Thank you for investing time and energy into training ofþcers on critical topics that inÿuence 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 ofþcers 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 ofþcers in the broader campus community. 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 ofþcers either before the video to gauge existing knowledge or after screening a video to engage b ‘ ɣ א ‘ = ‘ ‘
- 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 þgure out whatõs best for your department. If you have questions about any of the resources, please reach out to Clery Center:

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

Summary & Length: The Clery Act requires certain individuals including, but not limited to,

***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 institutionõs 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-speciþc geography (whatõs labeled as On-Campus, On-Campus Student Housing, Noncampus, and Public Property).

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. Deþne 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 speciþed in an institutionõs statement of campus security policy as an individual or organization to which students and employees should report criminal offenses. 4.) An ofþcial of an institution who has signiþcant 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-speciþc, 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-speciþc.
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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.

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, itõs important to remember that the way you respond to the victim speciþcally and the interactions you have with others on campus (friends, family members, etc.) inÿuences their willingness to work with the

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- » A student and a friend send òsextsó 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 theyõre not interested, the òfriendó calls them a tease and says theyõll send the photos to other people in their group.
- » An employee takes the train to campus every morning. They report to public safety that theyõre 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: [2]
  - » 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 prol = = ‟ unity

Summary & Length: This 6 minute video provides a high-level overview of ofþcer 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 ò ɱ ξ

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 òout of orderó ð 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 òCan you tell me what you remember about what happened?ó 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.

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 difþcult interviews.

Summary & Length: This 6 minute video reminds ofþcers 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 afþliation, age, marital status, veteranõs status, ability, mobility, and socioeconomic state are all examples of qualities that contribute to a diverse campus community.
- Address identities at the institution. (Ex. òOur institution is a predominantly white institution or PWI, ₴ ҭ ɔ Mns?

Summary & Length: This 5 minute video reminds ofþcers 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 inf uenced someone's perception of you or your role?***

Talking points:

- Positive interactions inÿuence 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 ofþces? Could we have a more direct partnership with Human Resources or the Development Ofþce? 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.

1. Two strategies for connecting/communicating with members of our campus community are:

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 Justiceõs Ofþce 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

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 (ÿip-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.

Clery Center is a national nonproþt 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**