Campus **Violence**
Improving Safety in a University Setting

By Tammy J. Allen and Linda G. Lengfellner

Who would think that one unstable student coming to class late would change a personal definition of what safety entails in a college classroom setting? It was a Tuesday afternoon. Several students were absent, like any other day of the week. About 30 minutes into the class, one of those absent students abruptly entered the room. This student was immediately disruptive. No one knew whether the student was armed or what was causing the behavior. Suddenly, the room changed from an active learning classroom to a stressful, uncertain and apprehensive environment. Despite repeated efforts of the professor and other students to remain focused on the day's topic, the student continued to cause commotion, and attempts to intervene only escalated the behavior. Ultimately, class was dismissed and the authorities were contacted.

In today's world, employees in workplaces and students in classrooms have a higher potential to be compromised due to mind-altering substances. Drugs and alcohol affect individuals differently. Some people may be disruptive and threatening, others may be incoherent and unaware of their surroundings. In all cases, compromised individuals may be a danger to themselves and others.

Many corporations have a zero-tolerance policy and strive to operate drug-free workplaces. Many conduct drug screening as part of preemployment protocols and operate mandatory random drug-screening programs. In these environments, an employee who is observed in a compromised state, tests positive when tested for cause (e.g., erratic behavior), or tests positive for an illicit drug or for a prescription drug for which s/he has no prescription may be placed into

a rehabilitation program. Following completion, this employee must receive outpatient treatment/counseling and be drug tested regularly; to remain employed, all future tests must be negative.

Comparing a drug-free workplace to a college campus requires some adjustments. The controls common in industry, such as background checks on potential employees, security checkpoints, fences or locked doors, do not exist in the university environment. Campuses are open to passersby, and staff members are limited with respect to questions they may ask students, who are the customers in a university setting.

In addition, regulations such as the Health Insurance Portability and Accountability Act (HIPAA; DHHS, 1996) protect the confidentiality and security of students' healthcare information. Administration and faculty are not allowed to know whether a student has a current or previous issue with drug abuse, nor can they know any information related to a student's criminal background or other issues that could manifest in the classroom and create an at-risk situation for other students, faculty and staff.

Substance Abuse Facts

Drug use is highest among people in their late teens and 20s—college-age students (NIH, 2014). In 2012, 23.9% of 18- to 20-year-olds reported using an illicit drug in the past month. More than half of new illicit drug users begin with marijuana; the next most common choice is prescription pain relievers, followed by inhalants (NIH, 2014).

Binge and heavy drinking is an all-too-common problem on many college campuses. Binge drinking is defined as five or more drinks on the same occasion. In 2012, 30.4% of males and 16.0% of females age 12 and older reported binge drinking in the past month, while 9.9% of males and 3.4% of females reported heavy alcohol use or binge drinking on at least 5 separate days in the past month. In 2012, 17.7 million Americans (6.8% of the population) were dependent on alcohol or had problems related to their alcohol use (NIH, 2014).

After alcohol, marijuana has the highest rate of dependence or abuse among all drugs. According to NIH (2014), in 2012, 4.3 million Americans met clinical criteria for dependence on or abuse of marijuana in the past year. This is more than twice the number for dependence on/abuse of prescrip-

IN BRIEF
•**Fatalities and injuries from violent crimes are increasing on university campuses.**
•**One prime objective is to develop a university campus as a safe workplace, without compromising the confidentiality of students' private information.**
•**University faculty and staff can use proactive and reactive techniques to develop an effective response strategy.**

Tammy J. Allen, Ed.D., is an assistant professor in the School of Environmental, Physical and Applied Sciences at University of Central Missouri (UCM). She holds a B.S. in Industrial Technology from Southern Illinois University, an M.S. in Environmental and Occupational Health from St. Louis University and an Ed.D. in Educational Leadership and Policy Analysis from University of Missouri. She is a professional member of ASSE's Heart of America Chapter.

Linda G. Lengfellner, M.S., is an online instructor in the School of Environmental, Physical and Applied Sciences at UCM. She holds a B.S. in Biology and an M.S. in Occupational Safety Management. She is a professional member of ASSE's Heart of America Chapter.

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tion pain relievers (2.1 million) and four times the number for dependence on/abuse of cocaine (1.1 million). However, only 1% of people received treatment at a specialty facility for their dependence (NIH, 2014).

Violence in a College Setting

Even with an increased emphasis on improving security, building awareness, implementing notification systems and providing resources to troubled students, drug and alcohol abuse across campuses seems to be rising as do violent crimes. The authors reviewed information on all college and university campus shootings that occurred in the U.S. from August 1966 through March 2015 to determine the number of resulting injuries and fatalities.

The violent cases were divided into 10-year eras of time (Figure 1, p. 30). As one can see, the rate of violent crimes on college campuses in America is increasing. Some attribute this to the drinking culture common to college campuses, while others blame drugs, stress, unaddressed mental illness or some

combination of these factors (Sandbox Networks, 2016). Whatever the reasons, the college campus has become a regular setting for horrible crimes, from sexual assault to murder to mass murder.

Bringing Campus Violence to Light

The Clery Center for Security on Campus is an organization dedicated to creating safe campus communities. It was founded in 1987 by Connie and Howard Clery whose 19-year-old daughter, Jeanne, was raped and murdered in her Lehigh University dorm room in April 1986. The assailant, whom Jeanne did not know, was also a student at the school; he was sentenced to life in prison without parole.

Alarmed by the lack of information provided to students and families about violent and nonviolent incidents on campuses, the Clerys and their organization advocated for the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (widely known as the Clery Act). Passed in 1990, the landmark federal law requires U.S. col-

Figure 1
Outcomes of University Campus Violent Crimes by Decade
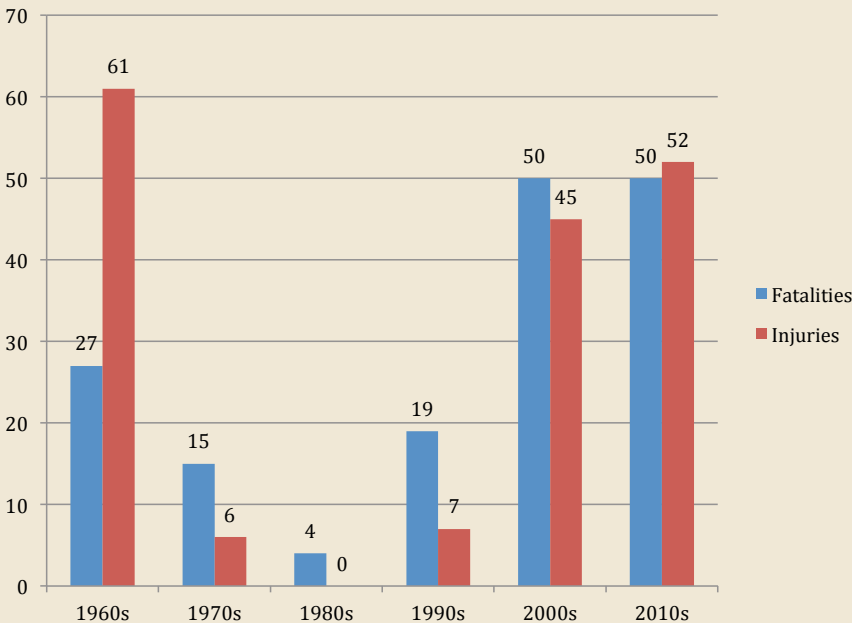
Note. *Adapted from Timeline of Worldwide School and Mass Shootings by Sandbox Networks Inc.*

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leges and universities to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and it applies to most institutions of higher education, both public and private (Clery Center, 2015).

Amendments over the years include a mandate to afford victims of campus sexual assault certain basic rights, expanded reporting requirements, provisions related to registered sex offender notification and campus emergency response, and provisions to protect crime victims, whistleblowers and others from retaliation. Following is a list of key requirements with which institutions must comply (Clery Center, 2015):

•Publish an annual security report by Oct. 1 each year.

•Maintain a public crime log.

•Disclose crime statistics for incidents that occur on campus and at certain noncampus facilities. These include criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, liquor law violations, drug law violations, illegal weapons possession, larceny/theft, simple assault, intimidation, and destruction/damage/vandalism of property.

•Issue timely warnings about Clery Act crimes that pose a serious or ongoing threat to students and employees.

•Devise an emergency response, notification and testing policy.

•Compile and report fire data to the federal government and publish an annual fire safety report.

•Enact policies and procedures to handle reports of missing students.

Table 1 presents the results of a review of the public crime log maintained at the University of Central Missouri (UCM) for Jan. 1 through March 22, 2015.

Established Prevention Programs at UCM

To support student success and promote a safe and healthy environment at UCM, each freshman under age 24 must complete AlcoholEdu for College and Haven at the beginning of their college career. Through AlcoholEdu, students learn about healthy choices regarding alcohol and drugs and how to respond to the choices of those around them. In Haven, students learn to recognize signs of healthy and unhealthy relationships, and about resources available to those who may need assistance for issues such as sexual assault, intimate partner violence or stalking.

All students must complete these courses during their first semester or before starting their first semester. Failure to do so places their account on hold, which prevents them from registering for future courses. As noted, HIPAA and other privacy laws prevent the university from accessing background information that would identify students with a history of at-risk behavior.

In addition, UCM administrators receive military sensitivity training, while faculty and administrators complete ALICE (alert, lockdown, inform, counter and evacuate) training. All faculty members must attend Title 9 harassment training as well.

Effective Responses in the Classroom

In many cases, confrontational issues play out quickly. As a result, public safety personnel often cannot be activated to arrive in time to help resolve an issue. Therefore, the faculty member involved must take action to lessen the significance of the situation if possible, minimize the number of students affected and protect his/her own life.

Each situation and every student are different. A disruptive student can be one who:

•threatens physical harm to faculty, students or him/herself;

•has a weapon;

•behaves in a bizarre manner or exhibits unstable behavior;

•appears to be intoxicated or under the influence of a controlled substance.

When a compromised or disruptive student begins to be distracting, the faculty member can first ask that student to leave the classroom. If the student refuses, the instructor can ask all other students to leave in an orderly manner, then report the incident to the university's public safety depart-

ment. When possible, the faculty member should note the individual's age, appearance, clothing or other descriptive information in case the individual departs the scene before responding officers arrive. Other proactive measures can be effective as well.

Proactive Measures
•Observe students starting with initial introductions to watch for early warning signs of potential issues. One can attempt to address issues early with suggestions for counseling or other available resources.

•Use the appropriate database/system to report students for poor attendance or failure to complete assignments.

•In partnership with academic advisors, identify whether a potentially troubled student is exhibiting patterns in other courses that are worthy of discussion with other faculty members.

•Use nonverbal cues to express authority. On its emergency information web page, University of Mississippi (2014) offers these recommendations:

1) Sit or stand erect.
2) Square your shoulders.
3) Smile and make eye contact.
4) Speak clearly and distinctly.
5) Maintain a constant voice volume, not too loud.

Cues to avoid include the following:
1) Do not touch your face.
2) Observe the individual's personal space. Do not stand too close.
3) Do not touch the person.
4) Do not slouch, glare or sigh at the individual.

•Use proven tactics to help calm anger. University of Mississippi (2014) offers this list to its faculty members:

1) Get the individual's attention. Use the person's name. Ask him/her to sit down.

2) Acknowledge feelings. Paraphrase what the person says to show you are listening.

3) Get the individual moving. Offer a chair or move to a private area if possible.

4) Offer assistance. Use the word *we* to include the person in the solution process.

5) Tell the person exactly what you can do to help and when.

6) Offer an alternative if appropriate.

7) Advise coworkers of the potential problem if possible.

8) Call for aid immediately if you sense that the situation is escalating.

Green Dot Program
The Green Dot program includes both proactive and reactive approaches to addressing inappropriate behaviors in many environments. UCM is implementing this program, which is based on materials developed by Dorothy

Edwards and the Green Dot Institute. University faculty members receive a toolkit and complete training to incorporate this program into their classrooms. The program uses visualization of behaviors, which are identified as red or green dots. Red dots represent actions that perpetuated or justified violence, while green dots represent actions that prevented or intervened in a sequence of events that could have led to violence.

ALICE Training
In a violent situation, faculty and students must function as a team of protection taking full responsibility. This is where the ALICE concept comes into play. ALICE training aims to help people mentally prepare to recognize, assess and respond to immediate threats. It teaches people how to evaluate their best options in given circumstances. ALICE integrates technology with common-sense human action.

•**Alert** (listen). Recognizing that something is wrong is crucial. It might be an intercom or someone reporting the information to you, or you may hear sounds indicating danger.

•**Lockdown.** Individuals can decide to secure in place by locking and barricading a door (if possible). Prepare to counter and/or evacuate.

•**Inform.** If in the immediate crisis area, one person should call 9-1-1 and provide the following details when able:

1) name, location and situation (e.g., "We have gunshots at this location");

Table 1
University of Central Missouri Public Crime Log

Type of arrest	Number
Purchase or possession of alcohol by a minor	68
Possession of marijuana	39
Trespassing/property damage/property damage to a vehicle/vehicle vandalism	23
Burglary/robbery/stealing/fraud/motor vehicle theft	19
Disturbing the peace/domestic disturbance/harassment/child abuse	15
Driving while intoxicated	10
Possession of an open container of alcohol in public	10
Suspicion of marijuana	10
Possession of drug paraphernalia	9
Arrest warrant/fake ID/stop order	9
Assault/forcible fondling	5
Leaving the scene of a vehicle accident	4
Obstruction of law enforcement/interfering with arrest	4
Driving with suspended license/no license	3
Providing alcohol to a minor	2
Distribution of controlled substance	1
Possession of methamphetamine	1
Death investigation (natural cause)	1
Total	**233**

Note. Public crime log in the Clery Report at the University of Central Missouri for Jan. 1, 2015, through March 22, 2015. Adapted from Summary of the Jeanne Clery Act, by Clery Center for Security on Campus, Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 USC 1092(f), 2015.

2) description and location of shooter(s) and any victims; location and description of any suspicious devices; and description of what the caller is hearing and/or seeing.

•**Counter.** When faced with an armed attacker, you may choose to fight. Use what is available to your advantage. For example, throwing a chair or another object can distract the perpetrator and provide an opportunity to gain control and/or escape.

•**Evacuate.** If you feel you can evacuate to a place of safety, this can be an option. Have a plan for how you will exit the building and determine a rally point (UCM, 2013).

The ALICE training program came about because of a dinner conversation between Greg Crane, a law enforcement officer in the Dallas/Fort Worth area, and his wife, Lisa, an elementary principal (ALICE Training Institute). After hearing about an officer killed in the line of duty, Greg asked Lisa about her school's response to active shooter scenarios: "What are y'all doing while the police are making their way to the school?" She replied, "When I find out we have an intruder, I put out a Code Red over the PA, the teachers get everyone in a classroom, lock the door, turn off the lights, sit in the corner and wait for the police to arrive." Her response reflected standard protocol at the time. To Greg, her answer revealed why so many were wounded or killed in school shootings—the targets were too easy.

Recognizing the need for a better plan, he began to develop ALICE training, and it has since evolved into an effective, options-based, proactive, survival strategy for people faced with an active shooter situation or similar attack. Today, many government agencies, law enforcement organizations and associations offer recommendations that mirror the ALICE concepts. The vision is to ensure that all citizens know their options and have the skills to respond when shots are fired. If police cannot arrive in time to help, the next best thing is to prepare people to help themselves until public safety arrives.

Conclusion

Knowledge is power. Faculty in a school setting must strive to be proactive; must attempt to keep an open dialogue with all students; and must try to be perceived as approachable and helpful. If a student seems susceptible to having issues, it is best to encourage that student to seek preventive assistance, document findings in appropriate databases, and notify the student assistance centers on campus or other appropriate counseling options.

When all proactive means have been exhausted, faculty must be prepared to react. Thus, it is best to have a plan, practice it with students and be prepared to activate all facets of the plan if circumstances warrant it. Safety is often referred to as freedom from harm, yet it is often taken for granted in day-to-day living. Focusing on proactive means of protection must be paramount in workplaces, including university campuses. **PS**

Proactive Green Dot Ideas

1) Show your support.
2) Be a good role model.
3) Build relationships.
4) Collaborate.
5) Share your own experiences.
6) The choices you make matter.
7) Know your campus and local resources.
8) Educate yourself:
  •National Resource Center on Domestic Violence: **www.nrcdv.org**
  •National Sexual Violence Resource Center: **http://nsvrc.org**
  •Stalking Resource Center: **www.victims ofcrime.org/our-programs/stalking -resource-center**
  •Campus Safety Health and Environmental Management Association: **www.cshema .org**
  •The Campus Safety and Security Data Analysis Cutting Tool: **http://ope.ed.gov/ security**
  •10 Questions Every Parent, Student Should Ask About Campus Safety: **www .usnews.com/education/best-colleges/ articles/2014/09/09/10-questions-every -parent-student-should-ask-about -campus-safety**

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