IMPLEMENTATION OF PRIOR RECOMMENDATIONS AND BARRIERS TO ENACTMENT

**Findings from a Critical Issues Forum of
Historically Black Colleges and Universities - Law Enforcement Executives and
Administrators**

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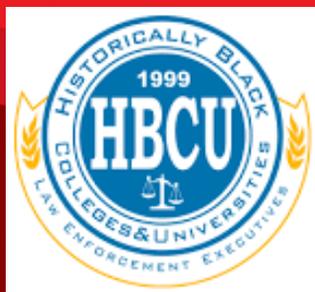
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IMPLEMENTATION OF PRIOR RECOMMENDATIONS AND BARRIERS TO ENACTMENT

A report for the

NATIONAL CENTER FOR CAMPUS PUBLIC SAFETY

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EXECUTIVE SUMMARY

On July 16, 2019, a group of campus safety leaders and subject-matter experts, with support from the National Center for Campus Public Safety (NCCPS), gathered in Atlanta, Georgia, for a one-day forum. The purpose of the forum was to revisit recommendations in three previous NCCPS reports, identify progress that historically black colleges and universities (HBCUs) have made in implementing those recommendations, identify challenges to implementing those recommendations, and recommend a path forward.

Thirty campus safety leaders came from 24 institutions of higher education (IHEs) and campus safety organizations across the country, including university and college chiefs of police, as well as campus safety administrators. See Appendix A for a list of participants. The forum aligns with the NCCPS's role as a nationwide resource for addressing critical issues in campus safety.

Review of prior recommendations
The forum facilitator focused on whether HBCUs had implemented recommendations that other campus safety leaders offered in prior NCCPS forums. The specific recommendations appear in three previously published NCCPS reports (see Appendix B):
- *A National Conversation on Police and Community Interactions on HBCU Campuses*, published October 2016
- *Managing Campus Protests and Demonstrations at Historically Black Colleges and Universities*, published September 2018
- *The Roles and Strategies of Campus Safety Teams for Preventing Violence in College and University Campus Communities*, published October 2018

Recommendation themes and challenges
The recommendations in the prior reports centered on three topics:
- Training
- Communications
- Partnerships

During the forum, participants identified successes their HBCUs had in implementing recommendations in each of the three areas. They also identified challenges that have hindered or prevented HBCUs from implementing certain recommendations. In general terms, those challenges included the following:

- **Resource restrictions.** Many HBCUs reported not having the money or the people needed to implement certain recommendations, especially those involving or requiring training. Some participants, for instance, said they had enough people, but those people did not have the skills necessary to implement certain recommendations. A lack of employee career-development programs exacerbated this problem for some HBCUs.

- **Persuasion problems.** Many forum participants reported trouble implementing recommendations found in the NCCPS reports because they lacked buy-in from administrators, students, or other key stakeholders. The lack of buy-in sometimes manifested itself as a lack of vision or goal-orientation for campus safety. Others said their HBCUs perceived campus safety teams as untrustworthy or not "legitimate."

- **Collaborative clashes.** Some HBCUs said their challenges in implementing certain recommendations were rooted in disagreements among teams about what actions would solve certain problems. Participants also said they often ran out of time to implement recommendations or could not find the time to begin. Others reported worrying about backlash or negative social media impact associated with policing work in general or with implementing certain recommendations.

The search for answers

The forum participants discussed a broad array of factors, tactics, and strategies that they said could help HBCUs implement the report recommendations. Their discussion did not evaluate specific efforts or policies at particular HBCUs, nor did it evaluate individual campus safety programs. These three core principles emerged.

- **Prioritization via legislation.** Forum participants said regulatory intervention — or the threat of it — could force leaders at institutions IHEs to take action if they are otherwise reluctant or unwilling to adequately fund or prioritize campus safety initiatives.

- **Persuasive powers.** Cultivating buy-in is a primary job duty for many campus safety leaders today. Accordingly, if campus safety leaders want to improve how their IHEs identify, plan for, mitigate, and respond to emergencies and risk, those leaders must become more skilled in persuasion, promotion, and marketing tactics. Forum participants said these skills are increasingly necessary in order to present ideas convincingly to stakeholders, raise the profile of campus safety, and keep safety issues top of mind among campus leaders.

- **Third-party pressure to prompt more buy-in and action.** Forum participants said IHE leaders were less likely to dismiss arguments and data if it came from outside agencies, consultants, and other external entities versus their own campus safety teams.

About the NCCPS

Established in 2013, the NCCPS is a clearinghouse for information, research, training, promising practices, and emerging issues in campus public safety. The NCCPS's mission is to provide useful resources and information to support safer campus communities. To this end, the NCCPS works to connect campus public safety officers, professional association members, advocates, community leaders, and others to improve and expand services to those who are charged with providing a safe environment for the nation's campus communities.

BACKGROUND
What Helps Campus Safety Teams Implement Recommendations that Increase IHE Safety?

Since 2014, NCCPS has conducted emerging issues forums all over the country. Those forums bring multi-disciplinary campus leaders together to identify challenges in public safety and emergency management, as well as help those leaders identify potential solutions to the challenges. The forums convene subject matter experts, practitioners, professional association members, and government agency representatives.

The NCCPS facilitates the discussions and has produced more than a dozen detailed reports that describe the forum events, provide relevant background and context on the topic, detail the challenges that forum participants identify, describe their proposed solutions, and list their recommendations for implementing those solutions.

Forum Report Title	Publication Date
Defining the Value of Campus Emergency Management Programs to Communities	March 2019
The Roles and Strategies of Campus Safety Teams for Preventing Violence in College and University Campus Communities	October 2018
Managing Campus Protests and Demonstrations at Historically Black Colleges and Universities	September 2018
Campus Policing in an Urban Environment	July 2018
Campus Protests and Demonstrations: The Role of Emergency Management	June 2018
Criminal Victimization of International Students: A National Conversation on Effective Prevention Practices	April 2018
Policy Development and Implementation of Legislation Permitting the Carrying of Concealed Handguns on College and University Campuses: Promising Practices	June 2017
Managing Student Mental Health at Historically Black Colleges and Universities	December 2016
Challenges in Preventing and Responding to Sexual Violence at American Community Colleges	December 2016
A National Conversation on Police and Community Interactions on HBCU Campuses	October 2016
The Effects of Marijuana Legalization and Decriminalization on Campus Safety at Institutions of Higher Education	September 2016
Policing Off-Campus Communities at Institutions of Higher Education	August 2016
Institutionalizing the Clery Act at Institutions of Higher Education	May 2016
Emerging Issues in Managing International Programs at Institutions of Higher Education	May 2016

As follow-up to some of the forums, the NCCPS and Historically Black Colleges and Universities - Law Enforcement Executives and Administrators (HBCU-LEEA) partnered to examine whether and how HBCU campuses have implemented the recommendations in three of its reports. Accordingly, on July 16, 2019, a group of HBCU campus safety leaders gathered in Atlanta, Georgia to discuss which types of recommendations their IHEs have implemented successfully, as well as what challenges have kept them from implementing other recommendations. The forum not only provided feedback about the practicality and effectiveness of the recommendations

themselves, but also helped uncover underlying and often persistent problems that many campus safety leaders face.

The forum facilitator focused on recommendations in three NCCPS reports:
- *A National Conversation on Police and Community Interactions on HBCU Campuses*, published October 2016
- *Managing Campus Protests and Demonstrations at Historically Black Colleges and Universities*, published September 2018
- *The Roles and Strategies of Campus Safety Teams for Preventing Violence in College and University Campus Communities*, published October 2018

The specific recommendations are available in Appendix B.

The forum sparked a critical discussion, and participants noted several factors that made recommendation implementation efforts challenging for some HBCUs.

Consensus is often hard to build
Colleges and universities are in many ways self-contained entities, but when it comes to safety, they are very much part of a wider community. IHEs must work with local law enforcement and federal regulators, for example, as well as state agencies, community groups, staff and faculty organizations, neighborhood associations, business groups, and other stakeholders that affect the direction, cost, and impact of campus safety efforts. Aligning the goals of these entities can be difficult.

Safety solutions are not one-size-fits-all
Every college and university has unique geographic, cultural, and financial characteristics that influence whether and how it implements recommendations that could improve safety. IHEs are also subject to different state and federal regulations that can have significant effects on whether and how they identify, mitigate, respond to, and recover from emergencies on or near campus.

IHE budgets are limited
Money is a finite resource for virtually every IHE, and financial limitations frequently affect how campus safety departments function. In addition, many IHE leaders choose not to prioritize campus safety during the budgeting process. Accordingly, skills, training, and procedural resources vary widely among campus safety teams, leaving many with little to work with when it comes to implementing recommendations that could improve campus safety.

INTRODUCTION

The forum was facilitated by Andrea Young of the National Center for Campus Public Safety (NCCPS). Young guided attendees through a hands-on process of breakout group discussions and exercises. Participants followed the agenda below, raising critical issues throughout the day and developing practical solutions to address them:

- Review recommendations in three previous NCCPS reports
- Discuss the process used to develop those recommendations
- Identify recommendations that HBCUs have successfully implemented
- Identify what made those implementations successful
- Discuss challenges HBCUs had in implementing recommendations
- Brainstorm solutions that may address these challenges

The sections that follow contain key takeaways and conclusions from participating HBCUs. They constitute the principal findings of this report.

Forum purpose:
To revisit recommendations from previous NCCPS reports, identify progress that HBCUs have made in implementing those recommendations, identify challenges to implementing those recommendations, and recommend a path forward.

DISCUSSION
Which Types of Recommendations Did HBCUs Successfully Implement, and What Holds Them Back?

Participants in forums hosted by the National Center for Campus Public Safety over the years have provided a multitude of safety-improving recommendations for IHEs. Some of those recommendations, however, have proved easier to implement. For many campus safety leaders, implementing certain recommendations means asking questions such as:

- How can we convince campus presidents, faculty, staff, local law enforcement, and other safety leaders to prioritize and fund certain campus safety measures?
- What else can we do to make sure all members of HBCU campus safety team know what to do if and when an emergency occurs?
- How can we get more training, share information better, and meet other operational needs with limited resources?

Despite the obstacles these questions reflect, many campus safety leaders at the forum said their HBCUs have indeed been able to implement at least some of the recommendations in the three NCCPS reports. The recommendations most often implemented tended to fall into three categories: training, communication, and partnerships.

Successes

Working through each area with the facilitator, forum participants identified specific strategic successes in each recommendation category and evaluated how their efforts became successful. This section summarizes their discussion.

Successes in training

Several forum participants said recommendations from participants in prior NCCPS reports helped their HBCUs improve the training available to their campus safety teams. Some said their success largely came from devoting more time to winning buy-in from campus leaders — a frequent recommendation. One HBCU, for instance, was able to win buy-in for active shooter training by asking for time to present at an already-scheduled forum for the HBCU's leaders. During the event, the campus safety team shared information about the benefits of the training with the leaders, who then took the information to their respective teams for discussion. This enabled the campus safety team to win grass-roots support for implementing a safety initiative, which is now mandatory training, and it put the team in closer touch with people at lower levels of the organization. The process also seeded administrative support for subsequent safety measures.

Another HBCU used report recommendations to develop its own train-the-trainer platform. The campus safety leaders identified officers who would make good trainers; then it obtained training materials from the Federal Law Enforcement Training Center. The effort has resulted in more support for training as a whole. Other HBCUs reported capitalizing on webinar training, including those offered by NCCPS.

Forum participants were also able to make headway on training by following recommendations to alter the timing of the training. Some HBCUs, for instance, were able to increase their funding by focusing on grant-writing during the summer or on obtaining grant-writing training for some of their officers. Another was able to implement mandatory annual training during a two-week period of summer. One forum participant reported improvements in the HBCU's data-gathering abilities by conducting data-tracking training during the summer.

Forum participants also noted that the report recommendations helped them adhere to minimum or state training standards, provide more career-development opportunities and growth paths for their officers, get more information about how other organizations manage similar risk problems and opportunities, collaborate better with other agencies, and conduct more community forums.

Heard in the forum:
"When you talk about a commitment to an individual officer, how I can develop a plan for that individual officer would go a long way."

Successes in partnerships

Several forum participants said recommendations from other campus safety leaders in the NCCPS reports helped them develop more partnerships with entities both on and off campus, which led to better information sharing, faster resource acquisition, more institutional resilience, and more trusted relationships. Effective partnerships also raise the profile of HBCUs' campus safety teams and can help give campus safety leaders a louder voice.

Campus safety leaders at one HBCU, for example, joined a committee dedicated to planning ceremonial events at the school. The meetings provided an opportunity to teach the other committee members about how to incorporate risk mitigation and response

Heard in the forum:
"Don't miss the opportunity to build a relationship."

into planning a complicated event. Others got more involved in their local law enforcement professional associations. One campus safety leader helped form a consortium of public safety agencies in the area; that group meets quarterly, produces an annual report, and created a template for other schools to form similar consortiums.

Some forum participants said implementing partnership-related recommendations from previous NCCPS reports has also reduced liability risks for IHEs that were able to send officers through certified training programs provided by local police departments or other state or federal law enforcement agencies. Others endorsed the idea of hiring a dedicated Title IX coordinator to help HBCUs share information internally and with other law enforcement entities.

Forum participants also said their HBCUs pursued memorandums of understanding (MOUs) with local law enforcement agencies — another common recommendation from NCCPS forum reports. MOUs connected their HBCUs with people who in some cases were assigned to their schools or had dedicated relationships with their schools.

Many HBCUs reported that implementing partnership recommendations successfully typically involved meeting more often with other law enforcement agencies; others reported setting up regular meetings with people from the mayor's office, other IHEs, alumni associations, professional associations, and even key vendors in order to negotiate conflicts, offer help, ask for help, and brainstorm.

Heard in the forum: *"Partnerships are sales."*

Successes in communication

Many of the recommendations that HBCUs said they have successfully implemented revolve around communications, especially with students. These recommendations are intended to help campus safety officers build trust, educate the campus population, improve emergency response, and resolve safety issues more efficiently.

Several HBCUs reported that the recommendations they implemented most successfully involved increasing the volume of security discussions on campus. Some implemented more information into new student orientations; other HBCUs created more direct lines of communication with students, including establishing security task forces, facilitating town hall meetings, moving meetings to residence halls, or hosting "coffee with a cop" events in order to offer students more chances to provide input about campus safety measures, threats, and other issues. In many cases, the events were also open to faculty and staff. HBCUs also reported successes implementing more effective online communication methods, such as offering safety apps to the student body or maintaining active social media presences.

Heard in the forum: *"You have to be a parent to them. You have to be a preacher to them. You just have to talk to them."*

Some forum participants said they also restructured the culture of campus safety to emphasize approachability and customer service skills. Some reported instructing officers to stop and speak with students each time they traveled across campus; others reported advising campus safety officers to walk rather than drive through campus where possible.

Continued Challenges

Many forum participants said that for a variety of reasons, their HBCUs were not able to implement some recommendations.

Continued challenges in training

Budget limitations and a lack of buy-in from administrators, officers, and key stakeholders were often top obstacles to implementing training-oriented recommendations, according to forum participants.

However, professional development issues also continue to plague some HBCUs. Forum participants said they often couldn't find enough time in department schedules to implement training recommendations; others said they still didn't have enough people or trainers to do the job. In addition, many campus safety departments reported a lack of clear career paths or a training vision for their teams.

Continued challenges in partnerships

NCCPS forum participants and the resulting reports often stress the importance of forming partnerships with external and internal entities. However, certain roadblocks still stand in the way for many HBCUs. A significant one is growing anti-police sentiment — particularly online. Forum participants said that has made it especially difficult for some campus safety teams to implement recommendations that require meaningful partnerships with current or prospective students.

Many campus safety teams also face trust and legitimacy issues, according to forum participants. When campus leaders, faculties, or student bodies do not view their resident campus safety teams as "real" law enforcement agencies, those campus safety teams have a much harder time achieving consensus on solutions and winning approval to implement recommendations that could improve campus safety.

Heard in the forum:
"Even if they don't want you at the table, you've got to have somebody who can go in there and fill in the gap for you, if they won't hear from you. Because at the end of the day, if it goes wrong, it's on you. It is on you, make no mistake about it."

Continued challenges in communication

According to the forum participants, many HBCUs are struggling to build the teams and mechanical processes necessary to implement changes.

Some lack public information officers or are coping with frequent changes in the composition of their emergency response teams, which can make it harder to schedule planning or after-action work. These infrastructure issues also impede efforts to share information and collaborate with external and internal partners, according to the forum participants. This sometimes results in sending mixed messages or untimely information dissemination. HBCUs have also experienced unfulfilled MOU agreements due to misunderstandings about what was in the MOUs and failure to read or comprehend the MOUs.

POTENTIAL STRATEGIC SOLUTIONS

The forum participants discussed a broad array of factors, tactics, and strategies that could help HBCUs implement more of the recommendations identified over the years. Their discussion did not evaluate specific efforts or policies at particular HBCUs, nor did it evaluate individual campus safety programs. However, three core principles emerged.

- **Prioritization via legislation.** Forum participants said regulatory intervention — or the threat of it — could force HBCU leaders to take action if they are otherwise reluctant or unwilling to adequately fund or prioritize campus safety initiatives. Some forum participants said they are looking to state and federal agencies to take a leadership role on emergency management standards and compliance.

- **Persuasive powers.** Cultivating buy-in is a primary job duty for many campus safety leaders today. Accordingly, if campus safety leaders want to improve how their HBCUs identify, plan for, mitigate, respond to, and recover from emergencies, those leaders must be more skilled in persuasion, promotion, and marketing tactics. Forum participants said these skills are increasingly necessary in order to present ideas convincingly to stakeholders, raise the profile of campus safety, and keep safety issues top of mind among campus leaders.

- **Third-party pressure to prompt buy-in and action.** Forum participants said IHE leaders were less likely to dismiss arguments and data from outside agencies, consultants, or other external entities versus their own campus safety teams. Accordingly, campus safety teams that hire and partner with external consultants, facilitators, data sources, experts, parent groups, student groups, and even other IHEs may speed up buy-in and action from their leaders.

APPENDIX A: PARTICIPANTS

- **Jacques Battiste,** Orleans Parish Constable
- **Joyce Brooks,** Howard University
- **Fred Brown,** Texas Southern University
- **Nadis Carlisle,** Alabama A&M
- **Joseph Chevalier,** Morehouse School of Medicine
- **John Evans,** Marion School District
- **Ruth Evans,** HBCU-LEEA
- **David Glover,** Hampton University
- **Leonard Hamm,** Coppin State University
- **Demetrius Hightower,** Alabama A&M
- **Calvin Hodnett,** United States Department of Justice, COPS Office
- **Lee James,** Prince George's Community College
- **Curtis Johnson,** HBCU-LEEA
- **Lorraine Kittrell,** Howard University
- **Steven Lesane,** Shaw University
- **Marcus Lyles,** Howard University
- **Joseph Nelson,** South Carolina State University
- **Cothan Pack,** Clark Atlanta University
- **Clifton Paige,** Tougaloo College
- **Xavier Redmond,** Mississippi Valley State University
- **Kim Richmond,** National Center for Campus Public Safety
- **Shae Smith,** Arkansas Baptist College
- **Maxcie Thomas III,** University of Arkansas at Pine Bluff
- **Orlando Treadwell,** University of the District of Columbia
- **Earnest Waiters,** Bowie State University
- **Tremont Walker,** Clark Atlanta University
- **Kelly White,** North Carolina A&T State University
- **Diane Wilkins,** Atlanta University Robert R. Woodruff Library
- **Arthur Williams,** Philander Smith College
- **Debra Williams,** Clark Atlanta University
- **Mary Young,** Texas Southern University

APPENDIX B: ORIGINAL RECOMMENDATIONS

The following are participant-generated recommendations from the three NCCPS reports at the heart of the discussion:

- *A National Conversation on Police and Community Interactions on HBCU Campuses,* published October 2016
- *Managing Campus Protests and Demonstrations at Historically Black Colleges and Universities,* published September 2018
- *The Roles and Strategies of Campus Safety Teams for Preventing Violence in College and University Campus Communities,* published October 2018

Recommendations from *A National Conversation on Police and Community Interactions on HBCU Campuses*

Recommendations to Manage Local/Campus Police Interactions
- Hold joint community events on campus to create a sense of community and unity.
- Hold joint monthly or regular consortiums/meetings on campus to share ideas, information and training Create MOUs (memorandum of understanding) between local and campus police.
- Increase student access to local and campus police through increased use of social media, such as Twitter and Instagram, and through inclusion in regular campus news channels.
- Ensure officers get to know students "in their space."
- Hold regularly scheduled (monthly or weekly) meetings with students.
- Create "mini stations" on campus and other safe places where students can drop in for random meetings, have a meal with officers, etc., to create informal opportunities for relationship building.
- Contract certain campus duties to local law enforcement to increase their campus awareness and to increase opportunities to meet and engage with students.

Recommendations to Manage Fear of Law Enforcement
- Increase accountability of police officers.
- Incorporate programs like "The Law and You," to educate and empower young people about the law and due process – noting that laws vary from state to state.
- Advocate for the creation of national standards for becoming a police officer, as standards currently vary from state to state.
- Advocate for the implementation of alternative justice programs for punishment, other than jail, such as rehabilitation programs and mental health programs, recognizing that there are too many African Americans in jail for minor violations and that this also varies state by state.

Recommendations to Manage the Need for Better-Trained Officers
- Incorporate training about campuses and campus policing into the police academy so that officers are better prepared before they arrive on a campus.

- Make field training, particularly community engagement training, required for new hires.
- Ensure consistent on-the-job training for officers. For example, start them on foot patrols so they must engage with community and later move them to vehicle patrols.
- Have officers engage with campus student leaders as part of any training and encourage continual student engagement.
- Create HBCU-specific standard certification for campus police, acknowledging that HBCUs have a different culture than many officers are accustomed to.

Recommendations to Manage Challenging Authority
- Ensure students understand appropriate times and places for direct comments or questioning of police.
- Ensure all students are aware of the complaint process related to police.
- Train students about what they need to know regarding processes such as why police approach them; incorporate "spider effect" into training (when we see a spider in the room we make it much bigger than it is).
- Hold sensitivity training for students and officers, including mock training so that each can metaphorically walk in the other's shoes.

Recommendations to Manage Communications between Campus Police and Students
- Increase opportunities for communication and open dialogue between students and police and student access to police, including meet and greet opportunities, small group conversations, and outreach events.
- Improve marketing, via social media, etc., of community policing activities.
- Increase opportunities for random encounters, including officers knocking on doors to introduce themselves and one-on-one meetings.
- Increase integration of non-uniformed officers into daily student life, such as attendance at and participation in student events.
- Ensure consistent transparency regarding new rules and regulations, such as social media distribution and posts around campus.
- Integrate students into the decision process for officer hiring.

Recommendations from *Managing Campus Protests and Demonstrations at Historically Black Colleges and Universities*

Recommendations to Manage Disruptive External Actors
1. Develop a comprehensive written policy that clearly defines procedures for managing disruptive actors that includes:
   - Thorough vetting of written policies by legal counsel in case CLE polices or conduct is ever challenged by individuals or the courts.
   - Impact assessment of disruptive behavior to determine if conduct is criminal, disruptive, or inconsistent with the educational mission of the university.
   - Determination guidelines for a course of action that responds to both student and non-student disruptive behavior (such as code of conduct violations and suspension for students, and non-criminal trespass violations for non-students).

2. Train CLE officials on a wide variety of sources and topics to improve management of disruptive external actors. Training should incorporate:
   - Constitutional law as it relates to freedom of speech, assembly, and protest.
   - Civil law as it relates to individual and university liability for inappropriate conduct by CLE officials.
   - Policy manuals, including review of specific sections of the general orders manual that address CLE officer response to protest and demonstrations.
   - Briefings before each protest that includes educating CLE officials on how to respond to any potential disruptive actors.
   - Effective management of mass civil disturbance calls by utilizing external trainers who have expertise and experience in protest and demonstration management.
   - Expectation management through tabletop exercises with campus administrators to identify and address the risks posed by disruptive actors and the range of lawful responses that CLE officials can use to deal with them.

Recommendations to Improve Communications
1. Develop an emergency communications plan (ECP) that is executed by a permanent ECP working group and provides for:
   - Designated liaisons for public safety, emergency management, university communications, facilities, transportation, student government, and campus executives.
   - Fast assessment of critical intelligence through calling trees, conference calls, alert notifications, and other tools to ensure that the working group can quickly convene to assess situations and make decisions.
   - Designated protest location specified in the ECP so that the working group has a specific area to manage protests and demonstrations that may require emergency response.
   - Local news media liaison who works with the CLE PIO to assist in managing the message for CLE and the college or university.
   - Executive staff liaison to keep the president's office informed so that administrators can make necessary policy and response decisions.
   - Public safety liaison attached to the communication center for exchanging information with fire and medical first responders.
   - Mass notification process that brings all social media and other communication platforms together (email, Facebook, Twitter, public announcement systems, etc.) to deliver both targeted and campus-wide information before and after a protest or demonstration.

2. Embed regularly planned training, exercising, and updating processes in the ECP, including:
   - Tabletop exercises based on actual protests that occur on campuses across the nation.
   - Exercises that require ECP working group involvement and are conducted twice a year to account for seasonal changes.

- After-action reviews following each on-campus protest that includes a written after-action report for improved planning.
- Policy publication for dissemination campus-wide through a regularly updated ECP that is also available online and to the public as part of official university policy.

Recommendations to Prepare for Spontaneous/Unknown Incidents

1. Complete and maintain signed MOUs with key partner agencies. Considerations for this process include:
   - Establishing agreements with emergency response and law enforcement groups as well as municipal, county, and state agencies that are able to enter into MOU agreements.
   - Defining external agency duties and responsibilities such as specific functions and geographic areas of operation, pay rates, overtime and work hour limits for agency personnel, and any use of agency property.
   - Periodically reviewing and updating MOUs to incorporate policy and procedure changes among the signatory agencies; revisions to union contracts that limit or enhance access to agency personnel; or lessons learned in the prior period covered by the MOU.

2. Develop a campus-wide continuity of operations plan that includes:
   - Procedures for transitioning from normal operations to emergency response plans to ensure seamless, integrated operations as incidents unfold.
   - Planning for loss of access to campus resources such as electricity, water, facilities, or network abilities.
   - Clear recovery time objectives that specify how quickly assets and operations will become available and contain all necessary external agency contacts and applicable MOUs, emergency spending procedures, and recall lists for staff, faculty, and CLE officials.
   - Incident command system (ICS) strategies for staging personnel, equipment, and other first responder resources.
   - Planning reviews and updates to ensure that contact and resource information is current and to incorporate lessons learned from previous protests.

Recommendations to Find Additional Resources

1. Partner with other agencies to secure additional resources by actively pursuing:
   - Outside agency inclusion into CLE grant applications to encourage opportunities for reciprocal inclusion in outside agencies' own grant applications.
   - Smaller micro grants (e.g. partnering with local alcohol boards for alcohol safety grants) which can bridge funding gaps as effectively as larger grants (e.g. COPS Office grants).
   - Outside sources for training and equipment including weapons training at local gun ranges, auditing outside classes for free, and borrowing seldom-used equipment.

2. Build relationships and maintain formal MOUs with non-traditional law enforcement partners including:
   - Local hospitals, mental health facilities, nonprofits, and businesses to secure and deploy additional resources as needed.
   - Local officials to train volunteer students and staff as campus community emergency response teams (CERTs) to increase the number of personnel available for emergencies.

Recommendations to Reduce Liability and Regulatory Risk
1. Nurture a campus-wide understanding of the differences between unlawful hate speech and lawful free speech through:
   - Co-development of protest management policies with campus stakeholders including administrators, emergency response teams, and student groups to ensure effective and constitutional treatment for all.
   - Constitutionally compliant conduct that limits CLE interaction with protestors only to time, place, and manner restrictions appropriate to ensure public safety.

2. Strengthen relationships with external law enforcement agencies and media outlets to reduce dangerous protest conditions and outcomes through:
   - Capacity building with local and state law enforcement agencies for rapid deployment of additional police officers when required to support CLE officials.
   - PIO office coordination with outside reporters for delivery of accurate, consistent public information regarding CLE officer conduct during protests and demonstrations.

Recommendations to Improve Coordination with Campus Administration
1. Educate administrators on CLE functions and roles by:
   - Providing administrator training on policies and procedures that CLE officials must follow during protests.
   - Providing administrator education on constitutional law as it applies to managing protests and the obligation of sworn CLE officials to ensure citizen safety and constitutional protections.
   - Prevention of undue interference by administrators when CLE officials are engaging in appropriate and lawful conduct (such as arrests) during protests.

2. Ensure a seat at the administrator's table by not only reporting problems but recommending solutions for a host of critical issues including:
   - Student quality of life
   - Incident and emergency management
   - Budget
   - Training
   - Resources

Recommendations from *The Roles and Strategies of Campus Safety Teams for Preventing Violence in College and University Campus Communities*

Recommendations for Improving Partnerships on and off Campus

1. Develop a comprehensive written policy that clearly defines campus safety's standards and expectations around communication, including:
   - Keeping the administration informed of all policing activities in order to build trust, raise the department's visibility, and provide an ongoing, evidence-based education about campus safety. This includes the board of trustees.
   - Ensuring the campus police chief is a member of the president's cabinet in order to streamline information flows to the top and reinforce the importance of campus security.
   - Holding regular meetings with local law enforcement agencies, housing managers, student safety groups, business owners, fusion centers, state and federal task forces, and campus social media managers.
   - Taking leadership on state-level safety issues. When state legislatures propose or approve security-related measures that affect the IHE, the campus safety team should be involved; this helps build credibility, raises profiles, and opens lines of communication about efforts to prevent violence.

2. Establish memorandums of understanding (MOUs) with local law enforcement, other IHEs, and other agencies that can and should assist the IHE before, during, or after violence occurs. This helps ensure more efficient, reliable, and cost-effective response activities.

3. Conduct an offsite meeting or retreat for administrators, faculty, and student groups that are interested in improving campus safety, and use the event to do hands-on exercises, as well as discuss what the campus safety team needs to be effective. These events can also force administrators to focus on campus safety if the topic is built into the agenda of team retreats.

Recommendations for Improving Training

1. Establish minimum training standards and expectations for all campus safety employees, and mandate the successful completion of that training.
   - Ensure supervisory and managerial job descriptions include a requirement to provide training as well as obtain it.
   - Introduce incentives to complete training (or disincentives for skipping training).
   - Adjust work schedules to incorporate training, and capitalize on campus downtimes or slow periods when scheduling training.
   - Identify training and skills gaps emerging from differences in the rules and procedures the IHE must follow versus the rules and procedures local law enforcement must follow.

2. Capitalize on existing assets to lower the cost of training.

- Help an officer obtain trainer-level certifications so the department can bring subsequent training in-house.
- Ask larger departments to provide or open the doors to training that campus safety officers can also attend.
- Offer to host trainings in campus facilities in return for free seats.
- Scour online resources for more convenient, less expensive, technology-based trainings that can boost participation, save or eliminate travel time, and lower costs.
- Pair new officers with experienced officers to provide more on-the-job instruction.
- Develop or add to MOUs with external agencies such as local police, sheriff, or security companies to ensure patrols and other duties do not suffer when training is taking place.

3. Develop a three- to five-year strategic plan that details training needs by category and their cost, including research regarding federal requirements or other situations that justify the training.

4. Listen. IHEs with productive hiring and training programs are careful to listen to and incorporate feedback from outgoing campus safety employees. Forum participants said this feedback could quickly highlight what's effective and ineffective within the department.

Recommendations for Coping with Funding Shortages
1. Identify other departments or cost centers in the IHE that share, determine, or rely on campus safety assets, and allocate costs to those departments/cost centers where feasible (e.g., placing vehicles in the parking department's budget or tech needs in the IHE's IT budget), thereby freeing up campus safety budget dollars without sacrificing needed assets.

2. Partner with local businesses. IHEs can generate funding for campus safety by forming partnerships with local businesses interested in providing scholarships or developing their brands in the campus community.

3. Offer classes or training to any campus safety employees who want to learn how to write grants.

4. Invest time in building financial checks and balances among campus safety leaders in order to provide a consistent, compelling message about what the department needs, why it needs it, and how it will responsibly spend it.

Recommendations for Enhancing Continuity of Operations Planning and After-Action Report Efforts

1. Provide templates for continuity of operations plans and after-action reports to departments to encourage completion.
   - Train staff to help others with planning and report completion.

2. Pursue a presidential/board mandate requiring departments and other entities to write or participate in continuity of operations plans and after-action reports. The mandates should include deadlines.
   - Detail the consequences to IHE leaders of not having continuity of operations plans, including risks around not being able to provide instruction or support basic business functions.
   - Hire a temporary or part-time employee to visit departments, drive participation in planning and report compilation, and help enter data.
   - Use the plans and reports to identify capacity gaps, and use MOUs and other tools to close those gaps, thereby ensuring that the IHE will have what it needs to mitigate, respond to, and recover from violence.
   - Involve all stakeholders in realistic exercises that test the plans.

3. Incorporate an overview of the campus safety team into new employee orientation. At a minimum, the information should cover campus safety's role, responsibilities, challenges, and expectations from employees.

4. Prompt planners to identify alternative options and backup resources in their continuity of operations planning.
   - Plan participants should demonstrate awareness of their roles, responsibilities, and key functions, as well as who will serve in their stead if they cannot serve.
   - All stakeholders should be aware of the plan and receive a copy of it.