

# University Public Safety Partnerships that Advance Urban Development



Coalition of  
Urban Serving Universities



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES

## **COALITION OF URBAN SERVING UNIVERSITIES**

The Coalition of Urban Serving Universities (USU) is a president-led organization committed to enhancing urban university engagement to increase prosperity and opportunity in the nation's cities and to tackling key urban challenges. The Coalition includes public urban research universities representing all U.S. geographic regions. The USU agenda focuses on creating a competitive workforce, building strong communities, and improving the health of a diverse population. The Coalition of Urban Universities (USU) has partnered with the Association of Public and Land-grant Universities (APLU) to establish an Office of Urban Initiatives, housed at APLU, to jointly lead an urban agenda for the nation's public universities.

## **ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES**

The Association of Public and Land-grant Universities (APLU) is a research, policy and advocacy organization representing over 230 public research universities, land-grant institutions, state university systems, and affiliated organizations. Founded in 1887, APLU is North America's oldest higher education association with member institutions in all 50 U.S. states, the District of Columbia, four U.S. territories, Canada, and Mexico. Annually, APLU member campuses enroll 4.9 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.2 million faculty and staff, and conduct \$43.9 billion in university-based research.

# Contents

<b>Executive Summary</b>	<b>iii</b>
<b>The Problem</b>	<b>1</b>
<b>The Solution: Engage Urban Universities</b>	<b>2</b>
<b>Step 1: Explore the Field</b>	<b>3</b>
Common Attributes of Effective Public Safety Partnerships	3
Common Challenges Facing Public Safety Partnerships	4
<b>Step 2: Identify Key Issues Challenging the Field</b>	<b>5</b>
Student Safety Off Campus	5
Community Safety	9
<b>Step 3: Effective or Promising Practices</b>	<b>11</b>
Student Safety Off Campus	11
Community Safety	15
<b>Step 4: Action Steps to Advance Practice</b>	<b>19</b>
Evaluate Current Cultural Competence and Other Training Programs	19
Training Action Steps	20
Scaled Implementation Action Steps	20
Dissemination	21
<b>Conclusion</b>	<b>22</b>
<b>References</b>	<b>23</b>



# Executive Summary

Public safety concerns all communities across the United States. Over the past decade, people’s sense of safety has been in decline. Yet, statistics indicate that crime overall has been decreasing, due in part to new technologies and more innovative strategies. At the same time, in certain neighborhoods—usually urban—crime and fear of crime remain a daily truth, and the relationships between neighborhoods and police are as much a part of the problem as the solution.

Consequently, many cities face several interrelated challenges: (1) people in many urban places feel less safe—physically, economically, and socially; (2) fewer resources are available to address societal problems; (3) demographic, technological, and political changes are undermining past practices and conceptions of how the world works; and (4) innovative practices related to real and perceived safety often lack support, in part due to the lack of credible evaluations and communications about their impacts.

One powerful solution for many cities involves engaging anchor institutions as partners in addressing real and perceived safety beyond campus boundaries. Such partnerships are most effective when these institutions’ anchor missions and actions align with their communities’ priorities. The urban university is a key anchor institution. As part of its national efforts, the Coalition of Urban Serving Universities (USU) engaged in a four-step process to (1) identify types of community-university safety partnerships and how they worked; (2) categorize the key safety issues they addressed; (3) document effective or promising practices for each safety issue; and (4) suggest actions available to communities and universities to address ongoing challenges.

In the first section, we collected and compared effective efforts across USU campuses, and identified the following common characteristics.

- They were data driven, relying on evidence for decision-making.
- They were people centered, focusing on quality of life, not just crime reduction.
- They were plan enabled—a part of a wider multifaceted strategy to strengthen neighborhoods or the city as a whole.

In the next section, the report documents effective and innovative university-community partnership practices across the United States focused on student safety off-campus and community safety.

Specific practices identified to improve student safety off-campus addressed the following:

- Student codes of conduct
- Good neighbor policies
- City ordinances
- Community reporting
- Sexual assault and misconduct
- Rental inspection programs
- Social media efforts
- Crime pattern assessments
- Smartphone apps

For the broader category of community safety, the variety of practices included the following:

- Research practice partnerships
- Federally funded programs
- Embedded researcher programs
- Institutes and centers for crime and safety analytics
- Crime prevention through environmental design use and training
- Training programs to enhance police department legitimacy and community trust
- Enhanced community policing practices and partnerships
- Police officer recruitment and retention innovations

Recognizing the urgent need for even greater efforts in many cities, the report concludes with a set of possible action steps cities and universities might consider. These actions are categorized as evaluation and research, training, and scaled implementation.

Evaluation and research action steps:

- Carefully evaluating current cultural competence and training programs for police
- Further exploring the ethical considerations related to social media monitoring and use
- Expanding discussions beyond USU at meetings and conferences

- Improving research about the effectiveness of USU community safety partnerships
- Leveraging student research
- Creating a comprehensive effective practices report

Training action steps:

- Enhancing scenario-based training for police
- Expanding current cultural competence training to community groups
- Identifying opportunities for effective distance learning programs

Scaled implementation and dissemination action steps:

- Pilot implementation of effective practices across three to six campuses
- Perform ongoing identification and evaluation of innovative and evidence-based practices
- Advocate for resources and policy change to advance these efforts

In conclusion, this report is a first important step in identifying what universities and their partners can do to address their distinct set of public safety challenges. There remains much work to do. The key is to recognize that keeping students safe means making communities safer and vice versa.

Partnerships are the only way forward.

# The Problem

Public safety concerns communities across the United States. Over the past decade, people's sense of safety has been in decline. Findings from the Gallup polls on attitudes toward crime reveal an increase from 41 percent in 2001 to 68 percent in 2013 of respondents saying "more" to the question, "Is there more crime in the U.S. than a year ago, or less?" Perceptions that crime is worsening are also very much a local issue. The percentage responding "more" to the Gallup question, "Is there more crime in your area than there was a year ago, or less?" almost doubled, rocketing from 26 percent in 2001 to 48 percent in 2011. Yet, statistics indicate that crime overall has been declining, due in part to new technologies and more innovative strategies.

However, in certain neighborhoods—usually urban—crime and fear of crime remain a daily truth, and the relationships between neighborhoods and police are as much a part of the problem as the solution. Public safety is an essential feature of sustainable, healthy neighborhoods and a sine qua non component of any strategy to combat distress in our urban communities.

As a society, we face several interrelated challenges: (1) people in many urban places feel less safe—physically, economically, and socially; (2) fewer resources are available to address societal problems; (3) demographic, technological, and political changes

are undermining past practices and conceptions of how the world works; and (4) innovative practices related to real and perceived safety often lack support, in part due to the lack of credible evaluations and communications about their impacts.

The conceptual solution described here offers a way forward—one that can improve perceptions, decrease crime, and ultimately help transform the negative cultures that pervade neighborhoods most in need. And it does so by engaging anchor institutions in collaborative partnerships as part of a comprehensive, long-term solution that ties safety to sustainable, equitable urban development.

Public safety is an essential feature of sustainable, healthy neighborhoods and a sine qua non component of any strategy to combat distress in our urban communities.



# The Solution:

## ENGAGE URBAN UNIVERSITIES

**T**he Coalition of Urban Serving Universities (USU) is made up of the major set of public research higher education institutions in American cities. When their actions are aligned with community priorities, they are among the nation's most effective “anchor institutions.” Anchor institutions are increasingly recognized and understood as an important component of positive urban development. A major institution “anchored to place” uses its resources to improve the surrounding area. Key to meeting that commitment is aligning USU members’ missions and actions with their communities’ priorities.

Working together, USU members have discovered that they all partner to address off-campus public

safety as part of a more comprehensive community development strategy. While there is no single way that all USU members engage, they have similar goals and mission, and seek comparable outcomes: improved safety and improved perceptions of safety leading to transformative investment and equitable prosperity.

Therefore, USU engaged in a four-step process to (1) understand how these types of efforts worked; (2) identify the key safety issues they address; (3) document effective or promising practices for each issue; and (4) develop an action agenda to advance improvement.





# Step 1:

## EXPLORE THE FIELD

In 2015, we asked USU members to submit what they believed to be their most effective off-campus public safety partnerships. Seven efforts—all with measurable impacts on some element of safety—were selected for a deeper examination. We aimed to identify similarities and common challenges to better understand how anchor institutions and their community partners can reduce crime and increase real and perceived public safety, to provide a national infrastructure for scaling what works. Much research on community-based crime reduction efforts relies on single cases. While rich in detail, the cases are not structured to sort out what may be common factors effective in reducing crime or perceptions of crime. Also, they do not provide a basis for effective systematic comparison of the impact of different factors in reducing crime or negative perceptions of it. Such insights are essential for devising successful strategies to be replicated at scale for transformative impact.

The seven projects examined were the following:

- Do the Write Thing, University of Massachusetts, Boston—a national essay contest on violence prevention
- Cure Violence, University of Illinois at Chicago—a health approach to violence prevention
- Memphis Police Joint Agency Model, University of Memphis—district-wide strategies for community revitalization and public safety in the U of M District
- Playhouse Square District Initiative, Cleveland State University—relocated several CSU departments into the district and expanded campus police presence
- UIC Police Department Good Neighbors Program, University of Illinois at Chicago
- Perceptions of Safety Surveys, Virginia Commonwealth University
- Kansas City No Violence Alliance, University of Missouri–Kansas City—collaboration among the university, law enforcement, law enforcement agencies, and the community to reduce violent crime

All initiatives were **DATA DRIVEN** (relied on evidence for decision-making), **PEOPLE CENTERED** (focused on improving the quality of life, not just crime reduction), and **PLAN ENABLED** (part of a wider strategy to strengthen neighborhoods or the city). While the projects we examined ranged from perception surveys to middle school essay writing contests to joint agency (police-university) models, among others, they shared many common attributes and challenges.

### Common Attributes of Effective Public Safety Partnerships

- Local government capacity was supplemented and expanded to address the problem at hand.
- Collaborations focused extensively on building trust and relationships, often in advance of implementing safety initiatives.
- They used a holistic approach, which focused on the multifaceted elements of safety in distressed urban places (prevention, health, education, economic development, housing, perceptions, urban design, culture, etc.), not just apprehension or suppression.

- They were partnership based—both across the city and across the university—with the university playing the convening role, and neighborhood partners helping to identify needs and solutions. In all cases, multiple police forces were involved, and more than the police was included in the effort. Other anchor institutions also became partners. This is based on the belief that no single entity can solve the problems.
- Resources were shared and merged to improve community impact.
- All initiatives were data driven, trying to use evidence to support decision-making and resource allocation (actionable data). Many combined data sets to measure multiple impacts, and worked with the community to vet the indicators used.
- Leadership was committed to the goals of the efforts.
- They clearly articulated the benefits to both the community and the university.
- The voices of different stakeholders were included in the process.
- Research (by faculty and students) supported all the approaches.
- Providing specialized training to police professionals to be more sensitive to community and student needs
- Managing community-police relations when the university police force is but one force on the streets
- Managing persistent negative perceptions, often in spite of major reductions in actual crime
- Continuously changing environments (leadership, community organizations, physical landscapes, city programs and their locations)
- Committing to the long-term, especially finding ways to connect with young children and stay with them as they mature

During our review of these practices, we also identified a set of things a university and its partners need to know to launch and sustain these efforts, and ensure they have an impact on public safety in urban neighborhoods. The following questions should be used at the outset of any new partnership launch or review:

## Common Challenges Facing Public Safety Partnerships

- How do efforts get started, and what type of leadership is needed for the launch?
- Is there consensus in the community about safety priorities? Is there a geographic focus or a particular place that partners want to impact?
- Can safety concerns be fixed? What are the metrics of success?
- How can resources be sustained? How and when is it best to approach civic leaders to support efforts?
- How do universities manage police-community relationships when the university police department is not the only one in the field?
- What kinds of agreements are needed around data sharing? Are technical protocols required?
- How do you gather useful amounts of data that provide a coherent narrative?
- Sustaining efforts and the resources to maintain them as partners work to create culture shifts inside the university, in the police forces, at city hall, and in the community
- The blurring of boundaries between campus and community, creating difficulties balancing public access with university needs or resources, and growing expectations on the part of the city and community for them to do more
- Maintaining relations over time and managing expectations

# Step 2:

## IDENTIFY KEY ISSUES CHALLENGING THE FIELD

Many complex challenges related to off-campus safety remain a source of concern for both university and community partners. Student populations provide vitality and purchasing power for local businesses, but students often become easy targets for criminals, experience sexual assault, struggle with mental health issues in isolation, and sometimes commit serious and disorder crimes that further destabilize neighborhoods. Safety of non-students and businesses in these neighborhoods is equally important to quality of life and revitalization goals. Each of these challenges requires innovative solutions to protect both the students and neighborhood stability.

Contextually, campus-community relations fall into three broad categories. This classification influences off-campus issues of real and perceived campus and community safety.

1. Urban integrated—universities that are fully integrated into the surrounding urban area (e.g., New York University, Georgia State University, Boston University, and London School of Economics and Political Science).
2. Urban adjacent—universities that are self-enclosed but are located within an urban community; they may or may not have gated access (e.g., Georgia Tech, Saint Louis University, Temple University, and University of California, Los Angeles).
3. Urban separate—universities that serve an urban mission but are not located within or adjacent to the urban area their students come from (e.g., University of Missouri–St. Louis and Emory University).

From a university perspective, off-campus safety also presents a complex victim-perpetrator situation, with

potential scenarios that include the following:

- Non-student victim and non-student perpetrator
- Student victim and student perpetrator
- Student perpetrator and non-student victim
- Student victim and non-student perpetrator

Within this context, USU brought together dozens of experts from USU member campuses and the Police Foundation to address steps 2–4 outlined above (i.e., identify the key safety issues these types of efforts address; document effective or promising practices for each issue; and develop an action agenda to advance improvement). The following sections detail the issues, effective practices, and action steps within two broad categories: student safety and community safety. These experts selected five critical issues for student safety and two for community safety. These do not represent the gamut of challenges and concerns across all communities, but just the issues the working groups felt could collectively make a powerful difference if addressed.

### Student Safety Off Campus

Five issues rose to the top as critical for delivering student safety, improving communities, and building partnerships: (1) student codes of conduct; (2) sexual misconduct or assaults; (3) robberies against students; (4) burglaries against students; and (5) social media and monitoring.

#### Student Codes of Conduct

To maintain positive town-gown relations and uphold secular expectations, many institutions attempt to address student behavior both on and off campus



through student codes of conduct. These codes are organized around the following considerations.

- **JURISDICTION.** If the transgression occurs off campus, institutions must decide under what conditions the university will adjudicate. Some schools set physical boundaries, while other schools take action on any report received when it appears a student has violated the code of conduct. Examples of these decisions include student behavior while participating in study-abroad programs or other university-sponsored events away from campus, or consideration of an incident occurring on the opposite side of the street of the pre-identified boundary.
- **EQUITABILITY.** While an institution may be obligated to act when issues are brought to its attention, not all cases are reported. For example, while one student may commit a crime and the school is not notified, the same crime committed by a high-profile athlete would be brought to the school's attention.
- **CONFIDENTIALITY.** Consideration must also be given to situations involving non-affiliated persons, particularly those who may not want to report or participate in the code of conduct process, if involvement is needed to move forward. The issue of confidentiality and differing policies can create friction when students from more than one institution are involved.
- **INVOLVEMENT BY OUTSIDE AGENCIES,** including national Greek headquarters, alumni chapters, and athletics.

### Sexual Misconduct and Assaults

Sexual assault is a recurring problem in American society, especially in campus environments. Young students are away from home, or parental guardianship, often for the first time in their lives, and they may be exposed to a culture that promotes experimenting with alcohol and drugs, including binge drinking, which puts them at a particularly high risk of victimization. Over half of sexual assaults committed against college students involve alcohol, according to researchers at Wayne State University. Critically, the number of off-campus violent crime victimizations of college students was 14 times greater than the number of on-campus violent crime victimizations, according to the Bureau of Justice Statistics' (BJS) National Crime Victimization Survey (1995–2000) (Hart 2003). More specifically, 85 percent of students surveyed who were living on campus that were victimized report that the offense occurred off campus. That number goes up to 95 percent for victimized students who were living off campus.

Additionally, sexual assault is widely regarded as one of the most underreported crimes, as BJS research indicates only 20 percent of college-aged females who are victims of sexual assault report it to the police (Sinozich and Langton 2014). Unfortunately, this puts university and public safety officials at a disadvantage in truly understanding the depth of the problem, and presents a clear and pressing need for university officials to partner with the community. Their approach must be both proactive (preventive) and reactive (addressing all the needs of a victim), with a clear understanding

of what it means to be a victim of violent crime, especially the victim of a sexual assault: **IT IS NEVER THE VICTIM'S FAULT THAT THEY WERE SEXUALLY ASSAULTED.** Equally, when discussing proactive educational and preventive measures, the purpose is to decrease the vulnerability of a potential victim, but this must not be construed as victims who engage in risky behavior bear responsibility for the violent criminal acts of an offender.

### Robberies Against Students

Students are most likely to be robbed when involved in leisure activities and traveling to and from school or other places, specifically between 6 p.m. and 6 a.m., according to the NCJ National Crime Victimization Survey, 2005 (Baum and Klaus 2005). Importantly, robberies on and near campus often trigger a campus safety alert or timely warning when the threat is an ongoing safety concern for the campus, bringing more attention to student crime victims than similar incidents in other areas of the city. These facts, in addition to the details below, indicate the importance of campus-community partnerships to enhance safety for all.

- College students were more likely to be violently victimized off campus than on campus. This was true for both students who lived on campus (85 percent) and those living off campus (95 percent). Overall, about 9 out of 10 students were victimized off campus.<sup>1</sup>
- The most common locations for violent victimization including robberies against college students were open areas or streets, public transportation, commercial places, and friends' homes.
- A weapon was reported in 62 percent of the robberies reported by students (Baum and Klaus 2005).<sup>1</sup>
- Urban campuses connected to downtown entertainment districts have vibrant late-night activities, often creating high pedestrian flows as students leave bars after 2 a.m. walking to food establishments, back to the residence halls, or to nearby off-campus housing.

- Students can make attractive targets especially if they are impaired and less likely to be able to defend themselves.
- Students may also make attractive targets due to the value of items they carry on their person or in a backpack.
- Illegal drug sales put students at high risk for robberies, with cash and drugs being valuable targets.
- Legal trade with strangers through online classified sites like Craigslist, OfferUp, and Backpage also presents some increased risk.

### Burglaries Against Students

Off-campus student housing units in urban areas, especially those in areas where a high percentage of single family homes have been converted into rental units, are often at greater risk for being the target of burglaries than other areas in the city for the following reasons:

- There is dependency on a landlord to make the house secure when there may be little return on investment in a price-competitive market.
- Lack of central air conditioning may provide burglars easy access through poorly secured window units, as students may leave windows open without using proper security measures such as window pins or security bars.
- Student housing with multiple tenants has increased rewards for burglars, as students own small electronics, laptops, and other valuables.
- Highly transient student neighborhoods make stranger detection difficult, and programs like neighborhood watch groups may not support activities like surveillance.
- Students hosting open parties provide opportunity for burglars to inspect the house and unlock windows for easy access later.
- All houses vacant for extended periods are at high risk, so student residential areas are especially at risk during winter and spring breaks.

1. Data covers the period 1995–2002.



- Houses that have been converted into multi-units may have added fire escapes providing access to second-story windows and additional doors hidden from the street.
- Student housing units often lack risk-reduction measures like monitored alarms, large dogs, motion sensor lighting, and high-quality camera surveillance.
- An institution can leverage its ability to receive timely and important information by establishing relationships with its local Joint Terrorism Task Force or Fusion Center. Many local law enforcement agencies have Real Time Crime Centers or other entities that are similar to Fusion Centers.
- A university can use social media as a tool to communicate with students on safety issues, including information about responsible drinking, designated driving, and ways to report excessive-drinking concerns.

Since the burglary clearance rate remains consistently low, with an average of 14 percent in the United States, an emphasis on prevention education and risk reduction is critical for young adults often living on their own for the first time. Burglaries cause substantial financial loss, loss of valuable data, and serious psychological harm to the victims, and can impact their sense of security and ability to be successful in the classroom.

### **Social Media Use and Monitoring**

University communities use social media extensively to communicate and remain informed. Universities also use these tools to monitor and manage large social gatherings, protests, and rumors. While there are no drawbacks to monitoring social media from an operational perspective, there is the potential to create issues in terms of community perception, privacy, and misuse. When choosing a social media strategy, universities only monitor and act upon information which is publicly available.

*Social media strategies help universities in the following ways:*

- A university can monitor planned attendance at events and event-related gatherings to determine resource requirements to manage larger and expected crowds, and make sure that excessive alcohol abuse, unruly behavior, or other concerns do not take place. Social media monitoring software can identify threats against groups, buildings, or individuals, as well as identify imminent criminal activity. The software captures the information and makes it immediately available to those that need to see it.
- Universities need to be aware of the following challenges when using this approach:
  - It is difficult to verify and authenticate social media user information, postings, and profile information. Users could post false or misleading information that could drain university resources as they work to address a false issue.
  - The volume of information can lead to an institution making an issue more important than it really is.
  - There is the risk of developing an increased sensitivity to information that could in turn lead to an overreaction to an otherwise seemingly unimportant post. Rather than wait for information that can be verified or wait for a large volume of information about a topic, institutions can find themselves reacting to very little or insignificant information. One post does not necessarily make for an actionable issue.
  - There is a fine line between monitoring social media for a legitimate purpose and monitoring individuals on social media (spying). The mere perception that this is occurring could cause a severe backlash and significant damage to a university's relationship with its community. As such, universities would be well served to draft and implement policies guiding the use of social media. They should also make education or training about such policies a priority.

## Community Safety

Beyond student safety, USU members are actively working with community partners to improve real and perceived safety for non-students and area businesses as well. The diversity of community safety activities and partnerships is significant, but experts identified two ongoing challenges as needing further attention: police diversity and cultural competence, and livability partnerships.

### Police Diversity and Cultural Competence

Over the last few years, the rash of high-profile police use of force incidents resulting in significant injuries or death to unarmed or non-threatening individuals, often a different race than the police officer, has strained police and community relations and undermined police legitimacy in some places. For USU institutions helping their community partners with neighborhood and community development, this has become a critical concern as well. The four issues below speak to this challenge, among many others pertinent to urban safety.

#### *Lack of Diverse Applicant Pools*

Police agencies are experiencing a decreased level of interest in law enforcement careers. Among the many reasons may be the risk level of the occupation, the enhanced scrutiny of law enforcement, and the existence of other occupations that offer much better compensation to people with similar educational backgrounds. While progress has been made in terms of diversifying the police force, there is still work to be done. Bureau of Justice statistics show that only about 12 percent of sworn police officers are female and 27 percent are from a racial or ethnic minority. Racial underrepresentation, however, is more common in smaller than larger police departments. There may be emerging challenges on the horizon, as millennials do not seem to be choosing police work on par with prior generations.

#### *Officer Retention Challenges*

In addition to a decreasing supply of potential officers, police forces also struggle with retention issues. Other opportunities, compensation (including promotion potential), organizational health, policy and culture,

The diversity of community safety activities and partnerships is significant, but experts identified two ongoing challenges as needing further attention: police diversity and cultural competence, and livability partnerships.

demographic factors, and employee needs have worked to push retention rates down (Wilson et al. 2010).

#### *Cultural Competence and Training Needs*

Law enforcement agencies are more diversified now than ever before, yet the culture of policing practices has remained largely stagnant, which affects these agencies' interactions with diverse, urban communities. Urban law enforcement requires a higher level of commitment to community policing and a more community-focused mindset and approach, including the "guardian mindset" as articulated in the Report of the President's Task Force on 21st Century Policing (2015).

#### *Community Policing Challenges to Enhance Legitimacy and Community Trust*

The Report of the President's Task Force on 21st Century Policing (2015) identifies community policing as a crucial component for building community trust, but notes there is room for substantial improvement in the areas of community engagement, multidisciplinary approaches, and youth-police collaborations. An IACP National Policy Summit on Community-Police Relations in 2015 also noted that "while thousands of departments have implemented community policing programs over the past two decades, not all have truly integrated community policing into their department's culture."



## Livability Partnerships

To be an urban serving university means having community partnerships around key local livability issues and efforts designed to reflect the concerns of both partners and constituents (residents, stakeholders, students, faculty, and staff). Notably,

...even the notions of livability, equity, and community safety are contextually dependent such that the types of programs and partnerships which are effective in one community may differ greatly from what is appropriate in a different community.

even the notions of livability, equity, and community safety are contextually dependent such that the types of programs and partnerships which are effective in one community may differ greatly from what is appropriate in a different community. Differing perspectives on student social engagements (riots, protests, parties off campus), quality of the physical space (e.g., vacant buildings, graffiti, missing signage, broken glass), and perceptions of crime influence these partnerships and must be carefully articulated and addressed.

Issues that surface may include inadequate and affordable housing stock, food insecurity, gentrification, lack of access to essential services, youth and family development, student engagement and service learning opportunities, educational pipeline issues, community violence, enhanced campus-community relationships, and advocacy with local and state representatives.

Even with livability partnerships in place, urban universities reported that lack of resources, past incidences of poor student behavior, organizational mistrust, liability concerns, competing university priorities, and other issues often limit such partnerships and their positive community impacts.

# Step 3:

## EFFECTIVE OR PROMISING PRACTICES

### Student Safety Off Campus

Experts and USU campuses identified several promising or proven practices that address the issues discussed earlier in this report.

#### Approaches Related to Student Codes of Conduct

##### *Good Neighbor Policies*

Some institutions have created good neighbor policies, in conjunction with their off-campus, or commuter, programs and the student code of conduct. The intention behind promoting and enforcing the policy is to educate students on their responsibilities as community members and neighbors, and to offer mediation and communication coaching when approaching neighborhood situations. The institution will follow up on reports of violations of the policy, in hopes of resolving the issue without formal adjudication. When necessary, matters are referred to the student conduct office.

As an example, the University of Illinois at Chicago works with community representatives to identify private rental properties where students are known to reside and where complaints regarding loud parties have been reported. Student community residents receive materials from the university at the start of every fall semester reminding them of appropriate alcohol use, good neighbor expectations, and the possible actions taken by the school via the student conduct process should violations of the law or university policy be reported to authorities. This is usually done in conjunction with increased patrol by campus or local police.

##### *City Ordinances*

The U.S. Department of Education's Higher

Education Center for Alcohol, Drug Abuse, and Violence Prevention provides examples of community and city ordinances aimed at preventing underage drinking and better management and adjudication of off-campus behavior. An example of enforcement of a city ordinance can be found in the Red Tag program at the University of Arizona, whereby the City of Tucson applies a red sticker to a residence for 180 days if it hosted a loud or unruly gathering that disturbed the peace of the community (<https://deanofstudents.arizona.edu/red-tag-faqs>).

##### *Community Reporting*

While most colleges and universities do not allow private residents to have a formal role in a student conduct process, residents are encouraged to report possible legal and/or campus policy violations to local or campus police. In some instances, community residents can report incidents directly to the office of the dean of students or the unit responsible for facilitating the student conduct process. Incidents reported to local or campus police are often shared with school officials for possible student conduct action, which may include statements or evidence submitted by community partners. Some dean of students offices designate a community liaison, who works directly with local residents, dealing with student issues in the community.

#### Approaches Related to Sexual Assault and Misconduct

##### *Education Efforts*

The best method to address the issue of sexual misconduct and sexual assault off campus is prevention. First and foremost, universities should be aware of the risks of and vulnerabilities to sexual assaults. Campus law enforcement must collaborate

with other university resources (such as athletics, housing, crime prevention, Title IX, student code, and 24-hour crisis centers) on campus to bring awareness to students on the topics of sexual assault, alcohol consumption, drug use, and the risks of living in urban communities. Universities need prevention, training, and education for all university staff and students including mandatory orientation programs for new incoming students. The training teaches bystanders how to safely intervene and hopefully prevent an incident. Education on the meaning of “consent” is critical. Students need to understand that consent is only valid if it is informed, freely given, and mutual, and can be withdrawn at any time. Consent is never valid if it is given while a person is intoxicated. Several other key educational efforts include teaching students to do the following:

- Keep their food and drink secure (for example, never leave a drink unattended).
- Trust their instincts about location and individuals, as the vast majority of sexual assaults are committed by offenders known to the victim. This works both ways. Potential offenders must not mistake some level of familiarity with the victim as permission or consent; and potential victims must be alert for persistent advances or unwanted contact or suggestive behavior and create immediate separation from a potential offender.
- Observe basic personal safety when walking in public or exposed areas (for example, heading toward crowds and lights, crossing the street, talking loudly, using campus-provided escort or transportation services, traveling in groups, informing friends, using available mobile phone apps).
- Provide safety training through orientation, regular updates and warnings, published information visible and available in the public safety office, Title IX office, registrar, psychological services, student housing, fraternity or sorority coordinator’s office, and other locations around campus.

Moreover, public safety personnel (such as police, student watch groups, and student transportation drivers) should all be trained and deployed to watch for vulnerable students so public safety personnel can intervene and provide assistance before an offense occurs.

If prevention fails, the following must be in place:

- **PROFICIENT EVIDENCE COLLECTION.** Campus police officials and municipal or county police agencies that are near a campus must become highly proficient in responding, collecting evidence, and investigating sexual assaults.
- **WILLINGNESS TO PROSECUTE.** Although it is impossible to undo the damage to the victim caused by a sexual assault offender, every effort must be made to identify and prosecute the offender if possible. This not only removes predators, but it can also deter potential future offenders.
- **TRAINING.** Initial-responding police officers must be trained to be very sensitive and patient when assisting a sexual assault victim.
- **SERVICES.** Additionally, the ready availability of victim advocate services, mental health counseling, and crisis counseling is essential to support victims of sexual assault. Finally, other needs that a student victim may have, such as the need to change housing, change class schedule, make up for missed work, communicate with family, and undergo follow-up wellness checks must be addressed.

### Situational Prevention

Situational prevention approaches draw from a number of well-established criminological theories<sup>2</sup> that created a framework for examining contextual and situational risks which increase the potential for a crime to occur in a given setting (Clarke and Homel 1997). Situational prevention approaches are at the root of more than 60 years of successful prevention efforts related to residential housing

---

<sup>2</sup> See for example Defensible Space Theory (Newman 1972), Routine Activity Theory (Cohen and Felson 1979), Rational Choice Theory (Cornish and Clarke 2002), and Clarke’s (1995) early formulation of the situational prevention model.

safety and more than 25 years of successful crime prevention approaches.<sup>3</sup> While these methods were initially conceived for application with general forms of criminal activity (e.g., robbery and burglary), Kaufman, Mosher, Estes & Carter (2006) adapted them for use in the prevention of sexual violence, and child sexual abuse in particular, based upon what is known about the child sex offenders' modus operandi (i.e., patterns of perpetration). The situational prevention approach is designed to have particular relevance for application in community organizations. It also sought to take a very complex model and redesign it to foster ease of implementation and the potential for sustainability over time.

Situational prevention approaches directed toward the prevention of sexual violence is a relatively recent application of this empirically supported crime prevention method (Kaufman, Tews, Schuett, & Kaufman, 2010; Kaufman, Hayes, Knox, 2010). In fall 2015, the Department of Justice SMART office funded two three-year grants to develop a situation prevention-based approach to address campus sexual violence and complement existing individually focused approaches (e.g., education, bystander intervention). Keith Kaufman, Ph.D. (PI, Portland State University) and Sarah McMahon, Ph.D. (Co-I, Rutgers) will be working with eight colleges and universities around the country as part of a two-phase method (i.e., development and formative evaluation) to create a situation prevention-based approach to combat campus and campus community sexual assault. Kaufman's situational prevention approach, which was used in a four-year pilot with Boys and Girls Clubs of America, serves as the core project strategy, and involves working with six units on each campus to identify and address key safety risks. The focus of safety efforts in this project is both college or university campuses and the surrounding communities. Kurt Bumby, Ph.D. (PI, Center for Sex Offender Management) and Nan Stein, Ed.D. (Co-I, Wellesley College) lead the second DOJ-funded project. They will work with three colleges and universities and build upon successes in Dr. Stein's "Shifting Boundaries" project with NYC middle schools. These projects and others like them promise to maximize our response to campus and

campus community sexual assault. They help focus on new areas related to environmental concern, risky situations, and policy lapses that may contribute to campus sexual violence.

### *Sense of Community and Increasing Students' Propensity to Intervene to Stop Student Sexual Assault*

Research suggests that increasing sense of community on campus and in campus communities may increase students' willingness to intervene to prevent sexual violence and other issues (McMahon et al. 2015). Put in another way, sense of community may be a significant predictor of students' willingness to intervene as an active bystander (e.g., Banyard 2008; Bennett et al. 2013; Edwards et al. 2014). Practically, colleges have used sense of community measures in their approach to addressing safety (e.g., Banyard 2008), and a number of sense of community items have been included in the campus climate tool released by the White House Task Force to Protect Students from Sexual Assault (White House 2014). These measures also have a long history of use to better understand the relationship between safety and community residents' sense of community (Castellini et al. 2011; Edwards et al. 2014).

### *Bystander Intervention Approaches to Stop Student Sexual Assault*

Bystander intervention is intended to stop sexual violence or assist a victim. It is an approach that conceptualizes sexual violence on campuses and the surrounding neighborhoods as a community issue and one that is amenable to intervention prior to, during, or after the occurrence of sexual assault (Banyard et al. 2004). Bystanders are typically defined as anyone who is privy to a sexually harassing or sexually violent or potentially violent situation. Potential active bystanders include friends, classmates, acquaintances, staff, neighbors, onlookers, community members, and random passersby. Bystander interventions typically involve identifying a situation of concern, determining if an intervention is warranted (or safe to complete), and taking some sort of action (e.g., saying something, doing something, getting help) (Banyard 2011; McMahon and Banyard 2012).

---

3 See Kaufman et al. (2002, 2012) for details.

Evidence suggests that bystander intervention programs have been associated with greater willingness and involvement in a variety of helpful bystander behavior by both college men and women (Banyard, Moynihan, and Plante 2007; Moynihan et al. 2015). The Men’s Project found that men receiving training were less likely to socialize with sexually aggressive peers, consumed less violent and pornographic media, and reported less sexually aggressive behavior (Gidycz, Orchowski and Berkowitz 2011). Moynihan et al. (2015) found that positive behavior changes of their “Bringing in the Bystander” in-person prevention program persisted at a one-year follow-up. McMahon, Banyard and McMahon (2015) found that incoming college students had experiences and skills reflective of practiced bystander behaviors that could be built upon by college programming.

### Approaches to Stopping Burglaries

#### *Rental Inspection Programs*

Landlord registration programs with a safety or security inspection component can increase the standards beyond housing codes. More common in the United Kingdom, these programs have been tried in some U.S. cities, but some report they are hard to sustain including having available inspectors to keep up with landlord demand to be in the program. This does suggest it is a promising practice.

University of Florida, Gainesville, has a Voluntary Rental Inspection Program for rental properties inspected on the basis of Community Safety Guidelines (Certified Off Campus Housing Program).

### Approaches to Using Social Media and Monitoring

#### *Social Media Policies, Training, and Audits*

While social media is relatively new, there are some common-sense approaches to monitoring social media that may soon develop into best practices. Institutions should do the following:

- Set clear guidelines and goals of social media monitoring.
- Set clear and quantifiable checks to make sure that any monitoring is appropriate and furthers the stated goals.

- Train staff on appropriate and intended usage.
- Conduct audits to verify that policies are complied with.
- Have a procedure for quick response to any reported issues or threats.
- Usage of the software should be limited to those who have been vetted by university administration and should be significantly restricted. Only those who have been through training and orientation should be given a license to use the software.

#### *Approaches to Assessing Campus Crime Patterns*

GIS data allow the mapping of events or locations based on geographic coordinates (often latitude and longitude). These maps can then be analyzed to identify meaningful patterns reflected in data. Associated data may reflect a variety of important indicators (e.g., types of crimes). GIS and related approaches offer the opportunity to identify significant crime patterns. These may have implications for taking additional campus and campus community safety measures (e.g., patrol patterns for campus safety officers and local police at particular times of the day or night, or in particularly dangerous campus or community hot spots such as a street with multiple bars adjoining campus), or understanding the relationship between criminal behavior and campus or community physical environment (e.g., isolated areas of particular parking garages or metro stops). Studies using GIS have also identified a variety of significant issues, including the following:

- Important differences between students’ perceptions of risk and actual crime hot spots (Fisher 1995; Hites et al. 2013)
- Clear definitions of campus crime as opposed to crime occurring very close to campus (i.e., not identified in Clery reports) (Nobles et al. 2010)
- The importance of examining off-campus crime impacting students as well as community members (Nobles et al. 2010)

Current studies suggest the need for additional use of GIS approaches to enhance our understanding of the following:

- Distribution of crime on campus and surrounding communities
- Relation between particular types of crimes and physical environment as well as social precursors (e.g., norms that support drunkenness) (Brower and Carroll 2007)
- Impact of policies that may displace campus crimes, but only a short distance of campus (still impacting students and community members, but no longer appearing in Clery reports)
- Examination of off-campus crimes that continue to impact students as well as community members and may require different prevention and intervention approaches

### Smartphone Apps

A new safety tool emerging on campuses is smartphone apps. Technology applications for students' smartphones include options for contacting a circle of friends in case of emergency or watching over them as they walk home from campus; initiating an emergency call if they "yank" out the headphones or release their thumb from a panic button; automatically making a call if they do not make it to their destination before a preset alarm needs turned off; providing emergency responders with a photo, GPS location, class schedule, and physical description; and allowing campuses to set up geofences to direct 911 calls back to campus or to the local authority for faster response.

- Cleveland State University, Ohio—Viking Shield, Cellular 911
- Personal safety apps found on Peace Outside Campus and Education Dive provide a list and range of features in a market with many new products each year.

## Community Safety

### General Approaches to Partnerships

Urban universities have many broad partnerships in place that improve the safety of students and communities alike. They are briefly reviewed next,

before examining partnership approaches developed to address the issues identified earlier.

### Research Practice Partnerships

The number of researcher-practitioner partnerships in criminal justice has been increasing in recent years, while at the same time, the nature and extent of collaboration is changing and growing as well (see IACP 2004; Klofas, Hipple, and McGarrell 2010; Rojek, Smith, and Alpert 2012). However, according to Sanders and Fields (2009, p.58), "the powerful potential of law enforcement research partnerships has not yet been fully realized." Nevertheless, these partnerships have served to increase legitimacy and scientific integrity (see for example, Welsh, Braga, and Hollis-Peel 2012).

### Federally Funded Programs

As early as 1995, the National Institute of Justice and the Office of Community Oriented Policing Services of the U.S. Department of Justice sponsored 39 research projects that formed partnerships between police departments and universities or other research organizations. In addition, as part of the Bureau of Justice Assistance's Project Safe Neighborhoods, universities and police departments partner to address gun crime and gang violence. In many of these cases, the university or college and the law enforcement agencies enter into memoranda of understanding to clarify and define roles and responsibilities associated with the partnerships.

### Localized Partnerships

The Embedded Researcher program involves a scientist taking up residency in effect in a local law enforcement agency. In some law enforcement agencies where resources are available, the law enforcement executive hires a scientist to serve on staff to support a number of programs, conduct evaluations, or aid in providing evidence-based information for practice, policy, or program development. The focus of these programs has typically been on crime reduction.

- Newark, New Jersey, Police has an embedded research program with Rutgers University.
- Wayne State University and the Detroit Police



Department have engaged in an *effort to make Midtown safe*.

- Arizona State University has partnered with Phoenix Police and the Maricopa County Sheriff's Office to *assist in finding missing persons*.

### University, Community, National, and International Partnerships

In many university-based centers, partnerships extend not only to the local community but also to agencies throughout the United States and abroad. Examples are provided below:

- Among the most well-known and expansive partnership programs is that of University of Cincinnati's School of Criminal Justice, which employs partnerships through its institutes. For example, the *Institute of Crime Science* offers expertise and research translation across numerous topical areas, and in many jurisdictions in the United States and abroad.
- Southwest Texas State University, San Marcos, has worked with the San Marcos and the Hays County Sheriff's Office to develop a *center for national terrorism response*.
- Additionally, George Mason University's *Center for Evidence-Based Crime Policy* engages with multiple local northern Virginia agencies on a variety of efforts and also extends its work to other jurisdictions locally and abroad.

### Programs Related to Increasing Legitimacy and Community Trust

#### Training (Including Implicit Bias, Cultural Competence, and Specialized Programs)

Most training programs developed for administration across multiple agencies focus on developing awareness of and sensitivity to cognitive biases that can influence officer decision-making during interactions with community members. This is the most common form of cultural competence training reported by USU member agencies.

- The University of Akron recently implemented state training on *21st Century Policing*, focusing on police-community relations, implicit bias,

procedural justice, Blue Courage, mental health, cultural competence, bias, profiling, de-escalation, and constitutional use of force.

- Cleveland State University developed training entitled Building Mutual Respect and Community Trust, a program geared toward law enforcement officials. To date, there have been officers trained across four counties and in 17 departments. This program focuses on building awareness of cognitive biases and providing officers with skills in how to overcome these biases to develop mutual respect and clarify communications with community members.
- Florida International University is developing training to provide to student organizations (Black Student Union and Greek Council). The university also conducts annual diversity training for cultural competence.
- Rutgers University provides division-wide training on cultural competence, and is seeking to make cultural sensitivity training mandatory by supporting a legislative effort. Rutgers is also implementing Blue Courage Training, which focuses on the *Nobility of Policing*.
- Ohio State University developed the Open Doors program to address implicit bias. The program was implemented across the entire campus, not just for law enforcement.
- Virginia Commonwealth University Police Department is a partner in the Safe Zone Ally training (LGBTQ). Safe Zone allies wear a VCU Police-created custom uniform pin and are identified on the VCU website. In addition, VCU Police has also implemented transgender training for all sworn officers. This program, which is a community partnership with the transgender community, enables officers to better understand the needs of this community. VCU Police has also hosted listening sessions for local law enforcement and the transgender community in which its members tell their stories of encounters with police when they felt that their rights had been violated, or they experienced mistreatment or faced lack of dignity and respect. VCU Police Department has also begun to make policy modifications to better serve this underrepresented portion of the community.





- University of Illinois at Chicago Police Department has created a Procedural Justice training program. Procedural justice is the process used by police officers where citizens are treated fairly and with proper respect. Police officers gain acceptance when they are viewed by the public as fairly distributing police services across people and communities. Legitimacy refers to when a citizen feels that a police officer should be deferred to, complied with, and trusted. It has been stated that positive citizen experiences lead to positive evaluations of the police. The goal of the procedural justice and police legitimacy training is for officers to understand the core concepts of procedural justice and legitimacy in order to build better relationships with the communities that they serve and the people whom they work with. The four core principles of procedural justice and legitimacy are (1) giving others a voice (listening), (2) showing neutrality in decision making, (3) ensuring respectful treatment, and (4) demonstrating trustworthiness.

### *Community Policing*

- Cleveland State University created a program titled Building Mutual Respect and Community Trust; 90 percent of the officers that have attended this program strongly recommend the training for fellow officers. To date, this program has involved training for 17 police departments.
- California State University Fullerton Police Department saw a real and fundamental need to reconnect with its community. CSUF created and introduced a new community outreach program called EPIC (Encouraging a Positive and Interactive Community) to maintain and enhance the positive relationship between members of the university police department and the diversified campus community they serve through interaction, communication, and mutual education. EPIC will be a candidate for the Webber Seavey Award in 2016 through the International Association of Chiefs of Police. The program was designed to develop and maintain open lines of communication between the UPD and its diverse campus community. The goals of the program include increasing trust, building and enhancing personal relationships, providing mutual education, identifying and addressing misconceptions and stereotypes, expanding awareness, and improving understanding of law enforcement practices and methodologies. The members of the UPD come from a variety of different cultures and ethnicities. Through EPIC, this diverse group of UPD employees is dedicated to addressing any concerns, clarifying confusion surrounding current events, addressing disagreements about law enforcement activities, and helping break down stereotypes and misconceptions. While maintaining mutual respect, community members and UPD employees will share perceptions and address cultural disparities using mutual education and critical thinking.
- Rutgers University, like many other agencies, has implemented an Early Warning System (EWS) that assists with identifying problem employees. Many agencies use the EWS as part of the tracking mechanism for officer involved use of force and community member complaints involving police department employees. Rutgers also has a dedicated community policing unit responsible for serving as police liaisons to various university units, other community organizations, and governmental divisions, among many other tasks.
- Ohio State Police Department has implemented a metric scorecard that includes tracking the positive contacts with the community.

- The University of Akron employs students to manage a Campus Patrol program. The university uses this program as a feeder for careers in law enforcement, probation, and corrections, and the department website is used to generate anonymous reporting of citizen complaints. U of A also has a written policy on department handling of complaints, the investigative process, and the outcomes. The University of Akron allows for anonymous complaints about officers.
- VCU Police Department has also created a Perception of Safety survey that measures community members' perception of safety. Ninety-seven percent of the community members report feeling "safe or very safe" on campus. Based on the community feedback provided, VCU Police Department creates strategic deployment plans for patrol operations.
- Florida International University Police Department currently has officers dedicated to housing, and the Biscayne Bay Campus has community policing officers. These officers interview and are selected for these assignments. These assignments are considered as specialized units which offer an improved compensation and benefits package consistent with the current Collective Bargaining Agreement. These officers employ community policing philosophies within their respective communities.

### Recruiting and Hiring More Diverse Police Officers

- The University of Akron has recently adopted a new hiring policy noting that those involved in the hiring program will be representative of race, gender, and ethnic groups of the university. The university also employs students in a campus patrol program to expose them to careers in criminal justice, and many former students used the skills learned to launch careers in police and sheriff's departments, corrections, and probation.
- Florida International University recruits through Dade County Association of Chiefs of Police, noting an interest in recruiting from a more diverse applicant pool, as well as recruiting outside agency applicants nearing retirement (experienced and mature).
- Rutgers University sends out notifications to a variety of minority police organizations such as the National Organization for Black Law Enforcement Executives (NOBLE) and the New Jersey Asian American Law Enforcement Officers Association. Being one of the most diverse institutions in the country, Rutgers University also uses its internal network to recruit students (current and former), which include women and other underrepresented groups in law enforcement. Rutgers also maintains contacts with diverse community organizations and educational institutions and participates in career days at urban educational institutions. The university's hiring directive is focused on community policing, paying attention to attracting candidates representative of the community characteristics. Finally, officers play a role in mentoring local youth and engage community members in the application process.

### Programs Related to Retention of Officers

- The University of Akron worked with the Fraternal Order of Police to assist in wage negotiation, fitness programs, and educational incentives, leading to recruitment of officers from other agencies.
- Florida International University has a program to enrich the work environment and mobility across units or upward in the organization.
- Rutgers University offers a range of opportunities including serving on loan at the prosecutors' offices.
- The University of Illinois at Chicago offers tuition waivers and encourages bottom-up as well as top-down communication.

### Crime Prevention Partnerships

University of Washington Tacoma and Tacoma Police Department implemented a survey of Crime Prevention through Environmental Design and a liaison program.

# Step 4:

## ACTION STEPS TO ADVANCE PRACTICE

USU working groups and the PTF21CP identified several action items that provide USU members the opportunity to become integral partners with the law enforcement community and distressed urban neighborhoods or districts in the efforts to improve police-community relations, student safety off campus, safety perceptions impacting community development, and the administration of justice. These opportunities revolve around the use of our academic skills, community partnerships experience (including safety), and public safety expertise to assist with the evaluation of existing programs and the development of more effective programs emerging from evidence-based practices. They are not standardized recommendations but offer a menu of ideas to universities and cities to advance practices that can help them address their distinct public safety challenges.

These action items can be organized around the following: evaluation and research, training, scaled implementation, and dissemination.

### Evaluation and Research Action Steps

#### Evaluate Current Cultural Competence and Other Training Programs

Surveys evaluating the quality of the programs described earlier suggest that they are perceived to be beneficial by those completing the training. For example, nearly 90 percent of those completing the Building Mutual Respect and Community Trust program developed by Cleveland State University strongly recommend the course to fellow officers,

and 95 percent strongly agree that the skills and concepts taught in the course are relevant to current needs. However, although the perceived benefit of these programs is high, there is little research demonstrating that these programs actually result in decreased bias in policing. The opportunity exists for USU members to assist with determining the extent to which these training programs result in improvements in actual police practices.

#### Improve Evaluation Metrics and Measures Initiative

Use a five-step approach to develop a reliable tool to evaluate the effectiveness of programs and improve the evidence base for understanding what works.

1. Conduct a follow-up survey of USU members to assess which practices are already in regular use.
2. Create a new scorecard for university-community safety partnerships.
3. Better link USU research experts with the police and safety community.
4. Identify or create a set of better success measurement tools, including perception measurements and correlations between trust of police and other factors.
5. Develop replicable tools to assess program effectiveness and provide clearer evidence on what initiatives have been most effective.

#### Ethical Considerations of Social Media Use

Explore and assess the ethical considerations related to social media monitoring and use.

### **Tap into Research and Experts**

Use existing meetings and conferences beyond USU, and invite experts to USU events to advance our knowledge on this subject. Identify meetings for any of the five topic areas (i.e., student codes of conduct, sexual misconduct or assaults, robberies against students, burglaries against students, and social media and monitoring) and engage in some way, such as by submitting a roundtable or panel proposal.

### **Improve Research on Effectiveness**

We need better research about what university community safety partnerships activities have been shown to be effective, and then disseminate findings.

### **Leverage Student Research**

We need to tap into our student body to do literature reviews, perhaps one on each subarea. USU could develop a mock request for proposal, and tap into classes or credits to develop these products.

### **Develop Livability and Community Safety Partnerships Report**

Produce a comprehensive effective practice report on the intersection of livability and community safety, one that explains each subarea and shows how others have been successful.

## **Training Action Steps**

### **Develop and Implement Novel, Evidence-based Training Programs**

One action item proposed by the PTF21CP was enhancing scenario-based training, social interaction skills, and the dissemination of interactive distance learning programs for law enforcement. As academic institutions, USU members are ideal partners for assisting with the development of enhanced scenario-based training that improves social interaction skills and identifying opportunities for developing effective distance learning programs. One example of enhanced scenario-based training programs is the Tactical Social Interaction training developed by the Washington State Criminal Justice Training

Commission and researchers from Washington State University.

### **Expand Specific Cultural Competence Training to Other Key Groups**

Although many USU member agencies promote cultural competence training around LGBTQ issues, the opportunity exists to expand this training to other key community groups such as racial and ethnic groups, fraternity and sorority organizations, religious groups, and groups of people with mental illness. One example of this opportunity is currently in development at Florida International University. In collaboration with student organizations, the FIU Police Department is developing law enforcement training programs with members of these student organizations as stakeholders and trainers. This training will entail these student groups providing overviews of their organizations including local and national issues of concerns and the organizations' signature events. This initial program focuses on the Black Student Union and National Pan-Hellenic Greek Council.

## **Scaled Implementation Action Steps**

### **Piloted Implementation of Promising or Effective Practices**

Work with USU members to design and implement a pilot initiative of selected promising or effective practices identified by this report in three to six campus partnership communities. Include carefully designed evaluation systems to further develop a group of evidence-based best practices. Use the results of the pilot initiative to create a strategy for wide adoption of efforts to other USU communities—and beyond. This should include working with other partner organizations such as the Police Foundation, International Association of Chiefs of Police, National Organization of Black Law Enforcement Executives, International City Managers Association, and the United States Conference of Mayors.

Create a formal national community of practice among urban universities around community safety partnerships that emphasizes regular information sharing.

#### **Advocate for Funding for Pilot, Training, Dissemination, and Evaluation Efforts**

Approach DOJ, HUD, NIH and CDC, and other federal agencies, private foundations, and community development intermediaries (e.g., Local Initiatives Support Corporation, Living Cities) to provide resources.

#### **Advocate for Additional Funding for Orientation Programs**

Pursue funding for orientation programs that teach students what they need to know about off-campus living as well as student legal services to support off-campus living. These programs increase safety but often receive insufficient funding on campus.

#### **Advocate for Federal and State Policy Changes**

Where policies must be changed in order to scale adoption of effective practices, work with partner organizations to provide compelling information in support of those changes. This might include state hiring standards for police, community policing standards related to funding, and crime prevention improvement standards related to subsidized housing.

#### **Perform Ongoing Identification and Evaluation of Innovative and Evidence-based Practices**

Regularly collect and review additional innovative practices from USU members related to community safety partnerships, repeating the process used to gather these initial innovations. The process should emphasize the need for innovations supported by research and evaluations, where possible, but should not exclude other promising practices.

### **Dissemination**

Create a formal national community of practice among urban universities around community safety partnerships that emphasizes regular information sharing. This might include regular meetings, publications, a website, funded research, and other activities designed to enhance understanding and implementation of effective practices that benefit both the off-campus communities and the universities. A formal description and work plan should be created in 2017, and the plan should include a list of priority initiatives.



# Conclusion

This report is a first important step in identifying what universities and their partners can do to address their distinct set of public safety challenges. There remains much work to do. The key is to recognize that keeping students safe means making communities safer and vice versa. Partnerships are the only way forward.

The key is to recognize that keeping students safe means making communities safer and vice versa.



## References

- Banyard, Victoria L. 2008. "Measurement and correlates of prosocial bystander behavior: The case of interpersonal violence." *Violence and Victims* 23 (1): 83–97.
- Banyard, Victoria L. 2011. "Who will help prevent sexual violence: Creating an ecological model of bystander intervention." *Psychology of Violence* 1 (3): 216.
- Banyard, Victoria L., Elizabeth G. Plante, and Mary M. Moynihan. 2004. "Bystander education: Bringing a broader community perspective to sexual violence prevention." *Journal of Community Psychology* 32 (1): 61–79.
- Banyard, Victoria L., Mary M. Moynihan, and Elizabeth G. Plante. 2007. "Sexual violence prevention through bystander education: An experimental evaluation." *Journal of Community Psychology* 35 (4): 463–481.
- Baum, Katrina, and Patsy Klaus. 2005. "Violent victimization of college students, 1995–2002". *Bureau of Justice Statistics Special Report NCJ 206836*. Washington, D.C.: U.S. Department of Justice. <https://www.bjs.gov/content/pub/pdf/vvcs02.pdf>
- Bennett, Sidney, Victoria L. Banyard, and Lydia Garnhart. 2013. "To act or not to act, that is the question? Barriers and facilitators of bystander intervention." *Journal of Interpersonal Violence* 29(3): 476–496.
- Brower, Aaron M., and Lisa Carroll. 2007. "Spatial and temporal aspects of alcohol-related crime in a college town." *Journal of American College Health* 55 (5): 267–275.
- Castellini, Federica, Monica Colombo, Daniele Maffei, and Lorenzo Montali. 2011. "Sense of community and interethnic relations: Comparing local communities varying in ethnic heterogeneity." *Journal of Community Psychology* 39 (6): 663–677.
- Clarke, Ronald V. 1995. "Situational crime prevention: Achievements and challenges." In *Building a Safer Society: Strategic Approaches to Crime Prevention* 19: 91–150.
- Clarke, Ronald V., and Ross Homel. 1997. "A Revised Classification of Situational crime prevention Techniques." In *Crime Prevention at the Crossroads*, edited by Steven P. Lab. Cincinnati, OH: Anderson Publishing Company.
- Cohen, Lawrence E., and Marcus Felson. 1979. "Social change and crime rate trends: A routine activity approach." *American Sociological Review*: 588–608.
- Cornish, Derek B., and Ronald V. Clarke. 2002. "Analyzing organized crimes." In *Rational choice and criminal behavior: Recent research and future challenges* 32: 41–63. New York: Routledge.
- Edwards, Katie M., Marybeth J. Mattingly, Kristiana J. Dixon, and Victoria L. Banyard. 2014. "Community matters: Intimate partner violence among rural young adults." *American Journal of Community Psychology* 53 (1-2): 198–207.
- Fisher, Bonnie S. 1995. "Crime and fear on campus." *The Annals of the American Academy of Political and Social Science* 539 (1): 85–101.
- Gidycz, Christine A., Lindsay M. Orchowski, and Alan D. Berkowitz. 2011. "Preventing sexual aggression among college men: An evaluation of a social norms and bystander intervention program." *Violence Against Women* 17 (6): 720–742.
- Timothy C. Hart. 2003. National Crime Victimization Survey, 1995–2000: Violent Victimization of College Students. *Bureau of Justice Statistics Special Report*. Washington, DC: U.S. Department of Justice Office of Justice Programs. <https://www.bjs.gov/content/pub/pdf/vvcs00.pdf>
- Hites, Lisle S., Matthew Fifolt, Heidi Beck, Wei Su, Shatomi Kerbawy, Jessica Wakelee, and Ariann Nassel. 2013. "A geospatial mixed methods approach to assessing campus safety." *Evaluation Review* 37 (5): 347–369.



- International Association of Chiefs of Police. 2004. *Unresolved Problems and Powerful Potentials: Improving Partnerships Between Law Enforcement Leaders and University Based Researchers*. Washington, DC: International Association of Chiefs of Police.
- Kaufman, Keith, Heather Mosher, Laura Estes and Megan Carter. 2006. "Situational prevention implications of sexual offenders' modus operandi." In *Situational prevention of child sexual abuse*, edited by R. Wortley and S. Smallbone. Monsey, NY: Criminal Justice Press.
- Kaufman, Keith, Amber Hayes & Lee Anne Knox. 2010. "The Situational Prevention Model: Creating Safer Environments for Children & Adolescents." In *The Prevention of Sexual Violence: A Practitioner's Sourcebook*, edited by K. Kaufman. Holyoke, MA: NEARI Press.
- Kaufman, Keith, Hayley Tews, Jessica Schuett and Benjamin Kaufman. 2012. "Prevention is better than cure – The value of situational prevention in organizations." In *Towards Safer Organizations – Practical steps to prevent the abuse of children b those working with them*, edited by M. Erooga. London, England: Wiley-Blackwell Press.
- Klofas, John, Natalie Kroovand Hipple, and Edmund McGarrell. 2010. *The new criminal justice: American communities and the changing world of crime control*. New York: Routledge.
- McMahon, Sarah, and Victoria L. Banyard. 2012. "When can I help? A conceptual framework for the prevention of sexual violence through bystander intervention." *Trauma, Violence, and Abuse* 13 (1): 3-14.
- McMahon, Sarah, Victoria L. Banyard, and Sheila M. McMahon. 2015. "Incoming college students' bystander behaviors to prevent sexual violence." *Journal of College Student Development* 56 (5): 488-493.
- Moynihan, Mary M., Victoria L. Banyard, Alison C. Cares, Sharyn J. Potter, Linda M. Williams, and Jane G. Stapleton. 2015. "Encouraging responses in sexual and relationship violence prevention: what program effects remain 1 year later?" *Journal of Interpersonal Violence* 30 (1): 110-132.
- Newman, Oscar. 1972. *Crime prevention through urban design defensible space*. New York: The Macmillan Company.
- Nobles, Matt R. 2010. "Using Geographic Information Systems to Study Race, Crime, and Policing." *Race, Ethnicity, and Policing: New and Essential Readings*: 205.
- President's Task Force on 21st Century Policing. 2015. *Final Report of the President's Task Force on 21st Century Policing*. Washington, DC: Office of Community Oriented Policing Services. [https://cops.usdoj.gov/pdf/taskforce/taskforce\\_finalreport.pdf](https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf)
- Sanders, Beth A., and Marc L. Fields. 2009. "Partnerships with university-based researchers." *The Police Chief* 76 (6): 58-61.
- Sinozich, Sofi, and Lynn Langton. 2014. *Rape and sexual assault victimization among college-age females, 1995-2013*. US Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. <https://www.bjs.gov/content/pub/pdf/rsavcaf9513.pdf>
- Rojek, Jeff, Hayden P. Smith, and Geoffrey P. Alpert. 2012. "The prevalence and characteristics of police practitioner-researcher partnerships." *Police Quarterly* 15 (3): 241-261.
- Welsh, Brandon C., Anthony A. Braga, and Meghan E. Hollis-Peel. 2012. "Can 'disciplined passion' overcome the cynical view? An empirical inquiry of evaluator influence on police crime prevention program outcomes." *Journal of Experimental Criminology* 8 (4): 415-431.
- White House. 2014. *Not alone: The first report of the White House task force to protect students from sexual assault*. Washington, D.C.
- Wilson, Jeremy M., Erin Dalton, Charles Scheer, and Clifford A. Grammich. 2010. *Police recruitment and retention for the new millennium*. Santa Monica, CA: RAND Corporation.

## CONTRIBUTORS

Dr. Keith Motley, Chancellor Emeritus, University of Massachusetts Boston,  
Past Chair, USU Strengthening Communities Strand  
David Cox, University of Memphis  
Shari Garmise, USU/APLU  
Ken Stapleton, Consultant

### STUDENT SAFETY WORKING GROUP

James Whalen, University of Cincinnati (Team Leader)  
Alexander Casas, Florida International University  
Eric Green, University of Akron  
Joseph Han, Cleveland State University  
Jennifer Hartman, University of North Carolina at Charlotte  
Shaina Lawrence, Indiana University–Purdue University Indianapolis  
Tito Luna, Virginia Commonwealth University  
Starla Officer, Indiana University–Purdue University Indianapolis  
Jamie Pontius-Hogan, California State University, Fresno  
Christine Reed Davis, University of North Carolina at Charlotte  
William Rodriguez, University of Illinois at Chicago

### LIVABILITY PARTNERSHIPS

Robyn McDougale, Virginia Commonwealth University (Team Leader)  
Cathy Akens, Florida International University  
Jeff Brown, University of Illinois at Chicago  
John Giarrusso, The State University of New York at Albany  
Joseph Han, Cleveland State University  
Lisa Kao, California State University, Fresno  
Keith Kaufman, Portland State University  
Matthew Kelley, University of Washington–Tacoma  
Rita Ledesma, California State University, Los Angeles  
Thomas Stucky, Indiana University–Purdue University Indianapolis  
Volkan Topalli, Georgia State University  
Richard Wright, Georgia State University

### POLICE DIVERSITY AND CULTURAL COMPETENCE

Ed Lambert, University of Massachusetts Boston (Team Leader)  
Karen Amendola, Police Foundation  
Ashley Brown, University of Massachusetts Boston  
Jennifer Curwick, California State University–Fresno  
Leah Daigle, Georgia State University  
Andrew Fox, University of Missouri–Kansas City  
Joseph Han, Cleveland State University  
Toya Like-Haislip, University of Missouri–Kansas City  
Blake Norton, Police Foundation  
Stephen Ross, University of Washington–Tacoma  
John Venuti, Virginia Commonwealth University  
J. Frank Wiley, The State University of New York at Albany  
Marshawn Wolley, Indiana University–Purdue University Indianapolis



Coalition of  
Urban Serving Universities



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES