

# First Step: Public Safety Roll Call Videos Guide

Thank you for investing time and energy into training officers on critical topics that influence how they respond to safety issues on campus. The *First Step: Public Safety Roll Call Video Series*, created by Clery Center in partnership with Allied Universal, allows you to begin training your officers on topics like the role of campus security authorities under the Clery Act, sexual violence, trauma-informed response to reports, how to connect with members of the campus community, and the importance of campus public safety officers in the broader campus community.

This guide is designed to help you understand which videos will be most useful to your campus and how to use them. The videos are a starting point for training officers, particularly within a short time frame, but are not intended to supplement more in-depth training on these very important topics.

Each section of the guide provides the following information for each video:

- Summary of the video content
- Length of the video
- Themes in each video
- Guiding questions to ask officers either before the video to gauge existing knowledge or after screening a video to engage in further conversation/training
- Talking points in response to the video topics and to expand on the guiding questions
- Possible pre/post assessment questions

You are best positioned to know what you need; this guide is designed as a resource to help you figure out what's best for your department. If you have questions about any of the resources, please reach out to Clery Center:

- Email: [info@clerycenter.org](mailto:info@clerycenter.org)
- Phone: (484) 580-8754

# The Clery Act & Campus Security Authorities

**Summary & Length:** The Clery Act requires certain individuals including, but not limited to, practitioners in campus public safety, to report specific crimes disclosed to them. This 5 minute video provides a high-level overview of who is considered a “campus security authority” (an individual required to report under the Clery Act) to help public safety officers understand where and how institutions of higher education learn about campus crime.

## Key Themes, Guiding Questions, And Talking Points:

**Theme:** Many individuals in the campus community are considered Clery Act campus security authorities.<sup>1</sup>

### Guiding questions:

- *If someone asked you to explain the Clery Act, what would you say?*
- *What are some examples of campus security authorities at our institution?*

### Talking points:

- The Clery Act is a federal law that guides campus crime reporting, crime prevention, and response.
- Campus security authorities include:
  - » A campus police department or campus security department of an institution.
  - » Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department. This includes individuals who provide security at a campus parking facility, monitor access to buildings, etc.
  - » Any individual or organization specified in an institution’s statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
  - » An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings.

**Theme:** Individuals may disclose an incident to a variety of individuals at the institution. Individuals that are CSAs must report to the official or office designated by the institution to collect crime report information.

### Guiding questions:

- *Outside of our department, where do you see individuals reporting crime at our institution?*
- *What purpose does a CSA serve at the institution?*

### Talking points:

- Reports can come in from a number of different individuals and departments on campus. For example, a person may report directly to public safety, or they may disclose to a resident assistant, club advisor, or coach.
- Campus crime victims are likely to report a crime to individuals they trust on campus. CSAs ensure a centralized reporting process for campus crime, regardless of whether or not the individual chooses to report directly to campus public safety.
- Regardless of the CSA’s department, the institution is required to have a specific process for CSA reporting so that (a) applicable reports can be included in the institution’s crime statistics and (b) ongoing reporting and response requirements, like timely warning considerations or written information to victims of sexual assault, domestic violence, dating violence, and stalking, can be implemented.

[1] U.S. Department of Education, Office of Postsecondary Education. (2016). *The Handbook For Campus Safety And Security Reporting*. Washington, D.C.: Author.

**Theme: Know the institution's process for CSA reporting and what CSAs are required to report.**

**Guiding questions:**

- *Where and how do CSAs report on our campus?*
- *What information must CSAs share for Clery Act purposes?*
- *Do you have any questions about how your roles or responsibilities tie in to this federal requirement?*

**Talking points:**

- Highlight the institution's reporting process for CSAs (phone number, reporting form, etc.) and how it intersects or differs from campus public safety reporting (i.e. how Clery information is captured in campus public safety reports at the institution).
- The institution encourages CSAs to provide as much information as possible to the institution in order to categorizing and responding to the crime. At a minimum, the CSA must share information regarding the nature of the crime, the date and time the crime occurred, the date and time the crime was reported, and the location of the incident.
- You are CSAs, so familiarize yourselves with these reporting procedures and reporting forms if you have not done so already, even if the public safety department uses a different structure.
- Campus security authorities must report Clery Act crimes (Criminal Homicide, including Murder and Non-negligent Manslaughter, and Manslaughter by Negligence; Sexual Assault, including Rape, Fondling, Incest and Statutory Rape; Robbery; Aggravated Assault; Burglary; Motor Vehicle Theft; Arson; Dating Violence; Domestic Violence; Stalking; Hate Crimes; and Arrests and Referrals for Weapons, Drug Abuse, or Liquor Law Violations) that occur within Clery-specific geography (what's labeled as On-Campus, On-Campus Student Housing, Noncampus, and Public Property).

**Theme: The institution encourages a culture of reporting.**

**Guiding questions:**

- *What are resources victims of crime may look for when they report?*
- *How does submitting a crime report (or reporting crimes) support other actions that combat violence on campus?*
- *How can campus public safety benefit from individuals reporting crimes to other departments as well as directly to us?*

**Talking points:**

- Victims of crime may be looking for many types of resources when they report an incident, like counseling, change of housing, a law enforcement investigation, a conduct investigation, or they may not know what they want or need. When a person reports a crime to an institution of higher education, it opens up a network of resources and options available to them.
- CSAs do not only exist for the purpose of sharing crime statistics with the campus community; they exist because campus community members build trusting relationships on campus and have a network of individuals they may be more likely to report to or go to for support after an incident. The goal of a centralized reporting process is to create a system where, regardless of where and how a report comes in to the institution, victims in the community will gain access to information and resources. This reporting also leads to other actions officials on campus, including our department, may need to take to make the broader community safe, like send an alert or implement new prevention tools.
- These campus reports give campus public safety a broader understanding of what incidents occur on campus by supplementing the reports they receive. Public safety can use this information to help make informed decisions, such as where to patrol or what prevention tactics might be most effective.
- Positive relationships with the other individuals and departments required to report also helps establish/reinforce campus public safety as a trusted resource on the campus.

## Possible Pre/Post Assessment Questions

1. On a scale of 1-5 (1 is least familiar, 5 is very familiar), describe your familiarity with the role of campus security authorities.
  - » **Answer:** Will vary by individual. Determine whether the individual reports an increase in understanding following the video.
2. True or False: I am a campus security authority.
  - » **Answer:** True
3. Define a campus security authority.
  - » **Answer:** 1.) A campus police department or campus security department of an institution. 2.) Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department. 3.) Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses. 4.) An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings.
4. Provide examples of campus security authorities (other than public safety) at our institution.
  - » **Answer:** Will be campus-specific, but may include roles like Resident Assistants, Director of Greek Life, Coaches, etc.
5. Who do campus security authorities report to at our institution?
  - » **Answer:** Will be campus-specific.
6. How do campus security authorities make a crime report at our institution?
  - » **Answer:** Will be campus-specific.

# Sexual Violence And Higher Education

**Summary & Length:** Certain federal laws guide campus prevention and response to sexual violence. This 5 minute video provides a high-level overview of the complexities of campus sexual violence and the role of campus public safety in sexual violence prevention and response.

## Key Themes, Guiding Questions, And Talking Points:

**Theme:** Campus sexual violence has a personal impact on survivors, their friends, family, and the broader campus community.

**Guiding question:**

- *In what ways does sexual violence impact a victim/survivor? Their family and friends? The campus community?*

**Talking points:**

- Victimization not only impacts an individual physically and emotionally at the time of the incident, but also leaves long-term impact on the victim/survivor as well as the family, friends, and other members of the community that individual may look to for support
- Because sexual violence often impacts many people outside of just the individual reporting, it's important to remember that the way you respond to the victim specifically and the interactions you have with others on campus (friends, family members, etc.) influences their willingness to work with the department and their comfort in reporting other incidents.

**Theme:** Sexual violence is a crime that comes in many forms.

**Guiding questions:**

- *What depictions of what constitutes sexual violence surprised you? Were there any examples you had not heard before?*
- *Are there any examples of sexual violence not mentioned in the video?*
- *On what types of sexual violence do you need more education or training?*

**Talking points:**

- Sexual violence includes a spectrum of behaviors beyond just rape. It includes forced sexual acts (rape) as well as circumstances in which an individual is unable to give consent (for example, if the individual is intoxicated or because the individual is unable to give consent due to an intellectual or other disability). Examples of sexual violence include rape and sexual assault (regardless of whether the person is known or unknown to the victim), sexual exploitation, and sexual harassment.
- Share examples:
  - » Two individuals are dating. They make out and engage in oral sex. One individual communicates they do not want to go any further; the other does not listen and forces penetrative sex.
  - » Two individuals have been hooking up for a few weeks. When one person tries to call off the relationship, the other threatens to "out" them to their family unless they continue hooking up.
  - » During initiation, teammates are forced to drink a handle of vodka and forced to penetrate other teammates with a soda bottle.

- » A student and a friend send “sexts” to each other for a few weeks, including photos. A few weeks later, at a party, one of the friends tries to hook up in person. When the other person says they’re not interested, the “friend” calls them a tease and says they’ll send the photos to other people in their group.
- » An employee takes the train to campus every morning. They report to public safety that they’re having trouble with another passenger who always sits next to them on the train and grabs their buttocks as they stand to leave each day.
- » Students report that a person in a residence hall across from theirs stands naked in the window and makes crude gestures at them.
- Counter stereotypes about the reporting of sexual violence by reinforcing themes from the examples above: <sup>2</sup>
  - » It is common for reporting individuals to know their perpetrator.
  - » Perpetrators are often individuals who are respected and trusted in the campus community.
  - » There is often a delay in reporting to campus public safety for various reasons (lack of knowledge of reporting processes, fear of the person, fear of getting someone they know in trouble, concerns about retaliation, discomfort with interacting with public safety, etc.)

**Theme: Federal laws guide campus response to sexual violence.**

**Guiding question:**

- *None*

**Talking points:**

- Federal laws specific to higher education work to establish consistency across campuses, so that no matter where a person attends college or university, they have the same access to information, resources, and reporting options.
- Federal laws create multiple reporting options at a college or university – reports come in to individuals/departments separate from campus public safety and require the institution to maintain a network of communication between departments so that those reporting get access to the necessary information and resources.
- These federal laws also make campus public safety unique from public safety roles in other environments.
  - » Information cannot remain in silos, since there are multiple reporting requirements.
  - » The dynamics of where and how people report differ; if there’s a crime in an apartment building, an individual is likely to call the police before calling their landlord. At a college or university, a student might go to someone in residence life before going to campus public safety.
  - » Although relationships with the community are important in all professions, they are particularly important in campus public safety.

**Theme: As a public safety officer, you are tasked with responding to incidents, which may include response to observed behaviors while on patrol, as well as response after an individual reports an incident.**

**Guiding questions:**

- *What are some behaviors that could escalate?*
- *How do you respond when you see an individual in stress or under duress?*
- *What are possible indicators of sexual violence?*

**Talking points:**

- On college campuses, victims may or may not choose to report an incident. Some individuals who choose not to report may regularly see the individual who hurt them throughout the campus – in a residence hall, classroom, cafeteria, etc.

[2] Lonsway, K. & Archambault, J. (2017, July) *Dynamics Of Sexual Assault: What Does Sexual Assault Really Look Like?* Retrieved from: <http://www.evawintl.org/library/DocumentLibraryHandler.ashx?id=42>

- Be proactive and alert to your surroundings while on and off duty. You may observe actions or behaviors that cause you to take specific action on campus. Some of these actions may include:
  - » Asking a student who looks afraid or stressed if they need any assistance.
  - » Intervening when a heated conversation between two individuals appears as though it's escalating.
  - » Helping intoxicated individuals get medical help if needed, get home safely, or referring them to appropriate resources.
  - » Observing and responding to alarming patterns of behavior (specific events/locations on campus with repeated reports, repeated reports of a specific type of crime, etc.) or behaviors that seem unusual within the typical campus environment.

## Possible Pre/Post Assessment Questions

1. Provide two examples of behaviors that constitute sexual violence.
  - » **Answer:** Responses can vary, but a few examples from the video include fondling, sexual assault, rape, unwanted kissing, and sexual harassment.
2. Two proactive actions I can do within my role to effectively prevent or respond to sexual violence are:
  - » **Answer:** Individual-specific. Look for concrete responses such as intervention in an argument or asking questions if the officer observes suspicious behavior.

# Trauma-Informed Response To Reports

**Summary & Length:** This 6 minute video provides a high-level overview of officer responses that help support someone experiencing trauma and result in better investigations.

**Theme:** Individuals respond to trauma differently. There are scientific (neurobiological) reasons for these responses.

**Guiding question:**

- *What is trauma?*
- *What responses to trauma have you observed?*

**Talking points:**

- Trauma is “an emotional response to a terrible event.”
- While many individuals are familiar with the “fight or flight” response to threats, some victims may also freeze. Each of these reactions are real, legitimate responses to threats. Just as individuals respond differently to threats, victims may also have different responses to trauma after an incident.
- Some individuals assume that a victim may cry or act fearful, scared, and unable to get the memory of what happened to them out of their head. In reality, trauma impacts everyone differently and reactions can vary (crying, laughing, acting fearful, vacant, disconnected, dismissive, etc.)
- There is no typical reaction to trauma.
- Neurobiological studies on the impact of violence on the brain and memory influence what we know about the impact of trauma and the individual’s ability to remember what happened during an incident. Trauma interrupts traditional ways of making memories so individuals are often left with only basic sensory information about what happened to them. As a result, they may not be able to tell you chronologically what took place, but they can remember certain images, smells, or sounds.
- As time passes, individuals may gain more memories as they recover from trauma.

**Theme:** The wrong response can cause additional harm to the victim.

**Guiding questions:**

- *Why is it important to consider trauma (and its impact) when interviewing victims or conducting investigations?*

**Talking points:**

- First contact is important; the way you respond influences the individual’s perception of you and the department, the institution’s willingness to help and support, and whether they feel comfortable pursuing additional support or information.

**Theme:** Appropriate responses to traumatized individuals not only provide necessary support to a victim of crime but also make it more likely that the individual will continue to engage with institutional resources.

**Guiding Question:**

- *What strategies have you used to connect with victims who have difficulty remembering what happened to them or providing specific details?*



**Talking points:**

- Consider individual biases when responding to reports and be careful not to minimize any report of sexual violence.
- Be conscious whether your own behaviors may appear dismissive, including tone and body language.
- Remember that individuals may remember information “out of order” – memories are not always linear, particularly when impacted by trauma.
- Keep these responses in mind when conducting interviews and investigations, particularly those of violent events. Ask open-ended questions like “Can you tell me what you remember about what happened?” Be patient, as reliving trauma is painful. Asking questions about what a person heard, smelled, saw, or felt may trigger helpful details about the location and the incident itself.

**POSSIBLE PRE/POST ASSESSMENT QUESTIONS**

1. On a scale of 1-5 (1 is least familiar, 5 is very familiar), describe your familiarity with trauma-informed practices.
  - » **Answer:** Will vary by individual. Determine whether the individual reports an increase in understanding following the video.
2. Two strategies for responding to an individual in trauma are:
  - » **Answer:** Will vary by individual. Look for concrete actions, such as paying attention to their own body language, asking open-ending questions, or remaining patient even during difficult interviews.

# Communicating With The Campus Community

**Summary & Length:** This 6 minute video reminds officers of the importance of learning about and connecting with diverse populations in the campus community.

**Theme:** Campus communities are diverse places where different ethnicities, religions, nationalities, and gender/sexual orientations intersect. Lack of awareness of and connection to campus culture impacts your ability to communicate and effectively respond to incidents.

## Guiding questions:

- *What are some qualities that contribute to the diversity of a college campus?*
- *What aspects of diversity are represented at our institution?*
- *What strategies do you use (during patrol or otherwise) to get to know members of our community?*
- *What do you wish you knew more about in terms of diversity (whether in general or at our institution)?*
- *What other information would you like to know to feel confident and competent in your positions?*

## Talking points:

- Race, religion, gender, gender identity, sexual orientation, nationality, ethnicity, political affiliation, age, marital status, veteran's status, ability, mobility, and socioeconomic state are all examples of qualities that contribute to a diverse campus community.
- Address identities at the institution. (Ex. "Our institution is a predominantly white institution or PWI, a categorization given to institutions where white students make up 50% or more of the student population. Our undergraduate student body comes from 39 of the 50 states and represents 30 countries. Our average family household income for one of our domestic undergraduate students is x. Our undergraduate students are broken down fairly evenly by gender, although we do not currently maintain numbers on students who identify as gender non-binary or transgender. Our faculty contribute to this diversity by coming from varied personal backgrounds and having various professional areas of study and interest.)
- Even if you are not familiar with all aspects of diversity in our campus culture, it is important and necessary to recognize the value of diversity in our campus community, especially as it pertains to understanding and building relationships with students and employees.
- Approach each student and staff member as an individual with a unique set of experiences. For them, it may be the first time they interact with or reach out to a campus safety office and/or it may be the first time they are a victim of a crime.
- Find opportunities to interact with and learn about members of the community. This can include reaching out to campus groups about resources and programs available through public safety, participating in campus programs and events, or responding to reports.
- Ask questions if needed.
- The more accessible and visible we are, and the more information we are able to provide to members of our community, the more likely individuals will be to work with us and the easier it will be for us to help them.

## Possible Pre/Post Assessment Questions

1. Two strategies for connecting/communicating with members of our campus community are:
  - » **Answer:** Will vary by individual. Look for concrete actions, such as participating in campus programs, starting conversations with students/employees, and asking questions.

# “Part Of The Fabric”: Campus Public Safety In Higher Education

**Summary & Length:** This 5 minute video reminds officers of their important role in the larger campus community.

**Theme:** Campus public safety is unique from other public safety careers.

**Guiding questions:**

- *What makes campus public safety unique from other public safety roles?*

**Talking points:**

- Campus public safety is different in nature than other public safety roles. The community is not transient; the same individuals interact with public safety on a regular basis.

**Theme:** Engagement with different members of the campus community helps build positive beliefs about the role of public safety and support for public safety efforts.

**Guiding questions:**

- *What can we do daily to enhance our relationship with community members?*
- *What are some positive interactions you’ve had with campus community members that you think changed or influenced someone’s perception of you or your role?*

**Talking points:**

- Positive interactions influence how community members feel about the role of public safety.
- There may be opportunities to support the community outside of what is drafted in your job description; consider the needs of the campus and how public safety can help meet them.
- Although the video primarily focuses on daily interactions with individuals, remember that this positive relationship-building also extends to entire departments. For example, if there are often referrals from Residence Life and Student Conduct, how well-established are our professional relationships with those offices? Could we have a more direct partnership with Human Resources or the Development Office? Do we have a positive relationship with health or counseling services? Promoting their work and their roles helps to promote our work and our roles.

**Theme:** Everyday tasks contribute to overall campus safety.

**Guiding questions:**

- *None*

**Talking points:**

- Reinforce how regular public safety tasks like report-writing, patrol, talking to students, and data entry help create consistency in campus response and service.

## Possible Pre/Post Assessment Questions

1. Two strategies for connecting/communicating with members of our campus community are:
  - » **Answer:** Will vary by individual. Look for concrete actions, such as participating in campus programs, starting conversations with students/employees, and asking questions.

# Additional Resources

The following individuals, organizations, and resources are helpful when expanding training on the topics captured in this video series.

## **Changing our Campus Culture:**

<http://changingourcampus.org>

**What they do:** Changing Our Campus Culture is a resource through the Department of Justice's Office On Violence Against Women Campus Grant Program, which builds systems, programs, and policies for effective prevention and intervention strategies to address violence against women.

**What to look for:** A comprehensive online clearinghouse on sexual assault, domestic violence, dating violence, and stalking on campus.

## **Clery Center:**

[www.clerycenter.org](http://www.clerycenter.org)

**What we do:** Clery Center helps colleges and universities understand and implement the steps they can take to create safe campus environments.

**What to look for:** Online and in-person training opportunities and products (flip-charts, training videos, etc.) that aid institutions in Clery compliance.

## **Department of Education:**

<https://www2.ed.gov/admins/lead/safety/campus.html>

**What they do:** The Department of Education enforces the Clery Act and Title IX, two federal laws that guide campus prevention and response.

**What to look for:** Regulation and guidance materials, including the Handbook for Campus Safety and Security Reporting (<https://www2.ed.gov/admins/lead/safety/handbook.pdf>).

## **International Association of Campus Law Enforcement Administrators (IACLEA):**

<http://www.iaclea.org>

**What they do:** IACLEA advances public safety for educational institutions by providing educational resources, advocacy, and professional development services.

**What to look for:** National and regional learning opportunities and resources related to campus law enforcement.

## **International Association of Chiefs of Police (IACP):**

<http://www.theiacp.org>

**What they do:** IACP is a professional association for law enforcement worldwide.

**What to look for:** Learning opportunities and resources, including free toolkits and training videos.

## **National Center for Campus Public Safety (NCCPS):**

<https://www.nccpsafety.org/about/mission-and-history/>

**What they do:** NCCPS is a government-funded centralized clearinghouse for campus safety resources and initiatives.

**What to look for:** Learning opportunities, resources, and reports addressing campus public safety.



at the heart of campus safety

## About Us

Clery Center is a national nonprofit 501(c)(3) organization and ally to institutions of higher education. We are dedicated to helping schools understand and implement the steps they can take to create safe campus environments through training, policy, outreach, and resource development. Clery Center is recognized as a national leader in campus safety issues, and is credited with transforming the face of campus safety. For more information about the Clery Center, please visit our website: [www.clerycenter.org](http://www.clerycenter.org)

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