

**SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT**

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

CAMPUS SAFETY SERVICES IN HIGHER EDUCATION REPORT

MARCH 2017

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 CAMPUS SAFETY SERVICES IN HIGHER EDUCATION REPORT
 MARCH 2017



TABLE OF CONTENTS

| | |
|--|----|
| INTRODUCTION & PROJECT SCOPE | 1 |
| DISCLAIMER AND DISCLOSURE | 2 |
| SECTION I – METHODOLOGY | 3 |
| SECTION II – THE CAMPUS SAFETY LANDSCAPE | 4 |
| Introduction..... | 4 |
| Discussion | 5 |
| <i>Campus Police versus Other Police</i> | 7 |
| <i>The Campus Security Context</i> | 8 |
| Conclusion | 10 |
| SECTION III – COMPARATIVE ANALYSIS | 12 |
| Benchmark Response Legend..... | 12 |
| Campus Safety Models and Arming Status | 13 |
| <i>Institutions of Higher Education in the City of San Francisco</i> | 13 |
| <i>Bay Area 10 – Community College Districts</i> | 14 |
| <i>Selected Northern California Community College Districts</i> | 16 |
| <i>Student Enrollment at Selected Institutions</i> | 19 |
| <i>Institution Size and Campus Safety Model Correlation</i> .. | 19 |
| <i>Other Campus Safety Functional Areas</i> | 20 |
| <i>National Community College Districts & Colleges</i> | 21 |
| SECTION IV – SUMMARY | 23 |
| SECTION V – ATTACHMENTS | 25 |
| Attachment 1 – Benchmark Group Participants | 25 |
| Attachment 2 – Campus Police and Security Program Requirements | 39 |
| Attachment 3 – Firm Qualifications..... | 46 |

NOTE: The ideas, concepts, techniques, inventions, designs (whether ornamental or otherwise), computer programs and related documentation, other works of authorship, and the like prepared for or submitted to the San Mateo County Community College District in connection with this project and performed pursuant to this agreement, and all copyright, patent, trade secret, trademark and other intellectual property rights associated therewith, (collectively “developments”), are and shall be the exclusive property of Margolis Healy & Associates, LLC.

INTRODUCTION & PROJECT SCOPE

San Mateo County Community College District (SMCCCD) retained Margolis, Healy & Associates, LLC (Margolis Healy or MHA) to develop a comprehensive report examining the current safety and security environment at institutions of higher education at national, regional, state and local levels, with particular emphasis on community colleges in California.

DISCLAIMER AND DISCLOSURE

Margolis Healy & Associates prepared this report at the request of San Mateo County Community College District. The authors' opinions, findings, conclusions, and recommendations are provided solely for SMCCCD's use and benefit. Any warranties (expressed and/or implied) are specifically disclaimed. Any statements, allegations, and recommendations in this report should not be construed as a governing policy, or decision, unless so designated by other documentation. The report is based on the most accurate data gathered and available to Margolis Healy & Associates at the time of its presentation.

SECTION I – METHODOLOGY

Margolis Healy & Associates, LLC, produced this Research Report to provide SMCCCD with a comparison of campus safety and security practices at colleges and universities across the nation, and specifically at 2-year institutions in California. The examination of practices is a result of our on-going work in higher education safety and security, as well as our reflection on the major safety and security challenges facing campuses now, and those they are likely to face in the future.

The Research Report also includes benchmarking with local, regional and national community colleges, specifically regarding those areas that we have identified as critical focus areas.

We conducted the benchmarking portion of this report using a combination of an electronic survey (Survey Monkey) and telephonic interviews. MHA developed the survey questions on behalf of, and with approval from SMCCCD's project liaisons, Kathy Blackwood, Executive Vice Chancellor, Jose D. Nuñez Vice Chancellor, Facilities Planning, Maintenance & Operations and Director of Public Safety William Woods. Director Woods identified selected Northern California Community College Districts as the benchmark group while Margolis Healy's project team, Steven J. Healy, Managing Partner, Dan Pascale, Vice President and Katherine Forman, Director for Client Relations, added the national community colleges.

To conduct the benchmarking survey, Margolis Healy drafted an introductory letter to the selected institutions explaining the survey's purpose and asking for their participation in the study. Director Woods emailed the letter to contacts obtained through our internal research on September 20, 2016. Subsequent to the initial email, Director Woods sent a reminder email to the institutions on October 4, 2016. MHA began following up with the institutions to request interviews in lieu of conducting the survey and to offer additional assistance in completing the survey. Outreach continued via emails and phone calls to gather as much data as possible.

Results from the survey are intended to assist SMCCCD with gaining a better understanding of its position relative to similar institutions for decision-making purposes. Data collection from the benchmark group focused on demographics, policies and campus safety and security practices at peer institutions.

SECTION II – THE CAMPUS SAFETY LANDSCAPE

INTRODUCTION

There are more than 4,400 degree-granting institutions of higher education in the United States, serving more than 15 million students and several million faculty, staff, and visitors. Many campuses function as full-scale towns, with permanent and transient populations often exceeding 25,000. Many institutions located within major metropolitan centers are self-contained communities with large residential populations, retail establishments, recreational facilities, performing arts spaces, and full service police and fire departments. While many two-year institutions don't have student residential populations, they are likewise complex campuses. The nation's two-year institutions represent the largest, fastest growing sector of higher education, enrolling close to half (45 percent) of all U.S. undergraduates.¹ These community, technical and junior colleges serve large numbers of commuter student populations and, in many cases, operate much like 4-year institutions of higher education (IHE).

Many campuses house sensitive materials and information, and sponsor activities and events that increase their vulnerability. They serve as homes to scholars and researchers who comprise a notable segment of the nation's intellectual resources and talent. IHEs serve as contractors to government agencies that include the Department of Defense, Department of Justice, the National Security Agency, the National Institutes of Health, and the National Aeronautics and Space Administration, in addition to the nation's largest corporations.

The modern campus prides itself on hosting a wide range of events from high school basketball games to weddings and presidential debates. Many buildings on campus house critical infrastructure systems (i.e., power plants; supercomputers; and server farms) and complex research laboratories that contribute to business, health and national defense. Summers and semester breaks bring professional associations and large conference gatherings as institutions exploit their physical infrastructure for year-round access. Residence halls and other living spaces serve more than undergraduate students, and multi-purpose venues serve the divergent needs of students, alumni and the community alike. A significant number of institutions house K-12 schools and childcare centers on their campuses. Some institutions are building retirement communities adjacent to campus where retirees take part in the active life of the university while attending classes, concerts, and social events.

¹Addressing the Challenge Facing American Undergraduate Education. A Letter to Our Members: Next Steps". ACE, AASCU, AACC, AAU, NAICU, NASULGC.

University and college campuses in the United States are open environments where students, faculty, staff, and others move about freely with few security restrictions. In fact, freedom of movement is encouraged and open access lauded as a right and benefit. Constraints on free movement around the campus are often perceived as contrary to the core mission of the institution. Freedom of movement is closely linked to freedom of expression, and the freedom to explore and share ideas in the academy. Libraries, laboratories, and student lounges often remain open 24 hours a day with moderate security systems.

Like all communities, IHEs experience a myriad of problems and challenges in sustaining a reasonably safe and secure environment. Gone are the days when institutions behave as if they are immune to the problems that can occur outside of the Ivy tower. Campuses are workplaces with all of the corresponding safety and security challenges. Faculty, students, staff, contractors and vendors, and visitors, for the most part, assume that campuses are safe enclaves, and give little thought to risk. Theft, intimate partner violence, sexual and gender violence, assaults, hate crimes and vandalism may happen to a lesser extent on campus, but they happen. To support this assertion, crime statistics collected under the “The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act” and the most recent Bureau of Justice Statistics Campus Law Enforcement Special Report continue to illustrate that college campuses are generally safer than the communities where they are located. Yet, the very existence of the Clery Act is evidence that crime does happen on campuses, and that IHEs must take proactive steps to prevent these incidents and inform their campus communities of the occurrence of crimes and the prevention measures in place at the institution.

DISCUSSION

Creating and maintaining a reasonably safe campus environment is a complex task given the diversity of services, functions and needs of colleges and universities. All campuses experience the shared challenge of maintaining an open, accessible environment while identifying and excluding those who pose a danger. Heightened efforts center on building capacity to identify, assess, and manage threatening behavior from internal community members while tightening access to information, facilities, and materials. Since the terrorist attacks on September 11, 2001, there has been an increased focus on the terrorism threat and emergency preparedness. In light of this focus, local, state, and federal entities have cited colleges and universities as potential primary targets of terrorist activity. In testimony before Congress in February 2003,

FBI Director Robert Mueller identified campuses as potential “soft targets” for terrorists.² The debate over the best strategies to address risks and vulnerabilities creates new problem-solving challenges for campus administrators.

²Statement for the Record of Robert S. Mueller, III, Director, Federal Bureau of Investigation on War on Terrorism before the Select Committee on Intelligence of the United States Senate (February 2003). Washington, DC.

During the past 10 years, the higher education community, including 2-year institutions, has faced unthinkable security challenges. These challenges include an increase in both the number and severity of targeted violence incidents, a renewed focus and attention on sexual harassment, including sexual and gender violence, social activism on a wide range of issues, sometimes leading to protests and demonstrations, and increased scrutiny from federal regulators on safety and security policies and practices. The timeline below outlines the most significant incidents that have impacted higher education since 2007, and are likely to have a continued impact in the foreseeable future.



IHEs have significant latitude in how they decide to address the safety and security challenges they potentially face. The campus safety models in the higher education community vary widely, with some institutions adopting a low profile “security” model, while others employ a “campus police” model, electing to establish a full or near-full service police department. One factor that greatly distinguishes safety and security at an institution from that in a community outside an institution is the shared responsibility for security programming. In the higher education community, collaboration is an absolute and the concept of shared governance adds additional layers of complexity to decisions regarding appropriate security measures.

Within this highly collaborative environment, institutions generally empower a campus safety organization to lead the safety and security enterprise. As mentioned above, the shape and form of those organizations vary greatly within regions, states, and often, cities.

Campus Police versus Other Police

Studies comparing campus police organizations with their municipal and state counterparts have generated interesting findings on the role and efficacy of the campus police organization. Campus constituencies have come to demand the same level of service from their campus police as they do from their municipal law enforcement agencies.³ In spite of these increased demands for similar service, the culture and climate of the campus police agency continues to be subtly different. Studies have shown that campus police see themselves more in the service-providing role than do their non-campus counterparts, who focus primarily on law enforcement. Campus police tend to concentrate first on crime prevention, and second on law enforcement due to the educational mission of their institutions.⁴ Interestingly enough, this orientation to full service policing is exactly what the law enforcement profession as a whole is attempting to accomplish these last 30 years in its shift to “community policing.” Municipal police agencies by design are reactive, while campus police agencies have known a prevention orientation for the better part of the last century. Furthermore, when compared with their municipal brethren, campus police employ more female and other traditionally underrepresented groups, have higher educational standards, provide more training/education per officer/employee, and make better use of community members in policing. The one area where municipal policing outpaces IHE police is in the area of compensation: municipal police officers on average tend to make more money than do their campus counterparts.⁵

³ Atwell, R. (1988), “Memorandum regarding campus security”, American Council on Education, Washington, DC.

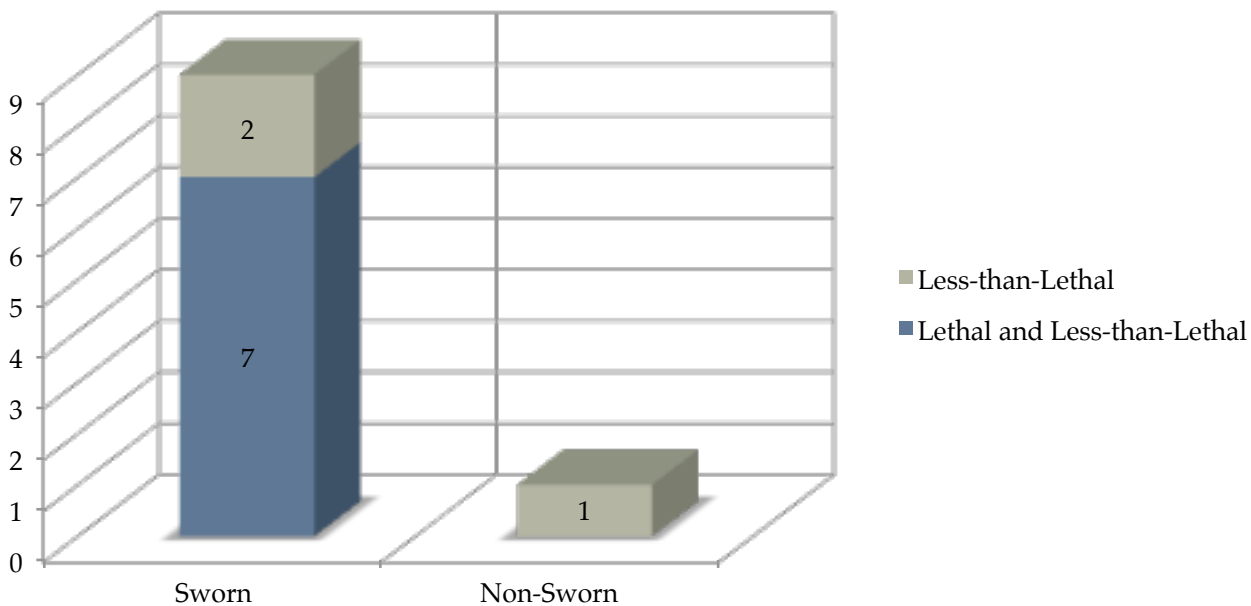
⁴ Etheridge, R. (1958), “A study of campus protective and enforcement agencies at selected universities.” Unpublished Ph.D. dissertation. East Lansing, MI: Michigan State University and Sloan 85-104.

⁵ Bromley, M. & Reaves, B. (1998), “Comparing campus and municipal police: the human resource dimension”, *Policing: An International Journal of Police Strategies & Management*, Vol. 21, No. 3, pp. 534-546.

In California, both the public University of California and the California State University systems mandate full service police departments. The California Community Colleges, the largest system of higher education in the nation, with 2.1 million students attending 113 colleges, does not mandate a particular model for the campus safety enterprise at system institutions, instead leaving those decisions to campus leaders. It is important to note that the California Penal Code, Section 830-832.17, includes provisions for community colleges to establish their own police departments, and many have chosen this model. The campus safety models in place within the California Community College system vary greatly, mirroring the variability found nationally. Within the Bay Area, we find less diversity, with nine of the ten community college districts in the Bay Area having their own police departments.

Figure 1: Bay Area 10 Community Colleges – Campus Safety Models

Bay Area 10 - Campus Safety Model and Arming Status



The Campus Security Context

To understand the current security challenges facing higher education, it is important to have an accurate perspective on today’s student. As we know, the campus population consists primarily (but definitely not completely, especially at 2-year institutions) of young adults between the ages of 18 and 22. Nowhere else but at higher education institutions is there such a concentration in this age range. This population possesses an educational background, and presumably an intellect, greater than that of the society at large, and the majority of this group is single and experiencing unbridled freedom for the first time. Student

organization functions, parties, athletic events, and other activities create opportunities for alcohol abuse, misconduct, and criminal activity.⁶ Furthermore, the desire to create academic environments that support an “open campus” atmosphere invites criminal activity. While objectively the safest place for young adults to be, college campuses across the United States have seen an increase in homicidal behavior, workplace violence, sexual and gender violence, substance abuse, drug dealing, and property crimes in the last 20 years. This escalation of crime has precipitated a swift response by government and higher education officials, most notably in the Clery Act, which mandates postsecondary institutions receiving federal aid to report specific crimes statistics on a regular basis. In addition, a significant increase in lawsuits against colleges and universities alleging negligence in security has forced administrators to enhance safety measures and increase police presence. The modern campus must adopt a sophisticated campus security program to address these complex challenges.

Regardless of the campus safety model an institution adopts, there are universally acknowledged risks and vulnerabilities an institution must address. The ways the institution addresses them vary (as does the campus safety model), but they all demand appropriate attention and evidence-based strategies to mitigate, prevent, respond, and recover should they occur. These risks include:

- Targeted violence/active shooters – having appropriate systems in place to prepare for and respond to a targeted violence incident, including a strategy for recovering from an incident.
- Threat Assessment and Management – a robust process for identifying, assessing, and management an individual who may pose a risk to self or others at the institution.
- Campus violence, including sexual and gender violence, child sexual abuse, etc. – Processes designed to prevent and respond to other incidents of violence.
- High risk drinking and other drug use/abuse – policies and programs for addressing the practical and health implications of alcohol and other drug use/abuse, including compliance with the Drug Free Schools and Safe Campuses regulations.
- Emergency Preparedness and Response – a comprehensive program addressing emergency preparedness and response, and an Emergency Operations Plan meeting the constructs of the FEMA emergency planning guide (https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rem_s_ihe_guide.pdf). This

⁶Nichols 1-5.

initiative should include appropriate programming for orienting campus members to immediate response actions during a critical incident and a business continuity strategy for promptly returning to normal business operations.

- Implementation of security technology as a force multiplier in campus safety efforts – an overall strategy for a comprehensive physical security program that leverages the various technological and mechanical systems to create concentric circles of protection.
- Regulatory compliance – a plan to ensure compliance with applicable regulatory requirements imposed by federal, state, and local agencies.
- Management of the campus safety entity (please see Attachment X for a list of fundamental management responsibilities in a campus safety department).

CONCLUSION

There is little debate regarding the impact that the targeted violence incidents at Virginia Tech on April 16, 2007, Northern Illinois in February 15, 2008, and Umpqua Community College on October 1, 2015 have had on the landscape of campus security. Other targeted violence incidents, such as the school shooting at Sandy Hook Elementary School on December 14, 2012, the San Bernardino shooting at the Inland Regional Center on Dec. 2, 2015 and the mass murder at the Pulse Orlando nightclub in Orlando, Florida on June 12, 2016, all have implications for how institutions think about and prepare for targeted violence situations.

Since those tragedies, universities, colleges, federal, state and local governments, and higher education professional associations have dedicated resources and information to enhance campus safety and security. Towards this end, Federal laws continue to tighten safety requirements and expectations for colleges and universities.

Against this backdrop, institutions struggle to provide reasonable security on their campuses while maintaining the sense of openness that is a hallmark of the United States higher education experience. The new campus environment and a greater recognition of the challenges of protecting the nation's campuses demand an enlightened campus safety approach. To support this approach, campus safety officers must be trained and equipped to deal with a variety of issues both shared with their local and state counterparts, and unique to the campus environment. Community policing strategies, crime prevention and

control, alcohol and substance abuse, sexual and gender violence crimes, mental health issues and campus crime reporting compliance each provide challenges. The approach an institution adopts should follow evidence-based strategies, informed by both the national and regional context.

The following comparison data provides this context with respect to practices at SMCCCD.

SECTION III – COMPARATIVE ANALYSIS

BENCHMARK RESPONSE LEGEND

Setting:

- Urban
- Suburban
- Rural

Total Enrollment:

- Under 2,500
- 2,500-4,999
- 5,000-9,999
- 10,000-14,999
- 15,000+

Campus Safety Model:

- Sworn (also included are departments with a blend of sworn and non-sworn officers)
- Non-Sworn

Arming Status:

- Lethal
- Less-than-Lethal
- Unarmed

Dispatching Operations:

- In-House
- Contracted

Initial Training/Certification Requirements:

- As Available

Missing Data:

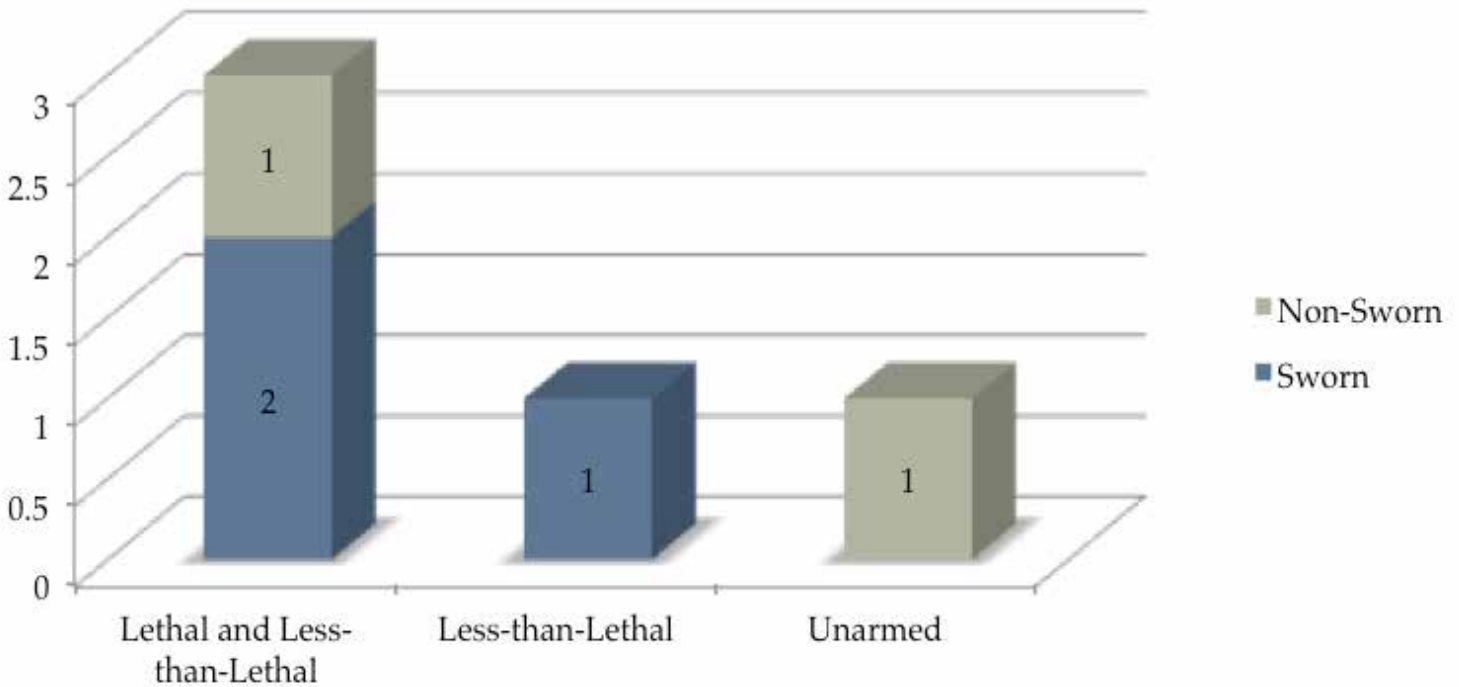
- Incomplete Data

CAMPUS SAFETY MODELS AND ARMING STATUS

Institutions of Higher Education in the City of San Francisco

The City College of San Francisco, the University of California, San Francisco (including Hastings School of Law per 2016 expanded partnership), the University of San Francisco, Golden Gate University – San Francisco and San Francisco State University have the largest student populations of institutions of higher education within the city of San Francisco. Given SMCCCD’s proximity to the City of San Francisco, we examined these institutions for local context.

Figure 1.1: Five Largest SF Institutions of Higher Education - Campus Safety Model and Arming



60% (three of five) of the institutions have sworn law enforcement agencies. Of those with sworn officers, two of the three equip their officers with lethal and less-than-lethal weapons. One of the sworn agencies equips their officers with less-than-lethal tools only.

40% (two of five) of the institutions have non-sworn law enforcement agencies. Of the two institutions, one equips their non-sworn officers with lethal and less-than-lethal weapons, while the other institution contracts with unarmed private security.

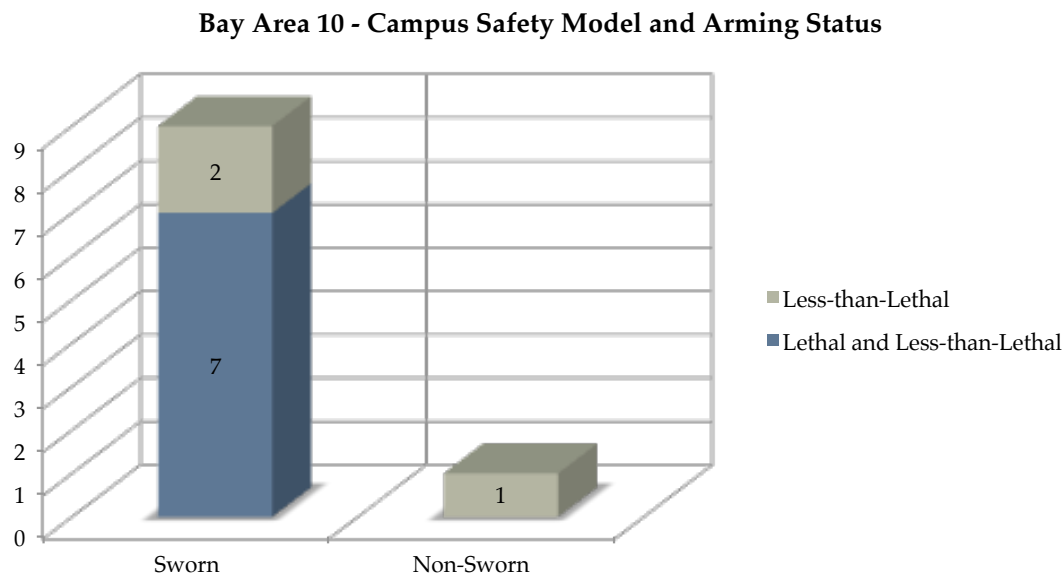
Chart 1.1: Largest Institutions of Higher Education in the City of San Francisco

| CITY OF SAN FRANCISCO | | |
|---|---------------------|-----------------------------|
| Institution | Campus Safety Model | Arming |
| University of California, San Francisco (Incl. Hastings College of Law) | Sworn | Lethal and Less-than-Lethal |
| San Francisco State University | Sworn | Lethal and Less-than-Lethal |
| City College of San Francisco | Sworn | Less-than-Lethal |
| Golden Gate University - San Francisco | Non-Sworn | Unarmed |
| University of San Francisco | Non-Sworn | Lethal and Less-than-Lethal |

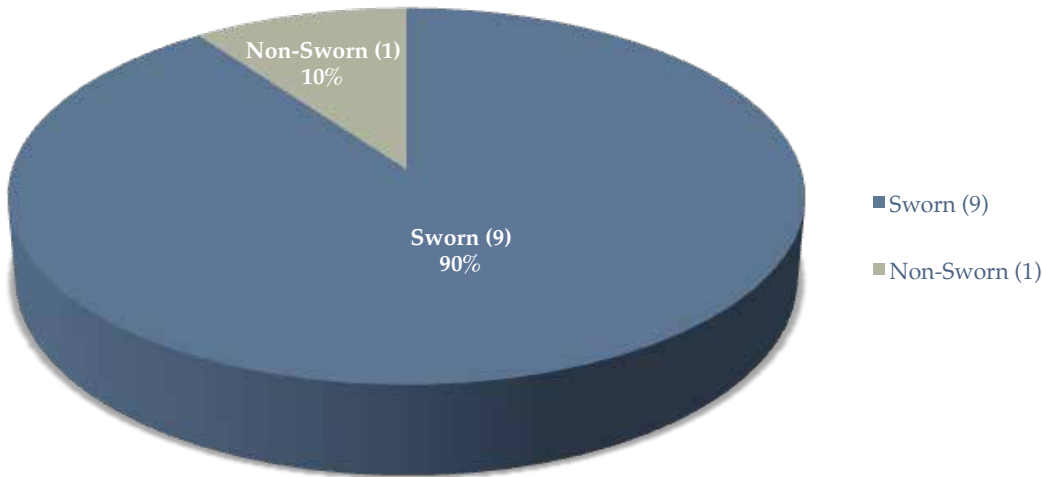
Bay Area 10 – Community College Districts

Nine of the 10 community college districts in the Bay Area (known as the Bay Area 10) have sworn law enforcement agencies. Of the nine districts with sworn law enforcement agencies, 78% (7) equip their officers with lethal and less-than-lethal weapons. 22% (2) of the sworn agencies are armed with less-than-lethal weapons. There are a total of 21 colleges in the Bay Area 10.

Figure 2.1: Bay Area 10 CCDs – Campus Safety Model and Arming Status



Bay Area 10 - Campus Safety Model



San Mateo County Community College District (SMCCCD) is the tenth district and is the only community college district in the Bay Area 10 with a non-sworn law enforcement agency. SMCCCD officers are, however, equipped with less-than-lethal weapons (expandable batons and Oleo Resin Capsicum (OC) spray).

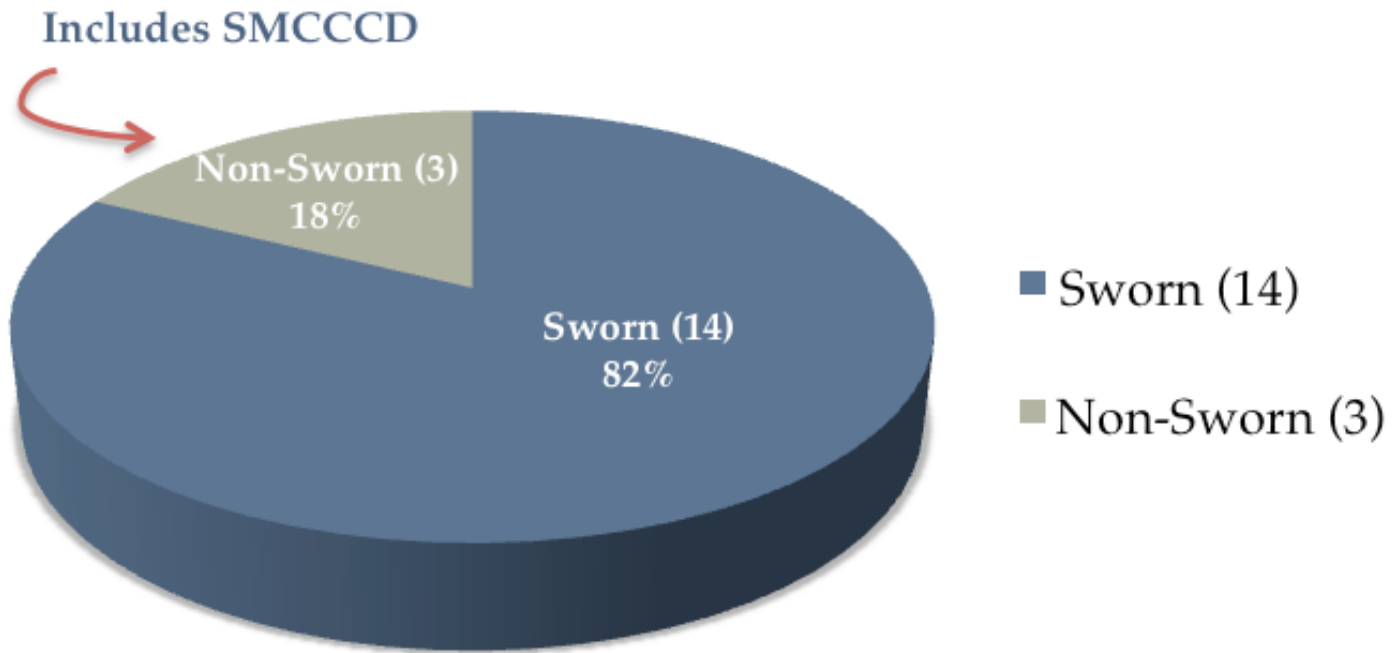
Chart 2.1: Bay Area 10 Community College Districts

| BAY AREA 10 COMMUNITY COLLEGE DISTRICTS | | |
|---|--|-----------------------------|
| Community College District | Campus Safety Model | Arming |
| Chabot-Las Positas CCD | Sworn (Contracted w/Hayward PD) | Lethal and Less-than-Lethal |
| Contra Costa CCD | Sworn (Hybrid) | Lethal and Less-than-Lethal |
| Foothill-De Anza CCD | Sworn | Lethal and Less-than-Lethal |
| Marin CCD | Sworn | Lethal and Less-than-Lethal |
| Ohlone CCD | Sworn (Hybrid) | Less-than-Lethal |
| Peralta CCD | Sworn (Contract w/City of Berkeley PD and Alameda County Sheriff's Office) | Lethal and Less-than-Lethal |
| San Francisco CCD | Sworn (Hybrid) | Less-than-Lethal |
| San Jose-Evergreen CCD | Sworn (Hybrid) | Lethal and Less-than-Lethal |
| San Mateo CCD | Non-Sworn | Less-than-Lethal |
| West Valley-Mission CCD | Sworn (Hybrid) | Lethal and Less-than-Lethal |

Selected Northern California Community College Districts

This benchmark sub-group includes 17 Northern California community college districts selected by SMCCCD. 82% (14 of 17) of these community college districts have sworn law enforcement agencies. Of the 14 districts with sworn officers, 86% (12) equip their officers with both lethal and less-than-lethal weapons. The remaining 18% (2 of 14) with sworn officers equip their officers with less-than-lethal weapons.

Figure 3.1: Selected Northern California Community College Districts Campus Safety Model

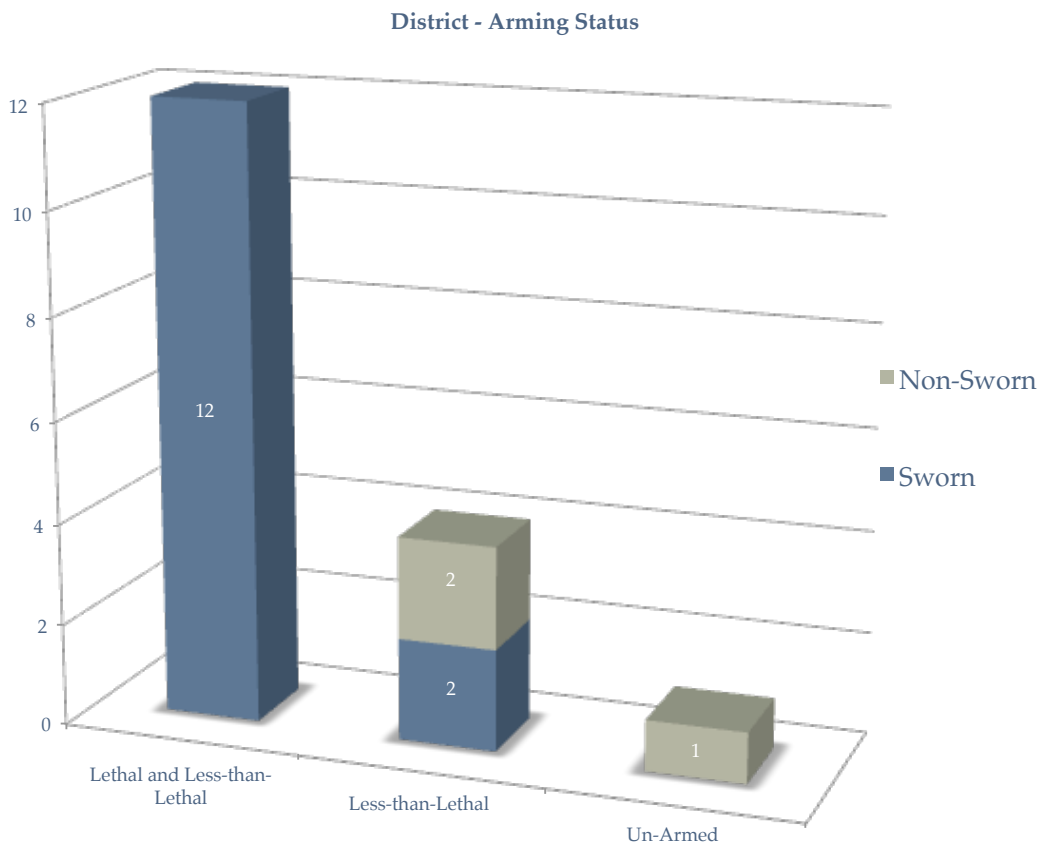


18% (3 of 17) of the districts have non-sworn campus safety agencies. Two of the three equip their officers with less-than-lethal weapons. Non-sworn officers at the remaining district are unarmed.

Chart 3.1: Selected Northern California Community College Districts

| SELECTED NORTHERN CALIFORNIA COMMUNITY COLLEGES | | | |
|---|---|-----------------------------|-------------|
| Community College District | Campus Safety Model | Arming | N.CA/Bay 10 |
| Butte-Glenn CCD | Sworn | Lethal and Less-than-Lethal | N.CA |
| Cabrillo CCD | Sworn | Lethal and Less-than-Lethal | N.CA |
| Chabot-Las Positas CCD | Sworn (Contract local Hayward PD) | Lethal and Less-than-Lethal | Bay Area 10 |
| Contra Costa CCD | Sworn | Lethal and Less-than-Lethal | Bay Area 10 |
| Foothill-De Anza CCD | Sworn | Lethal and Less-than-Lethal | Bay Area 10 |
| Gavilan CCD | Non-Sworn | Less-than-Lethal | N.CA |
| Hartnell Joint CCD | Non-Sworn | Unarmed | N.CA |
| Los Rios CCD | Sworn | Lethal and Less-than-Lethal | N.CA |
| Marin CCD | Sworn | Lethal and Less-than-Lethal | Bay Area 10 |
| Ohlone CCD | Sworn | Less-than-Lethal | Bay Area 10 |
| Peralta CCD | Sworn (Contract local PD and Alameda County Sheriff's Office) | Lethal and Less-than-Lethal | Bay Area 10 |
| San Francisco CCD | Sworn | Less-than-Lethal | Bay Area 10 |
| San Jose-Evergreen CCD | Sworn | Lethal and Less-than-Lethal | Bay Area 10 |
| San Mateo CCD | Non-Sworn | Less-than-Lethal | Bay Area 10 |
| Solano CCD | Sworn (Contract Solano County Sheriff's Office) | Lethal and Less-than-Lethal | N.CA |
| Sonoma County JCD | Sworn | Lethal and Less-than-Lethal | N.CA |
| West Valley-Mission CCD | Sworn | Lethal and Less-than-Lethal | Bay Area 10 |

Figure 3.2: Selected Northern California Community College Districts
Arming Status



Lethal force weapons used by officers include:

- Handguns
 - .40 cal. Model 22 Glock
 - .40 cal. Sig Sauer
 - 9mm Sig Sauer
- Shotgun
 - 12 gauge Model 870 Remington
- Assault Rifles
 - .223 cal. Colt AR-15

Less-than-Lethal weapons (also referred to as “compliance” weapons include:

- Tasers
- Expandable/Collapsible Baton
- OC/Pepper Spray

Student Enrollment at Selected Institutions

Student enrollment at the 17 selected Northern California community college districts range from approximately 9,000 students to nearly 110,000 students, according to the California Community Colleges Chancellor’s Office: Management Information Systems Data Mart (http://datamart.cccco.edu/Students/Enrollment_Status.aspx). The average student enrollment per district is close to 36,000. San Mateo County Community College District’s annual enrollment is close to the regional average at 39,000 (2015-16 academic year).

Institution Size and Campus Safety Model Correlation

Out of the nine districts with student populations between 20,000 and 70,000, including SMCCCD, 7 districts have sworn agencies equipped with lethal and less-than-lethal weapons; 1 district has a sworn agency armed with less-than-lethal weapons; and SMCCCD, the 9th district in this student population range, is the only non-sworn agency armed with less-than-lethal weapons.

Figure 3.3: Selected Northern California Community College Districts Annual Enrollment

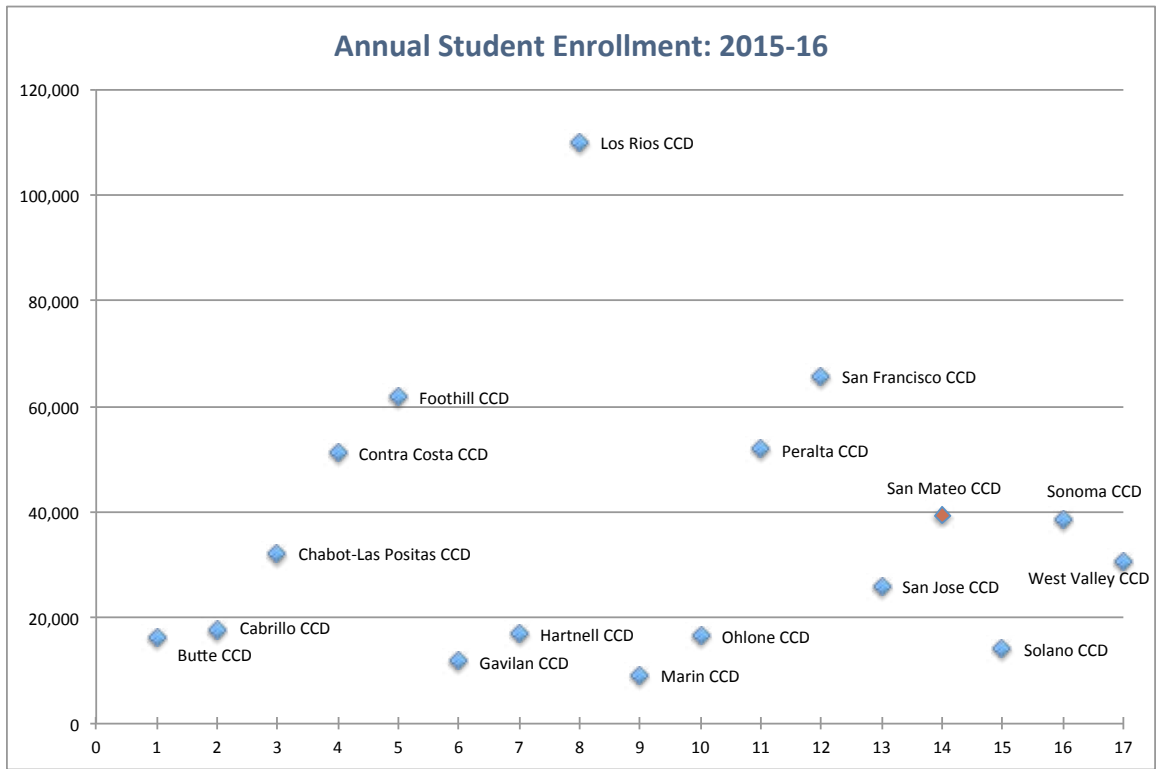
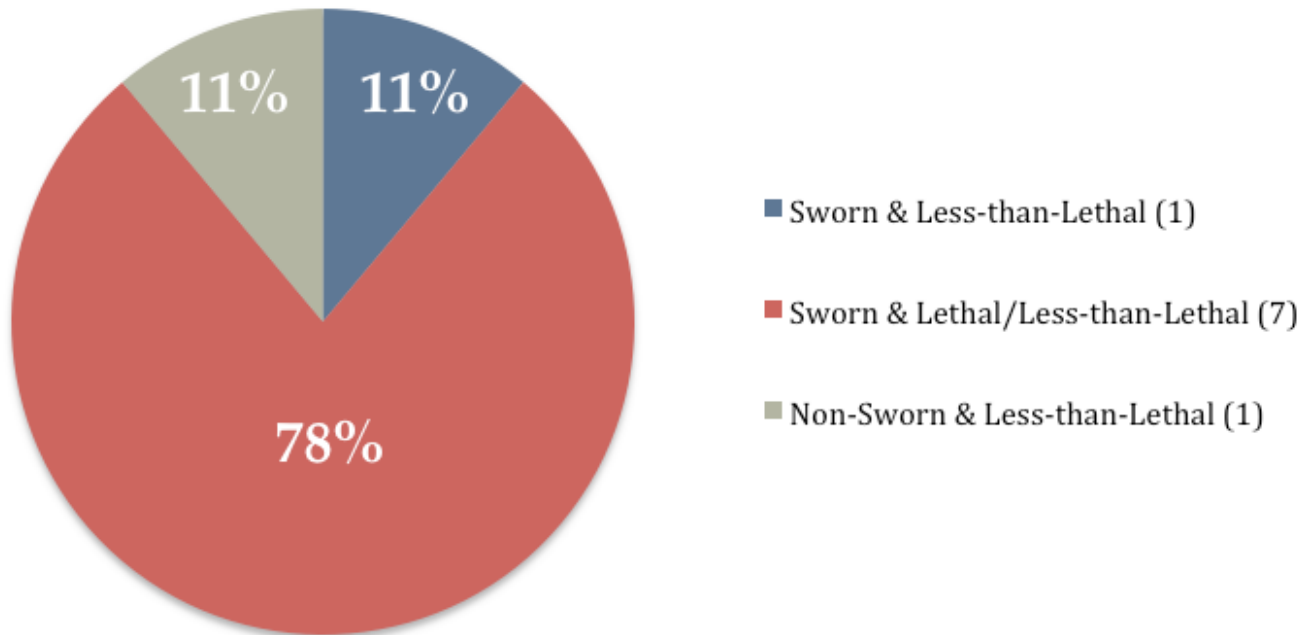


Figure 3.4: California Community College Districts Annual Enrollment between 20,000 - 70,000 & Campus Safety Model and Arming Status



Other Campus Safety Functional Areas

As noted in the Campus Safety Context section, institutions must address a broad array of critical incidents and should consider various strategies for enhancing safety and security on their campuses. Lessons learned from events over the past 10 years have significantly impacted what and how institutions build the appropriate capacity to deal with these complex situations. Targeted violence incidents, threat assessment and management, and emergency preparedness surely inform efforts at all types of institutions, including 2-year institutions.

10 of the 17 Northern California Community College districts shared information through the study regarding their threat assessment and emergency management efforts. 80% (8 of 10) of responding districts have both threat assessment and management teams as well as comprehensive emergency operations plans that address threats and hazards to the institution. One district has a threat assessment management team but has not yet fully developed emergency management operations plans. The tenth district shared that they have an emergency operations plan but does not yet have a threat assessment team. Seven districts did not provide complete data regarding these practices.

National Community College Districts & Colleges

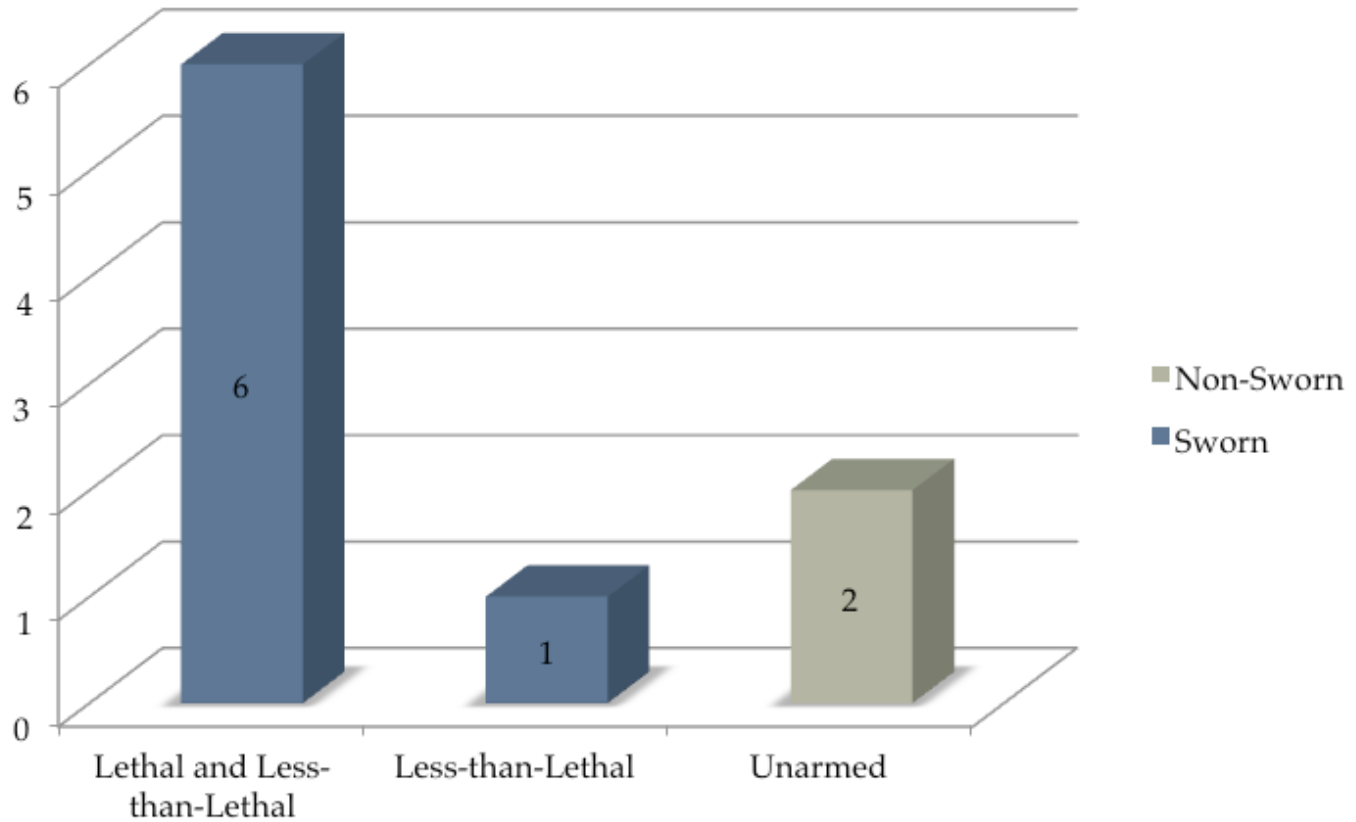
We selected 10 large national community college districts and/or colleges as an additional benchmark sub-group. One of the ten districts/colleges, City College of San Francisco, was already included in the selected Northern California Community College Districts group of the study and is not included below.

Chart 4.1: National Community College Districts & Colleges

| NATIONAL COMMUNITY COLLEGES | | | |
|-------------------------------------|-----------------------------|---------------------|-----------------------------|
| Community College District | | Campus Safety Model | Arming |
| Austin Community College | Austin CCD | Sworn | Lethal and Less-than-Lethal |
| Broward College | Florida College System | Non-Sworn | Unarmed |
| College of Southern Nevada | Nevada System of Higher Ed. | Sworn | Lethal and Less-than-Lethal |
| Houston Community College | Houston CC System | Sworn | Lethal and Less-than-Lethal |
| Lone Star College | Lone Star College System | Sworn | Lethal and Less-than-Lethal |
| Miami Dade College - Wolfson Campus | Florida College System | Non-Sworn | Unarmed |
| Northern Virginia Community College | Virginia CC System | Sworn | Lethal and Less-than-Lethal |
| Pasadena City College | Pasadena Area CCD | Sworn | Less-than-Lethal |
| Santa Monica College | Santa Monica CCD | Sworn | Lethal and Less-than-Lethal |

78% (7 of 9) of the national sub-group has sworn law enforcement organizations protecting their campuses. Of these, 85% (6) are equipped with lethal and less-than-lethal weapons. The remaining agency is armed with less-than-lethal weapons. 22% (2) of the national benchmark group has non-sworn campus safety agencies. Officers at these institutions are not armed.

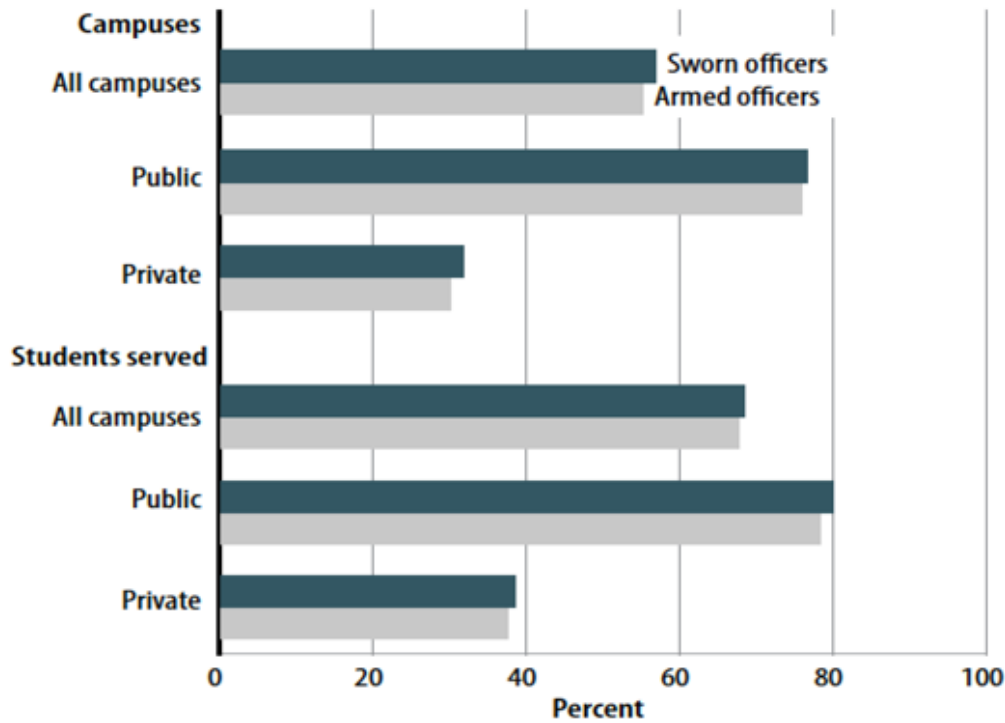
Figure 4.1: National Community College Districts and/or Colleges: Campus Safety Model and Arming Status



SECTION IV – SUMMARY

The comparative data paints an interesting picture regarding the implementation of safety and security practices at community colleges in California and others across the nation. It is clear that the majority of 2-year institutions in the sample have chosen to protect their campuses with a sworn law enforcement department. This data tracks with national data on 4-year institutions drawn from the U.S. Department of Justice Bureau of Justice Statistics “Campus Law Enforcement Special Report,” published in 2015.

Use of sworn and armed law enforcement officers on 4-year campuses with 2,500 or more students, 2011–12



Source: Bureau of Justice Statistics, Survey of Campus Law Enforcement Agencies, 2011–12.

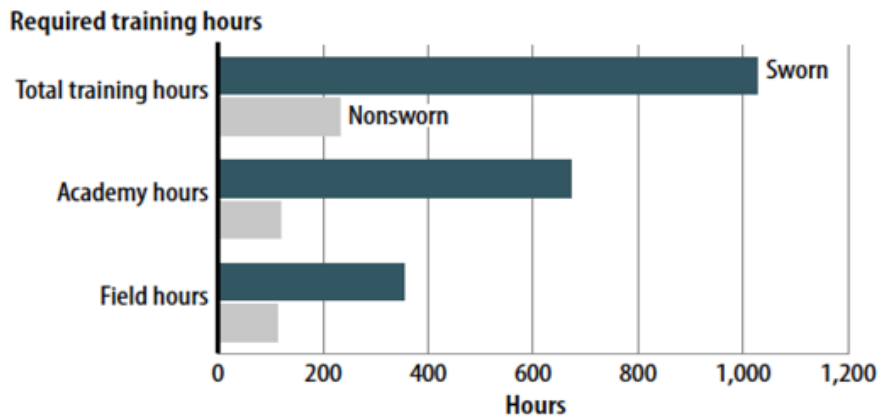
The percentage of public institutions (92%) using sworn officers was more than twice that of private institutions (38%). Similar to sworn officers, about two-thirds of campuses were served by armed officers. The percentage of public campuses (91%) using armed officers was also more than double the percentage of private institutions (36%).

These data also shows that the percentage of institutions using sworn officers increased from 75% to 77% from the last study (2004 – 2005), and the percentage using armed officers increased from 68% to 75%. This increase in both the transition to a sworn department and equipping officers with lethal force tools also tracks with the number of critical incidents that occurring over this time period.

The BJS study also reveals that most campuses engaged in various forms of programming designed to address general crime prevention (91%), sexual and gender violence prevention (86%), drug education (79%), alcohol education (78%), stalking (75%), victim assistance (72%), and intimate partner violence (69%). The study also examined the extent to which institutions are engaged in emergency preparedness activities and found that a majority are involved in a wide range of preparedness initiatives, including meeting regularly with a emergency operations team, disseminating readiness information to campus members, and entering into formal agreements with local first responders.

Finally, with respect to the training requirements of campus safety officers, most public institutions well exceeded over 1,000 training hours for entry-level officers. This makes sense, as the majority of public institutions employ sworn officers and most police recruit training programs are around 600+ hours. When combined with a field training program of 12 – 16 weeks, it is easy to surpass the 1,000-hour mark.

Average training requirements for entry-level officers in campus law enforcement agencies on 4-year campuses with 2,500 or more students, 2011–12



Source: Bureau of Justice Statistics, Survey of Campus Law Enforcement Agencies, 2011–12.

The data from the BJS report, while specific to 4-year institutions (this is a limitation in the survey that we have addressed with DOJ), tracks with the data we collected from the benchmark groups. It also tells us that in nearly every category, SMCCCD trails peer institutions, and public institutions in general. This is not to suggest that the District should adopt the strategies and programs in place at other institutions simply because others have, but it does speak to the evolving standard of care, and the safety and security practices in place at like-situated institutions. Clearly, this information is important when considering the national, regional, and local context.

SECTION V – ATTACHMENTS

ATTACHMENT 1 – BENCHMARK GROUP PARTICIPANTS

We selected 17 northern California community college districts for the benchmark group (including SMCCCD):

- **San Mateo County Community College District**
 - Canada College
 - Setting: Suburban
 - Total Enrollment: 10,000-14,999
 - Campus Safety Model: Non-Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Background Check
 - College of San Mateo
 - Setting: Suburban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Non-Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Background Check
 - Skyline College
 - Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Non-Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Background Check

- **Butte-Glenn Community College District**

- Butte College

- Setting: Rural
- Total Enrollment: 10,000-14,000
- Campus Safety Model: Sworn
- Arming Status: Lethal and Less-than-Lethal
- Dispatching Operations: In-House
- Initial Training/Certification Requirements: POST Basic Cert. + 2 years LE experience.

- **Cabrillo Community College District**

- Cabrillo College

- Setting: Suburban
- Total Enrollment: 15,000+
- Campus Safety Model: Sworn
- Arming Status: Lethal and Less-than-Lethal
- Dispatching Operations: Contracted
- Initial Training/Certification Requirements: standard post, 16-19 week FTO, minimum of 3 years with sheriffs office

- **Chabot-Las Positas Community College District**

- Chabot College

- Setting: Urban
- Total Enrollment: 10,000-14,999
- Campus Safety Model: Non-Sworn
- Arming Status: Less-than-Lethal
- Dispatching Operations: In-House
- Initial Training/Certification Requirements: Tear gas training and 24 hour school security officer course

- Las Positas College
 - Setting: Suburban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Non-Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: 24 hour state safety and then 80 FTO

- **Contra Costa Community College District**

- Contra Costa College
 - Setting: Suburban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House and Contracted
 - Initial Training/Certification Requirements: Basic POST Academy

- Diablo Valley College
 - Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House and Contracted
 - Initial Training/Certification Requirements: Basic POST Academy

- Los Medanos College
 - Setting: Suburban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Basic POST Academy

- **Foothill-De Anza Community College District**

- De Anza College
 - Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal
 - Dispatching Operations: Contracted
 - Initial Training/Certification Requirements: Basic POST Academy, mandated FTO program

- Foothill College
 - Setting: Suburban
 - Total Enrollment: 10,000-14,000
 - Campus Safety Model: Sworn
 - Arming Status: Lethal
 - Dispatching Operations: Contracted
 - Initial Training/Certification Requirements: Basic POST Academy, mandated FTO program

- **Gavilan Community College District**

- Gavilan College

- Setting: Rural
- Total Enrollment: 10,000-14,000
- Campus Safety Model: Non-Sworn
- Arming Status: Less-than-Lethal
- Dispatching Operations: Incomplete Data
- Initial Training/Certification Requirements: Incomplete Data

- **Hartnell Joint Community College District**

- Hartnell College

- Setting: Suburban
- Total Enrollment: 10,000-14,999
- Campus Safety Model: Non-Sworn
- Arming Status: Unarmed
- Dispatching Operations: Incomplete Data
- Initial Training/Certification Requirements: Incomplete Data

- **Los Rios Community College District**

- American River College

- Setting: Suburban
- Total Enrollment: 15,000+
- Campus Safety Model: Sworn
- Arming Status: Lethal and Less-than-Lethal
- Dispatching Operations: In-House
- Initial Training/Certification Requirements: 3 phases of POST FTO (16 weeks)

- Cosumnes River College
 - Setting: Suburban
 - Total Enrollment: 10,000-14,999
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: 3 phases of POST FTO (16 weeks)

- Folsom Lake College
 - Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: 3 phases of POST FTO (16 weeks)

- Sacramento City College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: 3 phases of POST FTO (16 weeks)

- **Marin Community College District**

- College of Marin
 - Setting: Suburban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Police academy and minimum of 3 months FTO, usually 4 months

- **Ohlone Community College District**

- Ohlone College
 - Setting: Suburban
 - Total Enrollment: 10,000-14,999
 - Campus Safety Model: Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Standard Police Training

- **Peralta Community College District**

- Berkeley City College
 - Setting: Urban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Non-Sworn (Contracts w/ Alameda County Sheriff's Office)
 - Arming Status: Incomplete data
 - Dispatching Operations: External (Alameda County Sheriff's Office)
 - Initial Training/Certification Requirements: Incomplete data

- College of Alameda
 - Setting: Urban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Non-Sworn (Contracts w/ Alameda County Sheriff's Office)
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: Contracted w/ Alameda County Sheriff's Office
 - Initial Training/Certification Requirements: Incomplete data

- Laney College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Non-Sworn (Contracts w/ Alameda County Sheriff's Office)
 - Arming Status: Unarmed
 - Dispatching Operations: External (Alameda County Sheriff's Office)
 - Initial Training/Certification Requirements: Incomplete data

- Merritt College
 - Setting: Urban
 - Total Enrollment: 5,000-9,999
 - Campus Safety Model: Non-Sworn (Contracts w/ Alameda County Sheriff's Office)
 - Arming Status: Unarmed
 - Dispatching Operations: External (Alameda County Sheriff's Office)
 - Initial Training/Certification Requirements: Incomplete data

- **San Francisco Community College District**

- City College of San Francisco
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Tear gas training and 24 hour school security officer course

- **San Jose-Evergreen Community College District**

- Evergreen Valley College
 - Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Incomplete data
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: We only hire academy graduates with a POST certificate. They then enter the Field Training phase (FTO)
- San Jose City College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Incomplete data
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Only hire academy graduates with a POST certificate. They then enter the Field Training phase (FTO)

- **Solano Community College District**

- Solano College
 - Setting: Suburban
 - Total Enrollment: 10,000-14,999
 - Campus Safety Model: Sworn (Contract Solano County Sheriff's Office)
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: All recruiting goes through Solano County Sheriff's Office

- **Sonoma County Junior College District**

- Santa Rosa Junior College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Standard police training

- **West Valley-Mission Community College District**

- Mission College
 - Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Standard police training

- West Valley College
 - Setting: Suburban
 - Total Enrollment: 10,000-14,999
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Standard police training

We selected nine national community college districts and/or colleges for the benchmark group:

- **Austin Community College District**

- Austin Community College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Must be licensed police officer, 4 week FTO program

- **Florida College System**

- Broward College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Non-Sworn
 - Arming Status: Unarmed
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Condition of employment requires Class D FL Security License, CPR certification and upon employment
 - Approx. 40 hrs. FTO

- Miami Dade College – Wolfson Campus
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Non-Sworn
 - Arming Status: Unarmed
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Incomplete Data

- **Nevada System of Higher Education**

- College of Southern Nevada
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House and External
 - Initial Training/Certification Requirements: Standard Police Training and Post Cert.

- **Houston Community College System**

- Houston Community College
 - Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Must be licensed or able to be licensed, 9 week FTO and six month probation

- **Lone Star College System**

- Lone Star College

- Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Standard police training

- **Virginia Community College System**

- Northern Virginia Community College

- Setting: Suburban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Lethal and Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Full police academy at Northern Virginia Criminal Justice Training Academy

- **Pasadena Area Community College District**

- Pasadena City College

- Setting: Urban
 - Total Enrollment: 15,000+
 - Campus Safety Model: Sworn
 - Arming Status: Less-than-Lethal
 - Dispatching Operations: In-House
 - Initial Training/Certification Requirements: Basic Police Academy, Field training (10-16 weeks)

- **Santa Monica Community College District**

- Santa Monica College

- Setting: Urban
- Total Enrollment: 15,000+
- Campus Safety Model: Lethal and Less-than-Lethal
- Arming Status: Lethal and Less-than-Lethal
- Dispatching Operations: In-House
- Initial Training/Certification Requirements: Basic POST academy

ATTACHMENT 2 – CAMPUS POLICE AND SECURITY PROGRAM REQUIREMENTS

Most campus safety departments are relatively small when compared to municipal agencies. There are, of course, notable exceptions, including larger institutions with complex campus safety programs.

APPENDIX TABLE 4

25 largest campus law enforcement agencies, by number of full-time employees, 2011–12

| Campus served | Full-time employees |
|--|---------------------|
| Temple University | 481 |
| University of Pennsylvania | 478 |
| New York University | 359 |
| The University of Texas Health Science Center at Houston | 347 |
| University of Southern California | 259 |
| Pennsylvania State University - Main Campus | 227 |
| Drexel University | 212 |
| University of North Carolina at Chapel Hill | 207 |
| Fordham University | 193 |
| University of Medicine and Dentistry of New Jersey | 188 |
| Columbia University in the City of New York | 188 |
| University of Chicago | 181 |
| Duke University | 176 |
| CUNY City College | 173 |
| George Washington University | 171 |
| University of Alabama at Birmingham | 164 |
| University of Maryland - Baltimore | 158 |
| Georgia State University | 155 |
| Arizona State University | 150 |
| Vanderbilt University | 146 |
| Johns Hopkins University | 142 |
| University of Texas at Austin | 140 |
| University of Maryland - College Park | 139 |
| Virginia Commonwealth University | 138 |
| University of Illinois at Chicago | 137 |

Source: Bureau of Justice Statistics, Survey of Campus Law Enforcement Agencies, 2011–12.

Regardless of the organization's size, the executive and management responsibilities of a campus safety department are quite diverse, complex, and time consuming. For example, only in the past year or so has the higher education safety and security community come to understand the rapidly evolving expectations of traditionally underrepresented communities, and the related need for comprehensive strategies to substantively engage with these groups, the wider campus community, and, in some cases, the local communities. Developing these strategies takes time, effort, collaboration, and a level of sophistication not

generally acknowledged a mere short time ago. The responsibilities of a campus safety agency require a team effort, collaboration across the institution, and subject matter expertise on the pertinent challenges facing higher education today, and in the near future. Below are the fundamental functional areas identified for a “Campus Police and Security Program” in the self-assessment guide published by the Council for the Advancement of Standards (CAS) in Higher Education (August 2012) (where appropriate, we have edited this content to expand on the concepts included in the original document).

1. MISSION AND ROLE

Campus Police and Security Programs (CPSP) serve to provide a safe and orderly campus by enforcing the law, enforcing institutional and community standards, and fostering students’ learning and development through the provision of safety education.

CPSP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution’s student populations and community settings. Mission statements must reference student learning and development.

2. PROGRAM

The formal education of students (and other campus members), consisting of the curriculum and the co-curriculum, must promote learning and development outcomes that are purposeful, contribute to students’ realization of their potential, prepare students for satisfying and productive lives, and provide meaningful strategies for preventing and responding to real-world events.

CPSP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, CPSP must be structured purposefully and organized effectively. CPSP must have:

- clearly stated goals;
- current and accessible policies and procedures;
- written performance expectations for employees; and,

- functional work flow graphics or organizational charts demonstrating clear channels of authority.

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes
- facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans
- promote environments that provide meaningful opportunities for student learning, development, and engagement
- develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities
- intentionally include diverse perspectives to inform decision making

Supervision

- manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student staff to accept leadership opportunities
- offer appropriate feedback to colleagues and students on skills needed to become more effective leaders
- encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession

Managing

- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training
- assess potential risks and take action to mitigate them

Advancing the Organization

- communicate effectively in writing, speaking, and electronic venues
- advocate for programs and services
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area
- facilitate processes to reach consensus where wide support is needed
- inform other areas within the institution about issues affecting practice

Maintaining Integrity

- model ethical behavior and institutional citizenship
- share data used to inform key decisions in transparent and accessible ways
- monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible

4. HUMAN RESOURCES

CPSP must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, CPSP must:

- establish procedures for staff recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- assess the performance of employees individually and as a team
- provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

5. ETHICS

CPSP must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

6. LAW, POLICY, AND GOVERNANCE

CPSP must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, CPSP must create and maintain educational and work environments that are

- welcoming, accessible, and inclusive to persons of diverse backgrounds
- equitable and non-discriminatory
- free from harassment

8. INSTITUTIONAL AND EXTERNAL RELATIONS

CPSP must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential

effect on the students or other constituents served by the programs and services

- garner support and resources for programs and services as defined by the mission statement
- disseminate information about the programs and services
- collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents

9. FINANCIAL RESOURCES

CPSP must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

10. TECHNOLOGY

CPSP must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

CPSP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

CPSP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, the CPSP must select technology that reflects intended outcomes.

11. FACILITIES AND EQUIPMENT

CPSP must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, CPSP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including

consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

12.ASSESSMENT AND EVALUATION

CPSP must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

ATTACHMENT 3 – FIRM QUALIFICATIONS

Margolis Healy is a professional services firm specializing in campus safety, security, and regulatory compliance for higher education and K-12. We provide our clients with a variety of specialized services that include physical security assessments; Title IX and Clery Act compliance assessments and training; emergency management risk and hazard assessments; emergency preparedness and crisis response systems and exercises; implementation of lethal and less-than-lethal force options; litigation consultation and expert witness services; and special investigations/independent reviews.

Dr. Gary J. Margolis and Mr. Steven J. Healy founded Margolis Healy in 2008. With twenty years each of providing consulting services to clients in the education, public and private sectors, their combined experience quickly earned Margolis Healy recognition as one of the leading campus safety and security professional services firms in the United States. In 2013, the U.S. Department of Justice, Bureau of Justice Assistance awarded the firm funding authorized by Congress to establish and operate The National Center for Campus Public Safety. In August 2017, Margolis Healy was acquired by the Philadelphia-based law firm Cozen O'Connor.

The Margolis Healy team has consulted or been intimately involved with numerous high profile cases. These include reviews, assessments and investigations at Penn State, The Citadel, Baylor University, and Umpqua Community College, to name a few. Shortly after the August 2017 “Unite the Right” rally that turned deadly in Charlottesville, VA and the unplanned white supremacists march through the Grounds of the University of Virginia on Friday, August 11, UVA retained Margolis Healy to conduct a comprehensive review of campus safety and security systems, policies, procedures, and practices.

We have worked tirelessly to assemble the best and brightest in the campus safety, security and regulatory compliance fields in order to provide our clients with outstanding service. The level of professionalism and breadth of experience each member of the Margolis Healy team brings allows us to provide each of our clients with personalized attention and high-quality work.

The MHA Methodology

Margolis Healy and Associates serves our clients through the development of a Risk Tolerance Profile that assists the institution with identifying the range of realistic threats and vulnerabilities it faces, and then implementing a decision making process to determine which

require prevention, mitigation and/or response plans. Without such a process, universities and colleges face the daunting task of giving equal attention to all perceived and real threats. Our process recognizes the range between high impact/low probability and low impact/high probability events. The active shooter tragedy (high impact/low probability) and the iPod theft from the library (low impact/high probability) each require different strategies. Impact is defined through the institution and the individual.

MHA has developed a unique, proprietary methodology for evaluating safety and security needs at institutions of higher education based on years of educational campus safety and security experience, research, reflection and evaluation. We assess safety and security at educational institutions through our proprietary 3 Circles of Prevention System.™ We have extensive proprietary checklists that support our methodology.

The First Circle asks to what extent relationships and services exist for early interception and intervention for problems and issues germane to faculty, staff and students. Such services may include drug and alcohol education and counseling, behavioral threat assessment teams, grievance policies, workplace violence policies and prevention systems, sexual assault, stalking and domestic violence victim advocacy; mediation services and grievance policies and procedures for faculty and staff; and other similar policies and services that address problems before they become a crisis.

The Second Circle explores the extent to which institutions of higher education have employed physical obstacles, delaying tactics and security technology to control, secure or regulate access to the physical plant. This may include systems that direct vehicular traffic; security cameras; networked or standalone door locking systems and hardware; campus lighting (interior and exterior); E911 capacity and PBX phone systems; mass notification systems (high and low technology); fire and life safety systems; visitor management policies and practices; inclusion of crime prevention through environmental design considerations; and access control and other security technology tools.

The Third Circle explores measures that enable the institution to respond to events and security and safety related needs in an organized, timely, and efficient manner. This may include a public safety function with organized involvement of students, faculty and staff in the security of the campus; memoranda of understanding with area police, fire and emergency medical services; emergency response and recovery systems, policies and procedures that have been trained to; and adoption and implementation of the National Incident Management System (NIMS)



and the Incident Command System (ICS). Combined, this third circle of prevention builds capacity for the human response to safety and security requirements.

Taken together, the various strategies depict the interconnected nature of campus safety and security. Changes or decisions made to one area impact the others. The deployment of security technology (cameras, door prop alarms, controlled access points) may or may not have an effect on the number of public safety officers, which may or may not impact other security needs. MHA works with our clients to develop a reasonable campus safety and security program based on their current state and the desired future state.

The measures taken to address safety and security are as much data and metrics driven as they are based on perception. We believe that our expertise, knowledge and experiences uniquely qualify us to assist our client institutions with recommendations tuned to their culture and needs.





128 Lakeside Avenue, Suite 302
Burlington, Vermont 05401
866.817.5817 (toll free & fax)

www.nccpsafety.org

www.margolishealy.com