The Safety Equation at Community Colleges

Dr. Brett Campbell
Tulsa Community College
The Safety Equation

- Begins with Senior Leadership
- Demands Partnerships and Collaboration
- Must adopt an “All Hazards” Approach
- Must incorporate the four phases of Emergency Management:
  - Prevention-Mitigation
  - Preparedness
  - Response
  - Recovery
Safety and Security at TCC

- Focused review of systems
- Partnerships
- Campus Police
- Training
- Implementation of Technology
- Challenges...
  - Myths about FERPA, processes, or legal issues
  - False sense of security
Safety and Security at Community Colleges

What is different about Community Colleges?

- Students - They’re all coming, and return even after a suspension!
- Public Access
- Part time Faculty, Staff, and Students
- False Sense of Security
The Safety Equation

- All situations are unique, there is no “cookbook” to prepare or respond to a critical event.

- Concentric circles of safety and preparation.
The Safety Equation

- Community Resources
- Use of Technology as a Force Multiplier
- Training
Community Resources

- Agency operational agreements
- Mutual Aid, “In time of need” agreements
Agency Operational Agreements

- Police and Fire
  - Shared ICS?
  - EOC training versus CP training
- Municipal, County, or State Dept. of Homeland Security
“In Time of Need” Agreements

- Transportation and Shelter
- Emergency Relief Service Providers
  - FEMA, Red Cross, etc.
- Critical Incident Mitigation
- Mental Health Resources
- Volunteer Services
- Administrative Functions
  - Purchasing agreements
Technology as a Force Multiplier

- Mass Notification Systems
- Perimeter Security
- Classroom security
Mass Notification Systems

Procedures

- The processes associated with MNS should be codified into a policy. What type of event merits a notification? What format should be used for the notification? How will the media be informed?

- There must be more than one person on campus at any time with the authority to authorize use of the notification system.

- Does this technology replace calling trees?
Mass Notification Systems

- First generation versus second generation systems.
  - Most of the emergency notification companies have adopted a common message standard that can be easily exchanged between the different services, known and the “Common Alerting Protocol” (CAP). Any proposed ENS should now be examined to determine if it is compatible with the CAP format.
  - GPS enabled devices
Mass Notification Systems

- The SMS message notification format offers no guarantee of delivery to the end user. There is, however, a new, proprietary emergency notification proposal that all cell carriers have been working on, but it won’t be ready until 2010-2012.
Mass Notification Systems

- Communications
  - 27:4:3 – The ratio for an effective text message blast: 27 words (maximum), 4 key points, and 3 seconds to read.
  - During times of stress, the comprehension level of individuals drops 4 grades beneath their average grade level.
  - All communications should be developed prior to any event.
Mass Notification Systems

- Backchannel Communications
  - An emergency notification website should be established. It should contain duplicate copies of every communication dispatch which was sent to the public, as well as additional information. This is a shell-website that replaces the institution’s website during the crisis.

- Blogs, Social Networking, Tweeting
  - Most students under 25 do not use email as their primary mode of communications.
Perimeter Security

- Conduct a perimeter audit...number of entrances, lighting, line of sight, sound
- Camera’s, Proximity control devices, Motion and Sound Sensor’s
  - Use of Enterprise Control System
    - Manages all devices including E911
    - Many systems can integrate with Student/Employee Information Systems for access control
    - Proximity readers provide CPS waypoints to tag
    - Ability to funnel access to building at critical times
- Rid your campuses of rogue systems
Classroom Safety

- Conduct a door audit
  - Which doors open out, and cannot be blockaded
    - Cover windows next to doors with drapes, etc.
    - Use inexpensive thumb locks
- Emergency Telephones
  - Signage regarding location, CPS phone numbers
- Assist Faculty to develop their own plan
Training

- Emergency operations
- Employee training
Training

- Emergency Operations Center versus the Command Post
  - Who’s in charge?
- Compliance with National Incident Management System
  - Participation in Incident Command System training
Training

- Faculty and Staff Training, students too.
- The intent of the training is to have behavior addressed in a way that is consistent with the mission of the College.
What is Threat Assessment?

• Process designed to:
  
  • Identify persons of concern.
  
  • Investigate persons and situations that have come to attention.
  
  • Assess the information gathered.
  
  • If necessary, manage persons and situations to reduce threat posed.
Threat Assessment vs. Profiling:

- Fact-based vs. Trait-based
- Deductive vs. Inductive
- Evidence-based vs. Theoretical
Formal versus Informal System

- Formal System...
  - Legitimizes reporting
  - Triangulates seemingly insignificant reports
  - Is easier to communicate to Part-time Staff and Faculty
  - Provides for feedback loop
  - Demands more collaboration from institution-wide entities
  - Provides students and employees a sense of safety regarding critical incidents
Campus threat assessment can address not only homicidal violence, but broad range of concerning behavior.

Goal is to identify concerns early, investigate, and connect person with necessary resources to address problems.
We cannot know whether to be concerned by a student’s appearance – but we can tell by their behavior.

- There is no useful profile of a campus or workplace shooter; but....
- Most (90%) concern several others with troubling behavior before their attacks. They are already on multiple “radar screens.”
- Most are suicidal or at a point of desperation prior to their attacks.
Perpetrators of serious campus violence don’t “just snap.”

These incidents are not impulsive or random.

- Most (over 75%) consider, plan, and prepare before engaging in violent behavior;
- Most (over 75%) discuss their plans with others before the attack.
How do they broadcast it?

- Verbal Threats
- **Written Threats:** Residential Life, English Class, Art Projects, Bathroom Stalls, Graffiti
- Videos
- **New Technologies:** Social Networking sites, Web Pages, Text Messaging
- Practice Sessions
Threat Assessment Teams

- Consistent review of behavior
- Staged analysis of behavior
  - Student of Interest, Concern, or Threat
- Central processing point... Vortex
A Continuum of Behavior

- Disturbed
- Disturbing
- Concerning
- Disruptive
- Annoying
What is the single greatest predictor of future violence?

“Oh it is probably just some harmless phase they are going through.”
What is the most important thing we know about perpetrators of campus crime?

They always tell you ahead of time.
I'm concerned

I will hunt you down and put a hole in your head, with explosives.
You hear me, power to the shampoo.

RIP

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DIE.
Progression of an avenger

- Perceived Injustice
  - No logic
- Feeling Victimized
- Development of a Grudge
  - Externalization of responsibility
- Obsessed with Avenging
- Avenging Action
  - “Up to me to right the perceived wrong”
Definitions

- Vortex – the funnel of information and resources that the acknowledgement of concerning behavior is resident in

- Malevolent Insider – a person whereas their behavior has placed them into the vortex

- Malevolent Outsider – no one has any knowledge of this person
Two key time considerations...

- Event Threshold – when a person tracks into the vortex

- Event Horizon – violence occurs
Practice Sessions

• Practice Sessions increase when there are no deterents

• Categories of Deterrents
  • Question – What did you mean by that?
  • Confronting
  • Consequences
Assessing the Threat

- What is the behavior?
- Is there any criminal history?
- Is the individual currently in, or previously in the vortex?
- Is the individual communicating hopelessness or despair?
- Does the individual have access to weapons?
Assessing the Threat

- Does the individual see violence as an acceptable, desirable, or the only way to solve a problem?
- Is the individual’s conversation and “story” consistent with their actions?
- Does the individual have a trusted, responsible relationship with an adult?
Troublesome Writing

- Does the writing not meet the assignment requirement?
- Does the writing reflect a threatening tone to an individual or group?
- Does the writing reflect a de-sensitivity to violence?
- Does the writing reflect a de-humanizing tone?
What is a classroom disruption?

A “classroom disruption” may be defined as behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of a class.

The onus of standard is set by the faculty and may differ based upon course content and design.
Academic versus College Disciplinary action.

- Violations of the *Code of Conduct* require a high standard of due process...formal notice, opportunity to respond, review, and appeal.

- Violations of an academic course have a lesser standard of due process.
What is “termination of class participation”?

- Concerning the completion of the course:
  - Discuss with the student their withdrawal
  - Administratively Withdraw the student

- Concerning an individual class meeting:
  - Take a break and ask the student to gather their belongings and leave. Do not get into a discussion. If the student will not comply, call Campus Police to escort the student off campus.
Syllabus

- Should include a statement(s) on the expectation of classroom conduct.
- This is the defining document between faculty and student
  - Contract model
  - Universal use model
Resources

- Associate Dean
- Evening Programs Office
- Dean of Student Services
- Campus Public Safety/Police
- Student Health Services
- Web-based Professional Development
Critical Resources on MyTCC
Critical Resources on MyTCC

- **Resources for Critical Incidents**
  - **Training for the use of Emergency Kits**
    - This PowerPoint presentation covers the use of the Emergency kits provided for each campus floor warden. In times of critical events, the floor wardens would use the contents of the emergency kit to communicate with CPS personnel and to identify themselves to others.

- **Video Resources**
  - **Behavioral Intervention Strategies**
    - Behan Sokolow presents his model for developing and operating a threat assessment team. This presentation was made during the 2008 National Campus Security Summit at the University of Central Oklahoma. Mr. Sokolow is president of the National Center for Higher Education Risk Management and legal counsel to many colleges and universities in the area of risk prevention.

  - **A 12-step Approach to College Preparedness**
    - Dr. John Nicoletti presents his model for addressing violence at higher education institutions. This presentation was prepared for TCC in the spring of 2008. Dr. Nicoletti uses research from his book, *Violence Goes to College* to develop solutions-based training for understanding and preparing for critical incidents.

- **National and State Resources for Safety and Security**
  - **Campus Life and Safety and Security Task Force**
    - This is the final report by the Campus Life and Safety and Security Task Force as appointed by Governor Henry in response to assessing the level of security at higher education institutions in Oklahoma.

- **Threat Assessment and Disruptive Student Resources**
  - **Dr. Nicoletti’s Powerpoint Presentation on Campus Violence**
    - This presentation is the companion PowerPoint presentation in its entirety for Dr. John Nicoletti’s presentation on campus violence.

  - **Faculty Resource on Disruptive Students**
    - This memorandum is a question and answer guide directed to Faculty immediately following the Virginia Tech shootings. Author Gary Pavela is a recognized expert on how colleges can assist troubled students. He publishes the Synfax Weekly Report, a weekly newsletter on campus law and policy.

- **TCC Faculty Guide to Disruptions in the Classroom**
  - This PowerPoint, developed for TCC full and adjunct faculty is used in training workshops to address disruptive behavior in the classroom.

- **FERPA Resources**
  - **NACUA FERPA Guide**
    - The National Association of College and University Attorneys published this guide to FERPA.

  - **Family Policy Compliance Office**
    - The Department of Education’s Family Policy Compliance Office has the responsibility to administer FERPA regulations. This brochure is provided to clarify some of the misconceptions of FERPA within institutions of higher education.
What is FERPA?

- FERPA myths...
  - I can’t report behavior that would disclose a student’s identity
  - If I violate FERPA I can be held liable.
  - Dr. Ferba said I can’t talk to anyone about students.
Reporting and Documentation

- Always a good review, possibly provide a template and emphasize simple, accurate descriptions of what has happened.
When should I call Campus Police?

- I try to impart that any employee or staff should be able to call Campus Police at any time they feel the need.
Campus Police Departments

- Need to have strong collaboration with Student Affairs and with outside agencies.

- The College will have to determine if they want a Police Department or a Security Office.
The Final Equation

- Fluid and dynamic
- Must include all elements of the College.
- Must be assessed annually in ways other than the Campus Crime Reporting Act.
- Training and professional development must be ongoing and challenging.