VISIONS

CAMPUS SAFETY

Articles and other information contained in this issue are also available via the Internet at www.myafchome.org.

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FOREWORD

The spring 2017 publication of *Visions* provides our readers with scholarly research and best practices on the critical topic of campus safety. To meet the challenge of providing safe campuses, our colleges will need to find answers that are based on sound research. Our campus safety articles discuss empirical findings that provide valuable information for our member colleges in order to meet this ever-growing need.

"Concealed Handguns on Campus, a Multi-Year Crime Study" by Julie A. Gavran, investigates the relationship of crime and concealed handguns. Gavran's research reveals new insight on the relationship between concealed weapons and less crime.

Andrea Henderson's article "Recovery at Umpqua Community College" provides extensive details on the challenges Umpqua Community College encountered in their active shooter crisis, and the alternative solutions implemented by the college.

It is my hope that our AFC *Visions* publication will not only provide a venue for our members to share best practices, but also become a source document for their libraries. I especially want to acknowledge the hard work by our editor Gary Sligh and his editorial committee for bringing forth this important and timely publication.

Robert Flores
2017 AFC President

At the Association of Florida Colleges (AFC), members are empowered to contribute to innovative practices in the field of higher education. Visions is a publication of the AFC that highlights these practices within Florida's 28 public community and state colleges. The research included in this issue reflects the experience, knowledge and skills of some the greatest talent in higher education. The scholarly articles are an example of the extraordinary work performed in Florida. It's no wonder that Florida's public colleges are often recognized as a national leader on issues affecting higher education. The critical issue of campus safety is no exception.

In this issue, we focus on several factors that affect campus safety. Campus safety is a nationwide topic that demands local strategies designed to keep our institutions safe. Now more than ever, our approach towards campus safety must be intentional, aggressive, and continuous. In order to efficiently address that goal, in 2016, AFC members unanimously approved the establishment of the Campus Safety Commission. The existence of the Campus Safety Commission ensures that our institutional members will have a sustainable vehicle for collaborating on a wide range of safety related topics. In fact, the commission was an integral part of our first and successful Campus Safety Symposium. During the symposium, we highlighted the need for comprehensive safety throughout our institutions. We discussed many factors that affect safety including infrastructure, cyber security, behavioral intervention, active shooter, and frontline safety strategies. You will find in-depth articles relating to these topics in this issue.

Our goal is to make certain that our member institutions, our communities, and our colleagues in higher education are provided with the most effective and best practices in the area of college-wide campus safety. We know how important it is that everyone is aware of their role in campus safety. In this regard, our contributing authors did a yeoman's job of making certain that our readers have the most current, scholarly, and practical information on this topic. As a result, we are confident that you'll find this issue of Visions especially resourceful.

As your 2016 President, I feel honored and privileged to have been a professional development advocate for campus safety. As such, I am pleased for this opportunity to share this journal with you. Our colleagues across the state continue to set the standard for institutional excellence. Our editors and staff worked diligently to publish this issue. I thank them all for their dedicated effort as we continue to address the needs of our customers.

Juanita Scott
2016 AFC President

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EDITOR'S NOTES

Welcome to the Winter 2017 issue of *Visions – The Journal of Applied Research for the Association of Florida Colleges*. We have dedicated this issue to a topic that has much relevancy here in Florida and across the nation, that of campus safety. As we grapple with violence and threats to security of information, we continue to seek to learn from experts and share in a discussion of how to move forward.

Our lead article of this issue is, by Andrea Henderson, the Executive Director of the Oregon Community College Association. Andrea was here in Florida in July to speak at our AFC Campus Safety Symposium. For this edition of *Visions*, Ms. Henderson has passed along the experience she gained in October of 2015 during the horrible events at Umpqua Community College. Every administrator, staff member, and faculty will want to read her words of advice.

Next, Dr. Linda Naimi and Adam Stark, an IT professional at Seminole State College, have collaborated on a piece emphasizing the need for added vigilance in cyber security. Their work highlights the discussion that we need to be having at all of our institutions about our capacity to avoid cyber-attacks.

Julie A. Gavran, a doctoral student at the University of Texas at Dallas, has conducted research comparing crime statistics between states that have laws allowing guns on college campuses and those states that do not. Ms. Gavran's work is a good way to begin a discussion about the merits of campus carry laws here in Florida.

Our own Marjorie McGee from the College of Central Florida and Linda Karp from Lake-Sumter State College have shared a very practical discussion of their training concerning how to respond to active shooters on campus – AliCE training. Be sure to check out their discussion and contact them for further information about how you can bring such training to your institution.

And finally, in an effort to engage in the current discussion here in Florida regarding the presence of firearms on our college campuses, we reached out to two groups – Florida Carry and The Campaign to Keep Guns Off Campus. Both groups expressed a willingness to participate, but only The Campaign to Keep Guns Off Campus was able to provide us with a statement. In the spirit of objective journalism, we present their overview as well.

Please forward this issue on to others! As we engage in the work of educating ourselves and our constituents on the important issues surrounding campus safety, we want to encourage a healthy dialogue based on the facts. We welcome your suggestions for keeping the dialogue moving forward.

And do please note our Call for Submissions for the **Spring 2017 issue of Visions – Student Success.** Please consider submitting work that will help to drive that conversation.

Dr Gary Sligh, Editor
Lake-Sumter State College (retired)
2012 AFC President

ABOUT THE AFC

Mission Statement

The Association of Florida Colleges, Inc. is the professional association of Florida's 28 public member institutions of the Florida College System, their Boards, employees, retirees and associates, and the employees of the Division of Florida Colleges. The mission of the Association is to actively promote, represent, and support members and institutions as they provide their students and the citizens of Florida with a world-class college system.

Value Statement

The Mission of the Association is driven by the following values:
1. Professional Growth and Development
2. Advocacy
3. Leadership
4. Community
5. Innovation
6. Networking

Goals

The Association fulfills its mission by accomplishing the following goals:
1. Develop and support professional development, education, and leadership opportunities for   the Association's members (Values 1, 2, 3, 5, 6).
2. Advocate for policies, budgets, and programs on behalf of the Association's institutional and individual members (Value 2).
3. Communicate public policy and legislative issues and engage in cooperative research activities related to those issues (Values 2, 3).
4. Increase public awareness of the mission, purpose, and accomplishments of the Florida College System (Values 2, 4, 6).
5. Showcase and reward exemplary programs, practices, activities, and individuals (Values 1, 3, 5, 6).
6. Enhance, encourage and facilitate communication, cooperation, professionalism, and camaraderie among individual and institutional Association members (Values 1, 4, 6).
7. Promote membership by providing professional development and services that ensures an active and vital Association (Values 1, 3, 4, 6).
8. Maintain a fiscally sound organization that is efficiently and effectively managed (Value 3).
9. Provide opportunities for and engage in services to benefit the external community (Values 1, 3, 4, 6).

The Association of Florida Colleges (AFC) was founded in 1949 as the Florida Association of Public Junior Colleges (FAPJC) by the presidents of Florida's first four public community colleges to help the Florida Legislature understand the junior college and to advocate for community colleges in the development of the state's long-range plan for higher education. In 1971, the Association became the Florida Association of Community Colleges. With the addition of baccalaureate programs and subsequent institutional name changes in 2010, the Association was renamed the Association of Florida Colleges.

Since 1949, the Association's mission and purposes have evolved to meet the needs of member institutions. Today, all 28 of the state's public community and state colleges support the work of the Association through institutional dues as do more than 7,000 individual college employees as individual members.

More information about the AFC can be found at ***www.myafchome.org***.

Recovery at Umpqua Community College

By Andrea Henderson, Executive Director, Oregon Community College Association

Last year's shooting at Umpqua Community College reminds us that tragedies occur on our campuses without warning and can drastically impact our communities. While we cannot predict if, when, or where tragedy will strike, getting the college on the road to recovery immediately after an incident is vital, so I recommend colleges start now in their planning for recovery from a crisis.

In October 2015 I had the unique experience of helping one community college after the October 1st shooting event at Umpqua Community College in Roseburg, Oregon. From that, I have observations that may help other colleges in the future.

I serve as the executive director of the Oregon Community College Association, a position I've held for the last 16 years. The association provides policy leadership, advocacy, and support for the 17 community colleges in Oregon. For two weeks after the October 1st event, I coordinated support from other colleges, as well as liaisoned with state and federal agencies. What follows is my perspective of the event, the coordination that worked, and recommendations for other colleges.

My focus is to discuss recovery. I am not an expert of how to prepare or respond to a mass shooting. Others can share information on that. But what I can tell you is that the length and what kind of recovery depend on important decisions made in the first few days at a time when the college is still reeling from the incident.

On the first day, the campus was in the control of law enforcement. College administrators, including the Interim President, were at the county fairgrounds where friends and relatives waited to be reunited with the students, faculty, and staff who were on campus. Law enforcement systematically cleared buildings and bused those on campus to the fairgrounds. During this turbulent time in the first few hours, information and lines of communication were murky. I fielded many calls from legislators offering help or seeking information, the governor's office obtaining background information before a press conference, the college's insurer who couldn't reach the President, media, and public relations firms going to get business. It was frenzied and random.

Recommendation One: On the first day, help is needed to support the college and the President. I recommend two or three public information officers and someone who can stay next to the President to assist him or her throughout the first day. These people should immediately deploy to the college.

We are fortunate in Oregon to have a Type 3 Incident Management Team at the University of Oregon. This team, under the leadership of Andre LeDuc, is a trained, cohesive group that is ready to step in and provide support. They arrived on Day Two and provided critical structure and response. Because of their training, they provided an interface between the campus and law enforcement.

Recommendation Two: Form at least one Postsecondary Incident Management Team in your state. We plan to form at least one additional team in Oregon. The help and support they gave to the college was invaluable. Their team provided necessary infrastructure for five days.

Saturday morning, two days after the event, Rita Cavin, Umpqua's Interim President, called to ask me to start a social media campaign in support of Umpqua Community College. We decided on #IamUCC. I reached out to Oregon colleges and universities, other state community college associations, and the national community college associations, AACC and ACCT, requesting they promote the campaign. I hoped we would get a few postings. I was surprised and gratified by the overwhelming response. Since starting the effort over the weekend, the hashtag had been viewed over 14 million times.

It also became apparent over the weekend that the leadership team at Umpqua was severely traumatized by the event. The college was closed for the following week, with a decision to reopen on Monday, October 12th. Students and staff were allowed on campus starting the week before. The leadership team was thrust into the various aspects of continuing to respond to the event and planning to reopen the campus, while continuing their normal job duties, and at the same time suffering the trauma of the event and impaired capacity. Umpqua is a small college in a small, tightly-knit community. Everyone knew a victim or knew someone who knew a victim. Moreover, some of the college administrators had been in Snyder Hall, in the room adjacent to the classroom where the incident took place.

On Sunday, we lined up additional support for the college, both short-term and long-term. I created a spreadsheet and began requesting support from other

colleges. Who was available? What skills did they have? What days could they help? Did they have their own housing in Roseburg? (The small community's few hotel rooms were already booked, mostly by media).

Lane Community College, under the leadership of Dr. Mary Spilde, made arrangements for their leadership team to provide backup and support in the week preceding the reopening of campus. Early Monday morning, Lane's leadership team and I spilled out of our cars. Dana Richardson, the Higher Education Coordinating Commission Deputy Director of Policy and Legislative Affairs, joined us. Her role was to help Umpqua identify their financial needs and connect them to state and federal resources. Like many of us, she found herself working completely outside her job description, doing whatever was necessary to help UCC.

We met in the multipurpose room of the Viticulture Center, which became the impromptu command center over the next several days. Our first priority was to meet with the Blue Team, a group of trained mental health responders who operate under the United States Surgeon General and deploy to mass crisis situations. The Blue Team (all dressed in easily identifiable blue jumpsuits) gave us a briefing on trauma and how people process to help us better assist those at UCC. Andre LeDuc and other members of the incident management team then met with us to begin the transition from the incident command team back to the college.

The Lane team was there to support the Umpqua administrators. We called them shadow administrators. Their role was not to take over, but to support, the Umpqua team -- to help them think through the work, to help with workload, and to step in at those moments when the enormity and trauma of the situation was simply too much.

My role was to assess the additional needs for the campus. Volunteers came out in droves. I coordinated them and matched them up to coordinators as needs were identified. There was a demand for counselors, campus security, and human resources support. The volume of incoming email and regular mail was overwhelming, so a rotation of executive assistants was established.

The community college presidents voiced their desire to help Dr. Rita Cavin, the Interim President of Umpqua. Again, a rotation of presidents was scheduled so Dr. Cavin had a companion president with her every day for the first two weeks. It gave Dr. Cavin a confidante and someone to whom she could delegate tasks. It also ensured she had someone to take her to each of the nine funerals.

The most overwhelming need for help from the other colleges was for public information officers. We estimated we really needed to have five: one for internal communications, one for social media, and three to manage the national press corps. While we had wonderful support from other college PIOs, the constant alternation of them was confusing, and it was challenging to maintain a consistent message.

Concerns were raised about legal liability for all of the college employees from other colleges working to assist Umpqua. To create a legal infrastructure, my

Begin the conversation now about how colleges can support each other in a crisis.

organization, the Oregon Community College Association, drafted and signed a memorandum of understanding with Umpqua and listed all of the other college employees as agents of OCCA. They were then covered by our workers compensation and liability insurance. Further, it protected attorney-client privilege for any legal conversations they might undertake.

As the week progressed, it also became apparent that longer-term support for Umpqua was needed. I arranged for five recent retirees to come help starting October 12th. They all agreed to donate their time for six weeks and would only be reimbursed for lodging, food, and expenses. All five retirees were former vice presidents from around the state, from student services, human resources, administration, and academics. They were also added to the Memo of Understanding as agents of OCCA.

The college successfully reopened on October 12th. Dr. Cavin and others credit that reopening to the support and assistance of the other 16 colleges in Oregon.

As I reflect on lessons learned, I recommend colleges start now their planning for recovery from a crisis. Because the trajectory of the recovery is so dependent on decisions made in the first several days, quickly getting access to the needed help is critical. Begin the conversation now about how colleges can support each other in a crisis. Create a legal infrastructure now that will allow the support to quickly move into place. Start your own state level incident management team.

About the Author:
Andrea Henderson

Andrea Henderson has been the executive director of the Oregon Community College Association for 16 years. In that role, she has provided leadership, advocacy, and services to the 17 community colleges in Oregon. An attorney by training, Andrea's areas of expertise include state finances, governance, and educational policy. Recently, Andrea was instrumental in the redesign of Oregon Higher Education Coordinating Commission and also the creation of the Oregon Promise legislation.

Information Safety and Security Targeting Higher Education

By Dr. Linda Naimi and Adam Stark, Seminole State College

Colleges and universities are currently the targets of cyber-attacks. Colleges typically maintain a vast fleet of computers with a concentration on computing power for teaching and research. They also must provide open access not only to those inside the organization but to the public as well. At its core, the mission of higher education is to openly share information with the public and improve the community. This can be at odds with maintaining information security (Rezgui & Marks, 2008).

As colleges have moved the bulk of their records and student management online, they have saved time and costs but created additional risks. While organizations and individuals have done their best to keep up, changing technologies have provided new opportunities for criminals. Identity theft is an increasing crime in the United States. The Federal Trade Commission received in excess of 490,000 complaints of identity theft. This is a 47% increase from 2014 (Mayfield, 2016). The Department of Justice estimates that over 17.6 million people were victims of identity theft in 2014 from reported and unreported crimes (Mayfield, 2016).

While this is a problem on a national scale, Florida is an important battleground. The state of Florida is a hotbed for identity theft and crimes related to fraud. As of 2015 Florida was ranked 3rd in identity theft complaints with 44063 complaints. The area north of Tampa is the United States metro area with the most identity theft complaints ("States of deception: The 9 states with the highest rates of identity theft," 2015). The constituents of colleges and universities, the college students, present a prime opportunity for identity theft. Colleges and universities are a major target due to the amount of student financial data as well as the intellectual property developed by the faculty and staff (Fisher, 2016). It is clear that, "Households headed by individuals aged 18 to 24 were far more likely to experience identity theft" (Berr, 2016, para. 2).

While the life of a college student is filled with worries about schoolwork and learning, they aren't placing much importance on their identity. According to Javelin Strategy and Research, students are the group more likely to feel significant impacts due to identity theft. Unfortunately they are also the group with the least worry, with 64% stating they are not concerned about identity theft (Ozawa, 2015).

Priorities and Obstacles for Higher Education

According to a 2016 survey conducted by EDUCAUSE, the top priority for information technology leaders is information security (Ed Tech Staff, 2016). The already daunting obstacles of limited budget, poor infrastructure, and an undereducated workforce heighten these concerns. These threats to information safety and security are not limited to sophisticated hacks or intrusions. Some of the largest breaches are caused by information being copied to an outside source or a compromised computer introduced on campus (PriceWaterHouse Coopers L.L.C., 2013). Although the focus on security has recently reached the top, this concept is not new. The Privacy Rights Clearinghouse, tracking breaches since 2005, is a nonprofit organization with a mission to engage, educate, and empower consumers to protect their privacy ("About the Privacy Rights Clearinghouse," n.d.). As part of their research, they have created the Chronology of Data Breaches. This Chronology has identified 4,257 breaches in the United States comprising over 867,217,832 records (Grama, 2014). The education sector is not immune to these incidents. This database details 727 breaches from 2005-2014 including over 14 million records (Grama, 2014). While there exist many sophisticated tools and tricks available to hackers, the most common attacks are the simplest --

In higher education, the largest proportion of the reported breaches fall into the hacking/malware classification (36%). These are breaches where an outside party accessed records via direct entry, malware, or spyware. Thirty percent of the reported breaches were the result of unintended disclosure, where sensitive information was inadvertently made publicly available on a website or sent to an unintended recipient via e-mail or fax. Seventeen percent of the reported breaches were due to the loss of a portable device, such as a lost or stolen laptop or memory device (Grama, 2014, p.6).

While information technology professionals typically promote the message of information security, it cannot stop there --

The responsibility to maintain information security doesn't rest on the shoulders of the IT staff alone, but with everyone who interacts with institutional

data. Whether they're students, faculty, alumni, office workers, everyone can be a vector when you get a breach. An email that says, 'click here' can become the start of a breach (Smith, 2016, para. 6).

Impact on Student, Faculty and Staff

The safety of information is paramount to the efforts of the college. The effects of a compromised identity do not simply end when the student graduates. They may face repercussions for the remainder of their life. A data breach that reaches the media may ruin the reputation of the college and discourage students and faculty for years to come --

While much of the news regarding data breaches focuses on the harm to affected individuals, data breaches also harm the organization experiencing the breach. Potential direct financial costs of a data breach include legal representation, fines (depending on the nature of the breach), and the expense of notifying affected individuals. Organizations also face losses in reputation and consumer confidence. Particularly important for higher education institutions are reputational consequences, which could result in a loss of alumni donations and even a reduction in the number of students choosing to apply to or attend the institution (Grama, 2014, p.1).

It seems that the news is filled daily with stories of a different college or university losing personal information. This must be the work of sophisticated hackers or government sponsored terrorism, correct? One expert writes, "The majority of security breaches are caused by insiders, and the damage they levy on their organizations can be much more severe than anything wrought by hackers on the other side of the world" (Payne, 2003, p.1). Data breaches are not isolated to specific regions, enrollments, or institutions in higher education. Universities like Penn State, Harvard and Johns Hopkins experienced cyber-attacks in 2015 (Smith, 2015). Information security had taken on a more personal note due to recent activities. On February 4, 2016, the University of Central Florida announced the loss of personal information for 63,000 student, faculty and staff ("UCF data breach: 63K Social Security numbers compromised," 2016). It would seem that with increased attention and attacks, this issue would become more important, but unfortunately students are not taking it seriously. Students don't actively monitor their identity. 22% of students were notified of a past breach by a debt collector or when they were denied access to a loan (Ozawa, 2015).

The severity and need for information security and awareness of ongoing cyber-attacks is a concern for everyone in higher education. Faculty and staff have entrusted the institution with protecting their personal information and intellectual property. Students are expecting the college to protect their future. Now more than ever, with institutional credibility on the line, it is imperative that information security and cyber security are key issues.

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Concealed Handguns on Campus
A Multi-Year Crime Study

By Julie A. Gavran, PhD, University of Texas at Dallas

Abstract

This is a comparison study of on- and off-campus crime statistics from states that allow the carrying of concealed handguns on campus versus those who do not. This exploratory study investigates the effects of concealed handgun legislation on college campuses. The crime on campuses where concealed handguns are permitted rose after the implementation of the law in the category of sexual assault, while remaining steady in murder, robbery, and aggravated assault. The findings suggest that laws allowing concealed weapons on campus are not effective in reducing violent crime rates, especially sexual assault.

Introduction

Although violent crime rates are much lower on college and university campuses than other places across the country, individuals who support legislation forcing colleges and universities to allow the concealed carry of weapons on campus claim that such legislation will lower crime rates even further. Gun rights advocate John Lott (1998), who is frequently discredited, claims in his book *More Guns, Less Crime* that in states where there is a higher rate of concealed permit holders, the violent crime rates go down. Very little statistical evidence actually supports this claim and his studies have not been replicated. A recent Stanford study (Parker, 2014) suggests that the rate of violent crime actually increases in states with the legal right to carry. Another study out of Texas A&M University (Phillips, 2015) illustrates that crime rates did not change after the implementation of concealed weapons laws.

This is the first known comparison study regarding the crime rates on campuses where concealed handguns are permitted, and therefore the first study looking at the effectiveness of the law over a multi-year period. While pro-gun rights supporters argue that weapons reduce crime, this study examines FBI Uniform crime data and Clery Act crime data on campuses that allow concealed weapons versus campuses that ban weapons. This study also explores the effectiveness of laws that mandate the carrying of concealed weapons on campus and their relationship to lowering crime rates.

Method

The units of the study include: campus crime statistics from states that permit concealed handguns on campus (campus carry states), campus crime statistics from states that prohibited concealed handguns on campus (non-campus carry states), individual state crime statistics, and finally national crime statistics. Crime statistics were obtained by federally mandated reportage to the FBI and Department of Education through the Clery Act. The following four violent crime categories were compared: homicide, forcible rape, robbery, and aggravated assault. Crime statistics for all state two-year and four-year colleges and universities were obtained from the Department of Education's Clery Act's *Annual Campus Security Report*. National crime statistics and individual state crime statistics were obtained from the Federal Bureau of Investigation's *Uniform Crime Reports*. Crime data were compared four ways to examine the effects of concealed handgun legislation on college and university campus crime rates:

1. Crime rates in campus carry states before and after the legislation was implemented
2. Crime rates in campus carry states versus state crime rates in the respective states
3. Crime rates in campus carry states versus crime rates in non-campus carry states
4. Rate of forcible rape in the nation versus campus carry states versus non-campus carry states

To avoid duplication of crime statistics, it was necessary to subtract the crime data from the *Annual Campus Security Report* from the *Uniform Crime Reports*. Additionally, the definition of "forcible rape" in the FBI *Uniform Crime Report* broadened in 2013 to include the same definition that the Clery Act has used over the past ten years of data that is used in this study. To maintain consistency, the old definition of "forcible rape" for the national crime statistics was used for the year 2013, though this does not affect the data consistency.

Results

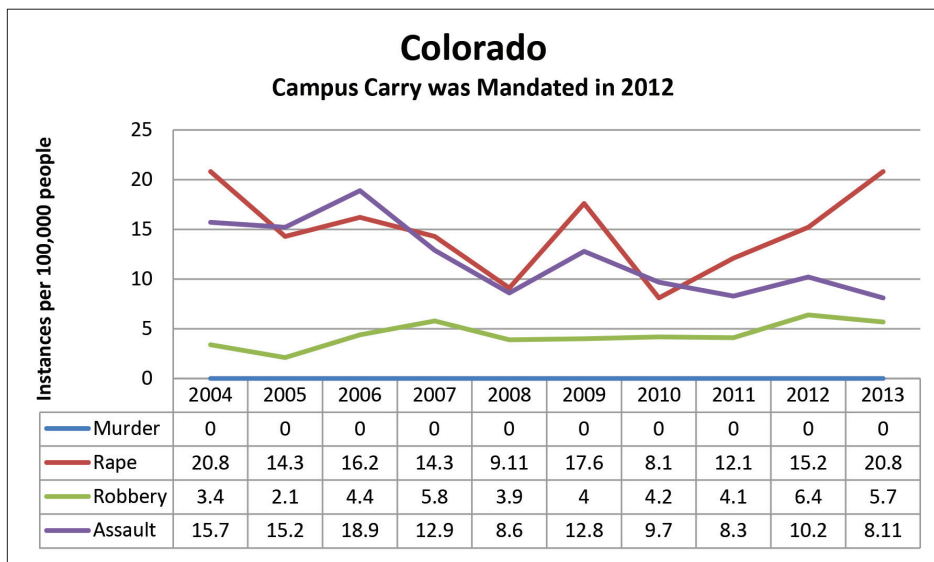Crime rates in campus carry states before and after the legislation was implemented

Chart 1 provides an overview of violent crime statistics in the two states that mandate campus carry before and after this legislation was implemented (when applicable). The Clery Report violent crime data from Colorado (2012-2013) was used in addition to crime statistics from Utah (2004-2013). Idaho is the third state to force colleges and universities to permit concealed handguns on campus but the law went into effect in 2014, and therefore was not used in this study. In the ten-year period, no homicides occurred on the campuses of Colorado and Utah. In Colorado, the instances of forcible rape, robbery, and aggravated assault increased over the past four years with the last two years allowing concealed carry on campuses (bolded statistics). In Utah, the rate of forcible rape fluctuated slightly over the ten-year period but ultimately increased in 2012 and 2013. Robbery and aggravated assault increased slightly. For comparison, over the past 10 years, the national average for all four violent crime categories occurring off campus has decreased. While the crime statistics are lower in Utah than they are in Colorado, the following two charts illustrate that crime rates in the state of Utah are also generally lower than the state of Colorado.
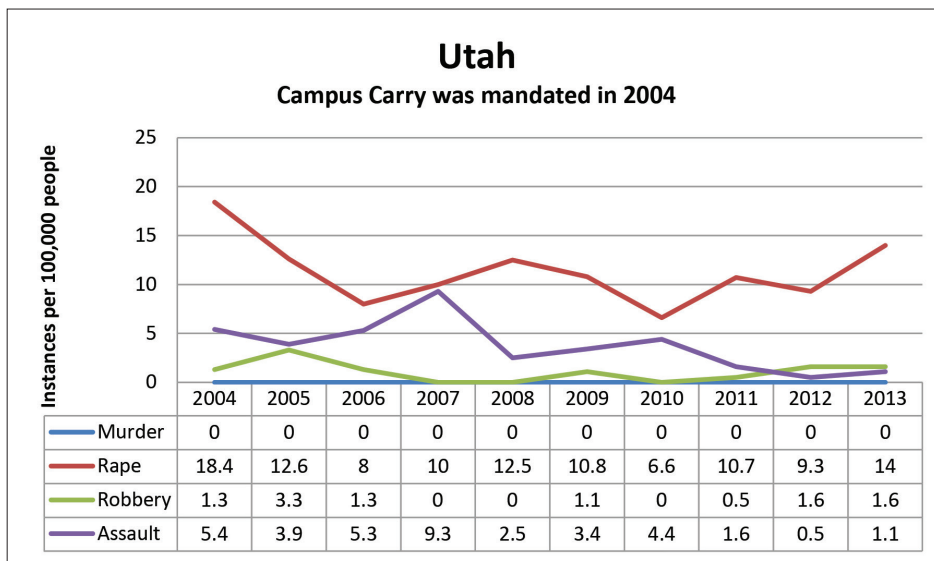
Chart 1

Overview of a Ten-Year Period of Campus Carry States (Colorado[1] & Utah[2]). Numbers are instances per 100,000 people.

Chart 1a: Colorado Campus Crime Statistics 2004-2013

Colorado
Campus Carry was Mandated in 2012

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	0	0	0	0	0	0	0	0	0	0
Rape	20.8	14.3	16.2	14.3	9.11	17.6	8.1	12.1	15.2	20.8
Robbery	3.4	2.1	4.4	5.8	3.9	4	4.2	4.1	6.4	5.7
Assault	15.7	15.2	18.9	12.9	8.6	12.8	9.7	8.3	10.2	8.11

Chart 1b: Utah Campus Crime Statistics 2004-2013

Utah
Campus Carry was mandated in 2004

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	0	0	0	0	0	0	0	0	0	0
Rape	18.4	12.6	8	10	12.5	10.8	6.6	10.7	9.3	14
Robbery	1.3	3.3	1.3	0	0	1.1	0	0.5	1.6	1.6
Assault	5.4	3.9	5.3	9.3	2.5	3.4	4.4	1.6	0.5	1.1

1 Colorado schools include: Adams State University, Arapahoe Community College, Colorado Mesa University, Colorado Mountain College, Colorado Northwestern Community College, Colorado School of the Mines, Colorado State University-Fort Collins, Colorado State University-Pueblo, Community College of Aurora, Community College of Denver, Fort Lewis College, Front Range Community College, Lamar Community College, Metropolitan State University of Denver, Morgan Community College, Northeastern Junior College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Red Rocks Community College, Trinidad State Junior College, University of Colorado-Boulder, University of Colorado- Colorado Springs, University of Colorado-Denver, University of Northern Colorado, Western State Colorado University.

2 Utah schools include: Bridgerland Applied Technology College, Davis Applied Technology College, Dixie State College of Utah, Ogden-Weber Applied Technology College, Salt Lake Community College, Salt Lake Community College – Skills Center, Snow College, Southern Utah University, Uintah Basin Applied Technology College, University of Utah, Utah State University, Utah State University-College of Eastern Utah, Utah State University – Regional Campuses and Distance Learning, Utah Valley University, Weber State University.

Crime rates on campus carry states versus state crime rates in the respective states

The following two informative charts illustrate crime trends on and off campus in states that permit concealed handguns on campus. Chart 2 compares the campus crime data in Utah verses crime data for the state of Utah. The Clery data was removed from the state FBI data to ensure no duplication of reports. The state homicide rate remained somewhat constant, while forcible rape, robbery, and aggravated assault gradually decreased over the ten-year period. Forcible rape on campus, however, began to decrease, remained steady, and then rose sharply over the last four years. Robbery remained somewhat constant while aggravated assault decreased over the ten-year period. The noticeable comparison between state and campus crime statistics occurs in the category of forcible rape as the state rate gradually decreased while the campus rate increased.

Chart 2
Utah Campus Crime versus State Crime. Numbers are instances per 100,000 people.

Chart 2a - Utah Campus Crime Rates 2004-2013

Utah Campus Crime
Instances per 100,000 people

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	0	0	0	0	0	0	0	0	0	0
Rape	18.4	12.6	8	10	12.5	10.8	6.6	10.7	9.3	14
Robbery	1.3	3.3	1.3	0	0	1.1	0	0.5	1.6	1.6
Assault	5.4	3.9	5.3	9.3	2.5	3.4	4.4	1.6	0.5	1.1
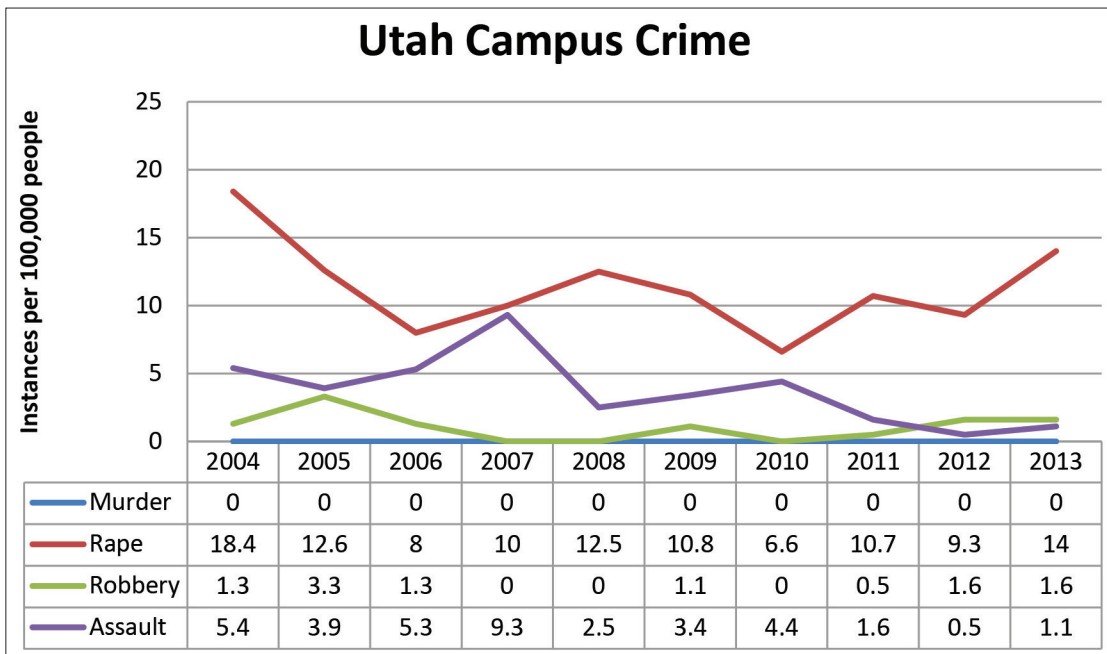
Chart 2b - Utah State Crime Statistics 2004-2013

Utah State Crime
Instances per 100,000

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	2.1	2.4	1.9	2.3	1.5	1.4	2.1	2.1	1.9	1.9
Rape	40.4	38.8	35.7	35.8	33.9	34	36.3	31.7	34.6	33.6
Robbery	55	47	51.8	56.9	55.1	49.7	49.2	41	41	45.5
Assault	152.3	152.4	148.1	152.6	144.1	140.9	139.6	133.1	141.5	138.9

Chart 3 compares the campus crime data in Colorado versus the state of Colorado. Again, the Clery data was removed from the FBI data to ensure no duplication of reports. The state homicide and forcible rape statistics remained somewhat constant, while robbery and aggravated assault decreased slightly over the ten-year period. Because the concealed carry law was mandated in 2012, only two years of data exist. Similar to Utah, campus forcible rape, over a ten-year period, began to decreased, remained steady, and then drastically increased over the past four years. Robbery and aggravated assault decreased slightly. The noticeable comparison between state and campus crime in Colorado is that while forcible rape remained somewhat constant over the ten-year period throughout the state, it rose drastically on campus. Robbery and aggravated assault decreased gradually both on campus and throughout the state.

Chart 3
Colorado Campus Crime versus State Crime. Numbers are instances per 100,000 people.
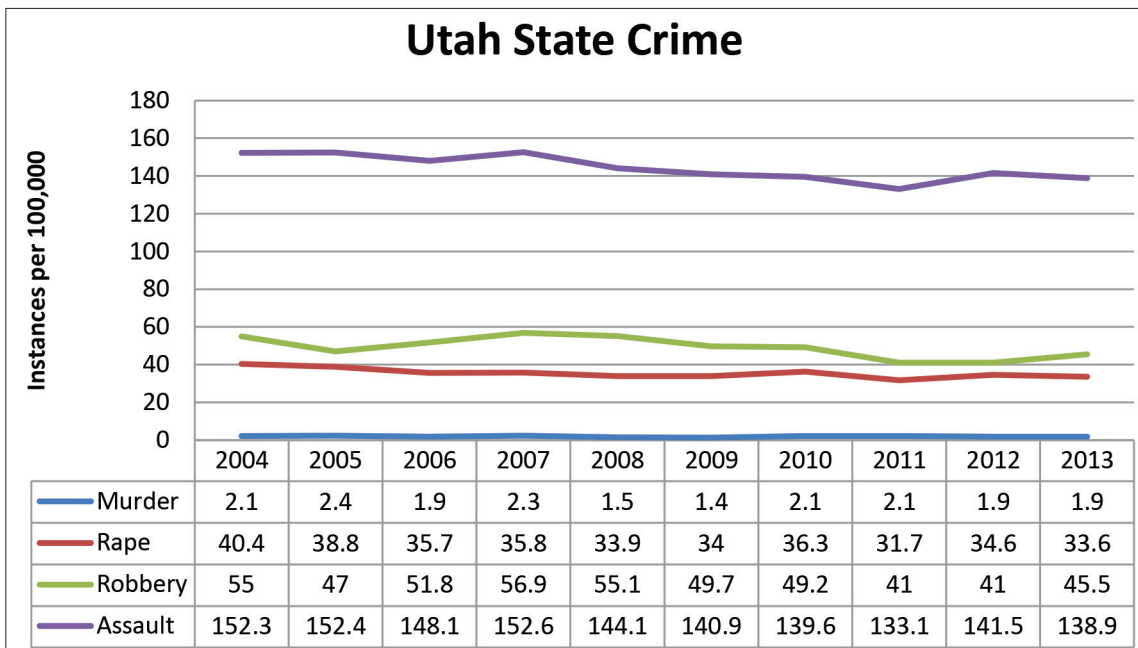
Chart 3a – Colorado Campus Crime 2004-2013

Colorado Campus Crime

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	0	0	0	0	0	0	0	0	0	0
Rape	20.8	14.3	16.2	14.3	9.11	17.6	8.1	12.1	15.2	20.8
Robbery	3.4	2.1	4.4	5.8	3.9	4	4.2	4.1	6.4	5.7
Assault	15.7	15.2	18.9	12.9	8.6	12.8	9.7	8.3	10.2	8.11
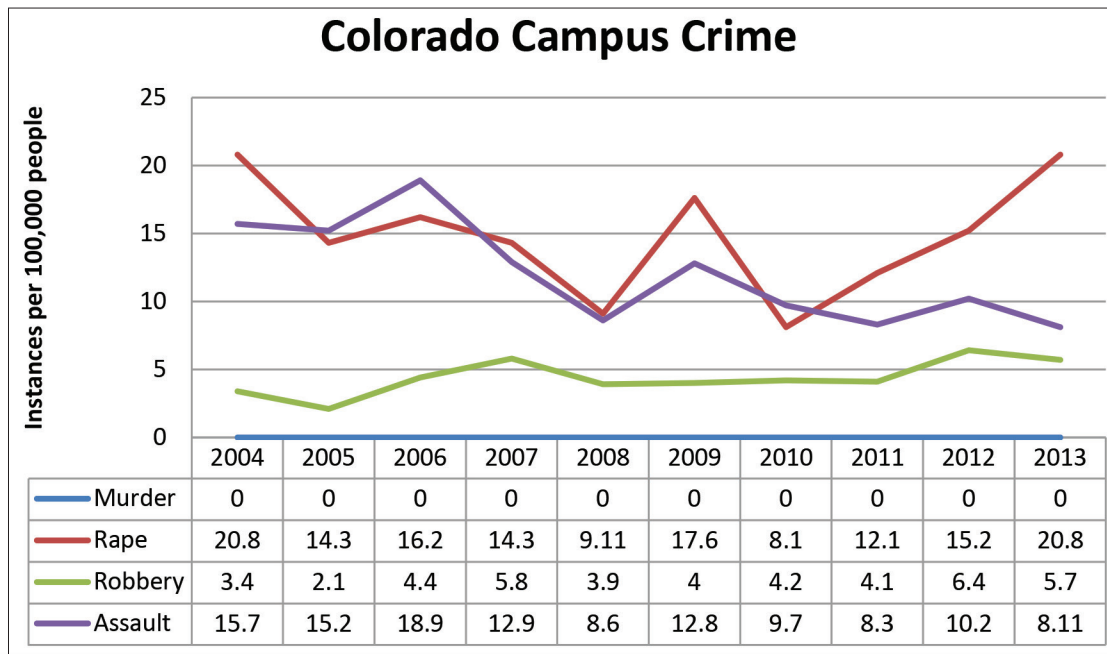
Chart 3b – Colorado State Crime 2004-2013

Colorado State Crime

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	4.6	3.9	3.5	3.3	3.3	3.7	2.5	3	3.3	3.6
Rape	43.7	44.9	45	42.3	44.1	46	45.6	46.3	42.1	39.8
Robbery	85.7	88.9	84.5	74.2	71.3	70.7	65.4	67.9	68.6	62.6
Assault	257.4	277.7	276.2	243.1	240.1	233.3	223.3	219	209.6	198.5
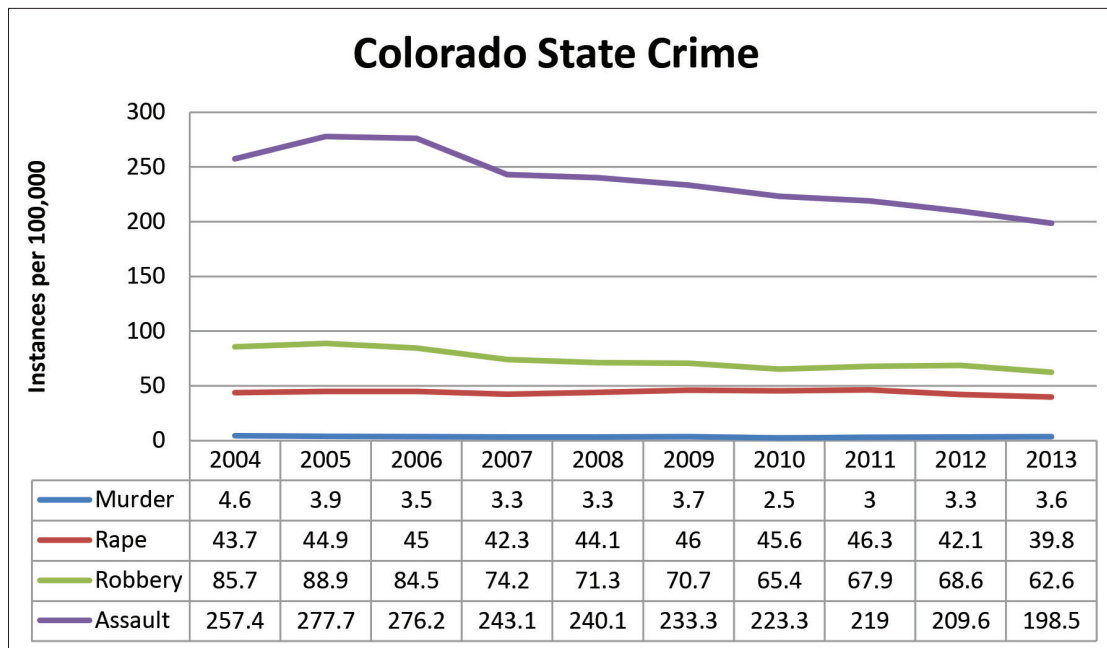
Crime rates on campus carry states versus crime rates on non-campus carry states

Chart 4 illustrates the differences between campus carry versus non-campus carry states. Ultimately if "more guns equals less crime" then by nature, the occurrence of violent crime should decrease at a greater rate. This chart shows that there is no statistical evidence of this. For example, as illustrated in Chart 2 and Chart 3, forcible rape on campus drastically increased, much faster than the average on non-campus carry states.

Chart 4

Campus Carry States (Utah & Colorado) Versus National Crime Statistics. Numbers are instances per 100,000 people.

Chart 4a – Crime in Campus Carry States. Utah from 2004-2011 and Colorado and Utah from 2012-2013

Crime in Campus Carry States

Instances per 100,000 people

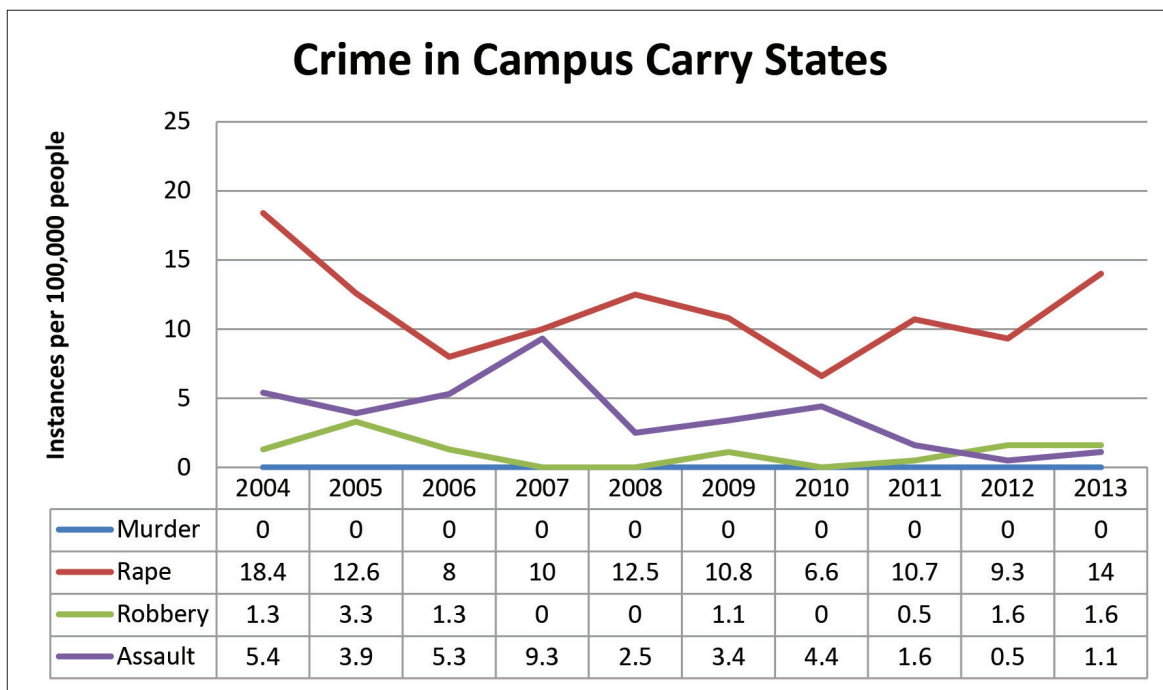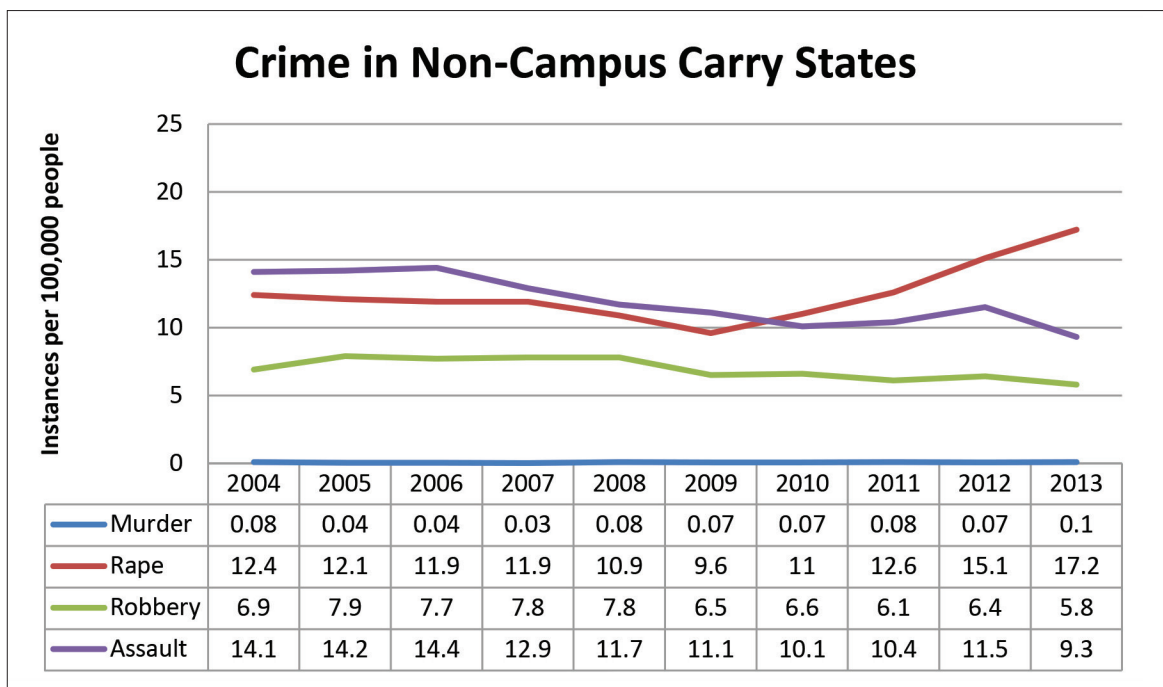|	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	0	0	0	0	0	0	0	0	0	0
Rape	18.4	12.6	8	10	12.5	10.8	6.6	10.7	9.3	14
Robbery	1.3	3.3	1.3	0	0	1.1	0	0.5	1.6	1.6
Assault	5.4	3.9	5.3	9.3	2.5	3.4	4.4	1.6	0.5	1.1

Chart 4b – Crime on Non-Campus Carry States. Utah was subtracted from the data from 2004-2011 and Colorado and Utah were subtracted from 2012-2013.

Crime in Non-Campus Carry States

Instances per 100,000 people

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Murder	0.08	0.04	0.04	0.03	0.08	0.07	0.07	0.08	0.07	0.1
Rape	12.4	12.1	11.9	11.9	10.9	9.6	11	12.6	15.1	17.2
Robbery	6.9	7.9	7.7	7.8	7.8	6.5	6.6	6.1	6.4	5.8
Assault	14.1	14.2	14.4	12.9	11.7	11.1	10.1	10.4	11.5	9.3

Rate of forcible rape in the nation versus campus carry states versus non-campus carry states

Finally, Table 1 takes the category of forcible rape and compares the fluctuation of rates by percentage nationally (non-campus), in non-campus carry, and in campus carry states. It is extremely important to note that the national average of forcible rape is slowly decreasing every year while non-campus carry states are increasing. The campus-carry states, on the other hand, are increasing at a much faster rate than non-campus carry states.

Table 1

Sexual Assault Percentage Difference over a Ten-Year Period – Nationally (Non-Campus), Non-Campus Carry States, and Campus Carry States (Utah and Colorado).

	Non-Campus		Non-Campus Carry States		Campus Carry States Utah (Colorado added in Bold)	
	Per 100,000	% Difference	Per 100,000	% Difference	Per 100,000	% Difference
2004	33.3		12.4		18.4	
2005	32.7	-1.83%	12.1	-2.48%	12.6	-46.03%
2006	32.5	-0.61%	11.9	-16.80%	8	-57.50%
2007	31.4	-3.38%	11.9	0.00%	10	20.00%
2008	30.8	-1.91%	10.9	-9.17%	12.5	20.00%
2009	30.1	-2.27%	9.6	-13.54%	10.8	-15.74%
2010	28.5	-5.32%	11	12.73%	6.6	-63.64%
2011	27.8	-2.46%	12.6	12.70%	10.7	38.31
2012	27.7	-3.60%	15.1	16.61%	**9.3**	**16.41%**
2013	25.6	-7.58%	17.2	12.66%	**14**	**29.29%**

Discussion

While the results certainly do not prove that campus carry causes more crime; it undoubtedly disproves the claim that the possible presence of individuals carrying concealed weapons equals less crime. Idaho is the third state to force state colleges and universities to allow the concealed carry of handguns among its students, faculty, and staff. Idaho was not included in this study because the law was implemented in 2014 and at the time of this study, colleges and universities have only been required to report crime up to 2013. It is also important to understand that this is a small sample size. Finally, it is important to note that the data used came from years prior to the implementation of the Violence against Women Act (2013), which caused a spike in reportage of crime on campus beginning in 2014. The FBI and Clery violent crime statistics presented illustrate that there is no evidence that more guns equals less crime on campus, therefore disproving the notion that campuses that allow concealed weapons are safer than campuses that ban them.

About the Author

Julie A. Gavran, PhD

The author holds a PhD in Humanities – History of Ideas at The University of Texas at Dallas and the Southwestern Director of the Campaign to Keep Guns off Campus, a non-profit organization focusing on gun violence prevention on campus.

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ALiCE: Not Just a Name

By Linda Karp, M.S.I.R. Manager, Student Life, Lake Sumter State College and
Marjorie McGee, M.Ed., Director of Student Life, College of Central Florida

When we hear the name Alice, many people think of characters from the old television shows "The Honeymooners." Jackie Gleason used to say, "To the moon, Alice, to the moon!" Some people think of the housekeeper from the Brady Bunch. But if you ask us, Linda Karp and Marjorie McGee, about Alice, we have a different take on the name altogether.

ALiCE stands for Alert, Lockdown, Inform, Counter and Evacuate, though not necessarily in that order. Not what you were expecting, right? The ALiCE Institute has been a pioneer in the area of active shooter preparation and response. It is important for colleges and universities to have a plan for responding to these types of situations. But we all know what happens to the best-laid plans if we have not held practice drills and fully PREPARED our organization. ALiCE Training can provide the tools needed that will increase survivability and teach us how to proactively handle the threat of an aggressive intruder or an active-shooter event.

We attended an ALiCE Institute Training along with our colleague, Mikel James from the College of Central Florida, in July. It was hosted by the Ocala Police Department and took place over two days. In attendance were various individuals from Law Enforcement, Health Care, and K-12 institutions. We were the only three from higher education. At the end of our two days and after completing certification tests, the three of us are proud to announce that we are now certified ALiCE Instructors for our respective organizations.

Thousands of organizations, both public and private, are currently using ALiCE as part of their safety protocols. ALiCE grew out of a continual concern that the traditional "lockdown" method was no longer good enough when responding to a threat or an active shooter event. We can speak to the truth of this, that a traditional "lockdown" where victims do not do anything, can be deadly. One of our practice scenarios included a mock lockdown where we only hid in a classroom waiting for the shooter to arrive. We were scared and nervous, and the adrenaline had our hearts up in our throats. Mikel said, "You could hear everyone's heart beating in the room" as we waited. We were sitting ducks with no hope of survival as the shooter systematically shot us one by one. Although we knew this was all practice and not real, we felt hopeless and helpless.

Now fast-forward to one scenario where we took lockdown to a new level. We were able to fortify the classroom door with anything we could find in the classroom setting to prevent entry. We stacked furniture, tied the top of the door and the handle with cables from a computer, and armed ourselves with items found in the room. As a result, the shooter could not get in, and we all survived. We went from being passive victims to active respondents who increased our survivability. The ability to move from the mindset of "we are going to die" to "we can survive" provided a life-changing mindset for us, and it can for others.

This is just a small sample of what ALiCE is all about. We cannot wait to share more with our college community. Our intent is to provide training and share this valuable information and resources with all 28 colleges in our system.

If you would like more information on ALiCE, please contact us at: *karpl@lssc.edu* or *mcgeem@cf.edu*

You call also visit *alicetraining.com* to learn more about ALiCE.

About the Authors

Marjorie McGee, M.Ed.

Marjorie McGee, M.Ed. is currently the Director of Student Life at the College of Central Florida, located in Ocala Florida. She earned her Masters from the University of Florida and is a graduate of Leadership Ocala Marion. Marjorie has served as the District 3 Advisor for the Florida College System Student Government Association (FCSSGA) for six years, including as the State Advisor during the 2011-2012 year. Marjorie is the Immediate Past Chair of the Association of Florida Colleges Student Development Commission and is the Vice President Elect for Commissions.

Linda Karp, M.S.I.R.

Linda Karp, currently serves as the Manager of Student Life, at Lake-Sumter State College. She earned her Master's in International Relations from Troy University. She is currently working on her PHD in Industrial and Organizational Management at Capella University. Linda has served as the District 2 Advisor and as the State Advisor for the Florida College System Student Government Association (FCSSGA).

Keep Guns Off Campus

By The Campaign to Keep Guns Off Campus

Whatever your opinion on guns, most of us would probably agree: there are certain places where we ought to be particularly careful, to ensure that, whether we allow guns or not, that they do not inadvertently cause injury. Making the top of most our lists, probably, are places like nuclear facilities, laboratories with dangerous chemicals, hospitals and other medical facilities, and places where mental health care is being administered. Likely somewhere near the top, too, are places like daycare centers, other places with particularly young people, and, perhaps, places with large-capacity crowds, like stadiums.

What do all of these aforementioned places have in common? These are places that can and do exist on college campuses across the United States. Over the last eight to nine years, we are witnessing an increasingly extreme pro-gun movement in the United States that is promoting legislation and litigation to force colleges and universities to allow loaded, concealed guns on campus. This movement comes despite the fact that the current majority of 4,400 colleges and universities in the United States have adopted sound policies that forbid weapons.

Furthermore, these gun-free policies have helped to make our post-secondary education institutions some of the safest places in the country. For example, a 2001 U.S. Department of Education study found that the overall homicide rate at post-secondary education institutions was fewer than 1 person - 0.07, to be exact - per 100,000 students in 1999.[1] By comparison, the criminal homicide rate in the United States as a whole was 5.7 people per 100,000 persons overall in 1999, and 14.1 per 100,000 for persons ages 17 to 29. A Department of Justice study found that 93% of violent crimes that victimize college students occur off campus.[2]

Disregarding the success of these gun-free policies, the campus carry advocates has succeeded in forcing schools in Arkansas, Colorado, Idaho, Kansas, Mississippi, Oregon, Utah, Tennessee, Texas, and Wisconsin to allow, in various manifestations, the carry of firearms on their premises (i.e. campus grounds, classrooms, dormitories, or parking lots). This momentum is emboldening additional states to adopt similar legislation while decreasing the foundation for successful litigation to stop these laws.

The impact of these policies to force concealed weapons on campus can be most clearly seen in the increase in violence on campus, both self-induced and towards other students and faculty, and the diminution of a safe and nurturing learning environment. College and university students are at a precarious time in their lives where several circumstances coalesce to create high-stress situations. These situations are far likelier to become potentially dangerous, and even fatal, when firearms are present. The population mostly consists of 18-24 year olds (National Center for Education Statistics), which experiences death by suicide as the second leading cause of mortality, as well as the highest rates of serious thoughts about suicide (7.4%) and making a suicide plan (2.5%), according to the Centers for Disease Control and Prevention.[3] Other factors characteristic of this age group, including increasing rates of campus sexual assault, drug and alcohol abuse and impulsivity, are widely recognized vulnerabilities that, combined with an increased presence of firearms, increase the risk of both students and faculty to suffer from violence.

In addition to increasing risk to faculty, staff, students and visitors by virtue of the presence of concealed weapons, other factors to consider include: 1) the cost of approximately $100 million dollars[4] of an unfunded mandate as Florida's colleges purchase new equipment, hire more security and provide training; 2) strong campus law enforcement opposition to guns on campus; 3) the fact that concealed weapons permit holders generally lack the frequent and ongoing tactical training required to use deadly force in the event of an active shooter scenario, and 4) generally, legislators are not at all in the best position to assess the health and safety needs of every campus community (including the particularly sensitive places mentioned above). The individual institutions themselves are best qualified to make those decisions, and there is a reason that a vast majority have rejected campus carry.

Supporters of guns on campus often point to the Second Amendment as the cornerstone for their right to carry concealed weapons on campus. The late United States Supreme Court Justice Antonin Scalia, in writing the opinion for District of Columbia v. Heller which recognized that the Second Amendment extends to a right to possess firearms in the home for self-defense, went out of his way to reaffirm the legality of laws restricting carrying weapons in sensitive places like schools. In this sense, our constitutional tradition recognizes that even a fundamental liberty that can protect lives should still be regulated, when it can also unjustifiably take lives.

As a Floridian, and perhaps more importantly, as a

member of the higher education system in the state, you know full well about the battle to force guns on campus. Over the last several years (including the 2015 and 2016 legislative sessions), the campus carry advocates continues to push sweeping legislation in Tallahassee that would allow people 21 and over to carry concealed weapons virtually anyway on campus.[5] Fortunately, this legislation continues to fail, though the Florida House did approve HB 4001 earlier this year. Despite this success, Florida is far from the only state facing a relentless assault of campus carry proposals. As a case in point, in 2016 alone, an alarming 17 states considered campus carry legislation, with Tennessee being the 10th state to allow concealed weapons on campus.[6]

With respect to Florida, we fully expect to see another campus carry bill introduced for the 2017 legislative session and are prepared to engage our supporters in opposition.

America's colleges and universities cannot afford to sit on the sidelines on the issue of guns on campus, as strong opposition from the educational community is an important cog in the wheel of defense against the campus carry advocates' dangerous agenda. We urge the higher education community in Florida to continue to take a stand and remain active in opposing efforts to change state law and force loaded, concealed weapons on campus. A Guns On Campus bill can be defeated, but doing so requires vigilance on the part of administrators, faculty, staff, students, and parents.

About the Author
The Campaign to Keep Guns Off Campus

The Campaign to Keep Guns off Campus was founded in 2008 to urge colleges and universities to band together to oppose the campus carry advocates's agenda to push loaded, concealed guns onto college campuses. To date, the American Association of State Colleges and Universities (AASCU) and more than 420 colleges and universities in 42 states have joined the Campaign.

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4 Estimate by the Association of Florida Colleges
5 Florida currently allows concealed weapons permit holders to store their guns in locked compartments in cars on campus.
6 AL, AK, AZ, FL, GA, IN, KY, MI, MO, NH, OH, OK, SC, TN, VA, WV & WA

CALL FOR SUBMISSIONS: SPRING 2017

VISIONS: THE JOURNAL OF APPLIED RESEARCH FOR THE ASSOCIATION OF FLORIDA COLLEGES

Requests submissions for its Spring 2017 Volume focused on: **Student Success**

Submissions in the following formats will be considered for inclusion:

- *Scholarly Articles* – Approximately 1,500 to 2,500 words in length. Should be submitted in current APA (American Psychological Association) style and written in clear and concise language that presents the research with clarity of purpose and rationale.
- *Best Practices* – Written with the purpose of providing working solutions to problems posed by the issues addressed.
- *Editorials* – At the discretion of the Editorial Board.
- *Suggested topics for this issue might include:* Developmental education, general education, workforce, distance learning, tutoring and learning centers, service learning and a variety of other avenues that aid in the discussion of student success.

All submissions with be referred to the Visions Editorial Board and must include an abstract outlining three or four implications of the topic for the college system. Submissions must also include a short biographical statement describing the author and a signed copyright release statement.

Submissions and inquiries should be sent via e-mail to Dr. Gary Sligh at *gsligh@myafchome.org*

Deadline for all submissions for Student Success issue is April 15, 2017

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