Tennessee Board of Regents

Campus Safety and Security Task Force

Report to Chancellor David Gregory
September 16, 2016

TABLE OF CONTENTS

CHARGE TO THE CAMPUS SAFETY AND SECURITY TASK FORCE

In March 2016, Acting Tennessee Board of Regents Chancellor David Gregory created the Campus Safety and Security Task Force. The task force was composed of 18 members and adjunct members representing the Tennessee Board of Regents (TBR) system's six universities, 13 community colleges and 27 colleges of applied technology (TCATs). Chancellor Gregory appointed the task force in order for the TBR system to be proactive in maintaining campus safety across the system. The committee was charged with the following:

1. Examine best practices around the country,
2. Review current campus practices and resources,
3. Identify areas of greatest need for support, and
4. Make recommendations for realistic opportunities for improvement.

Committee Members, Tennessee Board of Regents Safety and Security Task Force:

Co-chairs:

- Bruce Harber, Chief Operations Officer and former Chief of Police, University of Memphis
- Dr. Rebecca Ashford, Vice President for Student Affairs, Pellissippi State Community College
- Dr. Lynn Goodman, Associate Vice Chancellor of Operations for the Tennessee Colleges of Applied Technology

Members included:

- Jack Cotrel, Chief of Police and Director of Public Safety, East Tennessee State University
- Tom Stufano, Chief of Police, Roane State Community College
- John Edens, Chief of Police, Northeast State Community College
- Tony Nelson, Chief of Police, Tennessee Tech University
- Dr. Debra Sells, Vice President for Student Affairs, Middle Tennessee State University
- Patrick Wade, Assistant Director, TCAT – Knoxville
- Monica Greppin-Watts, Communications Director, TBR System Office
- Virginia Moreland, Associate Director, Communications and Marketing, TBR
- Dr. Karen Eastman, Professor and Department Head, Life Sciences, Chattanooga State Community College
- Mary Cross, Vice President of Finance and Administrative Services, Nashville State Community College
- Dr. Curtis Johnson, Associate Vice President for Administration, Tennessee State University
- Stacie Ioane, Graduate Student, Austin Peay State University
- Dr. Heidi Leming, Assistant Vice Chancellor for Student Affairs, TBR System Office
- Ginger Hausser, Director of External Affairs, TBR System Office
- Heather Stewart, Associate General Counsel, TBR System Office

VISION AND MISSION

The VISION of the TBR Campus Safety and Security Task Force is for all TBR campuses to be safe and secure for all students, faculty, staff, and visitors in order to focus on student success.

The MISSION of the TBR Campus Safety and Security Task Force is to explore the external environment for lessons-learned from acts of violence and identify best practices, assess the internal environment for security strengths and gaps, and make system-wide recommendations to enhance ongoing campus safety and security.

INTRODUCTION AND EXECUTIVE SUMMARY

There has been increased media and governmental attention to crime on college campuses in the last few decades. In 1989, the Tennessee General Assembly enacted the College and University Information Act, which required Tennessee colleges to report crime annually to the Tennessee Bureau of Investigation. In 1990, the federal government established the Crime Awareness and Campus Security Act renamed in 1998 the "Clery Act." It requires each college campus that participates in federal financial aid to report crime annually to the federal government utilizing a common reporting system.

In 2007, the mass shooting at Virginia Polytechnic Institute and State University (Virginia Tech) raised the focus of gun crime on campus as a safety and security issue. In 2013, the federal government reauthorized the Violence Against Women Act (VAWA), which included section 304, the Campus Sexual Violence Elimination Act (Campus SaVE), which increased the training, reporting, compliance, and education requirements on college campuses around sexual violence, stalking, and domestic violence. In the last two years, incidents of gun violence and sexual violence on college campuses in Tennessee have heightened discussions among college officials, parents, students, and governmental leaders around campus safety.

Recent national research has demonstrated college campuses across the United States are serving a student body that brings with it a greater number of students struggling with significant mental health issues that require more efforts on campus on behavior health. (Brown, 2015)

In 2016, the state of Tennessee passed legislation to allow full-time employees at all public institutions of higher education to carry concealed handguns on campus. While the impact of this new legislation is still unclear, TBR institutions must be prepared to respond to the safety implications that will result from this change.

With all of the national and state discussions on college safety, it is worth noting that data demonstrates that campuses have far less violent crime than the state as a whole.

Category	Violent Incidents		Rate per 100,000 Population	Rate per 100,000 College Students
	Statewide	On Campus	Statewide	On Campus
Murder	406	0	6.2	0.0
Forcible Rape	2,020	56	30.8	15.6
Robbery	7,537	238	115.1	66.1
Aggravated Assault	30,068	52	459.1	14.5

Source: 2015 Crime in Tennessee 2015, TN Bureau of Investigation and the Crime on Campus 2015, TN Bureau of Investigation.

College crime is unique to the college setting and young adult demographic. As such, according to the annual Crime on Campus report published by the Tennessee Bureau of Investigation the most common crimes on all Tennessee college campuses are: theft, alcohol and drug violations, and assaults.

In spring 2016, faculty, staff, and students at all TBR institutions were surveyed regarding their perceptions of campus safety and security. Generally, the results reveal that students, faculty, and staff feel they are treated fairly and respectfully on our campuses and that campus administrators

are perceived to respond in a timely and effective manner to issues of concern. Where faculty and staff expressed concern was in the areas of dealing with difficult students, potentially being a victim of an active shooter, campus handgun carry laws, and a lack of safeguards in parking and low-lit areas of campus at night. Students have similar concerns about being on campus after dark, parking areas, and being the victim of a personal crime. Furthermore, faculty and staff respondents feel that the level of police/security available to their campus is inadequate for the size of the institution. Students at universities feel more comfortable with the number of officers on campus than their community college and TCAT counterparts.

It is against this backdrop that the TBR Safety and Security Task Force makes the recommendations outlined in this report. The task force responded to the charge given by Chancellor Gregory. The members of the task force examined best practices around the country, reviewed current campus practices and resources, identified areas of greatest need for support, and now make the following recommendations for improvement.

Although considered, the task force did not make recommendations for specific police equipment, such as patrol rifles, breeching tools, and body-worn cameras (an evolving issue). The task force concluded that such decisions and recommendations would be more appropriate coming from the proposed TBR Security and Safety Department, the creation of which is a task force recommendation (see Safety and Security/Police).

Additionally, wherever practical, the task force recommends the sharing of resources among TBR institutions, especially those in reasonable proximity of others. Such collaborative efforts should make implementing the recommendations more efficient. The proposed TBR Safety and Security Director can assist in aligning institutional needs and available resources.

Recommendations

Safety and Security/Police

1. TBR should create a system Safety and Security Department and provide funds to carry out the operational expectations of this office. This department will include the addition of a TBR Safety and Security Director.

2. TBR should establish a system Compliance Office and provide funds to carry out the operational expectations of the office.

3. Every community college should employ a certified police chief. Institutions may determine whether additional staff are needed and if they are certified officers or security officers reporting to the police chief.

4. All TBR institutions with law enforcement agencies should become accredited through the Tennessee Association of Chiefs of Police (TACP).

5. TBR institutions with campus law enforcement or security should enter into memoranda of understanding (MOU) with local law enforcement agencies with concurrent jurisdiction, as necessary.

Security/Police Staffing Levels

1. Each institution should have a security/police staffing level of one officer to 625 students.

2. Each institution should employ at least one security/police officer responsible for campus safety.

Behavioral Intervention Teams and Counseling

1. TBR should create a system-wide behavioral intervention team (BIT) policy that addresses the scope of the behavioral intervention teams at each campus. This policy should address record keeping and confidentiality and identify the options related to mandated mental health assessments and involuntary removal of a student for mental health concerns.

2. TBR should create a system-wide structure for counseling staff and behavioral intervention team members to provide annual training, resources, and collaborative sharing opportunities on working with students and staff with mental health issues. Employ consultants to provide training, as necessary.

3. Each institution should create an institutional behavioral intervention team and develop standards for reporting and training of team members.

4. TBR should identify and secure a comprehensive database that will allow longitudinal tracking of cases referred to campus-based behavioral intervention teams at each of the TBR institutions.

5. TBR should explore inter-institutional sharing of conduct records for students who are expelled or dismissed from a TBR institution for behavioral issues.

6. Each institution should examine the need for minimum staffing levels and establish credentials for mental health providers employed at TBR institutions. Where necessary, establish memoranda of understanding (MOU) with local community mental health agencies and crisis teams.

Campus Grounds and Facilities

1. All classroom and lecture hall doors must be lockable from within. Institutions will need to assess locking hardware, doors and doorframes.

2. Each institution should replace older, handle-type "panic bars" on exterior doors with flush mount releases to prevent chaining of doors, as occurred at Virginia Tech.

3. Each institution should consider establishing a procedure by which all classroom doors are left in the locked position at all times. If faculty opt to teach with classroom doors ajar, the doors can be left in the locked position and closed quickly at the first notice of a threat.

4. Each campus, with the assistance of the system Safety and Security Department, should perform threat assessments for all buildings and grounds using Crime Prevention Through Environmental Design (CPTED) strategies, to include building hardware, lighting, cameras and landscaping. (Prince Williams County Police Department, n.d.)

Training

1. All security/police officers should receive annual training commensurate to their respective duties and responsibilities.

2. Students, faculty and staff should be trained in how to respond to critical incidents on campus, such as natural disasters and active shooter situations.

3. Campuses should notify students, faculty and staff of all emergency notification systems available for their use.

4. Each campus should ensure campus executives and other designated personnel receive the appropriate level of National Incident Management System (NIMS) training.

Security/police administrators and respective supervisory personnel should complete NIMS IS100, IS200, IS700, IS800, at a minimum. Campus executives and senior officials should complete NIMS G-402 (ICS Overview for Executives and Senior Officials), at a minimum.

5. Each campus should provide ongoing training to the campus community regarding recognizing and reporting behaviors of concern.

Emergency Preparedness

1. TBR should develop an emergency preparedness template and conduct peer audit on a 3-5-year cycle to ensure compliance.

2. Each campus should ensure basic emergency preparedness plans, trainings, and processes are in place, including:
   a. Implementation of an Emergency Notification System
   b. Annual training for all faculty and staff
   c. A system to collect accurate data and maintain records
   d. Establish protocols with first responders

3. Each campus should establish an annual marketing and educational campaign for students on emergency preparedness.

4. Each institution should have a functioning emergency notification system.
   a. Template messages should be developed and maintained to accelerate distribution (e.g., "canned" message for more common events such as tornado warnings).
   b. Where possible, emergency notifications should be "opt out," i.e. automatically enrolled.
   c. Social media should be a component of all campus emergency notification systems. Twitter is recommended, as it is more of a news source for college populations and has a notification/alert home screen option.
   d. Institutions should consider the use of a panic-button type smart phone app.

5. Each campus with police/security should have radio interoperability with local first responders.

6. Each campus should explore cellular agreements with major carriers to provide portable systems when cell towers are overloaded or unavailable, and to provide campus-use only emergency phones.

7. Where applicable, campus notification systems should also include in-building notification systems and outdoor warning systems.

Legislation

1. TBR should advocate to the General Assembly to amend TCA 49-7-118 to clarify that TBR university governing boards may establish certified police forces.

2. TBR may consider advocating to the General Assembly to amend TCA 39-17-1309 to clarify that no adverse action will be taken against an employee who lawfully exercises his/her right to carry a handgun on campus if in compliance with law and policy.

3. TBR may consider advocating to the General Assembly to amend TCA 39-17-1309 to require that lists of individuals authorized to carry a handgun on campus shall be shared between local law enforcement and the institution of the individual's employment.

4. TBR may consider advocating to the General Assembly to amend TCA 39-17-1309 to provide increased flexibility for campus personnel to be aware of who is lawfully allowed to carry.

Summary of TBR Campus Safety and Security Task Force Recommendations & Costs

Priority	Source & Funding	Task Force Category	(FY 2017-18)
1	Facilities-Capital Maintenance All classroom and lecture hall doors must be securable from within; replace locks, and doors, if necessary. Locks Budget $500,000-big universities $200,000-mid size universities $200,000-big community colleges $100,000-mid and small community colleges $25,000-per TCAT Replace older "panic bars" on academic and residential facilities at $3,500 per set $6 million Total	Campus Grounds & Facilities	$6 million (one-time)

Priority	Source & Funding	Task Force Category	(FY 2017-18)
2	**Personnel** Create TBR Safety & Security Office; director of safety and security & compliance officer = Two salaries at $90,000 + 35% benefits = $121,500. This totals $243,000 (recurring). Operating budget of $100,000 for office, travel to campuses, statewide training, etc. This office will establish safety and security policy, standards (ALERT) and structure, to include a system-wide Clery policy, campus evaluations, training coordination, etc.	Safety and Security/ Police	$343,000 (recurring)
3	**Equipment** $180,000 radios (one-time) Minimum of 1 radio ($4,500 each) at each CC & TCAT Each campus with police/security have radio interoperability with local first responders. Additional recurring charges may apply for access to local police/sheriff/fire radio systems.	Emergency Preparedness	$180,000 (one-time)

Priority	Source & Funding	Task Force Category	(FY 2017-18)
4	**Personnel** 34 security/police officers at $50,000 per year which includes benefits. Totals $1,700,000 (recurring). Police/Security Officer on every CC & TCAT campus at a 1 officer to 625 student ratio and for those main campuses with no police/security the recommendation is at least 1 full time person. POST-certified police chief for each CC which is the addition of 4 police chiefs at $60,000 + 35% benefits = $81,000 x4 =$324,000 (recurring)	Safety and Security/ Police	$2,024,000 (recurring)
5	**Equipment** $16,700 annually for TCATs Emergency Notification Systems (ENS) (recurring) Ensure multi-layered, integrated "opt-out" campus alert system for all institutions, to include two-way, cellular app; social media; and message templates. Install outdoor and indoor warning systems, dependent upon campus needs.	Emergency Preparedness	$16,770 TCATs Emergency Notification Systems (recurring)

Priority	Source & Funding	Task Force Category	Phase 1 (FY 2017-18)
6	IT Software/Training Database to track cases within an institution (e.g., Title IX, BIT) $10,000 per year for each CC & TCAT. $20,000 system-wide training/consultants for behavior health evaluation, monitoring, and education.	Behavioral Intervention Team (BIT) and Counseling	$420,000 for CCs & TCATs (recurring)
TOTAL			**$8,983,770** (2,803,770 recurring and $6,180,000 nonrecurring)

FINDINGS AND RECOMMENDATIONS

Safety and Security/Police

In spring 2016, faculty and staff were surveyed regarding their perceptions of campus safety and security at all TBR institutions (Addendum 1). Generally, the results of this survey reveal that faculty and staff feel they are treated fairly and respectfully on our campuses and that campus administrators are perceived to respond in a timely and effective manner to issues of concern. Where faculty and staff expressed concern was in the areas of dealing with difficult students, being a victim of an active shooter, campus carry laws, and a lack of safeguards in parking and low-lit areas of campus at night. TBR students were also surveyed about their perception of safety and security on TBR campuses. The student participants have similar concerns about being on campus after dark, parking areas, and being the victim of a personal crime. Furthermore, faculty and staff respondents feel that the level of security/police available to their campus is inadequate for the size of the institution. Students at universities feel more comfortable with the number of officers on campus than their community college and TCAT counterparts.

Over 11,700 TBR students responded to the survey. Below are some of the conclusions.

- Overwhelmingly, students indicated feeling safe on campus. (78.6% of community college students; 73.6% of TCAT students, and 62.8% of university students agreed or strongly agreed with the statement "I feel safe on this campus.")
- Few students have been a victim of crime on campus. (6.2% university students, 3% TCAT students, 1.2% community college students)
- Most student victims of crime did not report it to campus police/security. (186 reported versus 563 who did not.)
- Despite most students feeling safe, between 21 and 37 percent of students believe the college officials (administrators and public safety officers) could do more to protect students from harm. (37.2% at universities, 25% at TCATs, and 21.8% at community colleges.)
- Students at universities feel more comfortable with the number of officers on campus than their community college and TCAT counterparts.
- Students are most concerned about being on campus after dark, parking areas, property crime and being the victim of a personal crime, like sexual assault or domestic violence.

Over 3,500 TBR faculty and staff responded to a survey gauging perceptions of campus safety. The faculty and staff participants represented universities, community colleges, and colleges of applied technology from across the state.

- Over 2900 faculty and staff indicated that they feel safe on campus.
- Fifty-four percent indicated that their campus was welcoming and safe for staff, faculty and students.
- Overall, faculty and staff are positive about the steps taken by themselves and the campus regarding awareness of security measures.

- Over 2,000 indicated they were "very familiar" with their building's predefined shelter area and evacuation routes in case of an emergency.
- About 12% of faculty/staff reported being a victim on crime on campus and almost all reported the crime to campus police and were satisfied with the result.
- The top 5 most concerning personal safety issues to faculty/staff respondents include:
  - Being a victim of an angry or hostile student (1593)
  - Being a victim of an active shooter (1384)
  - People other than law enforcement carrying a gun on campus (1348)
  - Being on campus after dark (1329)
  - Parking areas (1047)
- Two areas of improvement indicated by faculty and staff are a desire to improve safety in academic buildings and improve the presence of law enforcement/security personnel.
  - Over 1600 faculty and staff do not think there is sufficient security in academic buildings.
  - Over 1100 faculty and staff said the level of police/security available to their campus is inadequate for the size of the institution.
- Faculty and staff indicated the most beneficial safety measures for a campus to consider, should additional funding be available include:
  - Panic buttons on office and faculty computers (2033)
  - Video surveillance (1979)
  - Electronic locks. Using name/ID tags as swipe keys to open doors, rather than physical keys. (1948)
  - Motion sensor outdoor lighting (in "low lit areas") (1532)
  - Electronic door lockdown, where all doors can be locked immediately (1433)
  - Hand locked dead bolts on the inside of the classroom doors (1404)

In addition to survey data, the committee reviewed higher education literature and research. Qualitative data were gathered through interviews with the University System of Georgia and Virginia Tech. The interviews provided additional information on "lessons learned" when both institutions worked through a similar review of safety and security policies, structures, and procedures. Task force members also examined campus crime data from the *Crime on Campus 2015* report produced by the Tennessee Bureau of Investigation. The crime information below is from this report but includes crime data from all the public and private colleges in the state of Tennessee, which includes over 100 colleges/universities and over 300,000 students.

- Overall crime decreased 7% on college campuses in 2015 (5945 total offenses) compared to the previous year.
- The most common offenses on college campuses are: larceny/theft, liquor violations, drug violations, assault, and vandalism.
- Community colleges and colleges of applied technology have far fewer reported crimes and very few violations related to alcohol or drugs.

Category of Crime	Number of Offenses in 2015
Larceny/theft	1718 (Mostly from a building during the day)
Liquor law violations	927 (Most often Friday—Sunday)
Drug/narcotics and Drug equipment violations	836
Assault	630
Destruction/damage/vandalism	598

Additionally, based on the TBI *Crime on Campus 2015* report, violent crimes occur at a significantly lower rate on Tennessee college and university campuses (public and private) than in the rest of the state. The chart below contains the 2015 data, and reflects that our campuses are statistically significantly safer than off-campus locations.

Category	Violent Incidents		Rate per 100,000 Population	Rate per 100,000 College Students
	Statewide	On Campus	Statewide	On Campus
Murder	406	0	6.2	0.0
Forcible Rape	2,020	56	30.8	15.6
Robbery	7,537	238	115.1	66.1
Aggravated Assault	30,068	52	459.1	14.5

Upon completing its research and conducting task force meetings, the Safety and Security Task Force report the following findings and make the recommendations below.

System Structure

Findings
- TBR lacks system-level coordination of safety and security initiatives including training, audit of campus-based safety and security, and communication among campus police chiefs.
- The TCATs have little to no security or police presence on their campuses.
- There are increased numbers of federal requirements with which the TBR system must comply. Compliance involves providing training, auditing, and reporting.
- There is a need to clarify the roles of campus police and local law enforcement regarding jurisdictional boundaries, mutual assistance, criminal investigations, medically unattended deaths, intelligence, emergency calls, sexual assaults, domestic violence, serious crime notifications, and any other situation that may arise at a particular institution.

Recommendations
1. TBR should create a system Safety and Security Department and provide funds to carry out the operational expectations of this office. This department will include the addition of a TBR Safety and Security Director. Total cost for position is $121,500 ($90,000 salary plus $31,500/35% benefits).

Responsibilities of TBR Safety and Security Director:

a. Must be a certified police chief with emergency preparedness training, including NIMS, and be able to carry out official officer duties on any campus within the TBR System as needed;
b. Responsible for oversight of a system-level program audit for campus safety and security offices;
c. Provides security and safety consultation to the community college and TCAT presidents and directors;
d. Coordinates system-level meetings with campus police chiefs on a quarterly basis and disseminates regular updates;
e. Serves as the primary system-level point of contact for coordination of campus emergency preparedness documents and system training; and
f. Serves as the conduit between the campuses and the Chancellor on all safety and emergency matters

2. TBR should establish a system Compliance Office and provide funds to carry out the operational expectations of the office.

Responsibilities of TBR Compliance Officer:

a. Develops, implements, administers, and oversees a system-wide, comprehensive compliance program at the system office;
b. Develops and implements processes and procedures to ensure system-wide compliance;
c. Coordinates with campus compliance officers and/or other campus officials responsible for unit-level compliance;
d. Promotes and encourages a system-wide environment of compliance with the letter and spirit of governing laws, regulations, and policies, including but not limited to, Title IV, Clery Act, Title VI, Title IX, ADA, Section 504 of the Rehabilitation Act, OSHA, Campus SaVE, FERPA, and THRA;
e. Develops and coordinates a training and educational program for faculty, staff, and students concerning elements of the compliance program;
f. Serves as TBR's Clery Coordinating Officer and oversees training and reporting process for all community college and TCAT campuses;
g. Serves as TBR's Title IX Coordinator and Section 504 Officer;
h. Investigates and resolves complaints filed with TBR relating to sexual misconduct, discrimination, harassment, retaliation, and other similar issues, and assists community colleges and colleges of applied technology on such investigations when requested;
i. Identifies and assesses areas of risk to TBR and its institutions and identifies gaps between practice and policy;
j. Develops and chairs a Title IX Task Force consisting of campus Title IX Coordinators;
k. Oversees the preparation and publication of institutional Annual Security Reports;
l. Oversees the development and implementation of annual campus climate surveys for TBR institutions
m. Conducts internal audits of institutional compliance efforts and prepares periodic compliance reports to the Chancellor and the Audit Committee of the Board of Regents;

n.   Maintains appropriate records of all compliance efforts.

Institutional Standards and Policies

Recommendations
1. Every community college should employ a certified police chief. Institutions may determine whether additional staff are needed and if they are certified officers or security officers reporting to the police chief. Estimated cost for each police chief's position is $60,000 salary plus $21,000 benefits (35%). With four positions identified (Columbia, Dyersburg, Motlow, and Nashville State), total cost would be $324,000 (recurring).
2. All TBR institutions with law enforcement agencies should become accredited through the Tennessee Association of Chiefs of Police (TACP).
3. TBR institutions with campus law enforcement or security should enter into memoranda of understanding (MOU) with local law enforcement agencies with concurrent jurisdiction, as necessary.

Security/Police Staff Levels

It has become standard practice for many public safety departments to base their staffing decisions simply on the ratio of officers to the population they are serving or the ratio of officers to call volume. The limitation of this model is that is uses simple statistics and does not take into consideration many other variables that exist in a public safety department. Margolis Healy and Associates have created a Bi-Dimensional Staffing Formula (Margolis, n.d.). The formula includes a space analysis and a workload analysis that, when used together, more accurately identify staffing needs for individual institutions than does a blanket formula. The Community Oriented Policing Services (COPS) (2011) and the U.S. Department of Justice completed a staffing-level study and found that to establish appropriate staffing levels, the items used in the Bi-Dimensional formula needed to be taken into consideration.

The first examination is a space analysis that focuses on five key factors that are specific to a department and the institution.

- Public Safety Readiness Level - University administrators and the public safety administration identify and describe the desired levels of public safety services and their impact on campus safety and security. The matrix model provided by Margolis Healy helps assess the anticipated effects. The matrix contains five levels: full service, comprehensive stewardship, managed care, reactive services and response only.
- Call Volume - Focuses on incoming calls that are not officer-initiated and how much time on average a "call" takes to conclude.
- Number of Fundamentally Different Buildings - Takes into account the different uses for buildings such as research, academic, administrative, residential, athletic, etc., and the challenges for safety and security each building presents. This factor also considers off-campus buildings that are under the public safety department's span.
- Total Campus Area - Size of campus and its impact on police/security response times.
- Campus Mission - Can have an impact due to the community draw on an institution, as can if it is an open or closed campus.

The second analysis is a "shift activity" analysis that has four main factors to develop a comprehensive view of shift activity and to project the number of staff needed to meet demand.

- Staffing formula - Takes into account the number of hours required for public safety coverage by including the number of hours for one position minus a lost time element (vacations, sick, etc.).
- Call for Service Analysis - Uses department specific records to determine average of calls per shift, along with time spent on calls for services, writing reports, and traveling to and from calls
- Building Security Activities – Assesses the physical needs of buildings such as locking, unlocking, conducting building checks and patrols, while considering variations among shifts.

- Proactive/Directed Patrol Activities - Calculates the amount of time assigned per shift that is not reactive in nature such as officer-initiated activities, crime prevention efforts, and general community policing activities.

By using this Bi-Dimensional formula, a calculation can be made on current and projected public safety staffing needs for the desired level of service.

While using the Bi-Dimensional formula is a more comprehensive way to determine security/police staffing levels, this model will take a great deal of time to analyze each TBR institution. Therefore, the task force is using the COPS recommended ratios, which are highlighted in the Findings and Recommendations below.

Findings
- Determining the appropriate number of personnel for a particular college is dependent upon many variables. Details such as physical features and layout, student populations, workloads expected of an officer, and the surrounding environment where the campus is located all can play a significant role in determining an appropriate level of staffing.
- In July 2011, the national staffing average based on student populations according to Community Oriented Policing Services (COPS) for community colleges and universities was reported to be approximately one officer to every 625 students (1:625).
- For additional information on staffing recommendations, see the July 2011 publication *Establishing Appropriate Staffing Levels for Campus Public Safety Department.*
- Based on Fall 2015 security/police staffing levels and headcount at TBR institutions, a minimum of 25.8 positions are needed system-wide to meet the 1:625 ratio (officer:student) recommended staffing standard. The number 25.8 is the result of a computation that includes partial/part-time positions (see table on p. 22). To staff each institution with at least one full-time security officer would require 34 additional positions. Using a current, contract security rate of $12.15 per hour at a TBR institution, 34 contract security positions would cost approximately $860,000 annually. To provide consistency in selection, training, and service, the task force recommends employing 34 security/police positions rather than utilizing security personnel from the private sector. With benefits, each security/police position would cost approximately $50,000, based on a salary of $37,000 plus 35% benefits costs. The total recurring cost for 34, institutionally staffed positions would be $1,700,000 annually.

Recommendations
1. Each institution should have a security/police staffing level of one officer to 625 students.
2. Each institution should employ at least one security/police officer responsible for campus safety.

SECURITY/POLICE STAFFING LEVELS (FALL 2015)	POST CERTIFIED	POST - OTHER AGENCY		SECURITY PERSONNEL		TOTAL	SECURITY EQUIVALENCY	HEADCOUNT FALL 2015	OFFICER: STUDENT RATIO (1:625)	RECOMMENDED STAFFING at 1:625	OFFICERS NEEDED BASED ON 1:625 RATIO 25.8
		Full-time	Part-time (0.5)	Full-time	Part-time (0.5)						
Austin Peay State University	18			4		**22**	*22*	**10,099**	459	16.2	0.0
East Tennessee State University	20			3		**23**	*23*	**14,334**	623	22.9	0.0
Middle Tennessee State University	35			2		**37**	*37*	**22,511**	608	36.0	0.0
Tennessee Tech University	14			7		**21**	*21*	**9,169**	437	14.7	0.0
Tennessee State University	23			28		**51**	*51*	**10,901**	214	17.4	0.0
University of Memphis + Lambuth	38			22		**60**	*60*	**20585**	343	32.9	0.0
Chattanooga State CC*	8			12		**20**	*20*	**9,374**	469	15.0	0.0
Cleveland State CC	5			1	5	**11**	*8.5*	**3,509**	413	5.6	0.0
Columbia State CC				5		**5**	*5*	**5,297**	1059	8.5	3.5
Dyersburg State CC				4		**4**	*4*	**2,857**	714	4.6	0.6
Jackson State CC	4			1		**5**	*5*	**4,746**	949	7.6	2.6
Motlow State CC (Moore Co. only)			9	1		**10**	*5.5*	**5256**	956	8.4	2.9
Nashville State CC		6		30		**36**	*36*	**10,192**	283	16.3	0.0
Northeast State CC	8			20		**28**	*28*	**6,084**	217	9.7	0.0
Pellissippi State CC				30	1	**31**	*30.5*	**10,325**	339	16.5	0.0
Roane State CC	6		1	2	14	**23**	*15.5*	**5861**	378	9.4	0.0
Southwest TN CC	30			12		**42**	*42*	**9,135**	218	14.6	0.0
Volunteer State CC	8	21			2	**31**	*30*	**8,068**	269	12.9	0.0
Walters State CC	8	12		3		**23**	*23*	**5,947**	259	9.5	0.0
Athens						**0**	*0*	**319**	-	0.5	0.5
Chattanooga*						**0**	*0*	**1,243**	-	2.0	2.0
Covington						**0**	*0*	**234**	-	0.4	0.4
Crossville						**0**	*0*	**433**	-	0.7	0.7
Crump						**0**	*0*	**263**	-	0.4	0.4
Dickson						**0**	*0*	**628**	-	1.0	1.0
Elizabethton						**0**	*0*	**586**	-	0.9	0.9
Harriman						**0**	*0*	**271**	-	0.4	0.4
Hartsville						**0**	*0*	**458**	-	0.7	0.7
Hohenwald						**0**	*0*	**451**	-	0.7	0.7
Jacksboro						**0**	*0*	**239**	-	0.4	0.4
Jackson						**0**	*0*	**605**	-	1.0	1.0
TCAT-Knoxville		11				**11**	*11*	**978**	89	1.6	0.0
Livingston						**0**	*0*	**597**	-	1.0	1.0
McKenzie						**0**	*0*	**227**	-	0.4	0.4
McMinnville						**0**	*0*	**260**	-	0.4	0.4
TCAT-Memphis		1		1		**2**	*2*	**1,020**	510	1.6	0.0
Morristown						**0**	*0*	**730**	-	1.2	1.2
Murfreesboro						**0**	*0*	**622**	-	1.0	1.0
TCAT-Nashville				1		**1**	*1*	**1,012**	1012	1.6	0.6
Newbern						**0**	*0*	**361**	-	0.6	0.6
Oneida						**0**	*0*	**288**	-	0.5	0.5
Paris						**0**	*0*	**376**	-	0.6	0.6
Pulaski						**0**	*0*	**670**	-	1.1	1.1
Ripley						**0**	*0*	**218**	-	0.3	0.3
Shelbyville						**0**	*0*	**644**	-	1.0	1.0
Whiteville						**0**	*0*	**259**	-	0.4	0.4
*TCAT Chatt. + Chatt. State CC	8	0	0	12	0	**20**	*20*	**10,617**	531	17.0	0.0

Behavioral Intervention Teams and Counseling

An important component of a campus safety program is the formation of a behavioral intervention team (BIT). According to the National Center for Higher Education Risk Management (NCHERM) (2009), behavioral intervention teams are the best method of identifying and responding to the potential for violence on college campuses. These teams are often referred to by other names, such as CARE teams or Student of Concern (SOC) teams. For the purposes of this document, the teams will be referred to as behavioral intervention teams.

These multidisciplinary teams are composed of key constituents on a college campus. Team membership often includes the dean of students (or judicial officer), the director of security, or chief of police, a representative from counseling, a representative from academic affairs, and a representative from disability services. Members of the campus community report behaviors of concern to these teams. The teams take the information reported to them, assess the level of threat indicated by the behaviors, determine appropriate interventions, and track behavioral trends over time.

Findings
- There is no TBR system-level policy in place to guide the work on campus-based behavioral intervention teams.
- There is no standard electronic database that TBR institutions use to track cases reported to campus behavioral intervention teams.
- There is no system-wide structure for behavioral intervention teams and counseling staff to utilize for communication of best practices and the sharing of resources among institutions.
- There is no system-wide on-going training for behavioral intervention teams. Training is campus-based and inconsistent across the TBR system.
- Not all TBR institutions, particularly the TCATs, have behavioral intervention teams.

Recommendations
1. TBR should create a system-wide behavioral intervention team (BIT) policy that addresses the scope of the behavioral intervention teams at each campus. This policy should address record keeping and confidentiality and identify the options related to mandated mental health assessments and involuntary removal of a student for mental health concerns.
2. TBR should create a system-wide structure for counseling staff and behavioral intervention team members to provide annual training, resources, and collaborative sharing opportunities on working with students and employees with mental health issues. Employ consultants to provide training, as necessary.
3. Each institution should create an institutional behavioral intervention team and develop standards for reporting and training of team members.
4. TBR should identify and secure a comprehensive database that will allow longitudinal tracking of cases referred to campus-based behavioral intervention teams at each of the TBR institutions.

5. TBR should explore inter-institutional sharing of conduct records for students who are expelled or dismissed from a TBR institution for behavioral issues.
6. Each institution should examine the need for minimum staffing levels and establish credentials for mental health providers employed at TBR institutions. Where necessary, establish memoranda of understanding (MOU) with local community mental health agencies and crisis teams.

Campus Grounds and Facilities

With the increasing concern about incidents of mass violence at institutions of higher education, the primary focus of campus safety and security has shifted from the exterior (e.g., parking lots, lighting, and pathways) to the interior (i.e., protecting classrooms). As mentioned in the Safety and Security/Police section earlier in this report, TBR administered the Faculty and Staff Campus Safety Climate survey to employees to determine their perceptions of their level of security on campus. The results of this survey showed that the second most-concerning personal safety issue was "being a victim of an active shooter," behind only the possibly related issue, "being a victim of an angry or hostile student." When participants were asked to identify the most beneficial safety measures to consider should additional funding become available, three of the top six measures were related to locking mechanisms on classroom and building doors, to include electronic locks and lockdown systems, and dead bolts (TBR Safety & Security Taskforce, 2016).

The initiative to protect our students and faculty must begin with ensuring classrooms can be secured immediately when necessary. In most instances, the occupants of a classroom only need to be able to secure themselves for a few minutes to survive an armed assault. In its publication *Active Shooter: How to Respond*, the U.S. Department of Homeland Security reports that most active shooter events end within 10 to 15 minutes, and people must be prepared mentally and physically to respond to protect themselves until law enforcement arrives. (2008)

Since "every minute matters," the task force has made classroom security its highest priority recommendation. Classroom capacity (e.g., lecture halls) deserves critical attention because those who desire to commit acts of mass violence on campus frequently look for large numbers of potential victims in confined spaces. After the security of classrooms, entrances to academic buildings must also be securable. The focus must be first on protecting lives, then property.

Crime Prevention Through Environmental Design (CPTED) strategies are built around the concept, as defined by the National Crime Prevention Institute, "The proper design and effective use of the built environment can lead to a reduction in the fear and incidence of crime, and an improvement of the quality of life" (Prince William County Police Department, n.d.). Crime Prevention Through Environmental Design involves much more than locks, doors, fences and alarms. This design for safety is built around four major strategies – natural surveillance, natural access control, territorial reinforcement, and maintenance, which can be utilized to assess buildings and grounds, to include lighting. Clearly, the lighting component of CPTED is important at TBR institutions as survey respondents listed "being on campus after dark" as their fourth most concerning personal safety issue. (TBR, 2016) Finally, many CPTED principles can be applied easily and inexpensively, often at no additional cost.

The task force recommends implementing CPTED strategies on all campuses, beginning with an initial assessment followed by regular and emerging needs reassessment.

Findings
- Students, faculty and staff are concerned about their personal safety on our campuses.

- Students, faculty and staff are concerned specifically about being the victim of an angry or hostile student and of being a victim of an active shooter.
- Many classroom and lecture hall doors on our campuses are not lockable from within and cannot be secured.
- Almost 47% of survey respondents disagreed with the statement, "There is sufficient security in academic buildings."
- There are no system-wide standards for campus safety or for conducting physical threat assessments.
- Lighting is a significant safety concern.

Recommendations

1. All classroom and lecture hall doors must be lockable from within. Institutions will need to assess locking hardware, doors and doorframes. All doors and locks must meet applicable fire codes. See The National Association of State Fire Marshal's *Classroom Door Security & Locking Hardware* (2015).
An example of a locking mechanism is depicted in Photo 1 below. In the immediate interim, there are measures that allow doors to be secured temporarily, such as devices that "jam" a door or prevent the upper door "closers" from operating.
2. Each institution should replace older, handle-type "panic bars" on exterior doors with flush mount releases to prevent chaining of doors, as occurred at Virginia Tech.
3. Each institution should consider establishing a procedure by which all classroom doors are left in the locked position at all times. If faculty opt to teach with classroom doors ajar, the doors can be left in the locked position and closed quickly at the first notice of a threat.
5. Each campus, with the assistance of the system Safety and Security Department, should perform threat assessments for all buildings and grounds using Crime Prevention Through Environmental Design (CPTED) strategies, to include building hardware, lighting, cameras and landscaping. (Prince Williams County Police Department, n.d.)
Particular attention should be directed toward lighting as it is the primary factor that makes people feel safe. To keep costs at a minimum, the director of the proposed TBR Safety and Security Office can develop training for system-wide, CPTED assessment teams.

Photo 1.

The locking system pictured on the left:

- **Is code compliant (e.g., pushing down the single-motion unlocks the door)**
- **Has a deadbolt throw for additional security**
- **Can be locked from inside with the thumb latch**
- **Has a small switch (lower right – see "A") that allows the latch to be locked without a key**
- **Costs approximately $450 (excludes labor, door replacement, etc.)**
- **Is available from multiple vendors with the same functions**

The pictured locking system costs approximately $450 per unit, which does not include costs for labor, or if doors and doorframes have to be replaced or repaired. Estimated costs to replace all locking systems is $6 million (one-time). Cost per institution was estimated at $500,000 for large universities, $200,000 for mid-size universities and large community colleges, $100,000 for small community colleges, and $25,000 per TCAT. Panic bars for double doors cost approximately $3,500 total for parts and labor ($400).

Training

Training for Security/Police Officers

Training for security personnel and campus police officers is happening at TBR universities and community colleges. All armed campus police officers must meet the same basic standards to be licensed or certified by the state. For unarmed security personnel the training requirements are not as specific as those for armed police officers. Some typical annual trainings that are conducted for security personnel are:

1. Certification in defensive tactics, such as, baton, pepper spray, handcuffing, etc.
2. Certification in assistance tactics, such as, CPR, First Aid, AED, etc.
3. Hostile intruder training, such as, A.L.I.C.E. training, emergency drills, etc.
4. Other training, such as VAWA workshops and training, etc.

Findings
- All four-year institutions have POST-certified police officers and must maintain POST training standards.
- Approximately 60% of TBR two-year institutions have POST-certified police officers and their own police department; some have a combination of armed police and unarmed licensed security officers. POST-certified police officers must maintain POST training standards. Unarmed security personnel are required to have an unarmed security license per the Tennessee Board of Regents.
- None of the TCATs has POST-certified police officers. Some rely on off-duty POST-certified officers as part-time contract employees. Some TCATs rely on unarmed licensed security guards; some do not employ any security personnel.

Recommendations
1. All security/police officers should receive annual training commensurate to their respective duties and responsibilities.

Training for Faculty, Staff and Students

Training for faculty and staff is happening at TBR universities, community colleges and TCATs, but perhaps not as consistently or as often as for police officers and security personnel. Often this training is optional and offered during "in-service training" that is primarily conducted at the beginning of the academic year in August.

The City of Houston and the Department of Homeland Security created a six-minute video entitled *Run-Hide-Fight* (2012). This video has been viewed millions of times and now serves as the national protocol on what to do when an armed perpetrator enters a public or private business with the intent to kill. Albrecht (2014) explained that difficult lessons were learned from the active shooter incident at Columbine High School in 1999. One such lesson from this incident created a revolution in police response tactics. Prior to Columbine, officers surrounded the building, set up a perimeter, and made efforts to contain the damage. According to Albrecht, that approach has been replaced with an active protocol, which directs one or more officers to enter quickly and move toward the sound of gunfire, neutralizing the shooter.

Run-Hide-Fight training instructs individuals to run out of the building as quickly as possible if there is an escape path. Individuals are instructed to evacuate whether others agree to exit or not. If evacuation is not possible, the second recommendation is to hide. Individuals are instructed to find a place to hide and lock and/or barricade the space. Individuals should leave behind everything except cell phones and try to hide behind a large object that will allow them to be out of the shooter's view and provide protection if shots are fired in their direction. As a last resort, individuals are instructed to take action, or fight, in an effort to take down an active shooter or when faced with other imminent danger. Aggressive actions such as throwing items or improvising weapons may be necessary to neutralize the situation.

The take-away from this survival concept is to run when it is safe to run; hide where it is safe to hide; and fight if you or others around you have no other options.

Findings
- There is no TBR system-level policy in place for faculty, staff, and student training regarding safety and security.
- There is no system-wide standard curriculum provided for faculty, staff and student training regarding safety and security.
- Various levels of training are campus-based and inconsistent across the system.
- Consistent training in reporting student behaviors of concern does not exist across the system.

Recommendations
1. Students, faculty and staff should be trained in how to respond to critical incidents on campus, such as natural disasters and active shooter situations.

The Department of Homeland Security distributes a free pocket-card giving instructions of how to respond during an active shooter incident. All students, faculty and staff should be given a copy of, or provided the link to the U. S. Department of Homeland Security pocket-card at the following website: https://www.dhs.gov/sites/default/files/publications/active_shooter_pocket_card_508.pdf

2. Campuses should notify students, faculty and staff of all emergency notification systems available for their use.

3. Each campus should provide ongoing training to the campus community regarding recognizing and reporting behaviors of concern.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats and hazards – regardless of cause, size, location, or complexity – in order to reduce loss of life, property and harm to the environment. NIMS is the essential foundation of the National Preparedness System (NPS - FEMA) and provides the template for the management of incidents and operations. (US Department of Homeland Security, 2008, 2011)

Housed in the U. S. Department of Homeland Security, the purpose of the NIMS is to provide a common approach for managing incidents. The concept contained in NIMS provides for a standardized but flexible set of incident management practices with emphasis on common principles, a consistent approach to operational structures and supporting mechanisms, and an integrated approach to resource management.

Emergency events occur at the local level and are address locally at the lowest organizational level. There are other instances where success depends on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency-responder disciplines. These instances necessitate effective and efficient coordination across this broad spectrum of organizations and activities. By using NIMS, communities are part of a comprehensive national approach that improves the effectiveness of emergency management and response personnel across the full spectrum of potential threats and hazards (including natural hazards, terrorist activities, and other human-caused disasters) regardless of size or complexity. (2008)

The NIMS Training Program specifies National Integration Center (NIC) and stakeholder responsibilities and activities for developing, maintaining, and sustaining NIMS training. Everyone involved in emergency management (to include emergency operation center personnel in support of the field), regardless of discipline or level of government, should take the NIMS baseline curriculum courses (Independent Study-700 and ICS-100). Incident command occurs in the field; therefore, the NIC recommends that only individuals with a command and general staff role take advanced ICS (Incident Command System) courses. Fulfilling the training associated with this plan helps emergency management organizations, departments, and agencies to develop preparedness capabilities for effective and efficient incident management. As a result, trained emergency

responders are available as mutual aid to support incident management in other jurisdictions, if requested. The NIMS Training Program should sustain a personnel qualification system that is coordinated, maintained, and meets the needs of the emergency management community.

Findings
- NIMS is applicable to all incidents and all levels of stakeholders, including those in higher education, who assume a role in emergency management.
- Not all TBR campuses have employees who are NIMS-certified.
- The majority of NIMS training is conducted online through the Department of Homeland Security and there is no cost associated with this training.

Recommendations
1. Each campus should ensure campus executives and other designated personnel receive the appropriate level of National Incident Management System (NIMS) training. Security/police administrators and respective supervisory personnel should complete NIMS IS100, IS200, IS700, IS800, at a minimum. Campus executives and senior officials should complete NIMS G-402 (ICS Overview for Executives and Senior Officials), at a minimum.

Emergency Preparedness

Emergency preparedness and response is a shared responsibility. The current campus culture places all safety expectations on campus safety and security/police. The Tennessee Board of Regents institutions' safety and security culture should evolve to one of communal responsibility. Each institution should provide information regarding emergency preparedness and response to the campus via various means, to include electronic, print media, video and audio, and on its website. Preparedness information should be provided to staff, faculty, students, and guests. The institutions should encourage persons to commit to personal preparedness and, because general preparedness guidelines may not apply in every emergency, should integrate their own preparedness activities with the circumstances of an emergency.

Additionally, in an emergency, institutions must be prepared for the immediate and simultaneous demand for information from a wide variety of constituencies, including local and potentially national media. With the proliferation of social media, it is critical for institutions to get ahead of the social media stories. The way an institution handles communication during a crisis can impact public trust long after the actual incident. Clear, crisis communication plans enable institutions to know ahead of time how they will manage disseminating accurate information in a timely fashion to a variety of audiences and should be incorporated into all emergency preparedness plans. Emergency preparedness plans should also include contingencies to maintain cell coverage on campus, as lines are likely to be overwhelmed in times of crisis.

Findings
- There are various levels of emergency preparedness across TBR institutions ranging from no preparedness to a high level of preparedness.
- The majority of the plans are not up-to-date.
- The majority of plans do not have all necessary components.
- Plans are not consistently distributed to campus personnel, therefore, the plans are often unknown to faculty, staff or students.
- Plans have not been exercised consistently.
- Many plans are not comprehensive or multi-hazard and do not go beyond fire and tornado drills.
- Many plans lack a formal crisis communication plan, either as a stand-alone plan or as part of an emergency preparedness plan.
- Communication is a critical element of emergency preparedness. On most TBR campuses, campus safety and security/police departments cannot communicate by radio with local first responders. Additionally, portable cellular systems may be needed during widespread emergencies, when cell towers are overloaded or damaged. Emergency cell phones for campus use only may provide an option to replace more costly satellite phones.
- Needed emergency supplies are not available.
- Surveys indicated four of the top five actions respondents take to increase safety on campus involve mobile phones, such as carrying a phone, signing up for text alerts, and reporting suspicious activity.

- On most campuses, there is no one specifically designated to be responsible for updating the plans.

Recommendations
1. TBR should develop an emergency preparedness template and conduct peer audit on a 3-5-year cycle to ensure compliance.
2. Each campus should ensure basic emergency preparedness plans, trainings, and processes are in place, including:
   a. Implementation of an Emergency Notification System
   b. Annual training for all faculty and staff
   c. A system to collect accurate data and maintain records
   d. Establish protocols with first responders
3. Each campus should establish an annual marketing and educational campaign for students on emergency preparedness.
4. Each campus with police/security should have radio interoperability with local first responders. Cost per unit is approximately $4,500 for a hand-held, police radio. Placing one radio at each community college and TCAT would cost approximately $180,000 (one-time money). Additional charges may apply for access to local law enforcement/fire radio systems.
5. Each campus should explore cellular agreements with major carriers to provide portable systems when cell towers are overloaded or unavailable, and to provide campus-use only emergency phones.

Emergency Notification System

In order to create a safe environment for students, faculty, and staff at each TBR institution, alert and warning systems are critical. The alert/emergency notification technology has proven to be crucial for distributing Clery-required emergency notifications and timely warnings in emergency situations. Given that TBR institutions' reputations, image, and public safety are at stake, timely and accurate notification systems must be in place to issue "real time" notifications in a variety of emergencies. The ability to utilize multiple, or multi-layered delivery methods is invaluable. One form of communication may be needed to reach one group of constituencies while another may be more accessible to another group. It is important for emergency notifications to communicate effectively without requiring recipients to take active measures to receive messages, and must reach people selectively, almost taking the form of a one-on-one approach. The task force's recommendations include a variety of means by which to connect with students.

Findings
- Not all TBR institutions have adequate alert systems to send emergency notifications.
- Per the TBR Faculty and Staff Campus Safety Climate Survey, approximately 3000 respondents answered "Yes" or "Maybe" to the question, "If your campus has some type(s) of automated emergency alert system, would you receive them during classroom or lab

times?" The overwhelmingly positive response to this question demonstrates the need for all campuses to offer an automated emergency alert system.

Recommendations
1. Each institution should have a functioning emergency notification system.
    a. Template messages should be developed and maintained to accelerate distribution (e.g., "canned" message for more common events such as tornado warnings).
    b. Where possible, emergency notifications should be "opt out," i.e. automatically enrolled.
    c. Social media should be a component of all campus emergency notification systems. Twitter is recommended, as it is more of a news source for college populations and has a notification/alert home screen option.
    d. Institutions should consider the use of a panic-button type smart phone app.
2. Where applicable, campus notification systems should also include in-building notification systems and outdoor warning systems.

Emergency Notification at TCATs

A public safety emergency notification platform was installed in at Tennessee Colleges of Applied Technology (TCAT) in July, 2016. The system allows campuses to communicate with, and alert their entire populations in within minutes. The coverage is complete as the system uses multiple communication modes to send emergency alerts – mobile phones, landlines, email, text, social media, and more to ensure maximum coverage. The system is designed to be reliable, accurate and easy to use, and is currently used nationally to deliver millions of alerts daily. The system has "opt-in/opt-out" flexibility and is designed to get to the right person at the right time. The task force recommends "opt-out" as the system default.

The initial setup for the TCATs was $722 per campus (26 of 27 TCATs) for a total of $18,770. The on-going, annual cost per campus is $645, or $16,770 annually system-wide for the twenty-six TCATs. The Chattanooga TCAT is part of Chattanooga State Community College's notification system, and the TCAT has access through the institutions' sharing of resources.

The TCATs are also negotiating the purchase of an in-building alert system. Because many of the TCAT programs are not conducive to the timely receipt of text messages or emails, the need for an in-building notification system was identified to fill the gap. A system that is compatible with other mass notification systems, to include a customized outdoor warning/siren system, is preferred. Compatible systems will allow easy integration with existing infrastructure to fill in the gaps and enhance campus emergency communications efforts, thus avoiding duplicating costs.

Legislation

Establishing a good working relationship between campus safety and security/police and local law enforcement agencies is essential to optimizing response to emergencies on college campuses. For example, in the state of Virginia, campus police and local law enforcement routinely assist each other in answering calls both on and off campus. When he met with the task force at East Tennessee State University in July 2016, Chief Kevin Foust of the Virginia Tech Police Department, commented that the relationships that the university's police department built over the years with local law enforcement enhanced the effectiveness of the response to the mass shooting that occurred there on April 16, 2007 (personal communication, July 11, 2016).

Current law in Tennessee (TCA 40-7-118) allows for campus police forces to have jurisdiction on facilities utilized by the campus and on public roads between facilities utilized by the campus to effectuate campus safety. This law also allows for campus police to enter into mutual assistance agreements with other law enforcement agencies. TCA 49-7-118 reads:

> TCA 49-7-118 (d) When properly commissioned and qualified in accordance with the policies of the board of regents and board of trustees, the police officers shall have all the police powers necessary to enforce all state laws as well as rules and regulations of the board of regents and the board of trustees. The authority granted extends to all facilities or property owned, leased or operated by the board of regents or the board of trustees, including any public roads or rights-of-way that are contiguous to, within the perimeter of or connect between the facilities, property or interests of a particular institution.
>
> (e) (1) A law enforcement agency may enter into such written mutual assistance or other agreements with other law enforcement agencies, including a county sheriff's department, municipal police department, judicial district drug task force, Tennessee bureau of investigation or Tennessee highway patrol, as are necessary to preserve and protect the property, students and employees of the college or university employing the officers and to otherwise perform their duties. The agreements may provide for the exchange of law enforcement officers and security officers when required for a particular purpose or for mutual assistance to effectuate arrests, execute search warrants and perform other law enforcement functions when the law enforcement agency finds it necessary to act outside of their statutory jurisdiction.

TCA 49-7-118 also authorizes the Tennessee Board of Regents to establish police forces on its campuses. As the six state universities which are now part of TBR soon will have their own governing boards, this law will need to be amended to allow the university governing boards to establish police forces.

In 2016, Tennessee amended TCA 39-17-1309 to allow employees at public institutions of higher education who have a handgun permit to carry their handgun while at work. Employees who carry a handgun at work must register with law enforcement. The identity of employees who carry a handgun to work must be kept confidential by law enforcement.

Findings
- As the six state universities which are currently governed by TBR will have their own governing agencies, TCA 49-7-118 no longer allows for the six universities to have police departments.
- The confidentiality provisions of Public Chapter 1061 (Faculty and Staff guns on campus) are difficult to implement, particularly the element that only one administrative officer of the institution who is responsible for school facility security on a campus can be aware of who has authority to carry on campus. In particular, it is difficult for TCATs that the one person identified on campus to know who can legally carry in accordance with the statue cannot be an employee's immediate supervisor or a supervisor responsible for evaluation of the employee, because in some cases most of the staff report to the TCAT director. It also is difficult that the law states that a law enforcement agency may share this information with an individual on campus but is not required to do so. The result is inconsistency across our state in the sharing of information.

Recommendations
1. TBR should advocate to the General Assembly to amend TCA 49-7-118 to clarify that TBR university governing boards may establish certified police forces.
2. TBR may consider advocating to the General Assembly to amend TCA 39-17-1309 to clarify that no adverse action will be taken against an employee who lawfully exercises his/her right to carry a handgun on campus if in compliance with law and policy.
3. TBR may consider advocating to the General Assembly to amend TCA 39-17-1309 to require that lists of individuals authorized to carry a handgun on campus shall be shared between local law enforcement and the institution of the individual's employment.
4. TBR may consider advocating to the General Assembly to amend TCA 39-17-1309 to provide increased flexibility for campus personnel to be aware of who is lawfully allowed to carry.

ADDENDUM 1: 2016 FACULTY AND STAFF CAMPUS SAFETY CLIMATE SURVEY

Campus Safety Survey

Sample Consent Form

This survey will help us learn about the perceptions faculty and staff regarding campus safety at your institution. If you participate, your responses will be kept completely confidential and never linked to you by name. No one at your institution will be told how you responded to the survey. It should take approximately 20 minutes to complete.

Your participation is voluntary, and you may choose to skip questions or stop responding at any point. Due to the importance of this topic, your cooperation would be greatly appreciated.

The information that you and many other faculty/staff provide will contribute to our understanding of these important issues within the TBR System. Moreover, consistent with our commitment to ensure a safe, healthy, and welcoming environment for students, faculty, and staff your participation will guide conversations and recommendations by the TBR Campus Safety Task Force.

Confidentiality

Although we have undertaken all reasonable efforts to minimize any potential risks, you should know that any form of communication over the Internet carries at least some minimal risk of loss of confidentiality. For example, if other individuals (e.g. other office staff) have access to your computer, they might be able to view your web browsing history, including a link to this survey.

For information on how to delete your web browsing history, you can visit http://www.computerhope.com/issues/ch000510.htm

For questions about this survey, contact Dr. Heidi Leming, Assistant Vice Chancellor for Student Affairs, at Heidi.leming@tbr.edu.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:
- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.
- AGREE
- DISAGREE (prompts this message: "Based on your response to the consent form, you are ineligible to continue. Please contact (PI email) with any questions.)

Section A: Demographics

1. What is your gender?
a. Female
b. Male

2. What is your current employment status?
a. Staff
b. Adjunct Faculty
c. Full-time faculty
d. Other (please specify)_____

3. Which of the following descriptions apply to your employment: *Check all that apply.*
a. I am also enrolled as a student at the institution where I work.
b. I work primarily in the daytime.
c. I work primarily in the evening.
d. My work includes regular weekend responsibilities.
e. I work less than 30 hours a week.
f. I work more than 30 hours a week.

4. Choose the answer(s) that best describes your race/ethnicity:
   Please check all that apply.
a. Black/African-- -American (non-- -Hispanic)
b. Caucasian/White (non-- -Hispanic)
c. Hispanic/Latino
d. Asian/Pacific Islander
e. Native American Indian/Native Alaskan
f. Multi-racial
g. Other (please specify)_____

5. At which type of institution do you work?
a. University
b. Community College
c. TCAT

Section B: General Climate Questions

6. Please indicate your level of agreement with the following statements:
   (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
a. I feel valued in the classroom/learning environment as a member of the college or university faculty/staff.
b. Faculty, staff, and administrators respect what students on this campus think.
c. Senior Administrators are genuinely concerned about my welfare.
d. Campus Security personnel are genuinely concerned about my welfare.
e. I feel close to people on this campus.

f. I feel like I am a part of this college/university.
g. I am happy to be at this college/university.
h. The faculty/staff are treated fairly at this institution.
i. I feel safe on this campus.

7. Please indicate your level of agreement with the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
a. College officials (administrators, public safety officers) could do more to protect students.
b. College officials (administrators, public safety officers) could do more to protect faculty/staff from harm.
c. If there were a crisis on campus, my college/university would handle it well.
d. The college/university responds too slowly in difficult situations.
e. College/University officials handle negative incidents in a fair and responsible manner.
f. There is a good support system on campus available for faculty/staff going through difficult times.

Section C: Campus Safety

8. Have you been the victim of/witnessed a crime on campus since your employment at your current institution?
a. Yes
b. No

9. Was the crime reported to a campus police/security official?
a. Yes
b. No
c. I have not been a victim of/or witnessed a crime

10. If yes, were you satisfied with the institution's response?
a. Yes
b. No

11. What personal safety issues are you most concerned about with regard to your work environment? *Check all that apply.*
a. Being on campus after dark
b. Personal and violent crimes
c. Property crime
d. Threatening people
e. Parking areas
f. Traffic dangers
g. Sexual assault; domestic assault; intimate partner violence
h. Racial or hate violence
i. Being a victim of an angry or hostile student
j. Being the victim of an active shooter
k. Meeting alone with student(s)
l. Presenting/facilitating to a large group of students.

m. Lack of campus sponsored training.
n. People other than law enforcement carrying a gun on campus.
o. I am not concerned about my personal safety.

12. What actions do you take to increase your safety in the workplace? (Check all that apply.)

Walk with others
Carry a cellular phone
Let others know where I will be
Stay/Park in well-lit areas
Know locations of emergency phones
Take self-defense classes
Participate in training
Sign up for alert text messages
Use a mobile application
Use privacy setting on social networking sites
Report suspicious activity if witnessed
Carry personal safety items (whistle, pepper spray, etc.)
Carry weapons (knife, gun)
Other [box to input]
I don't take any actions to increase my safety on campus

13. Please indicate your agreement with the following statements (Use scale 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strong Agree; DK = Don't Know)

There are an adequate number of police/security officers for my institution's size and population.
Police/Security have a visible presence on and around campus.
I know the emergency number to campus police/security.
I am aware of our campus emergency alert system and how to receive announcements (including text messages or mobile applications).
In case of fire, I know procedures for evacuation.
I have viewed the campus police/security website.
If I am concerned about the behavior of a student, I know where to go to share my concern
If I am concerned about the behavior of a fellow faculty/staff member, I know where to go to share my concern.
There is sufficient security in academic buildings.
There is sufficient security in the student center and recreational facilities.
Campus police/security are respected on campus.
Campus police/security are courteous with employees.
Employees are well informed about recent crime on campus.
Campus police/security respond to incidents in a reasonable amount of time.
I feel like I can trust campus police.
I have participated in institutional safety training either online or in person.

14. How often do you discuss safety issues with others? (1=never; 2=sometimes; 3=often)
a. Family
b. Friends
c. Other instructors/faculty
d. Other Staff

15. Overall, how satisfied are you with the measures your institution has taken to ensure faculty/staff safety?
a. Extremely
b. Somewhat
c. Only a little
d. Not at all

16. Overall, how satisfied are you with the measures your institution has taken to ensure student safety?
a. Extremely
b. Somewhat
c. Only a little
d. Not at all

17. Overall, how would you rate the campus climate at your institution?
a. Welcoming and safe for students/faculty/staff
b. Welcoming and somewhat safe for students/faculty/staff
c. Not welcoming, but safe for students/faculty/staff
d. Not welcoming or safe for students/faculty/staff

18. What type(s) of automated important &/or emergency alerts are available for faculty, staff, and students? (Check all that apply)
a. Information is pushed to desktop computers.
b. Information is pushed to personal cell phone via text message.
c. Information is sent out through a mobile application.
d. Information is pushed to institutional and/or private E-mail.
e. Our campus has outdoor &/or indoor sirens and/or voice announcements.
f. Our campus has not established any type of automated important &/or emergency alert system.

19. If your campus has some type(s) of automated emergency alert system, would you receive them during classroom or lab times?
a. Yes; I would receive alerts via text message to my personal cell phone and/or via one or more networked PCs in the room.
b. Maybe; I would receive auditory alerts via a mobile device that I may or may not have on my person.
c. No; I have not signed up for alerts to any of my mobile devices.
d. No; our campus does not have any type of emergency alert messaging system.

20. Have you received any type of "active shooter" response training?
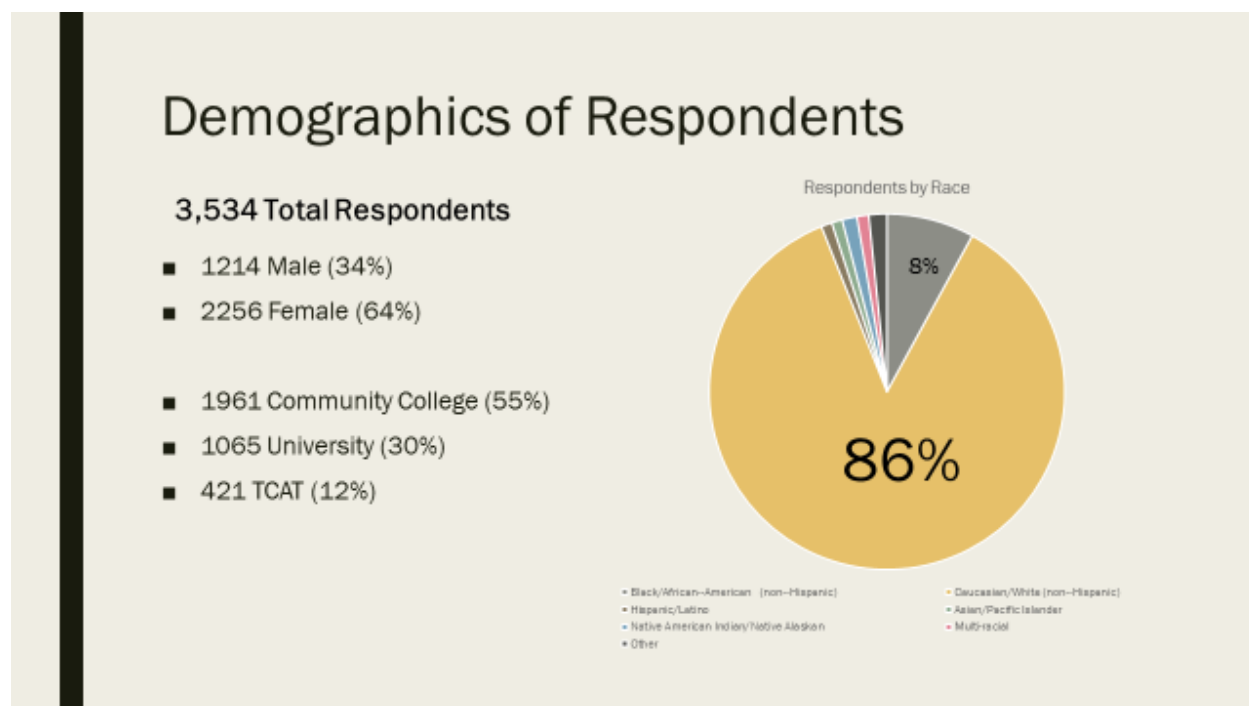a. Yes, I received training specific to our building and recommended responses for multiple scenarios.

b. Yes, I received a general presentation on campus-wide Emergency Preparedness policies and procedures.
c. Yes, I took an on-line training module to familiarize ourselves with general emergency preparedness policies and procedures.
d. No, I have been offered such training but have not participated in it yet.
e. No, I have been offered such training but have chosen not to participate in it.
f. No, our campus does not offer any type of "active shooter" training for faculty or non-safety staff.

21. How familiar are you with your building's predefined shelter area and evacuation routes for different types of emergencies (e.g., fire, tornado warning, nearby hazardous material leak, active shooter, etc.)?
a. Very familiar.
b. Somewhat familiar, but I would need to run into the hallway and read the information posted there or search the institution's web pages.
c. Other than knowing where the doors are, I really have no idea.
d. We do not have a predefined shelter area.

22. If additional funding were made available, which of the following safety measures do you feel would be beneficial for your campus to consider? (Select your top 4.)
a. Using name/ID tags as swipe cards to open doors, rather than keys. Electronic locks
b. Hand locked dead bolts on the inside of classroom doors
c. Timers on locks to buildings
d. Video surveillance.
e. Audible Coded alarm, with flashing lights. Different alarm sounds for different emergencies.
f. Have building and room number (or codes to building and room) visible to the outside (on windows)
g. Electronic door lockdown, where all doors can be locked at once and immediately
h. Panic buttons on office and faculty-use computers
i. Mobile app technology
j. PA or Speaker system/audible should be set in place
k. Motion sensor outdoor lighting (in "low lit areas")
l. App to anonymously report suspicious behavior directly to campus police/security
m. Color coded markings on doors to shelter/safe areas

Section D: Perceptions of Leadership, Policies, and Reporting

23. If someone were to report to their supervisor an incident of workplace violence at your school, how likely is it that: (Very Likely, Moderately Likely, Somewhat Likely, Not at all Likely, I don't have any knowledge or experience around this to offer a response.)
a. Administrators would take the report seriously?
b. Administrators would restrict knowledge of the report to those who need to know in order for the school to respond properly?
c. Administrators would take steps to protect the safety of the person making the report?
d. Administrators would support the person making the report?

e. Administrators would take corrective action to address factors that may have led to the incident?
f. Administrators would take corrective action against the offender?
g. Administrators would take steps to protect the person making the report from retaliation?
h. Coworkers would consider the person making the report to be a troublemaker?
i. Coworkers would support the person making the report?
j. The alleged offender(s) or their associates would retaliate against the person making the report?
k. The career of the person making the report would suffer?

24. Please indicate your level of agreement with the following statements: (Strongly agree, Agree, Neither agree/disagree, Disagree, Strongly disagree, Don't know)
a. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving a bomb threat.
b. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving an active shooter.
c. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving a suspicious package.
d. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving a gun sighting.
e. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving a threatening student in the classroom.
f. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving a threatening student in other public areas of campus.
g. I believe my campus is prepared to respond appropriately and safely in the event of an incident involving an assault on campus.

25. Please indicate your level of agreement with the following statements: (Strongly agree, Agree, Neither agree/disagree, Disagree, Strongly disagree, Don't know)
a. I know what to do if I am personally involved in an incident involving a bomb threat.
b. I know what to do if I am personally involved in an incident involving an active shooter.
c. I know what to do if I am personally involved in an incident involving a suspicious package.
d. I know what to do if I am personally involved in an incident involving the sighting of a gun.
e. I know what to do if I am personally involved in an incident involving a threatening student in the classroom.
f. I know what to do if I am personally involved in an incident involving a threatening student outside of the classroom.
g. I know what to do if I am personally involved in an incident involving an assault on campus.

2016
FACULTY/STAFF
CAMPUS SAFETY &
SECURITY SURVEY

Tennessee Board of Regents

Demographics of Respondents

3,534 Total Respondents

- 1214 Male (34%)
- 2256 Female (64%)

- 1961 Community College (55%)
- 1065 University (30%)
- 421 TCAT (12%)

Respondents by Race

86%

8%

- Black/African-American (non-Hispanic)
- Hispanic/Latino
- Native American Indian/Native Alaskan
- Other
- Caucasian/White (non-Hispanic)
- Asian/Pacific Islander
- Multi-racial

Employee Work

- 87% Work primarily during the day
- 8.6% Work primarily in the evening
- 8% Have regular weekend duties

- 11% work less than 30 hrs/wk
- 62% work more than 30 hrs/wk

- 266 Adjunct Faculty (7.5%)
- 1245 Full-Time Faculty (35%)
- 1847 Staff (52%)
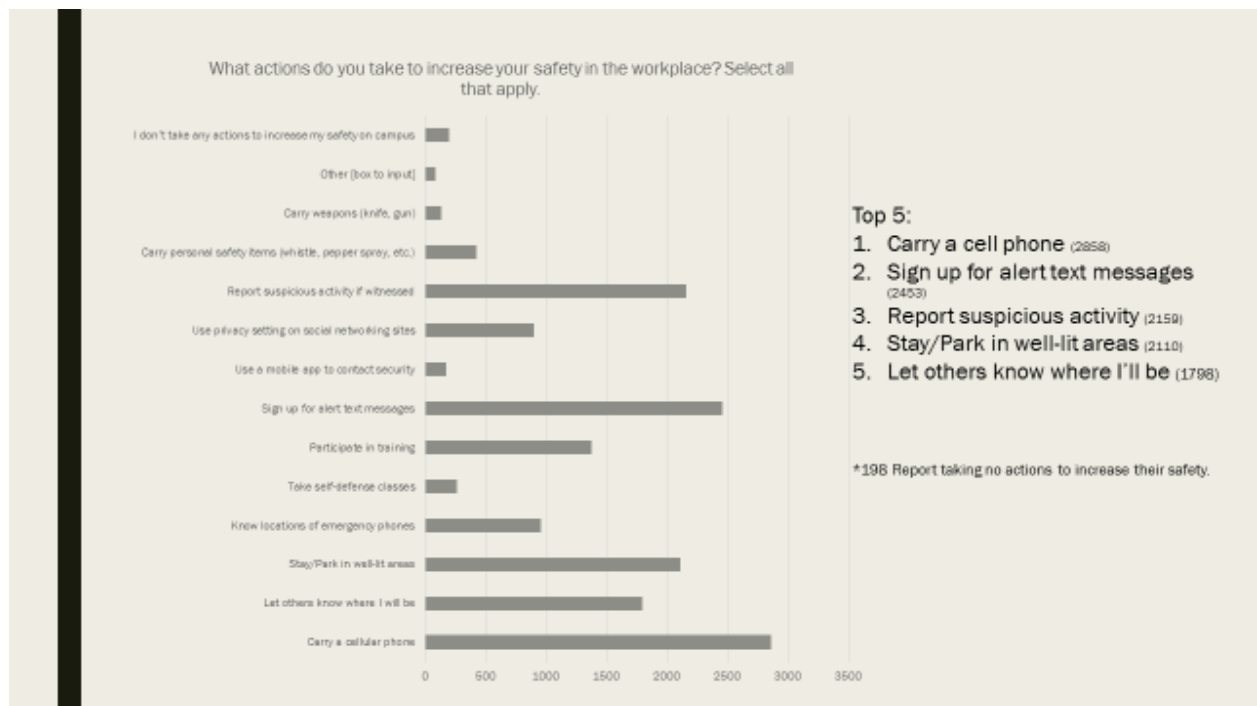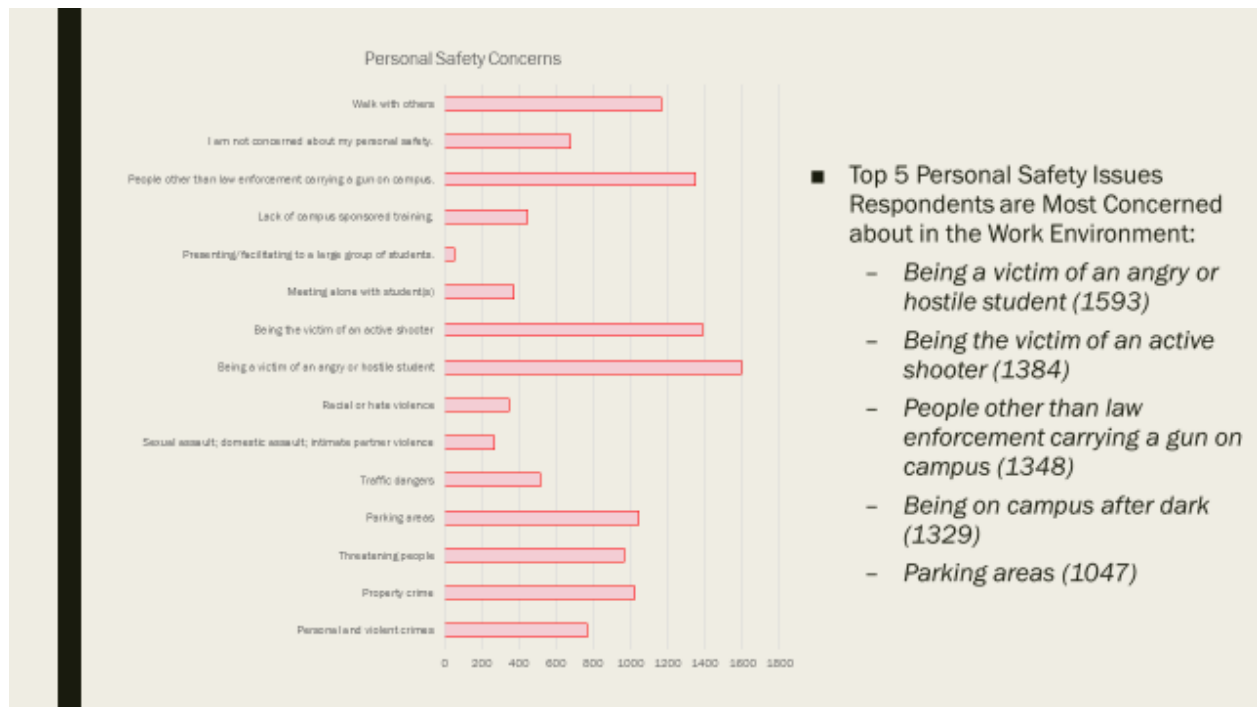- 144 Other (4%)
- 173 were also students (5%)

General Climate Questions

	I feel valued in the classroom/l earning environmen t as a member of the college or university faculty/staff.	Faculty, staff, and administrat ors respect what students on this campus think.	Senior Administrat ors are genuinely concerned about my welfare.	Campus Security personnel are genuinely concerned about my welfare.	I feel close to people on this campus.	I feel like I am a part of this college/univ ersity.	I am happy to be at this college/univ ersity.	The faculty/staff are treated fairly at this institution.	I feel safe on this campus.
Agree	2006	2081	1590	2453	1831	2202	2682	1483	2185
Somewhat Agree	726	948	908	513	1134	822	520	1018	783
Neutral	411	305	474	351	374	302	184	444	269
Disagree	184	128	348	92	137	132	84	389	183
Strongly Disagree	59	34	178	47	32	40	36	163	76

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	College officials (administrators, public safety officers) could do more to protect students.	College officials (administrators, public safety officers) could do more to protect faculty/staff from harm.	If there were a crisis on campus, my college/university would handle it well.	The college/university responds too slowly in difficult situations.	College/University officials handle negative incidents in a fair and responsible manner.	There is a good support system on campus available for faculty/staff going through difficult times.
Agree	790	854	1352	364	1547	1197
Somewhat Agree	799	811	1143	510	790	759
Neutral	1032	956	581	976	808	980
Disagree	745	733	308	1350	246	408
Strongly Disagree	127	126	125	262	78	136

Campus Safety

- 432 (12%) Respondents Reporting Being a Victim of Crime on Campus
- 411 (12%) Reported the Crime to Campus Police
- 374 (10.5%) were satisfied with the response

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Personal Safety Concerns

- Top 5 Personal Safety Issues Respondents are Most Concerned about in the Work Environment:
  - *Being a victim of an angry or hostile student (1593)*
  - *Being the victim of an active shooter (1384)*
  - *People other than law enforcement carrying a gun on campus (1348)*
  - *Being on campus after dark (1329)*
  - *Parking areas (1047)*

What actions do you take to increase your safety in the workplace? Select all that apply.

Top 5:
1. Carry a cell phone (2858)
2. Sign up for alert text messages (2453)
3. Report suspicious activity (2159)
4. Stay/Park in well-lit areas (2110)
5. Let others know where I'll be (1798)

*198 Report taking no actions to increase their safety.

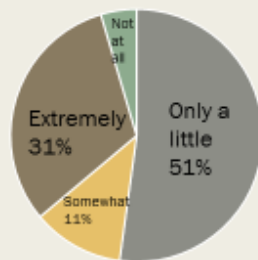|	There are an adequate number of police/secur ity officers for my institution's size and population.	Police/Sec urity have a visible presence on and around campus.	I know the emergency number to campus police/secur ity.	I am aware of our campus emergency alert system and how to receive announceme nts (including text messages or mobile applications).	I have viewed the campus police/secur ity website.	In case of fire, I know procedures for evacuation.	If I am concerned about the behavior of a student, I know where to go to share my concern	If I am concerned about the behavior of a fellow faculty/sta ff member, I know where to go to share my concern.	There is sufficient security in academic buildings.	There is sufficient security in the student center and recreation al facilities.	Campus police/sec urity are respected on campus.	Campus police/sec urity are courteous with employees.	Employees are well informed about recent crime on campus.	Campus police/sec urity respond to a reasonable amount of time.	I feel like I can trust campus police.	I have participate d in institutiona l safety training either online or in person.
Strongly Ag	252	546	716	1174	1175	457	811	732	190	138	477	1150	570	527	1042	857
Agree	1341	1965	1746	1985	2078	1711	2263	2142	1445	1196	1851	1792	1594	1638	1828	1827
I don't know	734	102	311	97	48	252	79	122	0	814	600	236	464	934	292	173
Disagree	788	594	392	142	123	755	205	337	1262	841	298	88	584	164	112	405
Strongly Di	328	231	156	86	81	177	89	133	398	265	99	81	217	65	80	129

Overall, respondents feel positive about the steps taken by themselves and the campus regarding awareness of security measures.

ONE EXCEPTION: "There is sufficient security in academic buildings." Which has 1262 "disagree" and 398 "strongly disagree" responses.
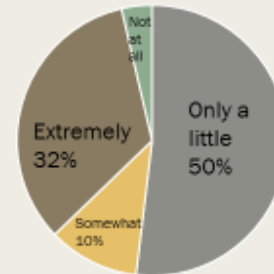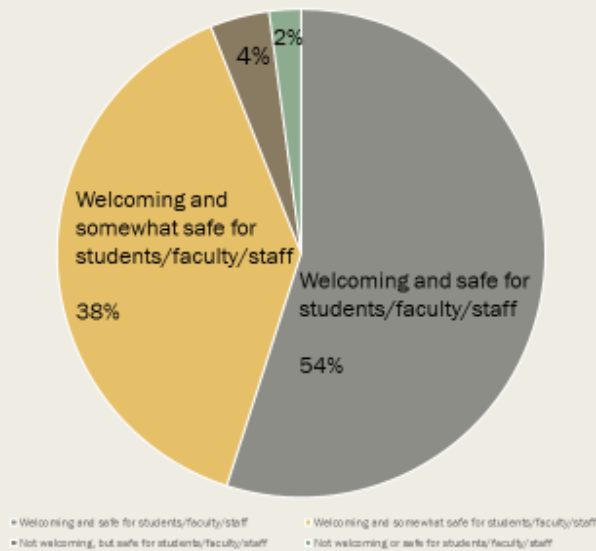
How often do you discuss safety issues with others?

Discuss Safety Issues

■ Often ■ Sometimes ■ Never

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Overall, how satisfied are you with the measures your institution has taken to ensure faculty/staff safety?

Not at all

Extremely
31%

Only a
little
51%

Somewhat
11%

Overall, how satisfied are you with the measures your institution has taken to ensure student safety?

Not at all

Extremely
32%

Only a
little
50%

Somewhat
10%

Overall, how would you rate the campus climate at your institution?

2%

4%

Welcoming and somewhat safe for students/faculty/staff

38%

Welcoming and safe for students/faculty/staff

54%

- Welcoming and safe for students/faculty/staff
- Welcoming and somewhat safe for students/faculty/staff
- Not welcoming, but safe for students/faculty/staff
- Not welcoming or safe for students/faculty/staff

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What type(s) of automated important &/or emergency alerts are available for faculty, staff, and students? (Check all that apply.)

If your campus has some type(s) of automated emergency alert system, would you receive them during classroom or lab times?
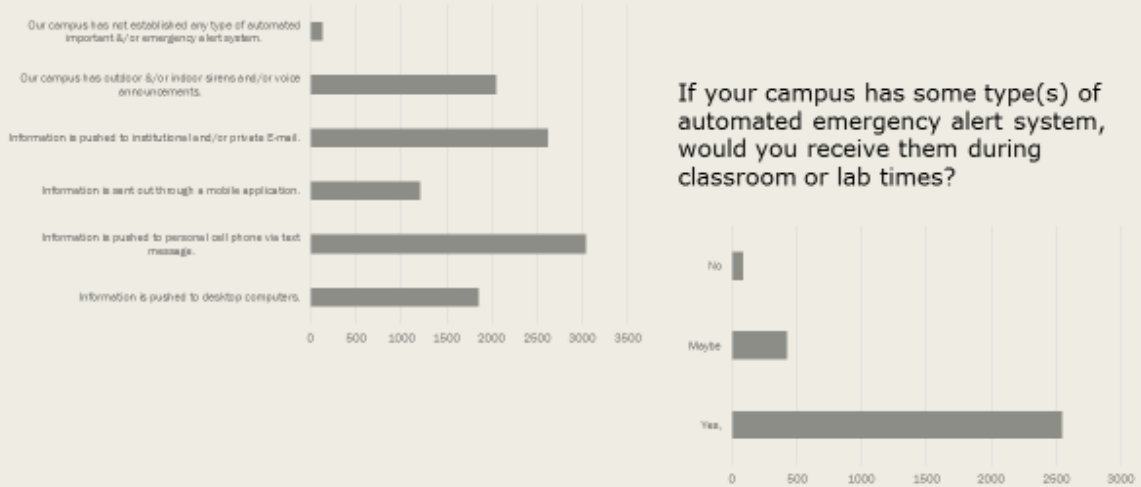
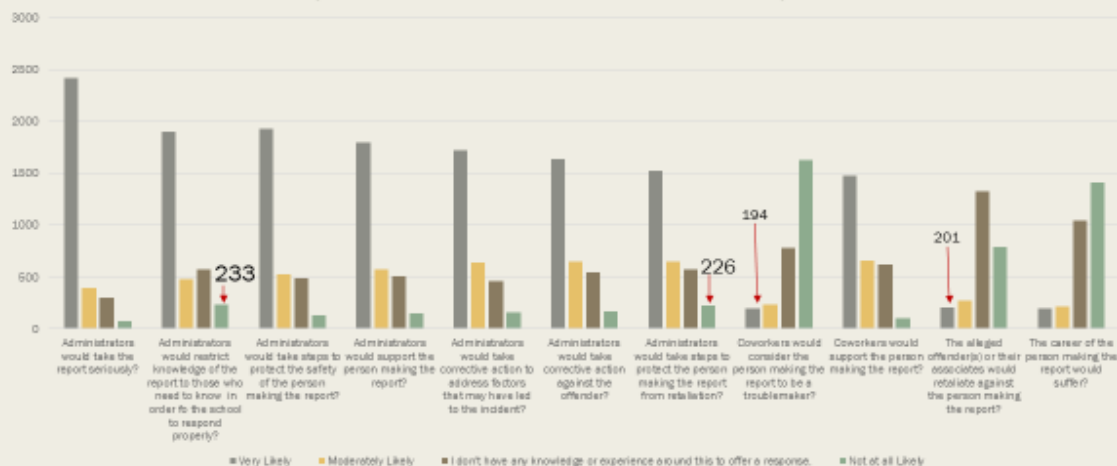# Emergency Preparedness

- Have you received any type of "active shooter" response training?

- How familiar are you with your building's predefined shelter area and evacuation routes for different types of emergencies?

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If additional funding were made available, which of the following safety measures do you feel would be beneficial for your campus to consider? (Select your top 4.)

Using name/ID tags as swipe cards to open doors, rather than keys. Electronic locks	Hand locked dead bolts on the inside of classroom doors	Timers on locks to buildings	Video surveillance.	Audible coded alarm, with flashing lights. Different alarm sounds for different emergencies.	Have building and room number (or codes to building and room) visible to the outside (on windows)	Electronic door lockdown, where all doors can be locked at once and immediately	Panic buttons on office and faculty-use computers	Mobile app technology	PA or Speaker system/audible should be set in place	Motion sensor outdoor lighting (in "low lit areas")	App to anonymously report suspicious behavior directly to campus police/security	Color coded markings on doors to shelter/safe areas
1948	1404	402	1979	965	500	1433	2033	738	765	1532	1142	1074

If someone were to report to their supervisor an incident of workplace violence at your school, how likely is it that:

Please indicate your level of agreement with the following statements:
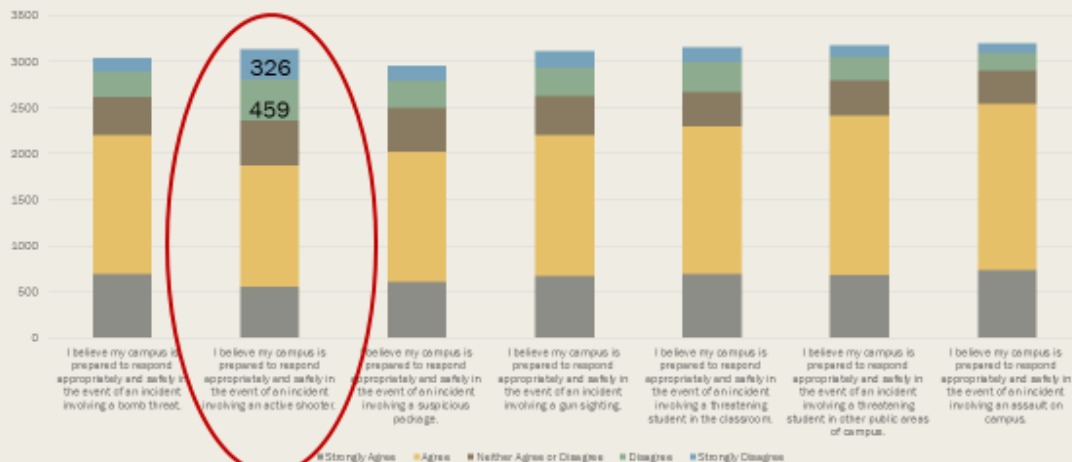
Please indicate your level of agreement with the following statements:

53
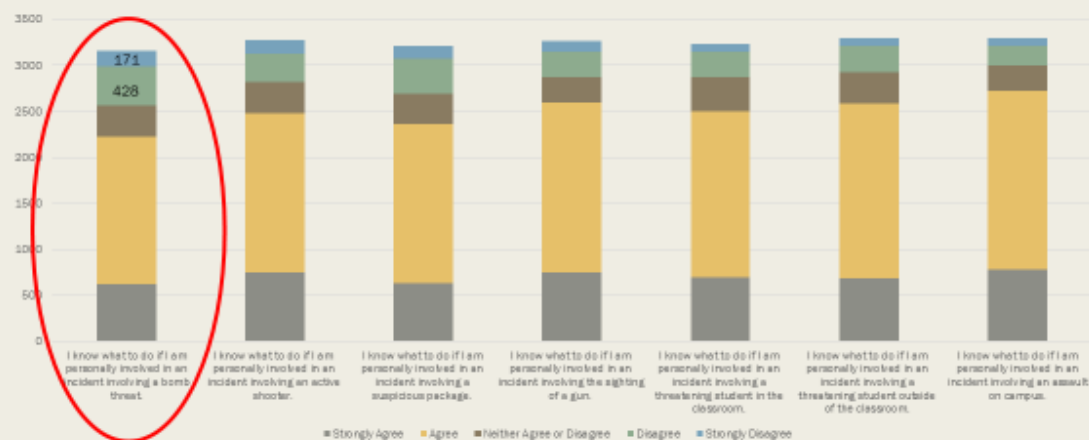
TBR Sample Consent Form

This survey will help us learn about the alcohol, drug use, and relationships of students attending [campus]. If you participate, your responses will be kept completely confidential and never linked to you by name. No one at [campus] will be told how you responded to the survey. It should take approximately 15-20 minutes to complete.

Your participation is voluntary, and you may choose to skip questions or stop responding at any point. Due to the importance of this topic, your cooperation would be greatly appreciated.

The information that you and many other students provide will contribute to our understanding of these important issues at [campus]. Moreover, consistent with our commitment to ensure a safe, healthy, and welcoming environment for students, your participation will help us develop programs and policies that will help all students feel safe and fully accepted on campus.

Because some questions ask about sexual and personal information, including relationship violence, some students may experience emotional discomfort while completing the survey. At the end of the survey you will be given information about local and national resources you can utilize should you wish to talk with someone further.

Confidentiality

Although we have undertaken all reasonable efforts to minimize any potential risks, you should know that any form of communication over the Internet carries at least some minimal risk of loss of confidentiality. For example, if other individuals (e.g. partner, roommate) have access to your computer, they might be able to view your web browsing history, including a link to this survey.

For information on how to delete your web browsing history, you can visit
http://www.computerhope.com/issues/ch000510.htm

The principal investigators of this survey are_____ and can be reached at _____.

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ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:
- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.
- AGREE
- DISAGREE (prompts this message: "Based on your response to the consent form, you are ineligible to continue. Please contact (PI email) with any questions.)

Section 1: Demographics

1. What is your biological sex?
a. Female
b. Male
c. Intersex

2. What is your current gender identity?
a. Female
b. Male
c. Transgender Female
d. Transgender Male
e. Genderqueer
f. Gender-- -nonconforming
g. Other (please specify)_____

3. Are you Hispanic or Latino/a
a. Yes
b. No

4. Select one or more of the following options that best describes your race:
a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Native Hawaiian or Other Pacific Islander
e. White
f. Other (please specify)_____

5. Do you consider yourself to be:
a. Asexual
b. Bisexual
c. Pansexual

d. Gay
e. Heterosexual/Straight
f. Lesbian
g. Questioning
h. Other (please specify)_____

6. How many years have you been enrolled as a student at this school?
a. One year
b. Two years
c. Three years
d. Four through six years
e. I am a graduate or professional school student
f. Other
g. Not a student

7. How old are you?
a. 18
b. 19
c. 20
d. 21
e. 22
f. 23
g. 24 or older

8. Which best describes your current living arrangements this year of college?
a. College residence hall
b. Substance-- -free residence hall
c. Fraternity or sorority house
d. On-- -campus apartment or house
e. Off-- -campus apartment or house
f. At home with family
g. Homeless
h. Other (please specify)

9. Are you currently a member of any of the following? *Please check all that apply.*
a. Fraternity or sorority
b. Volunteer/community service organization
c. Student religious group
d. Intercollegiate athletic team
e. Intramural or club athletic team
f. Health education group
g. Media organization (e.g. newspaper, radio, magazine)
h. Substance abuse prevention peer education group
i. Sexual violence prevention peer education group
j. Minority or ethnic organization
k. Political or social action group
l. Music or other performing arts group
m. Other student organization or group (please specify)

10. What is your current enrollment status?
a. Full-time student
b. Part-time student

11. Did you transfer to this school from another college?
a. Yes
b. No

12. Are you a United States citizen?
a. Yes
b. No

12a. (if No to 12) If you are not a United States citizen, how many years have you lived, resided, or studied in the United States? _____years.

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Section 2: Academic Success

13. Which of the following best describes your current grade point average?
a. 3.5 – 4.0 (A average)
b. 2.5 – 3.4 (B average)
c. 1.5 – 2.4 (C average)
d. 0.5 – 1.4 (D average)
e. .00 – .04 (F average)
f. Don't know or not applicable

14. Since you've been a student at this school, to what degree has the following happened to you? (1-Never, 7-Always)
a. Performed poorly on an assignment
b. Got behind in schoolwork
c. Missed a class
d. Dropped a class
e. Took an incomplete course grade
f. Considered dropping out
g. Thought about transferring to a new school

Section 3: General Climate Questions

15. Please indicate your level of agreement with the following statements:
    (Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree)
a. I feel valued in the classroom/learning environment.
b. Faculty, staff, and administrators respect what students at this school think.
c. Faculty are genuinely concerned about my welfare.
d. Administrators are genuinely concerned about my welfare.
e. I feel close to people at this school.
f. I feel like I am a part of this college/university.
g. I am happy to be at this college/university.
h. The faculty, staff, and administrators at this school treat students fairly.
i. I feel safe at this school.

16. Please indicate your level of agreement with the following statements:
    (Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree, I don't have any knowledge or experience around this to offer a response)
a. School officials (administrators, public safety officers) could do more to protect students from harm.
b. If there were a crisis at my school, my school would handle it well.
c. The school responds too slowly in difficult situations.
d. School officials handle negative incidents in a fair and responsible manner.
e. My school does enough to protect the safety of students.
f. There is a good support system at my school for students going through difficult times

Section 4: Perceptions of Leadership, Policies, and Reporting

17. If someone were to report a sexual assault to administrators at your school (e.g., Title IX Coordinator, etc.), how likely is it that:
(Very Likely, Moderately Likely, Somewhat Likely, Not at all Likely, I don't have any knowledge or experience around this to offer a response)
a. Administrators would take the report seriously?
b. Administrators would restrict knowledge of the report to those who need to know in order for the school to respond properly?
c. Administrators would forward the report to criminal investigators who work for the local police department or sheriff's office?
d. Administrators would take steps to protect the safety of the person making the report?
e. Administrators would support the person making the report?
f. Administrators would take corrective action to address factors that may have led to the sexual assault?
g. Administrators would take corrective action against the offender?
h. Administrators would take steps to protect the person making the report from retaliation?
i. Students would consider the person making the report to be a troublemaker?
j. Students would support the person making the report?
k. The alleged offender(s) or their associates would retaliate against the person making the report?
l. The educational achievement/career of the person making the report would suffer?

18. While you have been a student at this school, how useful did you find trainings you've received in the following areas related to sexual assault:
(Very, Moderately, Somewhat, Slightly, Not, I have not received training in this area)
a. Which behaviors are defined as "sexual assault?"
b. How to report a complaint of sexual assault?
c. The availability of confidential on-- -campus resources to help victims of sexual assault?
d. The procedures followed to investigate a complaint of sexual assault?
e. Prevention of sexual assault?

19. What questions do you still have related to these topics? (open-ended text box)

20. Please indicate your level of agreement with the following statements: (Strongly agree, Agree, Neither agree/disagree, Disagree, Strongly disagree)
a. I know where to go to get help regarding sexual assault at my school.
b. I understand my school's formal procedures to address complaints of sexual assault.
c. I understand how to report a sexual assault at my school
d. I understand where I can find confidential support at my school
e. I understand where I can find 24/7 support related to sexual assault
f. I know where to seek special accommodations at my school if I was assaulted
g. I have confidence that my school's administrators will follow the procedures necessary to address complaints of sexual assault fairly.

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Section 5: Alcohol and Drug Use

This section of the survey asks about your experience with alcohol and drug use. Keep in mind that survivors of sexual violence are in no way to blame if they have been drinking or otherwise under the influence at the time of the incident. Remember that your responses will remain confidential and will not be linked to your identity or reported.

21. <u>Since the start of this academic year</u>, about how often have you consumed alcohol?
a. Never
b. Less than once a month/A few times
c. Once or twice a month
d. Once or twice a week
e. Daily or almost daily

21a.(If 21≠a. Never) <u>Since the start of this academic year</u>, about how often have you consumed enough alcohol to get drunk?
f. Never
g. Less than once a month/A few times
h. Once or twice a month
i. Once or twice a week
j. Daily or almost daily

21b.(If 21≠Never) On a typical drinking occasion, about how many alcohol drinks do you usually have? (One drink = 1.5 oz liquor = 5 oz wine = 12 oz beer)
(Drop-- -down box: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11+)

22. <u>Since the start of this academic year</u>, have you used, either voluntarily or involuntarily, any of the following? *Please check all that apply.*
a. I have not used **any** of the following since beginning college
b. Cigarettes
c. Other tobacco products
d. Marijuana
e. Medications not prescribed to me (ADHD drugs, painkillers, tranquilizers, sleeping pills, etc.)
f. Salvia Divinorum or Salvinorin A ("Maria Pastora," "Sage of the Seers," "Diviner's Sage,""Sally-- -D," or "magic mint")
g. MDMA ("Ecstasy," "XTC," "Adam")
h. Rohypnol ("roofies"), GHB, or ketamine
i. Other illicit drugs (cocaine, methamphetamine, amphetamines, heroin, LSD, other psychedelics or hallucinogenics, etc.

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Section 6: Stalking and Relationship Violence

This section asks questions about experiences you might have had in romantic or intimate relationships and other forms of social contact (from strangers, friends, relatives, spouses, and/or partners) <u>since you became a student at this school</u>. Please do not refer to relationships or contact prior to your time at this school.

1. Not including bill collectors, telephone solicitors, or other sales people, has anyone, of any gender, ever: (*Please select all that apply, or "Not applicable"*)
a. Followed or spied on you?
b. Sent you unsolicited letters or written correspondence?
c. Made unsolicited phone calls to you?
d. Sent you unsolicited emails or text messages?
e. Showed up at places where you were even though they had no business being there?
f. Left unwanted items for you to find?
g. Tried to communicate in other ways against your will?
h. Vandalized your property or destroyed something you loved?
i. Not applicable – I have not experienced any of these things

2. (if 1 = "a-h") Has anyone ever done any of these things to you on more than one occasion? (Yes, No)
3. (if 1 = "a-h") When you were a student at this school, when did you experience these things?
a. Before the start of this academic year
b. After the start of this academic year
c. Both before and after the start of this academic year

4. (if 1 = "a-h") How frightened were you by these things? (1-not at all, 2-only a little, 3-somewhat, 4-extremely)

5. (if 1 = "a-h") Did you use the formal procedures available at your school to report the incident?
a. Yes
b. No
c. Not applicable

6. The following questions ask about behaviors that some students report have been used by their partners in current or previous relationships. These questions refer to all romantic or intimate relationships, from one-time hook-ups to ongoing dating. Have you been in a romantic or intimate relationship since you became a student at this school? (Yes or No)
(If "No" receive the text "Thanks for your response. Since you responded that you have not been in a romantic or intimate relationship since you became a student at this school, you have skipped the questions pertaining to experiences in relationships. Please continue with the survey on the following page." and skip to next section)

(If 7 = Yes) This page reviews a list of behaviors that some students report have been used by their partners in current or previous relationships. We would like you to estimate how often the following behaviors have occurred during a romantic or intimate relationship you've had <u>since you became a student at this school.</u>

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7. Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:
(1-never, 2-rarely, 3-occassionally, 4-frequently, 5-very frequently)
a. Called you a name and/or criticized you
b. Tried to keep you from doing something you wanted to do (e.g., going out with friends, going to meetings)
c. Gave you angry stares or looks
d. Prevented you from having money for your own use
e. Threatened to hit or throw something at you
f. Pushed, grabbed, or shoved you
g. Put down your family and friends
h. Accused you of paying too much attention to someone or something else

8. (*Continued*) Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:
(1-never, 2-rarely, 3-occassionally, 4-frequently, 5-very frequently)
a. Said things to scare you (e.g., told you something "bad" would happen, threatened to commit suicide)
b. Slapped, hit, punched, or kicked you
c. Made you do something humiliating or degrading (e.g., begging for forgiveness, having to ask permission to do something you want to do)
d. Pressured or forced you to sext or take naked photos
e. Checked up on you (e.g., listened to your phone calls, checked the mileage on your car, called you repeatedly during class)
f. Drove recklessly when you were in the car
g. Pressured you to have sex in a way that you didn't like or want

9. (*Continued*) Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:
(1-never, 2-rarely, 3-occassionally, 4-frequently, 5-very frequently)
a. Threatened you with a knife, gun, or other weapon
b. Stopped you or tried to stop you from going to work or school
c. Threw, hit, kicked, or smashed something
d. Physically forced you to have sex
e. Choked or strangled you
f. Pretended to choke or strangle you
g. Used a knife, gun, or other weapon against you

The following questions ask about the previously listed behaviors that may have occurred in a current or previous relationship since you became a student at this school. For these questions, please consider the incident that has had the greatest impact on you.

10. When did the incident occur?
a. Before the start of this academic year (go to Q12)

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b. After the start of this academic year (go to Q12)
c. Not applicable – I have not experienced any of these behaviors (go to next section)

11. How frightened were you by the incident?
a. Extremely
b. Somewhat
c. Only a little
d. Not at all

12. How concerned were you about your safety during the incident?
a. Extremely
b. Somewhat
c. Only a little
d. Not at all

13. Did you use the formal procedures available at your school to report the incident?
a. Yes
b. No
c. Not applicable

14. Did you seek support services or contact a hotline after the incident?
a. Yes
b. No

15. Were you injured in the incident?
a. Yes
b. No

16. (If Q15 = a) Did you seek medical attention?
a. Yes
b. No

Custom Questions: Campus Safety

31. Have you been the victim of a crime on campus since your enrollment at your current institution?
a. Yes
b. No

32. Was the crime reported to a campus police/security official?
a. Yes
b. No
c. I have not been a victim of a crime

33. What personal safety issues are you most concerned about?
a. Being on campus after dark
b. Personal and violent crimes
c. Property crime
d. Threatening people
e. Parking areas
f. Traffic dangers
g. Sexual assault; domestic assault; intimate partner violence; and racial or hate violence
h. I am not concerned about my personal safety.

34. What actions do you take to increase your safety on campus (Check all that apply)
Walk with others
Carry a cellular phone
Let others know where I will be
Stay/Park in well-lit areas
Know locations of emergency phones
Take self-defense classes
Sign up for alert text messages
Use privacy setting on social networking sites
Report suspicious activity if witnessed
Carry personal safety items (whistle, pepper spray, etc.)
Carry weapons (knife, gun)
Other [box to input]
I don't take any actions to increase my safety on campus

35. Please indicate your agreement with the following statements (Use scale 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strong Agree; DK = Don't Know)
a. There are an adequate number of police/security officers for my institution's size and population.
b. Police/Security have a visible presence on and around campus.
c. I know the emergency number to campus police/security.

d. I am aware of our campus emergency alert system and how to receive announcements.
e. In case of fire, I know procedures for evacuation.
f. I view the campus police/security website.
g. If I am concerned about the behavior of a fellow student, faculty, or staff member, I know where to go to share my concern.
h. There is sufficient security in academic buildings.
i. There is sufficient security in the student center and recreational facilities.
j. The students respect campus police/security.
k. Campus police/security are courteous with students.
l. Students are well informed about recent crime on campus.
m. Campus police/security respond to incidents in a reasonable amount of time.
n. I feel like I can trust campus police.
o. I have attended safety presentations on campus.

36. How often do you discuss safety issues with others? (1=never; 2=sometimes; 3=often)
e. Parents
f. Friends
g. Members of student organizations to which you belong
h. Instructors/faculty
i. Staff/advisors

37. Overall, how satisfied are you with the measures your institution has taken to ensure student safety?
e. Extremely
f. Somewhat
g. Only a little
h. Not at all

38. Overall, how would you rate the campus climate at your institution?
a. Welcoming and safe for students
b. Welcoming and somewhat safe for students
c. Not welcoming, but safe for students
d. Not welcoming or safe for students

Sample Debrief Form

Thank you for your participation!

How We Will Use This Information

This survey assessed alcohol, drug use, relationship violence, and safety on your campus. The research will help us to answer the following questions: How prevalent is alcohol use among different student populations? How prevalent is illegal drug use among different student populations? How do students feel about their campus environment?

Answers to these questions will help us develop policies and prevention tools to reduce the number of these incidents in our community and to provide better support systems for people who have been victimized.

Confidentiality

Thank you again for your willingness to participate. As stated above, the information you have provided will be kept confidential and not linked to you in any way.

To prevent anyone seeing your responses who has access to your computer (e.g., partner, roommate), you should delete your web browsing history. For information on how to do so, visit www.computerhope.com/issues/ch000510.htm.

Resources

If you are concerned about any of the topics covered in this survey, or if you would like more information or personal support regarding these topics, please contact one of the resources listed below.

LOCAL RELATIONSHIP VIOLENCE RESOURCE
NATIONAL RELATIONSHIP VIOLENCE RESOURCE

LOCAL SEXUAL ASSAULT RESOURCE

NATIONAL SEXUAL ASSAULT RESOURCE

The principal investigators for this survey are＿＿＿＿＿＿＿＿who can be reached at ＿＿＿＿＿＿
to answer any additional questions you may have about this research. THANK

YOU AGAIN FOR YOUR PARTICIPATION.

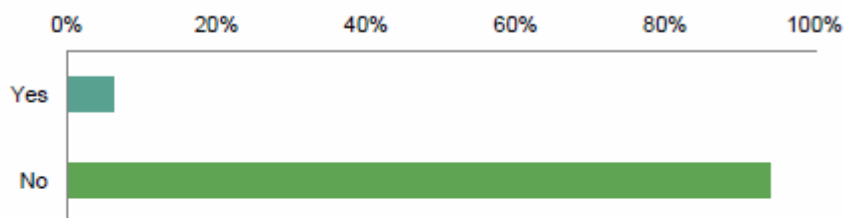*ADDENDUM 4: 2016 TBR STUDENT SAFETY AND SECURITY SURVEY RESULSTS*

TOTAL SYSTEM SURVEY RESPONSES = 11,744

CC	3345 Consent Responses
Univ	5019 Consent Responses
TCAT	3380 Consent Responses

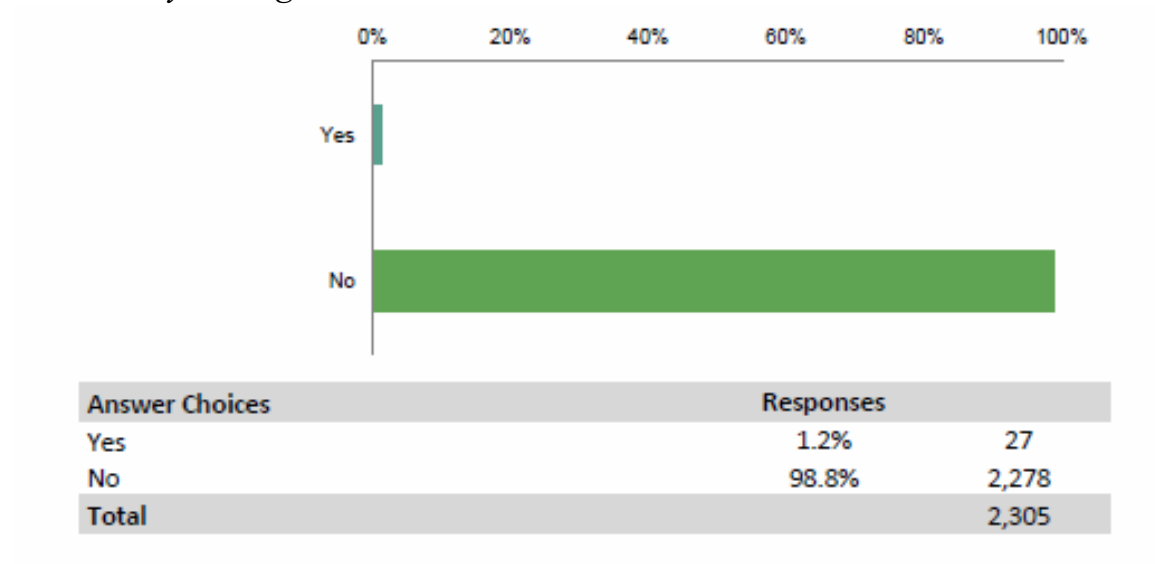| Female	Male
2207	917
3225	1510
1283	1879

Have you been the victim of a crime on campus since your enrollment at your institution?
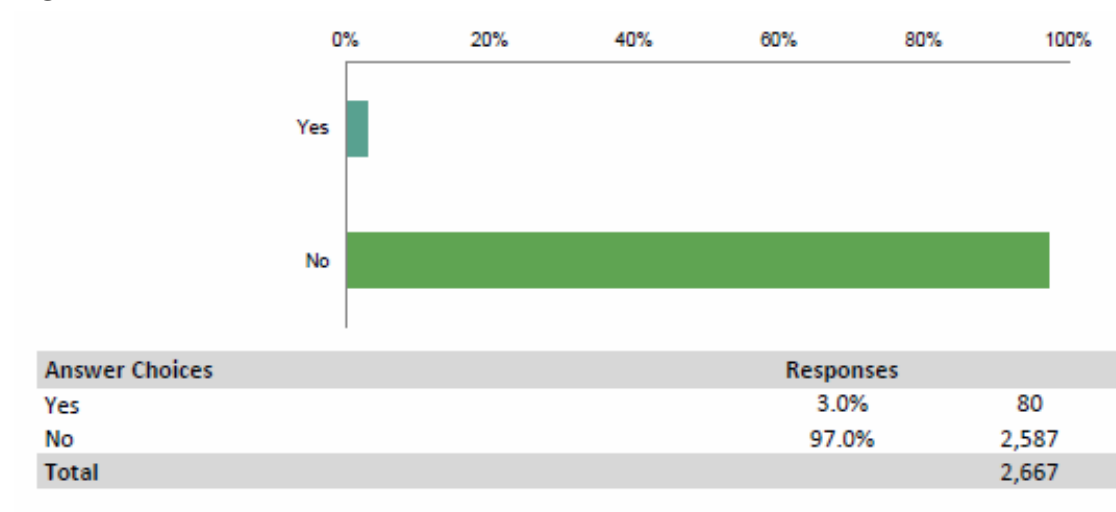
University

Answer Choices	Responses	
Yes	6.2%	206
No	93.8%	3,130
Total		3,336

Community College

	0%	20%	40%	60%	80%	100%

Yes

No

Answer Choices	Responses	
Yes	1.2%	27
No	98.8%	2,278
Total		2,305

TCAT

	0%	20%	40%	60%	80%	100%

Yes

No

Answer Choices	Responses	
Yes	3.0%	80
No	97.0%	2,587
Total		2,667

70

Was the crime reported to a campus police/security official?

University

Answer Choices	Responses	
Yes	3.8%	128
No	7.1%	236
I have not been a victim of a crime	89.1%	2966
Total		**3,330**

Community College

Answer Choices	Responses	
Yes	0.4%	10
No	3.9%	89
I have not been a victim of a crime	95.7%	2203
Total		**2,302**

TCAT
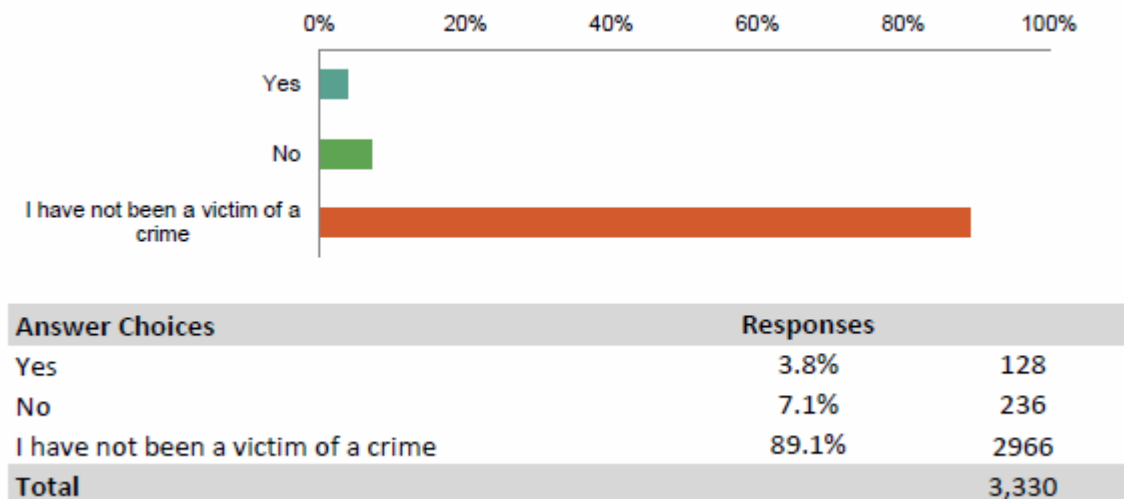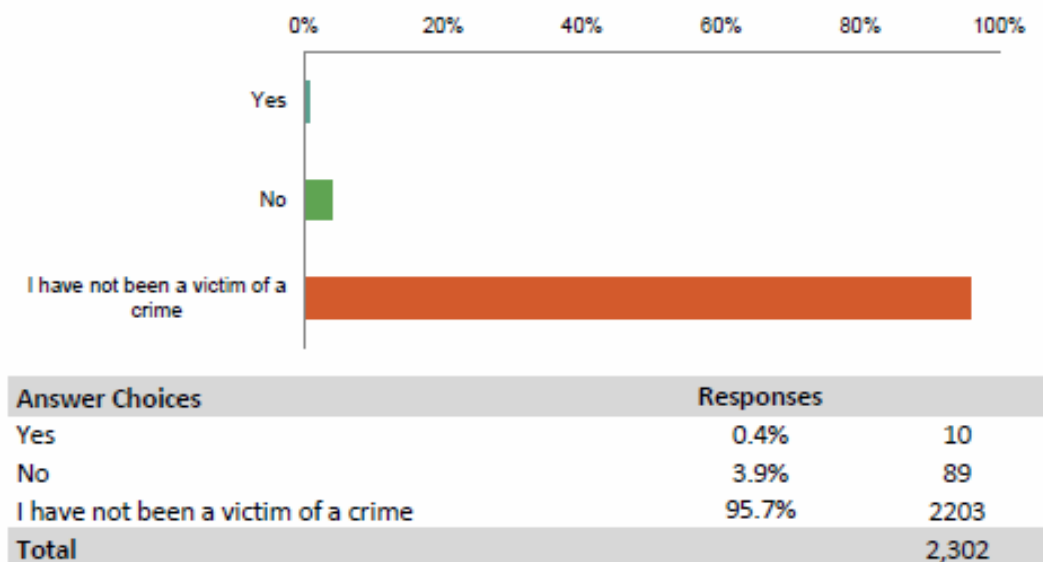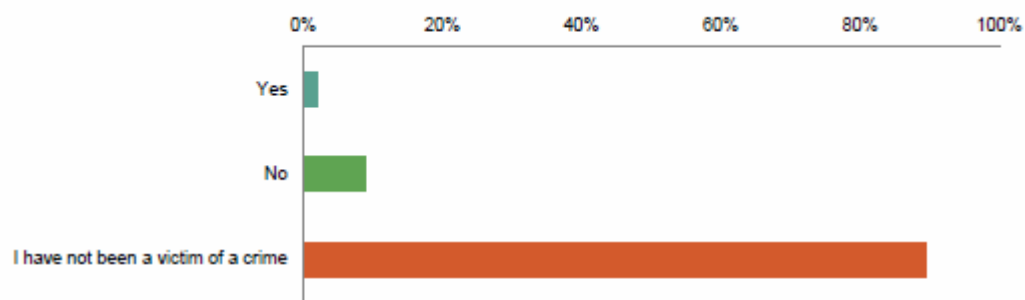
Answer Choices	Responses	
Yes	1.8%	48
No	8.9%	238
I have not been a victim of a crime	89.3%	2376
Total		2,662

## What personal safety issues are you most concerned about?
University
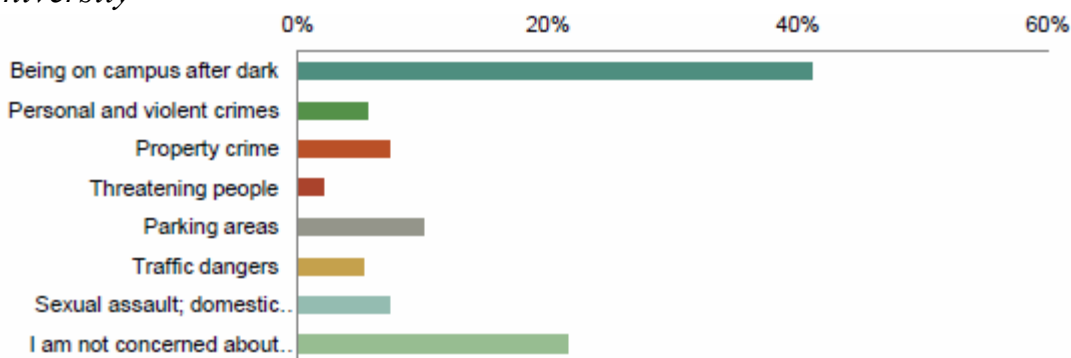
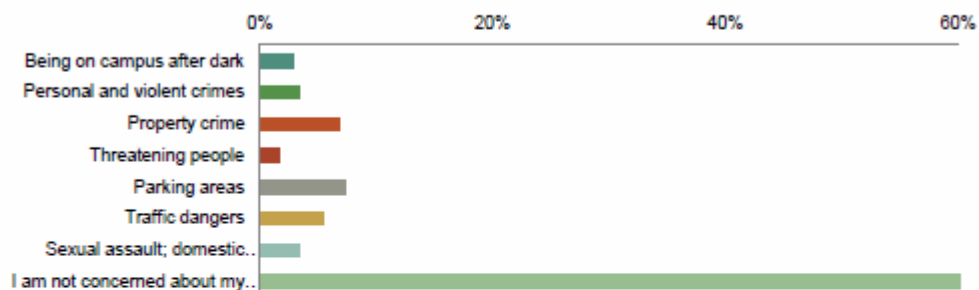| Answer Choices	Responses	
Being on campus after dark	41.1%	1,367
Personal and violent crimes	5.5%	184
Property crime	7.3%	242
Threatening people	2.0%	68
Parking areas	10.0%	334
Traffic dangers	5.2%	174
Sexual assault; domestic assault; intimate partner violence	7.3%	242
I am not concerned about my personal safety	21.5%	717
Total		3,328

Community College
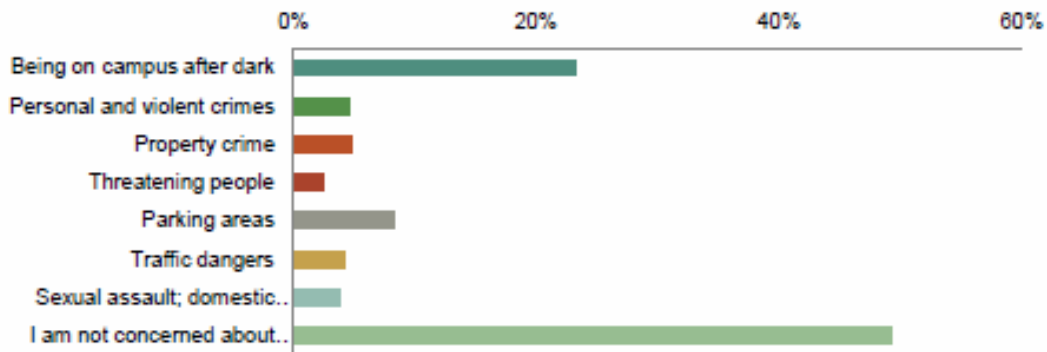
Answer Choices	Responses	
Being on campus after dark	23.0%	528
Personal and violent crimes	4.5%	102
Property crime	4.8%	109
Threatening people	2.5%	57
Parking areas	8.2%	189
Traffic dangers	4.1%	93
Sexual assault; domestic assault; intimate partner violence	3.8%	86
I am not concerned about my personal safety	49.2%	1,127
Total		**2,291**

TCAT

What personal safety issues are you most concerned about?

Answer Choices	Responses	
Being on campus after dark	2.8%	73
Personal and violent crimes	3.4%	89
Property crime	6.7%	176
Threatening people	1.6%	41
Parking areas	7.2%	190
Traffic dangers	5.3%	140
Sexual assault; domestic assault; intimate partner violence	3.3%	87
I am not concerned about my personal safety	69.7%	1,832
Total		2,628

What actions do you take to increase your safety on campus? Check all that apply.

	Univ.	CC	TCAT
Walk with others	11.4% 1896	953	968
Carry a cellular phone	17.9% 2980	1916	1471
Let others know where I will be	11.7% 1940	1019	825
Stay/Park in well-lit areas	13.2% 2198	1313	743
Know locations of emergency phones	6.3% 1040	467	337
Take self-defense classes	2.0% 339	220	244
Sign up for alert text messages	212.8% 126	1227	643
Use privacy setting on social networking sites	18.8% 457	772	473
Report suspicious activity if witnessed	5.6% 929	677	591
Carry personal safety items (whistle, pepper spray, etc.)	16.8% 134	616	361
Carry weapons (knife, gun)	2.5% 419	240	320
I don't take any actions to increase my safety on campus	1.1% 182	259	990

Please indicate your level of agreement with the following statements:
I feel safe on this campus.

Response	Univ	CC	TCAT
Strongly Agree	19.5%	32.2%	30.9%
Agree	43.3%	46.4%	42.7%
Neutral	21.6%	14.7%	17.2%
Disagree	10.1%	3.4%	3.7%
Strongly Disagree	5.4%	3.3%	5.5%
Weighted Average	1.88	2.15	2.19

College officials (administrators, public safety officers) could do more to protect students from harm.

Response	Univ	CC	TCAT
Strongly Agree	11.7%	6.1%	9.0%
Agree	25.5%	15.7%	16.0%
Neutral	30.5%	34.8%	35.4%
Disagree	11.4%	14.2%	15.3%
Strongly Disagree	2.8%	6.4%	9.4%
No knowledge/experience	2.8%	6.4%	9.4%
Weighted Average	2.78	2.32	2.55

If there were a crisis at my school, my college would handle it well.

Response	Univ	CC	TCAT
Strongly Agree	13.1%	14.2%	15.1%
Agree	38.6%	28.8%	25.5%
Neutral	32.9%	18.7%	23.5%
Disagree	13.4%	3.6%	5.3%
Strongly Disagree	5.6%	2.2%	4.2%
No knowledge/experience	20.9%	16.2%	12.8%
Weighted Average	3.51	2.51	2.63

The college responds too slowly in difficult situations.

Response	Univ	CC	TCAT
Strongly Agree	9.3%	2.9%	4.4%
Agree	18.1%	6.0%	7.9%
Neutral	36.0%	24.2%	29.5%
Disagree	27.4%	19.4%	18.3%
Strongly Disagree	5.9%	7.7%	11.0%
No knowledge/experience	28.1%	23.6%	15.1%
Weighted Average	2.87	1.57	1.90

School officials handle negative incidents in a fair and responsible manner.

Response	Univ	CC	TCAT
Strongly Agree	10.5%	10.1%	13.6%
Agree	36.0%	20.6%	23.5%
Neutral	36.2%	21.9%	25.1%
Disagree	17.6%	2.8%	4.5%
Strongly Disagree	6.0%	1.5%	3.9%
No knowledge/experience	15.1%	27.1%	16.0%
Weighted Average	3.22	2.06	2.50

My school does enough to protect the safety of students.

Response	Univ	CC	TCAT
Strongly Agree	13.3%	14.4%	15.4%
Agree	36.8%	27.5%	27.2%
Neutral	36.2%	20.2%	23.5%
Disagree	17.6%	5.3%	5.6%
Strongly Disagree	6.0%	2.7%	4.0%
No knowledge/experience	15.1%	13.8%	10.8%
Weighted Average	3.63	2.56	2.72

There is a good support system on campus for students going through difficult times

Response	Univ	CC	TCAT
Strongly Agree	19.2%	13.6%	13.7%
Agree	31.9%	19.5%	20.6%
Neutral	27.7%	19.4%	25.2%
Disagree	10.3%	4.7%	5.2%
Strongly Disagree	5.8%	3.0%	5.6%
No knowledge/experience	29.6%	23.4%	16.1%
Weighted Average	3.33	2.17	2.43

Overall, how satisfied are you with the measures your institution has taken to ensure student safety?

	Univ.	CC	TCAT
Extremely	27.1% 890	42.2% 958	37.1% 1030
Somewhat	55.6% 1829	46.6% 1057	39.6% 1100
Only a little	12.4% 408	8.0% 181	11.4% 317
Not at all	4.9% 162	3.2% 72	12.0% 331

How often do you discuss safety issues with others?

	Parents	Friends	Members of Student Org.	Instructors/faculty	Staff/advisors
Never	3,571	2,733	5,539	5,140	5,518
Sometimes	3,166	3,950	2,042	2,579	2,243
Often	1,543	1,618	635	557	484

Overall, how would you rate the campus climate at your institution?

	Univ.	CC	TCAT
a. Welcoming and safe for students	42.7% 1406	68.1% 1545	63.6% 1768
b. Welcoming and somewhat safe for students	48.2% 1587	25.3% 574	27.1% 755
c. Not welcoming, but safe for students	4.8% 159	5.4% 123	5.6% 157
d. Not welcoming or safe for students	4.3% 140	1.0% 25	3.6% 101

Please indicate your agreement with the following statements = 1 (Strongly Disagree); 2 (Disagree); 3 (Agree); 4 (Strongly Agree); DK (Don't Know)

	Average	Average	Average
There are an adequate number of police/security officers for my institution's size and	2.66	2.27	1.84
Police/Security have a visible presence on and around campus.	2.66	2.67	1.87
I know the emergency number to campus police/security.	2.21	1.96	1.77
I am aware of our campus emergency alert system and how to receive announcements.	2.96	2.72	2.79
In case of fire, I know procedures for evacuation.	2.68	2.75	2.69
I view the campus police/security website.	1.81	1.82	1.69
If I am concerned about the behavior of a fellow student, faculty, or staff member, I know wh	2.31	2.37	2.45
There is sufficient security in academic buildings.	2.07	2.28	1.96
There is sufficient security in the student center and recreational facilities.	2.07	2.18	1.91
The students respect campus police/security	2.26	2.45	1.94
Campus police/security are courteous with students.	2.46	2.57	1.86
Students are well informed about recent crime on campus.	2.68	2.03	2
Campus police/security respond to incidents in a reasonable amount of time.	1.96	1.77	1.75
I feel like I can trust campus police.	2.69	2.6	1.9
I have attended safety presentations on campus.	1.83	1.75	1.99

ADDENDUM 5: LAW ENFORCEMENT ACCREDITATION

Tennessee Association Chiefs of Police Law Enforcement Accreditation Program

http://tacp.org/files/2530/File/State_Accreditation_Overview.pdf.

Tennessee Association of Chiefs of Police Accreditation Standards

https://secure.icglink.com/icglink/cms/files/2530/File/TLEA%20Standards%20Manual-2nd%20Ed%20-Rev%20APRIL%202016.pdf

ADDENDUM 6: MOU WITH LAW ENFORCEMENT

While each institution will need to develop MOUs that meets their specific needs and circumstances, there are specific items that are applicable across TBR. For institutions with law enforcement, MOUs should be considered using verbiage from the following source as a guide:

https://www.whitehouse.gov/sites/default/files/docs/white_house_task_force_law_enforcement_mou.pdf

In addition to the verbiage cited above, institutions with law enforcement should use the below listed verbiage that is in accordance with current federal guidance and state law:

TIMELY WARNINGS/EMERGENCY NOTIFICATIONS - If a serious crime that may cause an ongoing threat to the (insert college/university name here) is reported to the (insert local law enforcement agency name here), insert local law enforcement agency name here) will notify the (insert college/university name here) as soon as possible. (Insert college/university name here) will then notify the campus community in a timely manner about any crimes on and/or around the campus which pose an ongoing threat to the community. In turn, if a serious crime occurs at (insert college/university name here) that could cause an ongoing threat to the citizens of (insert name of city/county here), (insert college/university name here) will notify (insert local law enforcement agency name here) of the threat.

ALLEGED RAPE OR MEDICALLY UNATTENDED DEATH-Unless otherwise provided by federal law, the (insert college/university name here) chief law enforcement officer will immediately notify the (insert local law enforcement agency name here) of any medically unattended death or allegation of rape on any property owned controlled or leased by College in accordance with T.C.A. 49-7-129. Both parties will assign an investigator and a joint investigation will be conducted. In the case of a medically unattended death, the (insert local law enforcement agency name here) shall lead the investigation. In the case of any allegation of rape, the (insert college/university law enforcement agency name here) shall lead the investigation.

Institutions with security only should consider developing MOUs with local law enforcement that addresses the types of crimes institutions will typically address (minor misdemeanor offenses) and the types of crimes that local law enforcement should investigate. Further, specific language dealing with reporting and confidentiality offenses such as Domestic Violence, Dating Violence, Stalking, and Sexual Assault should be considered as well as the "Timely Warning/Emergency Notification" verbiage noted above. The Handbook for Campus Safety and Security Reporting has a sample MOU (Appendix C) that can be used as a guideline. Note that the sample MOU in The Handbook for Campus Safety and Security Reporting does not include verbiage for Domestic Violence, Dating Violence, Stalking, and Sexual Assault as well as the Timely Warning/Emergency Notification language noted above that should be considered as part of a MOU between security departments and law enforcement.

Institutions without law enforcement or security, such as TCATs, should consider MOUs with local law enforcement that address Timely Warning/Emergency Notification, Domestic Violence, Dating Violence, Stalking, Sexual Assault, and confidentiality of crime reporting. Institutions without law enforcement or security cannot enter into Mutual Assistance Agreements but can enter into Memorandum of Understandings with local law enforcement.

ADDENDUM 7: MOU FOR COUNSELING SERVICES

Building Partnerships with Local Rape Crisis Centers: Developing a Memorandum of Understanding
Source: https://notalone.gov/assets/mou-rape-crisis-centers.pdf

Colleges and universities can strengthen sexual assault prevention and response programs by developing partnerships with local rape crisis centers. These partnerships can be formalized through a Memorandum of Understanding (MOU) or other agreement between the parties. MOUs are often mandated in grant applications, but schools should consider developing these partnerships regardless of whether they are applying for funding.

Rape crisis centers are community-based organizations that provide victim advocacy and support services to victims of sexual violence. Services generally include 24-hour crisis intervention, medical and legal advocacy, and counseling for survivors. Many rape crisis centers also conduct professional training about sexual violence, provide community education, develop prevention programming, and help other organizations develop policies to address sexual violence. Most rape crisis centers are nonprofit organizations, although some are part of governmental social service agencies.

The scope of the partnership will vary according to the needs of the school and the capacity of the rape crisis center. For instance, providing confidential victim services is an essential part of a school's response to sexual violence, yet schools vary widely in their ability to provide these services on-campus. By working with a rape crisis center, small schools and colleges can fill gaps in their victim services provisions. Larger schools may find that a relationship with a community rape crisis center provides a valuable addition to services available on campus. Schools, regardless of size, often benefit from the expertise of rape crisis centers when developing prevention campaigns and providing training to students, faculty, and staff. Schools may also invite rape crisis centers to actively participate in the schools' sexual assault response team (SART) or other coordinated team effort.

If a given community lacks a rape crisis center, or the local center is unable to take on additional work, the state sexual assault coalition may be able to serve as a partner for some purposes.[1] Reimbursing rape crisis centers and coalitions for their services is a best practice.

A comprehensive list of state sexual assault coalitions can be found on the Department of Justice website at http://www.ovw.usdoj.gov/statedomestic.htm

The partnership should include cross-training about the policies, procedures, and resources of both organizations. To serve as an effective partner, schools should provide training for rape crisis centers and/or state coalitions on the federal and state requirements that schools must meet in developing sexual assault prevention and response programs. This training should also familiarize rape crisis centers with campus-based resources, the reporting options for students and employees, the investigation process for sexual assault cases, and the remedies that schools

can provide to survivors. Rape crisis centers, in turn, can offer school officials specialized training on the unique dynamics of sexual assault and the impact trauma may have on individual victims.

While this document focuses on partnerships between schools and rape crisis centers, schools are encouraged to consider MOUs with multiple organizations (e.g., the rape crisis center, domestic

violence shelter, state sexual assault coalition, local sexual assault response team organizations, and mental health providers) in order to address and strengthen various aspects of the school's response to sexual assault. Schools are cautioned to recognize that partnerships with community organizations should be used to supplement and assist a school's sexual assault prevention and response programs, not to replace them.

Most schools have a standard format for MOUs with external partners. This sample should be used only as guide to help develop an MOU tailored to the needs of the parties. This sample MOU does not constitute legal advice, and institutions that use it as a model for their own MOUs may still be found to be out of compliance with federal law(s) (e.g., if the institution fails to effectively address a hostile education environment created by sexual misconduct.) MOUs should always be reviewed by legal counsel, and additional language describing liability protections, insurance requirements, or other legal provisions may be required. When preparing MOUs for grant applications, follow the instructions in the application package.

MEMORANDUM OF UNDERSTANDING
BETWEEN
Rape Crisis Center and College

This Memorandum of Understanding (MOU) is entered into by Rape Crisis Center and College. The MOU formalizes the commitment of the parties to work together to provide trauma-informed services to student and employee victims of sexual assault and to improve the overall response to sexual assault at College. The parties share the goal of preventing sexual assault on campus and in the community, and responding appropriately to students and employees who have been victimized.

I. Description of the Partner Agencies

Rape Crisis Center is a nonprofit, community-based organization dedicated to the elimination of sexual violence in all its forms. Rape Crisis Center provides free, confidential services including a 24-hour hotline, therapeutic services, medical and legal advocacy, community education and training for professionals. Through direct services and education, Rape Crisis Center provides services to more than [insert number] individuals annually. Rape Crisis Center provides empowerment-based services that focus on healing, support, and justice for victims of sexual assault.

College was founded in [year], and serves [enrollment number] students. Its mission is to provide high-quality education in a safe learning environment.

II. History of Previous Collaboration

College and Rape Crisis Center have collaborated for the [insert the length in years of the collaboration] on programs to prevent sexual violence on campus. Rape Crisis Center has conducted [insert number] on-campus educational programs for students of College and provided professional training for health center staff. This MOU builds on the previous collaboration to provide services to victims and training to additional school officials.

III. The Role of the Rape Crisis Center

Rape Crisis Center agrees to:

a) Appoint a qualified Coordinator of Services to focus on making services accessible to and appropriate for students and employees referred by College.

b) Make 24-hour rape crisis hotline services available to students and employees of College.

c) Provide confidential crisis intervention, counseling, information and referral, and accompaniment to medical and legal services as requested by students and employees.

d) Provide students and employees of Community College with information about how to file a complaint with the College and how to report a crime to campus or local law enforcement and offer to assist students and employees with filing a complaint or report.

e) Provide College with general information about incidents of sexual violence and other reportable offenses for inclusion in its annual Clery Act security report and to help the College identify patterns or systemic problems related to sexual violence.

f) Conduct victim satisfaction surveys or use other methods to assess the effectiveness of the services provided to students and employees.

g) Meet regularly with the school's Title IX Coordinator or designee to share information about: the needs of victims, trends in sexual assault services provided, additional services that are needed by students and employees, and the effectiveness of the school's sexual assault prevention and response program.

h) Provide [specify hours] of training to College health care and student services staff, officials involved in student conduct proceedings, and campus law enforcement on the incidence and prevalence of sexual assault, myths about sexual assault, the physical and emotional effects of sexual assault on victims, the neurobiology of trauma, and appropriate methods for interviewing and communicating with victims.

i) Assist schools with the development and provision of prevention programming and training to faculty, students and school officials.

j) Participate in College sexual assault response team (SART) or other coordinated team effort.

IV. The Role of College

College agrees to:

a) Identify a central point of contact for Rape Crisis Center staff to facilitate referrals for confidential services.

b) Provide training to Rape Crisis Center staff about: on-campus resources that are available to student and employee victims of sexual assault; the federal and state requirements for colleges in responding to sexual assault; reporting procedures for victims who wish to file a report with campus law enforcement and/or a complaint with college officials; the student code of conduct and disciplinary process; and the educational accommodations that can be provided to victims of sexual assault.

c) Provide printed and online materials about reporting options for students and employees, including information about how to file a complaint with the College and how to report a crime to campus or local law enforcement.

d) Inform the Rape Crisis Center about the reporting obligations of school employees and identify those school employees with whom students can speak confidentially (and any exceptions to that confidentiality.)

e) Inform the Rape Crisis Center about the school's prohibitions on retaliation, how allegations of retaliation can be reported, and what protections are available for students who experience retaliation.

f) Ensure availability of the Title IX Coordinator or designee to meet regularly with Rape Crisis Center Coordinator.

g) Collaborate with the Rape Crisis Center on prevention approach and activities.

h) Compensate Rape Crisis Center for services provided. [Attach compensation agreement.]

V. Confidentiality

Rape Crisis Center and College affirm the importance of providing students with options for confidential services and support. All services provided by Rape Crisis Center to students and employees of College will be kept confidential except in the following circumstances:

a) If the student or employee wants information shared with College or campus security, campus or local law enforcement, Rape Crisis Center will obtain informed consent for release of the information. When releases of information are required, they will be written, informed, and reasonably time-limited.

b) Rape Crisis Center will provide College aggregate data about incidents of sexual violence and other reportable offenses to include in its annual Clery Act security report and to help the College identify patterns or systemic problems related to sexual violence. No personally identifying information will be provided for Clery Act purposes. The Rape Crisis Center will consult with victims regarding what information needs to be withheld to protect their identity.

c) If the federal or state law requires disclosure because there is an imminent risk of harm to self or others, the Coordinator will determine: who will be notified; in what form; what information will be provided to the victim regarding this disclosure; and what steps will be taken to protect the victim from the imminent risk.

VI. General Provisions

This section includes the school's required language for MOUs.

By_____

President, College

Date_____

By_____

Executive Director, Rape Crisis Center

Date_____

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