Policing the American University

User Guide

Understanding campus policing empowers the public to start asking new questions. Hopefully, campus police will see the value in working together with their community, to look for new answers.

Define Your Question

After reviewing the Campus Policing Fact Sheet and the report, reflect on your own campus environment and identify the questions you now have about law enforcement in your area.

Key questions to ask about your own CPD before beginning:

- ➢ Do we have a campus police department or campus security? What legal authority and powers do campus police officers have?
- ➢ What is the jurisdiction of campus police and who decides?
- ➢ How do different groups feel about the presence of campus police officers?
- ➢ When there are serious crimes on campus, what is the involvement of other police departments?
- ➢ What specialized training do campus police officers receive? What programs does the campus police department have in place to serve the college community?

Then look at the key sections of the report and identify which issues you want to learn more about for your own police department. Write these topics down and share them.

Identify Key Stakeholders

Think about the decision-makers you need at the table to reflect on this information.

- Chief of the Campus Police Department
- Representative from the county and municipal police agencies
- Student leaders
- Representative of faculty
- Representative of university employees
- Vice Chancellor of Administration (leadership position overseeing the CPD)
- Neighborhood representatives from the surrounding community

Not everyone may be willing to participate in your first conversations about campus policing. That's okay. Use the information you gather below to shape follow-up communication inviting them to participate and emphasizing an openness to their perspectives.

Gather Key Facts

Know the Context

Focus on presenting a few key facts from the report alongside other information you have gathered. Here are a few facts to remember:

➢ Data in the report on CPDs is based on the most recent comprehensive data available. New data has been scheduled to be released, but has been delayed for over a year.
➢ The report focuses on long-term patterns in the data, not individual outlier data points.
➢ Data reported was originally reported by each CPD to the FBI as part of completing their Uniform Crime Report.

Get Your Local Data

Get a copy of the campus specific data on officers, enrollment, and arrests published by Civilytics. Open the file "Campus Police Data_2016_Civilytics.csv" in your spreadsheet application of choice (or load in Google Drive) and look up your university. Look up some key data points such as the number of total arrests reported, the arrest rate per 1,000 students, and the number of officers. See how these compare to peer colleges and universities.

Gather Additional Data

Gather current data on enrollment, tuition, and other attributes of your college. You should also review the Campus Safety and Security data for your college as well. You can access this information through the U.S. Department of Education:

• Integrated Postsecondary Education Data System (IPEDS): Enrollment, tuition, sector, and administrative data[1]
• Campus Safety and Security (CSS): Crime, Violence against women, disciplinary data, fire statistics, arrests[2]

Prepare for Pushback

Expect resistance when asking these questions, especially if the conversation is new to your campus community. Below are some objections you may get and some responses that can be helpful:

➢ **The data are wrong / old / cherry-picked.** *This is the most common response.* You should respond by pointing out the data are originally reported by each CPD to the FBI and that the data come from the most comprehensive national collection available. You should invite the CPD to provide more current, accurate, and comparable data.
➢ **Our situation is unique and cannot be compared.** *The second most common response.* First emphasize the value in comparison to national trends. Second, work to identify what is

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[1] https://nces.ed.gov/ipeds/datacenter/login.aspx?gotoReportId=6
[2] https://ope.ed.gov/campussafety/#/institution/search

seen as unique about your campus and discuss how that may or may not explain the data.

➢ **Asking questions is not productive to improving campus safety and security.** *Another common response.* Respond by pointing out that the campus community should decide collectively about its security and that you are raising concerns in order to begin a dialogue. Emphasize that different groups on campus have different values when it comes to how police and security services are provided and the campus dialogue should include those voices.

Review Additional Resources

There are many excellent resources available to help communities and police departments solve problems collectively.

Community Resource Hub for Safety and Accountability

The Hub "works to ensure all people have access to resources and tools to advocate for systems change and accountability in law enforcement." To-date the Hub contains over 350 resources which include research, reports, data, model policies, toolkits, and more. Visit the Hub to learn more: https://communityresourcehub.org

ASU Center for Problem-oriented Policing (POP)

POP publishes Problem-Specific Guides which "summarize knowledge about how police can reduce the harm caused by specific crime and disorder problems." The POP website includes specific guides for School and College policing including: *Underage Drinking*, *Student Party Riots*, and *Acquaintance Rape of College Students*. All guides are available freely online at: https://popcenter.asu.edu/school-and-college-problems

Stay Informed

Stay up to date on our latest work by signing up for our newsletter:

https://tinyletter.com/civilytics

About the Toolkit

The Campus Policing Toolkit is a companion to Civilytics' report on campus policing in the United States: Policing the American University. The Toolkit provides local communities with college-specific data about policing at their college and a how-to guide for reviewing that data and beginning a conversation with community members about how best to provide for the safety and security of their college and surrounding environment.