

2016 Oregon Campus Safety Work Group

Proposed Higher Education Safety and Resilience Council

Recommendation 1.0:

Establish a Higher Education Safety and Resilience Council composed of university and college leaders and safety, security, emergency, and risk-management experts who will provide advice and recommendations to the Governor, state agency leaders, and the Higher Education Coordinating Commission on matters related to safety, security, and overall disaster resilience of Oregon's post-secondary education institutions (PSEI). The council will work with Oregon's post-secondary education institutions to strengthen the ability of Oregon's colleges and universities to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk to the state's academic and research missions.

NOTES: There is a need for statewide coordination, training standards, resource allocation, and more to improve campus safety and resilience at all post-secondary education institutions in Oregon. The first recommendation is to establish a council that advises on needs, tracks changes, and provides resource recommendations to the Governor's office, the legislature, and the Higher Education Coordinating Commission to advance campus safety and resilience initiatives statewide.

Response, Continuity, and Recovery

RECOMMENDATIONS

- 2.1 Establish a statewide, standardized, shared-services training program for PSEI for incident response, continuity, and recovery.
- 2.2 Develop and support all-hazard incident management teams to serve PSEI. The teams would consist of both campus and regional teams to cover all PSEI in the state.
- 2.3 Support the adoption of the National Intercollegiate Mutual-Aid Agreement by all Oregon PSEI.
- 2.4 Develop statewide training and resources for higher education academic, research, and administrative continuity.
- 2.5 Create training and outreach materials for preparedness and mitigation to benefit all PSEI staff, faculty, and students, as well as community partners.
- 2.6 Establish online resource-sharing and collaboration center for higher education practitioners charged with maintaining campus safety and disaster resilience.

NOTES:

Campuses regularly suffer from a lack of technical assistance and funding resources, as well as insufficient coordination among public, private, two-year, and four-year campuses. The recommendations would be developed using a shared-services model.

Phase I: The implementation of the recommendations can be broken down into phases. Phase I would focus on training, resource development and sharing, and development of statewide incident management teams for higher education. The intent is to accomplish this over a three-year period. It would start with the development and delivery of three regional training and resource workshops, as well as one statewide Disaster Resilient Universities summit. The trainings and workshops would rotate and be hosted at different campuses throughout the state. The training would be open to other state and community partners (e.g., law enforcement, fire, EMS, emergency management, mental health professionals, etc.).

Public Safety and Law Enforcement

RECOMMENDATIONS

- 3.1 Provide academy training and certification for campus public safety officers.
- 3.2 Ensure all PSEI have access to sworn police officers (either on campus or in the community) who have been trained and understand the unique environments and legal requirements of providing law-enforcement services to PSEI (e.g. Clery Act, Title IX, etc.).
- 3.3 Add PSEIs to the exemption for hiring retired law-enforcement officers as a percent of the force in both campus police and campus public safety (ORS 238.082 Sec 5).
- 3.4 Ensure training with law-enforcement service provider and campus public safety in active shooter response is specific to the individual campus size and public safety staff capacity.

NOTES:

REC 3.1 NOTES: (A) Require specific classification separate from police, private security. (B) Training specific to providing public safety services on campus. (C) Would set minimum standards and qualifications for selection and hiring. (D) Would require Department of Public Safety Standards and Training (DPSSST) certification and maintenance. (E) DPSSST would approve training, either directly or through train-the-trainer program. (F) Appropriate approved DPSSST training would be identified and made available to campus public safety. (G) Include campus policing training in the DPSSST Basic Police curriculum, including Title IX and Clery requirements, so that police officers with a campus in their area comply with the legal requirements.

REC 3.2 NOTES: Requirement may be met in different ways: (A) Establish comprehensive memorandum of understanding with local law enforcement specifically outlining roles, responsibilities, and expectations. Such requirement would identify mandatory and permissive topics: (B) Contract with a law enforcement provider for these services. A possible third option would be expansion of ORS 352.121 to include community colleges and larger private institutions. Given the cost of creating and maintaining a campus police department, a broader discussion around this possibility should occur among community colleges, private institutions, OSP, and HECC.

Physical Security and Infrastructure

RECOMMENDATIONS

- 4.1 Require all PSEI to have campus security standards that take into account the campus's size, complexity, and hours of operation; those standards must also incorporate crime prevention through environmental design principles. These standards should be integrated into campus planning efforts, capital projects, and major remodels.
- 4.2 Develop a physical-security grant program to help PSEI fund critical public safety infrastructure including access control, cameras, alarms, data storage for video, mass notification, and lighting in existing buildings and campus infrastructure.
- 4.3 Review existing purchasing cooperatives and/or develop new options to leverage statewide purchasing power for physical security infrastructure, including but not limited to access control systems, cameras, alarms, data storage solutions, lighting, etc.
- 4.4 Identify promising practices for budgeting, maintenance, and replacement of security systems at postsecondary institutions.

NOTES:

Investments in infrastructure are a key component to campus safety. From electronic surveillance systems to interior locking doors, PSEIs need additional infrastructure to make them safer.

Oregon PSEIs should adopt Crime Prevention through Environmental Design standards, with the goal of ensuring that a campus is "security-smart" and that it is committing resources in an efficient manner. The standards should include building-specific security system designations and standardized security platforms and systems appropriate for each type of building and area of campus.

The PSEIs Security Grant Program could be modeled off the Seismic Rehabilitation Grant Program, which is a state competitive grant program that funds seismic rehabilitation of critical public buildings, particularly public schools and emergency services facilities.

Behavioral Threat Assessment and Prevention

RECOMMENDATIONS

- 5.1 Create and fund a statewide threat-assessment team mentorship program to help PSEI develop multidisciplinary institutional or community-based threat-assessment and management teams.
- 5.2 Develop a self-audit tool for behavioral threat-assessment teams to help PSEIs benchmark their prevention, preparedness, and mitigation capabilities.
- 5.3 Develop an active shooter training curriculum / standard / recommendations for students, faculty, and staff; it must include presentation materials (slides, videos, handouts, etc.) that campuses can customize.
- 5.4 Coordinate with the K-12 Oregon Task Force on School Safety in implementing their 2015 recommendations.

NOTES:

Initial training activities can align with the response, continuity, and recovery recommendation to establish a statewide, standardized, shared-services training program for PSEIs for incident response, continuity, and recovery. The recommendation calls for one-time funding for three statewide training efforts.

In addition to the recommendations listed above, a resource-sharing center is valuable for sharing guidance, frameworks, examples, policies, best practices, models, templates, etc. that address prevention, preparedness, and mitigation for a range of hazards.

Costs include staff time for development, i.e., compiling resources that are publicly available and seeking out others that are not and maintenance. Costs may also include hard costs such as set up and subscription to an online tool. Access to this repository should be free to Oregon PSEIs. Institutions developing threat-assessment teams will benefit from a mentorship program that provides support, resources, best practice protocols, technical support, and training.

Charge of the Work Group

Public safety is an increasingly critical issue on campuses across the country, including institutions in Oregon. High-profile examples of emergencies and threats to college campuses, such as Superstorm Sandy and the tragedy at Virginia Tech, have shifted statewide conversations over the past 15 years. Emergencies and threats to students, faculty, and staff on campuses can take numerous forms: acts of violence, natural disasters, communicable disease outbreaks, cyberattacks, and system failures are some examples. Many of these events are often highly publicized.

To prepare for and mitigate a wide range of threats to campus safety effectively, the Oregon Campus Safety Work Group uses a comprehensive all-hazards approach to evaluate safety and disaster response, as well as recovery needs. From the looming threat of a Cascadia earthquake, to devastating incidents like the Umpqua Community College shooting, it is clear that it is time to reprioritize resources and attention to ensure the safety and resilience of Oregon campuses.

The vulnerability of Oregon's campuses was tragically realized in October 2015 with the shooting at Umpqua Community College. In response to this incident and others, Oregon Governor Kate Brown established the Oregon Campus Safety Work Group. The purpose of the Work Group is to identify strategies to better support public safety and emergency management at Oregon's postsecondary educational institutions (PSEI). The charge of the Work Group is:

1. Identify resource needs and potential state policies to enable a coordinated strategy across the higher education system for public and private institutions; and
2. Analyze promising practices and protocols that can be shared across all post-secondary education institutions to maintain public safety, and prevent, prepare for, and effectively manage future response and recovery efforts for campus-wide crises or emergencies.

This is not the first time the state has explored strategies to improve safety on Oregon campuses. In 2008, the Governor's Task Force on Campus Safety in Oregon identified many of the same issues and strategies identified in this report. Although some progress has been made since 2008, much more needs to be done to respond to the threats facing Oregon's postsecondary education institutions (PSEI). The recommendations in this report build on recommendations in the 2008 report and identify opportunities for PSEI across the state to work together to make Oregon campuses safer.

Recommendations & Next Steps

The campus safety efforts detailed in this report will only be successful through leadership, resources, and accountability. The leadership necessary to implement these recommendations effectively must happen at the state, institutional, and community levels. The recommendations also require state funding to ensure all PSEI can leverage their resources and establish training and resource-sharing networks that will help them implement best practices and protocols.

Accountability is also critical to the successful implementation of the Work Group's recommendations. A singularly focused entity will need to ensure these recommendations are implemented, otherwise the follow-through may be haphazard and inconsistent around the state, leaving Oregon's postsecondary educational institutions just as vulnerable to a variety of threats as they are today.

To implement the recommendations, the OCSWG recommends a phased approach. The OCSWG recommends the following actions in Phase I:

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| Step 1
Establish a Higher Education Safety and Resilience Council. | Step 2
Appropriate \$500,000 to support a three-year statewide training initiative to advance a number of the recommendations identified in this report. |
| Step 3
Hire two FTE to manage the council and develop/implement a statewide training program. | Step 4
Establish an online training/resource portal for Oregon PSEI to share promising practices and protocols in real time. |
| Step 5
Amend ORS 238.082 SEC 5 to add PSEI to the exemption for hiring retired law-enforcement officers. | Step 6
Develop a physical security grant program to help PSEI pay for critical public safety infrastructure in existing buildings and campus infrastructure. |

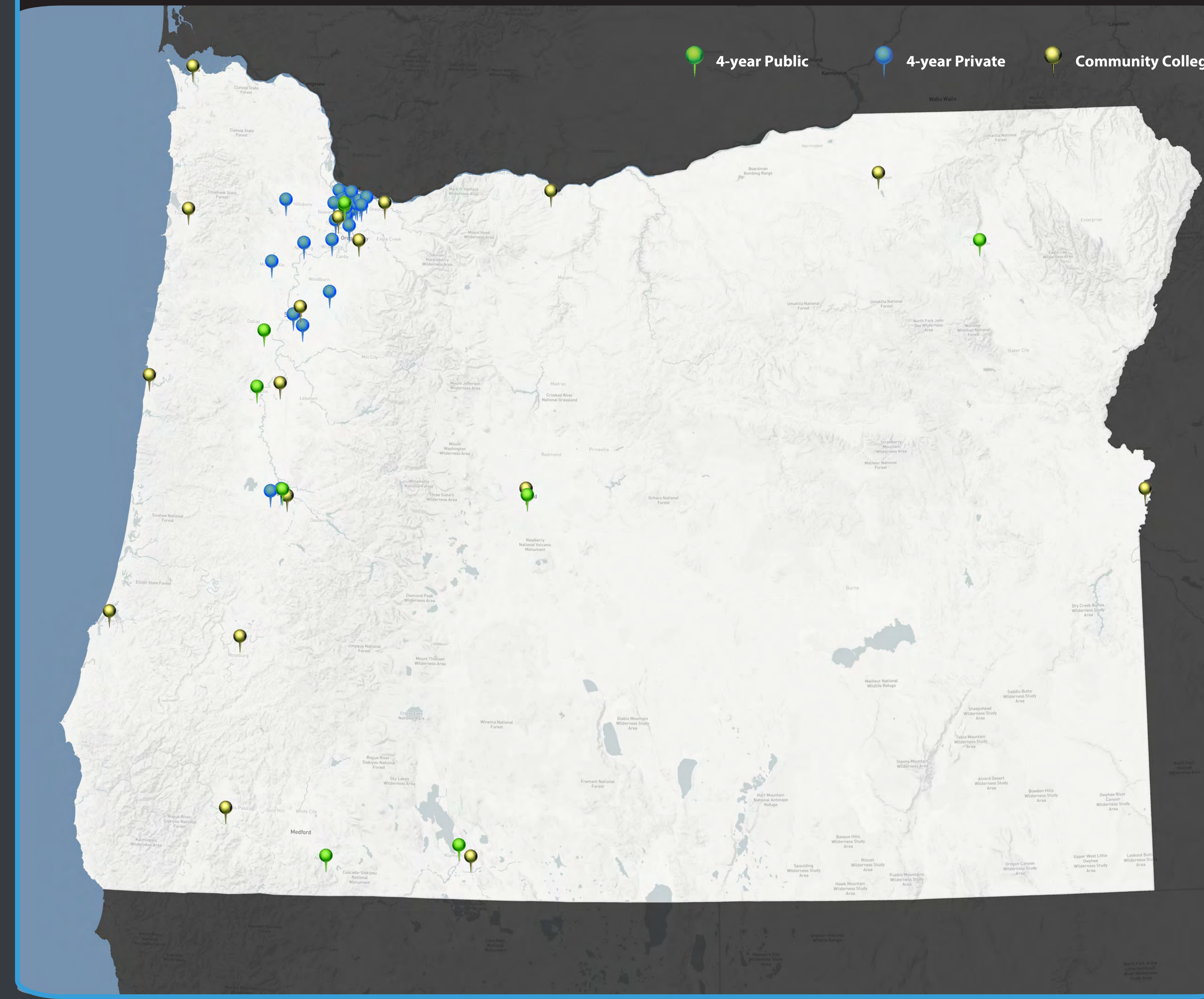
The OCSWG recommends Phase I have a three-year implementation timeframe and, following Phase 1, the newly established Council would report back to the Governor and legislature on its activities and impact during the third year. Subsequent phases will build on the Phase I efforts.

Members

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Subgroup Structure and Membership

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COST ESTIMATE:

The estimated costs of phase one is \$500,000 in one-time funds (\$167,000 per year for three years), plus (2.0) FTE annually on a recurring basis to serve as council coordinator and statewide education incident management team training and resource coordinator, and \$20,000-\$50,000 for an online resource center. In short, the funding would be used to: (1) hire two FTE staff members to support the council and develop programming, (2) develop training and resource materials for Oregon PSEI, (3) develop and implement a regional training program, and (4) establish an online portal to host training and resource materials. Phase I regional trainings and workshops would advance many of the recommendations highlighted in this matrix and report, including but limited to: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 4.4, 5.1 and 5.3

Phase 1 Timeline

