POLICING OFF-CAMPUS COMMUNITIES AT INSTITUTIONS OF HIGHER EDUCATION

Findings From a Critical Issues in Campus Public Safety Forum of Campus Law Enforcement Leaders

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Contents

Executive Summary

On October 22, 2015, eighteen campus public safety executives from thirteen institutions of higher education (IHE), with support from the National Center for Campus Public Safety (NCCPS), gathered in Burlington, Vermont, for a one-day emerging issues forum. The purpose of this forum was to identify best practices in sharing campus law enforcement responsibilities with local partners and establishing and maintaining positive, supportive, and effective relationships with off-campus communities. Facilitated discussions during the forum identified the most pressing coordination challenges local and campus law enforcement agencies face and generated recommendations regarding best practices to address those challenges.

The group convened as part of the NCCPS's role to be a nationwide resource for addressing critical issues in campus safety. It addressed three objectives IHEs have regarding the development of best practices that help local and campus law enforcement agencies coordinate more closely and efficiently: determine patrol responsibilities and legal considerations; identify effective records management and intelligence-sharing practices; and establish and maintain positive relationships with local agencies and surrounding communities. The group also discussed several topics related to differences in regulatory requirements. The discussion did not evaluate specific efforts or policies at particular institutions, nor did it evaluate individual crime-prevention programs.

The group discussed a broad array of factors, tactics, and strategies. A series of core principles emerged throughout the day:

- IHEs must do more to help local agencies understand the roles, responsibilities, and needs of their campus law enforcement agencies.
- IHEs and local agencies must work together more to share crime information for the purpose of complying with the Clery Act and Title IX.
- Campus and local law enforcement authorities that physically work together and formalize their expectations of each other are better positioned to meet overall campus and community expectations.

Background

College and university campuses are more than just places people go to learn. They are integral parts of their local communities, and they employ and service populations that extend far beyond the student body. Many institutions of higher education (IHEs) embrace this role, and they spend substantial amounts of time, money, and effort giving back to the communities that surround them.

For many IHEs, that contribution includes collaboration with local communities and law enforcement agencies around safety and security. According to a 2015 study by the Department of Justice, 79% of campus law enforcement agencies serving campuses with 5,000 or more students had incorporated community policing elements into their policies for the 2011-12 school year, the latest data available. Additionally, 63% gave officers responsibility for specific geographic areas of campus, 62% conducted joint patrols with local law enforcement, and 60% conducted ride-along progams.[1]

According to the Bureau of Justice Statistics' (BJS) National Crime Victimization Survey, Violent Victimization of College Students, 1995-2002 (PDF), "college students were more likely to be violently victimized off campus than on campus between 1995 and 2002. This was true for both students who lived on campus (85%) and those living off campus (95%). Overall, about 9 out of 10 students were victimized off campus."[2]

In most cases, communities and IHEs welcome the opportunity to work together on safety and security. However, as the group discussed, significant challenges arise when diverse teams serving intersecting populations join forces in this context.

First, the group reported that local police and campus law enforcement teams often have to work around conflicting policies regarding service levels and responses to certain crimes, creating substantial conflicts when multiple agencies respond to situations.

Second, the group indicated the challenges campus law enforcement teams have with federal obligations regarding reporting off-campus crimes, or crimes involving students/employees, in a timely manner. These obligations typically center on Title IX and the Clery Act. Campus law enforcement agencies often face obstacles with regulations that require documenting, and in some cases investigating, incidents when the initial report is to the local police.

Third, and perhaps most difficult, the group reported that at times competing mind-sets, priorities,

> ### About Title IX
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> *Title IX is part of the Education Amendments of 1972, which protects people from discrimination based on gender in education programs or activities that receive federal financial aid.*
>
> *Sexual violence is a form of discrimination under Title IX. Among other things, IHEs are required to investigate reports of sexual violence under the law, and they must adopt and publish procedures for resolving complaints of sexual violence promptly and equitably.*
>
> *IHEs must also take prompt and effective steps reasonably calculated to end sexual violence, eliminate hostile environments, prevent its recurrence, and as appropriate, remedy its effects. Those remedies may include, among other things, training or changes in services or policies.*
>
> *Sources: United States Department of Education, "Title IX and Sex Discrimination."*
> *http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html*
> *United States Department of Education, "Know Your Rights: Title IX Requires Your School to Address Sexual Violence."*
> *https://www2.ed.gov/about/offices/list/ocr/docs/know-rights-201404-title-ix.pdf*

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[1] "Campus Law Enforcement, 2011-12," U.S. Department of Justice. http://www.bjs.gov/content/pub/pdf/cle1112.pdf

[2] "National Crime Victimization Survey: Violent Victimization of College Students, 1995-2002," U.S. Department of Justice. http://www.bjs.gov/content/pub/pdf/vvcs02.pdf

philosophies, and expectations between local and campus law enforcement agencies can create challenges. Often, local jurisdictions have good relationships at the line-officer level but less so at the command and administrative levels.

The goal of this forum was to discuss these challenges and determine promising practices for addressing the identified challenges so that local and campus law enforcement agencies may coordinate more closely and efficiently. Key discussion topics included:

- Divergent expectations regarding incident response and event management.
- Roadblocks in information sharing.
- Weak or inconsistent relationships between local and campus law enforcement agencies.

To facilitate the discussion, the National Center for Campus Public Safety (NCCPS) has taken the lead in understanding the challenges of policing off-campus and identifying solutions to those challenges. Established in 2013, the NCCPS is a clearinghouse for information, research, training, promising practices, and emerging issues in campus public safety. The NCCPS's mission is to provide useful resources and information to support safer campus communities. To this end, the NCCPS works to connect campus public safety, professional associations, advocacy organizations, community leaders, and others to improve and expand services to those who are charged with providing a safe environment for the nation's campus communities.

Discussion

For campus law enforcement leaders, when the phone rings at 3 a.m. it's often because a serious incident has occurred involving a student and/or campus police. In many cases, that incident has actually occurred off-campus. Participants stated that there are often a variety of questions that need answers as soon as possible, such as:

- Who is helping the injured?
- Does the IHE need the help of local police to handle the event?
- Who is in charge of the response?
- Who needs to be notified?

Participants said they have these and dozens of other concerns on a regular basis when they manage off-campus incidents. Their concerns fell into seven categories:

- Operational control
- Public relations
- Information collection
- Communication
- Jurisdiction
- Community impact
- Risk management

Working through the key challenges identified by the group, the participants discussed promising solutions and best practices for helping local and campus law enforcement agencies coordinate more closely and efficiently with each other. This section summarizes their discussion.

Unsynchronized Activity: Conflicting Patrol Responsibilities

No matter where they serve, law enforcement officers generally undergo much of the same basic training when they embark on their careers. Often, their paths diverge as they specialize or join teams in different parts of the country. This is especially the case for personnel who join local police forces versus campus law enforcement teams.

As the group noted, for IHEs this divergence sometimes manifests itself in different responses and service levels on campus versus off campus. The result is that students who report crimes may receive very different law enforcement responses depending on whether the crime occurred on- or off-campus. The group discussed potential reasons for this.

Lack of shared training
The forum noted that campus and local law enforcement teams may not train together on an ongoing basis. This often creates problems, they said, when multiple agencies respond to a situation. Because neither of the parties has shared response expectations or is familiar with the other's capabilities, responses can be slower, confusing, and frustrating for the responders and the community.

The challenge of multiple campuses
Local law enforcement agencies typically oversee a single, defined geographic area. This is often not the case for campus law enforcement teams because IHEs frequently have more than one campus.

Furthermore, those campuses may be tens or even hundreds of miles away. Coordination across multiple campuses in several jurisdictions is complex, often involving more than one local law enforcement agency when events occur.

Even if an IHE has a large footprint in a community, many local law enforcement agencies perceive it as one of many entities that requires service and attention. Local authorities are in the position of balancing the IHE's needs with the needs of the rest of the community.

Narrow Reach: Ineffective Records Management and Intelligence-Sharing Practices

Campus law enforcement agencies often require detailed information from local law enforcement agencies after an event occurs. IHEs require this information because they must comply with Timely Warning notifications under the Clery Act, which requires IHEs to alert their campus communities to certain crimes in a manner that is timely and will aid in the prevention of similar crimes.[3] However, obtaining information about those crimes from local law enforcement agencies isn't always easy or efficient for IHEs, and that can jeopardize Clery and Title IX compliance, according to the forum group.

About the Clery Act

The Clery Act honors the memory of Jeanne Clery, who was a student at Lehigh University in Bethlehem, Pennsylvania. In April 1986, she was raped, beaten, and killed in her dorm room.

After her death, Jeanne's parents, Connie and Howard Clery, discovered 38 undisclosed violent crimes had occurred on the campus in the three years before their daughter's murder.

In 1987, the Clerys formed Security On Campus, Inc., now the Clery Center for Security On Campus, and began lobbying for laws requiring schools to disclose information about crimes on campuses.

In 1990, four years after Jeanne's tragic death, the Jeanne Clery Act became law.

Jeanne Clery (1966-1986)

The complications of private security
The participants noted that information about crimes occurring near a campus can be hard to obtain from local law enforcement, especially for non-sworn campus officials. In addition, the participants said local law enforcement authorities are often unaware that IHEs are bound by federal crime reporting laws, especially in cases of sexual assault and other crimes covered by Title IX and the Clery Act. For IHEs that use private security teams to manage regional campuses, obtaining crime information from local law enforcement authorities can be an especially complex problem.

Community pressures on local law enforcement
Participants identified managing community expectations regarding crime disclosures as perhaps the biggest challenge for IHEs today. The group reported that communities surrounding IHEs are often dissatisfied with hearing about local incidents only from the institutions. Many communities are pressuring local law enforcement agencies to provide more information about serious incidents on campuses as well. One available resource, PEACE OUTside Campus, the Lindsey M. Bonistall Foundation, is dedicated to promoting peaceful and safe living environments in college communities nationwide.

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[3] U.S. Department of Education, "The Handbook for Campus Safety and Security Reporting, 2016 Edition." https://www2.ed.gov/admins/lead/safety/handbook.pdf

Not on the Same Page: Inconsistent Relationships with Local Agencies and Communities

Trust and strong working relationships are perhaps the single biggest assets campus and local law enforcement agencies have when it comes to working together. Accordingly, finding ways to foster and maintain those relationships was a high priority for many participants. To do this IHEs must overcome several challenges.

Prosecutorial misinformation
Though all relationships between local law enforcement and campus law enforcement are important, an IHE's relationship with its local district attorney's offices is especially critical because they represent the citizens of a state in bringing charges against crime suspects. However, the participants noted that in most instances, local prosecutors don't understand or have outdated ideas about how campus law enforcement works. Consequently, cooperation suffers and IHEs' needs are often disregarded.

Different priorities
Issues that are important to IHEs are not always of primary importance to local law enforcement agencies. State, local, and campus law enforcement are focused on crime prevention and control, but their approaches may differ. For instance, campus law enforcement may be expected to focus more on remedial interventions rather than arrests. Campus law enforcement agencies are also keenly attuned to compliance with Title IX, Family Educational Rights and Privacy Act (FERPA), and the Clery Act. Often, these competing priorities come into plain view such as during protests and other high-profile activities. Campus law enforcement agencies are more likely to take a non-legalistic approach, while local law enforcement agencies may take a more aggressive stance, according to the forum.

Inconsistent relationship channels
Relationships by definition are variable, and perhaps unsurprisingly, many participants noted that many of their existing relationships with local law enforcement agencies were informal. Personal relationships, they noted, are often the only reason a sheriff or chief of police is willing to communicate directly with the IHE's campus law enforcement team. The group indicated this is most often the case when an event occurs that could have a significant impact on the IHE.

Participants noted that they do make attempts to establish formal relationships between campus and local law enforcement agencies. Local and regional networking meetings are common, though some participants said relationship-building is often one-sided, with the IHE constantly having to reach out to local officials. These efforts become even more cumbersome if the IHE is in a rural setting or when there are multiple agencies in an urban setting, according to the forum.

Different expectations
When students are engaged in activities off-campus, local law enforcement agencies often assume that campus law enforcement teams will handle the response. This can sometimes be the case for

PEACE OUTside Campus

PEACE OUTside Campus, the Lindsey M. Bonistall Foundation has developed a program to advocate for the protection of students by providing information about rental rights and working with landlords and local college communities to develop and maintain improved safety measures in off-campus apartments.

Their goal is to empower students and their families and encourage them to be more proactive in safeguarding themselves against those who perpetrate crime and violence. Rather than creating a culture of fear, they strive to reinforce a sense of empowerment, strength, and security. PEACE OUTside Campus offers programs to fulfill the growing demand for safety information on college campuses and within college communities.

some incidents. IHEs and municipalities may enter into memorandums of understanding (MOUs) that address off-campus situations, but not all IHEs have MOUs with local law enforcement authorities or keep them up-to-date, and not all municipalities consider them necessary.

Similarly, local communities, as well as IHE faculty and administrators, may not expect local law enforcement to be present on campus, according to the group. Often, they expect campus law enforcement authorities to have the resources and financial structure to be able to handle serious crimes.

Solutions: From Ideas to Execution

The participants agreed that three practices would significantly help law enforcement agencies coordinate more closely and efficiently with each other:

1. Define patrol responsibilities and legal considerations.

2. Create effective records management and intelligence-sharing practices.

3. Establish and maintain positive relationships with local agencies and communities.

Synchronizing Activity: Building Credibility and Determining Patrol Responsibilities

- *Accreditation.* Understanding the vision across state accreditations helps officers better understand their role and could improve relationships between local and campus law enforcement agencies, according to the forum participants. Department accreditation provides continuity and credibility between agencies, though the group noted that smaller IHEs often couldn't afford the expense of the accreditation process. The International Association for Campus Law Enforcement Administrators (IACLEA) and the Commission on Accreditation for Law Enforcement Agencies (CALEA) provide accreditation programs; state accreditations are also available.

- *Joint operations and joint patrols.* Joint activities with mixed responsibilities help build relationships. The participants suggested that nonemergency, nonenforcement joint operations are especially valuable in this context. For example, during special events such as a university football game, a local law enforcement officer could manage the football field while a state trooper manages the students. This could give local law enforcement officers a better understanding of the role of the campus law enforcement agency.

The forum provided some examples of how joint operations and joint patrols work on several campuses. For instance, campus and local law enforcement officers work joint patrol zones, with some officers on walking beats and others in vehicles; they work together to detect violent felonies and gang activity. In another example, campus and local law enforcement officers work together to conduct alcohol compliance checks at businesses near campus to reduce the access of alcohol to minors. In another IHE program, campus law enforcement officers patrol off-campus areas where many students reside. A standard operating procedure (SOP) outlines their roles and responsibilities: officers can get out of their cars, walk the neighborhood, talk to residents about the students, and create a proactive presence without strict enforcement.

The group also detailed a "Neighborhood Safety Patrol," which is another nonemergency, nonenforcement program. This is a quality-of-life joint patrol that addresses situations that campus neighbors don't appreciate, such as loud parties, littering, and open-container violations. Local law enforcement issues court-appearance tickets, and campus law enforcement issues code-of-conduct citations.

Expanding the Reach: Effective Records Management and Intelligence-Sharing Practices

- *Clery Act, Title IX, and FERPA: training topics.* In order for campus and local law enforcement agencies to work together more efficiently, the forum noted, local law enforcement agencies must learn more about the responsibilities campus law enforcement teams bear, especially regarding the Clery Act, FERPA, and Title IX. Adding training on these laws to state police academy curricula (but not the state exam) or adding it as a post-academy in-service topic for jurisdictions that contain IHEs could address this. The training could also be delivered via video or podcast, in addition to classroom instruction.

  The group noted that two hours is the optimal length of training and that it could be done in segments. Other delivery options include 10 or 15 minutes of training before a shift, weekly CompStat meetings, county and state monthly meetings, and chiefs' association meetings.

- *Improving data collection.* Because campus law enforcement agencies must track and report when investigations begin and end, capturing crime information via computer-aided dispatch (CAD) and records-management systems (RMS) could save campus law enforcement agencies a considerable amount of time and increase efficiency, according to the group.

  Full CAD integration, including real-time calls for service information sharing is optimal, largely because real-time immediacy and timely warnings are extremely important to IHEs. CAD funding is often an issue for IHEs, however. Accordingly, the group suggested creating in-house systems to obtain real-time notification from local law enforcement sources. At a minimum, IHEs should have systems with clearly defined protocols.

  CAD integration could vary with institution and community size. Smaller institutions might have an informal process in which one officer or dispatcher simply calls another. Some participants agreed, however, that tracking and reporting requirements create minimum formal communication standards that even the smallest of institutions should not overlook.

  The forum noted that developing tools that may be incorporated into local law enforcement procedures could also provide campus law enforcement agencies with much more data about events in a timely manner. This tool can be as simple as a checklist to prompt information collection, and long-term information sharing of Clery and Title IX data could be published every week, month, or year as well as in the annual security report. In order to make information collection more consistent, a shared records-management system should include a field that identifies when a victim or suspect is an IHE student or employee.

- *Meetings of the minds.* Due to varying goals between local and campus law enforcement agencies, and in order to improve communication, the group suggested that ongoing leadership meetings could create opportunities for IHEs to convey important campus requirements.

- *Asking the right questions.* The group also suggested that IHEs survey students about crime in their residential areas. This helps IHEs get a better sense of what crimes are occurring and provides important information to share with local law enforcement agencies. IHEs could also use the survey results to discuss how to address any disconnects the students reveal regarding response and enforcement.

Getting on the Same Page: Establishing Positive Relationships with Local Agencies and Communities

- *Getting on board with the memorandum of understanding (MOU).* The participants stated that standardized but customizable MOU templates could help local and campus law enforcement agencies formalize mutual expectations, including those of stakeholders such as off-campus neighborhoods and local criminal justice leaders. MOUs should also explain or guide law enforcement agencies through certain situations. For example, they might detail the call-transfer procedure for when a call must transfer from the IHE to the local communications center and then back to IHE.

- *Administration exchanges.* The forum noted that an IHE's command staff could shadow at local law enforcement offices for a period of time in order to develop personal relationships with that team and learn more about how the local law enforcement team works. Those lessons could then apply to MOU creation, joint operations, and day-to-day interactions.

- *Outreach.* The group cited the importance of hosting ongoing town hall meetings with the campus community, including IHE leadership, faculty, and student groups, in order to reinforce transparency and demonstrate proactive efforts to mitigate crime. Also, most state associations have campus law enforcement chiefs as members. Associations can be a vehicle for educating municipal, county, and state law enforcement officials about the special needs and requirements of campus law enforcement. IHEs might also conduct monthly law enforcement and chief meetings with county attorneys, district attorneys, other chiefs, the sheriff, and others. This provides a time and place for mutual sharing and developing relationships. Periodic group meetings with the mayor, the IHE president or chancellor, the chief or director of security, and the local police chief can also be tremendously valuable.

> ### Heard in the group
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> *"I just want to underscore something we thought was very important: does this community provide input and expectations? As law enforcement executives, we can ill afford to ignore the expectations of our communities, be they campus communities or municipal or off-campus communities. We cannot continue to develop practices and procedures without understanding what the actual citizens are expecting. We can't go and be 100% crime-fighting and 0% peace-keeping. Moreover, we have to develop practices that have a sensitivity and sensibility to the needs of the community."*
>
> — *Adrian Wiggins, Executive Director of Campus Safety and Public Safety, Morgan State University in Baltimore, Maryland*

- *Liaison programs.* Several participants noted growth in IHE use of liaison programs. These programs are a good resource for information and are especially useful for early notification of emerging problems. According to the participants, the liaisons are often the first to arrive on a scene and can often de-escalate situations.

  The participants described three primary types of liaisons. The first is an IHE liaison. This civilian's objective is to be where students live, especially areas where problems typically occur. The liaison wears a jacket identifying him or her as a representative of the institution and not the police. The person is typically in the community from 7 p.m. to 3 a.m. on Thursday, Friday, and Saturday nights. IHE liaisons do not carry radios but do have cell phones. Through early intervention, they can alert local or campus law enforcement to problems; they can also observe, and report on code violations, health violations, fire

violations, and even large crowds. Each week, these liaisons distribute reports to local and campus law enforcement.

The second type of liaison is a community service officer (CSO). This part-time or full-time IHE employee is typically part of a security escort team (SET) program. They are typically students who work from 7 p.m. to 2 a.m. and usually earn around $9.00 per hour. They often use IHE vehicles to transport students from one area to another for increased student safety. According to the group, SET has successfully reduced the number of sexual assaults, robberies, and other crimes at IHEs, and the extra income makes a difference to the students who staff the program.

The third kind of liaison is a campus law enforcement officer assigned to student living environments not on the main campus, such as some residence halls and Greek housing. This uniformed officer's job is community outreach. Via regular foot patrols, he or she connects with people in the community (especially in troubled areas) and reports relevant information. These liaisons are proactive but may also make arrests. They typically attend weekly meetings with local law enforcement and housing leaders to share information.

- *Best practices at peer IHEs.* By simply asking peers at other IHEs how they manage certain issues, law enforcement leaders can gather a remarkable number of ideas and success stories that may be beneficial for other campuses. During the forum, for example, participants shared information about the following programs, all of which have reduced criminal activity on their campuses:
  - *Advance registration programs for parties and events.* By offering students a way to indicate anticipated attendance either online or in person, IHEs have intelligence about where students are gathering. If the IHE receives a complaint about the event, it can send a warning call or text message to the organizer advising him or her of an imminent police response if the complaint isn't addressed. The program reduces the resources required by law enforcement and encourages students to manage events responsibly.
  - *A "Good Neighbor" program.* Here, local and campus law enforcement chiefs welcome students at the beginning of the school year and set expectations for being law-abiding students. Typically, they explain municipal ordinances or codes that apply to parties and other gatherings, and they detail the consequences for certain behaviors. Print versions of this communication are also utilized on campuses to distribute information about how to host a safe, legal, and responsible party.
  - *A student diversion program.* This program allows IHEs to deal with certain misdemeanor offenses quickly at the institution level in lieu of criminal prosecution. If a student fails to complete the diversion program, he or she will go through the judicial system itself. This reduces the burden on the court system and allows the institution to provide teachable moments on campus.
  - *A "Good Samaritan" policy.* This policy's goal is to alleviate the fear of reporting a crime or requesting assistance. It is essentially an amnesty program for the person reporting an offense, even if it is a student self-reporting. The idea is that life safety is

more important than prosecuting a minor-in-possession charge or other ordinance violation.

- o *Ask who needs help.* The participants reported that some IHEs work with local health and emergency management departments, as well as federal agencies and other municipal public safety agencies to learn about students who might benefit from additional resources.

Recommendations

The forum addressed a number of significant issues IHEs face with regard to defining promising practices for helping local and campus law enforcement agencies coordinate more closely and efficiently. Their recommendations to campus law enforcement agencies are as follows:

- ✓ *Seek accreditation.* By showing compliance with best practices or national gold standards, campus law enforcement agencies can build continuity and credibility with other organizations.

- ✓ *Coordinate joint operations and joint patrols with mixed responsibilities.* This could give local law enforcement officers a better understanding of what a campus law enforcement agency needs, and vice-versa.

- ✓ *Add Clery and Title IX training to state police academy curricula, or offer it as a post-academy in-service topic for jurisdictions with IHEs.* This can help local law enforcement agencies become more aware of the responsibilities campus law enforcement agencies bear in terms of reporting and compliance laws, as well as the consequences to the broader community if the IHE violates those laws or incurs reputational damage. The group recommends two hours of training via classroom instruction, video, or podcast.

- ✓ *Obtain or develop computer-aided dispatch technology, records-management systems, and data-collection checklists for local law enforcement agencies.* This technology can enhance data collection and management tremendously. The tools for local law-enforcement agencies could be as simple as a checklist.

- ✓ *Host periodic, ongoing leadership meetings for partner organizations.* This would improve communication between local and campus law enforcement agencies, as well as provide opportunities to raise awareness about certain crimes on or near campus.

- ✓ *Survey students about off-campus crime.* This recommendation would help IHEs better understand what crimes are occurring and highlight problems or disconnects regarding response and enforcement from local and campus law enforcement agencies.

- ✓ *Help create standardized but customizable MOU templates and work with local jurisdictions to implement them.* These could speed up and streamline the relationship-building process, capitalize on space and resources available for joint training, and demonstrate a shared vision. Templates should be created for both public and private institutions, as well as for campuses with law enforcement agencies, non-sworn campus safety departments, or third-party unarmed security. The NCCPS provides some templates and guidelines for MOUs on its website, some of which can be found in Appendix A. At their most basic levels, the group recommends that all MOUs address:
  - o The geographic description of the jurisdiction
  - o Level-of-service expectations
  - o Information-sharing expectations, particularly regarding Clery, FERPA, and Title IX-reportable crimes
  - o The responsibilities of campus and local patrol officers on joint patrols and joint investigations

- o Reciprocal service agreements, including which agency pays for shared services
- o Concurrent, limited or exclusive jurisdiction for either or both law enforcement agencies
- o Traffic management, including authorizations and limitations regarding enforcement
- o Joint management of day-to-day and special events
- o The interoperability of records-management systems and computer-aided dispatch
- o Evidence processing and handling
- o Insurance, including indemnification
- o Complaint investigations and resolution
- o Training, including use of shared instructors, topics, chain of custody, and storage
- o Key roles and responsibilities for on- and off-campus events
- o Standard tactical responses to violent and non-violent crimes involving students, with detailed emphasis on sexual assaults
- o Key communications channels, including dispatch
- o Input from the campus community, off-campus neighborhoods, and local criminal justice leaders, including the district attorney and court personnel
- o Processes for notifying local and IHE leaders
- o Processes for reviewing, changing, and/or terminating all or part of the MOU

✓ *Send campus law enforcement staff to shadow at local law enforcement offices for a period of time, and reciprocate by bringing local law enforcement staff to the IHE.* This helps develop personal relationships and shows both agencies how the other side works on a day-to-day basis.

✓ *Create a municipal and IHE advisory group.* This group provides a formal structure to facilitate productive discussions rather than ad hoc meetings that typically occur after specific incidents. Members should represent the campus community, as well as community stakeholders.

✓ *Start a liaison program.* Liaisons are proactive leaders and early responders who can not only de-escalate situations quickly, but also help IHEs form stronger bonds with the surrounding community and local law enforcement agencies by reporting problems before they become events that require more structured responses.

✓ *Study the best practices of peer IHEs.* With just an inquiry, IHEs can learn a lot from each other about what works. They can also survey their own students about their perceptions of campus law enforcement effectiveness. IHEs should also survey the websites of IHEs with successful programs that could be replicated and then take the time to learn why those programs work. NCCPS offers several examples of campus/local partnerships on its website. See Appendix B for a few examples.

Appendix A

MOU Examples, Guides, and Guidelines

- *Building Partnerships among Law Enforcement Agencies, Colleges and Universities: Developing a Memorandum of Understanding to Prevent and Respond Effectively to Sexual Assaults at Colleges and Universities*: http://www.nccpsafety.org/resources/library/building-partnerships-among-law-enforcement-agencies-colleges-and-universit/

- *Building Partnerships with Local Rape Crisis Centers: Developing a Memorandum of Understanding*: http://www.nccpsafety.org/resources/library/building-partnerships-with-local-rape-crisis-centers-developing-a-memorandu/

- *Model Memorandum of Understanding (MOU) - Campus Sexual Assault Part I: How-To Guide*: http://www.nccpsafety.org/resources/library/model-memorandum-of-understanding-mou-campus-sexual-assault-part-i-how-to-g/

- *Model Memorandum of Understanding (MOU) - Campus Sexual Assault Part II: Template MOU*: http://www.nccpsafety.org/resources/library/model-memorandum-of-understanding-mou-campus-sexual-assault-part-ii-templat/

- *Writing Guide for a Memorandum of Understanding (MOU)*: http://www.nccpsafety.org/resources/library/writing-guide-for-a-memorandum-of-understanding-mou/

- *Campus Security Guidelines: Recommended Operational Policies for Local and Campus Law Enforcement Agencies*: http://www.nccpsafety.org/resources/library/campus-security-guidelines-recommended-operational-policies-for-local-and-c/

Appendix B

Campus/Local Partnerships

NCCPS Webinar:

- Managing External Relations and Off Campus Conduct:
  http://www.nccpsafety.org/training-technical-assistance/webinars/managing-
  external-relations-and-off-campus-conduct/

NCCPS *Weekly Snapshot* Articles:

- Local and Campus Law Enforcement Partnerships:
  http://myemail.constantcontact.com/Corrected-Copy-of-Weekly-Snapshot--July-22--
  2015.html?soid=1117796635558&aid=UStaHFp9aFo
- Managing External Relations and Off-Campus Conduct:
  http://myemail.constantcontact.com/Weekly-Snapshot--July-08--
  2015.html?soid=1117796635558&aid=F_3_vZ-zdMw
- NCCPS Webinar Recap: Managing External Relationships and Off-Campus Conduct:
  http://myemail.constantcontact.com/Weekly-Snapshot--November-11--
  2015.html?soid=1117796635558&aid=8Pai0ghU11g

Publication:

- *Final Report for the Comprehensive Review of the University of Cincinnati Police Department*:
  http://www.uc.edu/content/dam/uc/safety-reform/documents/FINAL%20REPORT.pdf