sustain a remarkable association.

Dr. Gallery's presentation was based on the findings and recommendations contained in the highly acclaimed book, *7 Measures of Success: What Remarkable Associations Do That Others Don't*. This book was the outcome of an extensive research project using the methodology developed by Jim Collins for his classic book, *Good to Great: Why Some Companies Make the Leap...And Others Don't*. The *7 Measures of Success* research project and the book were sponsored by the American Society of Association Executives (ASAE) and the Center for Association Leadership. If you have not had the opportunity to read these two books, I encourage you to do so.

Over the summer and even as I write to you today, our director of government relations, the government relations committee, headquarters and countless others have worked exhaustively with members of Congress, government agencies, other law enforcement and higher educational associations to promote the needs of campus public safety. We will make every effort to keep you informed as we work toward fulfilling the needs of campus public safety.

Because of the various reviews and studies of campus public safety being undertaken by governmental task forces and other entities in the wake of the

Virginia Tech tragedy, IACLEA has been contacted by a number of task forces convened by states and other governmental jurisdictions to examine campus safety. The most prominent is the Virginia Governor's Virginia Tech Review Panel. However, IACLEA has also heard from other task forces in Florida, Illinois, Kentucky, eastern Pennsylvania, as well as associations, such as the National Association of Attorneys' General.

As a result of the large demand for IACLEA input, I have formed a special task force entitled, "Governmental Campus Safety Review." This task force is charged with monitoring, reviewing, and making recommendations to the IACLEA Officers and the Board of Directors regarding potential IACLEA actions and responses to reports issued by governmental task forces convened to study campus public safety as a result of the tragic mass shootings at Virginia Tech on April 16, 2007. This task force may also review reports issued by non-governmental task forces convened to study campus public safety, including study groups sponsored by other associations. This task force may issue periodic reports to the Board of Directors and shall issue a final report at the June 2008 Board of Directors meeting.

Our highly anticipated Federal Agencies Summit was held on August 7, 2007. Top officials from more than a dozen fed-

eral agencies and organizations representing law enforcement and higher education met with more than 30 campus public safety leaders from around the nation to identify critical training and resources needed to strengthen the protection of U.S. college and university campuses.

The Federal Agencies Summit was sponsored by the U.S. Department of Justice, Bureau of Justice Assistance, and the International Association of Campus Law Enforcement Administrators, Inc. (IACLEA) and hosted by George Washington University (GWU) Police Chief Dolores A. Stafford, a past IACLEA president. It was held at GWU's Marvin Student Center in Washington D.C. The purpose of the Federal Agencies Summit was to bring together key federal agencies and other campus safety stakeholders to identify gaps in training and resources and to propose collaborative approaches to address those gaps in the future. For more detailed information on this important summit be sure to check out the related article "Federal Agencies Summit" in this issue of the CLEJ.

The above commentary highlights just a few of the areas in which IACLEA is hard at work for you and our campus public safety profession. I want to thank each of you for your hard work and dedication as we steer toward our 50th Anniversary and beyond.

Women Members Thank Sponsors

The Women Members' Dinner was held on June 26 at the IACLEA Annual Conference in Las Vegas.

IACLEA thanks these sponsors for making the 10th Annual Women's Member Dinner possible:

Debbie Lange, **Allied Barton Security**, 1501 Reedsdale Street, Suite 1001, Pittsburgh, PA 15233-2341

Elizabeth Boss, **Boss Consulting Services, Inc.**, 10375 Park Meadows Dr., Suite 250, Littleton, CO 80124

Terry Shipton, **CALL24 Wireless Callbox Systems**, 800 Megahertz Drive, Winston-Salem, NC 27107

InterAct Public Safety Systems, 111 North Chestnut Street, Suite 200, Winston-Salem, NC 27101

Tom Teeter, **Weldon, Williams & Lick, Inc.**, P.O. Box 168, 711 N. A Street, Fort Smith, AR 72901



Accreditation and the Seven Rules of Rickover

Did you have the opportunity to attend Gordon Graham's presentation during the General Opening Session of the 49th Annual Conference in Las Vegas? If you did, it is unlikely that you were disappointed. For two compelling hours, the attorney and former California Highway Patrol Officer entertained and enlighten a standing-room only crowd. His topic, *Successful Leadership for Turbulent Times: Risk Management, Systems, Customer Service, Accountability and Integrity*, could have been mind-numbingly tedious. However, his creative, knowledgeable, and often amusing presentation captivated the appreciative audience.

In discussing strategies of risk management, Mr. Graham recalled the distinguished career of Admiral Hyman G. Rickover. Universally regarded as the "Father of the Nuclear Navy", Rickover's most notable achievement, in a substantial list of technical accomplishments, is the United States Navy's continuing record of zero reactor accidents. Graham attributed this flawless safety record to Rickover's management style, citing the Admiral's "Seven Rules of Management" as an exemplary model for leadership.

While the application of the "Seven Rules" to risk management was made abundantly clear by Mr. Graham, there is also a distinct connection between risk management, Rickover's leadership principles, and the process of accreditation. Consider the following:

While the application of the "Seven Rules" to risk management was made abundantly clear by Mr. Graham, there is also a distinct connection between risk management, Rickover's leadership principles, and the process of accreditation.

1. You must have a rising standard of quality over time, and well beyond what is required by any minimum standard.

Graham described this concept as a course of "continuous improvement". The process of accreditation makes "continuous improvement" a formal and systematic activity. The foundation of the IACLEA Accreditation Program is the set of standards developed by the Commission on Accreditation for Law Enforcement Agencies (CALEA). These standards, internationally recognized as state-of-art professional police practices, are the product of deliberate, innovative, and thoughtful consideration by experienced practitioners. The standards, now in their 5th edition, undergo constant review and revision, ensuring that they are contemporary, relevant, and challenging. By voluntarily electing to comply with the series of standards, undergoing an evaluation by a team of assessors, and committing to maintain compliance for a period of three years – before initiating the process all over again –

an agency will ensure that it is on a course of "continuous improvement."

2. People running systems should be highly capable.

The process of recruiting and selecting employees is clearly articulated by the accreditation standards. The fair, objective, and uniform selection of qualified personnel is a key component to the operational effectiveness of a campus public safety department. Conversely, the failure to attract and employ capable and trustworthy staff can expose an agency to civil liability. Negligent employment, hiring a person that an employer knew or should have known was unqualified, is a risk that can and should be avoided. Graham warned that "Past habits become future habits." Consequently, it is essential to thoroughly evaluate all candidates for employment.

3. Supervisors have to face bad news when it comes, and take problems to a level high enough to fix those problems.

This principle seems to be an extension of the previous rule. If you have highly capable people running your systems, then they should have the responsibility and authority to repair those systems. Of course, in any organization absolute authority cannot be delegated. However, supervisors must be granted "ownership" of their functions. They should be encour-

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aged to identify trouble, reduce risks, and resolve problems or bring them to the attention of the manager that can.

4. You must have a healthy respect for the dangers and risks of your particular job.

A good administrator should be aware of the potential problems and pitfalls associated with their position. This is particularly true of campus public safety administrators, who, along with their institutions, are faced with a variety of high liability issues. The failure to recognize these issues and mitigate the risks can expose individuals, agencies and institutions to significant civil, administrative, and in some cases, criminal penalties.

The process of accreditation is intended to aid in reducing risk. Through the implementation of clear and definitive directives, constant and rigorous training (see below), continuous self-assessment, and periodic independent evaluation, an agency can reduce the likelihood of a costly error and minimize the adverse effect if one should occur. Consequently, accreditation standards address virtually all of the high liability issues, particularly those concerning life, health and safety, such as: the use of deadly force (Standard 1.3.2); the use of warning shots (Standard 1.3.3); the use of less lethal weapons (Standard 1.3.3); procedures for missing or exploited children (Standard 41.2.6); assistance to victims/witnesses when threatened (Standard 55.2.2); and the transportation of sick, injured or disabled detainees (Standard 70.3.1).

5. Training must be constant and rigorous.

Training, according to Graham, should concentrate on the job's "core critical tasks." These are the fundamental duties that must be performed with urgency and competence. Failure to do so risks adverse consequences. Not only must the "core critical tasks" be identified and training provided, but the effectiveness of the instruction must also be confirmed through testing.

Law enforcement agencies are increasingly being held legally accountable for

the actions of their personnel and for failing to provide adequate initial or remedial training. In order to enhance the provision of "core critical tasks" and to prevent claims of negligent training, the accreditation standards require written directives concerning basic and remedial training. The standards not only provide guidance and direction in the type of instruction recommended, but also in planning and managing the training. The standards offer benchmarks for several training issues, including annual use of force training (Standard 1.3.11), the development of lesson plans (33.1.4), the provision of field training (33.4.3), and annual in-service and legal up-date training (Standard 33.5.1).

6. All the functions of repair, quality control and technical support must fit together.

In describing this principle, Graham invoked the mantra "audits, audits, audits, audits." He equated the use of audits with leadership, noting that it is a function that should not be delegated. Any department, embarking on the pursuit of accreditation, is encouraged to begin the process by addressing Standard 11.1.1, which requires a written directive that ". . . describes the agency's organizational structure and functions and is available to all personnel." The standard recognizes the need and benefit of integrating operational and administrative functions. The effective management of an organization is dependent upon the administrative functions of inspections, reviews and audits. The operational components of an organization must be linked to a system designed to periodically assess performance, identify flaws, and correct problems.

7. The organization and members thereof must have the ability and willingness to learn from mistakes of the past.

"There are no new ways of getting into trouble" observed Graham. Consequently, if an administrator is aware of the dangers and risks of their job (Rule #4), employs capable people (Rule #2), provides regular and rigorous training (Rule #5),

establishes systems of review and analysis (Rule #6), and empowers their staff to identify and correct issues (Rule #3), trouble can be avoided.

A key element of accreditation is periodic inspections, reviews and analyses. It is only through regular and critical self-examination that problems can be identified and corrected before they become acute. Graham stated that "Analysis of past data is the foundation of risk management." The standards also acknowledge the need for analysis in promoting the periodic review of bias-based profiling (Standard 1.2.9), use of force incidents (Standard 1.3.6), motor vehicle pursuits (Standard 41.2.2), and property/evidence control (Standard 84.1.6), among other activities.

Conclusion

Gordon Graham's presentation convincingly demonstrated that Admiral Rickover's "Seven Rules" are as relevant to today's campus public safety administrator as they were during the creation of the modern nuclear Navy. Similarly, the process of accreditation can benefit an administrator in identifying and reducing the risks inherent in the profession. To learn more about the IACLEA Accreditation Program, visit the IACLEA Web site (www.iaclea.org) and click on "Accreditation" or contact Jack Leonard, Accreditation Coordinator (jleonard@iaclea.org).



New Members – July/August

Institutional Membership

Arkansas State University
James Chapman

Bond University
Diana Collins

Chattahoochee Technical College
Darell Streefkerk

Columbia Union College
Darren Morgan

Fitchburg State College
James Hamel

Florida School For the Deaf and Blind
Jerry Chandlee

Franklin University
Douglas Smith

Howard Community College
Charles Mays

Information Management Corporation
Leonard Kozlowski

Ivy Tech Community College of Indiana
James Clark

Lesley University
Ronald Perry

Lynn University
Jim Hundrieser

Maine Maritime Academy
Thomas Perkins

Morehouse College
Vernon Worthy

Nelson Mandela Metropolitan University
Derek Huebsch

New Hampshire Technical Institute
Jason Bishop

Northeastern Ohio Universities
Brad Leigh

Oakwood College
Lewis Eakins

Quinebaug Valley Community College
David Bull

St. Andrew's Presbyterian College
Lewis Stroud

Saint Peter's College
Arthur Youmans

Spelman College
Steven Bowser

University of Texas At Tyler
Mike Medders

University of Toledo
Jeffrey Newton

University of Washington - Tacoma
Susan Wagshul-Golden

Upper Iowa University
Jean Merkle

Western Wyoming Community College
Jackie Freeze

Winston-Salem State University
Willie Bell

Professional Membership

Augustana College
Dale Dusenberry
Kenneth Lee
Emanuel Odums

Emerson College
Scott Bornstein
Eric Schiazza

Georgetown University
Portia Swinson
Rocco DelMonaco

Illinois Central College
Michael Craig

Lewis University
Thomas Burgess

Lycoming College
James Carey

Mount Holyoke College
Elizabeth Cahn

Northwest Mississippi Community College
Al Dodson

Owens Community College
Timothy Dotson
Luis Munguia

Parkland College
Yvonne Meyer

Pellissippi State Technical Community College
John Ruppe

Philadelphia University
John McAloon

Princeton University
Martin Krzywicki

Rhode Island School of Design
Antone Souza

Sam Houston State University
Weber Holloway

Southwestern Illinois College
Ted Beatty

St. Louis Community College - Meramec
Michael Beach

Stonehill College
Karen Ahern

Syracuse University
Michael Kearns
Andrea Stagnari

Tulane University
Michael Jordy
Donald Saucier

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University of Oregon Hires Former LAPD Official to Lead Department of Public Safety

A law enforcement veteran with more than two decades of experience at the Los Angeles Police Department is the new Director of Public Safety at the University of Oregon, Frances Dyke, Vice President for Finance and Administration announced recently.

Kevin Williams, currently a division commander with the Lane County Sheriff's Office, will start at the university on August 31. "He brings a wealth of insight to the position," Dyke said.

"Kevin exudes authority and demands respect in a subtle and unassuming way," Dyke said. "He's committed to being a leader in the UO community. His way with people and his impressive background in law enforcement make him an asset to the university."

As director of public safety, Williams will run a department of more than 70 people charged with the safety and well being of students, faculty, staff and visitors at the University of Oregon. In

addition, the Department of Public Safety is also responsible for parking services on campus.

Williams, originally from Detroit, attended Cass Technical High School.

He started his LAPD career in 1984 as a police officer. In 20 years there, he climbed the ranks from officer to detective, to sergeant and eventually to lieutenant. In 2005 he left Los Angeles and started work as a division commander with the Lane County Sheriff's Office.

Williams pledged that he is committed to the university, students and staff for years to come. "I am confident I have something to contribute to the university and to the university community," he said. "This job combines my love for academics with my career in law enforcement and public safety. All the ducks fell into a row so to speak. Now I'm proud to be one myself."

New Members

Continued from page 7

University of Connecticut

Rhoda Averna
Mark Fitzgibbons
Craig Rich

University of Miami

Christopher Hartnett

University of South Carolina

Wayne Freeman

University of Texas At Tyler

Heath Cariker

University of Wisconsin- Stout

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Integrated Security Technologies

Michael Ruddo
Brian Thompson

Motorola C. & E., Inc.

Marie White

Securitas Systems

Kevin O'Neal

Turner Construction Company

Steven Jacobson

University Crime Watch

John Matthews

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Slamons, Past President, Retires

Lawrence "Larry" Slamons, Director of the University of Arkansas Police Department and a past IACLEA President, has retired after thirty-five years at the university, effective Sept. 1. Slamons served as the 1980-81 IACLEA President.

"Major Steve Gahagans, who has served as associate director since 2003, has been promoted to the director's position," said Donald Pederson, Vice Chancellor for Administration and Finance at the university. Slamons will serve as a consultant to Gahagans and the department until March 1, 2008.

"Larry Slamons has provided outstanding leadership here at the University of Arkansas for 35 years, and has built a respected, nationally accredited police department," Pederson said.

There was no campus police department at the University of Arkansas when Slamons arrived in 1972. He was appointed the director of the university's security department after serving as Chief of Police at Western Illinois University. He accepted the position knowing that the university administration and community leadership had agreed to develop a campus security division of the highest professional stature. He spent the next two years reorganizing the department and hiring people capable of being police officers. In 1974 the Arkansas Board of Trustees recognized the progress made by renaming the agency as the Department of Public Safety and the trustees gave officers full police authority on campus.

In 1975, the first university police officers graduated from the Arkansas Law Enforcement Training Academy certification class. Later that year, the trustees approved arming qualified officers. In 1980 the university recognized that the department's transformation was com-

plete and renamed it the University of Arkansas Police Department. The department was viewed as progressive in its policies and practices. It was among the first in Arkansas to emphasize proactive approaches to crime prevention. It was the first in northwest Arkansas to hire a minority officer and among the first to hire a female patrol officer.

In 1995, the department became one of the first university police agencies accredited by the Commission on Accreditation for Law Enforcement Agencies. (CALEA). That accreditation was renewed in 2002, 2003, and 2007.

Gahagans joined the university police in 2003. He served for 15 years with the Oklahoma State University Police Department in Stillwater, Oklahoma. He started as a patrol officer and rose to the position of special projects assistant to the associate director. He was named director of the OSU at Tulsa Police Department, a position he held for four years before coming to Arkansas. He is a graduate of

the Federal Bureau of Investigation National Academy.

"Steve Gahagans' performance as associate director over the last four years, as well as his experience at Oklahoma State, has demonstrated that he is the person to lead the university police and meet the new security challenges of the 21st Century," Pederson said in a university news release.

According to a university news release Gahagans's first challenge will be to continue working to improve the campus-wide emergency preparedness plan and coordinate it with other emergency services agencies in northwest Arkansas.

"Larry Slamons has built a very strong organization here, and our first job is to continue building on what he's put in place," Gahagans said. "I look forward to working closely with him for the next six months as we start building for the future."

Slamons was a member of the IACLEA Board of Directors for several years and served as 1980-81 President.

Shaw of Western Washington University, Retires

Chief James E. Shaw of Western Washington University has announced his retirement effective Aug 15, 2007. This day is the 40th anniversary of the start of his career in law enforcement. Chief Shaw started as a patrol officer in the City of Livermore, California. He served with the Oakland Police Department before joining campus law enforcement at California State University – Stanislaus. He served as Chief at CSU – Stanislaus from 1988 to 1998 before coming to the Western Washington University Police Department as chief in 1998.



Michael Quinn Named Executive Director of Johnson & Wales University's Campus Safety and Security

Major Michael P. Quinn, has been promoted by President Irving Schneider to Executive Director of Campus Security and Safety at the Providence Campus of Johnson & Wales University. The campus has a student population of more than 10,000.

"Since joining the Providence team four years ago as Director of Campus Safety & Security, Major Quinn has utilized his unique talents and experiences to make significant changes in the University's approach to campus safety," Dr. Schneider, president of the Providence Campus says. "The result of his many initiatives has led to higher community satisfaction and a reduction in the number of criminal incidents on campus."

Major Quinn has collaborated extensively with the Providence, Rhode Island community, becoming a highly regarded member of the Providence Foundations' Downtown Security Network, which has led to relationships with the Downtown Merchants' Association and the Downtown Residents' Association. He works closely with the Mayor's office and the Providence Police Department to focus on underage drinking and resolution of problems associated with late-night drink-

ing in the DownCity area. As a member of the Port Safety and Security group, he has played an active role in preparations for port evacuation exercises, and other Homeland Security initiatives, thus positioning Johnson & Wales University as a prominent partner of statewide security efforts.

He oversees a department of nearly 40 campus safety and security officers. In addition to day-to-day operations, Major Quinn is an integral part of developing new plans and tactics to support the campus's growth in the area.

A 23-year veteran of the State Police, Quinn retired as a major and chief administrative officer to join Johnson & Wales. Previously, he led the Bureau of Criminal Identification and the Detective Bureau before becoming the division staff inspector in charge of professional standards.

A graduate of Roger Williams University, Quinn was magna cum laude with a Bachelor of Science degree in Administration of Justice in 1992. He earned his Master's Degree in Criminal Justice at Anna Maria College in 1999 and graduated from the FBI National Academy a year later.

USF Police Department Places Second in 2006 IACP Challenge

The University of South Florida Police Department is proud to announce its success in the 2006 International Association of Chiefs' of Police (IACP) Law Enforcement Challenge. USF Police Department took second place among similarly sized university law enforcement agencies.

USF Police Chief Longo stated, "The real import of our placing so well is national recognition of what we do daily to keep our community safe. The emphasis this department places on traffic safety, including speeding, DUI and seatbelt use illustrates our dedication to our students, staff and visitors. With so many cars and pedestrians in motion on our campus traffic safety must be a priority."

The Law Enforcement Challenge is a competition between similar sizes and types of law enforcement agencies. It recognizes and rewards the best overall traffic safety programs in the United States. The areas of concentration include efforts to enforce laws and educate the public about occupant protection, impaired driving, and speeding. Departments submit an application (usually in a three ring or presentation binder) which documents their agency's efforts and effectiveness in these areas. The winning safety programs are those that combine officer training, public information and enforcement to reduce crashes and injuries within its jurisdiction.

Warning Systems and Higher Education

By Lieutenant Dustin Olson, University of Nevada, Las Vegas Police Department

Institutions of higher education dot the American landscape. As of 2006, the International Association of Campus Law Enforcement Administrators (IACLEA) estimated that there are approximately 4,000 Title IV post-secondary educational institutions in the United States. These colleges and universities serve over 15 million students and several million faculty members, staff and visitors each year. Responsible for \$80 billion in research funds, these institutions also provide support functions for numerous companies (IACLEA, (2006), p.1-3). Throughout the past few decades, new colleges and universities have emerged with an increased sense of importance in American society. However, recent events have pushed these institutions to develop plans, adopt new procedures to deal with risks, natural and man-made, and provide a safe environment for students, faculty, and guests. Many institutions have adopted alert systems or advance warning systems that alert students, faculty, and visitors of an impending disaster. Recently, the tragic events that took place at the Virginia Tech University have placed a new threat in the forefront of these types of institutions and raised questions about their abilities towards an adequate and effective method of providing timely warnings to all of its diverse members of the campus community and its visitors. Most colleges and universities struggle with the violence that has recently emerged, and historically, these institutions are struggling to develop comprehensive and redundant

Most college and university campuses are safe environments, despite the surrounding areas and corresponding crime rates.

methods to communicate emergency warnings to their community.

Most college and university campuses are safe environments, despite the surrounding areas and corresponding crime rates. The U.S. Department of Education reported that in 1999 crimes of a serious nature, rose on or around college campuses (Scott, Phil. (2007), p.1). Despite this increase, however, it is estimated that college students are almost 20 percent less likely than non-students of the same age to experience violence, and 93 percent of the violence against students occurs off campus (Jost, Kenneth, (2007), p.21). In addition to the Virginia Tech massacre, Hurricane Katrina and the terrorist attacks surrounding September 11, 2001 have placed the increased need and necessity for timely, accurate emergency notification systems on the front burner of policy makers' agendas (GAO-07-411 (3/30/2007). Higher education is not an exception to this concern and through "open policy windows" (Kettl, Donald, (2007), p.126) that have emerged in the wake of the Virginia Tech University massacre, policy makers are realizing the necessity towards implementing warning systems in their overall emergency response plans. However, several special

considerations are appropriate for institutions of higher education that need to be considered. In addition, there are factors and variables within these existing systems that provide varied capabilities and limitations. Outlining and understanding these systems are an important task when faced with the decision to implement or enhance an existing warning system.

Since the first documented school shooting, 30 massacres have occurred on campuses across the country (Jost, Kenneth, (2007), p.15). This article will focus on incidents and threats in the context of higher educational institutions. These institutions, whether private or public, a college or university, typically share common concerns that are unique to the demographical group they serve. Important to also remember is that "universities are communities within the larger geographic community in which they are located" (IACLEA, (2006), p. 1-4). In addition, universities and colleges attempt to maintain and achieve an open environment and unlike public school, kindergarten through high school, tend to be spread out over a geographical region.

Because of these factors, prevention is difficult to achieve in the unfortunate event of a suicide attacker. Moreover, the atmosphere and physical environments associated with these institutions remain focused on maintaining a physical and mental schema conducive to learning and usually resemble an educational environment and not a penitentiary. Fred Burton

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International Association of Campus Law Enforcement Administrators (IACLEA)

Steering TOWARD THE FUTURE

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asserts, "Educational institutions, especially sprawling universities, are soft targets that cannot be hermetically sealed like a federal penitentiary" (Burton, Fred (2007) p. 2). This factor poses special consider-

Adopting or enhancing an emergency warning system in the context of an institution of higher education has some very important considerations that need further evaluation.

ations and is paramount when examining ways to implement and enhance existing warning systems. Finally, unlike kindergarten through grade 12 schools, rarely found is an intercom system that is almost universal in elementary and high schools (Miller, Kimberly, (2007). p. 1B). The emphasis and focus in emergency planning when dealing with an "active shooter" situation is not necessarily on the prevention phase, but rather the response and mitigation stages. Finally, federal law, the Jeanne Clery Act, requires universities and colleges to provide timely warnings to its students regarding any ongoing threat (Abdollah, Tami (2007), p.18). The necessity to provide a timely warning in the event of a shooting situation is required and critical to prevent further injuries and deaths.

Adopting or enhancing an emergency warning system in the context of an institution of higher education has some very important considerations that need further evaluation. Numerous and bountiful are various types of technologies that can serve and act as a form of emergency warning system. Varying from rudimentary means to more advanced technology, each emergency communication method has advantages and disadvantages that have to be carefully analyzed before making a decision. In addition, information surrounding different emergency warnings should be prefaced with the understanding that these should only be used during an emergency and not in the course of day to day business or for advertising purposes. Overuse and abuse by university officials can allow students, faculty, and staff to become complacent

about the message system and an overriding tendency to fail and heed a bonafide warning. In addition, there has been some criticism that has led to apprehension in the dissemination of information that can be useful to attackers. Brett Sokolow, a lawyer who advises colleges on reducing risk, points out that alerts geared towards advising students and faculty where to shelter might be compromised and actually point the attacker(s) in that location (Frank, Thomas (2007), p.1A).

Digital forms of emergency communications have become popular and prevalent in the past few years. However, as we will begin to see, there are weaknesses and strengths associated with each type of medium that we examine. Some considerations that have to be taken into account regarding the use of electronic mail emergency systems have been previously identified in the aforementioned lessons learned portion of the case study. The key premise is that these are limited in the target population because of availability and accessibility to computers and wireless technology and the bandwidth available during a crisis.

Another form of massive emergency communication systems that is being developed in digital format are text messages. These are gaining popularity due to the ubiquitous nature of cellular telephones. It is estimated that cellular phones outnumber landlines and only last year, Congress passed the WARN Act that calls for a cellular alert system (Arnoldy, B. (2007), p.1). This emerging and powerful tool is being widely implemented by a myriad of institutions looking to enhance or even begin an emergency warning system. University officials have realized that this type of medium is very commonly used and conducive within the demographics associated with their community. Some of the drawbacks, however, are the cost associated with this technology and that most colleges and universities offer this service as a subscriber based service or a sign-on basis. Again, these will limit the target population and the need to maintain an accurate database with correct telephone numbers is also another important consideration. Text messaging thousands of students is prob-

lematic in that these students would all have to subscribe or opt-in and maintain accurate phone numbers (Abdollah, Tami (2007), p.18). Moreover, Avi Greengart carefully points out that by implementing this technology there is a risk that unwanted spam could filter into the system. Finally, the limitations associated with this type of technology are limited to amount of text that is utilized to develop the messages. Thus, the messages need to be limited in nature and still convey the pertinent information regarding the emergency (Arnoldy, B. (2007, p.2). Despite the limited drawbacks to this type of warning system, the strengths rely on the fact that the emergency message can reach a vast amount of students, faculty, and staff in a very quick time and can be received in classrooms, laboratories, eating facilities, and dormitories (Harris, Melissa, (2007), p1B).

One rudimentary form of emergency communication systems is old-fashioned public address (PA) systems or sirens. Speakers placed in exterior locations around the campus can alert many students and faculty of impending disasters or emergencies (University Wire, (4/25/07). Although this simple, but easy medium is limited in its effectiveness to reach students and faculty in classrooms, it remains an important additional measure to consider. Kimberly Miller provides us with an example of the limitations that exterior audible systems have by stating, "A siren system may not work well at schools in wooded or hilly areas or ones that may have tall buildings" (Miller, (2007) p.1B). In addition, sirens do not provide any information other than there is a problem and they can cause panic. Several colleges and universities have adopted or implemented an emergency notification system that places monitors around the campus and notifies students, faculty and visitors of disasters. Often times, these screens flash to become more noticeable in the event of a crisis.

Some institutions have adopted information boxes and placed them around the campus. These 8 x 10 information boxes are similar to the information screens but work from FM radio technol-

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ogy to broadcast the warnings. In addition, these devices have backup power sources and are easily plugged in to monitors and other video display devices. Alon Motro, a senior computer science major said, "At Virginia Tech nobody knew about the first two shootings, but if this had been there, people would have known" (Lee, Samantha, (2007) p.1). More recent and more complex systems integrate several forms of emergency messages. These systems integrate multiple forms of notification and roll them over. For example, the emergency notification system will attempt to notify the student via electronic mail and if a response message is not received the system will rollover and attempt to contact the student via text message. Home phones and voice messages can also be incorporated into this integrated approach. Lastly, special consideration must be accounted for and sensitivity must be exercised when examining emergency warning systems. "According to the National Center for Health Statistics, there are approximately 54 million adults in the United States with some level of hearing or vision trouble" (GAO-07-411, 3/30/07). Hearing impaired, visually impaired, and language barriers are all special considerations that must be con-

sidered and how effectively to communicate timely emergency warnings to these segments of the diverse university or college populations. Text messaging is helpful to the hearing impaired because the message can vibrate the warning and text alerts can be read to the visually impaired (Arnoldy, B. (2007), p.1).

Although an all hazards approach is paramount to an overall emergency preparedness plan for any institutions of higher education, a critical component is an effective and comprehensive emergency warning notification system. Taking into account the size of the campus, the geographical considerations, the budget constraints, and other factors is important when developing an effective warning system. Many college and university administrators agree that getting a timely message across campus can be challenging. Keeping in mind several key figures, for example, approximately 16.6 million college students have access to cellular telephones. This is broken down further into context that equates to 95 per cent of the full-time and part-time college students identified in the last Census (Frank, (2007) p.1).

With this in mind, it would appear that at least one effective measure would be

to utilize text-messaging technology in the plan. However, we must remember, "No system is capable of being the end all and be all for informing students of emergencies on campus . . ." (University Wire, 4/25/07). Furthermore, experts agree that one medium of communicating a threat or crisis is not enough. The key to a success is redundancy and overlapping methodologies. Security experts have urged university and college administrators to use a variety of methods to notify students of emergencies (Abdollah, (2007), p.18). Fred Burton said, "...one of the biggest lessons from this attack will be the need for large institutions to have redundant and overlapping notification systems that will convey clear and consistent instructions" (Burton, (2007), p.4).

Many university and college administrators are scrambling towards meeting the demands and expectations of their communities and complying with federal legislation surrounding emergency warning systems. Throughout this article, the pitfalls and necessary strategies have been thoroughly discussed to prepare campus administrators and policy makers to examine through a retrospective analysis of how to adopt, implement, or enhance an emergency warning system in an institution of higher learning. Taken into consideration are the unique needs that surround the campus community and environments in higher education. Moreover, the open window policy surrounding this topic has been emphasized. This remains as another consideration that needs to be realized so campus administrators can be more effective at developing a comprehensive approach towards this endeavor. Rarely is funding easy to obtain, or resources made available. However, by using this window of opportunity that Donald Kettl describes, we can address a very critical component of the safety of campuses in higher education.

Finally, this report also serves to reduce the vagueness and ambiguity surrounding the topic of emergency warning systems in higher education and the options that are available. Historically, the Virginia Tech massacre was not the first act of shock and violence that has oc-

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curred in an institution of higher education and perhaps not the last. Only by using this window, can we effectively analyze and be successful in meeting the demands of our communities, institutions and the federal laws that pertain to emergency notifications and warning systems.

Redundancy is the main thesis that readers must take from this report and apply this approach to their existing or hypothetical warning systems if they want to achieve success. Readers are also reminded of the special needs population and some considerations and recommendations that accompany these particular issues. Diversity is another important consideration with regards to both the hearing impaired, visually impaired, and various languages which are all crucial considerations that must be adopted as factors when adopting or implementing an emergency notification system. The President of the International Association of

Campus Law Enforcement Administrators, Stephen Healey, offers us a reminder that speaks to the thesis of this report by stating: "A robust notification system is needed, because e-mail is almost passé among Generation Next" (IACLEA, (2006), p. 7).

About the Author

*Lieutenant **Dustin Olson** has been a member of the UNLV Police Department for eight years and served for nearly 10 years in the U.S. Marine Corps and achieved the rank of Staff Sergeant. He earned a Bachelor of Arts degree with a criminal justice major from UNLV and is currently enrolled in the graduate school to earn an Executive Master's Degree in crisis and emergency management.*

Lieutenant Olson has received numerous awards and commendations, including the UNLV Police Commendation Award, Outstanding Achievement Award, Meritorious Unit Citation, UNLV Police

Officer of the Year (2001 and 2003). He is a graduate of the FBI National Academy, 226th Session, and the Northwestern University Traffic Institute School of Command and Staff.

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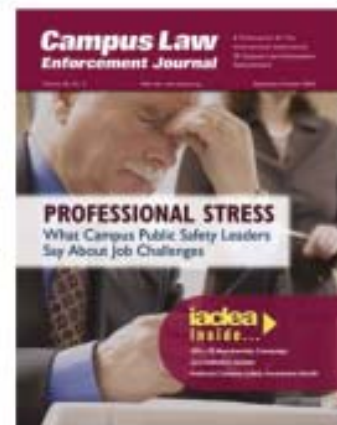
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Virginia Governor's Review Panel Proposes Campus Safety Measures

By Christopher G. Blake, CAE, Associate Director

A special review panel convened by Virginia Gov. Timothy Kaine to study the mass shootings at Virginia Tech on April 16 has issued a report with more than 70 recommendations for colleges and universities, mental health providers, law enforcement officials, emergency service providers, lawmakers, and public officials in Virginia and elsewhere.

Gov. Kaine convened the Panel on April 19 to review the events leading up to this tragedy, the handling of the incidents by public safety officials, emergency services providers, and the university, and the services subsequently provided to the families, survivors, care-givers, and the community.

IACLEA President Raymond H. Thrower, Jr., commended Gov. Kaine for convening the review panel, adding that IACLEA will thoroughly review its findings. Thrower has appointed a Special Review Task Force to monitor and review reports by governmental task forces on campus safety issues and to make recommendations to the Board of Directors for a coordinated IACLEA response.

The Governor's Panel reviewed the life and mental health history of the gunman, Seung Hui Cho, federal and state laws concerning the privacy of health and education records, Cho's purchase of guns and gun control issues, the double homicide and mass shootings as well as university leadership and law enforcement and emergency response, emergency medical care, the work of the Chief Medical Examiner's Office, and services provided

to surviving victims, families, and care givers.

Among the many recommendations were a number that focused on emergency planning, campus alerting, police role and training, firearms sale and purchases, emergency message protocols, and critical incident operations.

The Review Panel conducted more than 200 interviews and reviewed thousands of pages of records. Among the major findings were:

- Seung Hui Cho, the gunman who killed 32 students and faculty and wounded 17 others before killing himself, had exhibited signs of mental health problems during his childhood.
- During Cho's junior year at Virginia Tech, numerous incidents occurred that were warnings of "mental instability." Although various individuals and departments within the university knew about each of these incidents, there was a failure to communicate with one another or with Cho's parents due to concerns about federal privacy law restrictions.
- The counseling center and the university's care team failed to provide adequate support and services to Cho during late 2005 and early 2006.
- Cho purchased two guns in violation of federal laws. The fact that Cho had been judged in 2005 to be a danger to himself and ordered to outpatient treatment made him ineligible to purchase a gun under federal law.

- On April 16, 2007, the Virginia Tech and Blacksburg Police Departments responded quickly to the report of shootings at West Ambler Johnston residence hall, as did the Virginia Tech and Blacksburg rescue squads. "Their responses were well coordinated," the report found.

- The Virginia Tech Police "may have erred" in prematurely concluding that their initial lead in the double homicide was a good one.
- Senior university administrators, acting as the emergency policy group, failed to issue an all-campus notification about the West Ambler Johnston killings until almost two hours had elapsed.
- Cho's motives for the West Ambler Johnston and Norris Hall shootings are unknown to police or the panel.
- The police response at Norris Hall was prompt and effective, as was triage and evacuation of the wounded.

The report makes a number of recommendations, many of which pertain to campus emergency planning and operations, crisis communications, police training, and victim services. Among these are:

Emergency Planning

- Universities should do a risk analysis (threat assessment) and then choose a level of security appropriate for their campus.

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- Virginia Tech should update and enhance its Emergency Response Plan and bring it into compliance with federal and state guidelines.
- Virginia Tech and other institutions of higher learning should have a threat assessment team that includes representatives from law enforcement, human resources, student and academic affairs, legal counsel, and mental health facilities.
- Students, faculty and staff should be trained annually about responding to various emergencies and about the notification systems that will be used.
- Universities and colleges must comply with the Clery Act, which requires timely public warnings of imminent danger.

Campus Alerting

- Campus emergency communications systems must have multiple means of sharing information.
- In an emergency, immediate messages must be sent to the campus community that provide clear information on the nature of the emergency and actions to be taken.
- Campus police as well as administration officials should have the authority and capability to send an emergency message.

Police Role and Training

- The head of campus police should be a member of a threat assessment team as well as the emergency response team for the university
- Campus police must report directly to the senior operations officer responsible for emergency decision making.
- Campus police must train for active shooters (as did the Virginia Tech Police Department).
- The mission statement of campus police should give primacy to their law enforcement and crime prevention role.

Privacy Laws

- Accurate guidance should be given by the Attorney General of Virginia regarding application of information privacy laws to the behavior of troubled students.
- Privacy laws should be revised to include "safe harbor" provisions to insulate a person or organization from liability for making a disclosure with the good faith belief that it was necessary to protect the health, safety, or welfare of the person involved or members of the general public.
- The national higher education associations should develop best practice protocols and associated training for information sharing.

Firearm Purchases and Possession

- All states should report information necessary to conduct federal background checks on gun purchases.
- Virginia should require background checks for all firearm sales, including those at gun shows.
- Anyone found to be a danger to themselves or others by a court-ordered review should be entered in the Central Criminal Records Exchange database regardless of whether they voluntarily agreed to treatment.
- The Virginia General Assembly should adopt legislation in the 2008 session clearly establishing the right of every institution of higher education in the Commonwealth to regulate the possession of firearms on campus if it so desires. The panel recommends that guns be banned on campus grounds and in buildings unless mandated by law.
- Universities and colleges should make clear in their literature what their policy is regarding weapons on campus.

Emergency Response:

- A unified command post should be established and operated based on the National Incident Management System model. For this incident, law enforce-

ment would have been the lead agency.

- Emergency personnel should use the National Incident Management System procedures for nomenclature, resource typing and utilization, communications, interoperability, and unified command.
- An emergency operations center must be activated early during a mass casualty incident.
- Regional disaster drills should be held on an annual basis.
- Critical incident stress management and psychological services should continue to be available to EMS providers as needed.

Victim and Family Services

- Emergency management plans should include a section on victim services that addresses the significant impact of homicide and other disaster-caused deaths on survivors and the role of victim service providers in the overall plan.
- Universities and colleges should ensure that they have adequate plans to stand up a joint information center with a public information officer and adequate staff during major incidents on campus.
- When a family assistance center is created after a criminal mass casualty event, victim advocates should be called immediately to assist the victims and their families.
- Regularly scheduled briefings should be provided to victims' families as to the status of the investigation, the identification process, and the procedures for retrieving the deceased.
- Training in crisis management is needed at universities and colleges. Such training should involve university and area-wide disaster response agencies training together under a unified command structure.
- Law enforcement agencies should ensure that they have a victim services section or identified individual

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- trained and skilled to respond directly and immediately to the needs of victims of crime from within the department.
- Since all crime is local, the response to emergencies caused by crime should start with a local plan that is linked to the wider community. Universities and colleges should work with their local government partners to improve plans for mutual aid in all areas of crisis response, including that of victim services.
- Universities and colleges should create a victim assistance capability either in-house or through linkages to county-based professional victim assistance providers for victims of all crime categories. A victim assistance office or designated campus victim advocate will ensure that victims of crime are made aware of their rights as victims and have access to services.

Other Recommendations:

- In the preliminary stages of an investigation, the police should resist focusing on a single theory and communicating that to decision makers.
- All key facts should be included in an alerting message, and it should be disseminated as quickly as possible, with explicit information.
- Recipients of emergency messages should be urged to inform others.
- Universities should have multiple communication systems, including some not dependent on high technology.
- Plans for canceling classes or closing the campus should be included in the university's emergency operations plan.
- Campus police everywhere should train with local police departments on response to active shooters and other emergencies.

- Dispatchers should be cautious when giving advice or instructions by phone to people in a shooting or facing other threats without knowing the situation.
- Police should escort survivors out of buildings, where circumstances and manpower permit.
- Schools should check the hardware on exterior doors to ensure that they are not subject to being chained shut.
- Take bomb threats seriously. Students and staff should report them immediately, even if most do turn out to be false alarms.

Some of the recommendations will be the subject of further government action either by the Executive Branch or the General Assembly in the Commonwealth of Virginia.

The entire report can be viewed on the Internet at: <http://www.governor.virginia.gov/TempContent/techPanelReport.cfm>.

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Disaster Response for First Responder

By Gary Loberg, FLETC

When the “alert tone” is broadcast, the people tasked with protecting our communities breathe a little faster and our pulse rate increases. We also begin to assess in our minds the type of call that we think we are responding to and begin to develop a “game plan.”

Responding to major incidents, both manmade and natural disasters, is a major focus of government at all levels and of the Federal Law Enforcement Training Center’s training efforts, as well.

The Federal Law Enforcement Training Center (FLETC) was established in 1970 as the Consolidated Federal Law Enforcement Training Center. Headquartered in Glynco, Georgia, the FLETC is a component within the U.S. Department of Homeland Security and serves as an interagency law enforcement training organization for more than 80 Federal agencies. The Center also provides training opportunities and other services to state, local, and international law enforcement agencies.

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In part as a response to 9/11 and the recognition of an on-going need for a swift and coordinated response to disasters of all kinds, a new program, the First Responder Training Program (FRTP), has been developed for delivery to state, local, campus and tribal agencies and personnel.

continually adding new training opportunities across America.

In part as a response to 9/11 and the recognition of an on-going need for a swift and coordinated response to disasters of all kinds, a new program, the First Responder Training Program (FRTP), has been developed for delivery to state, local, campus and tribal agencies and personnel. The FRTP is a three-day program intended to provide law enforcement officers with the most current information regarding a response to a variety of critical incidents that may occur in their jurisdictions which will require multi-agency responses and coordination of personnel and equipment.

The Incident Command System (ICS) and the Unified Command System (UCS) of response and coordination of state and local agencies with pertinent Federal agencies is a focus of the FRTP. The ICS, first developed by the military and used extensively by agencies responding to western wildfires, is the most effective means of coordinating large scale responses to critical incidents. ICS has been widely taught throughout law enforce-

ment agencies in the U.S. since Homeland Security Presidential Directive 5 (HSPD5) was issued. HSPD5 requires all agencies seeking Federal funding for homeland security programs to be trained in the National Incident Management System.

The FRTP utilizes lessons learned from previous major incidents that have occurred nationally. The Arlington, Virginia, Police Department’s emergency response to the Pentagon attack and the New York Police Department’s response to the World Trade Center attack of September 11, 2001, have identified specific areas of need and concern for law enforcement agencies. After action reports from these and other incidents are provided to the students, along with a briefing about these or other major incidents, such as a multiple hurricane occurrence in Florida in 2004 or the Katrina disaster along the Gulf Coast. The FRTP provides guidelines and resources that can be considered for future responses to major incidents by law enforcement personnel. Each participant attending the training receives a variety of reference material that can be used, studied and shared within their agency.

After an overview of the ICS and a briefing on a past major incident, the instructor cadre offers instruction and insight into responding to active threats, school and workplace violence and weapons of mass destruction, as well as safety planning and managing people displaying abnormal behavior. The instructor cadre

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Disaster Response for First Responder

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is made up of active and retired law enforcement and fire personnel who have over 300 combined years in law enforcement and public service and over 150 years of experience in training law enforcement personnel.

Since the inception of the FRTP, the program has been offered in approximately fifty venues in over thirty states and Puerto Rico. Although the focus of the program is towards the first response of law enforcement personnel, all emergency services personnel are encouraged to attend. Former students include many fire and emergency medical and emergency management service (EMS) personnel. Class size is normally limited to 36 students which makes the classroom more manageable for the tabletop and group exercises built into the training.

Now, more than ever, partnerships are integral in securing our homeland and responding to major incidents. The FLETC and IACLEA are partnering to ensure inclusion of campus law enforcement personnel in the FRTP and to coordinate the

IACLEA's Incident Command System training on campuses throughout the country. To assist in this endeavor, the IACLEA has detailed Melissa Nyers to the FLETC. She can be reached at (912) 261-4523 (office), (912) 342-3494 (cell) or melissia.nyers@associates.dhs.gov.

For further information on the program and other low/no cost training opportunities for state, local, campus and tribal officers, visit our Web site at www.fletc.gov/osl.

About the Author:

Gary Loberg joined the staff at the Office of State and Local Training at the Federal Law Enforcement Training Center in 2000 and has since developed and delivered training programs throughout the United States and in several international venues. He is retired from the St. Louis County Sheriff's Office in Minnesota, an Army veteran, and a graduate of the University of Minnesota. Gary can be reached at gary.loberg@dhs.gov.

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For More Information on the Program

Contact Tessa Wilusz O'Sullivan at the IACLEA Headquarters, (860) 586-7517 Ext. 521 or by email at tosullivan@iaclea.org.

To discuss the scope of your review, contact our LEMAP Coordinator, Fred Behr, directly at (507) 646-3636 or email at behr@stolaf.edu.

LEMAP is a program sponsored by the International Association of Campus Law Enforcement Administrators (IACLEA) for the

purpose of providing management consultation and technical assistance to association members and non-member campuses.

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Can Schools Punish Students for Posting Offensive Content on MySpace and Similar Sites?

Often, the Answer Is No, Unless the Posting Materially Disrupts School Activities

By Attorney Anita Ramasastry, Associate Professor of Law, University of Washington School of Law

This article was originally published in May 2006 on Findlaw.com.

The past few years have seen the growth of popular social networking Web sites for students: Three prominent examples are MySpace.com, Facebook.com, and Xanga.com. And within and outside such sites, student blogging, too, is wildly popular: About four million teens — 19% of 12- to 17-year olds who use the Internet — have created some sort of blog, according to a November 2005 Pew Internet & American Life Project study.

Unfortunately, however, such sites and blogs — despite all the good they've done for some students — have also created serious problems for other students, educators and even law enforcement. No wonder, then, that many schools have blocked students from accessing such sites while on campus.

Students need to remember that the law applies in cyberspace too: Threats and harassment are just as illegal online as offline. Defamation or libel can occur on the Internet as well as in a printed newspaper. And when it comes to evidence of crime, the content of a personal website may be even more damning, in some cases, than a fingerprint.

But what about instances when student postings on networking sites aren't illegal, nor do they evidence or enable a crime — but, nevertheless, the postings upset school administrators or faculty?

In such cases, as I will explain, the First Amendment will protect many student postings, as long as they do not

Students need to remember that the law applies in cyberspace too: Threats and harassment are just as illegal online as offline.

“materially disrupt” school activities — and as long as the students attend public, not private, schools.

MySpace.com: The Basics

I'll begin by giving readers the basics on MySpace.com and Facebook.com.

MySpace.com is currently the top social networking site on the web. It boasts up to 70 million registered users, of whom 25% may be teenagers.

In July 2005, Rupert Murdoch's News Corp. bought MySpace for \$580 million. Traffic on MySpace has grown 318% in 2005, to 37.3 million visitors in February 2006.

MySpace says users must be at least 14. (The federal Children's Online Privacy Protection Act requires Web sites that target children under 13, to obtain “verifiable parental consent” before the kids can use the site; MySpace apparently didn't want to bother with the consent requirement.)

Free and ad-supported, MySpace allows users to post photos and music, and to stop by each other's sites to meet and mingle or hook up. Students can easily locate their classmates; MySpace maintains folders for various high schools and universities. Thus, MySpace can end up,

in effect, hosting a virtual community that parallels a particular school or college — and often does.

But MySpace users need not belong to that community: If they so choose, they can customize their sites — blocking anyone but friends, for example. In addition, the site encourages users who feel they are being threatened by another member, to block that member and contact the police.

MySpace also reserves the right to terminate a user for engaging in threatening, lewd, or otherwise inappropriate behavior. And it will remove fake profiles by impersonators — a remedy that can be used by faculty, administrators or students who discover fake profiles claiming to be theirs.

Facebook.com: The Basics

Whereas MySpace.com is especially popular with teenagers, Facebook.com is especially popular with college students. Indeed, Facebook.com has claimed that it is used by 65% of undergrads at four-year colleges and universities. That amounts to more than 6.1 million students from more than 2,100 schools.

In September 2005, Facebook expanded its reach to high-schoolers. At last count, a reported 900,000 had signed up.

Members can view full profiles of students from their own school. They can also search for other classmates by name, but if they locate them, they can see only the student's name, school and photo. To

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access a full profile, they must seek permission to be added to the student's list of "friends." Just as they can on MySpace.com, members also can impose further privacy limits — allowing access only to a chosen circle of friends.

Cases Where Postings Violate the Law, or Provide Evidence of Its Violation

These sites — though a boon to students in many ways — have also raised their share of problems. And some of the problems may also involve torts, or violations of the criminal law.

In some instances, students engage in cyber-bullying — making critical remarks about other students or teachers. If these postings are factual, false, and damaging, they may count as defamation. The sites cannot be sued: Under a key provision of the Communications Decency Act, web intermediaries — those who merely allow others to post their own comments and photos — are not liable for defamation. But the authors can be.

Sometimes postings may be evidence of law-violation: In photos, underage subjects may be shown in sexually provocative poses, or shown smoking or drinking, or holding firearms. For instance, a 16-year-old boy in Jefferson, Colorado was arrested after police — having seen pictures on his MySpace page in which he was holding handguns — found the weapons in his home. And in late April, police reportedly intercepted a Columbine-style plot in Kansas on the basis of a threatening email posted on MySpace.com.

And sometimes postings may themselves violate the law — making criminal threats, or constituting harassment. In Costa Mesa, California, twenty students were suspended from TeWinkle Middle School for two days for participating in a MySpace group where one student allegedly threatened to kill another and made anti-Semitic remarks.

Finally, sometimes postings can be an instrumentality of crime. Police have investigated allegations that teens were sexually assaulted by men they met on social networking sites. Indeed, the website Mycrimespace.com claims that various arrests of sexual predators are

In some instances, students engage in cyber-bullying — making critical remarks about other students or teachers. If these postings are factual, false, and damaging, they may count as defamation.

connected to users who have contacted their victims via MySpace.com

Cases Where Postings Violate School Rules — Do Students Have a First Amendment Defense?

Even if postings don't violate the law — or evidence or enable its violation — they may still break school rules, or evidence that these rules have been broken. For example, a gay student was recently expelled from a Christian university after the university found photos of him in drag on his MySpace.com page. The university said the student had violated its code of conduct, because his behavior was not consistent with Biblical values.

Moreover, even if rules are not broken, the postings may still trigger administrators to want to take punitive action such as suspension, expulsion, or putting a note on the student's record that may harm his or her chances of college admission, or on the job market.

Do students facing such actions have a First Amendment defense? Private high school students may be out of luck: their schools are not "government" actors, and the First Amendment does not apply.

(Also out of luck are students who are foolish enough to publicly criticize schools before they attend them: The Admissions Dean at Reed College in Portland, Oregon has noted that one application got rejected after disparaging Reed on the blogging site LiveJournal.com.)

In contrast, admitted students at public high schools, public colleges — and

According to the U.S. Supreme Court, public school students don't "shed their constitutional right to freedom of speech or expression at the schoolhouse gate."

possibly private colleges that receive government money — may enjoy the First Amendment's protection for their online postings.

According to the U.S. Supreme Court, public school students don't "shed their constitutional right to freedom of speech or expression at the schoolhouse gate." Accordingly, in *Tinker v. Des Moines Independent Community School District*, the Court said public high school students had a First Amendment right to wear black armbands to class to protest the Vietnam War.

Student free-speech rights can be limited when the speech "materially disrupts classwork or involves substantial disorder or invasion of the rights of others" — and the armband-wearing, the Court said in *Tinker*, didn't meet the test.

What kind of limitations have been upheld?

In *Bethel School District No. 403 v. Fraser*, the Court ruled that a high school student whose student-government-nomination speech included "obscene, profane language or gestures" could constitutionally be suspended.

And in *Hazelwood School District v. Kuhlmeier*, the Court ok'd censorship of a school-sponsored newspaper that was "reasonably related to legitimate pedagogical concerns."

But the *Hazelwood* ruling was limited in important ways. It applied only to censorship of "school-sponsored publications, theatrical productions, and other expressive activities that students, parents, and members of the public might reasonably perceive to bear the imprimatur of the school" — and it did *not* apply to even school-sponsored publications that had been opened as "public forums for student expression." (Finally, it's clear the standard would not apply to college newspapers.)

Cases In Which Students' First Amendment Arguments Won — and Lost

Let's look at a few specific cases.

In 2000, a federal court in the Western District of Washington State held — in *Emmett v. Kent School District* — that

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public school officials could *not* punish a student Nick Emmett for postings on a Web site, referred to as the “Unofficial Kentlake High Home Page.” Emmett and his friends — after being given the task of penning their own obituaries, in a creative writing class — had run afoul of school officials by posting a parody obituary for another classmate.

The court pointed out that at no time were school funds or computers involved with the Web site. Accordingly, the court held that “[a]lthough the intended audience was undoubtedly connected to Kentlake High School, the speech was entirely outside of the school’s supervision or control.”

Most courts to address such cases have agreed: When the publication originates off campus, a student has a First Amendment right to make even unpleasant, critical remarks.

Occasionally, however, courts have applied *Tinker’s* “material disruption” standard even to off-campus speech.

For example, in 1998, in *Beussink v. Woodland School District*, a federal court in the Eastern District of Missouri inquired whether a public high school student’s site using vulgar language to criticize his school and its faculty fulfilled *Tinker’s* standard. (As in the *Emmett* case, the site was created outside of the classroom, with the student’s own computer and Internet connection; the court noted, however, that a classmate had viewed the site at school.) The court ultimately held that the site was First Amendment-protected because it was not materially disruptive.

Likewise, in 2002, in *J.S. ex rel H.S. v. Bethlehem Area School District*, the Supreme Court of Pennsylvania applied *Tinker* even though a Web site was not created at school, on the ground that the site “was aimed at a specific school and/or its personnel” and was “brought onto the school campus or accessed at school by its originator.”

And there — unlike in the Missouri case — the court found a “material disruption” occurred: The site included an image in which a teacher’s decapitated head dripped with blood and a request that visitors contribute \$20 for a hit man. The site also showed an image of the same teacher’s face transforming into Hitler’s.

The “hit man” request came perilously close to a criminal threat or solicitation — a fact of which the court no doubt took notice. As noted above, when it comes to First Amendment protection here, we’re talking about speech that isn’t criminal: If a student publishes a physical threat toward another student, or a teacher or administrator, the Constitution won’t protect that.

Criticism, though, is fair play. Just this month, New Jersey’s Oceanport School District this month paid a \$117,500 settlement to 17-year-old Ryan Dwyer after a district court ruled that it had violated his First Amendment rights by punishing him for a Web site blasting his middle school and some faculty members.

Mr. Dwyer wrote, among other things, “MAPLE PLACE IS THE WORST SCHOOL ON THE PLANET!” and “The Principal, Dr. Amato, is not your friend and is a dictator.”

These messages — classic statements of opinion — weren’t defamatory. They received full First Amendment protection.

How Can Students Learn the Rules? A Practical Guide Is Available

The Electronic Frontier Foundation (EFF), a San Francisco-based digital-rights advocacy group, recently released a legal guide for student bloggers, which provides practical guidance by addressing questions such as,

“So can I criticize teachers on my blog?”

The EFF is critical of the courts that have applied *Tinker’s* “material disruption” standard to privately-written student blogs and web pages. But it rightly warns students that this standard could be applied — especially if their comments are very outrageous and offensive in the way they target teacher or peers. The EFF guide also advises students to cool off before posting hateful comments or very sensitive private details about themselves and their classmates.

Meanwhile, those students, teachers, and administrators who feel they’ve been made the target of MySpace posting should remember that while they may not always have a legal remedy, they may have a practical one: They can ask the

site to de-post the offensive material — and if it does, users can’t invoke the First Amendment when they complain.

As a private entity, MySpace isn’t obligated to honor users’ First Amendment rights. And under that Communications Decency Act (CDA) provision, it can completely feel free to remove postings at its discretion: The very reason the CDA allows sites to operate liability-free, is to make sure they can police their sites for postings they find harmful or offensive, without fear of incurring liability as a result of doing so.

About the Author

Anita Ramasastry is an Associate Professor of Law at the University of Washington School of Law in Seattle and a Director of the Shidler Center for Law, Commerce & Technology. She has previously written on business law, cyberlaw, and other legal issues for *Findlaw.com*.

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Online Homeland Security Training: An Option for the Busy Campus Law Enforcement Leader

By Thomas E. Engells, Assistant Chief of Police, University of Texas at Houston

Quality training is both an aspect of continuous professional development as well as an elusive goal. In the current environment a popular training topic is Homeland Security; however, the quality of that Homeland Security training varies from the slapdash lecture to the memorable complex table-top exercise. Now a quality training experience is available to any campus law enforcement official at no cost from a desktop computer.

The Institute of Preventive Strategies at the Center for Rural Development, in cooperation with The United States Naval Postgraduate School, sponsors a no-cost certificate course, "Terrorism Prevention for Law Enforcement Professionals." This online course is both an ideal introduction, as well as a much needed refresher course, for law enforcement supervisors and managers on the fundamentals of Homeland Security.

The course is constructed as a series of multi-media exercises in which the student portrays a municipal police lieutenant in the mythical city of San Luis Rey. As the student is presented with an evolving set of operational challenges in this dynamic learning environment, the student's initial decisions sculpt subsequent options in the exercise. The tempo is vigorous and points are both awarded and deducted at various decision points throughout the exercise. To successfully complete the exercises and the coursework, the student must stay engaged and demonstrate a mastery of foun-

dational concepts in both Homeland Security and Terrorism Prevention.

This specific training may effectively address the identified gap in the operational skill portfolio of law enforcement practitioners. As emergency first-responders in the campus environment, our first line supervisors and law enforcement managers incur a special obligation to prepare for the "unthinkable", a terrorist attack on campus. We must equip these first responders and their leaders to capably perform their roles. An effective way to prepare for skilful performance is through challenging training.

This certificate course has a distinct focus on terrorism prevention, seeking to provide the material and conceptual background necessary to frame thoughtful answers to the question "How are you going to prevent a terrorist attack?" Time is precious and should be invested wisely. This certificate course is a wise investment of training time and is a development opportunity that should be widely pursued. In the end, if we do not prepare today than little comfort can be found tomorrow when, in the aftermath of a terrorist attack on campus, we have to answer the questions — Did we do all that we could to prepare? Could we have prevented this event?

The Terrorism Prevention for Law Enforcement Professionals is available from the Institute for Preventive Strategies at the Center for Rural Development at www.preventivestrategies.net.

About the Author

Thomas E. Engells is the Assistant Chief of Police, The University of Texas at Houston Police Department. A Certified Public Manager, he is a Master Peace Officer and a graduate of The University of Texas (BA cum laude), Sam Houston State University (Masters – Criminal Justice) and The United States Naval Postgraduate School (Masters – Homeland Security and Defense Studies).

GOT NEWS?

Have you received an award, been interviewed by the media, moved into new office space, retired, accepted a new job, received a promotion, received accreditation for your department, or anything else that might interest other IACLEA members?

We want to hear about it and tell your colleagues about it.

Mail the information (and photos) to: Lynn Sedlak, Managing Editor, *Campus Law Enforcement Journal*, IACLEA, 342 North Main Street, West Hartford, CT 06117-2507 or email to lsedlak@iaclea.org

Federal Agencies Summit Meeting Identifies Campus Safety Needs, Gaps

By Christopher Blake, CAE, Associate Director

Top officials from more than a dozen federal agencies and organizations representing law enforcement and higher education met with more than 30 campus public safety leaders from throughout the nation on August 7 to identify critical training and resources needed to strengthen the protection of U.S. college and university campuses.

The Federal Agencies Summit was sponsored by the U.S. Department of Justice, Bureau of Justice Assistance, and the International Association of Campus Law Enforcement Administrators, Inc. (IACLEA) and hosted by George Washington University Police Chief Dolores A. Stafford, a past IACLEA President. It was held at GWU's Marvin Student Center in Washington D.C.

The Summit's purpose was to bring together key federal agencies and other campus safety stakeholders to identify gaps in training and resources and to propose collaborative approaches to address those gaps in the future.

Dr. Steven Knapp, the new President of George Washington University, welcomed the attendees to the Summit.

Domingo S. Herraiz, Director of the Bureau of Justice Assistance (BJA), U.S. Department of Justice, said BJA has developed a variety of resources that could be helpful to campuses, and the challenge is to focus these resources so they are relevant to the campus environment. "BJA stands ready to work in partnership with IACLEA on an actionable agenda to enhance campus public safety," Herraiz said.

The FBI has reached out to the campus public safety community by inviting campus representatives to sit on the Director's Law Enforcement Advisory Group, convening a special higher education advisory group, providing campus public safety leaders with access to FBI law enforcement alerts, and inviting campus public safety leaders to participate in the FBI's Police Executive Fellowship Program.

"Campus public safety is an important segment of the law enforcement community," said Louis F. Quijas, Assistant Director of the Federal Bureau of Investigation (FBI), Office of Law Enforcement Coordination. "These relationships (with campus public safety) are a necessity and have to be part of an overall strategy to keep our nation safe," Quijas said.

The FBI has reached out to the campus public safety community by inviting campus representatives to sit on the Director's Law Enforcement Advisory Group, convening a special higher education advisory group, providing campus public safety leaders with access to FBI law enforcement alerts, and inviting campus public safety leaders to participate in the FBI's Police Executive Fellowship Program. The FBI has also invited campus public safety leaders to participate in its Joint Terrorism Task Forces in a number of jurisdictions.

Timothy Quinn, Chief of Staff for the Department of Justice, Office of Commu-

nity Oriented Policing Services (COPS), said there is no better environment for the application of community policing principles than college and university campuses. A recent COPS grant solicitation included as a target area for funding programs to enhance campus and school safety and that area "got the most interest in terms of applications for grant funding."

Quinn noted that the COPS Office is funding an IACLEA Fellow to develop a strategic plan to create a National Center for Campus Public Safety, which was a consensus recommendation from a 2004 National Summit on Campus Public Safety. The National Center would support the profession, foster collaboration and lasting relationships, facilitate information sharing and provide quality education. The National Center would serve as a focal point for research, best practices, model policies, and public policy issues related to campus public safety.

IACLEA President Raymond H. Thrower, Jr., who is Director of Safety and Security at Gustavus Adolphus College in St. Peter, MN, urged those in attendance to use the summit as a springboard for future collaboration to address the critical needs of campus public safety in the U.S.

"It is essential that our colleges and universities are safe havens where our young future leaders can learn and grow in a secure environment," Thrower said. "That is our charge. That is our responsibility. Together with our federal partners

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Federal Agencies Summit Meeting Identifies Campus Safety Needs, Gaps

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and other campus safety stakeholders, I am confident we can strengthen our partnerships to protect our higher educational resources," he said.

Immediate Past President Steven J. Healy, who was instrumental in organizing the summit with BJA, said campus public safety departments face a number of challenges. These challenges include the increase in students engaging in high risk drinking and taking illegal drugs, violence against women, mental health issues, and natural disasters. "Campus public safety agencies are strapped to their limits," said Healy, who is the Director of Public Safety and Chief of Police at Princeton University in Princeton, N.J. "The pressures we are facing require increased collaboration and recognition of the in-

terdependency among our various stakeholders. Partnerships are the key to healthier, safer campuses," Healy said.

Those in attendance met in breakout groups organized by topic to identify successes, gaps in training and resources, and potential solutions to address those gaps. The topic areas for the breakout groups were: campus crime control and crime prevention, sexual assault response and victim services, protection of critical campus infrastructure, campus emergency preparedness training, and communication and information sharing among campus public safety and other agencies. Following the breakout sessions, the whole group convened a brainstorming session to focus on identified gaps and

potential partnerships and initiatives to address those gaps.

BJA supports law enforcement, courts, corrections, treatment, victim services, technology, and prevention initiatives that strengthen the nation's criminal justice system. BJA provides leadership, services, and funding to America's communities by emphasizing local control, building relationships in the field, developing collaborations and partnerships, promoting capacity building through planning, streamlining the administration of grants, increasing training and technical assistance, creating accountability of projects, encouraging innovation, and ultimately communicating the value of justice efforts to decision makers at every level.



President Raymond Thrower and Past President Steven Healy present a plaque recognizing the Bureau of Justice Assistance and The Honorable Domingo S. Herraiz, Director of BJA (center) for its support to IACLEA and the campus public safety community.

L-R: Past President Steven Healy, Richard Lucey, Jr., U.S. Department of Education, Office of Safe and Drug-Free Schools and President Raymond Thrower



L-R: Past President Steven Healy, Gregory Joy and Pamela Cammarata, BJA, The Honorable Domingo S. Herraiz, Director of BJA, President Raymond Thrower and Paul Steiner, BJA



L-R: Calvin Hodnett and Tim Quinn, COPS Office, President Raymond Thrower, Cynthia Pappas, COPS Office and Past President Steven Healy



Past President Steven Healy, Karen McAllister, FBI Academic Alliance Unit and President Raymond Thrower

Twenty-five Savvy Tips for Public Safety Administrators

By Bruce D. Harman, Director of Public Safety, New Jersey City University

I recently celebrated twenty-five years of combined service as a Director of Public Safety ten years at a hospital and fifteen years at a university. In a conversation with a colleague,



whom I have been mentoring over the years, I was questioned about the secrets to my longevity and success.

Needless to say, I was flattered but I had to confess that some of the most valuable lessons I learned came not from successes but from mistakes, errors and a few outright failures. As my mother would say, I hope you learned your lesson this time. I did. I learned lessons about leadership, management, teamwork, working with difficult people, how to manage your boss and other valuable lessons. I share them with you, as I shared them with my colleague, in no particular order. No doubt you will recognize many of the suggestions as they are the thoughts of some of the prominent business writers of our time.

Do not anticipate any revelations as many of the suggestions will seem simple, basic and obvious. In fact, the beauty lies in their simplicity. It is my hope that in sharing them with you that they will make you stop, think and apply them to your work.

- **Communications:** Written, verbal and listening skills are critical success factors. Develop your public speaking skills; join a toastmasters club. Keep a dictionary and a writing style

book on your desk. Learn to listen. Seek first to understand, then to be understood. Pay attention to your body language too.

- **Time Management:** Work hard, play hard. Invest time, don't spend time. Plan your day, prepare for meetings, learn to delegate, learn to say no and remember first things first. Make sure you have a life beyond work.
- **Professional Development:** Make the commitment to be a lifelong learner. Become the very best at what you do; know your business well. Think continuous improvement. If your institution will not pay to send you to a conference, spend your personal money and vacation time to attend. Budget your personal money for self improvement. Insist that your staff members have a personal development plan.
- **Respect Your Staff:** In the final analysis you need them to get the work done. Don't expect the staff to treat their customers with respect if you don't treat the staff respect. Develop a culture of respect. Remember the golden rule, "Treat others as you would like to be treated."
- **Dress for Success:** Yes, your clothes matter! In fact they matter a great deal. People do judge a book by its

cover; first impressions count. You must be well dressed and groomed. Whether you are in a meeting, making a presentation or at a business social function dress appropriately. If you want to be successful, look successful; appearance really does matter.

- **The Power of Positive Thinking:** Have a positive attitude. You control your personal growth and destiny. Positive thinkers believe they will succeed. Avoid negative thoughts and negative people. They sap your energy. Think about the glass being half-full at all times. "*What really matters is what happens in us, not to us!*"
- **It Is All About Relationships:** People do things for people they know and like. Tom Peters, the management guru reminds us to think Rolodex not Rolex. Develop your contacts, network, give value before you ask for a favor. Who can you call in the middle of the night if your college or university needed something?
- **Be a Mensch:** Mensch is a Yiddish word which means a good person. A "mensch" is a particularly good person, like "a stand-up guy," a person with the qualities one would hope for in a dear friend or trusted colleague.
- **Monthly Reports — Dash Board Indicators:** It is important to blow your own horn. Keep everyone informed about what and how much

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Written, verbal and listening skills are critical success factors.

- you do. There is an old adage in law enforcement: what gets counted gets done. Develop an annual report from the monthly data; provide copies to top administrators. Has your boss ever said, "I don't know what you do?" Blow your own horn, without blowing it.
- **The Value of Professional Associations:** The value derived from an organization depends on how much you put into that organization. Professional associations promote the interest, welfare and the common good of the field of interest. They gather and disseminate information and provide for networking opportunities. Most professional associations focus on delivering value and relevance to the membership. You need to belong to your professional associations and participate.
 - **Hire the Best:** Don't compromise when hiring. Do not be afraid to hire people that are top performers even if they are better than you. Some administrators are either thrilled or threatened by rising stars. Have a heart but avoid making decisions with your heart.
 - **Dehire! Free People Up for Other Career Opportunities (a/k/a Fire People)** "It isn't the people you fire who make your life miserable, it's the people you don't." (Harvey Mackey, *Swim with the Sharks Without Being Eaten Alive*.)
 - **Customer Service:** Think customer service; become consumed by serving your customers. Learn their expectations and exceed their expectations. Deliver on the promise. Serve your internal and external customers like your job depends upon it. It does!
 - **Be a Businessperson First, a Public Safety Director Second:** It has been my experience that you will find greater success when dealing with other university administrators if you are not perceived as just the institution cop. Administrators like people who speak the same language they do and who embrace the institutions' mission, goals and objectives.
 - **Hang Out with Smart People:** Remember the old saying: "If you are the smartest person in the room, find another room." Make a concerted effort to locate the top performers in your field and develop a relationship with them; pick their brains; seek their advice; use them as a sounding board for ideas.
 - **Manage by Walking About (MBWA):** Get out of your office and walk and meet the faculty, staff and students. Get to know your staff and other people at the institution; be accessible. It is better to learn of problems directly from them than to hear about them from your boss. When your colleagues know and respect you they will sometimes approach you with complaints before escalating them to your administrators.
 - **Responsiveness:** Return your phone calls within 24 hours if possible. Answer your email. So many people I meet are unresponsive. They do not return their phone calls promptly. They do not answer their emails quickly. They do not complete their assignments on time. They promise to do something and never follow through. They have to be reminded, prodded, and nagged. This behavior creates more work for everyone else and eats into their own productivity.
 - **Be Prepared:** Prepare, prepare, prepare. Do your homework; research problems; become known as a knowledgeable person. Always request a meeting agenda in advance and prepare. Insist that your staff provide you with credible and factual information. Think due diligence: find out who you will be meeting with and prepare.
 - **Learn Microsoft Office:** (Word, Excel, PowerPoint, Access and Outlook). Outlook will be your best friend if you try to maximize its features. This will be especially true if you use a Blackberry or Personal Information Management program. Remember, it is about communications, relationships and networking.
 - **Be a Team Player:** Remember the statement; "plays well with others" on report cards. Well, it is still important especially in the working world. You have to be able to get along and accomplish goals with co-workers. You will be assigned to project teams, committees, workgroups and focus groups. You must become skilled at working within groups.
 - **Make the Boss Look Good:** If you are reading this you are probably someone's boss. You know how you feel when they make you look bad. You also know how you feel when they make you look good. Do the same for your boss. You and your department will reap the benefits.
 1. Do your job well.
 2. Cover your boss' back.
 3. Anticipate the boss's needs.
 4. Keep the boss informed.
 - **Find a Mentor, Be a Mentor:** One of the most important success factors for me has been the cultivating of mentor-mentee relationships. I have been fortunate to have had several excellent mentors over the years; I am deeply indebted to them for their wise counsel. I am now a mentor to several people and coach to several others. True mentoring is a joint venture between the mentor and protégé that develops over time and requires a commitment to each other. The rewards can be significant for both parties.
 - **Leadership:** A number of authors define leadership as the ability to influence, motivate and enable others to work towards organizational objectives. Become known as a leader regardless of your position on the organizational chart. Read about leadership, talk about leadership, try to witness good leadership, practice good leadership. Remember that you manage things, you lead people.
 - **Attention to Detail:** *You trip over rocks not mountains*". You can tell a good deal about a person by observ-

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Combating Campus Incivility . . . for Our Own Good

By Lee Struble, Director, Public Safety Department, Monroe Community College, Rochester, New York

Most campus safety directors or police chiefs will agree that it is becoming increasingly difficult to address common civility standards on our respective college campuses. We have collectively noted that our line officers are increasingly involved in verbal and/or physical confrontations when attempting to achieve voluntary compliance to simple reasonable requests such as to refrain from smoking, curb inappropriate language, discontinue roughhousing, etc. Is this a societal phenomenon beyond our control, or is there a role that we can play to address these problems as senior administrators of our respective college or university communities?



It is my contention that we can and should take a lead role in combating the apparent eroding of our campus civility standards in a comprehensive and sustainable manner in order to make significant improvements in the campus climate in which we serve out our professional careers. Some of my security and law enforcement colleagues may be quick to defer this task to other student services areas that may be perceived as a more appropriate place for this effort to be undertaken. After all, we are busy with community policing, emergency management planning, special event planning, crime prevention, grant writing, budget issues, personnel issues and the like. Who has time for civility? Well . . . if we don't

begin addressing campus civility standards at their core, then ALL we will be dealing with will be issues of incivility. The other result of not dealing with our eroding campus civility is an ever rising crime and incident rate on our campuses.

This article is intended to challenge our profession to take a proactive leadership role in addressing all forms of incivility on our campuses. In order to be successful in this task, we must meet the following four criteria: 1) It must be supported by the senior administration; 2) It must be a comprehensive approach; 3) It must be sustainable; and 4) It must be student-driven. If all four of these criteria are met, it is my belief that you will experience a fundamental culture change that will impact all aspects of your campus community. I will share some of the steps we have recently taken at Monroe Community College (Rochester, NY) to begin our work in this area. MCC currently enrolls over 35,000 students each year and our average on-campus population at our largest campus is over 15,000 students, faculty, staff and campus visitors. Our student profile is 25% minority students, with 55% of our students being female and 45% male. As with most four-year colleges and universities, community colleges are continually challenged with the constantly changing demographics and diversity of our respective campuses. Coupled with a noticeable decline in the coping strategies and negotiating skills of our students simple acts of incivility can quickly escalate into a major incident on our campuses — oftentimes with Public Safety or

Security becoming a focal point in the subsequent inquiry of the follow-up investigation or “healing process.”

The Beginning

Soon after joining Monroe Community College as director of public safety this past year, I was conversing with another new colleague who also recently joined the staff of MCC as the assistant director of our Counseling Center. Both of us had recently left relatively quiet and serene private, four-year colleges with the lure of greater challenges and opportunities of a large community college setting. The one noticeable change that we both immediately experienced was the generally accepted level of incivility of the campus culture. It was difficult for both of us to understand why simple acts of incivility such as smoking in non-smoking areas (building entrances), the use of obscene, loud and threatening language, fighting or roughhousing in the halls, etc. were generally not challenged by the community members who were being subjected to these unwanted acts. We began to discuss ways that we could involve the larger campus community in discussing and addressing these issues that affected our quality of work life, as well as our quantity of workload.

Soon afterward, we scheduled a meeting with our associate vice president and furthered our discussions on campus civility. Fortunate for us, he had recently returned from the 2006 ASJA Annual Conference and had attended a wonderful

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session on the American University "CIVITAS" campaign (www.american.edu/ocl/vp/civitas/). The stated mission of CIVITAS is to "heighten awareness of the relationship between personal conduct and the quality of campus life." An interesting aspect of the American University program is a "CIVITAS Week" that is used to highlight the significance of civil and responsible citizenship and to celebrate the program successes. Upon further research it was apparent that many other colleges and universities throughout the United States are developing programs to address the issue of civility on campus. Among the schools that have already established effective programs are:

University of Southern Maine (www.cphv.usm.maine.edu/CCP.htm),

Colorado State University (www.campusofcharacter.colostate.edu/civility.htm), and

Johns Hopkins University (www.jhu.edu/civility/).

Many of these civility efforts have been guided by the 2002 release of P.M. Forni's book entitled *"Choosing Civility: The 25 Rules of Considerate Conduct."* In his book, Forni states that,

"Civility means a great deal more than just being nice to one another. It is complex and encompasses learning how to connect successfully and live well with others, developing thoughtfulness, and fostering effective self-expression and communication. Civility includes courtesy, politeness, mutual respect, fairness, good manners, as well as a matter of good health. Taking an active interest in the well-being of our community and concern for the health of our society is also involved in civility."

The Players

One of the first and foremost challenges that we faced was to identify and to solicit interest from the appropriate areas of the campus. Our president of the Faculty Senate sent a general e-mail to the campus faculty and received over 50 emails from interested faculty members who volunteered to participate in our initial steering committee. We selected three faculty members, representing three distinct academic areas (business, math and

science). Each of these faculty members has been invaluable to our early work.

We also reached out to our various student groups and organizations and identified three students to join our taskforce. We also included our Director of Human Resources, Director of Housing, Director of our Campus Center and several other administrative representatives from throughout the campus. The end result was a committee of 16 committed members of our student, faculty and staff.

Our Early Work

Our first several meetings were dedicated to information gathering and sharing regarding what existing civility efforts were already in place on campus and at other colleges and universities across the United States. The following civility statement had been adapted several years earlier by the college:

"We, the students, faculty, staff and administration of Monroe Community College are committed to core values that include:

- *Creating an environment where we value and respect each other;*
- *Promoting a community that encourages the tolerance of divergent opinions and constructive resolution of conflict;*
- *Exchanging ideas and enriching our lives through the exploration of our multifaceted culture;*
- *Embracing responsibility, integrity, and courtesy;*
- *Respecting the dignity, rights, and freedoms of every community member;*
- *Respecting the intellectual and physical property of others; and*
- *Respecting college property including both public and private spaces.*

We, as a community of learners, are affirming these core values to guide our actions and behaviors."

This statement was used in a very effective poster campaign at our smaller downtown campus location, but was not used to a great extent on our larger suburban campus. The recently adapted campus-wide "Three Rs" campaign (Respect,

Responsibility and Reality) was also reviewed and discussed. As a result of our information gathering and sharing, we were able to identify several campus resources that were already in place to support our new campus civility effort. We also discussed various educational outreach models, passive learning and social norming philosophy. While we certainly weren't experts yet, we did have a good sense of what was currently in place on our campus and a good understanding of some of the best practices and programs that were in place at other colleges and universities.

Developing and Conducting a Civility Survey

At this point, our committee reached a consensus that an initial survey of our campus community would provide important information to our committee work and would also establish a baseline of our current campus culture. We researched and reviewed several campus survey instruments, but ultimately decided to create our own survey. A smaller ad hoc committee began designing the survey and presented the draft to the larger committee for further discussion and revision.

The faculty members of our committee took a lead role in the design, implementation and analysis of the survey. Our biology professor provided invaluable input into the research, design and substance of the survey; our business professor used one of her classes to administer the survey and our math professor used a statistics class to analyze the data. 562 usable surveys were completed. 55% were female respondents and 45% were male. 96% were completed by students and 4% were completed by faculty or staff. We were able to breakdown demographics into age groups, ethnicity, and which campus they were located at the majority of the time.

The Next Steps

With our summer winding down, the Civility Committee is eager to begin the next phase of our work. Several blended focus group meetings are scheduled in the early fall to present the survey re-

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Twenty-five Savvy Tips for Public Safety Administrators

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ing how they pay attention to the little issues as well as the big issues. Develop an obsessive compulsion to detail.

- **Its Nice to Be Important, But It Is More Important to Be Nice:** No one likes a bully or to be treated with a lack of respect and courtesy. Incivility and mean-spirited people do not succeed. Say please and thank you. Change the script from “Nice Guys Finish Last” to “Nice People Succeed.”
- **Never Let Them See You Sweat!** Perseverance; get back on the horse. If you fall off, fall forward.

No revelations. Hopefully you are saying to yourself, I knew that, I’ve heard it all before. The challenge is in overcoming the knowing-doing gap and putting what we have learned to work for us.

About the Author

Bruce Harman is a Certified Protection Professional and is Director of Public Safety at New Jersey City University, Jersey City, New Jersey. Mr. Harman holds a Bachelor of Science Degree and a Master of Arts Degree. He was an Adjunct Professor in the Criminal Justice Department, Security Management Program at NJ City University for 10 years. Mr. Harman served twice as the International Chair of the Educational Institutions Committee for the American Society for Industrial Security (ASIS). He is a past president of the New Jersey College and University Public Safety Association. He is the principal of Bruce D. Harman & Associates, Security and Emergency Management Consultants who have been serving large and mid-sized clients for over twenty-five years.

Combating Campus Incivility . . . for Our Own Good

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sults and to solicit suggestions and recommendations from the larger campus community for ways the college community can promote greater civility. Following these focus group meetings, the Civility Committee will produce and forward a report of recommendations to the campus administration. Many excellent suggestions have already been discussed by the Committee in our work to date, but the final report is intended to combine the work of our committee with the recommendations from the campus community.

Benefits

For the director of public safety, the benefits of leading this effort are immeasurable. As a fairly new member of Monroe Community College, I have been able to develop a much deeper understanding of the campus climate as it relates to civility issues and standards. I have also established an excellent working relationship with several critical faculty, staff and students on our campus. I look forward to working on many of the specific recommendations that will certainly impact our public safety operations with the understanding that a more civil campus climate will result in fewer public safety complaints, calls for service and crimes. What better mark to leave on our respective campuses?

About the Author

Lee Struble is the Director of Public Safety at Monroe Community College in Rochester, New York. He has over 24 years of experience in campus security. He served as President of the Northeast Colleges and Universities Security Association from 2003-2005 and is currently serving as the Chair of the IACLEA Crime Prevention Committee.

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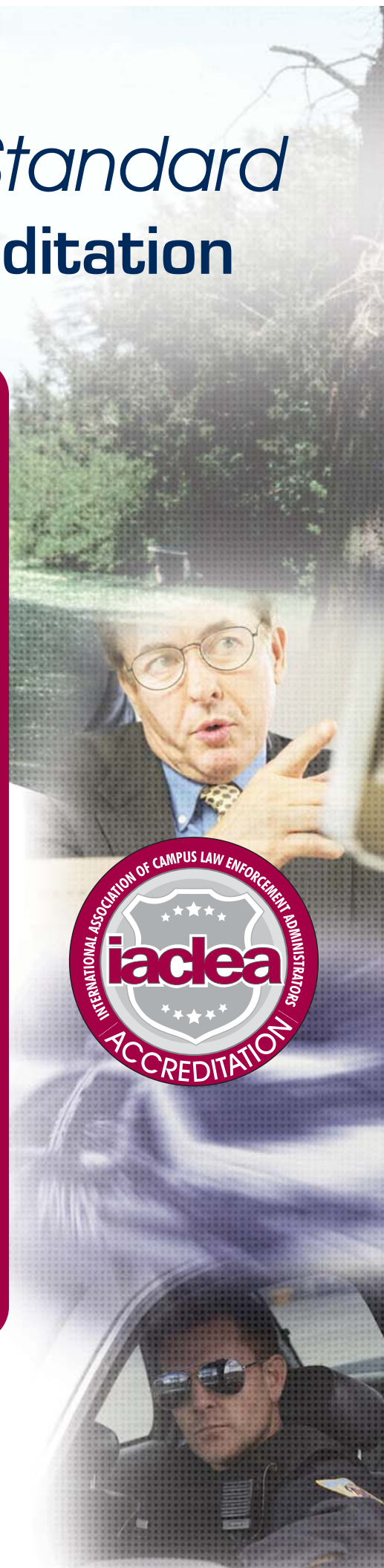
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The logo for IACLEA, featuring the word "iaclea" in a bold, lowercase, sans-serif font. The letters are white with a dark outline, set against a dark background.

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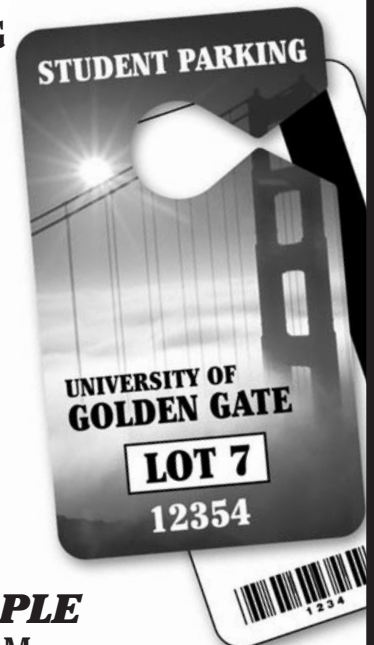
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