A New Campus Police Agency

Rick Parfitt, Florida SouthWestern State College
CAMPROSA Welcomes President and International Director

IACLEA Inside...
- A New Campus Police Agency
- Haz-Mat Refresher
- Focus on Balance, Not Black Swans
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On the Cover

President Anne Glavin and International Director Ray Wheatley attend the Campus Protection Society of Southern Africa (CAMPROSA) conference Sun City, South Africa. For information on the conference and visit please see the President’s Message on page 4.
South Africa was not on my “bucket list” but it should have been. When I received an invitation to represent IACLEA at the Campus Protection Society of Southern Africa (CAMPROSA) conference, I had little notion of what to expect in that country. As plans were formed, I had trouble focusing on more than the almost 24 hours of air travel I would have to fly: Los Angeles, California, to London, England, to Johannesburg to Cape Town — UGH!!! And then there was the little matter of an almost five-hour layover in London. “Oh, well,” I thought, “At least I think there is a really big duty free store at Heathrow Airport in London.” My second thought was, “It’s time to load up the Kindle with more books.”

Sometimes when you get bogged down on the day to day and you are traveling a lot (which the IACLEA presidency includes), it is hard to step back and focus first on the big picture. But ultimately I got to that point. This was a golden opportunity to really sell the merits of the international initiative that our International Director Ray Wheatley from Dublin City University and I very much want to make happen for our association. As IACLEA members may recall, at the June conference, I stated that one of our goals this coming year would be an international initiative, first suggested by Ray Wheatley, to create an exchange program for our members between the United States and international locations. This program would help provide greater insight into our profession beyond the boundaries of the United States.

Our international members do indeed, as our website says, “. . . add strength, vitality and diversity to IACLEA.” Although the majority of IACLEA’s membership is based in the United States, we are, by name, an international organization and more is needed to better serve our international members. For this reason, I asked Ray Wheatley to accompany me to South Africa as we began our outreach to our international members.

Our trip began on September 7, 2012, in Cape Town, South Africa. Cape Town is a multicultural city affixed to the tip of Africa and is bordered by two oceans: the Atlantic to the west and Indian Ocean to the east. The city is a microcosm of the challenges facing South Africa and other African nations in transition — how to successfully operate within a global economy while grappling with the many socioeconomic issues that are the legacy of the colonial and apartheid past.

Cape Town is clearly a melting pot and the cultural influences of Dutch, British and German settlers, among others, can clearly be felt in this beautiful city. The city is surrounded by one of the famous wonders of the world, Table Mountain, which is, as its name implies, a very strange mountain with a perfectly flat top.

In these magnificent surroundings sits the University of Cape Town or UCT as it is known. UCT has 24,000 students and is South Africa’s oldest university. It is known for teaching and research. Roland September is UCT’s risk services manager in charge of their security. Roland, along with his very able Investigations Manager Steven Ganger were our very gracious Table Mountain Cape Town vista

Continued on page 5
Ray Wheatley, Roland September and Anne Glavin at University of Cape Town

hosts at UCT. Ray and I toured UCT with Roland and Steve and shared insights on CCTV systems, among other interesting public safety issues. The UCT campus is quite beautiful and has a very old European feel.

From Cape Town we made our way to Stellenbosch University, also a research university nestled in picturesque Jonkershoek Valley, part of South Africa’s wine country. It is similar in size to UCT and also boasts a beautiful campus. Our host, Viljoen van der Walt, the head of risk and protection services, provided us with a grand tour of the university and an interesting slide presentation and discussion of their services to the university.

As the site visits ended, we made our way to our conference destination two hours north of Johannesburg, South Africa, to Sun City, an internationally known tourist resort (and popular South African destination). This resort, which offers everything from gambling to water sports, music entertainment and all that one would expect of a resort, also hosts business conferences and was the site for the CAMPROSA conference. It also sits next to Pilanesberg National Park, a huge park of over 214 square miles that boasts much African wildlife including Africa’s “Big Five:” lions, black and white rhino, elephants, leopards and water buffalo. In that we had a day off prior to the start of the conference, Ray and I took advantage of the day and went on an early morning safari. The park was amazing and we wore ourselves out photographing giraffe, zebra, hippos, elephants, springbok, impala, and wildebeests. I felt like I had spent the day filming for National Geographic — everything I had ever seen on TV about Africa’s wildlife was right in front of me. In fact I was so taken with this experience, later that night I went on a nighttime safari and was rewarded with seeing two lionesses, a white rhino and her baby, and a brown hyena — all, according to the ranger, rather rare to see. Mission accomplished!

We began the CAMPROSA conference on September 10, 2012. Roland September, our host at the University of Cape Town opened the conference in his role as president of CAMPROSA. As president of IACLEA, I followed him and discussed IACLEA’s strategic goals for 2012-2013, our new branding initiative, the News Digest with its U.S., Canadian and international news stories, our governance effort, accreditation program and most importantly for our international audience, the internal initiative.

I encouraged our audience to be active in suggesting topics of appeal to international members for our webinars and crime prevention programs. I also told everyone that Ray and I were attending all of the conference to participate and, more importantly, to listen to their thoughts, suggestions and constructive criticism as to how IACLEA could be more vital to its international members.

Following my remarks Ray Wheatley addressed the audience discussing the vision for the exchange program and also encouraging dialogue on this and other issues in which IACLEA could be helpful. For the remainder of the day and the next two days we attended workshops in which we learned much about the dynamics of the safety and security issues that South African (and other African) universities were dealing with. We also listened to presentations from vendors, one of which, G4S, is an IACLEA corporate partner.

During this time Ray and I engaged in many networking discussions and listened to our South African colleagues’ thoughts and concerns about IACLEA. We also encouraged them to come to the United States and attend the conference in Louisville, Kentucky. By the time we reached the closing dinner on the final night of the conference, we both felt we had been very successful in engaging our South African members in very productive dialogue.

I had the pleasure of being asked to provide the keynote address to the dinner guests on the closing night. I chose to speak about the differences between American sworn campus law enforcement (using my own department as an example) and what I had come to learn of the South African campus security programs. But most of all I chose to focus on what I believe to be America’s greatest challenge to campus public safety — that of persons of concern and active shooter situations. I discussed the Workplace Violence Initiative.
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ARMS - Automated Records Management Systems
The University of Wisconsin–Madison Police Department has become the latest CALEA-accredited campus law enforcement agency to earn joint IACLEA Accreditation. On August 1, 2012, the University Police Department became the only law enforcement agency in the state of Wisconsin to be awarded accreditation by three different accreditation agencies. The attainment of IACLEA accreditation goes along with two previous awards earned by the department. In March 2011, the department was awarded accreditation by the Commission on Accreditation for Law Enforcement Agencies (CALEA). In May 2012, the department was awarded state level accreditation by the Wisconsin Law Enforcement Accreditation Group (WILEAG).

Harry Kinne, Chair of the IACLEA Accreditation Commission, noted, “The UW-Madison Police Department has joined a very exclusive group of campus law enforcement agencies to achieve accreditation’s “Triple Crown,” that is, to be accredited by three separate organizations.” Other campus departments that have achieved accreditation by IACLEA, CALEA and their state accrediting body include the University of Connecticut Police Department, the University of Florida Police Department, the Georgia State University Police Department, and the Vanderbilt University Police Department.

Sue Riseling, chief of police and associate vice chancellor, explained her reasons for pursuing three levels of accreditation. CALEA’s law enforcement standards provide a substantial “…base and foundation, but we are not always acting on a national level. Having the state accreditation ensures we are working on the same page as the other municipalities in our state. Having IACLEA accreditation is similar. We are acting as a law enforcement agency — that operates on a university campus. As a result, there are some unique tasks and goals for university policing that IACLEA measures and ensures conform to the national and international university police standards.”

The University of Wisconsin–Madison is a public research university located in the state’s capital city. Founded when Wisconsin achieved statehood in 1848, UW–Madison is the official state university of Wisconsin and the flagship campus of the University of Wisconsin System. It was the first university established in Wisconsin and remains the oldest and largest university in the state. The 933-acre main campus includes four National Historic Landmarks and supports more than 29,000 undergraduate and 10,000 graduate and professional students.

The Police Department is organized into two main components. The Operations Division consists of field services, including the patrol, investigations and special events functions and support services including administration, training, dispatch and human resource functions. The Planning and Development Division oversees the accreditation, emergency management and infrastructure security and crime prevention functions. The agency employs approximately 120 staff members, nearly half of whom are sworn officers.

Appointed in 1991, Chief Riseling previously served as the assistant chief and deputy chief at the State University of New York at Stony Brook Police Department. “Accreditation is one of the few clear measurements of excellence in policing,” she observed. “Being accredited ensures that we comply with national best practices and is the best prevention for unwanted and unwarranted issues and problems.” Active in a number of professional organizations, including IACLEA and the International Association of Chiefs of Police, she served as president of the Wisconsin Chiefs of Police Association and currently serves as vice president of the Wisconsin Police Executive Group.

The UW–Madison Police Department, along with the other newly accredited agencies, will be recognized for their achievement during the Opening General Session of the Annual Conference in Louisville, Kentucky next June.
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Our G4S Campus Public Safety Officers are a different breed than traditional guards. In addition to knowledgeably responding to incidents in the education environment, our Campus Safety Officers are pro-active in prevention, experts in technology and understand the importance of their work as part of federal compliance requirements. Our officers have the right attitude, appearance, aptitude and training for your education environment.

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*JDMA 2010-2011 Benchmark Report on Safety and Security
New Standards Bring Minor Changes for Joint Accreditation

With the adoption of the *IACLEA Accreditation Standards Manual* in July, the reliance on the publications of the Commission on Accreditation for Law Enforcement Agencies (CALEA) ended. However, a number of CALEA-accredited members have inquired about how the transition might affect their ability to retain or acquire joint accreditation. Harry Kinne, chair of the IACLEA Accreditation Commission, wants to assure those members that the process will remain largely unchanged. “Since the inception of our program, we have wanted to make IACLEA accreditation accessible to CALEA accredited police departments through an abbreviated and reasonably priced process,” said Kinne. “Despite our new standards, this remains a goal of the Accreditation Commission.”

IACLEA accreditation is available to departments holding CALEA Advanced Accreditation, that is, agencies in compliance with the full complement of 460+ CALEA law enforcement standards. Joint accreditation is not currently offered to departments at the first level of CALEA accreditation, formerly known as their Recognition Program. This is because the first tier of CALEA accreditation does not include standards for crime prevention, victim-witness services and other issues deemed by the IACLEA Accreditation Commission as central to campus public safety. The IACLEA standards manual contains 203 standards, with more core standards than the 177 required by CALEA’s first tier of accreditation.

Kinne explained, “The concept of ‘comparative compliance’ is still being applied to CALEA accredited agencies. If they can demonstrate that they are in compliance with all of the required and correspondent CALEA standards, they are eligible for joint accreditation.” A “Standards Crosswalk” listing all of the IACLEA standards and their CALEA equivalents has been posted on the IACLEA website.

In order to achieve joint accreditation, a candidate agency must complete and submit standards files that contain written directives and proofs of compliance for the 14 IACLEA accreditation standards for which there is no CALEA equivalent. The department must also certify that it is in compliance with all applicable CALEA standards that have a required IACLEA counterpart. Finally, the agency must submit a copy of their most recent CALEA onsite report and a copy of the letter notifying them of their CALEA accreditation or reaccreditation award. The candidate agencies forego an onsite assessment. The fee for CALEA accredited departments wishing to pursue IACLEA accreditation remains $150 per year, or $450 for the three-year period of accreditation.

A review of the CALEA onsite report, as well as the compliance status of the IACLEA standards, will be undertaken by a compliance review panel. Upon a satisfactory review by the panel, their recommendation will be forwarded to the full IACLEA Accreditation Commission for final approval. If approved by the IACLEA Accreditation Commission, the agency will be notified, in writing, and invited to attend the next Annual Conference for the awarding of IACLEA accreditation. The agency will receive IACLEA accreditation that will run concurrently with their CALEA accreditation. Upon reaching the anniversary of their CALEA accreditation, they will be required to re-submit compliance documentation and undergo another review.

For more information concerning IACLEA accreditation, please contact Jack Leonard at (860) 586-7517, ext. 558, or at jleonard@iaclea.org.
An alarming increase in the number of bomb threats to colleges and universities is occurring within the United States. IACLEA deplores such acts, which cause massive disruption to the university community and interrupt the educational process. We encourage our members to take several measures to foster prevention and preparation. First, to the extent possible, increase patrol presence around religious facilities, especially during scheduled services. Re-examine stand-off distances and vehicular access to religious facilities. Encourage students, faculty and staff to “See Something, Say Something,” particularly with regard to suspicious persons, vehicles and packages. We also encourage our member agencies to review standard operating procedures regarding suspicious packages. Reach out to religious and faith-based organizations on campus and enlist their assistance in maintaining the safety of their gatherings.

Agencies may also obtain assistance with communicated threats from the FBI, state or local law enforcement. Each FBI field office has one or more campus liaison agents and communicated-threat specialists to assist them.

It is unfortunate in our society that misguided individuals and groups see fit to disrupt the learning process. We must be vigilant against such threats and take actions to mitigate the impacts.
Title IX Webinar Available for Purchase

IACLEA’s successful Title IX Webinar is available as an audio recording along with the presentation materials for those who were not able to participate.

Colleges must address issues of sexual misconduct on their campuses – and they must do so consistent with Title IX standards. The OCR Guidance sets forth these standards for our colleges and universities to enable them to create policies and procedures to address campus sexual misconduct. This webinar will provide information about Title IX and discuss what you need to know about the law and policy issues to support your campus in complying with this federal law and the OCR guidelines.

The program covers:
- The compliance standards set forth by the Office of Civil Rights to comply with Title IX law
- The guidance set forth by the OCR in their 2001 Guidance and the 2011 Dear Colleague Letter
- A framework for evaluating policies and procedures regarding sexual misconduct on campus
- How to conduct an audit of sexual misconduct policies

The program was presented by Saundra Schuster, Esq., a partner with the National Center for Higher Education Risk Management (NCHERM), a national risk management legal consulting firm. Schuster is a recognized expert in preventive law for education, notably in the fields of Sexual Misconduct and Harassment, First Amendment and Campus Access, ADA and Disability Issues, Risk Management and Liability Issues, Behavior Intervention and Threat Assessment, Student Discipline and Campus Conduct, Intellectual Property and Employment Issues.

Schuster is co-author of “The First Amendment: A Guide for College Administrators” and contributing author to “Campus Conduct Practice.” She is a former president of the Association for Student Conduct Administration (ASCA, formerly ASJA) and has held many board positions in that organization. She is the current president of the National Behavioral Intervention Team Association (NABITA), an association for higher education dedicated to the support and professional development of behavioral intervention teams, whose purpose is to make campuses safer through education, prevention and intervention. She is a long-time member of the National Association of College and University Attorneys (NACUA) and served on the conference planning committee. She is on the Board of Advisors for the Report on Campus Safety and Student Development, published by the Civic Research Institute. She also serves on several boards of directors in her community.

Schuster presents extensively on legal issues in higher education and provides individual institutional consultation to colleges and universities. She provides student and employment policy review and development for discrimination, sexual harassment and sexual misconduct policies for institutions across the country, including conducting and delivering state-wide sexual misconduct policy development and training consultations.

Perry Presents at APPA Conference

IACLEA’s Southeast Regional Director, Chief David Perry from Florida State University, presented on a panel discussion at the APPA Annual Meeting in Denver, Colorado, July 17-19, 2012. The program was Surviving Mother Nature and the Facilities Built Environment Storm.

Joining him on the panel were Don Guckert, associate vice president and director of facilities management, University of Iowa; Marion Bracy, Vice president, facilities planning, Xavier University; and Robert Harrington, director of physical plant, Missouri State Southern State University. This panel of experts provided attendees with their real-life experiences surviving natural disasters and discussed their perspectives on how to prepare, respond and rebuild using success stories and sharing best practices from their industries.
ence program at California State University, Northridge and how we approach teaching our community about dealing with persons of concern and red flag warning signs that can lead to the actual active shooter situation. I followed that discussion with a case history from my university in which we were able to intervene to stop what we knew would have been a tragic situation on our campus.

I closed by telling our audience that the challenges of today are many, the times are tough with diminishing resources and unfunded mandates but the goal remains the same, in good times or in bad. And that is ensuring the safety and security of our nation’s next generation of leaders, regardless of what country we represent.

The next morning Ray and I concluded our journey by traveling back to Johannesburg for our respective flights to Dublin, Ireland and Los Angeles, California. We completed one more site visit to Johannesburg University, a sprawling urban campus with over 48,000 students! We were hosted by Theo Botha, Ursula Smit and Colin-Ray Brindle — all with the university protection services. We gained a different perspective from this visit, learning of the many challenges of dealing with all of the issues of a large urban university.

By that evening I was on board Virgin Atlantic heading back to Los Angeles via London and still trying to process in my mind all that I had seen and the many conversations I had engaged in. I was grateful for the opportunity to attend and was pleased that our visit was well received. But I was even happier in the conclusion that IACLEA was indeed living up to its statement on our website that our international members “. . . add strength, vitality and diversity to IACLEA.”

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Proactive Media Campaign Under Way

The Communications Committee, under the leadership of President-Elect Vickie Weaver, has initiated a campaign of regular news releases to educate the media and the general public about campus public safety and to create awareness of campus safety issues. The first release focused on 10 safety tips for students returning to campus this fall. To see the tips visit http://www.iaclea.org.
Galls, LLC, The Authority in Public Safety Equipment and Apparel, and IACLEA have renewed their purchasing plan agreement to provide discounts to members. The IACLEA partnership with Galls is multi-faceted and includes the Corporate Partnership Program based on a minimum three-year commitment with a substantial annual donation to IACLEA.

Galls will pay to IACLEA a royalty of one percent of net revenue from the sale of products to IACLEA members. As a corporate partner since 2005, Galls made an initial contribution to IACLEA to be used for educational resources, professional development, and other programs to enhance campus public safety.

Now, Galls has been awarded the preferred vendor status for the new IACLEA-branded apparel. Available for sale via a unique IACLEA page on the Galls website, http://www.galls.com/iaclea/home most Galls apparel displays the new IACLEA logo so you can wear your membership proudly.

“This agreement with Galls provides real benefits to IACLEA members while supporting professional development programs and projects to strengthen the entire campus public safety profession,” said IACLEA President Anne Glavin.

“Furthermore, the Galls agreement supports two key goals in IACLEA’s Strategic Plan: to be the proactive advocate for advancing the role of public safety, and to be financially viable to achieve IACLEA’s strategic goals,” Glavin said.

“We are excited about our branding initiative and that Galls will assist us in distributing the items featuring the new logo,” she said.

The 2012-2013 IACLEA Board of Directors is proud to endorse the products, service and commitment of Galls, LLC and appreciates their continued support of IACLEA, its members and campus public safety. We strongly encourage our campus safety professionals to take advantage of this group purchasing agreement and obtain discounts and quality products to outfit your departments with the uniforms, equipment and tools that will benefit your institution and the organization at the same time.
New Members

Institutional Membership
Big Bend Community College
   Kyle Foreman
Central Oregon Community College
   James M. Bennett
Cypress College
   Shirley Smith
Glendale Community College - California
   Gary Montecuollo
Los Rios Community College District
   Cheryl Sears
Grand Canyon University
   Kenneth Laird
Salem State University
   Gene Labonte
The University of the South
   Marie Eldridge

Professional Membership
Becker College - Worcester Campus
   Richard A. Menard, III
Gloucester County College
   Michael Slater
Howard Community College
   William Booth
Lamar University
   Randy Martin
   James D. Tate

Associate Membership
Arizona State University
   James Hardina
   Michael I. Thompson
Ashford University
   Michael LeBlanc
Cleveland State University
   Joseph Han
Columbia University
   Patrick Danville
Concordia University - Montreal, Quebec
   Caroline Danis
Johnson & Wales University Providence
   LeRoy V. Rose, Jr.
Northern Arizona University
   Cindy Cox

Affiliate Membership
Ghana Prisons Service
   Christopher Hayibor

Supporting Membership
On Watch On Campus
   Jill Campbell

Retired Membership
John W. Erwin

Trinity College Appoints Ortiz New Director of Campus Safety

Trinity College in Hartford, Connecticut, welcomes Francisco Ortiz as the new Director of Campus Safety. He began his new position on August 27, 2012. Mr. Ortiz is currently Director of Security Operations at Yale University where he oversees a department of more than 100 staff who provide security and safety services to Yale College and the graduate and professional schools. Prior to Yale, Ortiz served for 30 years in the New Haven Police Department and as the chief of police from 2003 until 2008.

Ortiz holds bachelor’s and master’s degrees from the University of New Haven. He has an exemplary record of leadership in civic and professional associations and served as a senior fellow at the Yale Child Study Center where he participated in studies on the psychological effects of violence on children. In 1994 he received a Certificate of Special Congressional Recognition for his work with the New Haven community and in 2010 the Outstanding Achievement Award from the New Haven Public Schools.
Ohio State University Police Chief Recognized

On August 1, 2012, Ohio State University Police Chief Paul Denton received the Professional of the Year award from the National Center for Spectator Sport Safety & Security (NCS4). He was nominated by the National Collegiate Athletic Association (NCAA) for this award recognizing him as an individual who demonstrates outstanding leadership in addressing safety and security issues, while also making contributions and setting an example for others to follow.

“This is really a credit to the hard work of our excellent public safety team,” said Chief Denton. “The planning, preparation and time they put in 24 hours a day, seven days a week is a testament to their commitment to keeping Ohio State’s faculty, staff, students and visitors safe.”

Denton was appointed chief of police at Ohio State in 2006 after serving 28 years with the Columbus Division of Police. He launched a crime analysis and problem oriented approach to address campus crime issues and successfully directed public safety operations for major campus events such as football games, political campaigns and other dignitary visits as well as working on exercise design and evaluation for tabletop, functional and full-scale emergency exercises at the local and county-wide levels. He serves on numerous campus, community and professional work groups including his current appointments to the Ohio Peace Officer Training Commission and the Franklin County Homeland Security Advisory Council.

The NCS4 is a world-wide interdisciplinary center specifically focused on research, education and outreach efforts in sport event security. It provides internationally recognized academic programs, enhances training capabilities and develops integrated security solutions.

Spinks Named McNeese Police Chief

Former Sequim, Washington Police Chief Robert Spinks has been selected as the new McNeese State University police chief, succeeding Cinnamon Salvador who resigned in July to take a position with the Calcasieu Parish Sheriff’s Department.

Spinks has more than 30 years of law enforcement experience including positions at the municipal level and in higher education. He holds master’s degrees in criminal justice from the University of Cincinnati and in organizational management from the University of Phoenix. He has been an adjunct faculty member teaching criminal justice classes at several colleges for more than two decades and has served as a consultant or trainer to more than 40 city, county and state law enforcement agencies.

“Mr. Spinks’ experience in law enforcement, his understanding of budgets and organizational leadership and his success at implementing service-focused community policing made him a very attractive candidate to the search committee,” Dr. Jeanne Daboval, McNeese provost and vice president for academic and student affairs, said. The McNeese Police Department and police chief report to Daboval.

Spinks has experience as a police officer and patrol supervisor and served as chief of police in Sequim, Sedro-Woolley, Washington, and Milton-Freewater, Oregon, director of public safety at Bellevue College and senior special agent for the Union Pacific Railroad Police Department.

He is a graduate of the FBI Pacific Northwest Executive Command College, a diplomat with the American Board of Law Enforcement Experts and has over 5,000 hours of law enforcement and National Incident Management Command training. He holds numerous law enforcement certifications in Washington and Oregon and has served as instructor in supervision and management, firearms, nonviolent intervention, crime prevention, first response-hostage negotiations, officer survival and defensive tactics and driving.
UMass Amherst Names Horvath as the New Police Chief

The University of Massachusetts Amherst swore in John K. Horvath as the new chief of police on October 4, 2012. He succeeds Johnny Whitehead, who served as chief from 2009 until this past February. Horvath, who previously served as assistant chief of police in Hartford, Connecticut, assumed the leadership of the 62-officer UMass Police Department on September 24, 2012.

Horvath began his career with the Connecticut Department of Correction in 1990 and joined the Hartford Police Department in 1994. He rose through the ranks and, prior to his promotion to assistant chief last year, was deputy chief in charge of the Community Services Bureau and its 100 uniformed patrol officers.

Horvath said, “I am honored to become the next chief of police for the UMass Amherst Police Department and serve our campus community with the dedicated members of the department. I pursued this position because of the team approach at UMass Amherst and the sense of pride that is evident. As chief, I will seek to make us stronger in both of those areas, ensure that the police department works with university stakeholders in order to maintain a safe campus environment while at the same time building relationships that will enhance the educational experience for all students.”

Horvath holds a master’s degree in criminal justice from Boston University and a bachelor’s degree in individualized studies from Charter Oak State College. He has attained executive level training through the FBI National Academy and Police Executive Research Forum’s Senior Management Institute for Police. In 2010, Horvath graduated from Leadership Greater Hartford’s Quest Program and has maintained his membership within the network to advocate for a stronger community.

Haire Joins University of Northern Iowa Police Department

Helen Haire has been named chief of police and director of public safety at the University of Northern Iowa. Haire served as division commander for special services in the Louisiana State University Police Department, Baton Rouge, Louisiana. She assumed her new duties in early September.

“Helen brings more than 20 years’ experience of quality law enforcement in public higher education,” said UNI Vice President for Administration and Financial Services Michael Hager. “UNI will benefit from her commitment to a safe campus and focus on service to students, faculty, staff and the community.”

The UNI chief of police and director of public safety serves in the dual capacity of certified law enforcement officer and university official. The chief directs the operations of the University’s Department of Public Safety, including University Police and Parking Services and chairs the university’s threat assessment team.

Haire replaces Milissa Wright, who has served as interim director of public safety since April, following the retirement of David Zarifis. Wright will return to her university position as associate director of public safety.
On August 8, 2012, in a ceremony recognizing the department’s re-accreditation, Georgia State University President Mark P. Becker and Chief of Police Connie B. Sampson accepted the award of the certificate of certification from LaGrange Chief of Police and Chief of Public Safety Louis Dekmar, President/Chair of the Commission on Accreditation for Law Enforcement Administrators.

On December 3-6, 2011, a team of CALEA assessors led by Chief of Police Linda Stump from the University of Florida Police Department completed a rigorous onsite assessment of the GSU police to ensure the department met or exceeded the more than 400 standards established by CALEA “to improve the delivery of public safety services, primarily by: maintaining a body of standards, developed by public safety practitioners, covering a wide range of up-to-date public safety initiatives; establishing and administering an accreditation process; and recognizing professional excellence.”

At the March 2012 CALEA Conference in Mobile, Alabama, Chief Sampson along with Sergeant Regina Davis, the department’s accreditation manager, appeared before a panel of CALEA commissioners to undergo a review of the onsite report and to answer questions. The commissioners later that day voted to award the GSU police the CALEA Accreditation with Excellence — an additional indication of an agency’s effective use of accreditation as a model for enhanced public safety service delivery.

At the ceremony, Chief Sampson also celebrated the department’s re-accreditation from the International Association of Campus Law Enforcement Administrators awarded at the Annual Conference June 15-19, 2012. IACLEA Accreditation recognizes “that a department conforms to the highest professional standards for campus law enforcement and protective services.”

As Chief Dekmar noted in his remarks at the ceremony, the GSU Police Department is the only police agency in the state of Georgia to have all three major law enforcement accreditations/certifications, as the department is also certified through the Georgia Association of Chiefs of Police State Certification Program, which “acknowledges the implementation of policies and procedures that are conceptually sound and operationally effective.”
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A New Campus Police Agency: A Florida Experience

By Rick Parfitt, Director of Public Safety and Chief of Police, Edison State College

As terrorism, active shooter and rampage killing have become part of our work vocabulary, all facets of our lives have changed. From where we shop, relax and learn, from the workplace to our schools our safety has become such a personal as well as a government concern that the fear of crime may have reached the highest point we have ever known. A Department of Justice publication, “Reducing Fear of Crime: Strategies for Police,” reported that “a Google search on ‘fear of crime’ in late 2008 produced more than 1 million hits, while a search within Google Scholar yielded almost 400,000 hits.” A search in late August 2012 produced over ten million hits and over 1 million hits in Google Scholar on the search of “fear of crime.”

Many criminological theories explain the fear of crime and research has identified many crime reduction strategies, including police presence, a topic of a number of research studies. A police presence has generally been found to have a strong impact on public fear and reduction of crime. According to Weisburd and Eck, “the strongest evidence of police effectiveness in reducing crime and disorder is found in the case of geographically focused police practices…” (p. 42).

I suggest that campus policing is a geographically focused police practice and the epitome of community oriented policing, long before the phrase became fashionable. These campus law enforcement agencies deal not only with a racially, ethnically and culturally diverse population, they also deal with populations that change dramatically every year. While some campuses are enclaves unto themselves, many are open and inviting to the community at large. Campus police are the source of protection for students, faculty and staff, and many deal with larger groups of visitors or guests who may be attending sporting events, concerts, lectures or other public activities.

Colleges are microcosms of our larger communities and their governance has similar structures: boards of trustees or comparable groups have the overall governance and from these boards administrators and academic officers perform day-to-day operations. Part of that responsibility is to protect the community and more colleges and universities are adding a police presence or increased police presence to their communities. The fears on college campuses, like society in general, have changed over the years. Today many people are frightened by crime, and with the sensational crimes widely reported in the news, the greatest fear, however reasonable, is attacks by someone with a gun. Criminologists Kelling and Wilson (1982) recognized in their pivotal study, “Broken Windows” that this fear of crime is not necessarily of violent criminals but various street people, including panhandlers, drug addicts, drunks and mentally disturbed persons. Unfortunately these individuals can and do show up on college campuses.

There are more than 4,000 degree-granting institutions in the United States and the job of protecting the more than 15 million students and several million faculty and staff along with visitors on these campuses falls to a number of agencies. Some campuses may be protected by campus police or security, private security, local or state law enforcement agencies or combinations of these.

How a college decides to provide protection likely has been influenced by many factors, including neighborhood demographics, crime trends or even the fear of crime. Highly publicized shootings on or near college campuses have generated much news and thus much debate on emergency communication, rapid response to active shooters and threat assessment. Unfortunately some news accounts sensationalize violence, even if not on a campus, but nearby. This was seen recently in a case where a Texas constable was murdered attempting to serve a warrant; the event was blocks away from the university, but the byline identified the shooting as near the university.

Since the Columbine killings, the K-12 model has been to add law enforcement officers as school resource officers, thus today’s college students are familiar and comfortable with law enforcement officers in their schools. The changes in colleges and universities can be seen in the increases of law enforcement employees. According to statistics compiled by the FBI Uniform Crime Reports, prior to the 9/11 terrorist attacks there were more than...
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Villanova University Department of Public Safety

Western University Campus Community Police Services
10,000 full-time law enforcement officers on U.S. college campuses and by 2010 that number increased by over 25 percent, but the largest increase was in total law enforcement employees, a jump of over 32 percent in the same time period. Many campus police agencies utilize non-sworn personnel in conjunction with sworn law enforcement officers, likely accounting for the larger percentage.

In 2000 Florida had 12 colleges and universities with campus police agencies and by 2010 there were 15. This may not be as revealing as the number of full-time law enforcement employees on Florida campuses, which in 2000 was 126 and increased to 772 in 2010. Florida statutes authorize campus police only at state universities and colleges. Presently, Florida is home to 12 state universities and 28 colleges.

Edison State College is one of those institutions that added a law enforcement agency to the campus. The college, celebrating its 50th anniversary in 2012, experienced tremendous growth in a six-year period as it transitioned from a junior college to community college to the present state college in 2008. Composed of three campuses and an Educational Center, Edison State College, part of the Florida College System, serves a population of more than one million people in five counties in southwest Florida, a region that has grown in population and infrastructure, especially with its large tourist trade.

Prior to 2009, Edison State College and its campuses were adequately served by private security with several county sheriffs’ offices being the primary law enforcement protection. Because of the growth of the college and community and certainly concern for the safety of the students, faculty, staff and visitors, the college board of trustees in early 2009 established a Department of Public Safety and added law enforcement officers, creating a hybrid-style agency, similar to many colleges, of sworn law enforcement and non-sworn officers. As a commuter college its main business hours were covered by a law enforcement presence along with our non-sworn public safety officers.

The college growth has involved students and the community at large, with the main campus being home to the Barbara B. Mann Performing Arts Hall, a theater that hosts Broadway shows, concerts and lectures of all types. Our main campus and one of the regional campuses have collegiate high schools of 9th to 12th grade students and child care centers. With the increased enrollment, the college began seeing more traditional-age students and traditional-type problems. Seeking to accommodate the regional needs, Edison added more traditional components by constructing its first residence hall for the fall 2012 semester at the main campus. Preparing for the 400 students who now live and learn on campus, the department of public safety increased the staffing with additional police and public safety officers. Our two smaller commuter campuses continue to be served by a campus police sergeant, who supervises security personnel.

As a small agency our officers, in particular the police officers, are the first responders to any emergency, but we recognize our limitations. So like school resource officers in secondary schools we rely on other law enforcement — in this case the Lee County Sheriff’s Office — for critical assistance. The department of public safety maintains agreements, including a memorandum of understand-


About the Author

Rick Parfitt served 34 years in law enforcement (both municipal and campus law enforcement) in Pennsylvania, and Florida. He has spent the last five and half years in his current position as the director of public safety and chief of police for Edison State College in Ft. Myers, Florida.

He earned his bachelor’s degree from the University of Pittsburgh and a master’s degree from California University of Pennsylvania. He is a graduate of the FBI National Academy 195th session.

He is married and a father of three children and a proud grandfather to his grandson.
Haz-Mat Refresher: Chemical Precautions

By Louis Caliendo, Gaston County Police Department

It is important that first responders remain aware of the possible hazards resulting from chemical accidents or the intentional use of chemicals in destructive devices. Chemical components can be utilized in the manufacturing of IEDs, can enhance the effect of a more conventional device, or can pose hazards based on their own properties. Chemical components may be popular with young offenders or anyone who can gain access to such materials, some of which can be purchased “off-the-shelf.”

Besides purchasing them, one place to obtain chemical ingredients for unsophisticated yet functional IEDs can be academic institutions’ science and chemistry laboratories. Certainly not all, but some “classrooms and laboratories may contain a variety of dangerous chemicals that are outdated, inappropriate, toxic, reactive, and explosive.” Furthermore, academic institutions themselves may be the location of bomb or fire related incidents and these chemical components can create additional hazards at the scene. For example, during 2011, the ATF’s Bomb- Arson Tracking System (BATS) showed 60+ incidents per month occurring on the nation’s elementary school, middle school, high school, and college campuses (e.g., fires, explosions, bombings, bomb threats, suspicious packages, etc.).

The presence of some chemicals, such as potassium chlorate, can intensify the severity of a fire or a primary explosion caused by a more traditional IED, like a black powder or smokeless powder filled pipe bomb. Inhalation hazards could also result from reactions of chemicals with incompatible materials. In 2011, a college student “was treated for respiratory issues resulting from their contact with thionyl chloride, a chemical that can become explosive when mixed in certain combinations.” Fire and burn injuries can also occur; for example, methyl alcohol, “has been involved in the most catastrophic school laboratory accidents and has caused flash fires and severe burn injuries at schools in California, Illinois, Texas, Wisconsin, and Washington.”

Additionally, peroxide-based chemicals used in the manufacturing of homemade explosives (HMEs) harbor explosive potential and have been encountered by campus responders during incidents on educational property. In October 2005, “a college student was killed when their backpack, which contained approximately three pounds of triacetone triperoxide (TATP), exploded near a college football stadium.” Several years later, in October 2010, “a student was injured when a pen bomb containing TATP exploded at a Charlotte, North Carolina school.”

Being able to identify chemical packaging and labels can offer some protection by lending clues as to the dangerous properties of the product. For example, amber colored containers may indicate the material is sensitive to light. If the container is wax sealed or sealed under pressure it may react violently when exposed to oxygen. Products with the suffix ITE or ATE will enhance combustion while products prefixed with PER, like the peroxides used in the manufacturing of HMEs, will be oxygen rich and can harbor explosive potential.

Another responder resource is the National Fire Protection Association’s (NFPA) 704 Placard. Also known as the Fire Diamond, it provides more detailed information in four chemical hazard areas. Each is depicted as a diamond and assigned a separate color (Health/Blue), (Fire/Red), (Reactivity/Yellow), and (Specific/White). The Health, Fire, and Reactivity diamonds will display a number from zero (minimal) through four (extreme) to address the threat level. Specific hazards will be shown as either abbreviations or symbols and list properties unique to that product (e.g., oxidizer, reacts with water, simple asphyxiant gas, etc.). Familiarization with the Fire Diamond, coupled with the knowledge of labeling and containers, can provide the responder with additional clues about hidden chemical hazards.

In addition to identifying and understanding the hazards, separate concerns are the access to and storage of chemicals in some school laboratories. Unfortunately, “in some schools and classrooms, chemicals may have been purchased in excessive amounts and are being stored incorrectly.” Furthermore, some educa-

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tional chemistry labs may lack the safety and inventory control practices of corporate labs. For example, “on a man-hour basis, high school and college lab injuries can occur from 10 to 50 times more frequently than commercial laboratory accidents.”

Based on these hazards and findings, campus emergency responders and local public safety personnel should be educated about the hidden dangers of chemical components when responding to such scenes. One way to facilitate this is for campus police agencies and campus safety officials to foster an active and positive relationship with emergency responders in their jurisdiction. In addition to being educated about the hazards in labs, local responders should also be familiar with the physical layout of such areas.

Since educational facilities have been the targets of attempted bombings, bombings, bomb threats, fires and active shooter incidents it is also advisable for local responders to train in these environments. For example, from a bomb squad perspective, how accessible are the labs in bomb suits? Can bomb robots operate with ease around lab tables? If an IED was placed in or near the lab what secondary hazards would be present? These are a few questions that should be answered, to assist all emergency personnel when responding to fire calls, suspicious package calls and bomb threats in or around school and college chemistry labs.

Training exercises, a review of basic hazardous materials awareness principles, and good rapport between campus and local officials can help first responders gain a better understanding of the unique hazards associated with a response in proximity to a chemistry lab (whether school, university, or research facility). In addition, the training exercise can serve as a good Haz-Mat refresher when it incorporates a multi-agency response, the implementation of ICS principles, the use of Emergency Response Guides and Material Safety Data Sheets, along with the proper selection and use of Personal Protective Equipment.

Notes
7. Alabama Department of Environmental Management, 06/15/2012

About the Author
Louis A. Caliendo, a graduate of the FBI National Academy (212th Session), is a member of the Gaston County Police Department’s Hazardous Devices Unit and serves as the department’s background investigator. He previously served as director of public safety at both UNC-Asheville and the North Carolina Arboretum.

In addition to an undergraduate certificate, B.S., and M.P.A. in Criminal Justice Education, Caliendo is a state certified emergency management coordinator, hazardous materials technician, and specialized Haz-Mat/explosives instructor. He teaches in both the Basic Law Enforcement Training and Continuing Education programs at Gaston College.
Focus on Balance, Not Black Swans

By Rodnie Williams and Josh Peterson, 360° Stay Safe

Introduction
The speed and access of information today has increased the scrutiny level facing risk managers in higher education. It is true that a more complex, more connected world has created new risks and new issues for university leadership. However, a lot of the same issues have remained constant for campuses: emergency management, campus safety and employee insurance. The key factors that have dynamically shaped our world over the last few decades have created an environment in which information travels around the globe in seconds. These ever-changing dynamics bring new challenges to the focus area of risk management. One important challenge is the necessity to avoid allowing the “CNN effect” to cause an imbalance within the process of evaluating and managing risks facing universities.

The CNN effect is a theory used among political scientists to describe the effect that constant coverage of news media has on global politics. A similar effect can be seen throughout today’s campuses as it relates to risk management. Crisis events over the last several years have driven universities to focus inordinately on incidents that have a very low probability of occurring. That said, it also seems those very events are likely to have an enormous impact, regardless of the level of training and preparedness. How can risk managers in higher education maintain a balanced approach to assessing and managing risks, while ensuring all their strategies are not overly influenced by high-profile incidents?

Characteristics of Black Swan Events
Incidents that capture media attention are characterized by several factors, including sensational circumstances, uniqueness, and magnitude of the impact. In 2007, Nassim Taleb developed the “Black Swan Theory,” which describes events that are rare in occurrence, extreme in impact and retrospectively predictable. Taleb explained the three elements of a Black Swan event:

First, [a Black Swan event] is an outlier, as it lies outside the realm of regular expectations, because nothing in the past can convincingly point to its possibility. Second, it carries an extreme impact. Third, in spite of its outlier status, human nature makes us concoct explanations for its occurrence after the fact, making it explainable and predictable. These types of events are shocking. They are the incidents that keep campus leaders awake at night. They retain the ability to catch the attention of senior leadership, leading to questions to risk managers such as “how are you going to ensure this situation never happens on our campus?” They also often pave the way for an inordinate amount of news coverage, leading to the CNN effect. Catastrophic and rare events that capture the continuous coverage of news media can lead to an imbalance in evaluating risks to institutions of higher education.

Risk management in higher education is about securing a learning environment that is staged for future growth and success. This includes managing a wide spectrum of space and time: physical buildings and online communities, current and future reputation, and stakeholders who are internal and external to the campus community. Deliberate care must be taken by higher education risk management leaders to manage the myriad of risks facing their institutions. An approach that focuses too heavily on reacting to perceived high-profile events would be obstructive and detrimental to the daily operations of the institution. An approach that focuses too little on high-profile events, claiming the low probability of their occurrence, is dangerous and irresponsible. A risk management philosophy that creates value is one that proactively stages your university for future growth, innovation and development. Risk managers must remain true to the nature of risk management, securing profitability rather than inhibiting future growth. Inherent to this process is a balanced approach to evaluating the likelihood and impact of threats occurring.

Resist Inflating the Likelihood Rating
Evaluating the likelihood of a particular type of threat or event occurring is never a purely objective process. But the existence of analytical subjectivity is greatly magnified when an excessive amount of

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attention is devoted to high-profile events. An overabundance of attention given to Black Swan events often makes them seem more likely to happen and might even cause the event to be unduly rated higher in terms of likelihood of occurring (see Figure 1).

One approach to avoid exaggerating the likelihood measurement is incorporating predictive analysis. It can be easy to have a rearview perspective, with the likelihood of a threat occurring often measured in terms of time (e.g. how likely is this event to occur within the next 3 years?). But a rearview approach can cause broad gaps with regard to risk analysis. If risk managers attribute an undue amount of attention to high-profile threats, the likelihood measurement may be skewed. For example, a terrorist attack on campus was perceived as much more likely in the wake of 9/11 than before that cataclysmic event. Indeed, looking back on past occurrences of threats must be included in the overall approach to measuring likelihood, but not as the one and only component. Predictive analysis takes into account key indicators that signal the likelihood of risks occurring in the future, rather than relying solely on evidence of historical occurrences.

The American Public University System (APUS) incorporates predictive analysis into the process of evaluating student attrition rates. APUS has more than 100,000 students involved in online education programs and relies on various metrics to accurately predict attrition rates. The ACT National Persistence to Degree Rates for 2011 showed average attrition rates ranging from 46% to 74% for public universities, a major risk to higher education institutions considering the high costs of recruitment and retention. APUS has sought to manage the risk of higher attrition rates by developing predictive indicators focused on what most influences a student’s choice to remain in school. Rather than relying solely on historical data, they used student information and comprehensive surveys to establish indicators that were backed up by hard data. Through this approach, the APUS leadership discovered a few indicators of student retention that might have been otherwise overlooked, including:

1. The student’s social presence, or sense of belonging to a larger community
2. The student’s opinion of the effectiveness of online learning

These and other indicators feed an analytical process that is able to predict, with 80% accuracy, the likelihood a given student will drop out. With this kind of predictive analysis, administrators are able to positively affect the rate of student attrition. Tailored attention can be devoted to higher-risk students, and timely adjustments can be given to help teachers adjust their instruction methods. This approach to analyzing a particular threat to higher education institutions, high student attrition rate, allows for measuring the likelihood of the event occurring with more accuracy. Predictive analysis is a key component of an integrated risk management approach. Through a careful, deliberate assessment process that is increasingly predictive, risk managers can limit subjectivity in measuring likelihood of occurrence.

Maintain a Wide Perspective of Risks

Allowing the CNN effect to influence the focus in assessing the impact of an event occurring is also detrimental for risk management in higher education. Incidents that receive persistent news coverage invariably have a huge impact, by nature of the publicity. But a constant focus on these events can shift the focus away from the wider spectrum of events that may impact the institution (see Figure 2).

In order to maintain balance in analyzing the impact of potential risks occurring, risk managers must take a layered analytical approach. The impact of an event occurring must include stakeholder and financial implications, and account for existing control measures. Assessing stakeholder implications is a qualitative aspect of measuring the impact of an event occurring. Another critical aspect of this measurement is assessing the financial implications should the event occur, which is the quantitative aspect of the analysis. The key is to run high-profile events through a delib-

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erate, structured process of impact analysis that places a balanced emphasis on the event’s impact (both qualitative and quantitative analysis).

As part of measuring the impact of an event occurring, existing control measures should be considered. Control measures certainly have an effect on the likelihood of an event happening. For example, a well-developed knowledge base of brand management among university leadership will decrease the likelihood of a branding crisis. Existing control measures also have an effect on the impact of an event occurring. Examining the applicable control measures is critical in fulfilling a thorough analysis of the impact.

One way that the CNN effect may actually be helpful to risk managers in gauging the impact of an event occurring relates to how risks are made more tangible. Risks that are vague tend to be harder to categorize and measure objectively, since they are difficult to envision. It can be easy to underestimate threats that have highly theoretical and fuzzy descriptions. But when high-profile incidents capture constant news media coverage, the threats become more tangible and risk managers are better able to accurately assess the impact of that event occurring for their respective institution.

The Balanced Approach

In managing the risks facing higher education institutions, reacting to widely publicized events is not a proactive approach. Although high-profile incidents shape the world and can define threats to institutions of higher education in even clearer terms, they can also adversely affect the process of objective risk analysis. The key is a balanced and methodical approach.

Responding to and being driven by media coverage of high-profile incidents (Black Swan events) positions the institution in a reactive stance toward risk management. An overabundance of attention given to these types of threats tends to shift the position of the event on the likelihood scale. Resisting this tendency may mean incorporating predictive analysis, rather than relying solely on past threat occurrences to inform a prediction of the event occurring in the future. Additionally, an overabundance of attention given to Black Swan events takes the focus off the most critical risks that have a much higher likelihood of occurring, and given the right integrated strategy, that can be prevented (see Figure 3).

A proactive, disciplined and methodical approach accounts for a carefully analyzed risk map, including likelihood and impact of the myriad threats facing higher education institutions. There are five key steps that risk managers in higher education can take to maintain balance.

1. Gauge the “Tone at the Top”

Crucial in maintaining a balanced approach to risk management is the “tone at the top”: the level of support at the board-level and among campus senior leadership. Consistent communication surrounding the wide spectrum of risks will help other leaders maintain a grounded viewpoint when exposed to saturated media coverage of high-profile events on other campuses. Risk managers must communicate the full range of applicable risks, maintaining institutional awareness in order to battle the CNN effect.

Have a discussion with your leadership team and answer some key questions: What are some strategic vulnerabilities your university might face in the next 90 days, six months or year? What is the primary risk you face in executing your overall strategic plan? What is the most important thing you need to accomplish over the next 90 days? What will prevent you from being successful? Engaging leadership in this type of a discussion is the groundwork for implementing a balanced risk management process.

2. Clarify Goals and Associated Risks

A successful strategy begins with a common vision and clearly defined goals and objectives for your university. Next, discuss potential barriers that can prevent you from achieving that vision and begin to assess how your university views key risks. Some questions to answer: What are the significant risks? How are risks identified and prioritized? How can your university turn risks into advantageous opportunities? Once leadership has established the risk management posture, it must be communicated clearly through language that will be commonly understood across all levels of your university.

3. Identify Gaps and Potential Impacts

In order to fully understand risk, universities must also look at what might go wrong, understand the likelihood and timing, and then assess the financial and non-financial impacts. The output of this analysis will provide a risk inventory that will help inform the risk management strategy and plan.

4. Add Risk Management Planning to Existing Planning Efforts

Incorporating risk management into your university’s planning process leverages an established structure to conduct critical analysis. Attempting to establish a completely new process can take too much time and distract resources from important initiatives. Adding these activities to strategic planning efforts and financial reviews can lead to previously unidentified opportunities for your university.

Figure 3. Most significant risks: high-impact and high-likelihood

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5. Execute and Measure Results
Finally, once the plan is in place, universities must not only execute but also continuously collect and evaluate feedback and measure results to ensure the plan remains relevant and effective. Maintaining strong executive leadership is vital. It may be tempting for a university to let its risk management plan take a back seat to day-to-day operations, especially during periods of rapid expansion. But the time invested at this critical stage will create a more sustainable plan and secure a more profitable future for the long-term.

Conclusion
With the world changing at a progressively dramatic rate, it is critical to take a balanced approach in measuring threats to institutions of higher education. Black Swan events will continue to occur and will continue to capture remarkable amounts of media coverage, and rightly so. Universities cannot neglect to address those high-profile risks through deliberate risk management measures. However, the key for risk managers is to maintain awareness of the broader spectrum of threats, beyond the media-saturated, high-profile events. Careful attention must be given to developing a proactive stance toward risk management, bearing in mind the tendency for high-impact, low-likelihood events to pull attention and resources away from the broader range of risks, including those that are most critical to the university.

Notes

About the Authors
Rodnie Williams, CPP is founder and CEO of North Arrow Group, an integrated risk management firm, and 360° Stay Safe. He is a nationally recognized expert and speaker in the areas of security, safety and risk management. He is highly regarded as a change agent with skills in quickly identifying and creatively solving strategic and organizational challenges.

Josh Peterson of North Arrow Group and 360° Stay Safe is an experienced intelligence analyst and project manager with experience leading cross-functional teams within sales, academic, athletic, military and security-focused environments. A graduate of the United States Air Force Academy, his current focus includes risk management for all levels of education, as well as providing personal safety educational services to higher education institutions.

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