Item Name: Student Safety Task Force Report

Issue: The committee will receive a presentation on the recommendations from the Student Safety Task Force for each university and changes implemented this fall.

Background

- In fall 2013, the board launched a statewide student safety task force to examine issues related to student safety; identify and promote best practices that promote healthy, positive behaviors; and increase coordination among the universities, student groups, law enforcement and the communities surrounding each institution.

- To conduct this thorough review of student safety issues, each university established a local task force to address and serve the particular student safety needs of their institution. Local task forces included representation from the university; local law enforcement; local elected officials; Greek life; student government; parents of students enrolled at the university; on and off campus multi-housing units; an organization affiliated with extracurricular activities; and the local school district.

- Over the course of the last six months, each university task force held a series of meetings to examine student safety issues and develop recommendations on initiatives to improve student safety. Each task force also held a public meeting to solicit input.

- This work culminated in a public meeting of the Statewide Student Safety Task Force on June 16, 2014 at which each university presented their findings and recommendations.

Discussion

- There are myriad issues connected to student safety such as: alcohol use, mental health, sexual assault, physical campus safety, population-specific safety, regional setting and climate-related issues, transition issues (high school to university or from on-campus to off-campus housing); and each institution has analyzed these issues to determine the best course of action.

Contact Information:

James Rund, ASU  (480) 965-2200  james.rund@asu.edu
Cindy Anderson, NAU  (928) 523-7618  cindy.anderson@nau.edu
Melissa Vito, UA  (520) 621-3772  mmvito@email.arizona.edu
The task force made a number of recommendations for the regents to consider from an enterprise perspective as well as initiatives and intended actions by each university related to improving student safety.

The universities will discuss on how they are progressing with the implementation of their university-specific recommendations and plans to keep these collaborative efforts going. Each university’s full report includes a deeper level of detail on these recommendations.

**Key Data/Findings**

Please refer to the following documents:

<table>
<thead>
<tr>
<th>Attachment</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>System Summary</td>
<td>37-46</td>
</tr>
<tr>
<td>B</td>
<td>ASU Report</td>
<td>47-218</td>
</tr>
<tr>
<td>C</td>
<td>NAU Report</td>
<td>219-352</td>
</tr>
<tr>
<td>D</td>
<td>UA Report</td>
<td>353-380</td>
</tr>
</tbody>
</table>

**Recommendation**

This report is provided for the committee’s information and discussion.
MEMORANDUM

TO: Regents
CC: University Presidents & University Task Force Leaders
FR: President Klein
RE: Statewide Student Safety Task Force

Date: September 10, 2014

Ensuring our universities provide a positive environment that promotes the health, well-being and overall safety of our student body is an integral part of the ABOR governance process. To that end, in fall 2013, we launched a statewide student safety task force to examine issues related to student safety; identify and promote best practices that promote healthy, positive behaviors; and increase coordination among the universities, student groups, law enforcement and the communities surrounding each institution.

To conduct this thorough review of student safety issues, each university established a local task force to address and serve the particular student safety needs of their institution. Local task forces included representation from the university; local law enforcement; local elected officials; Greek life; student government; parents of students enrolled at the university; on and off campus multi-housing units; an organization affiliated with extracurricular activities; and the local school district.

Over the course of the last six months, each university task force held a series of meetings to examine student safety issues and develop recommendations on initiatives to improve student safety. Each task force also held a public meeting to solicit input. NAU and UA also provided task force specific e-mail addresses for individuals to provide comments and recommendations. This work culminated in a public meeting of the Statewide Student Safety Task Force on June 16 at which each university presented their findings and recommendations.
I am pleased to report that each task force completed an extremely thorough analysis of data, trends, policies and best practices, which made for a thoughtful discussion and a number of solid recommendations. I also commend the work of the local task force participants for collaborating in what in some cases was an unprecedented way. Adam Geyer, Interfraternity Council President at the UA, offered this description of his experience on the local student safety task force:

"A lot of great conversations were held about student safety that widened my view on the efforts that our schools take to ensure the health of everyone on our campuses. I think that the creation of these reports will both allow the Board of Regents to get a feel for student safety at each campus, and for each university to re-organize their strategies and efforts to stay ahead of the curve of safety issues. As a student, I am glad that I had the opportunity to sit at the table and contribute to these conversations and help bring an undergraduate's perspective to how students feel about their safety and what successful ways are to maximize the University's efforts."

The remainder of this memo documents recommendations for the regents to consider from an enterprise perspective as well as initiatives and intended actions by each university related to improving student safety. At the September board meeting, I will highlight the work of the task forces, what recommendations have been implemented at the local level as well as the recommendations stemming from the statewide task force. As well, you will have an opportunity to hear from the universities on how they are progressing with the implementation of their university-specific recommendations and plans to keep these collaborative efforts going.

As you read through these recommendations, I encourage you to view each university’s full report, which includes a deeper level of detail on these recommendations. There are myriad issues connected to student safety such as: alcohol use, mental health, sexual assault, physical campus safety, population-specific safety, regional setting and climate-related issues, transition issues (high school to university or from on-campus to off-campus housing); and each institution does a tremendous job of analyzing these issues to determine the best course of action. Additionally, it is worth noting that our institutions are home to many student safety subject matter experts and already have thorough programs in place to address student safety issues.

Student safety does and must always remain at the forefront of our operations. The ABOR Code of Conduct states: “the aim of education is the intellectual, personal, social and ethical development of the individual.” It is our duty to create a positive environment in which this can be achieved. I believe the work of the Statewide Student Safety Task Force will greatly contribute to that goal.
The following recommendations stemmed from the Statewide Student Safety Task Force meeting:

- Review student safety policies, student code of conduct policies and disciplinary procedures annually and continue regular assessment of public safety needs at the three state universities

- Continue to enhance town/gown relations and involve and engage local municipalities and law enforcement to help raise awareness in the community on student safety issues

- Identify additional enterprise issues that may require additional outreach to external entities for best practices

- Engage a representative from Governor’s Office and/or the Governor’s Office of Highway Safety to focus on public safety and student safety concerns

- Explore funding sources for policing and public safety

The following is an overview of the recommendations that stemmed from each local task force.

ARIZONA STATE UNIVERSITY
ASU divided their task force into three sub-committees: Coordinated Public Safety, University Standards and Expectations, and Community Outreach and Education. The following recommendations and intended actions came from each sub-committee. For ASU’s complete student safety task force report see Attachment B.

I. Coordinated Policing/Public Safety
   A. Ensure that appropriate City of Tempe and ASU Police resources are available and deployed to address mutual public safety issues on campus and in the City of Tempe.
      i. Establish a Joint City of Tempe/ASU Strategic Planning Group

         ii. Establish a Joint City of Tempe/ASU Event Task Force

   B. Promote ASU membership in the Regional Wireless Cooperative (a mission critical public safety communications infrastructure servicing the greater Phoenix metropolitan area).

   C. Develop and implement policy changes to address on- and off-campus public safety including security plans and safety standards for off-campus apartments, safety standards for first responders, revised standards for football game/event management and other sponsored events.
D. Develop and implement policy changes to address on- and off-campus public safety including security plans and safety standards for off-campus apartments, safety standards for first responders, revised standards for football game/event management and other sponsored events.

Additional recommendations and intended action including a comprehensive Memorandum of Understanding between ASU and City of Tempe police departments will be implemented September 2014.

II. University Standards and Expectations
   A. All new students will be familiar with the ABOR Student Code of Conduct and complete online training relevant to university standards and behavioral expectations.
   
   B. Safety and security standards will be strengthened in off-campus student communities.
   
   C. Educational efforts focused on student safety, crime prevention, sexual violence and mental health will be enhanced and expanded.
   
   D. Positive social engagement and public events for community youth and university students will be expanded and enhanced.
   
   E. Training for university faculty and staff will be made available as needed to assist students in distress.

III. Community Outreach and Education
   A. Provide more visibility of ASU students and staff in local high schools through value-added programs/services (high school to college transition, mentoring, positive role-modeling).
   
   B. Set clear expectations for new students and parents (i.e. zero tolerance for behavior inconsistent with university values).
   
   C. Prepare ASU students for transition to responsible citizenship while moving from on- to off-campus and becoming members of the local community.
   
   D. Provide ongoing education for persistent communication with all ASU students reinforcing institutional expectations for all members of the University community.
E. Provide ongoing education for persistent communication with all ASU students reinforcing institutional expectations for all members of the University community.

In summary, the aforementioned reflects the intended next steps by University and City of Tempe to insure a higher standard of safety for students and community members alike. The action to be taken in the next 60 days as a result of this report is also intended to create a structure for continued coordination and periodic review of safety standards that reflect the expectations of ASU, the City of Tempe and those they serve.

NORTHERN ARIZONA UNIVERSITY
Following are NAU’s student safety recommendations. For NAU’s complete student safety task force report see Attachment C.

Committee recommendations to enhance institutional response
1) Mandate My Student Body Course for all incoming students to address new SaVE and VAWA requirements for all HE institutions receiving federal funds.
   a. Research how other institutions have implemented “hard mandates.”
   b. Implement for fall 2014 (at least in language) with potential for enforcement structure to be implemented later.

2) Grow/promote existing alternative programs to compete with events with normed use/abuse of alcohol (e.g. Tequila Sunrise).

3) Increase, market and fund campus-based, late night weekend programming for students and other risk-reduction and educational programs (alcohol and drug use/abuse, sexual assault, relationship violence, etc.).
   a. Create late-night spaces where students can eat, “hang out” and be safe in addition to the residence halls.
      i. Work with Dining Services, Unions and Activities, Campus Recreation/HLC and Athletics.
   b. Get the word out to students through social media, centralized calendar and text message system for campus programs.

4) Expand marketing of initiatives to enhance safety between the bars and campus.
   a. Hang posters explaining available programs (Safe Ride, etc) in the bars and businesses frequented by NAU students.
   b. Market alcohol risk reduction programs such as Safe Ride, SODAS and other programs.
c. Communicate to students as well as establishment owners, faculty/staff about resources, education about police/student escorts. Market both on and off campus in high-traffic locations such as bus shelters, restroom stalls, on buses.
d. Add the Safe Ride route to the GPS Tracking (“Translook”) for the Campus Transit System.

5) Increase number of faculty who complete the online suicide gatekeeper program (Kognito training) and review program that would train faculty and staff about student depression and self-harm (Campus Connect Program).

6) Promote the new campus-wide protocol for responding to student mental health incidents.

7) Explore the creation and adoption of a campus-wide response protocol to acts of bias against an individual or group based on their actual or perceived race, sex, age, color, national origin, religion, disability, veteran status, sexual orientation or gender identity.
   a. Review current reporting channels including Affirmative Action, Inclusion and Multicultural Services, Student Life, Housing and Residence Life and NAUPD.
   b. Involve the President’s Diversity Commissions in the discussion.

8) Implement the recommendations of the Greek Life Blue Ribbon Committee. Of direct relevance to the work of the Student Safety Task Force are the following:
   a. Increase the number of faculty/staff and chapter advisers for Greek organizations.
      i. Direct contact with chapter leaders, advisers and national offices of the requirement and current chapter advising status.
      ii. Assist students in identification of potential advisers with outlining processes, providing template outreach letters and collaborative work with the Dean of Students to promote advising opportunities with fraternities and sororities.
   b. Institute more campus-wide hazing prevention efforts
      i. Audit fraternity and sorority chapter member education requirements designed to reduce risk and promote student safety (AOD education, hazing prevention, sexual health education, sexual assault and bystander intervention).
      ii. Identify gaps in current chapter education programs and create a menu of institutional and national workshops and resources available to chapters to supplement programs that reduce risk and promote student safety.
iii. Explore risk management educational program completion incorporation into chapter quality assessment program.

iv. Provide a mandatory hazing prevention education session for all Greek students during National Hazing Prevention Week.

iv. Explore the training of residence hall staff on the warning signs of hazing and how to report suspected hazing incidents.

c. Assess, track and develop a menu of program offerings to promote individual and chapter education on topics related to alcohol and other drugs, hazing, sexual assault and bystander intervention.

i. Require all chapters to report mandatory workshops, tutorials, online classes, etc. in regards to reducing risk such as education, hazing prevention, sexual health education, sexual assault, and by-stander intervention.

ii. Identify gaps/holes and work to create a menu of workshops individual chapters could request to reduce risk in areas that their current chapter does not provide/require.

9) Study medical amnesty policy advancements currently under way for potential institutional action.

10) Continue to review new guidance on the issue of campus sexual assault from the Department of Education (Office for Civil Rights), the White House Task Force to Protect Students from Sexual Assault and applicable federal legislation and regulations (such as the Violence Against Women Act) to assess its compliance with applicable laws and identify and implement institutional best practices to prevent, educate and respond to the effects of sexual assault.

UNIVERSITY OF ARIZONA

Some of the recommendations outlined below are already being implemented across campus, and those are denoted by an asterisk (*). The Task Force worked throughout the process to actively address gaps and opportunities as they were identified and were feasible to change which culminated in this list of safety-related recommendations. For the UA’s complete student safety task force report see Attachment D.

Health and Safety

- High-risk alcohol use.
  - Increasing alcohol-free programming throughout the academic year.
  - Researching a Good Samaritan policy to encourage students to seek help and if such a policy is feasible at the UA.
Continuing to refer students with alcohol violations to the evidence-based SHADE (Student Health Alcohol Drug Education) diversion program, offered by the Campus Health Service.*

Continuing collaboration with Fraternity and Sorority Programs and Campus Health Service to prevent high-risk alcohol use*.

Conducting an inventory of available resources, services, and marketing efforts around high-risk alcohol prevention.
  - Determine if there is a duplication of efforts on campus.
  - Ask students about best ways to market these messages based on inventory results.

**Suicide ideation and student mental health**
  - Work to sustain suicide prevention activities as a result of the SAMHSA grant*.
  - There is a documented need for more mental health clinicians to work with students.
  - Continuing to promote the Friend 2 Friend website in order to offer more student resources of how to help a friend in need.

**Title IX-related issues**
  - Increasing collaboration with different campus partners to create consistent and clear messaging for students impacted by sexual assault.
  - Offering training(s) for students on Title IX issues, including sexual misconduct, discrimination, harassment, and relationship violence*.
  - Continually monitor and review all federal communication related to Title IX for compliance, surveying, and policy review.

**UA Safety Committee**
  - Transform group into an ongoing committee chaired by the Dean of Students and Chief of the University of Arizona Police Department
    - Bolster membership from student groups especially underrepresented groups such as LGBTQ+ students, students studying abroad, disabled students, cultural centers, etc.
    - Include membership of UA parents, alumni, neighbors, and local merchants
    - Review the current Memorandum of Understanding between the University of Arizona Police Department and the Tucson Police Department for potential revisions

**Frequency of safety assessments**
  - Assess lighting and other physical safety concerns more frequently. This could include special events and different times of the year
Physical Campus Safety

- Streetcar safety
  - Finding ways to track Streetcar accidents and injuries to determine areas which pose the highest safety risk*
  - Tracking incidents and finding ways to alter the built environment to increase safety for pedestrians, cars, bikes, and the Streetcar*
  - Collaborating with the city of Tucson to conduct an evaluation about incidents and accidents related to the Streetcar after 6-12 months of operation.

Communication

- Expand Campus Health Service survey to include safety related questions to broadly assess safety concerns on campus.
- Finding ways to infuse safety messaging into first-year experiences courses.
- Enhancing student online portal to highlight more safety resources for students.
- Training faculty and staff on Non-Enrolled Minors Policy when adopted on campus.
- Increase external communication with parents around safety concerns for students.
- Review all campus communications around safety for consistency, gaps, and potential revisions.

###
Student Safety
Task Force
Executive Summary

In November 2013, the Arizona Board of Regents established a statewide task force on student safety. Each university was asked to appoint and organize a local task force to address student safety needs.

In December 2013, President Crow appointed the ASU Student Safety Task Force and in February 2014 ABOR President Klein charged the group with reviewing existing programs and policies to seek best practices that promote healthy behaviors and generally enhance student safety.

The ASU Student Safety Task Force was comprised of City of Tempe representatives, law enforcement, faculty, staff, students, parents and K-12 leaders. (A roster of the ASU Student Safety Task Force members is included in Appendix A.)

The Task Force held four meetings in Spring 2014 with the following primary agenda items:

**February 18:** Presidents Klein and Crow provided the charge to the task force. Divided into three sub-committees to organize and accomplish the work.

To address the charge for the task force and thoroughly review the range of topics raised in the first meeting, the Task Force was divided into three sub-committees. The sub-committees were: Coordinated Public Safety, University Standards and Expectations, and Community Outreach and Education. Each sub-committee was comprised of 5-8 members co-chaired by a member of the task force and included a broad representation of stake holders including educators, law enforcement, students, faculty, parents, community members and City of Tempe staff. (A complete list of sub-committee rosters in attached in Appendix B.)

Each sub-committee met three or more times and included subject matter experts to learn more about effective programs, best practices and opportunities for collaboration. (A set of recommendations was developed by each sub-committee and the full reports are included in Appendix C.)

**Task Force Meetings**

**March 6:** ASU presented relevant background and data on national, local and ASU norms and trends.

**April 11:** Sub-committee updates, review of draft committee reports and opportunity for input

**May 30:** Review and discussion of final Task Force Report
Sub-Committee Recommendations and Intended Actions

I. Coordinated Policing/Public Safety

Co-Chairs: Tom Ryff, Chief of Police, City of Tempe; John Pickens, Chief of Police, Arizona State University

A. Ensure that appropriate City of Tempe and ASU Police resources are available and deployed to address mutual public safety issues on campus and in the City of Tempe.
   i. Establish a Joint City of Tempe/ASU Strategic Planning Group
   ii. Establish a Joint City of Tempe/ASU Event Task Force

B. Promote ASU membership in the Regional Wireless Cooperative (a mission critical public safety communications infrastructure servicing the greater Phoenix metropolitan area).

C. Develop and implement policy changes to address on- and off-campus public safety including security plans and safety standards for off-campus apartments, safety standards for first responders, revised standards for football game/event management and other sponsored events.

Additional recommendations and intended action including a comprehensive Memorandum of Understanding between ASU and City of Tempe police departments will be implemented September 2014.

II. University Standards and Expectations

Co-Chairs: Leah Doane, Assistant Professor of Psychology, Arizona State University; Jennifer Hightower, Deputy Vice President for EOSS, Arizona State University

A. All new students will be familiar with the ABOR Student Code of Conduct and complete online training relevant to university standards and behavioral expectations.

B. Safety and security standards will be strengthened in off-campus student communities.

C. Educational efforts focused on student safety, crime prevention, sexual violence and mental health will be enhanced and expanded.

D. Positive social engagement and public events for community youth and university students will be expanded and enhanced.

E. Training for university faculty and staff will be made available as needed to assist students in distress.
III. Community Outreach and Education

Co-Chairs: Onnie Shekerjian, Vice Mayor, City of Tempe; Bruce Kipper, Principal, Mountain Pointe High School

A. Provide more visibility of ASU students and staff in local high schools through value-added programs/services (high school to college transition, mentoring, positive role-modeling).

B. Set clear expectations for new students and parents (i.e. zero tolerance for behavior inconsistent with university values).

C. Prepare ASU students for transition to responsible citizenship while moving from on- to off-campus and becoming members of the local community.

D. Provide ongoing education for persistent communication with all ASU students reinforcing institutional expectations for all members of the University community.

In summary, the aforementioned reflects the intended next steps by University and City of Tempe to insure a higher standard of safety for students and community members alike. The action to be taken in the next 60 days as a result of this report is also intended to create a structure for continued coordination and periodic review of safety standards that reflect the expectations of ASU, the City of Tempe and those they serve.

Additionally, the task force offers the following recommendations for ABOR consideration:

I. Review student safety policies on a regular basis (annually).

II. Conduct an independent assessment of public safety needs at the three state universities.

III. Appoint a non-voting member from the Governor’s Office to focus on public safety and student safety concerns.

IV. Identify funding sources for policing and public safety.
ASU Student Safety Task Force Roster

Arizona Board of Regents
- President Eileen Klein
- Regent Mark Killian
- Student Regent Kaitlin Thompson

ASU Appointees
- Jim Rund, Senior Vice President for Educational Outreach & Student Services (Chair)
- Jerome Bauersfeld, Interfraternity Council President
- Jordan Davis, USG Tempe President
- Leah Doane, Assistant Professor, Psychology
- Donna Evans, Changemaker Central
- Megan Fisk, GPSA President
- Alberto Gutier, Director, Arizona Governor's Office of Highway Safety
- Ethan Halliday, ASU Parent
- Jennifer Hightower, Deputy Vice President, Educational Outreach & Student Services
- Bruce Kipper, Principal, Mountain Pointe High School
- Aubree May, Panhellenic Council President
- John Pickens, Chief of ASU Police
- Mike Polzin, General Manager for American Campus Communities
- Tom Ryff, Chief of Police, City of Tempe
- Onnie Shekerjian, Vice Mayor, City of Tempe
Appendix B

Sub-Committees

• University Standards and Expectations Members:

Jerome Bauersfeld, ASU Student and Interfraternity Council President
Leah Doane, Assistant Professor of Psychology, ASU*
Kyle Freeman, ASU Student and Interfraternity Council representative
Megan Fisk, ASU Student and Graduate and Professional Student Assn. President
Ethan Halliday, Parent of ASU Student
Jennifer Hightower, Deputy Vice President for EOSS, ASU*
Linda Lederman, Professor and Director, Hugh Downs School of Human Communication, ASU

Staff Support: Karen Moses, Director of ASU Wellness

• Coordinated Public Safety Members:

Allen Clark, Director of ASU Emergency Preparedness
Kevin Cook, Dean of Students, Tempe Campus, ASU
Jordan Davis, ASU Student and Tempe Undergraduate Student Government President
Alberto Gutier, Director, Governor’s Office of Highway Safety
James McGuffin, Assistant Director for Highway Patrol, Arizona Department of Public Safety
John Pickens, Chief of Police, ASU*
Michael Polzin, General Manager, American Campus Communities (Vista Del Sol)
Greg Ruiz, Fire Chief, City of Tempe
John Rush, Assistant Police Chief, City of Tempe
Tom Ryff, Chief of Police, City of Tempe*
Jerry Sheridan, Chief Deputy, Maricopa County Sheriffs Office
Rev. Oscar Tillman, President of Maricopa County Branch, NAACP
Michael Thompson, Assistant Police Chief, ASU
John S. Valenzuela, Assistant Fire Chief, City of Tempe

Staff Support: Stephanie Salazar, Director of Off-Campus Student Services, ASU

• Community Outreach and Education Members:

Donna Evans, ASU Student and Vice Director, Changemaker Central
Bruce Kipper, Principal, Mountain Pointe High School*
Ian Moses, Assistant Principal, Tempe High School
Karen Moses, Director, ASU Wellness
Nikki Ripley, Communication and Media Relations Director, City of Tempe
Onnie Shekerjian, Vice Mayor, City of Tempe*
Jane Steffens, ASU Student and Panhellenic Council representative

Staff Support: Safali Evans, Assistant Vice President for EOSS, ASU

* Denotes Co-Chairs
Appendix C

Student Safety Task Force
University Standards and Expectations Subcommittee

Overview: The University Standards and Expectations subcommittee focused on four areas believed to be essential to successful student transition to and participation in the university and broader Tempe community: (1) communication strategies and core messages regarding expectations, resources, and responsibility for all new incoming students to ASU; (2) communication strategies and messages regarding standards, expectations and resources for all returning students and those living off-campus; (3) ongoing educational initiatives focused on student safety and well-being; and (4) the enhancement of on and off-campus social and recreational opportunities that contribute to a reduction in underage drinking, binge-drinking, and unsafe environments. The goals and recommendations below identify new opportunities as well as enhancements to currently existing communication strategies, educational programs, and programming efforts available to the university community.

Goal: All new incoming students will be introduced to the ABOR Code of Conduct and expected to complete an online training module related to conduct expectations.

Recommendation: Incoming students will receive an email from their Dean of Students regarding the ABOR Code of Conduct expectations highlighting specific policies or situations of concern (June, 2014).

Recommendation: Students who neglect to confirm they have read the ABOR Code will be contacted by their Dean of Students in September, 2014 with a reminder.

Recommendation: ASU will create a brief online training module for students to complete regarding their understanding of the Code of Conduct (Fall, 2015).

Goal: Faculty and Graduate Teaching Assistants will be better educated on resources and services available for students in distress.

Recommendation: EOSS will coordinate TA Training sessions in partnership with GPSP and the Graduate College to provide an overview of programs and services available on campus to assist students with various needs. The recently developed Parent Program can serve as a template for the development of a presentation tool.
Recommendation: Faculty will be provided with resources (booklet and website) outlining campus services and contacts for where to send students in need/distress.

Goal: Students residing off campus will be provided information relevant to living in the Tempe community including ABOR policies, local and state ordinances and laws, and information on campus resource and community services.

Recommendation: OCCSS Handbook should be revised to include more substantive information on local and state laws, community resources and agencies, safety precautions and resources, and campus services. Handbook should be available online as well as provided to students not renewing to campus housing.

Recommendation: ASU Good Neighbor program could be expanded to include educational campaigns for off-campus students that inform them of safety statistics and risks, resources, and how to report issues of concern.

Goal: Strengthen security presence and safety features in off-campus student communities.

Recommendation: ASU student affairs, ASU PD, and Tempe PD could conduct “meet and greet” walk-throughs of off-campus apartment communities at the start of the academic year to meet students and provide them with critical information and resources.

Recommendation: City of Tempe should work with off-campus student housing management to enhance expectations for security and safety features including additional security presence over the weekends.

Goal: Enhanced social opportunities (live performances, events, and discounted late-night dining) on Mill Avenue geared towards student and youth community.

Recommendation: ASU and the City of Tempe should work on a schedule of events that attract students (particularly under 21) to Mill Avenue for free live entertainment on weekends.

Recommendation: ASU and the City of Tempe should partner to make access to museums, outdoor recreation (Tempe Town Lake amenities), comedy and music venues more affordable for students.
Recommendation: ASU PAB should continue to provide and expand off-campus entertainment options (comedy night at Improv, concerts at DOM) to students throughout the academic year.

Recommendation: City of Tempe app that provides information about events, dining specials, discounts.

Recommendation: Create way of providing tailored information to students regarding opportunities on and off campus through creation of an app or customizable link on MyASU.

**Goal:** Enhance and expand education and initiatives focused on other safety-related topics: crime prevention, sexual violence, mental health.

Recommendation: Create and include a common core on safety and wellness in every ASU 101 course including alcohol, drugs, sexual violence, mental health concerns, nutrition and stress.

Recommendation: ASU 101 safety and wellness common core curriculum should be made available or potentially required for transfer students.

Recommendation: Expand the Red Watch Program to include greater numbers of students trained to recognize and respond to alcohol/drug induced medical emergencies.

Recommendation: Improve safety/wellness messaging to all students by utilizing MyASU, QR codes, Bag on the Bed program for residential students, video clips and media releases.

Recommendation: Increase number of student subscribers to ASU Alert system.
Community Outreach and Education  
Sub-Committee Report

High School Students

Students develop patterns of behavior (good and bad) long before they enter the university. Through discussion with multiple stakeholders, the committee identified several opportunities for the university to have increased presence in local high schools, providing value added resources and information to both students and parents. Through greater collaboration between the high schools, university and city we can better prepare students and parents to understand the expectations of the university and create an environment in which students are better prepared to transition to university life and parents have access to the tools and resources necessary to adequately support their students.

Goal: For ASU students and staff to have more visibility in local high schools through value added programs and services.

Recommendations:

- Utilize community and university resources to provide financial literacy education for both high school students and parents.

- Enhance focus during the high school years on developing effective coping and problem solving skills to help improve confidence and reduce distress related to the transition to college.

- Identify ways for ASU students to interact and influence high school students as positive role models. Examples include:
  - Serving as facilitators for relevant high school courses (ie: College Prep course at Mountain Pointe High School)
  - Serving as mentors
  - Collaborating on community service programs
  - ASU students holding Q/A panels in local high schools

- Increase visibility of ASU recruiters in local high schools.

- Enhance outreach from ASU Dean of Students Office to high school guidance counselors to ensure transition of most vulnerable students is smooth and that students are connected to the ASU resources necessary to support their on-going success at the university.

- In partnership, ASU and City of Tempe should develop a robust series of large scale events that are attractive to young adults under age 21 and focus on activities that do not involve alcohol vending or consumption.

- Develop workshops for parents that provide relevant information on how they can support their student for success at the university (beyond academic expectations).
Transition from High School to ASU

The transition from high school to college is an opportune time to establish clear expectations for both parents and students. After thorough review of materials and programs currently in place, the committee is pleased to learn that in recent years orientation materials and sessions have included messages about expectations of students behavior, reading of the code of conduct and discussion of critical topics including sexual assault prevention and alcohol and drug education.

The committee identified opportunities to further strengthen these key messages and add new modalities for delivering them. We strongly believe that discussing these topics in an open, honest dialogue as parents and students prepare for the start of their first year at ASU will lead to greater understanding of the implications of student behavior on academic outcomes, student and community safety, and greater accountability among students and their parents for contributing to campus safety.

**Goal:** To set clear expectations for students and parents on living the Sun Devil Way. Emphasizing a focus on Achievement, Engagement and Responsibility, including a deliberate focus on zero tolerance for behaviors inconsistent with institutional values.

**Recommendations:**

- Incorporate a stronger message confronting underage and high-risk alcohol use into all communications with students and parents. This messaging should include how alcohol affects the maturing brain and the impacts it could have on a student’s academic success and life-long outcomes.

- Ensure that all messaging on wellness and risk-related topics are delivered in a minimum of three different ways to enhance receipt and retention of key messages.

- Have candid conversations with parents during orientation about expectations and realities of behaviors they may be confronted with. Develop resources to help parents have conversations with their students around important, but somewhat sensitive topics including sexual misconduct and underage and high risk drinking.

- Develop additional peer-to-peer programs allowing students to connect and learn from each other to make better choices.

- Continue and enhance efforts to help entering freshmen establish meaningful connections with peers, faculty and staff to facilitate the transition to a positive academic, social, physical and emotional experience at ASU.

- Incorporate a strong anti-alcohol/drug abuse message into the ASU 101 classes.

- Encourage and promote positive, pro-social norms.
Transition from On-Campus Housing to Off-Campus Housing

Another key transition point for students occurs when they move from on-campus housing to off-campus housing. For many, this occurs after the freshman year. This period provides a key opportunity for ASU and the City of Tempe to work together to educate students about community values, the availability of community resources and the importance of being a good neighbor.

**Goal:** To prepare students for the transition to living in Tempe and the surrounding community. To equip them with the necessary information, tools and resources from both the university and the city to be productive, healthy, contributing members of the community.

**Recommendations:**

- Send a clear message to students transitioning to off-campus housing that the ABOR Code of Conduct applies to their behaviors on and off-campus.
- Add additional information to the Good Neighbor Program that provides general safety information.
- Provide parents, via the website, easy access to key information including off-campus apartments, safety information and the Good Neighbor Program.
- Improve safety within the apartment communities through creation of ordinances within the cities surrounding ASU that require:
  - A security plan be submitted by each apartment complex.
    - Conduct audits to determine the success of the ordinance in reducing crime / harm within the apartment community.
    - Those who have a high volume of calls for police per capita would be required to strengthen their security plan annually.
    - Require apartment management companies to provide information on the number of college students / ASU students who live in their apartment community.
    - Apartments primarily housing college students should be required to provide a more comprehensive security plan.
  - Create ordinances that restrict the size of unregistered parties that can be hosted by the apartment management.

**All ASU Students**

While there are many opportunities to signal expectations and frontload programs for students in the first year, it is important to note that the vast number of ASU students are sophomores, juniors and seniors. It is also during this time that most students turn 21, and we see this as a key time to provide
additional educational programs and resources and to reinforce expectations for students (both under 21 and of legal drinking age).

**Goal:** To provide on-going education and messaging to all ASU students (beyond the first year) and to reinforce the expectations established upon joining the university community.

**Recommendations:**

- Make more prominent on the ASU Wellness website resources for students with drug/alcohol abuse issues.
- Research best practices related to 21st birthday card programs and if appropriate, implement a model program for ASU students.
- Continue to encourage and expand peer-to-peer education and modeling. Specifically, involve students in the planning of a student safety conference or event (to be held annually before Spring Break) that addresses student safety issues including underage drinking, high risk drinking, sexual violence, etc.
- Create a communication flow of annual messages being sent to students on wellness and safety related topics (and through what type of media). Identify and fill any noted gaps in messaging.
- Ensure that all messaging on wellness and safety related topics are delivered in a minimum of three different ways to enhance receipt and retention of key messages.
- Increase utilization of MyASU to deliver routine messaging regarding safety and wellness.
Introduction

The November 21, 2013 Arizona Board of Regents (ABOR) Overview of Arizona Public Universities Statewide Task Force on Student Safety Fact Sheet, in part, states that:

- Campus and community police are essential partners in promoting student safety for students who study and live on and near campus.
- Universities are important members of our local communities, and our activities and the activities of our students should contribute positively to the communities in which we are located.

Collaboratively, the Tempe Police and Arizona State University (ASU) Police Departments actively support these concepts and continue to partner to promote the safety and security of students on and off campus.

The shared goal of Arizona State University, the City of Tempe, ASU student government and public officials is to help insure that the campus and surrounding neighborhoods remain a safe place for the University community to study, work and live. As the campus and surrounding neighborhoods continue to evolve, essential partnerships must be forged and effective in anticipating and responding to public safety issues which are most often times broader than strict jurisdictional boundaries. We hope this ABOR task force can assist in finding consistent, long-term solutions to these issues.

Proposed Goals, Objectives & Strategies

To ensure effective and sustainable student and community safety practices, we recommend that the Arizona Public Universities Statewide Task Force focus efforts on meeting the following goals, objectives, and strategies. These goals are not aimed at tackling new issues; rather, they have been developed to address concerns that have been identified over the past year.

1. Ensure that appropriate City of Tempe Police and ASU Police resources are available and deployed to address mutual public safety issues on campus and in the City of Tempe.

   A. Establish a Joint City of Tempe and ASU Strategic Planning Group.

   As jurisdictions plan for the future, it is essential that strategic plans be developed that mutually support a safe campus and community. Further, there should be an open dialogue regarding current
and future development to ensure necessary knowledge is available for informed decision making. Though it is recognized that the Tempe Campus, as the largest, most heavily impacts the City of Tempe, strategic initiatives should also include the Cities of Phoenix, Mesa, and Lake Havasu as ASU has a residential footprint in those areas as well.

It is recommended that ASU along with the Cities of Tempe, Phoenix, Mesa, and Lake Havasu.

a. Work to develop a strategic plan to address future development.
b. Continue to participate in event-specific planning meetings for events held in shared jurisdictional areas.
c. Develop MOU’s to ensure appropriate levels of resource deployment for specific events (including, but not limited to, sporting events, commencement ceremonies, task forces, party patrol, tailgates, etc.).
d. Devote more resources for tailgate and special planning events.

B. Establish A Joint City of Tempe and ASU Event Task Force: -Specific Task Force Planning Meetings.

a. Jointly sponsor an annual back to school campaign to engage Mill Avenue merchants.

I. ASU Football and Special Events – Police Service

During ASU Football games and other select special events (to include concerts, other sporting events, and seasonal commencement ceremonies), there is a need for an increase in ASU police presence, enforcement, and traffic control. Quite often, alcohol-related crime and disorder, as well as traffic control issues are found immediately adjacent to ASU’s larger events. At times, staffing levels have not been adequate and existing plans should be examined by law enforcement agencies working the event and appropriately adjusted.

It is recommended that:

a. ASU and the City of Tempe create a process (e.g., event committee) for special events that ensures both entities’ officials are notified in a timely manner of upcoming events, and that events are managed to promote safety and staffed appropriately.
b. ASU PD, Tempe PD, Tempe Fire, and the Arizona Department of Public Safety continue combined event planning of ASU events.
c. Collaborate on the use of uniformed and plain clothes personnel for enforcement of alcohol, impaired drivers, and issues often associated with drug and alcohol use.
d. ASU PD should use other law enforcement agencies to assist as needed to provide pre and post-game crowd control for all football games and all ASU sponsored special events. These policing efforts should include all areas and roadways adjacent to the ASU stadium.
e. ASU PD provide Tempe PD with staffing plans for all football games/events to include alcohol and tailgate liquor enforcement, and post event plans as soon as possible prior to the game/event.
f. ASU PD continues to apply for and secure grants for overtime enforcement opportunities
through the Governor’s Office of Highway Safety.
g. As part of the planning process, command level officers, from all agencies involved have access to necessary enforcement information.
h. Re-institute the policy of eliminating kegs, beer bong funnels and other devices that increase risky drinking practices. (Policy will be put in place)
i. Develop, implement, and enforce appropriate time limits on tailgating (e.g., pre-during-post game alcohol consumption).
j. Re-address stadium re-entry practices. (will be addressed)

II. Determine Primary Jurisdictional Responsibilities in New Development Areas

With several large-scale developments emerging on ASU property, such as the State Farm Marina Heights Project, USA Place, and the ASU University Athletic Facilities District, it is critical that primary jurisdictional and related financial responsibility be determined and appropriate resources provided to police them.

It is recommended that:

a. A process and/or working group with appropriate representation is established to determine public safety jurisdictional responsibilities and operational impacts/needs for current and future ASU and ASU Foundation properties. This issue is currently unresolved and has the potential to escalate quickly without immediate attention. (This group will work closely with the strategic planning group).

III. Develop Memorandum of Understanding

Participants believe that more formal agreements must be established as issues involving ASU are ever changing.

Specifically, commitments that should be more formally captured are:

a. Staffing of specialized units such as bikes, sex crimes, downtown, narcotics, and party patrol.
b. Resource allocation for standard public safety issues and task forces.
c. Resource allocation for football games and other special events.
d. Crime data and intelligence sharing.
e. Providing reimbursement for Tempe PD and Fire resources that are dedicated to ASU special events to include football games.
f. An indemnity clause for mutual aid situations.
g. Formalize agreements with the City of Tempe to use their facility as a secondary dispatch and patrol center if functionality is lost at the Tempe Campus.
2. **Promote ASU Membership in the Regional Wireless Cooperative (RWC)**

The RWC is an independent, multi-jurisdictional cooperative which manages the interoperable communications capabilities for first responders and municipal radio users throughout the Valley. Currently, ASUPD is not a member of the RWC due to the costs associated with joining.

It is recommended that:

a. ASU PD continue to explore further the advantages, disadvantages, and costs associated with joining the RWC.

To improve emergency communication, it is recommended that:

a. ASU, along with the Cities of Tempe, Mesa, and Phoenix conduct regular tests to assure interoperability of first responders.

**Consistency in Task Force Participation/Providing for Adequate Staffing**

For many years, valley law enforcement agencies have had great success in conducting and participating in various local, state, and federal enforcement-related task forces designed to improve public safety. ASU PD should increase its participation in joint operations which may include but are not limited to: Valley-wide DUI Task Forces, the Joint TPD Mill Ave/ASU Bike Squad, and the Joint TPD/ASU Party Patrol in the heavily student-populated areas. Additional staffing is being addressed and should allow ASU PD to take a more active role in important initiatives sponsored by the Cities of Tempe, Phoenix, and Mesa.

It is recommended that:

a. ASUPD participate in joint task forces to include but not limited to: Safe and Sober, Back to School, Party Patrol, Youth and Alcohol, and DUI enforce.

3. **Develop and implement policy changes to address mutual public safety issued on and around campus.**

   **A. Ensure Campus Safety for First Responders**

Currently, public safety first responders do not have full information as to the type, quantity, and location of hazardous materials on the ASU Tempe campus. First responders should have access to data that provides them with critical information related to kind, type, and quantity of substances kept in campus buildings. In addition, valley agencies should be included in all conversations related to restrictions being placed on any campus that will restrict public safety access, even if it only momentarily delays such access.

It is recommended that:
a. ASU develop a formal mechanism that promotes open and consistent communication about impacts and needs between the University and Valley Fire and Medical Rescue. This request is imperative as the Cities of Tempe, Phoenix, Mesa, and Lake Havasu are ASU’s dedicated emergency responder for fire, medical and rescue needs on campuses for which they have jurisdictional responsibility.

b. ASU standardize collapsible or removable bollards to ease ingress and egress for emergency vehicles (e.g., Hayden Library).

c. ASU ensure emergency access keys are housed in all Knox boxes. Police Department staff will continue to respond with fire, and have with them a master set of keys, efforts should be made to expand the use of Knox boxes.

d. ASU establish a consistent form of signage to identify alarm panel locations for first responders.

e. ASU continue to work with fire personnel and make available, access to the chemical storage data base that is being updated and refined. ASU continue to strive for a “single-door-policy” for receiving chemicals so more accurate accounting can take place.

f. ASU include fire department personnel in plans to install solar panels.

g. ASU partner and collaborate with Fire Medical Rescue to develop an alternative service delivery method for paramedic level service on campus.

h. ASU should schedule joint training with Police and Fire Medical Rescue related to radiation and select agents found at ASU.

i. ASU Facilities provide updated maps to valley first responder entities, responsible for or likely to be called to assist with issues on any of ASU campuses.

B. Establish better safety policy within apartment complexes.

In recent years, there has been a substantial increase in the number and capacity of large, multi-family housing complexes catering primarily to students. These complexes often do not have effective rules and staffing to ensure that behavior is lawful and safe. ASU has great experience in managing such large student housing facilities, and an interest in ensuring that these lessons learned are incorporated to the extent possible into similar facilities off campus.

It is recommended that:

a. ASU should work with surrounding law enforcement to influence city codes as needed. For example; Tempe City Code, Section 26-70, Security Plans, the following provision should be included: Where there is a majority of students living in an apartment complex, owners of that entity must fund Community Liaisons/security liaisons, which includes at least one ASU police officer (roles to be defined).

b. Every off-campus student housing community must have a security plan on file that is approved by ASU and the surrounding agency with jurisdiction as part of the permitting process.

c. Special use permits should be required for parties or other large events in off-campus housing complexes, as it is on campus, from the Office of the Dean of Students. The use permit should include cost to cover police coverage throughout the duration of the event.

d. Due to social media, events can grow quickly therefore an attendance cap needs to be in place on the permit.
Appendix C

e. Enhanced mechanisms to provide information to the Dean of Students for code of conduct violations should be built into the management plan.
f. Use permits for off-campus Greek organizations should be reviewed by ASU prior to approval.
g. Training should be provided to apartment complex staff to include crisis intervention, safety and awareness, city ordinance and state law familiarization.
h. Off-campus student housing should be encouraged to receive “Crime Free Multi Housing” status and meet those requirements.
Task Force Roster

Onnie Shekerjian - Vice Mayor, City of Tempe
Tom Ryff - Chief of Police, City of Tempe
Alberto Gutier - Director, Arizona Governor’s Office of Highway Safety
James Rund - Senior Vice President for Educational Outreach and Student Services, ASU
Jerome Bauersfeld - Student and Interfraternity Council President, ASU
Jordan Davis - Student and Tempe Undergraduate Student Government President, ASU
Leah Doane - Assistant Professor of Psychology, ASU
Donna Evans - Student and Vice Director, Changemaker Central, ASU
Megan Fisk - Student and President of Graduate and Professional Students Association, ASU
Ethan Halliday - Parent of ASU Student
Jennifer Hightower - Deputy Vice President for Student Services, ASU
Bruce Kipper - Principal, Mountain Pointe High School
Aubree May - Student and Panhellenic Council President, ASU
John Pickens - Chief of Police, ASU
Mike Polzin - General Manager, American Campus Communities
Sub-Committees

Coordinated Public Safety
Co-Chairs: Tom Ryff, Chief of Police, City of Tempe
          John Pickens, Chief of Police, Arizona State University

University Standards and Expectations
Co-Chairs: Leah Doane, Assistant Professor of Psychology, ASU
          Jennifer Hightower, Deputy Vice President for Student Services, ASU

Community Outreach and Education
Co-Chairs: Onnie Shekerjian, Vice Mayor, City of Tempe
          Bruce Kipper, Principal, Mountain Pointe High School
Sub-Committee Rosters

Coordinated Public Safety

Allen Clark, Director of Emergency Preparedness, ASU  
Kevin Cook, Dean of Students, Tempe Campus, ASU  
Jordan Davis, Student and Tempe Undergraduate Student Govt. President, ASU  
Alberto Gutier, Director, Governor’s Office of Highway Safety  
James McGuffin, Asst. Director for Highway Patrol, Arizona Dept. of Public Safety  
John Pickens, Chief of Police, ASU  
Michael Polzin, General Manager, American Campus Communities  
Greg Ruiz, Fire Chief, City of Tempe  
John Rush, Assistant Chief of Police, City of Tempe  
Tom Ryff, Chief of Police, City of Tempe  
Jerry Sheridan, Chief Deputy, Maricopa County Sheriff’s Office  
Rev. Oscar Tillman, President of Maricopa County Branch, NAACP  
Michael Thompson, Assistant Police Chief, ASU  
John S. Valenzuela, Assistant Fire Chief, City of Tempe

University Standards and Expectations

Jerome Bauersfeld, Student and Interfraternity Council President, ASU  
Leah Doane, Assistant Professor of Psychology, ASU  
Kyle Freeman, Student and Interfraternity Council representative, ASU  
Megan Fisk, Student and Graduate and Prof. Student Assn. President, ASU  
Ethan Halliday, Parent of ASU Student  
Jennifer Hightower, Deputy Vice President for EOSS, ASU  
Linda Lederman, Professor and Director, Hugh Downs School of Human Communication, ASU

Community Outreach and Education

Donna Evans, Student and Vice Director of Changemaker Central, ASU  
Bruce Kipper, Principal, Mountain Pointe High School  
Ian Moses, Assistant Principal, Tempe High School  
Karen Moses, Director of Wellness, ASU  
Nikki Ripley, Communication and Media Relations Director, City of Tempe  
Onnie Shekerjian, Vice Mayor, City of Tempe  
Jane Steffens, Student and Panhellenic Council representative, ASU
Coordinated Public Safety
Intended Actions

1. Ensure that appropriate City of Tempe and ASU Police resources are available and deployed to address mutual public safety issues on campus and in the City of Tempe.
   
   i. Establish a Joint City of Tempe/ASU Strategic Planning Group
   ii. Establish a Joint City of Tempe/ASU Event Task Force

2. Promote ASU membership in the Regional Wireless Cooperative (a mission critical public safety communications infrastructure servicing the greater Phoenix metropolitan area).

3. Develop and implement policy changes to address on- and off-campus public safety including security plans and safety standards for off-campus apartments, safety standards for first responders, revised standards for football game/event management and other sponsored events.

Additional recommendations and intended action including a comprehensive Memorandum of Understanding between ASU and City of Tempe police departments will be implemented September 2014.
University Standards and Expectations
Intended Actions

1. All new students will be familiar with the ABOR Student Code of Conduct and complete online training relevant to university standards and behavioral expectations.

2. Safety and security standards will be strengthened in off-campus student communities.

3. Educational efforts focused on student safety, crime prevention, sexual violence and mental health will be enhanced and expanded.

4. Positive social engagement and public events for community youth and university students will be expanded and enhanced.
Community Outreach and Education
Intended Actions

1. Provide more visibility of ASU students and staff in local high schools through value-added programs/services (high school to college transition, mentoring, positive role-modeling).

2. Set clear expectations for new students and parents (i.e. zero tolerance for behavior inconsistent with university values).

3. Prepare ASU students for transition to responsible citizenship while moving from on- to off-campus and becoming members of the local community.

4. Provide ongoing education for persistent communication with all ASU students reinforcing institutional expectations for all members of the University community.
Recommendations for ABOR Consideration

1. Review student safety policies on a regular basis (annually).

2. Conduct an independent assessment of public safety needs at the three state universities.

3. Appoint a non-voting member from the Governor’s Office to focus on public safety and student safety concerns.

4. Identify funding sources for policing and public safety.
ASU Student Safety Task Force

February 18, 2014
11:30 AM-12:30 PM
Fulton Center, Room 4440

AGENDA

1. ABOR Statewide Task Force on Student Safety  Eileen Klein, President, ABOR
2. ASU Task Force on Student Safety & University Expectations  Michael Crow, President, ASU
3. City Perspective on Student Safety  Onnie Shekerjian, Vice Mayor, City of Tempe
4. Task Force Sub-Committees & Timeline  James Rund
Overview of Arizona Public Universities’ Statewide Task Force on Student Safety

The presidents of Arizona’s public university enterprise recently announced the establishment of a statewide task force on student safety. Following is background information on the task force as well as membership details:

BACKGROUND

- The academic success of all students requires a safe environment in which to live and study.
- Promoting the safety of students both on and off campus is of primary importance to the regents and presidents.
- Campus and community police are essential partners in promoting student safety for students who study and live on and near campus.
- Students of Arizona’s public universities also share responsibility for their safety and well-being and the safety of those around them.
- Student organizations play an important role in promoting student safety, developing student leaders, and planning and hosting safe, positive events.
- Professionals and organizations both on and off campus are dedicated to using research-based interventions to address the challenges students face, including drugs, alcohol, sexual assault and relationship violence.
- Universities are important members of our local communities, and our activities and the activities of our students should contribute positively to the communities in which we are located.
- Cooperative relationships with local law enforcement, municipalities, and neighborhoods are important to promote and support the safety of students in their activities off campus.
- Student safety is enhanced through community partnerships.
- Arizona’s public universities continually seek best practices to support and encourage student safety and new ways to promote healthy behaviors and activities for students living on and off campus.
STATEWIDE TASK FORCE MEMBERSHIP

1. The presidents of Arizona’s public university enterprise, with the president of the Arizona Board of Regents serving as Chair.
2. Two regents as appointed by the chair of the Arizona Board of Regents, one of whom will be a student regent.

In addition, each university president will appoint and organize a local task force to address and serve the particular student safety needs of each university. The local task forces will serve as subcommittees of the statewide task force.

Membership will include the following:

- Senior level administrator(s) from each university with responsibility for student affairs and campus life.
- Representative(s) of an organization that represents multi-housing units on campus.
- Representative(s) of an organization that represents multi-housing units located close to campus communities.
- Elected official(s) representing the city in which the main campus of each university is located.
- The campus police chief or his designee.
- The police chief representing the city in which the main campus of each university is located (or his designee).
- Representative(s) of an organization affiliated with fraternities at the university.
- Representative(s) of an organization affiliated with sororities at the university.
- Representative(s) of an organization affiliated with a club, intramural sport or other extracurricular activity.
- Representative(s) of student government elected to represent undergraduate students at the university.
- Representative of student government elected to represent graduate students at the university.
- Faculty member(s).
- Parent(s) of a student enrolled at the university.
- Representative(s) of the local school district or other K-12 school officials.
- Other members as deemed appropriate by the university president.

Each member of the Statewide Task Force on Student Safety will serve as a member of each local task force.

Appointees will be announced no later than December 6, 2013.
TASK FORCE CHARGE

The Statewide Task Force on Student Safety and its subcommittees will:

1. Hold at least one public meeting.
2. Provide opportunities for input from students, university faculty and employees, community representatives, law enforcement and others interested in student safety;
3. Review data and trends of public safety incidents involving students at and around Arizona universities;
4. Hear from campus experts and other Arizona and national experts on best practices to promote student safety and healthy behaviors;
5. Make recommendations for improvements to current practices to promote student safety both on campus and in the community; and
6. Provide a final report by June 30, 2014 to regents on the work of the statewide and local task forces. The report will include any necessary policy changes for implementation in the 2014-2015 academic year.

The Arizona Board of Regents and university personnel will provide staff support for the task forces.

Michael M. Crow
John D. Haeger
Ann Weaver Hart
Eileen I. Klein

###

The Arizona Board of Regents is committed to ensuring access for qualified residents of Arizona to undergraduate and graduate instruction; promoting the discovery, application, and dissemination of new knowledge; extending the benefits of university activities to Arizona’s citizens outside the university; and maximizing the benefits derived from the state’s investment in education. For more information visit AZRegents.edu.
ASU Student Safety Task Force Roster

Arizona Board of Regents
- President Eileen Klein
- Regent Mark Killian
- Student Regent Kaitlin Thompson

ASU Appointees
- Jim Rund, Senior Vice President for Educational Outreach & Student Services (Chair)
- Jerome Bauersfeld, Interfraternity Council President
- Jordan Davis, USG Tempe President
- Leah Doane, Assistant Professor, Psychology
- Donna Evans, Changemaker Central
- Megan Fisk, GPSA President
- Alberto Gutier, Director, Arizona Governor's Office of Highway Safety
- Ethan Halliday, ASU Parent
- Jennifer Hightower, Associate Vice President for Student Services
- Bruce Kipper, Principal, Mountain Pointe High School
- Aubree May, Panhellenic Council President
- John Pickens, Chief of ASU Police
- Mike Polzin, General Manager for American Campus Communities
- Tom Ryff, Chief of Police, City of Tempe
- Onnie Shekerjian, Vice Mayor, City of Tempe
Student Safety Task Force

Sub-Committees:

- **University Standards and Expectations**
  
  *Members:* Jerome Bauersfeld, Leah Doane*, Megan Fisk, Ethan Halliday, Jennifer Hightower*,
  
  *Staff Support:* Karen Moses

- **Coordinated Public Safety**
  
  *Members:* Jordan Davis, Alberto Gutier, Chief Pickens*, Mike Polzin, Chief Ryff*
  
  *Staff Support:* Stephanie Salazar

- **Community Outreach and Education**
  
  *Members:* Donna Evans, Bruce Kipper*, Aubree May, Onnie Shekerjian*
  
  *Staff Support:* Safali Evans

  * Denotes Co-Chairs

*Meeting minutes to be taken at all meetings*

**Timeline:**

**Steering Committee:**

- **February:** Charge to the Task Force
- **March:** Sub-committee recommendations for best practices or modifications to existing practice.
- **May:** Review final draft report

**Sub-Committees:** Convene in February, progress report at March meeting, final draft in May.

- Utilize content experts as needed. Meet as required to accomplish objectives including component of draft report.

- Draft report should define the scope of the issue and factors impacting it; determine a solution path to advance progress; and recommend best practices or modifications of current practices to improve.
On behalf of the Arizona State University Police Department staff, it is my pleasure to welcome you to Arizona State University. We are committed to maintaining a safe, secure environment for you to live, work, study and conduct research.

ASU is a large and complex environment. Ensuring the safety of the community requires dedicated individuals who are sensitive to its diverse needs. When addressing the issues that we face, I encourage a partnership approach; maintaining a safe and secure environment is everyone’s responsibility.

The ASU Police Department is a full-service law enforcement agency that encompasses the following areas:

- On-site communications center
- Investigations unit
- Crime prevention unit
- Training unit
- Police aide program

Each unit operates 24 hours a day, seven days a week, 365 days a year.

The ASU Police Department staff members are some of the most dedicated individuals in the state of Arizona who are committed to making a difference in the community. As an ASU community member, I encourage you to “join us in partnership” and report any unusual activity that you observe. I am confident that you will find department members are approachable, knowledgeable and provide excellent professional services.

In addition to our community collaborations, we maintain excellent working relationships with our local and federal law enforcement partners.

The ASU Police Department’s commitment to excellence also received international accreditation in 1997 from the Commission on Accreditation for Law Enforcement Agencies (CALEA). The accreditation process requires satisfying 481 professional CALEA standards that clearly define authority, performance and responsibilities. The department was reaccredited in 2002, 2005, 2008 and 2011. The department received reaccreditation as a “Flagship Agency” in 2008.

Please take a few minutes to review the CALEA material. I invite you to call any of the numbers listed in the various sections if you need further information, wish to speak to one of our officers, or other university officials.

We constantly are seeking ways to improve our services. We welcome your comments, suggestions, compliments and complaints, so that we can continue to provide excellent services.

Please “Join us in partnership for a safe community.” Feel free to contact me at (480) 965-6589, or by email at john.pickens@asu.edu.

Sincerely,

John L. Pickens
Chief of Police
Annual Security and Fire Safety Report

The 2013 Annual Security and Fire Safety Report is prepared to inform you of Arizona State University’s campus crime statistics, security policies, and steps you can take to enhance your personal safety. ASU and the ASU Police Department are committed to providing the highest level of professional services to the University community. ASU is committed to maintaining a safe and secure environment where you can learn, work, study, and conduct research.

Click on the links below to connect to various parts of our Crime Statistics Report

Contents

Arizona State University Police Department ................................................................. 2
Preparation of the Clery Report .................................................................................. 3
Reporting Crimes and Incidents .................................................................................. 3
ASU Police Department Locations .............................................................................. 4
Other Primary Police Department Locations ............................................................. 4
Non-Emergency Procedures ....................................................................................... 4
Anonymous Reporting ............................................................................................... 5
Student Directory & Educational Records ................................................................. 5
Services to Help You Stay Safe and Prevent Crime ................................................... 5
Fire Safety .................................................................................................................. 11
Security and Access to Campus Buildings and Grounds ............................................ 19
Missing Student Notification Policy .......................................................................... 20
ASU Campus Maintenance ......................................................................................... 20
Sexual Assault Prevention and Response ................................................................. 21
Campus Sex Crimes Prevention Act ......................................................................... 24
Sexual Assault and Violence Support Services ......................................................... 24
Weapons Prohibited on Campus .............................................................................. 25
Reporting Hate Crimes & Incidents ......................................................................... 26
Disciplinary Action: Students, Staff and Faculty ....................................................... 26
Arizona State University Policy on Substance Abuse ................................................. 27
Other General Resources .......................................................................................... 30
Campus Security Authority Reporting Contacts ..................................................... 30
Crime Statistics .......................................................................................................... 31

Arizona State University Police Department

The ASU Police Department is vested with the authority and responsibility to enforce all applicable local, state, and federal laws. ASU police officers have the authority and duty to conduct criminal investigations, arrest violators, and suppress campus crime. ASU Police are empowered by the state of Arizona to provide police and other quality safety services to the university system. ASU police officers are duly sworn peace officers under state law A.R.S. title 13-3871, are authorized to carry firearms, and have the same authority as municipal police officers to use police powers of arrest. ASU Police Department has the primary jurisdiction of all ASU-owned and operated properties. ASU Police Officers are certified by the Arizona Peace Officer Standards and Training Board. In addition to attending a departmental pre-academy and an 18-week academy, each ASU police officer completes 15 weeks of supervised and evaluated on-the-job field training. Officers must also successfully complete a probationary period of one year. ASU Police provides law enforcement services 24 hours a day, 365 days a year.
The ASU Police Department also employs unarmed police aides to assist with security around campus. Police aides are full and part-time department employees who serve as the “eyes and ears” of ASU Police Department. They may take reports for minor incidents, provide basic emergency services, and assist police officers as needed. Police aides complete 6 weeks of supervised and evaluated on-the-job field training.

The university’s mission of education, research, and community service is supported by the law enforcement services and educational programs offered by the ASU Police Department. Through mutual aid agreements ASU Police works closely with the surrounding law enforcement agencies including Tempe, Phoenix, Mesa, Glendale, Scottsdale, Gilbert, Maricopa County Sheriff, and Arizona Department of Public Safety. These agreements enable all agencies to assist each other when and where needed. Primary law enforcement at the Downtown Phoenix campus and ASU Colleges at Lake Havasu City are provided by the Phoenix Police Department and the Lake Havasu City Police Department respectively.

Preparation of the Clery Report
In 1990, the U.S. Congress enacted the Crime Awareness and Campus Security Act, which requires postsecondary institutions to disclose campus crime statistics and security information. In 1998, the act was renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in memory of a student who was slain in her dorm room in 1986 in Pennsylvania.

The Clery Act requires higher education institutions to give timely warnings of crimes which represent a threat to the safety of students or employees, and to make public their campus security policies. It requires crime data to be collected, reported, and disseminated to the campus community as well as to the U.S. Department of Education. The act is intended to provide students and their families with accurate, complete, and timely information about safety on campus so they can make informed decisions.

ASU Police prepares the text for the policies and practices section with input and information available from other university departments. ASU Police collects statistical information provided by reports from campus security authorities and local municipal police departments (Tempe, Phoenix, Scottsdale, Mesa, Glendale, Lake Havasu City, Maricopa and Gila County Sheriff’s Offices). Currently, ASU does not have any recognized student groups which own or lease off campus property. Licensed counselors are exempt from reporting requirements. Campus counselors are encouraged to inform those they counsel to report crimes to ASU Police.

Reporting Crimes and Incidents
Whether you are a victim, a witness, or an organization, you have the responsibility to your community to report a crime. If a crime occurs on or around campus, report it immediately to the police.

Crimes in progress and serious crimes which have just occurred should be reported by calling 9-1-1 from any phone. Whenever possible, the actual victim or witness of the crime should call directly. First-hand information is always more accurate and complete. If you have knowledge of a crime or suspected crime, you may report it by telephone, in person, or electronically (asupolice@asu.edu). You may report a crime if someone merely gives you the information and leaves, but please include this fact when reporting.

ASU Police officers or police aides will respond without delay to all calls for police service. Emergency calls shall take precedence; however, all calls will be answered as soon as possible. The ASU Police Communications Center is responsible for notifying other departments and appropriate university personnel, and for providing assistance as needed. [PDP 101-01]
Officers shall respond without delay to all calls for police service from citizens or officers. Emergency calls shall take precedence; however, all calls are to be answered as soon as possible. [PSM 261-02]

Emergency call boxes are located throughout each campus. They are easily identifiable as a blue pole with “Emergency” printed on it or by a bright yellow box mounted on a metal pole. At night, look for the blue light mounted directly above each pole or box. The emergency phones are also located in university-operated parking lots and parking structures. The emergency phones are directly linked to ASU Police on the Tempe, Polytechnic and West campuses, and to the Phoenix Police on the Downtown Phoenix campus. The Lake Havasu City Police Department receives and responds to emergency call box activations at the ASU Colleges at Lake Havasu City.

The ASU Police Communications Center is staffed 24 hours a day by trained public safety dispatchers. The dispatchers receive calls from the 9-1-1 and non-emergency lines and assign the appropriate police or emergency personnel to handle the calls. When calling to report a crime or incident, please be ready to give information such as: a brief description of the occurrence, when and where the incident occurred, weapons the suspect(s) carried, where and when the suspect(s) was last seen, description of the suspect(s) (including gender, race, age, height, weight, hair color/length, clothing, facial hair, tattoos/scars), and any other relevant information. In addition to the importance of reporting, timely information assists responders in developing warnings for the university community.

Cell phones do not automatically register caller and location information in the 9-1-1 system. When calling 9-1-1 from a cell phone, tell the dispatcher you are calling from a cell phone and your location. 9-1-1 calls from cell phones may be directed to the city police department or Maricopa County Sheriff’s Office; 9-1-1 calls on the Downtown Phoenix campus go directly to the Phoenix Police Department. You may consider programming your phone with the ASU Police number for general, non-emergency use: (480) 965-3456.

Crimes reported to non-law enforcement agencies which are not part of the University will not be captured as part of the annual crime statistics unless that agency makes the effort to notify the University of the crime.

**ASU Police Department Locations**

- Tempe campus - 325 East Apache Boulevard, at the corner of Apache and College Avenue.
- West campus - 49th Avenue and Wood Drive. 4701 W. Thunderbird Phoenix AZ 85069
- Polytechnic campus - 6045 South Sagewood Road, directly north of the water tower.
- Downtown Phoenix campus - 522 North Central, at the corner of Fillmore and Central, on the 2nd floor of the U.S. Post Office Building.

**Other Primary Police Department Locations**

- Lake Havasu City Police - 2360 McCulloch Blvd N, three blocks east of the intersection of McCulloch Blvd N and Acoma Blvd in Lake Havasu City.

**Non-Emergency Procedures**

For non-emergency assistance on the Downtown Phoenix, Polytechnic, Tempe or West campuses, please call the ASU Police Department at (480) 965-3456. Our communications center is centralized and handles both emergency and non-emergency calls for services on each of these ASU campuses. For non-emergency assistance at ASU Colleges at Lake Havasu City please call (928) 855-4111. Students, faculty, staff, and visitors are encouraged to report crimes directly to the police.
Anonymous Reporting

If you would like to report a crime but do not wish to reveal your identity, you may contact ASU Police at (480) 965-3456 or (480) 965-TIPS. Additional information is helpful to fully investigate and prosecute crime; however, all reports of suspicious or criminal activity will be responded to by ASU Police. You may also contact the Silent Witness Program at (480) WITNESS or (480) 948-6377. The Lake Havasu City Police Department accepts anonymous tips via text message at (928) 854-TIPS (8477) or you may call their non-emergency number for a live operator at (928) 855-4111.

You may also choose to report to the ASU Hotline for Ethics and Compliance, by calling (877) SUN-DEVL or (877) 786-3385. For more information about the Hotline service, go to: http://hotline.asu.edu/

Student Directory & Educational Records

Directory information such as a student's name, email addresses, local and permanent addresses, and personal phone numbers may be released to anyone without the student's consent. A student who does not wish for this information to be released must complete a form at the Registrar's Office (480) 965-3124 or at the Registrar's Web site: https://students.asu.edu/forms/withhold-directory-information-request. http://www.asu.edu/registrar/forms/regforms.html

Access to student educational records is protected under the Family Educational Rights and Privacy Act (FERPA) [SSM 107-01]. Access to, and release of, employee records are also governed by written policies [SPP 1101] for staff and [ACD 811] for faculty. Faculty and staff directory information is limited to on-campus information only.

Services to Help You Stay Safe and Prevent Crime

The ASU Police Department believes that preventing crime is a shared responsibility. For every crime committed there must be a desire, an opportunity, and the ability to commit the crime. While you cannot control another’s desire or ability to commit a crime, you can control the opportunity by doing the following:

- Always remain alert and aware of your surroundings
- Report any unusual or suspicious activity you witness
- Do not walk alone at night
- Never leave valuable items unattended for any amount of time
- Always secure valuable items with a lock
- Record the make, model and serial numbers of your valuables

Arizona State University and the ASU Police Department provide the following services to assist you in personal safety:

Safety Escort Services

Tempe campus - This service is provided by volunteers and student workers and is available daily from 7:00 p.m. to 3:00 a.m. Safety escort will meet you and escort you to your on-campus destination. Call (480) 965-1515 to arrange for an escort. If Safety Escort Services is unavailable, you can call ASU Police at (480) 965-3456 to ask for assistance 24 hours a day.
West campus - Safety escorts are provided by ASU Police, 24 hours a day depending on officer or police aide availability and pending calls for service. Contact (602) 543-3456 to ask for assistance.

Polytechnic campus - Safety escorts are provided by ASU Police, depending on officer availability and pending calls for service. Contact (480) 727-3456 to ask for assistance.

Downtown Phoenix campus - Safety escorts are provided by ASU Police Aides, 24 hours a day. Contact (602) 496-3456 to ask for assistance.

ASU Colleges at Lake Havasu City – Safety escorts are provided by on site security personnel between 5 PM and 7 AM daily. Contact (928) 707-2489 to ask for assistance.

Emergency Call Boxes

There are emergency call boxes located throughout each campus. They are easily identifiable as a blue pole with “Emergency” printed on it or by a bright yellow box mounted on a metal pole. At night, look for the blue light mounted directly above each pole or box. To operate the call box, simply press the call button, and a police dispatcher will answer immediately and provide assistance. If the area remains unsafe, you may move to the next call box location and activate it until police arrive. Your location is identified with each activation.

The emergency phones are not only located near campus buildings, but also in university-operated parking lots and parking structures. The emergency phones are directly linked to ASU Police on the Tempe, West, and Polytechnic campuses. The emergency phones on the Downtown Phoenix campus have a red call button, are illuminated with a blue light, and will connect you directly to the Phoenix Police. The Lake Havasu City Police Department receives and responds to emergency call box activations at the ASU Colleges at Lake Havasu City.

ASU Police Crime Prevention Unit

ASU Police believes it is more beneficial to prevent crimes than to react to them after the fact. The department operates a full-time crime prevention unit to plan, coordinate, and implement crime prevention presentations and services on the Tempe, West, Polytechnic, and Downtown Phoenix campuses. The crime prevention unit also conducts building security assessments and inspects campus grounds to address areas of safety concern.

The crime prevention unit, in conjunction with other ASU police staff, conducts educational and experiential programs throughout the year to inform students and employees of security policies, procedures, and practices. These programs are free and include topics such as personal safety, bicycle safety and theft prevention, preventing acquaintance sexual assault, drug and alcohol abuse, office security, residence hall security, and home security. If needed, presentations can be prepared or tailored to meet special requests.

ASU Police encourages students, faculty, staff and visitors to be responsible for their own safety by taking proactive steps to reduce the likelihood of victimization and crimes on campus. Crime prevention literature is available from the ASU Police Department web page, http://cfo.asu.edu/police-brochures, at the ASU Police Department lobby, or by request from the Crime Prevention Unit.

The following safety presentations are available to the university community.

Active Shooter
This presentation provides information on police operations and what to expect during a shooting incident. The information is available from the ASU Police Department web page, http://police.asu.edu
**Alcohol Awareness**
This presentation provides information on the effects and consequences of underage alcohol use. It is provided in-house to University Housing and also as requested to various campus groups.

**Bicycle Safety/Registration**
A Court-approved Bicycle Diversion Program for cyclists who receive a traffic citation while riding a bike. In order to reduce bike theft ASU encourages the community to register their bikes at: [http://bike.asu.edu](http://bike.asu.edu)

**Campus Safety Presentation: Knowing When and How to Respond to Critical Safety Issues**
This two hour presentation provides information on, the psychological and emotional aspects of human behavior, the individual role to create a safe environment, ASU policy, the referral process and seeking appropriate resources.

**Crime on Campus**
This presentation provides information on the criminal incidents which occur and tips on how to avoid becoming a victim.

**Driving on the Mall**
This course is now being offered by Environmental Health & Safety. Please visit the EH&S Training section for more information.

**Drug Recognition Presentation**
This presentation provides drug education to hall staff to assist them in drug identification in the residence halls.

**Graduate Information Fair**
Provides crime prevention information and creates dialogue between the police and the university community.

**International Student Safety**
This presentation provides information on Arizona laws, the Phoenix area, and how to travel safely. Also offers personal safety and crime prevention tips.

**Move-in Orientation**
The move-in orientation is conducted throughout the day at the Wells Fargo Arena. An information table is set up by the ASU Police Crime Prevention unit to answer questions and provide move-in information.

**New Student Orientation**
This presentation provides information during University Information Fair. General and specific safety concerns are addressed using safety flyers and question/answer with parents and students.

**Passport to ASU**
This presentation provides information on personal safety on campus and offers a crime prevention information table.

**Personal Safety**
This presentation provides information on personal safety and securing your property. Other available topics include sexual assault, drugs and alcohol violations, ASU Police and traffic citations.
Rape Aggression Defense
This 12-hour course provides instruction on technique, theory and self-defense tools.

University Housing Staff Training
Provides hall staff with information on first responders and proper protocol when officers respond to calls for service inside residence halls

Transition to University
ASU Police speak to high school seniors about college life upon request from high schools.

You may obtain more information, request a presentation, or inquire about programs and schedules by calling the ASU Police crime prevention unit at (480) 965-1972 or email asupolice@asu.edu.

Crime Logs and Timely Warnings

ASU Police will issue timely warnings in the form of crime alerts to ensure students, faculty, staff, and visitors receive notification of crimes which may present a threat to the campus community and to heighten safety awareness. The alert may also seek information which may lead to an arrest and conviction of the offender. The ASU Police Department is responsible for creating and publishing the crime alerts. These can be disseminated utilizing a variety of methods to include, but not limited to, the ASU Police website, email, electronic media, hand posting, and local media.

Crime alerts advise the community about violent crimes against persons or a series of crimes against property in which the university or a member of the university community is a victim. The alert may also provide details of the crime, a description of the suspect (if known), information on who to contact about the investigation, and timely crime prevention tips.

In regards to crime logs and timely warnings, ASU Police works closely with individuals reporting serious crimes to ensure the victim’s privacy while also ensuring the community has adequate information regarding potential risks. Information for alerts can also come from other law enforcement agencies and other ASU offices.

ASU Police will release important crime alerts electronically to campus partners and will distribute bulletins and flyers to the ASU community. The method of distribution is dependent on the nature of the crime and the threat to the community. You may view all current and recent alerts online at: http://cfo.asu.edu/police-campuscrime-alerts

Safety pamphlets are also handed out during orientations and various informational events to remind new and returning students of common safety practices they should use to ensure their own personal safety and the safety of their belongings.

A daily police log documenting reported crimes is kept in accordance with the Higher Education Opportunity Act. The logs can be accessed electronically at http://cfo.asu.edu/police-campuscrime-logs or they may be viewed by going to any of the police department locations on our Downtown Phoenix, Polytechnic, Tempe and West campuses.

In addition to the daily crime log, individuals may review basic police report data to include date, time, location, report number and type of crime reported in a geo-based format online at http://cfo.asu.edu/police-campuscrime-crimereports. Statistics for the ASU Colleges at Lake Havasu City can be viewed at https://www.crimereports.com/agency/lakehavasu
Emergency Response and Evacuation Procedures

It is the policy of the University to notify, without delay, the campus community of any confirmed significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees. The content of the notification will be determined and the notification system will be initiated by the Chief of Police or his designee unless, in the professional judgment of responsible authorities, the release of such notification at that time would compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency. ASU Police Department has the authority to issue emergency messages as they deem necessary to maximize public safety.

A determination regarding what segment of the campus community will receive the notification shall be based on the nature, severity and location of the emergency. The same procedures will be used to notify the larger community.

Methods

ASU will, without delay and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing the notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. Depending on the nature of the emergency, methods that may be deployed include: door-to-door notifications; ASU Police patrol vehicle public address system; crime alerts; text messages; reverse 9-1-1; ASU Police media notification system; freeway electronic billboards; ASU home page messages; ASU news page messages; mass e-mail; media alert (TV, print, radio, Internet); emergency information hotline messages; Facebook postings; Twitter messages; RSS feed; MyASU Web page alerts; and digital bulletin board postings.

Because each situation will present individual challenges, some or all of these communication methods will be used in an emergency. Follow-up messages to the university and to broader audiences such as parents and alumni will be sent as needed.

Procedures for Notification

Depending on the severity of the incident, the ASU Police Department has the authority to send emergency notification without prior approval. If the incident is a large-scale emergency, as determined by the incident commander (typically the top fire or police official at the scene), the incident commander will be responsible for making these decisions.

For messages other than those sent by the ASU Police Department, it is the responsibility of the Office of Public Affairs’ vice president, associate vice president, Media Relations director, or Police Media Relations officer to determine the content of the notification. Public Affairs will coordinate with the university’s Emergency Policy executive, ASU Web masters, university communicators, Student Affairs personnel, and other responsible parties to ensure proper implementation of the methods determined to be appropriate for the incident at hand. The communication method and message are approved by the university’s Emergency Policy executive or designee in consultation with the vice president of Public Affairs or designee. While the ASU Police Department is the primary agency confirming significant emergencies on campus via notifications from 911 calls or from personal observations by its officers or other security personnel, other departments at ASU such as Risk and Emergency Management or Environmental Health and Safety may also confirm a significant emergency.

The notification system’s purpose is to provide brief and immediate instructions to the campus community and identify other resources where additional information can be obtained. During an emergency, detailed information about an incident would be provided in other forms of communication, such as: text messages, email, notification on the official ASU website, electronic media, voice mail, hotline and emergency bulletins issued through the
media. ASU Police work closely with surrounding police agencies to help facilitate the sharing of incidents reported to them which might constitute the issuance of an emergency notification.

A test of the procedures shall be conducted at least once each calendar year. An actual incident in which the emergency notification system was activated shall not qualify as a test under this policy. Each test/incident shall be documented, to include: a description of the exercise/emergency, date, time and whether announced or unannounced. Residence halls will have evacuation procedures tests/drills at least semi-annually.

The Emergency Notification Policy is available at: http://www.asu.edu/aad/manuals/ehs/ehs206.html. To learn more about the University’s emergency notification and advisory service, please go to our secure website at http://www.asu.edu/go/alert_text

Shelter-in-Place Procedures – What it Means to “Shelter-in-Place”

If an incident occurs and the building(s) or areas around you become unstable, or if the air outdoors becomes dangerous due to toxic or irritating substances, it may be safer to stay indoors. Leaving the area may expose you to that danger caused by high winds, limited visibility, and respiratory related issues to name a few. Thus, to “shelter-in-place” means to “make a shelter” using the building that you are in, and with a few adjustments this location can be made even safer and more comfortable until it is safe to go outside.

Basic “Shelter-in-Place” Guidance
During an incident, if the building you are in is not damaged and still affords protection, stay inside. If possible, move to an interior room and away from glass or items that might become dangerous flying objects. Stay inside until you are told the area is safe by designated staff or it is obvious the incident has passed and no longer poses a danger to your wellbeing. If the building you are in is damaged and no longer affords protection from the incident, take your belongings needed for personal care (purse, wallet, medications) as long as it does not slow your exit. Follow the evacuation protocols for your building (close your door, proceed to the nearest exit, and use the stairs instead of the elevators, etc.) Do not remove personal items (i.e. pictures, computer, etc.) Once evacuated, seek shelter at the nearest safe building. Follow all instructions given by first responders if they are already on scene.

How You Will Know to “Shelter-in-Place”
A shelter-in-place notification may come from several sources, including ASU Police, Housing Staff members, University employees, or other authorities utilizing the University’s emergency communications tools.

How to “Shelter–in-Place”
No matter where you are, these basic steps should assist and should be considered unless instructed otherwise by emergency personnel.
1. If you are inside, stay where you are. Collect any emergency shelter-in-place supplies you may need if you must evacuate immediately. Supplies will also include any items you may need if utilities are severed and you must remain inside for a prolonged period of time (i.e. a flashlight, extra batteries, etc.) If you are caught outdoors, move quickly to the nearest undamaged building and take shelter.
2. If possible, your shelter area should be:
   • An interior room;
   • Above ground level; and
   • Without windows or with the least number of windows possible.
3. Shut and lock all windows (tighter seal) and close exterior doors.
4. Turn off air conditioners, heaters, and fans.
5. Close vents to ventilation systems if able. (University staff will turn off the ventilation as quickly as possible.)
6. Turn on a radio or TV (if power is still available) and listen for more information about the incident.
Fire Safety

In compliance with the Higher Education Opportunity Act, the university has provided fire statistics and a fire log with details of each fire that occurs on campus. To view the reports please go to the web site: http://cfo.asu.edu/ehs-fire-safety-annual-report

The ASU Environmental Health and Safety department completes audits to ensure fire safety code compliance of all university facilities. In the event of a fire or a hazardous material situation, the surrounding municipal fire department will respond and handle the situation.

Annual Fire Safety Report
If a fire occurs in an ASU building, immediately notify ASU Police at 9-1-1. ASU Police can summon the fire department quickly through a direct dial phone communication link to the Tempe, Mesa and Phoenix Unified Communications Center.

If a member of the ASU community finds evidence of a fire that has been extinguished, and the person is not sure whether ASU Police has already responded, the community member should immediately notify ASU Police to investigate and document the incident. For example, if a Community Assistant finds evidence of a fire in a trashcan in the hallway of a residence hall, he/she should not touch the trashcan and should report the incident to ASU Police immediately and wait for an officer’s response. The officer will document the incident prior to removing the trashcan. Fire alarms alert community members of potential hazards and community members are required to heed their warning and evacuate buildings immediately upon hearing a fire alarm in a facility. Use the nearest stairwell and/or exit to leave the building immediately. Do not use the elevator. Community members should familiarize themselves with the exits in each building. The Police Department may arrest those who fail to evacuate a building promptly – but a more important reason for evacuating is for safety! When a fire alarm is activated, the elevators in most buildings will stop automatically. Occupants should use the stairs to evacuate the building. If you are caught in the elevator, push the emergency phone button. The emergency phones in elevators on campus will ring to the ASU Police Communications Center or another emergency call center. ASU Police publishes this fire safety information as part of its annual Clery Act compliance document, via this brochure, which contains information with respect to the fire safety practices and standards for ASU. This report includes statistics concerning the number of fires, the cause of each fire, the number of injuries and deaths related to a fire, and the value of the property damage caused by a fire (see charts on pages 12-15 for more information). The Annual Security and Fire Safety Report is available for review 24 hours a day on the ASU Police website at http://police.asu.edu and a physical copy may be obtained by making a request to the ASU Police (480-965-3456).

Fire Protection Equipment/Systems
A majority of University buildings are equipped with automatic fire detection and alarm systems that are constantly monitored by staff at ASU Police. Refer to pages 12-15 to review the Fire Safety Amenities in the ASU Residential Facilities Chart for information about fire detection, notification, and suppression systems in each residential facility.

Procedures for Students and Employees in the Event of a Fire
Find nearest pull station, and sound central alarm. Shut all doors and windows in the vicinity of the fire. If the fire is small, use fire extinguishers to put it out. Exit by nearest safe stairway. Do not use the elevators. Do not run.

Fire Safety Education and Training
Fire safety education and training for residential life students and support personnel is provided quarterly, in person, in the form of fire drills. The drills include announced and unannounced drills and are conducted by the
ASU Fire Marshal’s Office. Additionally, all employees are required to attend Fire Safety Training conducted by Environmental Health & Safety personnel upon hire and to take an online refresher training annually.

UNIVERSITY DOCUMENTATION AND MANUALS

Arizona State University Fire Prevention and Safety Plan

This guideline is provided as a general guideline for residential life facilities and does not cover all code compliance issues. If you have any questions or concerns, or need additional information, contact the ASU Fire Marshal at 480.965.1823 or email.

RESIDENTIAL LIFE GUIDELINES – FIRE SAFETY

INTRODUCTION AND SCOPE

Arizona State University’s (ASU) residential life supports the student population with living quarters on the university’s various campuses. ASU must ensure all operations and living quarters are safe and compliant with all applicable federal, state, and local codes, standards, and ordinances, e.g., Building Codes, Fire Codes, and Occupational Safety and Health.

ASU Environmental Health & Safety (EH&S) is responsible for inspecting and coordinating with each unit representative within Residential Life to ensure a safe environment and operation. The following guidelines have been prepared for university personnel to facilitate proper use and operation of congregated residential facilities on university property.

REQUIREMENTS

General Safety

State and federal regulations specifically require the university to maintain facilities in a manner that promotes a safe environment for occupants to enter and exit a facility as well as operations and use of the facility. The following guidelines will assist residential life in assuring each facility’s exit system is appropriately utilized and maintained:

1. Any material used in lobbies, corridors, stairwells, or other common areas shall not obstruct the exit passageway and must be of non-combustible material, made of fire resistive material, or is fire retardant treated.
2. Exit signs must be operational and visually unobstructed (illuminate appropriately).
3. Decorations are prohibited near any heat source. Distance from heat sources can only be determined by evaluating the area, decorative materials, and determining the heat source’s capabilities.
4. Follow the manufacturer’s recommendations for installation and use when utilizing authorized equipment, installing equipment, or any temporary structure, display, or device.
5. Contact EH&S prior to initiating any project related to construction, remodel, special event, and anything that involves the use of the exit system other than normal traffic ingress and egress. (Exit system includes—lobbies, corridors, hallways, exit doors, stairways, and exit passageways).
6. Maintain clear unobstructed view and operation of any fire protection device (smoke detectors, heat detectors, manual fire pull stations, audible visual devices, fire sprinkler heads, fire panels, and special fire suppression systems/apparatus).

7. Refuse (garbage) should be disposed (removed from the building) on a daily basis at a minimum.

**Electrical Safety**

The following guidelines must be assured whenever electrical equipment, lighting, or any electrical wiring is utilized or affected by decorative materials or displays:

1. All electrical equipment and lighting must be tested and approved by a recognized testing laboratory, e.g., Underwriters Laboratory (UL).

2. All appliances and lighting must be inspected for damage and operability prior to use.

3. Use appliances and lighting only as approved and recommended by the manufacturer. Lighting must be mounted in a manner that will not damage the wiring or be damaged by other equipment. Use of adhesive transparent tape to adhere wiring to walls or the use of hooks to drape wiring is acceptable for temporary conditions and approved by EH&S or the ASU Fire Marshal.

4. Running electrical cords through doorways or any openings through walls, ceilings, or floors is prohibited.

5. Extension cords must be at least a minimum of 16 gauge or heavier with a ground (three prong) and cannot run in series.

6. The use of multi-plug adapters is prohibited. (Exception: any adapter or cord that has an operational circuit breaker is acceptable for more than one appliance as long as used within the recommended use, design, and load capacities of the manufacturer.)

**Christmas Trees and other Plant Life**

Below are State Fire Marshal, ASU Fire Marshal and other code requirements to follow whenever decorating or displaying materials utilizing any plant life for the interior or exterior of a facility:

1. Cut Christmas trees are prohibited—only fire retardant artificial trees or "live" trees are acceptable (root type in soil). Live rooted trees must be checked daily and watered as needed.

2. Trees shall not be located in any manner that will block or obstruct an exit or passageway. Only approved lighting shall be used on trees. Ensure that all electrical wiring is in good condition and connections are secure.

3. Any decorations on or around the tree must be non-combustible or properly treated with fire retardant material.

4. Palm fronds and any other cut vegetation are prohibited unless approved by EH&S for specific temporary use and verified all vegetation is fire retardant treated. (Exception: cut flowers are acceptable for temporary display in a personal area as long as it does not create a fire hazard.)

**Candles/Open Flames and other Heat Sources**

Any item utilized for decoration, display, or personal use that generates or emits heat must comply with the following guidelines:

1. Use of candles, open flames, and burning are prohibited in all university buildings. (Exception: Authorized "hot work" by qualified maintenance personnel and temporary approval granted by the ASU Fire Marshal -- Temporary approval is granted on a one-time individual case-by-case basis.)
2. Portable heaters and other portable heat generating equipment must have appropriate safety features to automatically shutoff power to equipment whenever tipped over or the temperature of the device exceeds the manufacturer’s pre-determined heat exposure limit, (must be U.L. listed).

3. Use of any type of heat generating product or equipment must be utilized as recommended by the manufacturer.

**Temporary Structures**
Temporary structures are any facility that is designed for temporary use or defined as temporary construction, e.g., trailers and tents. Each temporary structure must comply with the following:

1. Trailer, tents, temporary walls or ceilings constructed of any materials must be approved by the ASU Fire Marshal.

2. From any point, a minimum of a 2-A:10-B:C rated fire extinguisher must be within a 75 feet travel distance for light to moderate hazard areas, 50 feet for high hazard areas. (Travel distance cannot include steps, through secured doors, or any special conditions that restrict the user in obtaining the fire extinguisher and returning to fight the fire.)

3. Special fire protection measures may be necessary for events to meet requirements of the International Building and Fire Codes. (These measures are determined by submitting the purpose and all pertinent information relating to the temporary structure to the ASU Fire Marshal.)

**Emergency Planning and Execution**
Emergency plans and drills are necessary for all facilities to help ensure a safe, effective, and efficient evacuation. Residential Life facilities where the occupants live require an emergency plan for each facility which includes quarterly fire drills (one will be an unannounced—no notice fire drill).

Each staff working and/or residing in residential halls must be aware of the emergency plans, how to execute an evacuation, and proper notification procedures for prompt emergency response. The plan includes floor plans indicating exit locations, telephone numbers for emergency contact of occupants and responders, all egress notification procedures, evacuation procedures, and assembly area for accountability.

**APPLICABLE REGULATIONS**
International Fire Code Chapter 8 (2003 edition)
International Fire Code Chapter 9 (2003 edition)
International Fire Code Chapter 10 (2003 edition)
29 CFR 1910 Subpart E
29 CFR 1910 Subpart L
Arizona Administrative Code R4-36-201 et seq.
<table>
<thead>
<tr>
<th>Facility Official Name</th>
<th>Site Location/ Campus</th>
<th># Fire Drills/ Year</th>
<th>Fire Suppression/ Sprinklers</th>
<th>Fire Detection System</th>
<th>YEAR</th>
<th>Fire Incident No./ Date</th>
<th>Cause of Fire</th>
<th># Injuries</th>
<th># of Deaths</th>
<th>Value of Property Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAYLOR PLACE - NORTH TOWER</td>
<td>DOWNTOWN</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TAYLOR PLACE - SOUTH TOWER</td>
<td>DOWNTOWN</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BELL HALL (no occupancy)</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DEAN HALL (no occupancy)</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EAGLE RESIDENCE HALL</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>FALCON RESIDENCE HALL</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MUSTANG RESIDENCE HALL</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PALO BLANCO HALL</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PHANTOM RESIDENCE HALL</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TALON RESIDENCE HALL</td>
<td>POLYTECHNIC</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHI COMMONS (EAST)</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHI COMMONS (NORTHEAST)</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHI COMMONS (NORTHWEST)</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHI COMMONS (SOUTH)</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHI COMMONS (SOUTHWEST)</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHIA II COMMONS EAST</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ADELPHIA II COMMONS WEST</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BARRETT HONORS COLLEGE – AGAVE</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BARRETT HONORS COLLEGE – CERESUS</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BARRETT HONORS COLLEGE – COTTONWOOD</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BARRETT HONORS COLLEGE – HONORS</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BARRETT HONORS COLLEGE – JUNIPER</td>
<td>TEMPE</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Building</td>
<td>Year</td>
<td>Cause</td>
<td>Loss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrett Honors College – Rosewood</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>Unknown cause: debris/paper</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrett Honors College – Sage</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrett Honors College – Willow</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.O. Best Hall A Wing 1201 S. Forest Ave.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>Unknown cause: stove top burnt</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.O. Best Hall B Wing 1201 S. Forest Ave.</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.O. Best Hall C Wing 1201 S. Forest Ave.</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholla Apartments Building A 909 S. Terrace Rd.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholla Apartments Building B 909 S. Terrace Rd.</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholla Apartments Building C 909 S. Terrace Rd.</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholla Apartments Building D 909 S. Terrace Rd.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholla Apartments Building E 909 S. Terrace Rd.</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholla Apartments Building F 909 S. Terrace Rd.</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Acacia 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>Intentional: cardboard box on stove top</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Acourdia 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Arroyo 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Chuparosa 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>Intentional: plastic signs on wall burnt</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Jojoba 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Mohave 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>N/A- no loss</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassayampa Academic Village Verbena 711 E. Lemon St.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>Intentional: posters on wall burnt</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hayden Hall 250 E. Apache Blvd.</td>
<td>Tempe</td>
<td>2011</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hayden Hall East 1260 S. College Ave.</td>
<td>Tempe</td>
<td>2012</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hayden Hall West 1251 E. Forest Ave.</td>
<td>Tempe</td>
<td>2010</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Location</td>
<td>Building</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>IRISH HALL B (NORTHWEST)</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1250 S. College Ave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRISH HALL C (SOUTHWEST)</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1250 S. College Ave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANZANITA HALL**</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCCLINTOCK HALL</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>951 S. Forest Mall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCOTILLO HALL A (WEST END) - closed*</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 E. Apache Blvd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCOTILLO HALL B - closed*</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCOTILLO HALL C - closed*</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCOTILLO HALL D - closed*</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCOTILLO HALL E (EAST END) - closed*</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE EAST</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>510 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE MAIN A</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE MAIN B</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE MAIN C</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE MAIN D</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE MAIN E</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALO VERDE WEST</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>430 E. University Dr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN PABLO RESIDENCE HALL</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>553 E. Veterans Way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN PABLO RESIDENCE HALL (CLASSROOM)</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>553 E. Veterans Way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SONORA CENTER</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1480 S. Rural Rd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY TOWERS</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>525 S. Forest Ave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VILLAS AT VISTA DEL SOL</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISTA DEL SOL B</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISTA DEL SOL C</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISTA DEL SOL D</td>
<td>TEMPE</td>
<td>2010</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701 E. Apache Blvd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Health and Safety Inspections

The University continues to assess and upgrade fire safety equipment as an ongoing process to ensure that all equipment meets National Fire Safety standards. The Office of Environmental Health & Safety (EH &S) performs Residence Hall Health and Safety Inspections four times a year, twice in the Fall and in the Spring. Inspections will be announced only during the first round of the fall semester. All other inspections are unannounced. The EH&S inspections are primarily designed to find and eliminate safety violations. The inspections include, but are not limited to, a visual examination of electrical cords, sprinkler heads, smoke detectors, fire extinguishers and other life safety systems. In addition, each room will be examined for the presence of prohibited items (e.g., sources of open flames, such as candles; non-surge protected extension cords; halogen lamps; portable cooking appliances in non-kitchen areas; etc.) or prohibited activity (e.g., smoking in the room; tampering with life safety equipment; possession of pets; etc.). This health and safety inspection will also include a general assessment of food and waste storage and other sanitary considerations of the room. Prohibited items will be immediately disabled with a locking device or confiscated and donated/discarded if found, without reimbursement.

Fire Safety Tips

Buildings are equipped with a variety of features that are designed to detect, stop and/or suppress the spread of a fire. A door can be the first line of defense against the spread of smoke or fire from one area to another. Some doors, such as fire doors in corridors or stairwells of residence halls, are designed to stand up to fire longer than those of an individual room. It is important that these doors are CLOSED for them to work. Additionally, if a door has a device that automatically closes the door, it should NOT be propped open. Sprinklers are 98% effective in preventing the spread of fire when operating properly. DO NOT obstruct the sprinkler heads with materials like clothing hanging from the piping. Smoke detectors cannot do their job if they are disabled or covered by the
occupant, which is a violation of University Policy. Almost three-fourths of all fires that are caused by smoking material are the result of a cigarette being abandoned or disposed of carelessly.

A daily fire log is available for review 24 hours a day on the ASUPD website at http://police.asu.edu or at ASU Police lobby at the Tempe campus. The information in the fire log typically includes information about fires that occur in residential facilities, including the nature, date, time, and general location.

**Tobacco use is prohibited on university property, facilities, grounds, parking structures, university-owned vehicles and structures owned or leased by the university.**

### Parking and Transit Services

ASU Parking and Transit Services runs The Motorist Assistance Program (MAP) which includes help with a dead battery and assistance when car keys are locked inside the vehicle.

<table>
<thead>
<tr>
<th>Downtown Phoenix Campus</th>
<th>Polytechnic Campus</th>
<th>Tempe Campus</th>
<th>West Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon-Fri: hours vary</td>
<td>Mon-Fri: hours vary</td>
<td>Mon-Thur: 7am-10pm</td>
<td>Mon-Fri: hours vary</td>
</tr>
<tr>
<td>602.496.1023</td>
<td>480.727.2775</td>
<td>Fri: 7am - 8:30pm</td>
<td>602.543.3258</td>
</tr>
</tbody>
</table>

### Community Policing

Community based policing is a collaborative effort between a police department and community that identifies problems of crime and disorder and involves all elements of the community in the search for solutions to these problems. It is founded on close, mutually beneficial ties between police and community members.

The police department utilizes a neighborhood approach as a community policing strategy. The Tempe campus is divided geographically into three “neighborhoods” with a sergeant assigned as a liaison, collaborating with residence hall and associated department staff, as well as community members to address public safety issues.

In addition to partnering with the community, the collection and analysis of reported crime plays an important part in this process. The data is reviewed and then educational, enforcement and deterrent strategies are employed in an effort to reduce the occurrence of crime in our community.

### Security and Access to Campus Buildings and Grounds

The ASU community is comprised of a student, faculty and staff population of approximately 80,000 individuals, with the university’s many special events and programs attracting additional guests on a daily basis. As a public university, ASU campuses are accessible to the general public 24 hours a day. Consequently, regardless of the time of day or night, and no matter where you may be on campus, it is important for you to be alert and aware of your surroundings and exercise personal safety at all times.

**Non-Residential Buildings**

Most campus buildings and facilities are open to the public during the day and evening hours when classes are in session and events are occurring. At other times, university buildings are generally locked and only faculty, staff, students and authorized individuals are admitted. Do not leave doors propped open or unlocked after hours. Remember, if your campus keys/access cards are lost or stolen, report the loss immediately to your department and the ASU Police key control, by calling (480) 965-6090.
The Academic Building Security (ABS) program was started in 1998 to add a higher level of security to the academic buildings. Police aides patrol the academic buildings on campus by foot. Police aides assist the patrol officers with their duties and provide, when available, safety escorts for members of the university community. Police aides assist with security of the community by serving as the “eyes and ears” of the department.

Residential Buildings

Approximately 11,300 students live on the ASU Tempe campus, 1015 on the Polytechnic campus, 369 on the West campus, and 1,223 on the Downtown Phoenix campus. Tempe campus residential halls are operated by the Office of University Housing, West Campus Housing on the West campus, Williams Campus Housing on the Polytechnic campus, the Department of Student Engagement on the Downtown Phoenix campus, and Havasu Hospitality Partners, LLC at ASU Colleges at Lake Havasu. Access to all ASU residential facilities is restricted to residents and their guests. Residents are expected to comply with hall visitation policy, to lock doors when leaving rooms, to close and lock outside doors when found open, to use only designated entrances to the facilities, and to deny entrance to non-residents and uninvited guests. Report non-compliance of these guidelines to your residence hall staff immediately.

To provide additional residential building safety, the police aide patrol provides additional security for students and staff at the ASU Campuses in the Phoenix metropolitan area. The coordinated efforts of police patrols, police aide patrols and University Housing staff help to promote an increased awareness of safety issues. Information about security measures at individual campuses is available through the hall staff or from officers identified in this document.

Missing Student Notification Policy

In compliance with the Higher Education Opportunity Act, the university has established a Missing Student Notification Policy which describes the formal notification procedure to be followed when a student residing in on-campus housing has been reported missing for more than 24 hours. Report any student missing for more than 24 hours, sooner if suspicious circumstances exist, to ASU Police. (An on-campus student housing facility is defined as any dormitory or other residential facility for students located on an institution’s campus even if the building is owned or maintained by a student organization or another party.) Each Arizona State University student residing on-campus may identify an individual to be contacted by the university in the event that the student is determined to be missing for at least 24 hours. The contact person will be notified within 24 hours of the report. The contact person will be confidential and utilized only for this purpose and only by authorized officials or police. Unless otherwise specified by the student to University Housing, the university will consider the parent/guardian or other primary emergency contact provided to the university by the student to be the person to be contacted in the event the student is determined to be missing. For students under the age of 18 and not emancipated, the university is required to notify the custodial parent or guardian not later than 24 hours after a student is deemed missing. The Missing Student Notification Policy is available at http://www.asu.edu/aad/manuals/ssm/ssm1001-07.html. To register an emergency contact, visit http://law.asu.edu/LinkClick.aspx?fileticket=jLjiPe-z6lA%3D&tabid=933.

ASU Campus Maintenance

The Tempe, West, Polytechnic and Downtown Phoenix campuses are maintained by ASU Facilities Development and Management. Facilities Development and Management maintains and responds to reports of malfunctioning equipment within campus buildings and residence halls.
To ensure a safe campus environment, the ASU Police Department consults with Facilities Development and Management to ensure landscaping foliage is maintained and appropriately located and to ensure exterior areas are properly illuminated. To report deficiencies or request service:

FOR URGENT FACILITY NEEDS: 24-HOURS A DAY, 7 DAYS A WEEK

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tempe</td>
<td>480.965.3633</td>
</tr>
<tr>
<td>Polytechnic</td>
<td>480.965.3456</td>
</tr>
<tr>
<td>West</td>
<td>480.543.3200</td>
</tr>
<tr>
<td>Downtown Phoenix</td>
<td>602.496.1502</td>
</tr>
<tr>
<td>Residential Facilities</td>
<td>480.965.9526</td>
</tr>
</tbody>
</table>

FOR NON-EMERGENCY REQUESTS: [https://cfo.asu.edu/fdm-requests-for-service](https://cfo.asu.edu/fdm-requests-for-service)

Taylor Place residents: If you need to request repairs to your room (such as a burned out light bulb, leaky faucet, etc.), go to the Taylor Place Management Office between 8 a.m. – 8 p.m. to fill out your work order request.

ASU Colleges at Lake Havasu work orders forms are located in the Community room and will be picked up by housing staff each day. In the event of an emergency you may contact the on-site General Manager at (310) 808-7422.

**Sexual Assault Prevention and Response**

**Title IX of the Education Amendments of 1972** protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence.

The **Office of Equity & Inclusion** has been designated as ASU's Title IX coordinating office.


ASU is committed to providing a learning and living environment in which members of the university community can achieve academic and personal goals. With regard to sexual assault and relationship violence, ASU reinforces a culture of prevention, response, and accountability. It is the policy of ASU to address, investigate and promptly remedy complaints of sexual discrimination, harassment and retaliation. An individual believing that he or she has been subjected to sexual discrimination, harassment or retaliation in violation of the university’s policies should report the matter immediately to the dean of students or the **Office of Equity and Inclusion**. Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

The Office of Equity and Inclusion has been designated as ASU’s Title IX coordinating office and is located in the University Services Building, 1551 S. Rural Rd., Tempe, Arizona 85287. Contact via telephone at 480-965-5057 or fax 480-727-6209. [https://cfo.asu.edu/hr-titleIX](https://cfo.asu.edu/hr-titleIX)
ASU will maintain the confidentiality of the information it receives, except where disclosure is required by law or is necessary to facilitate legitimate university processes, including the reporting, investigation and resolution of discrimination, harassment or retaliation allegations.

Victims of sexual assault are encouraged to report the assault to police. ASU Police can be contacted 24 hours a day at (480) 965-3456. Reporting is best done as soon as possible after the assault, but it may be done at any time. In an effort to preserve evidence, victims of sexual assault should not shower, douche, urinate, brush their teeth, or change/discard their clothing until evidence can be collected. Try to preserve evidence even if you are unsure at the time whether to pursue pressing charges. Reporting an assault to ASU Police does not require the filing of criminal charges, but it does activate all support systems, including campus resources which may assist with reasonable requests for changes in academic or living arrangements if desired and feasible, for the survivor.

**Crime Prevention Programs: Sexual Violence**

ASU Police, the Dean of Student’s Office, and other departments on campus provide numerous educational programs in the effort to reduce the risk of sexual violence. Beginning with summer orientation and continuing throughout the year, students are provided the opportunity to attend educational presentations related to sexual violence prevention and survival. To learn more, contact the ASU Police Crime Prevention Unit at (480) 965-1972.

The ASU Police crime prevention unit has implemented a nationally recognized self-defense program: Rape Aggression Defense Systems (R.A.D.). R.A.D. is a 12-hour training course designed to maximize the physical defensive abilities of women. Unlike other self-defense programs, RAD teaches basic, practical techniques that require no special fitness level or equipment. The objective of the program is to help women develop and enhance the options of self-defense when being attacked. Participants have the opportunity to test their newly learned defensive strategies during simulated attack scenarios.

The R.A.D. program is an alliance of instructors who can assist one another with programs, equipment, experiences, and insight. Most importantly, they allow every participant a lifetime return and practice invitation, at no charge, anywhere there is a R.A.D. program being offered.

Annually, ASU hosts a Sexual Assault Response Panel. Attendees of this event learn about sexual assault services for ASU students, professional response to sexual violence, definitions of sexual assault and consent, perpetrator accountability, victim blaming, safety and prevention tips. This event is sponsored annually by ASU Wellness and affiliated student organizations.

**ASU Wellness provides education** addressing sexual violence and consent in a variety of formats. Information and resources are available online, and presentations are available on a variety of topics including:

**Consent 101**: [https://eoss.asu.edu/wellness/alcoholwise](https://eoss.asu.edu/wellness/alcoholwise)

Many students are unaware of the risk for sexual violence among college students nationally and lack understanding of the relationship between alcohol and sexual violence. Consent 101 pairs Alcohol-Wise, an online alcohol education and sexual assault prevention class, with an interactive presentation that challenges participants to take action to prevent sexual violence from happening as an individual, as a friend and as a community member. Discussion includes strategies to prevent sexual violence as well as what to do if they or a friend experience sexual violence.


Frisky Business combines a review of sexual health promotion and sexual violence prevention information from the A-List website with an interactive discussion that challenges participants to examine relationship skills.
Discussion emphasizes ways to communicate boundaries, assumptions and needs, how to ask for and recognize consent and how to recognize and develop positive relationships. The presentation encourages using barriers for sexual protection and being tested for sexually transmitted infections.

**Time to Go Out!!** [https://eoss.asu.edu/wellness/alcoholwise](https://eoss.asu.edu/wellness/alcoholwise)

Time to Go Out!! pairs *Alcohol-Wise*, an online alcohol education and sexual assault prevention class, with an interactive presentation that challenges participants to examine how they and their peers respond in situations where alcohol is being consumed. Content includes the role of alcohol in consent, relationships and sex. The presentation emphasizes active bystander skill development and how to handle alcohol/drug medical emergencies.

**Online education**

- The Electronic Check-Up to Go for Alcohol is a research-based assessment that uses motivational interviewing methods to help college students assess and rethink their decisions about alcohol use. Education addresses the influence of alcohol in sexual violence. The online course is available through the ASU Wellness website and is used in freshman success courses, and as training for student employees and student leaders.

- *Alcohol-Wise* is an online course developed by 3rd Millennium Classrooms to educate and motivate college students to make healthy decisions to avoid underage and high risk drinking. This course is available on the ASU Wellness website. It is required of Community Assistants and other student employee groups, and offered as a part of the syllabus and/or extra credit within ASU 101 and other freshman success courses.

- Under the Influence is a course developed by 3rd Millennium Classrooms to educate college students about the risks of alcohol use and how to make healthier, safer decisions regarding its use. This course includes a chapter on sexual violence prevention that was developed by ASU Wellness for use nationally. This course is provided for students who violate ASU policy regarding alcohol and other drug use.

**Sexual Violence Peer Education Program** peer educators work with the ASU Wellness Sexual Violence Prevention and Education Team to plan and implement education programs and communications designed to reduce the incidence of sexual violence among ASU students. Peer educators are trained in sexual violence prevention and education, principles and standards of practice for health promotion in higher education and diversity. For more information contact wellness@asu.edu.

Poster and electronic communications designed to reduce risk of sexual violence are placed throughout ASU to reinforce the information provided through presentations and online courses.

**Crime Prevention Tips: Sexual Violence**

- Clearly communicate your sexual interests and boundaries with potential partners. Avoid sexual situations with people who disregard your opinions and limits.
- Ask questions to determine unquestionably if your partner has consented to sexual intercourse.
- State clearly, emphatically, and forcefully if consent is not given.
- Don’t be afraid to cause a scene if you feel threatened.
- If you decide to drink alcohol, do so in moderation. Alcohol and drugs limit your ability to make good decisions for yourself and others.
- A national study found 73% of suspects and 55% of the victims were under the influence of alcohol or drugs at the time of the sexual assault.
- Remember that 9 out of 10 college student victims of sexual violence knew their assailant. Don’t ever leave a party with someone you don’t know well.
• Intervene if you see something happening that could lead to sexual violence. If you don’t feel safe intervening on your own, call 9-1-1. Always lock your door when you’re asleep or not in the room, even if you’re only gone for a minute.

• Sexual violence can happen to anyone. If you or a friend has experienced sexual violence visit the ASU Wellness website to learn what you can do. https://eoss.asu.edu/wellness/SVHelp

Sanctions

Sexual assault is a criminal act which carries criminal and civil penalties under state and federal law. Appropriate, formal complaints lead to the initiation of administrative or disciplinary action. University sanctions may include expulsion, suspension, academic probation, warnings, administrative holds, restricted access to university property, organizational sanctions, program / support, interim action, classroom conduct, and other sanctions permissible under existing university rules, and will be imposed upon those determined to have violated policy. ASU will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim. The accuser and the accused are entitled to have others present during a campus disciplinary proceeding; and both shall be informed of the university’s final determination with respect to the alleged sex offense and any sanction that is imposed against the accused. Possible sanctions are expulsion, suspension, forfeiture, warning, and/or restitution. [ABOR 5-304, SSM 104-01]

Campus Sex Crimes Prevention Act

The Campus Sex Crimes Prevention Act mandates that convicted sex offenders required to register under state law, must also disclose their association with institutions of higher education when applicable. Specifically affected are those registered sex offenders who attend as students, are employed by or employed at, or volunteer at institutions of higher education.

The Arizona Department of Public Safety (DPS) has established the Arizona Sex Offender Info Center according to the requirements of A.R.S. 13-3827 Arizona DPS is responsible for maintaining the site and annually verifying the addresses of all registered sex offenders. For more information go to:
http://www.azdps.gov/Services/Sex_Offender/

ASU Police, in conjunction with Arizona DPS and the Maricopa County Sheriff’s Office will notify the campus community of a registered sex offender, as required. The notification process could be through the Crime Alert Notification (CAN) network, safety alerts on the ASU Police Web page, and/or safety alert fliers posted on campus.

Sexual Assault and Violence Support Services

Those seeking support in the wake of a sexual assault or abuse can find help from a variety of organizations. Here are some of them:

Dean of Students Student Advocacy,
Tempe (480) 965-6547
West (602) 543-8147
Poly Downtown Phoenix (480) 727-5269
ASU Sexual Violence Peer Education Program (480) 965-4721
ASU Employee Assistance Office (480) 965-2271
Counseling Services:
  Tempe (480) 965-6146
  West (602) 543-8125
  Polytechnic (480) 727-1255
  Downtown (480) 965-6146
CASA (Center Against Sexual Abuse) (602) 254-6400
Emphact: 24-hour crisis line (602) 254-9000
ASU Sexual Violence Peer Education Program (480) 965-4721
ASU Employee Assistance Office (480) 965-2271
Counseling Services:
  Tempe (480) 965-6146
  West (602) 543-8125
  Polytechnic (480) 727-1255
  Downtown (480) 965-6146
CASA (Center Against Sexual Abuse) (602) 254-6400
Emphact: 24-hour crisis line (602) 254-9000
H.A.V.E.N. Family Resource Center (Lake Havasu City) (928) 505-3153
Health Services:
  Tempe (480) 965-3349
  West (602) 543-8019
  Polytechnic (480) 727-1500
  Downtown (602) 496-0721
Family Advocacy Center, 2120 N. Central Ave., Phoenix (602) 534-2120
Center Against Family Violence, 222 E. First St., Mesa (480) 644-4075
West Valley Advocacy Center, 6829 N. 57th Ave., Glendale (623) 930-3720

The dean of students at each campus serves as a student safety resource coordinator. Contact information is available on the web at http://www.asu.edu/studentaffairs/vp/safetyresources/index.htm

### Weapons Prohibited on Campus

Possession or storage of weapons at any ASU residential housing facility is prohibited. Possession, use or storage of weapons on land and in buildings owned, leased or under the control of Arizona State University or its affiliated or related entities is prohibited, except as provided for in Arizona Revised Statute section 12-781. This prohibition extends to all ASU vehicles present on any property owned or controlled by ASU or an ASU affiliate or related entity.

The definition of weapons includes any object or substance designed to inflict a wound, cause injury, or incapacitate, including without limitation to: all firearms, TASER®, stun guns, BB guns, pellet guns, Airsoft guns, switchblade knives, knives with blades five or more inches long, and chemicals such as Mace, tear gas, or oleoresin capsicum (excluding typical over-the-counter self-defense chemical repellents). Chemical repellents labeled “for police use only” or “for law enforcement use only” may not be possessed by the general public.

ASU students and employees are required to report known and suspected violations of the weapons policy to ASU Police immediately. Failure to report as required may result in sanctions under applicable Arizona Board of Regents (ABOR) and ASU policies governing student and employee conduct. [ARS 13-2911, 13-3102, PDP 201-05, ABOR 5-303.3, 5-308]

Participants or attendees at public or special events held on campus or at university facilities may be required to submit to security checks as a condition of entry at the discretion of ASU Police.

If you are a witness to a crime involving a weapon please call 9-1-1 immediately. If you see a weapon of any kind on campus, alert ASU Police by calling (480) 965-3456, Lake Havasu City Police at (928) 855-4111, or 9-1-1.
Reporting Hate Crimes & Incidents

Hate crimes are not separate distinct crimes but instead involve any traditional criminal offense that is committed against a person or property, which is motivated by race, religion, ethnicity/national origin, gender, disability, or sexual orientation. Arizona State University takes a strong stance against hate crimes, violent acts, property damage, intimidation and threats because of a person’s perceived personal characteristics.

Hate groups and individuals have the right to exist, assemble and to express their views. However, they do not have the right to break any laws. In Arizona, any speech that threatens violence or physical harm to specific persons or groups may constitute a crime. Most verbal and written expression is constitutionally protected, so racial slurs or derogatory speech is not enough to be considered a crime.

Hate crimes will not be tolerated or dismissed as “pranks” or “bad behavior.” Hate crimes should be reported to the appropriate university departments and organizations so proper follow-through can occur. Immediately report any hate crime incident.

Reporting a hate crime is a key part of stopping hateful acts. If you or someone you know reports a hate crime, the matter will be taken seriously. A thorough investigation will be conducted and, if evidence warrants, administrative or criminal proceedings will follow.

Call or report the hate crime incident to police at 9-1-1 for an emergency, ASU Police at (480) 965-3456, or Lake Havasu City Police at (928) 855-4111 for a non-emergency. The crime or incident may also be reported or referred to the following entities at each campus:

<table>
<thead>
<tr>
<th>Tempe campus</th>
<th>(480) 965-6547</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Student Rights and Responsibilities</td>
<td>(480) 965-6547</td>
</tr>
<tr>
<td>Committee for Campus Inclusion</td>
<td>(480) 965-6547</td>
</tr>
<tr>
<td>West campus</td>
<td>(602) 543-8152</td>
</tr>
<tr>
<td>Office of Student Rights and Responsibilities</td>
<td>(602) 543-8407</td>
</tr>
<tr>
<td>Committee for Campus Inclusion</td>
<td>(602) 543-8407</td>
</tr>
<tr>
<td>Polytechnic campus</td>
<td>(480) 727-1215</td>
</tr>
<tr>
<td>Office of Student Rights and Responsibilities</td>
<td>(480) 727-1165</td>
</tr>
<tr>
<td>Committee for Campus Inclusion</td>
<td>(480) 727-1165</td>
</tr>
<tr>
<td>Downtown Phoenix campus</td>
<td>(602) 496-1215</td>
</tr>
<tr>
<td>Office of Student Rights and Responsibilities</td>
<td>(602) 496-1208</td>
</tr>
<tr>
<td>Committee for Campus Inclusion</td>
<td>(602) 496-1208</td>
</tr>
<tr>
<td>ASU Colleges at Lake Havasu City</td>
<td>(928) 854-9705</td>
</tr>
<tr>
<td>Office of the Dean of Student Affairs</td>
<td>(928) 854-9705</td>
</tr>
</tbody>
</table>

Disciplinary Action: Students, Staff and Faculty

Students
Guided by ASU’s commitment to excellence, access, and impact, the Office of Student Rights and Responsibilities (SRR) supports a safe and inclusive environment that fosters the intellectual, personal, social, and ethical development of all students. In partnership with university departments and programs, SRR helps students see themselves as responsible members in a diverse community. SRR provides students with the opportunity to consider the ways in which their conduct may define and impact their college experience-personally and in relationship with others.
SRR investigates allegations of student misconduct and determines whether a violation of the Student Code of Conduct has occurred. Students who are found responsible for violations of the Student Code of Conduct are encouraged to reflect on their behaviors through the use of educationally based sanctioning that assists the students in making informed choices and developing in a holistic manner. Incident reports are accepted from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the ABOR Student Code of Conduct.

Fill out and submit the Incident Report to the Office of Student Rights and Responsibilities on the respective campus: [https://students.asu.edu/files/incidentreport.pdf](https://students.asu.edu/files/incidentreport.pdf). No appointment is required to pick up or drop off an incident report.

SRR Staff reserves the right to determine that police reports, applicable newspaper articles, or other forms of documentation, other than an incident report, can constitute a formal complaint for purposes of initiating review under the Student Code of Conduct.

Additionally, any relevant information pertaining to any student, found in the course of a review, may also be deemed to constitute a complaint and pursued accordingly under the ABOR Student Code of Conduct. The ABOR Student Code of Conduct and Student Disciplinary Procedures can be found at: [http://students.asu.edu/srr/code](http://students.asu.edu/srr/code)

Staff and Faculty

ASU faculty and staff may be subject to disciplinary action under applicable personnel policies. Any complaints against an employee should first be directed to their respective department. One may also utilize staff at the Office of Equity and Inclusion to assist with a complaint. Additional concerns regarding staff and faculty should be addressed with the Chief HR Officer at (480) 965-2701.

The employee grievance process is fully explained at the ASU Human Resources Web page and in policy SPP 901. Mediation services are available to all employees through the ASU Ombudspersons Committee.

**Arizona State University Policy on Substance Abuse**

ASU’s goal is to provide a drug-free environment for all university students and employees. To achieve this goal, ASU prohibits the unlawful use, possession, production, manufacture, and distribution of alcohol and other drugs and controlled substances. [SPP 315, ACD 122, SSM 106-03]

ASU provides honest and factual information through organized programs in an effort to assist individuals to make decisions regarding the use of alcohol and other drugs. Information regarding the health risks associated with the use of alcohol and other drugs, drug awareness programs, and drug education and assessment programs are available to employees and students through ASU Wellness, ASU Health Services, the Employee Assistance Program, and ASU Counseling Services.

Alcohol and other drug education aimed at preventing under-age and high risk drinking and drug abuse is provided by ASU Wellness including the following presentation and online education programs.

**Online education**

- The Electronic Check-Up to Go for Alcohol is a research-based assessment that uses motivational interviewing methods to help college students assess and rethink their decisions about alcohol use.
Education addresses the influence of alcohol in sexual violence. The online course is available through the ASU Wellness website and is used in freshman success courses, and as training for student employees and student leaders.

- Alcohol-Wise is an online course developed by 3rd Millennium Classrooms to educate and motivate college students to make healthy decisions to avoid underage and high risk drinking. This course is available on the ASU Wellness website. It is required of Community Assistants and other student employee groups, and offered as a part of the syllabus and/or extra credit within ASU 101 and other freshman success courses.
- Under the Influence is a course developed by 3rd Millennium Classrooms to educate college students about the risks of alcohol use and how to make healthier, safer decisions regarding its use. This course includes a chapter on sexual violence prevention that was developed by ASU Wellness for use nationally. This course is provided for students who violate ASU policy regarding alcohol and other drug use.
- Time to Go Out!! an online alcohol education and sexual assault prevention class, with an interactive presentation that challenges participants to examine how they and their peers respond in situations where alcohol is being consumed. Content includes the role of alcohol in consent, relationships and sex. The presentation emphasizes active bystander skill development and how to handle alcohol/drug medical emergencies.

ASU Police partners with the staff of University Housing to present annual alcohol and drug awareness training for students living on campus. The format may be a presentation involving “Beer Goggles”, an in-hall event designed to provide an alternative to drinking alcohol, discussions of myths surrounding drinking, legal penalties for violating state liquor laws, and administrative penalties of the Student Code of Conduct.

Copies of substance abuse policies are available from the Office of the Senior Vice President for Educational Outreach and Student Services (480) 965-2200. Detailed information regarding possession, use, and distribution of drugs and alcohol can be viewed at: https://students.asu.edu/wellness/drugs

Employees found to be in violation of substance abuse policies (including student employees if the circumstances warrant) may be subject to corrective action up to and including dismissal from employment, under applicable university policies.

**Legal Sanctions**
Anyone who violates local, state, or federal law regarding alcohol or other drugs, including the illegal possession of drug paraphernalia, or who otherwise engages in illegal conduct is subject to prosecution and punishment by criminal and civil authorities in addition to disciplinary or administrative sanctions issued by the university.

It is a violation of law to purchase, possess, or consume alcohol if you are under the age of 21. It is a violation of law to consume alcohol in public, even if you are 21. It is a violation of university policy for employees to possess, consume, or be under the influence of alcohol while on duty. [SPP 801] Detailed information about these statutes and sanctions is available from ASU Police.

**Resources at the ASU Tempe Campus**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee for Campus Inclusion</td>
<td>(480) 965-6547</td>
</tr>
<tr>
<td>Career Services</td>
<td>(480) 965-2350</td>
</tr>
<tr>
<td>Family Resources</td>
<td>(480) 965-2940</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>(480) 965-6146</td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>(480) 695-1234</td>
</tr>
<tr>
<td>Employee Assistance</td>
<td>(480) 965-2271</td>
</tr>
<tr>
<td>Equity and Inclusion</td>
<td>(480) 965-5057</td>
</tr>
<tr>
<td>Health Services</td>
<td>(480) 965-3346</td>
</tr>
</tbody>
</table>
International Students Office (480) 965-7451
University Housing (480) 965-3515
Safety Escort Service (480) 965-1515
Dean of Students (480) 965-6547
Wellness (480) 965-4721

**Resources at the ASU West Campus**
Career Services (602) 543-8124
Committee for Campus Inclusion (602) 543-8152
Counseling Services (602) 543-8125
Disability Resource Center (602) 543-8145
Employee Assistance (602) 543-8400
Equity and Inclusion (480) 965-5057
Student Engagement (602) 543-8200
University Housing (Las Casas) (602) 543-2272
Housing (Casa de Oro) (602) 543-3456
Dean of Students (602) 543-8152
Student Health Services (602) 543-8019
Wellness (480) 965-4721

**Resources at the ASU Polytechnic Campus**
Committee for Campus Inclusion (480) 727-1165
Career Preparation Center (480) 727-1411
Counseling Services (480) 727-1255
Disability Resource Center (408) 727-1039
Employee Assistance (480) 965-2271
Equity and Inclusion (480) 965-5057
Health Center (480) 727-1500
University Housing (480) 727-1700
Safety Escort (Police) (480) 727-3456
Dean of Students (480) 727-5269
Wellness (480) 965-4721

**Resources at the ASU Downtown Phoenix Campus**
Career Services (602) 496-1213
Committee for Campus Inclusion (602) 496-1208
Counseling Services (602) 496-1155
Disability Resource Center (602) 496-4321
Employee Assistance (480) 965-2271
Equity and Inclusion (480) 965-5057
Health Services (602) 496-0721
Phoenix Day Child Care (602) 252-4911
Phoenix Police (602) 262-6151
University Housing (602) 496-6711
Safety Escort (Police) (602) 496-3456
Dean of Students (602) 496-4357
Wellness (480) 965-4721

**Victim Services**
Chandler Police Dept. Victim Services (480) 782-4567
Gilbert Police Dept. Victim Services (480) 635-7701
Glendale Police Dept. Victim Services (623) 930-3030
Mesa Police Dept. Victim Services (480) 644-4075
Phoenix Police Dept. Victim Services (602) 261-8192
Scottsdale Police Dept. Crisis Intervention (480) 312-5055
Tempe Police Dept. Victim Services (480) 350-5400
Maricopa County, Victim/Witness Program (602) 506-8522

Other General Resources
For issues related to alcohol use, body image issues and eating disorders, depression/loneliness, drug abuse, HIV education, relationship issues including violence/sexual assault, stress, and the use of tobacco/smoking:

ASU Counseling Services
Tempe http://students.asu.edu/counseling (480) 965-6146
West (602) 543-8125
Polytechnic (480) 727-1255
Downtown (602) 496-1155

ASU Health Services
Tempe http://students.asu.edu/health (480) 965-3346
West (602) 543-8019
Polytechnic (480) 727-1500
Downtown (602) 496-0721

Campus Security Authority Reporting Contacts

ASU Police
Tempe campus (480) 965-3456
Polytechnic campus (480) 727-3456
West campus (602) 543-3456
Downtown Phoenix campus (602) 496-3456

Committee for Campus Inclusion
Tempe campus (480) 965-6547
Polytechnic campus (480) 727-1165
West campus (602) 543-8407
Downtown Phoenix campus (602) 496-1208

Dean of Students
Tempe campus (480) 965-6547
Polytechnic campus (480) 727-5269
West campus (602) 543-8152
Downtown Phoenix campus (602) 496-4357

University Housing
Tempe campus (480) 965-3515
Polytechnic campus (480) 727-1700
West campus (Casa de Oro) (602) 543-5648
West campus (Las Casas) (602) 543-2272
Downtown Phoenix campus (602) 496-6711

Office of General Counsel (480) 965-4550
Sun Devil Athletics (480) 965-2146
Crime Statistics

These statistics have been compiled in accordance with definitions taken from the Federal Bureau of Investigation (FBI) Uniform Crime Reporting Handbook (UCR), as required by Clery Act regulations and modified by the Hate Crime Statistics Act.

The data relate to all reported crimes occurring on any ASU campus including residence halls, any non-campus building or property owned by the university, or any public property within any campus or immediately adjacent to any campus. Also included are crimes reported to ASU Police by its own officers, the local law enforcement agencies having primary jurisdiction, and other university personnel who have significant responsibility for student and campus activities.

Crimes which have not been reported to the aforementioned agencies are not reflected in these tables. For this reason, everyone is urged to report all crimes to ASU Police or the law enforcement agency where the crime occurred.

The statistics for drug, liquor law, and weapons violations relate to actual criminal offenses occurring on campus property.

ASU currently has a variety of policies and procedures relating to campus security, and it expressly reserves the right to modify them or to adopt additional policies or procedures at any time without notice.

Information on the definitions of crimes and/or the campus property referenced in the statistics may be obtained from ASU Police or from the ASU Office of General Counsel.

Crime Definitions

- **Murder/Non-negligent Manslaughter**: The willful (non-negligent) killing of one human being by another.
- **Negligent Manslaughter**: The killing of another person through gross negligence.
- **Sex Offenses, Forcible**: Any sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent.
- **Sex Offenses, Non-forcible**: Any incidents of unlawful, non-forcible sexual intercourse.
- **Robbery**: The taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
- **Aggravated Assault**: An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.
- **Larceny/Theft**: Controlling the property of another with the intent to deprive the other person of such property.
- **Burglary**: The unlawful entry of a structure to commit a felony or theft.
- **Motor Vehicle Theft**: The theft or attempted theft of a motor vehicle. This includes all cases where a vehicle is taken by persons not having authority or legal access, even if the vehicle is later abandoned.
- **Arson**: Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
- **Liquor Law Violations**: The violation of laws or ordinances prohibiting the manufacture, sale transporting, furnishing, possessing of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to an underage person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; and all attempts to commit any of the aforementioned. (Driving under the influence is not included)
• **Drug Law Violations:** The violation of state and/or local laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use; the unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance; arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs.

• **Weapons Law Violations:** The violation of state and/or local laws prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature.

• **Hate Crimes:** The commission of Murder/Non-negligent Manslaughter, Forcible Sex Offenses, Non-forcible Sex Offenses, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, Arson, Larceny/Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property when motivated, in whole or in part, by the offender’s bias toward race, gender, religion, sexual orientation, ethnicity/national origin, or disability.

For the purposes of crime statistics reporting for this report, the following definitions apply:

1. **On-Campus Property:**
   Any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls.

2. **Residential Facilities:**
   Institutions must disclose the total number of crime incidents, **including** those in on-campus residential facilities. This includes all housing facilities operated by University Housing and those operated by private entities but located on campus property. These statistics are a subset of the On-Campus Property statistics and not in addition to.

3. **Non-Campus Property:**
   Any building or property owned or controlled by a student organization recognized by the institution; and any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is used by students and is not within the same reasonably contiguous geographic area of the institution.

4. **Public Property:**
   All public property that is within the same reasonably contiguous geographic area of the institution; such as a sidewalk, a street, other thoroughfare or parking facility, and is adjacent to a facility owned or controlled by the institution, if the facility is used by the institution in direct support of or in a manner related to the institution’s educational purposes.

For the purposes of crime statistics reporting for this report the following apply to all tables:

1. Violations referred for disciplinary action are the result of alleged criminal offenses reported to other responsible university officials, investigated by other departments and referred for disciplinary action, but not arrested.

2. Although not required for this report, the inclusion of larceny/theft is to increase campus awareness of such incidents and provide for a conscious response to the prevention of these crimes in the community. The Federal Bureau of Investigation has altered its guidance on the classification of burglaries which has directly impacted / increased the number of larcenies recorded.

3. Incidents and arrests occurring in residential facilities are included in the on-campus totals and are not in addition to, except for referrals for disciplinary action, which are in addition to.
For the purposes of crime statistics reporting for this report the following apply to the respective tables:

**Tempe Campus**

Non-campus properties associated with Tempe campus are:

- Kerr Cultural Center – Located in North Scottsdale at 6110 N. Scottsdale Road, this natural adobe studio is renowned for its intimate setting and excellent acoustics and hosts a variety of exhibitions throughout the year.
- SkySong Facility – Located in Scottsdale at 1475 N. Scottsdale Road, SkySong's unique value comes from the proximity and involvement of ASU, which has situated its units most responsible for accelerating economic development and new venture creation at this location.
- Mayo Clinic collaborative research building – located at 13208 E. Shea Blvd. Scottsdale AZ.
- ASU Research Park – Located at 7700 S. River Parkway in Tempe, it is home to research development companies, their corporate & regional headquarters, and is used for onsite classes.
- The Brickyard is home to the Ira A. Fulton School of Engineering and is located in downtown Tempe at 699 S. Mill Avenue.
- Artisan Court – Located at 30 W 7th Street Tempe AZ., is an ASU classroom building.
- Herberger Institute for Design and the Arts Performance Center located at 970 W. University Drive Tempe AZ.
- Office of Evaluation and Educational Effectiveness located at 1130 W. University Drive
- A lab for student research located at 1100 West University Drive, Tempe.
- Center Point – 660 S. Mill Ave., is an ASU office building.
- ASU operates a facility at 1834 Connecticut Avenue in Washington D.C. which supports students interning in our nation’s capital.
- 340 N. Park Loop in Tucson AZ, the school of social work use the building for classes.
- 1054 West 2600 North, Layton Utah is a house used as a classroom.
- Gray Hawk Nature Center – located at 3918 N. Gray Hawk Lane, Sierra Vista AZ. ASU has a building on the property and students do research from time to time during the year.

Regarding public property for the Tempe Campus, the Tempe Police Department is unable to provide a statistical breakdown appropriate for Clery Act reporting. For additional information regarding the type or frequency of crimes which may occur within proximity to ASU Tempe campus, please refer to the City of Tempe Police Department Web page for crime statistics located at: [http://www.raidsonline.com/](http://www.raidsonline.com/)

Regarding public property adjacent to SkySong, the Scottsdale Police Department is unable to provide a statistical breakdown appropriate for Clery Act reporting. For additional information regarding the type or frequency of crimes which may occur within proximity to ASU SkySong facility, please refer to the City of Scottsdale Police Department web page for crime statistics located at: [http://www.raidsonline.com/?address=Scottsdale%2CAZ](http://www.raidsonline.com/?address=Scottsdale%2CAZ)

Regarding the Washington D.C. facility, the District of Columbia Metropolitan Police Department reported there were no crimes at the property in Washington, D.C. For additional information regarding the type or frequency of crimes which may occur within proximity to the Washington D.C. facility, please refer to the District of Columbia Metropolitan Police Department web page for crime statistics located at: [http://mpdc.dc.gov/node/199172](http://mpdc.dc.gov/node/199172)

**West Campus**

Non-campus property associated with the West campus is:
Deer Valley Rock Art Center – Located in the Northwest Valley, near 35th Ave. and Deer Valley Rd. The mission of the Center is to preserve and provide public access to an ancient petroglyph site, to interpret the cultural expressions found here, and to be a center for rock art studies.

The Phoenix Police and Glendale Police Departments are unable to provide a statistical breakdown appropriate for Clery Act reporting. For additional information regarding the type or frequency of crimes which may occur within close proximity to ASU West campus, please refer to both:


Polytechnic Campus
There are no non-campus properties associated with the Polytechnic campus. However, Chandler-Gilbert Community College utilizes property on the campus and those crime statistics are captured within the public property section.

Neither the Mesa Police Department nor the Gilbert Police Department can provide a statistical breakdown appropriate for Clery Act reporting. For additional information regarding the type or frequency of crimes which may occur in proximity to ASU Polytechnic campus, please refer to https://www.crimereports.com/ and enter “ASU Polytechnic Campus” in the search bar.

Downtown Phoenix Campus
Non-campus properties associated with the Downtown Phoenix campus are:
- The Heard Building located at 112 N. Central Ave. Phoenix, AZ.
- AZ Biomedical Collaborative located at 425 N. 5th Street, Phoenix AZ. ASU students do research in the building.
- Grace Lutheran Church Healthcare Clinic, located at 1124 N. 3rd Street, Phoenix AZ.

The Phoenix Police Department is no longer able to provide a statistical breakdown appropriate for Clery Act reporting. These statistics were gathered using the physical address for the various campus buildings. For additional information regarding the type or frequency of crimes which may occur within close proximity to ASU Downtown campus, please refer to the City of Phoenix Police Department Web page for crime statistics located at: http://phoenix.gov/police/crista1.html

ASU Colleges at Lake Havasu City
There are no non-campus properties associated with the ASU Colleges at Lake Havasu City.

The Lake Havasu City Police Department provided these statistics using the physical address for the various campus buildings. For additional information regarding the type or frequency of crimes which may occur within close proximity to ASU Colleges at Lake Havasu City, please refer to the Lake Havasu City Police Department crime statistics are located at: https://www.crimereports.com/
## TEMPE CAMPUS STATISTICS

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus Property</th>
<th>Residential Facilities</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/non-negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Non-Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Larceny/Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offense</td>
<td>Year</td>
<td>On Campus Property</td>
<td>Residential Facilities</td>
<td>Non-Campus Property</td>
<td>Public Property</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Murder/non-negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Non-Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Larceny/Theft</td>
<td>2010</td>
<td>37</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>27</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>40</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Burglary</td>
<td>2010</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Arrests</td>
<td>2010</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>39</td>
<td>39</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Arrests</td>
<td>2010</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Drug Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>18</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offense</td>
<td>Year</td>
<td>On Campus Property</td>
<td>Residential Facilities</td>
<td>Non-campus Property</td>
<td>Public Property</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Murder/non-negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Non-Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2010</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Larceny/Theft</td>
<td>2010</td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>23</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>39</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Burglary</td>
<td>2010</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Arrests</td>
<td>2010</td>
<td>19</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>15</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Liquor Law Violations Referred</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>for Disciplinary Action</td>
<td>2011</td>
<td>14</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>29</td>
<td>29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Arrests</td>
<td>2010</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>15</td>
<td>14</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations Referred for</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disciplinary Action</td>
<td>2011</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>16</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Violations</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Referred for Disciplinary Action</td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### DOWNTOWN PHOENIX CAMPUS STATISTICS

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus Property</th>
<th>Residential Facilities</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/non-negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Forcible</td>
<td>2010</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Non-Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2010</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Larceny/Theft</td>
<td>2010</td>
<td>40</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>45</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>64</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2010</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Arrests</td>
<td>2010</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Liquor Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>62</td>
<td>62</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Arrests</td>
<td>2010</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offense</td>
<td>Year</td>
<td>On Campus Property</td>
<td>Residential Facilities</td>
<td>Non-Campus Property</td>
<td>Public Property</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Murder/non-negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses, Non-Forcible</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Larceny/Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Arrests</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession Violations Referred for Disciplinary Action</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*ASU Colleges at Lake Havasu City opened in the Fall of 2012. Calendar years 2010 and 2011 do not apply. Statistics for 2012 only include the time it was operational for academic purposes.
<table>
<thead>
<tr>
<th>Institution // 2012 On-Campus Crimes</th>
<th>Enrollment</th>
<th>Sex offenses-</th>
<th>Sex offenses-</th>
<th>per</th>
<th>Robbery</th>
<th>per</th>
<th>Aggravated assault</th>
<th>per</th>
<th>Vehicle theft</th>
<th>per</th>
<th>Arson</th>
<th>per</th>
<th>Weapons:</th>
<th>per</th>
<th>drug</th>
<th>per</th>
<th>Liquor Law:</th>
<th>per</th>
<th>Liquor Laws:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin-Madison</td>
<td>42,269</td>
<td>15</td>
<td>0.3549</td>
<td>0</td>
<td>0.0000</td>
<td>2</td>
<td>0.0473</td>
<td>2</td>
<td>0.0473</td>
<td>33</td>
<td>0.7807</td>
<td>1</td>
<td>0.0237</td>
<td>0</td>
<td>0.0000</td>
<td>1</td>
<td>0.0237</td>
<td>72</td>
<td>1.7034</td>
</tr>
<tr>
<td>Ohio State University-Main Campus</td>
<td>56,387</td>
<td>21</td>
<td>0.3724</td>
<td>0</td>
<td>0.0000</td>
<td>2</td>
<td>0.0355</td>
<td>4</td>
<td>0.0709</td>
<td>22</td>
<td>0.3902</td>
<td>8</td>
<td>0.1419</td>
<td>7</td>
<td>0.1241</td>
<td>6</td>
<td>0.1064</td>
<td>67</td>
<td>1.1882</td>
</tr>
<tr>
<td>Northern Arizona University-Flagstaff</td>
<td>25,091</td>
<td>16</td>
<td>0.6156</td>
<td>0</td>
<td>0.0000</td>
<td>1</td>
<td>0.0385</td>
<td>1</td>
<td>0.0385</td>
<td>51</td>
<td>1.9632</td>
<td>2</td>
<td>0.0769</td>
<td>2</td>
<td>0.0769</td>
<td>0</td>
<td>0.0000</td>
<td>87</td>
<td>3.9473</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>48,783</td>
<td>20</td>
<td>0.4100</td>
<td>0</td>
<td>0.0000</td>
<td>3</td>
<td>0.0615</td>
<td>7</td>
<td>0.1435</td>
<td>77</td>
<td>1.5784</td>
<td>14</td>
<td>0.2870</td>
<td>1</td>
<td>0.0205</td>
<td>13</td>
<td>0.2665</td>
<td>261</td>
<td>5.3502</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>30,139</td>
<td>15</td>
<td>0.4979</td>
<td>0</td>
<td>0.0000</td>
<td>3</td>
<td>0.0896</td>
<td>3</td>
<td>0.0996</td>
<td>26</td>
<td>0.8830</td>
<td>2</td>
<td>0.0864</td>
<td>1</td>
<td>0.0332</td>
<td>3</td>
<td>0.0996</td>
<td>140</td>
<td>4.4647</td>
</tr>
<tr>
<td>Univ of Connecticut</td>
<td>29,483</td>
<td>13</td>
<td>0.5101</td>
<td>0</td>
<td>0.0000</td>
<td>0</td>
<td>0.0000</td>
<td>1</td>
<td>0.0392</td>
<td>38</td>
<td>1.4912</td>
<td>17</td>
<td>0.6671</td>
<td>2</td>
<td>0.0785</td>
<td>4</td>
<td>0.1570</td>
<td>199</td>
<td>7.5737</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>42,133</td>
<td>27</td>
<td>0.6408</td>
<td>0</td>
<td>0.0000</td>
<td>2</td>
<td>0.0475</td>
<td>6</td>
<td>0.1424</td>
<td>71</td>
<td>1.6851</td>
<td>24</td>
<td>0.5323</td>
<td>1</td>
<td>0.0237</td>
<td>0</td>
<td>0.0000</td>
<td>210</td>
<td>4.9842</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
<td>37,248</td>
<td>9</td>
<td>0.2416</td>
<td>0</td>
<td>0.0000</td>
<td>3</td>
<td>0.0805</td>
<td>0</td>
<td>0.0000</td>
<td>68</td>
<td>1.8266</td>
<td>22</td>
<td>0.5906</td>
<td>3</td>
<td>0.0805</td>
<td>2</td>
<td>0.0537</td>
<td>83</td>
<td>2.2283</td>
</tr>
<tr>
<td>University of Minnesota-Twin Cities</td>
<td>51,853</td>
<td>13</td>
<td>0.2507</td>
<td>0</td>
<td>0.0000</td>
<td>2</td>
<td>0.0386</td>
<td>1</td>
<td>0.0193</td>
<td>33</td>
<td>0.6364</td>
<td>9</td>
<td>0.1736</td>
<td>0</td>
<td>0.0000</td>
<td>3</td>
<td>0.0579</td>
<td>24</td>
<td>0.4628</td>
</tr>
<tr>
<td>Rutgers University-New Brunswick</td>
<td>40,434</td>
<td>16</td>
<td>0.3957</td>
<td>0</td>
<td>0.0000</td>
<td>7</td>
<td>0.1741</td>
<td>5</td>
<td>0.1237</td>
<td>77</td>
<td>1.9043</td>
<td>3</td>
<td>0.0742</td>
<td>1</td>
<td>0.0247</td>
<td>6</td>
<td>0.1684</td>
<td>61</td>
<td>1.5085</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>40,223</td>
<td>13</td>
<td>0.3732</td>
<td>0</td>
<td>0.0000</td>
<td>1</td>
<td>0.0249</td>
<td>5</td>
<td>0.1245</td>
<td>48</td>
<td>1.9133</td>
<td>27</td>
<td>0.8713</td>
<td>3</td>
<td>0.0746</td>
<td>1</td>
<td>0.0249</td>
<td>85</td>
<td>2.1332</td>
</tr>
<tr>
<td>University of California-Los Angeles</td>
<td>39,945</td>
<td>15</td>
<td>0.3755</td>
<td>0</td>
<td>0.0000</td>
<td>5</td>
<td>0.1252</td>
<td>25</td>
<td>0.6259</td>
<td>76</td>
<td>1.9026</td>
<td>6</td>
<td>0.1502</td>
<td>0</td>
<td>0.0000</td>
<td>4</td>
<td>0.1001</td>
<td>19</td>
<td>0.4757</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>73,378</td>
<td>18</td>
<td>0.2453</td>
<td>3</td>
<td>0.0136</td>
<td>11</td>
<td>0.1499</td>
<td>16</td>
<td>0.2189</td>
<td>120</td>
<td>3.5154</td>
<td>18</td>
<td>0.3163</td>
<td>0</td>
<td>0.0000</td>
<td>1</td>
<td>0.0136</td>
<td>298</td>
<td>6.0390</td>
</tr>
<tr>
<td>University of Washington-Seattle Campus</td>
<td>43,485</td>
<td>2</td>
<td>0.0460</td>
<td>0</td>
<td>0.0000</td>
<td>4</td>
<td>0.0898</td>
<td>2</td>
<td>0.0460</td>
<td>34</td>
<td>0.7819</td>
<td>7</td>
<td>0.1610</td>
<td>2</td>
<td>0.0460</td>
<td>0</td>
<td>0.0000</td>
<td>10</td>
<td>0.2300</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>44,540</td>
<td>10</td>
<td>0.2245</td>
<td>0</td>
<td>0.0000</td>
<td>4</td>
<td>0.0898</td>
<td>6</td>
<td>0.1347</td>
<td>15</td>
<td>0.3388</td>
<td>2</td>
<td>0.0469</td>
<td>1</td>
<td>0.0225</td>
<td>1</td>
<td>0.0225</td>
<td>65</td>
<td>1.4594</td>
</tr>
<tr>
<td>Pennsylvania State University-Main Campus</td>
<td>45,783</td>
<td>56</td>
<td>1.2332</td>
<td>0</td>
<td>0.0000</td>
<td>2</td>
<td>0.0457</td>
<td>12</td>
<td>0.2621</td>
<td>48</td>
<td>1.4044</td>
<td>1</td>
<td>0.0218</td>
<td>3</td>
<td>0.0555</td>
<td>0</td>
<td>0.0000</td>
<td>215</td>
<td>4.0561</td>
</tr>
<tr>
<td>Florida State University</td>
<td>40,695</td>
<td>3</td>
<td>0.0737</td>
<td>0</td>
<td>0.0000</td>
<td>12</td>
<td>0.2949</td>
<td>3</td>
<td>0.0737</td>
<td>64</td>
<td>1.5727</td>
<td>19</td>
<td>0.4669</td>
<td>3</td>
<td>0.0737</td>
<td>5</td>
<td>0.1229</td>
<td>135</td>
<td>3.5174</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>52,186</td>
<td>5</td>
<td>0.0958</td>
<td>0</td>
<td>0.0000</td>
<td>2</td>
<td>0.0383</td>
<td>1</td>
<td>0.0136</td>
<td>28</td>
<td>0.5365</td>
<td>9</td>
<td>0.1725</td>
<td>1</td>
<td>0.0192</td>
<td>1</td>
<td>0.0192</td>
<td>46</td>
<td>0.8815</td>
</tr>
</tbody>
</table>
City of Tempe
Operation Safe and
Sober Assessment

OPERATION
SAFE AND SOBER

Prepared by

Presented by
Chief of Police Tom Ryff
January 2014
# TABLE OF CONTENTS

- Executive Summary .......................................................................................................................... 3
- Enforcement Activity ......................................................................................................................... 3
- Calls for Service ................................................................................................................................. 3
- Crime .................................................................................................................................................. 3
- Operation Overview .......................................................................................................................... 4
- Results of Safe and Sober Operations ............................................................................................... 6
  - Phase One (Back to School) – August 5-9...................................................................................... 6
  - Phase Two – August 15-18 / August 22-25 / August 29-September 1 ........................................ 6
  - Unlawful Gathering & Nuisance Fines ......................................................................................... 7
- Cost.................................................................................................................................................... 8
- Safe and Sober Phase Two: A Closer Look at Calls for Service (CFS) and Crime ................. 8
  - Calls for Service ............................................................................................................................... 8
  - ASU Fraternity Houses and Loud Parties .................................................................................... 10
  - Crime ............................................................................................................................................... 11
    - Rape ............................................................................................................................................ 12
    - Aggravated Assault .................................................................................................................... 13
    - Robbery ....................................................................................................................................... 14
- Conclusion.......................................................................................................................................... 15
- Appendix A – Loud Party Statistics ............................................................................................... 16
EXECUTIVE SUMMARY

In response to a recent loud party and neighborhood disorder analysis, the Tempe Police Department carried out Operation Safe and Sober over four consecutive weeks from August 5th through September 1st. The intent was to reduce loud party calls for service and to prevent Rape, Robbery, and Aggravated Assault through education and enforcement. This assessment reports on data collected during the months of August and September in an attempt to measure the effects of this initiative. Highlights of this assessment are provided below.

Enforcement Activity

- 5,171 contacts/vehicle stops
- 1,331 total arrests
- 309 DUI arrests
- 2,747 citations
- Issuance of 525 Minors in Possession/Consumption cases

 Calls for Service

- Tempe experienced a 10.4% reduction in loud party calls during the study period, with a 17.2% reduction for the month of August alone.
- In October-2013, 211 fewer loud party calls occurred when compared to the typical October over the previous four years.
  - The Loud Party Corridor—an area just east of ASU campus—experienced 38 fewer (-14.2%) loud party calls compared to the same time period in 2012. This reduction accounted for 52% of the City’s total reduction in loud party calls.
  - This past Fall 2013 semester loud parties continued to occur near fraternities, albeit less pronounced.

Crime

- Citywide Part I crime increased by 2% (1346 to 1370) during the study period.
- Violent crime—Rape, Robbery and Aggravated Assault—was reduced by 10% (141 to 124) when compared to 2012.
  - In the corridor alone, Part I crime went down 8%.
  - The majority of that reduction can be attributed to violent crime (-28%).
  - This decrease is a result of robberies being curtailed 76% (17 to 4) in the targeted area of the operation.
- Street-Jump Robberies went from 30 to 15 in the City and from 10 to 2 in the corridor. This type of robbery targets individuals in a public place (i.e., street, alley, light rail platform, bus stop), and it was a point of emphasis for this operation.
- Unfortunately, this initiative did not impact Sexual or Aggravated Assaults.

The Department will continue to monitor loud party calls and crime, and assess the extent to which operations like Safe and Sober have a sustained impact. It appears that addressing the loud party issue will require a sustained ongoing effort by the Department in the months and years to come.
OPERATION OVERVIEW

An in-depth analysis was conducted in the summer of 2013 to assess the impact of loud party calls for service on the residents of Tempe. Findings indicated that approximately 33% of loud party calls in 2012 occurred within what was referred to as the “Loud Party Corridor.” Additionally, loud party calls were found to be correlated not only with other nuisance calls, but also with violent crime. The resulting report was published and provided to City Council in August 2013 and an operational plan, “Safe and Sober,” was developed to address calls for service and crime in the corridor in conjunction with regular back to school initiatives.

The Safe and Sober Operation was carried out during August and September 2013 over four (4) consecutive weeks from August 5th through September 1st. Several tactics remained in place through September 15th. This assessment recap focuses on data collected during the months of August and September in an attempt to measure the ongoing effect of this initiative. The first phase, Back-to-School—which occurred during August 5-9—focused on driving and pedestrian safety around elementary and middle schools within the city, with a goal of enforcing traffic and pedestrian violations near Tempe schools. The second phase of the initiative targeted weekend loud party, neighborhood disorder, and quality of life concerns, with a goal of reducing associated calls and select violent crime.

Funding was obtained primarily through grants awarded by the Governor's Office of Highway Safety (GOHS).

The following figure shows the long term Loud Party trends in the City of Tempe. The efforts of the Tempe Police Department over the past year have significantly impacted the number of loud party calls for service in comparison to the previous five-year pattern. Most noteworthy is the fact that loud party calls, on average, have been reduced by 100 per month from the previous years. In October-2013, the citizens of Tempe experienced over 200 fewer loud party calls than they typically did during the previous four years. As that number diminishes in November, it appears that addressing the loud party issue will require a sustained ongoing effort by the Department in the months and years to come.

---

1 The area bound by University Dr to Broadway Rd and Rural Rd to Price Rd.
2 “City of Tempe Loud Party and Neighborhood Disorder Report,” August 2013
Loud Party Calls*
2009 thru 2013 (YTD)

<table>
<thead>
<tr>
<th>Year</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>554</td>
<td>542</td>
<td>693</td>
<td>603</td>
<td>510</td>
<td>454</td>
<td>386</td>
<td>480</td>
<td>486</td>
<td>718</td>
<td>603</td>
<td>508</td>
</tr>
<tr>
<td>2010</td>
<td>491</td>
<td>455</td>
<td>575</td>
<td>578</td>
<td>607</td>
<td>379</td>
<td>309</td>
<td>429</td>
<td>452</td>
<td>674</td>
<td>472</td>
<td>542</td>
</tr>
<tr>
<td>2011</td>
<td>494</td>
<td>479</td>
<td>629</td>
<td>550</td>
<td>549</td>
<td>411</td>
<td>342</td>
<td>459</td>
<td>441</td>
<td>735</td>
<td>587</td>
<td>528</td>
</tr>
<tr>
<td>2012</td>
<td>579</td>
<td>539</td>
<td>584</td>
<td>550</td>
<td>375</td>
<td>306</td>
<td>315</td>
<td>347</td>
<td>420</td>
<td>524</td>
<td>527</td>
<td>435</td>
</tr>
<tr>
<td>2013</td>
<td>448</td>
<td>479</td>
<td>537</td>
<td>439</td>
<td>386</td>
<td>314</td>
<td>234</td>
<td>276</td>
<td>384</td>
<td>452</td>
<td>481</td>
<td></td>
</tr>
<tr>
<td>Previous 4-Yr Average</td>
<td>530</td>
<td>504</td>
<td>620</td>
<td>570</td>
<td>510</td>
<td>388</td>
<td>338</td>
<td>429</td>
<td>450</td>
<td>663</td>
<td>547</td>
<td>503</td>
</tr>
<tr>
<td>Current Below Avg</td>
<td>82</td>
<td>25</td>
<td>83</td>
<td>131</td>
<td>124</td>
<td>74</td>
<td>104</td>
<td>153</td>
<td>66</td>
<td>211</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

*Standard deviation is a statistical technique that measures the distance or amount a given value is from the mean or average value. For our purposes here, those values in red are out of the ordinary or higher than normal compared to an average month for loud party counts.

**Red Cells represent Loud Party Calls greater than 1 Standard Deviation

***October 2013 had 211 fewer LP Calls than the previous 4-year average
On average, 2013 experienced 100 fewer LP calls per month than those months in previous years.
RESULTS OF SAFE AND SOBER OPERATIONS

Phase One (Back to School) – August 5-9
Because pedestrian and driver awareness is low at the start of a school year, phase one was implemented to remind drivers in neighborhoods and around schools to be aware that school is back in session and the safety of our children is paramount.

Focus included:
- Speed enforcement
- School zone enforcement
- Child safety seat enforcement (CAPP)
- Seatbelt enforcement
- Pedestrian violations
- Impaired driving due to DUI and drug impairment (illicit and medical)
- Parking violations
- Any criminal activity encountered during officer contacts

Enforcement activity resulted in:
- 506 speeding citations
- 711 other traffic/pedestrian violations

Phase Two – August 15-18 / August 22-25 / August 29-September 1
Because quality of life in Tempe is impacted by crimes related to underage drinking and associated disorder calls, focus in the second phase was placed on the nights heavily inundated with loud party calls, i.e. Thursday, Friday, and Saturday nights. This phase also incorporated educating the community about the risks associated with hosting and attending loud parties. The primary concern was alcohol and drug-related incidents that perpetuate around large party events and the subsequent crime and victimization that can result from poor judgment due to alcohol and drug consumption - specifically Rape, Street Robberies, and Aggravated Assault.

Focus included:
- Loud party calls
- DUI arrests
- Liquor violations
- Outstanding warrant
- Other associated quality of life calls

Enforcement activity resulted in:
- 5,171 contacts/vehicle stops
- 309 DUI arrests
- Issuance of 525 Minors in Possession/Consumption cases
- 2,747 citations
- 1,331 total arrests
**Unlawful Gathering & Nuisance Fines**

The City passed a new ordinance this past year to address shortcomings in the Police Department’s ability to serve notice of loud parties and increased the penalties to provide an adequate deterrent to loud parties. These new tools were put into effect during Operation Safe and Sober.

Unlawful gatherings are social host events where individuals over 21 years of age are providing alcohol to individuals who are under the age of 21. The first offense allows for a diversion program in lieu of a $250 fine. All other subsequent violations are a $250 fine.

Nuisance incidents are events where individuals are disturbed by noise, illegal parking or loud parties. There are no age restrictions on a nuisance violation and any host, resident, party goer or other participant can be assessed a fee. The first offense fee is $250; the second, $1,000; and the third, $1,500—as it applies to subsequent notices. The new ordinance allows the police to post the citation at the residence rather than to a person. Aggravating circumstances include Minors in Possession, Minors in Consumption, and where weapons or drugs are present. Table 1 offers some preliminary figures that benchmark the extent to which this new ordinance was put to use.

### Table 1: Loud Party Ordinance Notices

<table>
<thead>
<tr>
<th>Unlawful Gathering/Social Host</th>
<th>Notices Issued</th>
<th>Amount Billed</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>16</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>September</td>
<td>8</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nuisance/Loud Party&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Total Notices Issued</th>
<th># of Notices Issued to Unknown RP</th>
<th>Amount Billed</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>70</td>
<td>14</td>
<td>$17,750.00</td>
</tr>
<tr>
<td>September</td>
<td>112</td>
<td>21</td>
<td>$27,815.00</td>
</tr>
</tbody>
</table>

<sup>3</sup> Some Nuisance notices have not been billed due to lack of responsible party information on the citation. This is due to refuse to answer situations in which the notice was placed on the property and not served in person. The Crime Prevention Unit is following up with apartment complexes to identify responsible parties for these notices so they can be billed accordingly.
Cost
Over two thousand hours of overtime (see Table 2) were worked during the operation. Nearly 97% of the operation was paid for by grant funds awarded by the Governor’s Office of Highway Safety. The remaining amount was paid from the Police Department’s Operating Budget.

Table 2: Overtime Funds

<table>
<thead>
<tr>
<th>Program</th>
<th>OT Hours</th>
<th>Cost</th>
<th>Funded by GOHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back-to-School</td>
<td>121.0</td>
<td>$3,319.62</td>
<td>$3,290.71</td>
</tr>
<tr>
<td>Safe and Sober</td>
<td>1,892.5</td>
<td>$143,356.23</td>
<td>$138,463.93</td>
</tr>
<tr>
<td>Total</td>
<td>2,013.5</td>
<td>$146,675.85</td>
<td>$141,754.64</td>
</tr>
</tbody>
</table>

SAFE AND SOBER PHASE TWO: A CLOSER LOOK AT CALLS FOR SERVICE (CFS) AND CRIME

The remainder of this report focuses on the impact of Phase Two of Safe and Sober by examining its effect on calls for service and select violent crime.

Calls for Service
The city experienced a 10.4% (74) reduction in loud party calls during the operation compared to the same time frame in 2012, with a 17.2% reduction for the month of August alone. One major finding was the manner in which officers proactively sought out and addressed loud parties. Four times more parties were averted by an officer before a party got out of hand and a citizen called the police for assistance. In August and September of 2013, 1 in 14 loud party calls were identified by an officer on-view, compared to only 1 out of 60 loud party calls being proactively identified during the same 8 weeks in 2012. Appendix A offers greater detail of loud party statistics.

As officers aggressively focused on loud parties within the corridor, this area experienced 38 fewer (-14.2%) loud party calls during the operation compared to the same time period in 2012. This reduction accounted for 52% (38 of 74) of the City’s total reduction in loud party calls during this timeframe. More specifically, focusing on underage drinking and minors in possession in the most prevalent area, along with media and educational efforts, achieved double digit reductions both within the corridor and the city as a whole.

The following Loud Party CFS maps depict the spatial distribution between 2012 and 2013 for both August and September (see Graph 1). These charts clearly show that the dispersion and extent of loud parties were diminished in 2013. Graph 1 shows that while loud parties were more broadly dispersed throughout the City in 2012, a more stark concentration around the Apache and Rural corner to Dorsey and University emerged in 2013. It would appear that the loud party issue was more acutely contained as a result of the Safe and Sober Operation.
Graph 1: Spatial Comparison of Loud Party Density – 2012 to 2013

From 714 to 640 (10.4% Reduction)
ASU Fraternity Houses and Loud Parties

Graph 2: Loud Party Corridor and Fraternities

One particular concern for the City has been the emerging pattern of loud parties in neighborhoods that are now home to ASU Fraternities. In the past, loud party calls have consistently migrated in conjunction with the re-location of fraternity houses. The series of maps included in Graph 2 display the hotspot analysis showing the density of loud party calls overlaid with relocated fraternity housing. This past Fall 2013 semester loud parties continued to occur near fraternities, but since the Safe and Sober Operation, this overlap is less pronounced.
Crime
A primary objective for the Safe and Sober Operation was to reduce Rape, Robberies, and Aggravated Assaults. The following analysis compared Part I Crime statistics4 in 2013 to the same timeframe in 2012.

Table 3 shows that overall citywide Part I crime increased by 2% (1346 to 1370) during the study period. In regard to the crimes that were specifically targeted during the operation—Rape, Robbery and Aggravated Assault—the city experienced a 10% (141 to 124) reduction in violent crime in 2013 when compared to 2012.

Table 3: Select Crime Comparison During the Study Period

<table>
<thead>
<tr>
<th>Select Violent Crime</th>
<th>2012</th>
<th>2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug/Sept</td>
<td>Aug/Sept</td>
<td></td>
</tr>
<tr>
<td>Rape</td>
<td>6</td>
<td>8</td>
<td>33%</td>
</tr>
<tr>
<td>Robbery</td>
<td>47</td>
<td>27</td>
<td>-43%</td>
</tr>
<tr>
<td>Street-jump Robbery</td>
<td>30</td>
<td>15</td>
<td>-50%</td>
</tr>
<tr>
<td>Aggravated Assaults</td>
<td>85</td>
<td>89</td>
<td>5%</td>
</tr>
<tr>
<td>Total Select Violent Crime</td>
<td>138</td>
<td>124</td>
<td>-10%</td>
</tr>
<tr>
<td>Citywide Part I Crime</td>
<td>1,346</td>
<td>1,370</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select Violent Crime In Corridor</th>
<th>2012</th>
<th>2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug/Sept</td>
<td>Aug/Sept</td>
<td></td>
</tr>
<tr>
<td>Rape</td>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Robbery</td>
<td>17</td>
<td>4</td>
<td>-76%</td>
</tr>
<tr>
<td>Street-jump Robbery</td>
<td>10</td>
<td>2</td>
<td>-80%</td>
</tr>
<tr>
<td>Aggravated Assaults</td>
<td>21</td>
<td>23</td>
<td>10%</td>
</tr>
<tr>
<td>Total Select Violent Crime</td>
<td>39</td>
<td>28</td>
<td>-28%</td>
</tr>
<tr>
<td>Corridor Part I Crime</td>
<td>277</td>
<td>254</td>
<td>-8%</td>
</tr>
</tbody>
</table>

More specifically in the corridor, Part I crime went down 8%. The majority of that reduction can be attributed to the reduction in violent crime (-28%). This decrease is a result of robberies being curtailed 76% (17 to 4) in the targeted area of the operation. Street Jump robberies, a crime specifically targeted during the operation, went from 30 to 15 in the City and from 10 to 2 in the corridor when compared to the same timeframe in 2012.

4 This analysis is based upon occurred date, not reported date. It also focuses on the number of incidents, rather than number of victims. Therefore, note that these figures do not reflect official UCR statistics, which follow different Federal guidelines.

5 Street Jump Robbery target individuals in a public place (i.e., street, alley, light rail platform, bus stop) versus commercial robberies which target banks, convenient or liquor stores and the like.
Rape
There was an increase of two Rape incidents (6 to 8) during the study period. Further spatial analysis demonstrated that Rape incidents tend to occur in the northern part of Tempe, albeit not completely (see Graph 3 below). Without controlling for other factors, it does not appear that the operation had a direct impact on occurrences of Rape.

Graph 3: Sexual Assault Comparison
Aggravated Assault

Aggravated Assault incidents increased by 5% (85 to 89) from August/September 2013 when compared to the same months in 2012. This analysis also examined Aggravated Assault cases which occurred at a residence as opposed to a public place, and those involving domestic violence. Aggravated Assault incidents taking place in a residence increased by only 2% from 2012 to 2013 during the targeted months; and virtually made up the same percentage of all Aggravated Assaults (50% of 2013 incidents and 49% of 2012 incidents). The percentage of Aggravated Assault incidents involving domestic violence remained relatively the same as well, at 40% in 2013 compared to 41% in 2012 within the study period (a 2% reduction).

The geographic distribution of Aggravated Assaults appears to be randomly dispersed throughout the city during August/September in both years, implying the operation had little to no effect on Aggravated Assaults. Graph 4 shows this random dispersion of Aggravated Assaults for the study period during both years.

Graph 4: Aggravated Assault Comparison

![Graph 4: Aggravated Assault Comparison](image-url)
Robbery
In contrast, the City of Tempe experienced a 43% decrease in Robberies (47 to 27) in the 2013 months compared to those in 2012. More specifically, there was a 50% reduction in Street-Jump Robberies (30 to 15)—a crime targeted for reduction during the operation.

The Robbery Comparison map (Graph 5) depicts the operation's greatest impact spatially, where the city experienced a significant drop in Robbery in the north. In 2012, 75% of all Robberies occurred north of Broadway Road (35 out of 47), with a concentration in the downtown area and within the Loud Party Corridor. In 2013, the number of Robberies north of Broadway Road dropped to 12 (a 66% reduction); with only two occurring in the downtown and four in the corridor. This indicates a stark shift both in the number and the location of Robberies as a result of the Safe and Sober Operation.

Graph 5: Robbery Comparison
CONCLUSION

In conclusion, while it is very difficult to ascertain the absolute impact of an operation such as Safe and Sober, the Tempe Police Department can celebrate the overall reduction in loud party calls and the substantial reduction in Robberies during the initiative. Citywide loud party calls were reduced by 10.4% compared to the prior year. Further, there appears to be a lasting effect as October 2013 data shows 211 (-31.8%) fewer loud party calls than the previous four year average for that month. In addition, robbery numbers were significantly reduced and dispersed compared to 2012. Unfortunately, it does not appear that an operation addressing loud parties—as well as alcohol and drug consumption—reduces Sexual or Aggravated Assaults, at least in the short term. Other innovative approaches must be tested and assessed in the future to determine more effective strategies for those behaviors. The Department will continue to monitor loud party calls for service and crime (i.e., rape, robbery and aggravated assault) and assess the extent to which operations like Safe and Sober have a sustained impact.
# Appendix A – LOUD PARTY STATISTICS

## Week by Week Breakdown with Self-Initiated Calls for Service

### Comparison of Loud Party Calls in AUG & SEP between 2012 and 2013

<table>
<thead>
<tr>
<th>Metric</th>
<th>TOTAL 2012</th>
<th>TOTAL 2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL 2012</td>
<td>714</td>
<td>640</td>
<td>-10.4 %</td>
</tr>
<tr>
<td>AUG'12</td>
<td>338</td>
<td>AUG'13</td>
<td>280</td>
</tr>
<tr>
<td>SEP’12</td>
<td>376</td>
<td>SEP’13</td>
<td>360</td>
</tr>
</tbody>
</table>

### AUG’12

<table>
<thead>
<tr>
<th>Week</th>
<th>Calls</th>
<th>Ratio</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>66</td>
<td>1 in 66</td>
<td>-24.2 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>0</td>
<td>0 in 66</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>35</td>
<td>31</td>
<td>53%</td>
</tr>
<tr>
<td>Week2</td>
<td>81</td>
<td>1 in 14</td>
<td>-22.2 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>6</td>
<td>1 in 14</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>40</td>
<td>41</td>
<td>49%</td>
</tr>
<tr>
<td>Week3</td>
<td>117</td>
<td>1 in 117</td>
<td>-15.4 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>1</td>
<td>1 in 117</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>64</td>
<td>53</td>
<td>55%</td>
</tr>
<tr>
<td>Week4</td>
<td>74</td>
<td>1 in 74</td>
<td>-8.1 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>0</td>
<td>0 in 74</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>45</td>
<td>29</td>
<td>61%</td>
</tr>
</tbody>
</table>

### AUG’13

<table>
<thead>
<tr>
<th>Week</th>
<th>Calls</th>
<th>Ratio</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>50</td>
<td>1 in 25</td>
<td>-24.2 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>2</td>
<td>2 in 25</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>27</td>
<td>23</td>
<td>54%</td>
</tr>
<tr>
<td>Week2</td>
<td>63</td>
<td>1 in 63</td>
<td>-22.2 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>1</td>
<td>1 in 63</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>40</td>
<td>23</td>
<td>63%</td>
</tr>
<tr>
<td>Week3</td>
<td>99</td>
<td>1 in 99</td>
<td>-15.4 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>6</td>
<td>1 in 99</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>63</td>
<td>36</td>
<td>64%</td>
</tr>
<tr>
<td>Week4</td>
<td>68</td>
<td>1 in 68</td>
<td>-8.1 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>8</td>
<td>1 in 68</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>43</td>
<td>43</td>
<td>63%</td>
</tr>
</tbody>
</table>

### SEP’12

<table>
<thead>
<tr>
<th>Week</th>
<th>Calls</th>
<th>Ratio</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>107</td>
<td>1 in 107</td>
<td>-29.9 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>1</td>
<td>1 in 107</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>64</td>
<td>43</td>
<td>60%</td>
</tr>
<tr>
<td>Week2</td>
<td>86</td>
<td>1 in 86</td>
<td>-9.5 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>2</td>
<td>2 in 86</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>44</td>
<td>51</td>
<td>46%</td>
</tr>
<tr>
<td>Week3</td>
<td>81</td>
<td>1 in 81</td>
<td>-8.0 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>5</td>
<td>1 in 81</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>59</td>
<td>27</td>
<td>69%</td>
</tr>
<tr>
<td>Week4</td>
<td>118</td>
<td>1 in 118</td>
<td>37.2 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>1</td>
<td>1 in 118</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>51</td>
<td>37</td>
<td>58%</td>
</tr>
</tbody>
</table>

### SEP’13

<table>
<thead>
<tr>
<th>Week</th>
<th>Calls</th>
<th>Ratio</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>75</td>
<td>1 in 75</td>
<td>-29.9 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>7</td>
<td>1 in 75</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>49</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>Week2</td>
<td>86</td>
<td>1 in 86</td>
<td>-9.5 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>9</td>
<td>1 in 86</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>59</td>
<td>27</td>
<td>69%</td>
</tr>
<tr>
<td>Week3</td>
<td>81</td>
<td>1 in 81</td>
<td>-8.0 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>5</td>
<td>1 in 81</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>51</td>
<td>37</td>
<td>58%</td>
</tr>
<tr>
<td>Week4</td>
<td>118</td>
<td>1 in 118</td>
<td>37.2 %</td>
</tr>
<tr>
<td>Self-Init</td>
<td>1</td>
<td>1 in 118</td>
<td></td>
</tr>
<tr>
<td>N-S</td>
<td>51</td>
<td>37</td>
<td>58%</td>
</tr>
</tbody>
</table>
Wellness @ ASU
Mission

Help students to adopt and maintain a healthy lifestyle to support their academic, personal and professional success.
Tasks

• Research and Evaluation
• Education
• Communication
• Environmental support
• Mentorship
Research Studies

• Monitoring trends
  – 4 annual surveys
  – 3 recurring studies

• Examine health behavior or group
  – 8 non-recurring studies

• Program evaluation studies
  – 5 recurring studies
  – 1 non-recurring study

• Program participation records
Health Influences Performance
Top Wellness-Related Challenges Past 12 Months

- Overcommitted
- Stress
- Sleep difficulties
- Anxiety
- Work
- Depression
- Internet use/computer games
- Cold/flu/sore throat
- Family problems
- Concern for troubled family/friend
- Relationship difficulties

Source: American College Health Association – National College Health Assessment, 2012
### Top Stressors

**Past 12 months**

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic responsibilities</td>
<td>36.7%</td>
</tr>
<tr>
<td>Overcommitted</td>
<td>27.4%</td>
</tr>
<tr>
<td>Career related issues</td>
<td>21.3%</td>
</tr>
<tr>
<td>Finances</td>
<td>20.5%</td>
</tr>
<tr>
<td>Personal emotional issues</td>
<td>17.5%</td>
</tr>
<tr>
<td>Intimate relationships</td>
<td>12.6%</td>
</tr>
<tr>
<td>Current living situation</td>
<td>10.8%</td>
</tr>
<tr>
<td>Academic processes (e.g. advising)</td>
<td>10.7%</td>
</tr>
<tr>
<td>Work commitments</td>
<td>9.6%</td>
</tr>
<tr>
<td>Family problems</td>
<td>9.3%</td>
</tr>
<tr>
<td>Concern about physical appearance</td>
<td>8.9%</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>8.5%</td>
</tr>
<tr>
<td>Personal health issues</td>
<td>6.4%</td>
</tr>
<tr>
<td>Death of a family member or friend</td>
<td>6.3%</td>
</tr>
<tr>
<td>Friends</td>
<td>4.7%</td>
</tr>
<tr>
<td>Roommate difficulties</td>
<td>4.3%</td>
</tr>
<tr>
<td>Problem with drugs or alcohol</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Source: American College Health Association – National College Health Assessment, 2012
Stress Management and GPA

<table>
<thead>
<tr>
<th>How Well You Managed Stress</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A (%)</td>
</tr>
<tr>
<td>Outstanding</td>
<td>10.3</td>
</tr>
<tr>
<td>Good</td>
<td>36.7</td>
</tr>
<tr>
<td>Fair</td>
<td>39.4</td>
</tr>
<tr>
<td>Poor</td>
<td>10.6</td>
</tr>
</tbody>
</table>

Source: American College Health Association – National College Health Assessment, 2012
Alcohol and Other Drugs
National Trends and Binge Drinking

Binge Drinking
defined as 5 or more drinks in a row (on one occasion)

13 years old
age that binge drinking often begins.

28% of high school seniors admit to binge drinking at least once in the two weeks prior to being surveyed.

90% of alcohol consumed by youth ages 12 to 20 is in the form of binge drinking.

two-thirds of youth are regular drinkers by the time they graduate high school

and

two-fifths are frequent binge drinkers.

www.niaaa.gov
Arizona Trends

- 69% of 12th graders consumed alcohol on one or more occasions during their lifetime.
- 44% of 12th graders consumed alcohol in the past month.
- 27% of 12th graders reported binge drinking (5 or more alcoholic drinks in a row).
Collegiate Trends

Binge drinking during high school, especially among males, is a strong predictor of binge drinking during college.

Every year an estimated 599,000 students between ages 18 and 24 are unintentionally injured under the influence of alcohol.

1,825 college students between ages 18 and 24 die each year from alcohol-related unintentional injuries.
College Student Drinking

Percentage of students who used alcohol in the last 30 days

Source: American College Health Association – National College Health Assessment, 2013
College Student Drinking

Percentage of students who had 5 or more drinks in a sitting during the last two weeks (college binge drinking)

Source: American College Health Association – National College Health Assessment, 2013
College Student Drinking

Percentage of students whose calculated Blood Alcohol Content (BAC) was 0.08 or greater, among students who had consumed 1 or more drinks the last time they partied or socialized.

Source: American College Health Association – National College Health Assessment, 2013
Commonly Used Substances

Percentage of ASU students who used listed substances in the last 30 days

- **Cigarettes**
  - Used at all: 13.4%
  - Used daily: 4.7%

- **Hookah**
  - Used at all: 7%
  - Used daily: 0.3%

- **Marijuana**
  - Used at all: 10.8%
  - Used daily: 1.5%

Source: American College Health Association – National College Health Assessment, 2013
Prescription Drug Abuse

Percentage of ASU students who used drugs without a prescription during the past 12 months

- Pain killers: 7.6%
- Sedatives: 3.6%
- Stimulants: 6.7%

Source: American College Health Association – National College Health Assessment, 2013
Common Misperceptions
Actual vs. Perceived Use: Common Substances

ASU substance use norms compared to perceptions for any use in the last 30 days

- **Cigarettes**: Actual = 13.4, Perceived = 83.9
- **Hookah**: Actual = 7, Perceived = 74.4
- **Marijuana**: Actual = 10.8, Perceived = 83.7

Source: American College Health Association – National College Health Assessment, 2013
Actual vs. Perceived Use: Alcohol

ASU Alcohol Norms Compared to Perceptions

Source: American College Health Association – National College Health Assessment, 2013
Actual vs. Perceived Use: Alcohol

ASU Alcohol Norms Compared to Perceptions

Source: American College Health Association – National College Health Assessment, 2013
Sexual Situations
Sex without Consent at ASU

- **Completed sexual assault**
  - 2.2% of ASU female students and 0.2% of ASU male students
  - 767 female and 69 male students

- **Attempted sexual assault**
  - 0.9% of ASU female students and 0.5% of ASU male students
  - 313 female students and 172 male students

- **Sexual touching without consent**
  - 5.9% female ASU students (2,053)
  - 3.5% male ASU students (1,208)

Source: American College Health Association – National College Health Assessment, 2013
Education is Effective

Sex without Consent

• Alcohol is the most frequently used substance in sexual assault.

• 55% of ASU students who experienced sexual penetration without giving consent had been drinking

Source: American College Health Association – National College Health Assessment, 2013
ASU Education and Prevention

- **ASU Wellness**
  - **Educational Programs** – series of on-going programs provided online and through direct service to encourage students to adopt and maintain a healthy lifestyle  [https://eoss.asu.edu/wellness](https://eoss.asu.edu/wellness)
  - **Peer Education Programs** – student led programs to encourage students to make responsible decisions  [https://eoss.asu.edu/wellness/student-involvement](https://eoss.asu.edu/wellness/student-involvement)
  - **Special Programs and Events** – various events held on a range of topics including substance and alcohol abuse, suicide, sexual assault prevention, as well as stress management and healthy living education  [https://eoss.asu.edu/wellness/events](https://eoss.asu.edu/wellness/events)
  - **Social Marketing and Electronic Communications** – series of electronic, web and poster campaigns to reduce high risk behavior and promote wellness education  [https://eoss.asu.edu/wellness/welldevilsupdate](https://eoss.asu.edu/wellness/welldevilsupdate)
ASU Support Services

• **Counseling Services** — offering 24/7 outreach and prevention services to members of the university community
  – Immediate access to clinical services
  – Clinical assessments
  – Threat assessments
  – Crisis response
  – Referral network
  – Coordination with local hospitals
  – Case management
ASU Support Services

- **Off-Campus Student Services (OCSS)** – provides opportunities for students to develop a broader sense of community awareness and civic engagement
  - **Be a Good Neighbor Program** – providing services and support for residents in off-campus housing
  - **Community Liaison Program** – work with off-campus students and communities to promote civic responsibility, and safety, and to have a positive effect on academic achievement, retention and graduation
ASU Support Services

• **ASU Police Department**
  - Conducts joint Crime Prevention presentations to ASU students and their parents with City of Tempe Police Department (CoT PD)
  - ASU police officers assist the CoT PD neighborhood patrol
  - Conducts major joint investigations with CoT PD
  - Holds regularly-scheduled joint command and staff meetings to foster communication and problem solve with CoT PD
Sun Devils are Well Devils
ASU Student Safety Task Force

March 6, 2014
1:00-2:00 PM
Fulton Center, Room 4440

AGENDA

1. Presentation on ASU Procedures and Policies
Educational Outreach and Student Services

Goals:
• Create an optimal learning environment for student success
• Provide responsive and timely service

Operating principles:
• Achievement
• Engagement
• Responsibility
Teens and Alcohol National Trends

Percentage of students who have tried alcohol during their lifetime

33% of 8th graders

70% of 12th graders

Percentage of students who have consumed alcohol during the past month

13% of 8th graders

40% of 12th graders

Source: Center for Disease Control and Prevention (www.cdc.gov), study from 2011
National Trends and Binge Drinking

Binge Drinking
defined as 5 or more drinks in a row (on one occasion)

13 years old
age that binge drinking often begins.

28%
of high school seniors admit to binge drinking at least once in the two weeks prior to being surveyed.

90%
of alcohol consumed by youth ages 12 to 20 is in the form of binge drinking.

and

two-thirds of youth are regular drinkers by the time they graduate high school

two-fifths are frequent binge drinkers.

www.niaaa.gov
Arizona Trends

- 69% of 12th graders consumed alcohol on one or more occasion during their lifetime.
- 44% of 12th graders consumed alcohol in the past month.
- 27% of 12th graders reported binge drinking (5 or more alcoholic drinks in a row).

Source: 2012 AZ Youth Survey, AZ Criminal Justice Commission (November 2012)
Tempe Trends

Source: 2012 Arizona Youth Survey
Source: 2012 National College Health Assessment
ASU Demographics

Fall 2013 Total Enrollment: 76,771

- Tempe: 53,079 (80.9%)
- Downtown: 14,028 (35.5%)
- Polytechnic: 4,608 (19.1%)
- West: 5,056 (35.5%)

- AZ Residents: 64.5%
- Nonresidents: 35.5%
ASU Demographics

Total First Time Freshmen 10,232

- AZ High Schools: 4,508
- Non AZ High Schools: 5,724

Students Living In Tempe (85281)

- 85281 - Residence Halls: 7,616
- 85281 - Other: 9,991
Freshman Orientation

• Orient students to academic life through their discipline/field of study and professional aspirations.
• Provide academic support for first-year student success.
• Provide advising and registration support resulting in a first-semester course schedule.
• Establish institutional expectations regarding academic rigor, performance and behavior.
Residential College Platform

- Integrate academic and residential environments to successfully orient students to the college and disciplines.
- Provide academic resources, support and co-curricular experiences relevant to the disciplines/fields of study.
- Enhance faculty/student connections outside of the classroom through engagement in college and university traditions.
Freshman Persistence Based on Residential Status

- **On Campus - Arizona**:
  - 2007: 84.4%
  - 2008: 87.1%
  - 2009: 87.9%
  - 2010: 87.3%
  - 2011: 83.5%
  - 2012: 86.7%

- **On Campus - All**:
  - 2007: 79.6%
  - 2008: 81.2%
  - 2009: 81.7%
  - 2010: 82%
  - 2011: 79.3%
  - 2012: 83%

- **At Home**:
  - 2007: 79.4%
  - 2008: 81.1%
  - 2009: 82%
  - 2010: 78.5%
  - 2011: 79.8%

*First full year of residential colleges*
Retention Rate Increases in Select Residential Colleges

- Sustainability: 84.5% in 2010, 90.3% in 2011, 96.2% in 2012
- Nursing and Health Innovation: 82.9% in 2010, 84.8% in 2011, 88.7% in 2012
- Engineering: 80% in 2010, 84.4% in 2011, 87.8% in 2012
- Herberger: 78.1% in 2010, 75.6% in 2011, 83.6% in 2012

First full year of residential colleges
Wellness

To help students to adopt and maintain a healthy lifestyle to support their academic, personal and professional success.
ASU Wellness Alcohol Education and Programs Model

Strategies
- Time to Go Out Presentation
- Online Education
- Bystander Intervention Training
- Sexual health and Sexual violence prevention
- Social Marketing
- Stress / healthy living education
- Personal Wellness Profile
- Peer Education

Influence knowledge/attitudes about drinking
- Increase awareness of alcohol’s influence on academics; safety
- Increase awareness of personal behaviors; health status; habits
- Empower peers as role models and change agents

Increase skills to avoid personal risk; be an active bystander
- Increase positive coping; stress reduction; self care
- Increase knowledge of/belief in pro-social norms
- Increase knowledge of; participation in wellness activities; services
- Increase motivation to lead a healthy lifestyle
- Increase positive peer influence
- Increase peer involvement

Enhance internal assets
- Increase referrals and help seeking
- Enhance external assets

Increase proportion of students leading a healthy lifestyle
Positive change in student drinking norms
- Decrease underage and high risk drinking among ASU students
Top Wellness-Related Challenges
Past 12 Months

- Overcommitted: 29.4% National, 29.3% ASU Students
- Stress: 29.4% National, 29.3% ASU Students
- Sleep difficulties: 21.9% National, 17.2% ASU Students
- Anxiety: 21.1% National
- Work: 17.2% National
- Depression: 15.2% National
- Internet use/computer games: 15.2% National
- Cold/flu/sore throat: 13.9% National
- Family problems: 11.8% National
- Concern for troubled family/friend: 10.9% National
- Relationship difficulties: 10.5% National

Source: American College Health Association – National College Health Assessment, 2012
### Top Stressors

**Past 12 months**

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic responsibilities</td>
<td>36.7%</td>
</tr>
<tr>
<td>Overcommitted</td>
<td>27.4%</td>
</tr>
<tr>
<td>Career related issues</td>
<td>21.3%</td>
</tr>
<tr>
<td>Finances</td>
<td>20.5%</td>
</tr>
<tr>
<td>Personal emotional issues</td>
<td>17.5%</td>
</tr>
<tr>
<td>Intimate relationships</td>
<td>12.6%</td>
</tr>
<tr>
<td>Current living situation</td>
<td>10.8%</td>
</tr>
<tr>
<td>Academic processes (e.g. advising)</td>
<td>10.7%</td>
</tr>
<tr>
<td>Work commitments</td>
<td>9.6%</td>
</tr>
<tr>
<td>Family problems</td>
<td>9.3%</td>
</tr>
<tr>
<td>Concern about physical appearance</td>
<td>8.9%</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>8.5%</td>
</tr>
<tr>
<td>Personal health issues</td>
<td>6.4%</td>
</tr>
<tr>
<td>Death of a family member or friend</td>
<td>6.3%</td>
</tr>
<tr>
<td>Friends</td>
<td>4.7%</td>
</tr>
<tr>
<td>Roommate difficulties</td>
<td>4.3%</td>
</tr>
<tr>
<td>Problem with drugs or alcohol</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Source: American College Health Association – National College Health Assessment, 2012
Stress Management and GPA

<table>
<thead>
<tr>
<th>How Well You Managed Stress</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A (%)</td>
</tr>
<tr>
<td>Outstanding</td>
<td>10.3</td>
</tr>
<tr>
<td>Good</td>
<td>36.7</td>
</tr>
<tr>
<td>Fair</td>
<td>39.4</td>
</tr>
<tr>
<td>Poor</td>
<td>10.6</td>
</tr>
</tbody>
</table>

Source: American College Health Association – National College Health Assessment, 2012
ASU Trends

Percentage of college students who have used alcohol in the past 30 days.

ASU: 28%
Nationally: 58%

Percentage of college students who report binge drinking in the past two weeks.

ASU: 34%
Nationally: 66%

Source: ACHA-NCHA Spring 2012 survey
Source: 2012 Monitoring the Future Study, University of Michigan
Student Drinking

Percentage of students who used alcohol in the last 30 days

Source: American College Health Association – National College Health Association, 2012
Student Drinking

Percentage of students who had 5 or more drinks in a sitting during the last two weeks (college binge drinking)

Source: American College Health Association – National College Health Association, 2012
Actual vs. Perceived Use: Common Substances

Substance use norms compared to perceptions for any use in the last 30 days

<table>
<thead>
<tr>
<th>Substance</th>
<th>Actual</th>
<th>Perceived</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigarettes</td>
<td>13.4</td>
<td>83.3</td>
</tr>
<tr>
<td>Hookah</td>
<td>9.1</td>
<td>76.8</td>
</tr>
<tr>
<td>Marijuana</td>
<td>12.2</td>
<td>83.5</td>
</tr>
</tbody>
</table>

Source: American College Health Association – National College Health Association, 2012
Actual vs. Perceived Use: Alcohol

Alcohol norms compared to perceptions

Any use last 30 days
- Actual: 57.9
- Perceived: 94.8

5 or more last time
- Actual: 23.2
- Perceived: 57.5

Source: American College Health Association – National College Health Association, 2012
Actual vs. Perceived Use: Alcohol

Alcohol norms compared to perceptions

Source: American College Health Association – National College Health Association, 2012
Student Conduct Expectations

Arizona Board of Regents (ABOR) Student Code of Conduct

The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus.
Conduct Process

- Complaint is filed
  - Decide on alleged charges based on behaviors
  - Schedule meeting around student’s class schedule
  - Notice Letter to student

- Review sanction(s) with student.
  - Hear student’s perspective
  - Determine if student is responsible for charges, based on preponderance of the information
  - Determine appropriate sanction(s).
ASU Student Rights and Responsibilities

• Foster a safe and welcoming community
• Engage in character development with an emphasis on ethical decision-making and integrity
• Resolve conflicts involving students at the lowest level possible, through education, facilitation and support.
• Engage students in a defined administrative university process that affords them due process that is educational and supports the mission of the university
• Support students as they overcome mistakes
ASU Sanctions

• Educational - Skill building workshops that address decision making through facilitated value based assessments (Marijuana 101, Alcohol 101, Choices, Turn it Around, Judicial Educator)

• Community Restitution: Required service to repay the community through service to the community

• Probation

• Suspension

• Expulsion
Conduct Statistics
SRR Conduct data – Tempe Campus

Unauthorized alcohol use/Possession/Sale
Off-campus drug/dangerous conduct
Controlled substance use/Possession/Sale
Harassment/Unwanted contact/Stalking
Threatening/Physical Harm

Source: ASU Office of Student Rights and Responsibilities
Conduct Statistics
SRR Conduct data – Tempe Campus

Source: ASU Office of Student Rights and Responsibilities
Residential Life Conduct Statistics
Tempe Campus

Source: ASU University Housing
Wellness Education and Prevention

• **Educational Programs** – series of on-going programs to encourage students to adopt and maintain a healthy lifestyle

• **Peer Education Programs** – student led programs to encourage students to make responsible decisions

• **Special Programs and Events** – various events held on a range of topics including substance and alcohol abuse, suicide, sexual assault prevention, as well as stress management and healthy living education

• **Social Marketing and Electronic Communications** – series of electronic, web and poster campaigns to reduce high risk behavior and promote wellness education
Mental Health Concerns

National data indicates:

- Increase in number of students entering into higher education with existing mental health disorders
- Increase in acuity and complexity of mental health concerns
- Increase in complexity of stressors and life circumstances

ASU data mirrors these trends

ASU Counseling Service sees approximately 4% of the student population for service per year.
Three tiered model of outreach/prevention

1. Broad university-wide messaging about recognition and referral of students with mental health concerns.
2. Consultation and programming with academic college faculty, advising staff, and residential college.
3. Targeted consultation and programming with select departments, organizations, and populations.
Student Assistance Coordination Committee

Comprehensive Approach

- SACC - convened to evaluate situations in which a student is experiencing distress or is a potential danger to him/herself and/or others.

The Office of the Dean of Students is notified when:

- Community member has concern about the well-being or behavior of a student.
- Student makes an explicit threat of violence
- Student exhibits behavior that can interpreted as threatening to self or others.
- Student is arrested for a violent offense outside of ASU.
Community Partnerships

- Off-Campus Student Services (OCSS)
- Student Community Liaisons
- Be a Good Neighbor Program
- Partnership with Tempe Coalition to Reduce Underage Drinking and Drug Use
- Partnership with AZ Institutions of Higher Education Alcohol and Other Drug and Violence Prevention Network
ASU Student Safety Task Force

April 11, 2014
9:00-10:30 a.m.
Fulton Center, Room 4440

MINUTES

Opening
Meeting began at 9:03 a.m. with Chair James Rund greeting the committee and inviting members and guests to introduce themselves.

Task Force Members present: James Rund, representative for Jerome Bauersfeld (Ben Frelka), Leah Doane, Donna Evans, Megan Fisk, Alberto Gutier, Ethan Halliday, Jennifer Hightower, Bruce Kipper, representative for Aubree May (Kristina Wenner), John Pickens, Mike Polzin, representative for Tom Ryff (John Rush), Onnie Shekerjian. Not present: Jordan Davis

Guests present: Anna Battle, Kevin Cook, Karen Moses, Linda Quintero, Anne Ryman, Stephanie Salazar.

Discussion
The task force convened to review and discuss the draft reports from the three subcommittees; reports were distributed via email in advance and provided in hard copy at the meeting. Discussion began with the University Standards and Expectations Subcommittee.

University Standards and Expectations Subcommittee
Subcommittee Chairs Leah Doane and Jennifer Hightower distributed an updated version of their subcommittee’s draft report and provided an overview of its work to date. Jennifer noted that the group’s discussions focused on conduct issues, issues around alcohol and drugs, as well as broadening the definition of safety to include how one’s own behavior affects others in the community. The four goals identified by the group are:

1. Introduce all new incoming students to the ABOR Code of Conduct through an online training module.
   - Those who don’t complete the module will be contacted by the Dean of Students.
   - The module should include examples of behavior or specific situations, so that students will be aware of the range of consequences.

Reactions from the task force on this goal:
- Focusing on the chemical issues (i.e. alcohol) could be a big part of the approach here. Once we control the chemical aspect, it can lead to better situations.
2. Educate faculty and teaching associates on the resources and services offered to undergraduate students.
   o Enabling faculty to have ready access to all resources available to students will allow them to better guide students in distress.

3. Provide information to students residing off-campus on ABOR policies, local and state ordinances, and resources both on campus and in the community.
   o Students living off-campus still have a responsibility to live within the community, even if not within the on-campus community.
   o Include more substantive information in the off-campus student handbook.
   o Expand ASU Good Neighbor program to include education programs for off-campus students, such as how to report concerns, so ASU can be more aware of issues in the community.
   
   **Reactions from the task force:**
   o The Governor’s Office of Highway Safety distributes cards on alcohol consumption that inform of the consequences of DUI. The cards are distributed to local police departments and it was suggested they could be made available to students so they would know the penalties.

4. Strengthen security features in off-campus communities.
   o Make students in off-campus residences aware of various resources through “meet and greets” with ASU Student Services, ASU Police and Tempe Police.
   o Work with students to overcome any barriers they may see to reporting situations or issues.
   o City of Tempe can work with off-campus apartment communities to increase security and safety features.

5. Enhance social opportunities for students on Mill Avenue.
   o Create opportunity to help students to engage on weekends in a safe environment, promote healthy activities and with a variety of options.
   
   **Reactions from the task force:**
   o Brainstorm with Mill Avenue Merchants and other organizations to create programs and incentives to encourage students to make healthy choices, i.e. discounts off food and not alcohol. Tempe Police noted that the Mill Avenue bars are some of the best partners they have and anticipate they would be on board.
   o Increase visibility of off-campus events through robust advertising (similar to the prominence of PAB advertising on campus) or a weekly calendar of events sent via email to off-campus students.
   o Work with the liquor lobby to create healthy promotions.

**Action Items:** The University Standards and Expectations Subcommittee to continue thinking through ways to set expectations for students and educate them about their role as citizens in a community.

Before moving to the next subcommittee report, the task force chair provided an observation on the nature of the discussion so far. Much of it revolved around setting expectations for new students – and reminding continuing students – about responsibility, citizenship, and standards in the law in a positive way. ASU’s goal should be to welcome students to a safe community, as well as educate them as to what their role is in maintaining that safe community. Additionally, it was noted that there will be some overlap between the subcommittees’ areas of focus and recommendations.
Community Outreach and Education Subcommittee

Co-Chair Bruce Kipper shared with the task force the highlights of the Community Outreach and Education Subcommittee draft report, mentioning that its goals revolved around how the university communicates with students. The subcommittee’s goals are:

1. Transition from High School to ASU: Set clear expectations for students and parents on the Sun Devil Way.
   - Have ASU partner with high school students to set expectations before they apply for universities. Students may look for an institution that fits with their own ethics and morals.
   - Tap into the Sun Devil Way, which sends a good message to prospective students. ASU can send an even stronger message on zero tolerance for behaviors inconsistent with institutional values.
   - Incorporate a stronger message on underage alcohol consumption to students and their parents. This message can focus on how alcohol affects the growing/maturing brain, and how that ties to academic and longtime success.
   - Deliver messages in three ways/formats to reach students and parents, and help them retain the message.
   - Include candid conversations with parents during orientation about how they can confront behaviors.
   - Develop peer-to-peer programs to allow students to educate each other, which may send a stronger message than it would be coming from university administration.
   - Incorporate a strong presence of alcohol education in the ASU 101 classes.

   Reactions from the task force:
   - Mothers Against Drunk Driving (MADD) has a program for parents on how to talk to children about underage and binge drinking. If ASU could utilize or partner with other organizations, rather than recreate the wheel, it would save time and resources in developing its own programs.
   - A study has been published on the success of information sent to parents, giving them talking points to aid in the conversations with their children. Parents may not know how to have these discussions with their children about safe behaviors.
   - Parents receive so many mixed messages; they may appreciate receiving talking points and strong messaging from the university.

2. Transition from On-Campus Housing to Off-Campus Housing: Prepare students for transition by equipping them with necessary information, tools and resources.
   - Students transitioning to off-campus housing may feel more mature, but we need to prepare them to become citizens of Tempe and good neighbors.
   - Provide messaging that ABOR Code of Conduct still applies to off-campus students.
   - Enhance the Good Neighbor program to have ASU and the City of Tempe work together. Examples included identifying the number of students in apartment communities, making public the number of calls to police from each, requiring safety plans be submitted to the City of Tempe from each (with more strict plans required for larger complexes), and creating ordinances requiring that complexes report parties to city and hire added security.
Reactions from the task force:

- Providing information on apartment communities will help parents and students (including graduate students) make informed choices and put pressure on those complexes with issues. Similarly, acknowledging those communities that do not have issues rewards them and reinforces the positive message.
- Information on off-campus communities could be in the form of a spreadsheet listing service calls, security features, etc. as data points, along with more basic information, such as distance from campus and number of bedrooms.
- Students will appreciate this assistance. For fraternities, it is the sophomores who are just transitioning off-campus that cause the biggest issues, as they don’t know how to live on their own. Providing assistance like this in a positive way will be helpful.
- Off-campus communities could include groups of well-intended upperclassmen, trained through ASU, who have a responsibility for community standards. Could be thought of somewhat like an HOA, or like RAs in on-campus residence halls, providing peer-driven responsibility in a positive non-policing manner. It was suggested that the subcommittee discuss the viability of this proposal.
- Apartment communities also need to be prepared to deal with unplanned parties, not just those that are pre-planned. It is easier to manage this with apartment managers before it happens, develop relationships with them and work with them to advance plans. Additionally, parties that begin at one complex may end up spilling into neighboring communities, so all apartments must be prepared with security plans in place.

3. All ASU Students: Provide ongoing education and messaging to all students beyond the first year.

- Make more prominent in ASU Wellness website resources for students with substance abuse issues.
- Target specific messaging around key times, such as a 21st birthday card.
- Expand peer-to-peer programs, such as a student-driven session hosted before spring break.
- Create a communications flow for annual messages, to ensure that the Sun Devil Way remains in students’ minds throughout the year.
- Ensure all messages on wellness and safety are accessible through MyASU.

Reactions from the task force:

- Regarding peer-to-peer programs, there are groups advocating for positive behavior, but they are isolated, working on their own and reaching only small numbers of students. We should coordinate their efforts, and bring them together for a joint event(s). This would give the individual groups visibility and a larger audience, and give students a chance to learn about resources.

4. High School Students: Partner with local area schools.

- This will be the next area for the subcommittee to address in its meetings

Action Items: Subcommittee to continue developing recommendations for working with high schools and possibility of peer leadership in off-campus communities. Leah Doane to share with the task force the research study on parent communications.
Coordinated Public Safety Subcommittee

Co-Chair Chief John Pickens provided an overview of the work done by the Coordinated Public Safety Subcommittee, stating that the group looked at what the two agencies are already doing – current policies, media relations, enforcement – and then discussed issues, particularly alcohol-related incidents. Goals and subsequent recommendations identified by the subcommittee are:

1. Ensure City of Tempe Police and ASU Police resources are available and deployed.
   - Establish joint task force
     - To be utilized in planning for events, including specific events that overlap both jurisdictions, like Pat’s Run.
     - Develop MOUs to make clear responsibilities and ensure appropriate resource allocation.
     - Currently, the agencies do not have clear guidelines for processes on which department will have responsibility over what and when.
   - Determine Primary Jurisdictional Responsibilities in new development areas
     - A Working Group has been established to determine public safety jurisdictional responsibilities.
   - Promote ASU membership in Regional Wireless Cooperative (RWC)
     - The RWC is a multi-jurisdictional organization managing interoperable radio communications, of which 18 valley agencies are members, including the City of Tempe. It exists to provide an infrastructure to share knowledge and resources, and to allow communications to transition from one jurisdiction to the next.
     - ASU is not a member. They are currently working through issues of expenses and planning for ASU to join RWC.
   - Increase consistency of task force participation/adequate staffing
     - ASU and City of Tempe departments are both participating with bike patrols and party patrols, but the joint participation needs to more consistent with these patrols as well as with the Safe and Sober efforts.
   - Police Services for ASU Football games and special events
     - Create process for special events, such as a special events committee, to help manage and communicate in advance.
     - Ensure the command staff of both police departments continues to work together before, during, and after football games. Staffing plans are also to be shared between agencies, and post-event reports provided.
     - Address tailgating and liquor enforcement at football games.

2. Develop and implement policy changes to address mutual public safety issues on and around campus.
   - Ensure campus safety for first responders
     - Implement policy changes for public safety issues and include input from and communication to the Tempe Fire Department.
     - Create formal mechanism that helps first responders to be more effective and efficient, including access to Knox boxes, signage for alarm panels, identification of chemicals in labs, and addressing aspects of physical surroundings on campus.
     - DHS will be brought into future conversations.
- Institute training meetings for responding to serious threats on campus.
  - Establish “Best Practices” policy and regulation of alcohol at tailgate parties
    - Recommendations of eliminating use of kegs, beer pong, funnels etc., as excessive drinking can lead to other unhealthy or unlawful behaviors.
    - Develop plan to enforce time limits for tailgating.
    - Evaluating stadium reentry policy during games.
- Address funding of community liaison/security liaison
  - There has been an emergence of student housing developments off-campus which have not kept pace to support safety plan. Require developers to have security plan in place as part of project permitting process.
  - Liaison to work with Dean of Students.
- Develop MOU between agencies
  - Developing MOUs would formalize commitments, such as resource allocation for task forces, special events, etc.
  - Specific reimbursements from ASU to Tempe Police and Fire departments for resources.

Reactions from the group:
- Involve liquor control with plans for events, football games, etc. It is their job to oversee and ensure compliance with laws regarding alcohol. The Governor’s Office of Highway Safety would also be willing to partner.
- Consider paying the hired officers brought in for football games to stay later. By keeping security forces around the stadium and parking lots for several hours after the end of the game, it will be easier to maintain an environment of security.
- Be aware that when attendees to football games and special events leave ASU, they go out into the surrounding communities. We need to be conscious of the impact this has on the neighboring agencies, with regard to DUIs, traffic law enforcement, etc.
- ASU could consider making public information requests for the names of people who come through the local courts for underage drinking and then follow up with those who are students.

After each subcommittee provided an overview of its draft document, the task force discussed overarching reactions. Highlights included:
- In setting expectations for ourselves and members of the ASU community, we must be careful not to set policies that run afoul of our other expectations. The task force should be thoughtful about the resources these recommendations will require. The public nature of ASU’s circumstance is consequential, as well; a community standard in Tempe should mean something to others in the surrounding communities.
- A question was asked if the ASU Police Department is in discussions with the Sun Devil Athletics department regarding security concerns at football games. The response was that the departments are working together.
- Recommendations we may consider to make to ABOR:
  - Request that ABOR review its own student safety policies and update them on a regular basis (i.e. annually).
• Ask ABOR to hire an independent agency to provide a public safety needs assessment of the state universities, as an outside group may see things differently than the safety task forces.
• Have a nonvoting member from the Governor’s office or Department of Public Safety added to ABOR, whose job will be to focus on student safety and student safety issues.
• Establish a public safety fee for students to be split between the city and university public safety departments. This will provide additional funding for resources, as we can’t always assume the state can provide financial assistance.
  ▪ Reaction to the suggestion of a student fee raised concern that it may be controversial at the student level
• We should be paying attention to safety and security concerns on the ASU Downtown campus, as well, given its location.

Action items: The Coordinated Public Safety Subcommittee to continue working on recommendations.

Conclusion
Final comments from the chair tasked the subcommittees to continue working on their reports. If time allows, task force members should feel free to attend the meetings of other subcommittees. The next meeting of the full task force will focus on bringing together the final document; this report from the task force will include an executive summary, along with the three final subcommittee reports. Additionally, it is the prerogative of the group to indicate intended action in this report without asking permission from ABOR before instituting recommendations.

The group was also reminded that similar task forces are meeting in Tucson and Flagstaff and that we can assume good ideas are also being generated there. ASU task force members are invited to consider larger governance-level ideas, as well as those local to ASU. The meeting adjourned at 10:25 a.m.

The next meeting for ASU Student Safety Task Force will be on May 30, 2014 from 11:00 a.m.-12:00 p.m.
ASU Student Safety Task Force

April 11, 2014
9:00-10:30 AM
Fulton Center, Room 4440

AGENDA

1. Committee Updates
   - University Standards & Expectations         Leah Doane & Jennifer Hightower
   - Coordinated Public Safety                  John Pickens & Tom Ryff
   - Community Outreach & Education            Bruce Kipper & Onnie Shekerjian

2. Discussion of Draft Recommendations

3. Next Steps

Next Meeting
Friday, May 30, 2014
11:00 a.m.-12:00 p.m.
ASU Fulton Center 4440
MINUTES

Opening
Meeting began at 11:05 a.m. with Chair James Rund greeting the task force and thanking them for their time.

Task Force Members present: James Rund, Jordan Davis, Leah Doane, Megan Fisk, Alberto Gutier, Ethan Halliday, Jennifer Hightower, John Pickens, Mike Polzin, Tom Ryff, Onnie Shekerjian. Not present: Jerome Bauersfeld, Donna Evans, Bruce Kipper, Aubree May.

Guests present: Kevin Cook, Safali Evans, Frank Mirizio, Karen Moses, Linda Quintero, Anne Ryman, Stephanie Salazar.

Discussion
The task force convened to review and discuss the reports from the three subcommittees, an executive summary of the recommendations, and intended next steps. Both the executive summary and reports were distributed via email in advance and provided in hard copy at the meeting.

Discussion began with a brief update on next steps planned by the Arizona Board of Regents. In the next month, ABOR will be holding a public forum for each university to present its student safety report to several Regents, including President Klein; this forum will take place on Monday, June 16 from 9:00-11:00 a.m. at ASU’s Memorial Union, Room 220 (Turquoise). The forum will provide an opportunity for the general public to participate in the discussion of student safety and will allow each institution to take comments and respond to the report. It will also provide an opportunity for ASU to learn from the similar task forces from UA and NAU, and vice versa.

Following the June 16 forum, each task force will have an opportunity to make changes to the report as necessary before submitting the final version to ABOR by July 1, 2014. In the first fall ABOR meeting (September 24-26, 2014), the full Board of Regents will receive a briefing on the reports from each institution. It was noted that by this September meeting, ASU will have already been at work on a series of recommendations and intended actions identified by its task force.

The task force then turned to a review of each subcommittee’s final report and the executive summary.
Coordinated Policing and Public Safety

Co-Chairs John Pickens and Tom Ryff offered an overview of the subcommittee’s work and plans moving forward. They shared that there has been great coordination and communications between the two police departments.

In addressing the goal of having necessary resources available, the two departments are working through a MOU, as well as creating two joint groups to focus on strategic planning and special events. Regarding the MOU, Tempe Police has met with City of Tempe legal advisors, Chief Pickens, and Jim Rund to gather information. ASU is also identifying and pulling together its own resources to help bridge the gap between the two departments. When the MOU is completed — which they believe will be by September — they believe that there will be structure in place to address safety needs in and around ASU. Once it is prepared, ASU will also need to identify who will be the contact(s) to represent the university.

Regarding the joint task forces, the departments are currently working together in planning the party patrol, which will be prepared to operate by the fall semester. During this discussion, a concern was raised regarding future growth, both physically around ASU and in terms of changing and evolving technologies. As the departments evaluate the necessary resources, they will also need to anticipate future needs for the area and identify what regional resources exist around the larger community.

Another goal of the subcommittee is that ASU join the Regional Wireless Cooperative, which would improve emergency communications. ASU is waiting on an analysis of the costs to join the RWC.

The final goal of the subcommittee is to develop and implement policy changes addressing both on and off campus public safety. Chief Ryff noted that one of the biggest areas of the MOU is identifying each department’s jurisdiction, especially for new properties, or those under construction on or around the ASU campus. Construction projects carry their own complex needs and issues. One example is the State Farm facility being built on Rio Salado Parkway, for which jurisdiction has not yet been identified. Tempe Police has already responded to calls for service at major construction projects around the area without having a clear jurisdictional responsibility.

A suggestion from the task force was made to include DPS in the efforts of student and community safety. ASU’s Downtown Phoenix campus is centrally located and growing, so should be considered in these efforts, with the involvement of other public safety departments. It was proposed that the MOU being prepared between ASU Police and Tempe Police be used as a template for coordination between ASU and the Phoenix Police department, given the same expectations for safety on ASU’s other campuses.

Action Item: Chiefs Ryff and Pickens to continue collaborating on the MOU and to identify ASU representative/contact.

University Standards and Expectations

Co-Chairs of the University Standards and Expectation subcommittee, Jennifer Hightower and Leah Doane, began an overview of their group’s work, with a number of the identified goals already in progress.
The first goal of familiarizing new students with the ABOR Student Code of Conduct has been implemented. In June, incoming students will be prompted via a message sent from the Dean of Students for their campus to read the Code of Conduct. Additionally, a modified e-packet will also be sent to students this summer, which includes more information on the Code of Conduct, university standards and behavioral expectations. Likewise, changes are already being incorporated into the orientation program for new students and information on safe practices will be included in Welcome Week programs in August.

Regarding the goal for off-campus community safety, plans are in place to begin rolling out to students messaging similar to what exists for on-campus residents. This fall, information will be shared to all students living off-campus with links to the City of Tempe resources, ABOR Code of Conduct, and university standards and expectations. The co-chairs noted that they are still working through this piece but plan to have it ready by fall.

To address the subcommittee’s third goal, a work group was launched this spring semester to look specifically at sexual violence, including plans for student-driven education, QR codes, MyASU messaging, etc. USG and GPSA are preparing messaging to go out in the first few weeks of the academic year. Additionally, the university coordinated with the City of Tempe in April for sexual assault awareness programming on campus.

The subcommittee is also working on identifying and communicating with students what social opportunities exist both on and off campus, which was its fourth identified goal. This effort includes coordinating with off-campus merchants, with plans this summer to work on creating a “Devils On Mill”-type experience. Additionally, the subcommittee will continue to plan training for university staff and faculty and think through ways to roll out training materials for teaching assistants.

The task force then began to discuss the sexual assault awareness program from this past spring. One task force member shared that some community members viewed the education as one-sided, focusing on how not to be a victim rather than that sexual assault is unacceptable behavior. In response, information was shared with the task force that the spring education program also offered a strong focus on consent, including a consent week in March. Additionally, the aspect of consent and code of conduct expectations is a component of year-round messaging regarding sexual assault.

Regarding the collaboration with the City of Tempe during consent week and the “1-in-5” messaging this past spring, the suggestion was made that the various institutions and departments link to each other from their own websites for the purpose of information sharing. For instance, ASU, City of Tempe, and the Governor’s Office of Highway Safety websites should all link to one another so that a community member can find all available resources after landing on just one site.

Next, the question was posed of how the university is informed of security plans submitted to the City of Tempe by each off-campus apartment community. Currently, the plans are not distributed to ASU and they have only been shared when a problem arises. The task force agreed it would be a good idea to begin proactively sharing the security plans to allow ASU to know the city’s baseline expectation of safety and security.

Chief Ryff then introduced visitor Frank Mirizio, Director of Safety with Tempe Union High School district, with whom Tempe has been working to push out communications to high school students, especially seniors.
**Action items:** Stephanie Salazar to work on coordination between the IT and communication departments at ASU, City of Tempe, and the Governor’s Office of Highway Safety to explore website coordination. City of Tempe to work with ASU to identify a contact/department with whom to share apartment security plans.

**Community Outreach and Education**

Co-chair Onnie Shekerjian began the discussion of the Community Outreach and Education subcommittee’s report by stating that the group had met a number of times, including most recently with Tempe High School students.

The subcommittee had identified four goals, which could be categorized as addressing different time periods in a student’s life, i.e. high school, transition to college, or the transition from freshman to upperclassman. For the first time period, one of the subcommittee’s goals has been to increase the visibility of ASU faculty and staff in local high schools, through programs like the Sun Devil Success workshops. In addressing the time period surrounding the transition from high school to college, the subcommittee identified a goal of setting clear expectations for new students and their parents on university standards and values. Another goal of the subcommittee is to prepare students for the transition from on- to off-campus living and to be responsible citizens, when students are advancing from freshmen to upperclassmen. Finally, the subcommittee’s fourth goal is to provide ongoing education through continued communications, in order to reinforce expectations for all members of the university community.

Through the discussion of ways to successfully communicate messaging to students, the role of parents was emphasized, specifically the way ASU can support parents. As an example, a pilot program is currently in progress in conjunction with the Sun Devil Success workshops, which have been initiated through Access ASU. Through these workshops, representatives from ASU Wellness, ASU Dean of Students office, Tempe Union district and others have gone into the schools to talk with seniors about the keys to becoming a successful student. Now, as those students from past workshops arrive at the university, ASU is collecting data through focus groups at orientation and regular recurring surveys. The data collection has targeted both students and their parents in order to gauge the effectiveness of ASU’s messaging to both segments. The advantage of this approach is the ability to work on it in real time, rather than brainstorming it in abstract in a committee.

Other efforts underway regarding communications to parents include a website launched this past January, which will act as a landing page for parents to help them navigate the university. In addition to assisting parents find the resources they need, the site has included live chats with experts on various topics. Also started this spring was a biweekly newsletter for parents, which included nine editions to 26,000 parents.

The task force then discussed the ASU Parents Association and how it can assist parents in connecting with each other, both out of state or locally. It was also noted that as some parents don’t attend orientation, the university may have a better opportunity to connect with parents during the registration process. Additionally, the comment was made that the university needs to understand that those family members assuming a parental role may be grandparents or other caretakers.

The task force then focused its conversation on the need for strong messaging about underage and high-risk alcohol use. The City of Tempe will host a forum on June 13 with stakeholders from the community on the topic of underage
drinking; the goal of this forum is to identify where there may be gaps in education and messaging, and where additional support is needed. It was noted that the issue is not unique to ASU but is also a problem around the community, including at high schools and local community colleges. The community and ASU’s approach to the issue must include information on why underage drinking is illegal. The efforts must also be visible to the community so that parents know ASU and the City of Tempe take the issue seriously; if ASU is viewed as an institution with a strong stance against underage drinking, parents will be comfortable sending their children here.

Executive Summary

Earlier in the meeting, the task force was invited to offer any immediate thoughts and feedback for the executive summary, of which there was little. The brevity of the executive summary was acknowledged, as was the fact that there is much going on behind the scenes at the subcommittee level. One comment made at the end of the meeting, however, was that the executive summary was missing suggestions made at the last meeting regarding recommendations for ABOR, itself. One recommendation made at the previous meeting was to have an independent agency evaluate current policies, as things may have changed since the policies were originally created. As an example, the City of Tempe recently conducted an audit to look at what is and isn’t working, and the exercise provided a lot of great information. Another recommendation was to have a non-voting member assigned to the board to focus on student safety. A third recommendation would be to find an additional funding mechanism to cover costs of policing and safety needs. Making recommendations for change at a systemic level would create consistency across institutions. It was agreed that these recommendations can be added to the report presented at the June 16 statewide forum.

Conclusion

As the task force wrapped up discussions of the subcommittees’ work, they recognized that there had been a lot of overlap and cross-pollinations between them, such as in the recommendations for messaging to off-campus students. Additionally, there had been some conversation in the subcommittees and in the task force of developing a campaign for this type of messaging in the fall, specifically to characterize values as a community. It was recommended that a work group be created to develop a campaign for the fall.

**Action Item:** A work group to be created this summer to develop campaign for messaging to be ready for fall.

The meeting adjourned at 12:18 p.m. with Chair James Rund thanking the members for their service.
ASU Student Safety Task Force

May 30, 2014
11:00 AM - 12:30 PM
Fulton Center, Room 4440

AGENDA

1. Review and discussion of committee reports and executive summary

2. ABOR Statewide Student Safety Public Forum
   ➢ June 16, 9:00-11:00 AM
   ➢ ASU Memorial Union, Turquoise Room

3. Next steps for implementation of recommendations and intended action
REPORT OF THE
STUDENT SAFETY
TASK FORCE

Submitted to the Arizona Board of Regents – June 2014
Table of Contents

I. Executive Summary

II. Introduction, NAU Approach to Study of Student Safety Issues

III. Public Safety Areas Emerged and Evidenced at NAU

A. BINGE DRINKING, UNDERAGE DRINKING AND OTHER PROBLEMATIC DRINKING

B. SEXUAL ASSAULTS, SEXUAL MISCONDUCT AND OTHER FORMS OF SEXUAL HARASSMENT

C. MENTAL HEALTH CONCERNS, INCLUDING INCREASED SUICIDAL IDEATION AND SELF-INJURY

D. REGIONAL SETTING AND CLIMATE-RELATED ISSUES

E. PEDESTRIAN ACCESS TO THE CAMPUS AND CONGESTION AT KEY CAMPUS ACCESS POINTS, INTERSECTIONS ON CAMPUS

NAU Student Safety Task Force Report – Page 1
Exemplars of public safety issues: ................................................................. 31
Issue Overview........................................................................................................ 31
Best Practices and other programs currently in place to promote safe pedestrian and cyclist
access to campus........................................................................................................ 31
Campus Action Items.............................................................................................. 32
F. Campus Climate (Real or Perceived) for Sexual
Minorities/LGBTQA (Quality of Life vs. Public Safety Issue) .................... 33
Exemplars of this quality of life issue: ................................................................. 33
Issue overview........................................................................................................ 33
Best practices and other programs currently in place to promote a safe working and learning
environment for all..................................................................................................... 34
Campus recommendations related to campus climate issues for sexual minorities ................................. 35
Campus action items .............................................................................................. 35
G. Work of the NAU Blue Ribbon Committee on Greek Life ..................... 36
Charge to the Blue Ribbon Committee: ............................................................. 36
Blue Ribbon Committee Membership: .............................................................. 36
Greek Life Best Practices currently in place ............................................................. 37
Campus recommendations related to fraternity and sorority programs .................... 37
Campus action items .............................................................................................. 38
IV. Committee recommendations to enhance institutional response (full text version) .......... 39
V. Report Attachments: .......................................................................................... 41
I. Executive Summary

Northern Arizona University has prioritized student success—placing the learner needs at the center of our academic and service planning, policies and programs as a core value for the institution. Central to this premise has been the provision of a safe working and learning environment where our students are important partners in the advancement of a campus community that supports and advances academic and personal growth. NAU shares a powerful and mutually advantageous relationship with the city of Flagstaff, where community setting is as integral to institutional identity as the campus is to appealing assets of this mountain area. This reciprocal relationship between “town and gown” also has fostered a shared concern for the welfare and experiences of NAU students. Collaborative partnerships between municipal and campus entities come naturally, regularly and are expected in Flagstaff.

Campus and community leaders who have worked and studied from a few years to a career to a lifetime in Flagstaff populated the NAU Task Force on Student Safety. As our deliberations on student safety commenced, it was clear that all were earnestly invested in understanding what factors threatened the safety—and, by extension, the learning experience of NAU students. Animosity, blame and territoriality for responsibility were absent from all deliberations of the Task Force. The meeting atmosphere was one of a shared curiosity about the factors detracting from student safety and the possibilities at hand for advancing a more supportive learning environment for all.

The Task Force took a hard look at the data presented by local experts from campus and community. Members endeavored to stand outside of their present experience and to learn from the expertise of other campuses, programs and initiatives evidencing promise in advancing efforts to address new, more complex and more serious issues facing college students today. Members were able to exchange ideas from differing perspectives and experiences and to emerge a shared and multifaceted perspective on many campus safety issues.

This report includes major findings, best practices and good efforts currently in place at NAU and recommendations for action to improve student safety. Extensive documentation of the Task Force’s work is contained in the attachments to this report.

A. Task Force Process:

The NAU Task Force on Student Safety held five meetings during spring semester 2014 and hosted a public forum on April 23, 2014. Experts (many serving as members of the Task Force) were invited to share empirical data and other evidence related to the experiences of NAU students. Task Force members compiled spreadsheets including public safety issues faced by NAU students, institutional programs and best practices in place to address the public safety issue and where they saw gaps between safety needs and institutional or community programs. The initial draft of these findings was utilized as a resource document and informed the structure of the public forum.

B. Public Forum—April 23, 2014:

Personal and group invitations, campus and community announcements and direct contacts with key NAU and city stakeholders resulted in approximately 90 individuals who participated in the
forum. Organized into three, 35-minute sections, each segment included text polling where participants could anonymously share their comments on a scrolling screen. Small group discussions followed each prepared presentation and forum participants could also share their written statements on comment cards. Finally, an “open microphone” session concluded each section. Any participant could share his/her thoughts verbally. An e-mail address (StudentSafety@nau.edu) was created specifically for receiving comments from university community members throughout the semester and was promoted at the forum for post-event comments and suggestions on student safety.

C. Northern Arizona University Student Safety Recommendations:

1. Make a hard mandate requiring My Student Body course for all incoming students: Would address new SaVE and VAWA requirements for all HE institutions receiving federal funds.

2. Grow/promote existing alternative programs to compete with events with expected use/abuse of alcohol (e.g. Tequila Sunrise).

3. Increase, market and fund campus-based, late-night weekend programming for students as well as other risk-reduction and educational programs (alcohol and drug use/abuse, sexual assault, relationship violence, etc.).

4. Expand marketing of initiatives to enhance safety between the bars and campus.

5. Increase number of faculty who complete the online suicide gatekeeper program (Kognito training) and review program that would train faculty and staff about student depression and self-harm (Campus Connect Program).

6. Promote the new campus-wide protocol for responding to student mental health incidents

7. Explore the potential creation and adoption of a Campus-wide Response Protocol to acts of bias against an individual or group based on their actual or perceived race, sex, age, color, national origin, religion, disability, veteran status, sexual orientation or gender identity.

8. Implement the recommendations of the Greek Life Blue Ribbon Committee (e.g. Institute more campus-wide hazing prevention efforts; increase the number of faculty/staff and chapter advisers for Greek organizations, etc.)

9. Study Medical Amnesty Policy advancements currently under way for potential institutional action.

10. Continue to review new guidance on the issue of campus sexual assault from the Department of Education (Office for Civil Rights), the White House Task Force to Protect Students from Sexual Assault and applicable federal legislation and regulations (such as the Violence Against Women Act) to assess its compliance with applicable laws and identify and implement institutional best practices to prevent, educate and respond to the effects of sexual assault.
II. Introduction, NAU Approach to Study of Student Safety Issues

A. ABOR Charge to the Campus Task Force:

- Hold at least one public meeting
- Provide opportunities for input from students, university faculty and employees, community representatives, law enforcement and others interested in student safety
- Review data and trends of public safety incidents involving students at and around Arizona universities
- Hear from campus experts and other Arizona and national experts on best practices to promote student safety and healthy behaviors
- Make recommendations for improvements to current practices to promote student safety both on campus and in the community
- Present a final report by June 30, 2014, to the Regents on the work of the statewide and local task forces.

B. Task Force Membership:

NAU’s Task Force benefitted from the efforts, insights and commitment to student safety from the twenty members who were selected from the university, Flagstaff community and the Arizona Board of Regents. Meetings were well attended, productive and conducted in an atmosphere of sincere curiosity about the student experience and idea generation to promote a safer living, working and learning environment. NAU Task Force Members included:

- Cynthia Anderson  Director of Residence Life, Housing and Residence Life
- Sarah Bickel  Vice President and Chief of Staff, Office of the President
- Misha Cothran  NAU College Panhellenic Council
- Kate Ellis  Associate Professor and Director of College-Based Learning Communities
- Coral Evans  Vice Mayor, City of Flagstaff, Arizona
- Art Farmer  Associate Dean of Students and Director, Office of Student Life
- Gregory Fowler  Chief of Police, Northern Arizona University
- Melissa Griffin  Health Promotion Manager, Campus Health Services
- Bryan Jew  NAU Interfraternity Council
- Mark Killian  Vice Chair, Arizona Board of Regents (ex officio)
- Eileen Klein  President, Arizona Board of Regents (ex officio)
- Robert Kuhn  Assistant Superintendent, Flagstaff Unified School District
- Susan Lawhead  Vice President, Graduate Student Government
- Jessica Lazor  Club Sports Representative
- Savannah Libby  Senator, Associated Students of Northern Arizona University
- Rich Payne  Executive Director of Housing and Residence Life and Parking and Shuttle Services
- Dan Slayton  Superior Court Judge, Division 2, Coconino County and parent of current NAU student
- Kaitlin Thompson  Assistant Treasurer and Student Regent, Arizona Board of Regents (ex officio)
C. Committee Meetings

The NAU Task Force of the Arizona Universities’ Statewide Task Force on Student Safety met monthly on Wednesdays during spring semester. The meetings were scheduled from 10:30 a.m. to noon, and all appointed members attended at least one meeting. One or more ex-officio members from the Arizona Board of Regents were present at all but the January and March meetings. Agendas and meeting materials were sent to Task Force members in advance of the meeting and minutes or proceedings were compiled and issued electronically following each meeting. The meetings were held on south campus in conference rooms provided by NAU Police Department and Facilities Services on the following dates:

- Wednesday, January 29, 2014
- Wednesday, February 19, 2014
- Wednesday, March 12, 2014
- Wednesday, April 16, 2014
- Wednesday, May 7, 2014

D. Approach to the study and evaluation of student safety at NAU

Identifying Public Safety Issues at NAU. The NAU task force approach to the study was to conduct a discovery process of what was already known about threats to student safety by various campus and community entities. Data stewards from law enforcement, administrative and program offices were asked to present summary data of reported incidents and survey findings, including data included in the NAU annual Campus Security and Fire Safety Report, administrative student conduct records and student responses to the biannual health and wellness surveys (American College Health Association-National College Health Assessment II). With no convenient way to capture student-specific data from local law enforcement, the committee requested a query of Flagstaff Police Department records for addresses known to house high numbers of students, locations/establishments known to be frequented by students and specific dates (e.g. NAU Homecoming) and general time periods (first three weeks of the semester, following final exams) known to have high reports of problematic student behavior. Following these presentations, members listed public safety issues of greatest concern due to their prevalence or potential for or actual severe impact on individuals and groups.

Defining and Designating Best Practice. The task force then focused on the existing programs in place to address the public safety issues illuminated through the data review and analysis. In the process of reviewing programs, the task force recognized that a “good program” is not necessarily a “best practice” as directed by the ABOR charge. Through reflection and active dialog, the following elements were emerged as our working criteria for a “best practice”:

- Standards of practice/recommendations from guiding professional bodies
- Required practices based on Federal Law, State Law and University Policy and Procedures
• Evidence-based practices
• Practices that have been cited in the professional literature as promising or emergent, even if not yet incorporated as a professional standard
• Programs that have been instituted as the result of a qualified external review or regular accreditation process
• Programs by peer institutions with acknowledged content area expertise

Subcommittee members then designated which prevention, intervention and educational programs met the working criteria for best practice and an aggregated list was compiled. The Task Force as a group agreed on designation of efforts as Good Programs vs. Best Practice and a document reflecting Public Safety Trends, Good Programs and Best Practices was created as reference document (see attachment A-1). The document was shared with student organizations; department directors from Enrollment Management and Student Affairs and agencies and departments represented on the NAU task force for comment prior to the public forum.

Areas for institutional action to improve student safety were starting to emerge, and informal work groups collaborated to assess institutional context, support and resources to initiate or expand new initiatives. Simultaneously, several different campus entities were asked to share their reflections on the “greatest threats to student safety” and “what is the most important action NAU could take to promote student safety.” This campus feedback was used to frame the public forum on Student Safety at NAU and the Trends, Programs and Best Practices document was shared as a resource with forum participants.

NAU’s Greek Life Blue Ribbon Committee. Convened during fall 2013, the Blue Ribbon Committee on Fraternity and Sorority Life at NAU was instituted following an external review of the Greek System by the Coalition Assessment Project. (The Coalition Assessment Project is a collaborative venture of several national entities including the Association of Fraternity/Sorority Advisors, North American Interfraternity Conference, National Panhellenic Conference, National Pan-Hellenic Council and National Association of Latino Fraternal Organizations.) The charge to the Blue Ribbon Committee included:

a) Receive, review and make recommendations based on the 2013 report from the Coalition Assessment Project
b) Review and recommend implementation of Greek Relationship Statement
c) Review indices of system “health” and contributions to the NAU student experience
   i) Recommend chapter size for sororities and recommended extension plan for sororities
   ii) Review chapter behavioral issues (including but not limited to alcohol, hazing and behaviors unbecoming a Greek Member)
   iii) Review indicators of system health and performance (including but not limited to grades, retention, engagement, philanthropy, leadership, etc.)
   iv) Discuss annual Greek Life “Report Card” concept
   v) Discuss Greek Life conduct site (similar to University of Arizona)
   vi) Consider system and chapter strengthening initiatives specifically for fraternities
d) Review and approve Greek Life housing policy
e) Track new ABOR tri-university committee on Student Safety for implications for NAU Greek Life.
Because the Blue Ribbon Committee was informed of the imminent creation of the Student Safety Task Force, the Blue Ribbon Committee was delegated responsibility for the assessment of NAU’s fraternity and sorority programs and organizations with respect to public safety issues. Both the Student Safety Task Force and the Blue Ribbon Committee on Greek Life reviewed state, regional and national incidents related to college fraternities and sororities as well as the current and recent conduct records for NAU chapters. Related recommendations from the Blue Ribbon Committee are included in the Student Safety Task Force list and the complete list of recommendations and final draft of the Fraternity and Sorority Life Relationships Statement are included in attachments to this report.

NAU’s Public Forum on Student Safety. NAU’s Public Forum on Student Safety was held on April 23, 2014 from 4 to 6 p.m. in the Agassiz and Fremont Rooms of the High Country Conference Center. Personal invitations to participate in the forum were sent to 245 groups, local businesses and individuals identified as informed and influential stakeholders on the subject of student safety, in addition to campus and community announcements via public and social media outlets. (Invitation and directional map are attached to the report in Attachments B-1 and B-2.) Approximately 90 individuals participated in the NAU forum that continued for the entire two-hour advertised time frame. NAU task force members took active roles during the forum, presenting an overview of our findings, leading table top discussion, explaining the text polling process, appointing small group members to serve as note-takers and ensuring that individual comment cards were collected and submitted as completed. Key roles at the NAU public forum were filled by the following campus and community leaders:

- Master of Ceremonies: Rick Brandel, Dean of Students, Northern Arizona University
- Content Presenters/Invited Speakers:
  - Art Farmer: Associate Dean of Students and Director, Office of Student Life
  - Kevin Treadway: Chief of Police, City of Flagstaff
  - Melissa Griffin: Health Promotion Manager, Campus Health Services
- “Crowd Reporter” to facilitate public input via the microphone: Sarah Bickel, Vice President and Chief of Staff, Office of the President

The NAU public forum was organized into three content sections, introduction, open microphone and closing comments. Each content section included text polling where participants could anonymously share their comments on a scrolling screen. Small group discussions followed prepared content presentations and forum participants also could share their written statements on comment cards. Finally, an open microphone session concluded each section. All forum participants were invited to participate in the open microphone portion of the forum, but most selected to share their feedback via the comment cards, text polling and table-top conversations. The agenda for the public forum is included in Attachment B-4.

An e-mail address (StudentSafety@nau.edu) was created specifically for receiving comments from university community members throughout the semester and was promoted at the forum for post-event comments and suggestions on student safety.

A complete listing of comments and feedback shared during the NAU public forum is included in Attachments B-7 and B-8. Raised as needs during the open microphone portion of the forum were the following suggestions for program additions or enhancements:
• More campus-based, alcohol-free late night options
• Increase awareness of educational programs on alcohol, assault and other campus safety issues
• Produce promotional materials for local establishment owners for campus-based programs such as Safe Ride and SODAS
• Involve students in campus alternative program planning

Included in the written and text feedback from the forum were recommendations mandating NAU student completion of an online, educational prevention program; exploration of the potential creation and adoption of a campus-wide response protocol to acts of bias against individual or group based on their actual or perceived race, sex, age, color, national origin, religion, disability, veteran status, sexual orientation or gender identity; and suggested study of a medical amnesty policy for incidents involving prohibited use of alcohol.

Emergence of NAU’s Recommendations. At its May 7, 2014, meeting, members of the NAU Student Safety Task Force reviewed compilations of feedback from the public forum along with a final listing of public safety threats to NAU students. The task force also considered side-by-side recommendations for improvement suggested by forum participants or previously identified by the task force. The final list of NAU’s recommendations represents an informed combination of suggested improvements to advance student safety, which have been vetted for institutional action and ascribed a responsible party or group for timely study and, where indicated, implementation. In addition, a number of action items have been included in the body of the report indicating additional activities, programs or revisions to current practice that will be enacted by the university but were of a scale or effort lower than the prioritized recommendations.
III. Public Safety Areas Emerged and Evidenced at NAU

The following areas represent the public safety issues of greatest concern to NAU students due to their prevalence or potential for or actual severe impact on individuals and groups:

A. Binge drinking, underage drinking and other problematic drinking
B. Sexual assaults, sexual misconduct and other forms of sexual harassment
C. Mental health concerns, including increased suicidal ideation and self-injury
D. Regional setting and climate-related issues
E. Pedestrian access to the campus and congestion at key campus access points, intersections on campus
F. Campus climate (real or perceived) for sexual minorities (quality of life vs. public safety issue)

Each of the public safety areas emerged by the NAU Subcommittee is discussed in the following manner in this report:

- Public Safety Area Designation
  - Brief exemplars of behaviors illustrating the scope of the problem at NAU
  - Issue overview (with potential subheadings)
  - Current NAU and community programs and initiatives considered a best practice in addressing the public safety area
  - Other NAU and community programs and initiatives intended to address the public safety area
  - Campus recommendations for action

Public safety issues are listed in order assessed as a public safety concern by the task force.
A. BINGE DRINKING, UNDERAGE DRINKING AND OTHER PROBLEMATIC DRINKING

Exemplars of public safety issues related to binge drinking, underage drinking and other instances of problematic drinking

- Use of alcohol by underage students
- Binge drinking and excessive use of alcohol
- Poor decision-making while under the influence of alcohol; injuries (potentially life-threatening) due to level of intoxication or activities while intoxicated.
- Off campus/forest parties
- Prevalence of the use of fake IDs and seeming ease of obtaining fake ID’s
- Drink specials driving large crowds and potentially encouraging rapid consumption of alcohol
- Noise/disturbing the peace or the educational environment due to large parties with alcohol
- Parties with criminal activity within the parties

Issue Overview

1. Prevalence

The most commonly cited threat to student safety at NAU is issues related to alcohol use and abuse. Public perception mirrors all available report data as alcohol law violations also are the most frequently reported crime statistic on the Flagstaff campus (see 2013 Annual Security and Fire Safety Report (Attachment A-6).

<table>
<thead>
<tr>
<th>Table 1: On-campus Alcohol Law Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: NAU 2013 Annual Security and Fire Safety Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crime</th>
<th>On Campus Other Buildings</th>
<th>On Campus Residential</th>
<th>Non Campus Bldg./Property</th>
<th>Public Property Roads/Parking Lot</th>
<th>NAUPD TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Crimes Reported to University Police</td>
<td>101</td>
<td>93</td>
<td>0</td>
<td>2</td>
<td>196</td>
</tr>
<tr>
<td>2012 Crimes Reported to University Officials</td>
<td>856</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>856</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crime</th>
<th>On Campus Other Buildings</th>
<th>On Campus Residential</th>
<th>Non Campus Bldg./Property</th>
<th>Public Property Roads/Parking Lot</th>
<th>NAUPD TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Crimes Reported to University Police</td>
<td>12</td>
<td>88</td>
<td>0</td>
<td>165</td>
<td>265</td>
</tr>
<tr>
<td>2011 Crimes Reported to University Officials</td>
<td>779</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>779</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crime</th>
<th>On Campus Other Buildings</th>
<th>On Campus Residential</th>
<th>Non Campus Bldg./Property</th>
<th>Public Property Roads/Parking Lot</th>
<th>NAUPD TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Crimes Reported to University Police</td>
<td>20</td>
<td>84</td>
<td>0</td>
<td>103</td>
<td>207</td>
</tr>
<tr>
<td>2010 Crimes Reported to University Officials</td>
<td>974</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>974</td>
</tr>
</tbody>
</table>

More than 1,000 on-campus alcohol law violations were reported in each year of the 2013 report, with approximately 80 percent of the crimes reported to university officials, primarily residence hall staff. Liquor Violations also accounted for 50 percent of the arrests made by Flagstaff Police for subjects between the ages of 18-25 from August 2012-May 2013 (see 2/19/2014 NAU Subcommittee meeting materials). There is no way to definitively determine student status as it is not a field on the Flagstaff Police report form, so FPD data should be considered within the
context of the aggregate of city and university populations. Alcohol is also the most frequently mentioned substance of choice by students who self-report use of alcohol, tobacco or other drugs in the past 30 days (see Feb. 19, 2014, meeting materials and ACHA-NCHA II spring 2013 report). More NAU students report that they don’t drink (25.75 percent) than the national average of respondents to the ACHA-NCHAII 2013 Survey (21.7 percent), and lower numbers of NAU students (28.27 percent vs. 32.7 percent) reporting drinking five or more drinks in a sitting in the last two weeks. While NAU student reported use of alcohol in the last 30 days is lower than the national average (61.4 percent vs. 64.8 percent), negative consequences as a result of drinking (trouble with the police, seriously considered suicide, someone had sex with me without my consent) reported by NAU students exceeds the national averages.

2. Size of on-campus population and opportunity to report violations

NAU was not among the top 50 campuses for on-campus arrests for drugs, alcohol or any other area reported on the annual Campus Safety and Security Report for 2012 maintained by the Office of Postsecondary Education (http://www.rehabs.com/explore/drugs-on-campus-special-report/). However, the total number and overall proportion of the student body living in residence on the Flagstaff campus makes NAU quite vulnerable to such comparisons due simply to the presence of live-in staff that can document such activities. Forty-four percent of NAU’s student population enrolled on the Flagstaff campus resides on campus, a higher percentage of students (residing on campus) than ASU and U of A.

Table 2: Housing Capacity With University Enrollments Under 25,000

<table>
<thead>
<tr>
<th>Name</th>
<th>Housing#</th>
<th>Enrollment#</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York University</td>
<td>12,500</td>
<td>21,536</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>12,500</td>
<td>17,836</td>
</tr>
<tr>
<td>Stanford University</td>
<td>11,500</td>
<td>14,173</td>
</tr>
<tr>
<td>Stony Brook University</td>
<td>9,290</td>
<td>24,692</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>8,892</td>
<td>19,320</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>8,359</td>
<td>17,117</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>8,201</td>
<td>19,000</td>
</tr>
<tr>
<td>Ohio University 7102546</td>
<td>8,086</td>
<td>20,350</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>7,700</td>
<td>20,264</td>
</tr>
<tr>
<td>The George Washington University</td>
<td>7,500</td>
<td>20,000</td>
</tr>
<tr>
<td>University of California-Santa Cruz</td>
<td>7,500</td>
<td>15,025</td>
</tr>
<tr>
<td>Boston University</td>
<td>7,400</td>
<td>14,000</td>
</tr>
<tr>
<td>Ball State University</td>
<td>6,767</td>
<td>19,526</td>
</tr>
</tbody>
</table>
On-campus housing also is home to 48 percent of NAU’s 17,808 undergraduate students enrolled in Flagstaff. More than 8,500 students reside on campus, 1,400 of which are residents in NAU partner housing by American Campus Communities (ACC is a privately managed, for profit entity). This places NAU in the top 2 percent of all on-campus housing operations (irrespective of institutional size) in the United States.

3. Association with other Public Safety Issues

The health consequences associated with excessive drinking on one, repeated or habitual misuse of alcohol up to and including alcohol poisoning is a serious institutional concern. Even more problematic is the association of other public safety issues with the misuse of alcohol. The percentage of NAU students with a self-reported adverse consequence while drinking represents more than 50 percent of those who drink, assuming no duplications. Flagstaff Police Department officials report that of the arrests made for individuals between 18-25, the majority of aggravated assaults (n=82), simple assaults (n=146), disorderly conduct/noise (n=67), disorderly conduct/fighting (n=186) and sexual assaults (n=2) for the reporting period of May 2012-13 were associated with the use of alcohol.

Best Practices and other programs currently in place to address binge drinking, underage and other problematic drinking

Campus Health Services best practices related to binge drinking, underage drinking and other problematic Drinking:

- Coordination of biennial review completion. This is an interdepartmental effort and meets the USDE Safe and Drug Free Schools requirements
- Screening Brief Intervention Referral to Treatment (SBIRT) is supported in medical services and provides regular screening for high risk users of alcohol/drugs during medical visits
- Brief Alcohol Screening Day provides self-assessment of risks related to drinking and resources for cutting back
- Media campaigns: Social Norms and risk reduction messages
- Alcohol-free alternatives (Flannels and Flapjacks was an interdepartmental alternative to Tequila Sunrise) other alcohol free alternative events are offered through Sun Entertainment, Campus Recreation Services and Cline Library
- My Student Body online alcohol education—freshmen and all student athletes complete this program
- The BUZZ alcohol education workshops
- Counseling Services provides alcohol and drug diversion programming (Healthy Choices) for students who are in violation of school alcohol/drug policy

<table>
<thead>
<tr>
<th>Behavior/experience</th>
<th>National</th>
<th>NAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forgot where you were or what you did</td>
<td>29.9</td>
<td>27.8</td>
</tr>
<tr>
<td>Physically injured yourself</td>
<td>14.4</td>
<td>14.4</td>
</tr>
<tr>
<td>Got in trouble with the police</td>
<td>3.5</td>
<td>4.9</td>
</tr>
<tr>
<td>Seriously considered suicide</td>
<td>2.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Someone had sex with me without my consent</td>
<td>1.8</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Greek Life best practices related to binge drinking, underage drinking and other problematic drinking
- Mountain View as an alcohol-free (and substance-free) residential facility
- Risk Management Insurance through the Fraternal Information and Programming Group for all off-campus Greek-Affiliated groups
- Annual programs and events in accordance with National Collegiate Alcohol Awareness Month and National Hazing Prevention Week

Housing and Residence Life best practices related to binge drinking, underage drinking and other problematic drinking
- Management of on-campus space to accommodate all first-year students who desire to live on campus
- Targeted programs for first-year students (First 6 Programming) aimed addressing typical adjustment and safety issues for new students
- More than 1,500 residence hall alcohol-free programs and events annually for on-campus residents.
- Emergency response guides for individual staff and general building responders
- Regular training on campus emergency response protocols and processes
- Cross-training of hall staff as university hearing officers

NAUPD best practices related to binge drinking, underage drinking and other problematic drinking
- Educating the campus community on available reporting options through Campus Security Authorities: NAUPD, Residence Life, Student Life, Office of Affirmative Action and Equal Opportunity, Human Resources, deans and academic advisers, and all athletic coaches
- Online reporting via NAUPD web page

Student Life best practices related to binge drinking, underage drinking and other problematic drinking
- Weekly Behavioral Intervention Team meetings
  - Includes Residence Life, Student Life, Counseling Services, NAUPD, Affirmative Action, American Campus Communities
- Monthly Good Neighbor Coalition meetings
  - Includes NAU, Flagstaff Police Department, neighbors and Southside businesses
- Inter-departmental Clery Report produced annually
- Page-out system coordinated by NAUPD used for immediate notifications regarding arrests and medical emergencies
- Letter notifications to parents/guardians following alcohol and other substance violations for midlevel to serious violations.
- Code of Conduct violations managed in a seamless manner between Residence Life and Student Life
- Online student conduct database shared between departments
  - Includes Student Life, Residence Life, Counseling Services, and Affirmative Action
- Online educational programs for alcohol, substance, and digital media violations
- Counselor-based referrals leading to assessment oriented strategies for intervention
• Free Safe-Ride bus program designed to transport students safely between campus and downtown Flagstaff (supported by a Student Activity Fee)
• NAU collaboration with NAIPTA (Northern Arizona Interagency Public Transit Authority) for creation of the campus transit spine, providing easy and safe access across campus and into the community. All NAU Students have free EcoPasses to use the bus into the community due to a Shuttle and Transit Fee.
• Staff supervision for student tailgating for home football games

Flagstaff Police Department best practices related to binge drinking, underage drinking and other problematic drinking
• BARS Alliance Program
• Alliance with Northern Arizona Citizen’s Against Substance Abuse to provide food, alternative beverages and passive and active education during Tequila Sunrise (bar-based event which happens Homecoming morning)

Other campus and community prevention and education programs related to binge drinking, underage drinking and other problematic drinking:

Campus Health Promotion programs in alcohol education, prevention, intervention and alternative programming
• Alcohol and Other Drug Council coordination
• National Collegiate Alcohol Awareness Week
• Shot of Reality alcohol education event
• SODAS: Students Only Driving Absolutely Sober
• Biennial review of alcohol programs
• Social norms media campaigns
• My Student Body online alcohol education for freshmen and athletes
• National Brief Alcohol Screening Day event
• Screening, Brief Intervention, Referral to Treatment (SBIRT) in Medical Services
• Safe Spring Break campaign

Greek Life programs in alcohol education, prevention, intervention and alternative programming
• Greeks Advocating the Mature Management of Alcohol (GAMMA) party registration and monitoring system.
  o NAU GAMMA will only approve parties using a third-party vendor and requires sober monitors and group transportation to and from registered events.
• Co-adjudication of all Greek Chapter events that could result in a sanction of university probation or higher by representatives from the offices of Student and Greek Life

NAUPD programs in alcohol education, prevention, intervention and alternative programming
• Safety presentations with strategies to reduce the risk of becoming a victim of crime
  o Personal Security and Safety
  o Sexual Assault Prevention
  o Alcohol and Drug Awareness
- 360 Stay Safe Video Series, available on NAUPD web page to the campus community.
- Partnership with Student Affairs to establish initial relationship with newest members of the community
- Police chief’s welcoming safety letter and Student Life’s follow-up letter regarding safety and services on campus
- Participation at student services expo and orientations
  - Educate on available services offered
  - Campus security enhancements from controlled access to safety escorts
  - How to be aware of crime statistics and trends that impact their safety
  - Breakout sessions at orientation
    - More thorough information on the NAUPD and the services offered
    - Question and answer opportunity for students and parents
    - Relationship building

Student Life programs in alcohol education, prevention, intervention and alternative programming
- Semester notification to students regarding policies and where to find them
- Recognition and acceptance of work completed by students directed by the courts and/or private agencies
- Free student legal assistance through the Associated Students of Northern Arizona University (ASNAU)
- Underage victims of sexual assault under the influence of alcohol at the time of their assault not held accountable for alcohol violations under ARS, Code of Conduct or Standards of Residence

Flagstaff Police Department programs in alcohol education, prevention, intervention and alternative programming
- Significant DUI enforcement
- Data collection: Clery assistance
- Interoperability radio system
- Joint training with NAUPD
- Crime-free multi-housing program
- City of Flagstaff Ordinance No. 1934 providing for recovery of costs for police services arising from police response to large parties, gatherings or events (City of Flagstaff Code 6-08-001-0005).

Orientation programs in alcohol education, prevention, intervention and alternative programming
- Inclusion of topics that are a threat to student safety as a regular component of the main Summer Orientation Program (“Real Life” vignettes with response panel for prospective students and their families)
Campus recommendations related to binge drinking, underage drinking and other problematic drinking

1) Mandate My Student Body Course for all incoming students: would address new SaVE and VAWA requirements for all HE institutions receiving federal funds. (See Attachment C-1 for data-based assessment of MyStudentBody impact.)
   a. Research how other institutions have implemented “hard mandates”
   b. Implement for fall 2014 (at least in language) with potential for enforcement structure to be implemented later

2) Grow/promote existing alternative programs to compete with events with normed use/abuse of alcohol (e.g. Tequila Sunrise).

3) Increase, market and fund campus-based, late-night weekend programming for students and other risk-reduction and educational programs (alcohol and drug use/abuse, sexual assault, relationship violence, etc.).
   a. Need late-night spaces where students can eat, “hang out” and be safe in addition to the residence halls
      i. Work with Dining Services, Unions and Activities, Campus Recreation/HLC and Athletics
   b. Get the word out to students: social media, centralized calendar and text message system for advertising campus programs

4) Expand marketing of initiatives to enhance safety between the bars and campus.
   a. Place posters explaining available programs (safe ride, etc.) in the bars and businesses frequented by NAU students.
   b. Market alcohol risk reduction programs such as Safe Ride, SODAS and other programs
   c. Communicate to students as well as establishment owners, faculty/staff about resources, education about police/student escorts. Market both on and off campus in high-traffic locations such as bus shelters, restroom stalls, on the buses.
   d. Add the Safe Ride Route to the GPS Tracking (“Translook”) for the Campus Transit System
B. SEXUAL ASSAULTS, SEXUAL MISCONDUCT AND OTHER FORMS OF SEXUAL HARASSMENT

Exemplars of public safety issues

- Assaults by (casual) acquaintances, especially where alcohol use by both parties is involved
- Some categories at NAU are down (touching without consent, stalking, etc.) according to the ACHA-NCHA II survey, but attempted penetration and penetration without consent are up

Issue Overview

1. Incident rate among college-age cohort.

According to the Rape, Abuse and Incest National Network (https://rainn.org/), “college students are in one of the most vulnerable age groups for sexual assault . . . and college-age women are four times more likely to be sexually assaulted than women of any other age group” (retrieved from http://nau.edu/Health-Services/Health-Promotions/Violence-Prevention/Sexual-Assault/, June 2014). With a campus community that has traditionally enrolled more females (55 percent) than males (44 percent), attention to concerns related to personal safety has been a shared concern by both students and university officials. Flagstaff Police Department statistics reinforce the vulnerability of this age cohort where nine of 19 victims were between the ages of 18-25 (August 2012-13). Extending concern over this threat to public safety is the confusion of students and other young adults regarding the veracity of their experience as a sexual assault when the perpetrator is known to the victim.

2. Association with other Public Safety Issues (use of alcohol)

As noted in the previous section on binge, underage and problematic drinking, the association of the use of alcohol with incidents of sexual assault merit campus and community concern. Two percent of NAU students responding to the 2013 ACHA-NCHA II Survey reported that someone had sex with them without their consent while the victim was drinking. In addition, based on NAUPD reports, more than 75 percent of the sexual assaults reported on campus involved alcohol or drugs. Nationally, more than 90,000 of the sexual assaults reported in college are attributed to alcohol (ibid). While the university would not hold a student reporting being sexually assaulted while drinking responsible for conduct violations related to alcohol, the gap between self-reported data and incidents reported to law enforcement is due at least in part to the involvement of alcohol. Of additional concern is the purposeful spiking of drinks with drugs or other intoxicants leading an unknowing victim to be profoundly inebriated and consequently sexually exploited with limited or no memory of the incident.

3. Sexual assault incident rates in comparison with national reference data.
While NAU compares favorably to national reference data in several areas related to sexual assault based on the 2013 ACHA-NCHA II Survey results (see table to the left), the self-reported incidence of attempted sexual penetration without consent and penetration without consent were both higher than the national average.

4. Difference between prevalence and report rates

As reiterated in the April 2014 report of the White House Task Force to Protect Students from Sexual Assault ("Not Alone"), one in five women in U.S. colleges reported being a victim of a sexual assault. NAU’s surveillance data from the ACHA-NCHA II found that fewer than 5 percent of NAU students reported being a victim of some form of sexual contact without their consent. While NAU and the Flagstaff police departments report all sexual assaults in their unified crime reports—regardless of the use of force—on-campus totals of about 12 sexual assaults per year and 19 for the city pale in comparison to the self-reported numbers ranging between 5 percent and 20 percent of all college-age women. Despite the difference between prevalence and report rates for NAU and the City of Flagstaff, both often have report numbers of sexual assaults in excess of that of our in-state university peers. One explanation could be the local commitment to comprehensive reporting of sexual assaults. It is hoped that the new Climate Survey toolkit from the White House Task Force that will be required of all colleges and universities by 2016 will standardize report data across institutions and municipalities.

5. Increasing federal expectations for institutional accountability

Not Alone: The first report of the White House Task Force to Protect Students from Sexual Assault (April 2014) [http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf] and the United States Department of Education, Office for Civil Rights Questions and Answers on Title IX and Sexual Violence (April 29, 2014 – a “significant guidance document”) [http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf] are the most recent of several federal agency publications and action to explicate campus responsibility and articulate expected best practices in addressing sexual violence experienced by students. Two congressional acts passed in 2013 [Violence Against Women Reauthorization Act of 2013 (https://www.govtrack.us/congress/bills/113/s47/text) and the Campus Sexual Violence Elimination (SaVE)Act (http://clerycenter.org/campus-sexual-violence-elimination-save-act)] had already promoted NAU and institutions to examine our primary prevention and awareness programs. The combined effect of these actions signals our need to assess our compliance with applicable laws and to identify and implement institutional best practices to prevent, educate and respond to the effects of sexual assault.
Best practices and other programs currently in place to address sexual assaults, sexual misconduct and other forms of sexual harassment

Campus Health Services best practices related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment
- Sexual Assault and Relationship Violence Task Force coordination
- Dedicated SARV Graduate Assistant
- Take a Stand! bystander intervention training
- Social media marketing campaigns to engage the bystander in preventing sexual assault (Know Your Power, Make Your Move)
- Take Back the Night violence prevention march
- My Little Black Dress Does Not Mean Yes event
- Can I Kiss You? Program with national speaker for freshmen on healthy relationships, sexual assault and consent. This is a collaborative effort with Residence Life.
- My Student Body online training on sexual violence for all freshmen and student athletes
- Consent and sexual violence education at Greek Leadership Summit
- College Health Education Club peer education group presentations on healthy relationships and sexual health in residence halls
- Management of SAFE website for information on sexual assault prevention and reporting

Housing and Residence Life best practices related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment
- Targeted programs for first-year students (First 6 Programming) aimed addressing typical adjustment and safety issues for new students
- Emergency response guides for individual staff and general building responders
- Regular training for all staff on campus emergency response protocols and processes
- Twenty-four hour secured residence hall entrances with staff trained in the use of CCTV monitoring system
- Postings at all hall entrances regarding the use of current residents and their invited guests and with appropriate ARS citations
- Alarms for entrances that are forced or held open. Held open doors trigger a local sounder and then send a text message to the RA on-call cell phone.
- Building design and use regulations to promote a safe and secure residential environment:
  - House phones with blue lights (“Blue Phones”) and direct ring down to NAUPD emergency line 24/7
  - Attention to lighting at entrances and foliage proximate to buildings for CPTED issues
  - Ground floor window postings

NAUPD best practices related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment
- One-hundred eighteen blue emergency phones, campus wide with next emergency phone visible from almost every location and one-half equipped with public address systems for mass notification
- University Safety Aide Escort Program at night supplemented by sworn officers
- Campus community education on available reporting options through Campus Security Authorities: NAUPD, Residence Life, Student Life, Office of Affirmative Action and Equal Opportunity, Human Resources, deans and academic advisers, and all athletic coaches
- Online reporting via NAUPD web page

Student Life best practices related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment
- Institutional sexual assault response protocol
- Weekly Behavioral Intervention Team meetings
  - Includes Residence Life, Student Life, Counseling Services, NAUPD, Affirmative Action, American Campus Communities
- Inter-departmental effort to produce annual Clery Report
- Page-out system coordinated by NAUPD for immediate notifications regarding arrests and medical emergencies
- Seamless management of Code of Conduct violations between Residence Life and Student Life
- Shared online student conduct database
  - Participating departments include Student Life, Residence Life, Counseling Services, and Affirmative Action
- Use of counselor-based referrals leading to assessment oriented strategies for intervention
- Free Safe-Ride bus program designed to transport students safely between campus and downtown Flagstaff (supported by a Student Activity Fee)
- NAU collaboration with NAIPTA (Northern Arizona Interagency Public Transit Authority) and creation of the campus transit spine for easy and safe access across campus and into the community. All NAU Students have free EcoPasses to use the bus into the community due to a Shuttle and Transit Fee.

Enrollment Management and Student Affairs best practices related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment
- Required Safe Working and Learning Environment (SWALE) Training for all EMSA student employees and online preventing sexual harassment training for all student, GA and full-time employees at NAU

Flagstaff Police Department best practices related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment
- Coordinated Community Response Team collaboration: protocols for responders to reports of sexual assault
- Arizona Safer Bars Alliance Program to help bar managers, bouncers and servers recognize sexually aggressive behavior and stop it before someone becomes a victim of sexual assault. Program originated in Flagstaff as the BARS Project—Bars Against Rape and Sexism—and was adopted statewide in 2013.) Bystander-based program in sexual assault prevention.
- Rape Review Quarterly: unfounded classification
- NACASA alliance: Tequila Sunrise
- Anonymous reporting
- Stalking kits
- Order of Protection efforts
• Fatality Review and Safety Audit (FRASA) Report and gap analysis: Lethality assessment particularly with domestic violence and sexual assault
• Victim Witness representative in house at FPD
• Two full-time domestic violence detectives

Other campus and community prevention and education programs related to prevention of sexual assaults, sexual misconduct and other forms of sexual harassment

NAUPD programs and service related to sexual assault and relationship violence prevention
• Safety presentations with strategies to reduce the risk of becoming a victim of crime
  o Personal Security and Safety
  o Sexual Assault Prevention
  o Alcohol and Drug Awareness
  o 360 Stay Safe Video Series, available on NAUPD web page to the campus community
• Partnership with Student Affairs to establish initial relationship with newest members of our community
• Police chief’s Welcoming Safety Letter and Student Life’s follow-up letter regarding safety and services on campus
• Participation at student services expo and orientations
  o Educate on available services offered
  o Campus security enhancements from controlled access to safety escorts
  o How to be aware of crime statistics and trends that impact their safety
  o Breakout sessions at orientation
    ▪ More thorough information on the NAUPD and the services offered
    ▪ Opportunity for questions and answers from students and parents
    ▪ Relationship building

Flagstaff Police Department programs and service related to sexual assault and relationship violence prevention
• Data collection; Clery assistance
• Interoperability radio system
• Joint training with NAUPD
• Crime Free Multi-housing Program

Orientation programs and service related to sexual assault and relationship violence prevention
• Inclusion of topics that are a threat to student safety as a regular component of the main Summer Orientation Program (“Real Life” vignettes with response panel for prospective students and their families)
Campus recommendations related to sexual assaults, sexual misconduct and other forms of sexual harassment (Note: Recommendations 1, 3 and 4 implement programs and initiatives that will address multiple public safety concerns, so are also listed here. Recommendation 10 directly addresses this public safety area).

1) Mandate My Student Body Course for all incoming students; would address new SaVE and VAWA requirements for all HE institutions receiving federal funds. (See Attachment C-1 for data-based assessment of My Student Body impact)
   a. Research how other institutions have implemented “hard mandates”
   b. Implement for fall 2014 (at least in language) with potential for enforcement structure to be implemented later

3) Market risk-reduction and educational programs (alcohol and drug use/abuse, sexual assault, relationship violence, etc.).
   a. Get the word out to students: social media, centralized calendar and text message system for advertising campus programs

4) Expand marketing of initiatives to enhance safety between the bars and campus.
   a. Place posters explaining available programs (safe ride, etc.) in the bars and businesses frequented by NAU students.
   b. Market alcohol risk reduction programs such as Safe Ride, SODAS and other program
   c. Communicate to students as well as establishment owners, faculty/staff about resources, education about police/student escorts. Market both on and off campus in high-traffic locations such as bus shelters, restroom stalls, on buses.
   d. Add the Safe Ride Route to the GPS Tracking (“Translook”) for the Campus Transit System

10) Continue to review new guidance on the issue of campus sexual assault from the Department of Education (Office for Civil Rights), the White House Task Force to Protect Students from Sexual Assault and applicable federal legislation and regulations (such as the Violence Against Women Act) to assess its compliance with applicable laws and identify and implement institutional best practices to prevent, educate and respond to the effects of sexual assault.

Campus Action Items
The following items already were planned for implementation and therefore were not presented as new institutional recommendations, but rather commitments for planned action to address the stated public safety concern.

1) Common approach to collection of climate and surveillance data
2) Increased participation in Take a Stand! Bystander education and other prevention programs
C. MENTAL HEALTH CONCERNS, INCLUDING INCREASED SUICIDAL IDEATION AND SELF- INJURY

Exemplars of public safety issues

- Increase in the number of students who were medically managed for a mental health issue prior to enrolling at NAU and/or said they had a mental health crisis in high school
- Use of self-injurious behaviors to cope with psychological stress
- Increased stress associated with college attendance caused by rising costs and limited access to desirable programs
- Impact of student stress, self-harm and suicidal ideation on others in the community
- Challenge of managing student mental health issues of international students and those with limited English proficiency

Issue Overview

1. Growth in suicidal ideation, self-injurious behaviors and attempts by college-age cohort

While most US colleges and universities have been providing mental health services for more than 60 years, current enrollment in higher education institutions has been outpaced by the proportion of the student body requiring such services. National surveys reveal that between 8 percent and 10 percent of college students report suicidal ideations each year (Source: Campus Connect Suicide Prevention Training for Gatekeepers Manual, p. 13: Syracuse University). With more than 19,000 students enrolled on the Flagstaff campus that translates into 1,900 students annually who think about suicide. Principal reasons for considering suicide include relationship problems (59 percent), school problems (43 percent), friend problems (43 percent), family problems (42 percent), financial problems (31 percent), alcohol/drug problems (10 percent), sexual assault (8 percent) and relationship violence (5 percent) (Source: National Research Consortium of Counseling Centers, 2006). In addition, on average, 25 percent of college students report taking psychotropic medications to manage their mental health issues. The availability of antidepressants and effective application of the American’s with Disabilities Act has resulted in seeing more and more students with mental health issues who would not have previously able to function in a college setting arrive at our campus.

2. NAU higher than national data in terms of suicidal ideation, self-injurious behaviors

As enrollment has grown, NAU has experienced a steady increase in the number of clients seeking resources through Counseling Services. To meet this demand, the Counseling Center has increased the number of staff; changed the scheduling and screening processes to increase access to services; increased consultation to concerned parents, faculty and staff and students and expanded its online presence. When comparing to national benchmark data from the ACHA-NCHA II 2013 survey, NAU students reporting mental health issues did not differ from the national percentage of students experiencing severe depression, anxiety or making an actual suicide attempt. However, NAU students were more likely to seriously consider suicide (8.6
percent vs. 7.4 percent) and intentionally injure themselves (6.9 percent vs. 5.9 percent) when compared to the national benchmark. These statistics are mirrored in a 2012 comparison of students (“clients”) seen by NAU Counseling Services when compared to a national average compiled by the Association for University and College Counseling Directors (chart source: Dr. Carol O’Saben, Director, NAU Counseling Services). Higher proportions of students seen at NAU Counseling Services were taking psychotropic medications, had engaged in self-injury, reported being depressed, and had suicidal thoughts. There has been some thought that NAU’s image and marketing as a “smaller, student-centered institution” with comprehensive and quality student services has had the unintended effect of attracting more students with mental health needs.

### How Do Our Clients Compare to Clients Nationally?

<table>
<thead>
<tr>
<th></th>
<th>NAU</th>
<th>AUCCCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students served</td>
<td>1,495</td>
<td>1,393</td>
</tr>
<tr>
<td>Sessions provided</td>
<td>5,672</td>
<td>5,284</td>
</tr>
<tr>
<td>Psychotropic medications</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>Previous treatment history</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Engaged in self-injury</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Depression</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Alcohol use</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Drug use</td>
<td>2.5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

3. Inconsistent awareness of university resources by faculty and staff

Full-time, graduate assistant and student staff from departments such as Campus Health Services, Housing and Residence Life, Academic Transitions Programs, Student Life, NAUPD and most units in Enrollment Management and Student Affairs are fully aware of institutional resources in place to assist students experiencing mental health issues. However, many other areas within the institution—particularly faculty/academic units and those in business affairs—have limited awareness of institutional resources despite their frequent interactions with students. Beyond awareness, few (if any) have been trained in appropriate response skills for incidents when a student may present as distressed, depressed or potentially considering self-harm. NAU has access to an effective, online training program, Kognito, made available through funding from the Arizona Department of Health Services. The program has training modules for student/peer helpers and faculty/staff. Despite being free of charge and available on the Health Promotions webpage (http://nau.edu/Health-Services/Health-Promotions/Kognito-Training/), few faculty members have taken advantage of this training opportunity.

4. Family expectations for institutional ethic and practice of care

Family involvement in the lives and experiences of their college-going children is an ever-growing phenomenon. Driven in part by the cost of education and in part by a shift in public attitude, families are not only more enmeshed with their children, they also expect direct communication from the institution. Historically and currently, NAU administrators have practiced family notification whenever a student experiences a serious injury—with or without the involvement of alcohol or other drugs. Currently, the Student Life Office makes a determination when the parents of a student should be notified. Input from various stakeholders (Counseling Services, Housing and Residence Life, etc.) is generally solicited prior to contacting a family when the situation didn’t automate contact. Families of students who were medically managed for a mental health issue prior to enrolling at NAU are sometimes drained of emotional energy to care for their children. Others families want and expect immediate notification of any
affront to the personal and academic success of their student. NAU will continue to monitor legal guidance and emerging best practice in this area to remain compliant, current and supportive in our work with family members.

**Best Practices and other programs currently in place to address mental health concerns**

Campus Health Services best practices related to mental health education, intervention and support
- Counseling Services, including walk-in emergency appointments and 24/7 on-call availability
- Creation of a case manager position to oversee continuity of care and inter-departmental collaboration for students exhibiting problematic behavior related to a mental health issue
- Active involvement in groups across campus to assess student threats to self or others (Student Behavioral Management Team, Students of Concern Committee, Threat Assessment Groups and Emergency Management Advisory Group)
- Kognito suicide prevention training (students and staff) used for all RAs and peer mentoring groups
- Stressbusters relaxation events
- Suicide Awareness Week
- National Depression Screening Day
- U-lifeline promotion
- Counseling groups in Counseling Services
- Meditation groups in Counseling Services
- Educational workshops on stress management and healthy sleep

Student Life best practices related to address student mental health concerns
- Weekly Behavioral Intervention Team meetings
  - Includes Residence Life, Student Life, Counseling Services, NAUPD, Affirmative Action, American Campus Communities
- Page-out system coordinated by NAUPD for immediate notifications regarding arrests and medical emergencies
- Letter notifications to parents/guardians following alcohol and other substance violations for midlevel to serious violations.
- Code of Conduct violations managed in a seamless manner between Residence Life and Student Life
- Shared online student conduct database
  - Includes Student Life, Residence Life, Counseling Services and Affirmative Action
- Online educational programs for alcohol, substance, and digital media violations
- Counselor-based referrals leading to assessment oriented strategies for intervention
- Educational programming for faculty associated with disruptive students in the classroom and how to resolve conflicts safely
Housing and Residence Life best practices related to address student mental health concerns

- Participation in common “alert” system (Beacon) where multiple departments can enter information relative to first-year students with academic and adjustment issues/concerns; communicated to the mentoring network for each student.
- Targeted programs for first-year students (First 6 Programming) aimed addressing typical adjustment and safety issues for new students
- Residence Hall programming for reducing social isolation by focusing on making intentional connections between individuals, small groups and the larger institution
- Cross-training of hall staff as university hearing officers
- Emergency response guides for individual staff and general building responders
- Regular staff training on campus emergency response protocols and processes

Orientation best practices related to address student mental health concerns

- Inclusion of topics that are a threat to student safety as a regular component of the main Summer Orientation Program (“Real Life” vignettes with response panel for prospective students and their families)

Other campus and community prevention and education programs to address student mental health concerns

- Student Life programs to address student mental health concerns
  - Walk-in assistance provided by many departments, including Residence Life, Counseling Services, and Student Life
  - Online Student Handbook with easy access to policies and support services
  - Withdrawal and refund processes that support the departure of a student who would be best served by taking a time out from their studies to focus on their health
  - Active collaboration with ENG 105 program staff who share information from instructors who observe or interact with students exhibiting serious concerns or problematic behaviors.

Housing and Residence Life programs to address student mental health concerns

- Three levels of staff providing on-call services in the evenings/weekends, including professional staff available 24/7. Staff members are all provided with a departmental cell phone or have departmental support for work use of their personal phone.
- Regularly updated building floor plans
- Active collaboration with cross-campus agencies (e.g. Academic Transition Programs) in the referral of students displaying concerning behaviors.
- Jacks Care Cards on psychological distress with referral information and suggestions for stress reduction

Campus recommendations related to mental health concerns

5) Increase number of faculty who complete the online suicide gatekeeper program (Kognito Training) and review program that would train faculty and staff about student depression and self-harm (Campus Connect Program – see Attachment C-2).

6) Promote the new campus-wide protocol for responding to student mental health incidents. (See Attachment A-3)
D. REGIONAL SETTING AND CLIMATE-RELATED ISSUES

Exemplars of public safety issues:

- Snow and icy road conditions/winter driving (for inexperienced drivers)
- Student involvement in recreational activities with higher risk of injury: climbing, mountain biking, skiing/boarding, hiking, etc.
- Threats of regional incidents such as blizzards, forest fires, etc. that would impact all members of the community, including students

Issue overview:

One of the contributing factors that influences students to pursue their academic studies at NAU is the institutional setting and climate. With hiking, mountain biking, camping, rock climbing, skiing/boarding and other activities accessible from campus (or via a short ride on the public transit), many NAU students enjoy outdoor recreational activities. Living in a four-season climate with snow is another element that attracts students from metropolitan areas such as Phoenix and surrounding environs and many communities in California. Taking downhill skiing for a PES Credit is tempting for many and getting outside is a healthy way to take a break from studies. Unfortunately, many of these activities come with some degree of risk and some require specialized knowledge, equipment or training.

NAU’s Flagstaff campus, nestled at the base of San Francisco Peaks, is surrounded by the largest ponderosa pine forest in the world. A persistent drought cycle has brought pressure on the same forest, which had been managed to suppress fire and is quite vulnerable to bark beetle and other infestations. While significant forest thinning and other restoration efforts have been employed in the area, this dry and fragile ecosystem exposed to fire (both nature and manmade in origin) has catastrophic results. Recent fire incidents have resulted in post-burn conditions prone to flooding and landslides, creating havoc for areas not in the immediate burn zone. NAU has participated in emergency planning, emergency management and post-action efforts, and is well networked with community, county and city entities. The likely closure of one or both interstate highways in the event of a regional emergency has resulted in significant shelter in place planning and accommodations for university staff designated as essential during a university closure.

Best practices and other programs currently in place to address regional setting and climate-related issues:

NAUPD best practices related to regional setting and climate-related issues

- Dedicated 24-hour emergency communications center
  - A 24-hour Public Safety Answering Point University 911 Center at NAUPD independent of Flagstaff Police Department’s system but on same radio and computer-aided dispatch system
  - Computerized telephone system to facilitate instant communication between the two departments for all public safety responses
P-25 digitally trunked 800 MHz shared public safety radio system owned by the university and the city of Flagstaff and shared computer-aided dispatch system with Flagstaff Police and Fire for interoperability with all public safety agencies (law enforcement, fire, EMS, public works) around Flagstaff and instantaneous public safety services on and around campus (This radio system was noted as the “best in the state” for a city of Flagstaff’s size.)

- Continuing all-hazards education and training for students, faculty and staff in coordination with every agency in the Flagstaff area
- Fully compliant National Incident Management System public safety group with regularly scheduled Incident Command system) and table top exercises.
- Policy and procedures for missing student notification
- Educational programs on topics such as winter driving
- NAUAlert mass communication system for emergency incidents on campus (http://nau.edu/naualert)
- NAU Mobile smart phone application with emergency contact capabilities and non-emergency campus information (http://m.nau.edu/)

Office of Emergency Management best practices related to regional setting and climate-related issues

- Standing Emergency Management Advisory Group with members cross-trained in Incident Command and National Incident Management systems. Regular meetings, table top exercises and after action reports
- Basic and specific plans the following
  - General evacuation
  - Fire evacuation
  - Winter storms
  - Hazards assessment
- NAU Ready website for students, faculty and staff (http://nau.edu/ready/)

Campus Recreation best practices related to regional setting and climate-related issues

- Land based and river programs and professional certification and training for students interested in pursuing outdoor educational opportunities (http://nau.edu/Recreation-Services/Outdoors/)

Human Resources best practices related to regional setting and climate-related issues

- Emergency closure procedures and policies

Public Affairs and ITS best practices related to regional setting and climate-related issues

- NAU Alert emergency text message system
- Dedicated Information Line (928-523-0007) for use during emergencies, university closures and following incidents with the potential to impact broad numbers of university community members
Campus Action Items
The following items already were planned for implementation and therefore were not presented as new institutional recommendations, but rather commitments for planned action to address the stated public safety concern.

1) Continue Behavioral Intervention Team and Threat Assessment Team training exercises
2) Create single (college/department/office) occupant and multi-occupant building emergency plans; building manager training and handbook creation
3) Promote remote desktop solutions (Bonsai Drive or Green PC) for employees needing to do essential work during university closures
4) Pursue procurement and installation of all hazards radios in select buildings
5) Formalize pre-evacuation, evacuation watch, evacuation warning and evacuation advisory communication plans and community awareness campaigns
6) Continue seasonal educational programs for students
E. PEDESTRIAN ACCESS TO THE CAMPUS AND CONGESTION AT KEY CAMPUS ACCESS POINTS, INTERSECTIONS ON CAMPUS

Exemplars of public safety issues:

- Accidents experienced by bikers and boarders, including those who don’t wear helmets
- Low illumination of campus and area adjacent to campus impacting perceptions of nighttime safety and access

Issue Overview

An unfortunate source of the most serious injuries experienced by students at NAU is those resulting from transit to and around the Flagstaff campus. Cyclists and boarders not wearing helmets suffer the most serious injuries, followed by pedestrians and cyclists injured as a result of vehicular and bicycle collisions. The staffing of major campus intersections at heavily traveled time periods has helped, but congested areas of the pedway and cyclists’ failure to dismount where directed is a threat to the safety of pedestrians. Two areas on south campus connect to city/ADOT-controlled roadways, but neither city nor ADOT has supported the continuation of the sidewalk from campus-controlled to city/ADOT controlled land, resulting in pedestrians using the road and shoulder as they walk to campus adjacencies.

As the first official “Dark Skies City”—recognition of the considerable astronomical activity occurring in and around Flagstaff—the control of excess light is a source of community pride. This results in differing amounts and types of exterior illumination from that experienced by NAU students in their home communities. The education of the campus community as to what are illumination-levels sufficient to detour crime and other threats to public safety is an on-going process. Construction on campus and the annual growth of trees and bushes also contributes to the need to assess illumination levels and areas on a regular basis.

Best Practices and other programs currently in place to promote safe pedestrian and cyclist access to campus

NAUPD programs to promote safe pedestrian and cyclist access to campus
- Annual Campus Lighting and Safety Assessment, involving faculty, staff and 100-plus students
- 118 blue emergency phones campus wide with one-half of these equipped with public address systems for mass notification
- University Safety Aide Escort program at night supplemented by sworn officers
- Transportation Action Team
- C-PTED approach to campus: Crime Prevention Through Environmental Design.
- Partnership with Student Affairs to establish initial relationship with newest members of the university community
- Police Chief’s Welcoming safety letter and Student Life’s follow-up letter regarding safety and services on campus
• PD participation at student services expo and orientations
  o Describe available services
  o Campus security enhancements from controlled access to safety escorts
  o Awareness of crime statistics and trends that impact their safety
  o Breakout sessions
• Provide safety presentations with strategies to reduce the risk of becoming a victim of crime
  o Personal security and safety
  o 360 Stay Safe Video series, available on the NAUPD web page to the campus community.
• Good Neighbor Coalition
  Housing and Residence Life programs to promote safe pedestrian and cyclist access to campus
• Secured and monitored residence hall entrances with staff trained in the use of CCTV monitoring system
• Posted notices explaining the use for current residents and their invited guests and contain appropriate ARS citations
• Entrances with forced or held open trigger alarms. Held open doors trigger an alarm and send a text message to the RA on-call cell phone.
• Building design and use regulations to promote a safe and secure residential environment
  o House phones with blue lights ("Blue Phones") and direct contact to NAUPD emergency line 24/7
  o Attention to lighting at entrances and foliage proximate to buildings for CPTED issues
  o Ground floor window postings

Campus Action Items

1) Continue annual Lighting and Safety Assessment
2) Continue safe cyclist and boarder educational efforts
3) Continue Campus Safety Escorts Program
4) Continue staffing of busy vehicle/pedestrian intersections at class transition and other heavily trafficked times
5) Continue open communication with ADOT and city regarding highway and campus transit corridors for enhancement of pedestrian and cyclist access to campus
F. CAMPUS CLIMATE (REAL OR PERCEIVED) FOR SEXUAL MINORITIES/LGTBQA (QUALITY OF LIFE VS. PUBLIC SAFETY ISSUE)

Exemplars of this quality of life issue:

- Anonymous actions directed at LGTBQA students such as messages left on whiteboards
- Direct affronts to LGTBQA students based on their actual or perceived status without witnesses to validate allegation of harassment
- Subtle behaviors such as averting eyes, creating more physical space, leering or regarding in an aggressive or judgmental way
- Sharing jokes based on sexual orientation or failure to address such humor
- Multiple issues impact timely recognition, reporting and response to incidents
- No common reporting mechanism or review process for bias-related incidents that do not meet the threshold of being a hate crime

Issue overview:

On-campus experiences of LGTBQA students were not reflected in law enforcement or administrative records as a public safety issue. Members of the NAU Task Force were aware of a few high-profile but unsubstantiated allegations of harassment experienced by LGTBQA students. Concerned that we could be missing a troubling climate (if not public safety) issue, several faculty, staff and students from the LGTBQA community were invited to the public forum. While no one shared comments about the experiences of LGTBQA students via the text polling or calls to the audience, many comments were shared during tabletop discussions and submitted via comment cards (see Attachment B-8). Most called for the creation of a campus-wide bias response protocol, that would compile reporting options and supportive resources and offices in one document.

Following the final meeting of the NAU Task Force, the university received the Arizona Institutions of Higher Education Online Survey results for 2014. AZIHE is a statewide consortium that proactively addresses alcohol and other drug use issues among youth attending colleges and universities in Arizona. The NAU report included a comparison of the experiences of LGBTQ vs. non-LGBTQ students that reinforced comments received during the Public Forum:

<table>
<thead>
<tr>
<th></th>
<th>LGTBQ</th>
<th>Non-LGTBQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Who reported they have experienced/been the victim of any of the following in the past 3 mos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>6.9</td>
<td>4.7</td>
</tr>
<tr>
<td>Hate Crimes/Discrimination</td>
<td>11.8</td>
<td>5.2</td>
</tr>
<tr>
<td>Physical assault/abuse</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Stalking</td>
<td>6.2</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>During past 30 days, % who have experienced or engage in the following due to other students’ alcohol use:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been pushed, hit or assaulted</td>
<td>7.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Been threatened with or</td>
<td>6.8</td>
<td>2.8</td>
</tr>
</tbody>
</table>
LGBTQ students responding to the AZIHE 2014 survey also reported higher rates of the use of alcohol and other substances within the last 30 days and illicit use of several categories of prescription drugs within the past 12 months. All data point to a subpopulation that is at increased risk within the NAU student body and who perceive the campus as less supportive of them than non-LGBTQA students.

Best practices and other programs currently in place to promote a safe working and learning environment for all

NAUPD best practices related to promoting a safe working and learning environment for LGBTQA students
- Online reporting via NAUPD web page including anonymous reporting
- Community Relations Officer, reflective of NAUPD’s value of the importance of community education and engagement through a dedicated FTE to this role.
  - Engaging the entire community in solving crime problems

Housing and Residence Life best practices related to promoting a safe working and learning environment for LGBTQA students
- Departmental hate crime and bias-response protocol, including resource guide and required training for all hall staff members

Enrollment Management and Student Affairs best practices related to promoting a safe working and learning environment for LGBTQA students
- Required Safe Working and Learning Environment Training for all EMSA student employees and online Preventing Sexual Harassment program for all student, GA and full-time employees at NAU

Inclusion and Multicultural Services best practices related to promoting a safe working and learning environment for LGBTQA students
- Safe Zone training to promote safety of and issue awareness for sexual minorities

Orientation best practices related to promoting a safe working and learning environment for LGBTQA students
- Inclusion of topics that are a threat to student safety as a regular component of the main Summer Orientation Program (“Real Life” vignettes with response panel for prospective students and their families)
Campus recommendations related to campus climate issues for sexual minorities

7) Explore the potential creation and adoption of a campus-wide response protocol to acts of bias against an individual or group based on their actual or perceived race, sex, age, color, national origin, religion, disability, veteran status, sexual orientation or gender identity
   a. Review current reporting channels, including Affirmative Action, Inclusion and Multicultural Services, Student Life, Housing and Residence Life and NAUPD
   b. Involve the President’s Diversity Commissions in the discussion.

Campus action items

1) Addition of a graduate assistant in addition to the current full-time staff member with LGBTQA resources and support
2) Continue Safe Zone 101, 102 and Train the Trainer efforts
3) Continue current efforts of the LGBTQIA Commission to promote acceptance of LGBTQIA diversity and to foster respect and appreciation for each member of the NAU community
G. WORK OF THE NAU BLUE RIBBON COMMITTEE ON GREEK LIFE

The Blue Ribbon Committee met twice monthly from October through April 2013-14 to pursue items listed for the charge to the committee. Participation in Greek Life has grown by more than 80 percent during the past four years (from 871 affiliated students in fall 2009 to 1,674 affiliated students in fall 2013), with the greatest increase in NAU’s seven National Panhellenic chapters. NAU’s fraternities have grown (but not at the same pace) and administrative concerns over the varying “health” of individual chapters and the resultant experiences of students led to the 2012 external review by the Coalition Assessment Project and its 2013 report. The Blue Ribbon Committee reviewed the report and recommendations from the Coalition Assessment Project as one of the several charges to the committee.

Charge to the Blue Ribbon Committee:

a) Receive, review and make recommendations based on the 2013 report from the Coalition Assessment Project
b) Review and recommend implementation of Greek Relationship Statement
c) Review Indices of System “Health” and contributions to the NAU student experience
   i) Recommended chapter size for sororities and recommended extension plan for sororities
   ii) Review of chapter behavioral issues (including but not limited to alcohol, hazing and behaviors unbecoming a Greek member)
   iii) Review of indicators of system health and performance (including but not limited to grades, retention, engagement, philanthropy, leadership, etc.)
   iv) Discussion of annual Greek Life “Report Card” concept
v) Discuss Greek Life Conduct Site (Similar to University of Arizona)
vi) Consideration of system and chapter strengthening initiatives specifically for fraternities
d) Review and approve Greek Life housing policy
e) Track new ABOR tri-university committee on Student Safety for implications for NAU Greek Life.

Blue Ribbon Committee Membership:

Cindy Anderson  Director of Residence Life
Rick Brandel     Dean of Students
Beth Bourget     Alumni Relations
Shannon Clark    Parent and Family Services Coordinator
Paxton Debolt    Interfraternity Council President
Art Farmer       Associate Dean of Students and Director, Office of Student Life
Kevin Gemoets    Assistant Director of Greek Life
Bart Graves      Greek Alumni and Alumni Adviser of Sigma Chi Fraternity
Melissa Griffin  Health Promotion Manager, Campus Health Services
John Houser      Instructor, Psychology Department
Brittany Johnson Mountain View Residence Hall Director
Mackenzie Mastrud ASNAU Student Body President
Anika Olsen      Director of Admissions and Orientation

NAU Student Safety Task Force Report – Page 36
Greek Life Best Practices currently in place
• External review of Greek Life system
• Blue Ribbon Committee of cross-campus stakeholders and alumni to review the Greek Life program and make recommendations for program enhancement, system advancement and assessment of participation impact
• Faculty/staff adviser requirement
• Mountain View as an alcohol-free (and substance-free) residential facility
• Risk-Management Insurance through FIPG for all off-campus Greek-affiliated groups
• Annual programs and events in accordance with National Collegiate Alcohol Awareness Month and National Hazing Prevention Week.
• Observance of National Hazing Prevention Week, including a national speaker, new member education program and community art project.
• Greek Leadership Summit where new chapter leaders are trained on topics including hazing prevention and risk management

Programs currently in place to support and manage Greek Life at NAU
• Greeks Advocating the Mature Management of Alcohol (GAMMA) party registration and monitoring system.
  o NAU GAMMA-approved parties use a third-party vendor and require sober monitors and group transportation to and from registered events
• Co-adjudication of all Greek Chapter events that could result in a sanction of university probation or higher by representatives from the offices of Student and Greek Life

Campus recommendations related to fraternity and sorority programs

8) Implement the recommendations of the Greek Life Blue Ribbon Committee. Of direct relevance to the work of the Student Safety Task Force are the following:
   a. Increase the number of faculty/staff and chapter advisers for Greek organizations
      i. Direct contact with chapter leaders, advisers and national offices of the requirement and current chapter advising status
         ii. Assist students in identification of potential advisers with outlining processes, providing template outreach letters, and collaborative work with the Dean of Students to promote advising opportunities with fraternities and sororities
   b. Institute more campus-wide hazing prevention efforts.
i. Audit fraternity and sorority chapter member education requirements designed to reduce risk and promote student safety (AOD education, hazing prevention, sexual health education, sexual assault and bystander intervention.)

ii. Identify gaps in current chapter education programs and create a menu of institutional and national workshops and resources available to chapters to supplement programs that reduce risk and promote student safety.

iii. Explore risk management educational program completion incorporation into chapter quality assessment program.

iv. Provide a mandatory hazing prevention education session for all Greek students during National Hazing Prevention Week.

v. Explore training residence hall staff on the warning signs of hazing and how to report suspected hazing incidents.

c. Assess, track and develop a menu of program offerings to promote individual and chapter education on topics related to alcohol and other drugs, hazing, sexual assault and bystander intervention.

i. Require all chapters to report mandatory workshops, tutorials, online classes, etc. in regards to reducing risk such as education, hazing prevention, sexual health education, sexual assault, and bystander intervention.

ii. Identify gaps/holes and work to create a menu of workshops individual chapters could request to reduce risk in areas that their current chapter does not provide/require.

**Campus action items**

1) Change program name from Greek Life to Fraternity and Sorority Life
2) Addition of a full-time administrative position to advance Greek Life at NAU
3) Have all fraternity and sorority chapter sanctions, policy violations and academic records posted publically online
4) Full text of Fraternity and Sorority Life Goals and Implementation plan are included in Attachment A-4
5) Adoption of a Fraternity and Sorority Life Relationship Statement (currently under review by the National Interfraternity Conference and the National Panhellenic Council)
6) Create a standing advisory and oversight for fraternity and sorority life to meet quarterly
IV. Committee recommendations to enhance institutional response (full text version)

1) Mandate My Student Body Course for all incoming students to address new SaVE and VAWA requirements for all HE institutions receiving federal funds.
   a. Research how other institutions have implemented “hard mandates”
   b. Implement for fall 2014 (at least in language) with potential for enforcement structure to be implemented later

2) Grow/promote existing alternative programs to compete with events with normed use/abuse of alcohol (e.g. Tequila Sunrise).

3) Increase, market and fund campus-based, late night weekend programming for students and other risk-reduction and educational programs (alcohol and drug use/abuse, sexual assault, relationship violence, etc.).
   a. Create late-night spaces where students can eat, “hang out” and be safe in addition to the residence halls
      i. Work with Dining Services, Unions and Activities, Campus Recreation/HLC and Athletics
   b. Get the word out to students through social media, centralized calendar and text message system for campus programs

4) Expand marketing of initiatives to enhance safety between the bars and campus.
   a. Hang posters explaining available programs (Safe Ride, etc) in the bars and businesses frequented by NAU students
   b. Market alcohol risk reduction programs such as Safe Ride, SODAS and other programs
   c. Communicate to students as well as establishment owners, faculty/staff about resources, education about police/student escorts. Market both on and off campus in high-traffic locations such as bus shelters, restroom stalls, on buses.
   d. Add the Safe Ride route to the GPS Tracking (“Translook”) for the Campus Transit System

5) Increase number of faculty who complete the online suicide gatekeeper program (Kognito training) and review program that would train faculty and staff about student depression and self-harm (Campus Connect Program).

6) Promote the new campus-wide protocol for responding to student mental health incidents

7) Explore the creation and adoption of a campus-wide response protocol to acts of bias against an individual or group based on their actual or perceived race, sex, age, color, national origin, religion, disability, veteran status, sexual orientation or gender identity
   a. Review current reporting channels including Affirmative Action, Inclusion and Multicultural Services, Student Life, Housing and Residence Life and NAUPD
   b. Involve the President’s Diversity Commissions in the discussion.

8) Implement the recommendations of the Greek Life Blue Ribbon Committee. Of direct relevance to the work of the Student Safety Task Force are the following:
a. Increase the number of faculty/staff and chapter advisers for Greek organizations.
   i. Direct contact with chapter leaders, advisers and national offices of the requirement and current chapter advising status
   ii. Assist students in identification of potential advisers with outlining processes, providing template outreach letters and collaborative work with the Dean of Students to promote advising opportunities with fraternities and sororities.

b. Institute more campus-wide hazing prevention efforts
   i. Audit fraternity and sorority chapter member education requirements designed to reduce risk and promote student safety (AOD education, hazing prevention, sexual health education, sexual assault and bystander intervention)
   ii. Identify gaps in current chapter education programs and create a menu of institutional and national workshops and resources available to chapters to supplement programs that reduce risk and promote student safety
   iii. Explore risk management educational program completion incorporation into chapter quality assessment program
   iv. Provide a mandatory hazing prevention education session for all Greek students during National Hazing Prevention Week
   v. Explore the training of residence hall staff on the warning signs of hazing and how to report suspected hazing incidents

c. Assess, track and develop a menu of program offerings to promote individual and chapter education on topics related to alcohol and other drugs, hazing, sexual assault and bystander intervention.
   i. Require all chapters to report mandatory workshops, tutorials, online classes, etc. in regards to reducing risk such as education, hazing prevention, sexual health education, sexual assault, and by-stander intervention.
   ii. Identify gaps/holes and work to create a menu of workshops individual chapters could request to reduce risk in areas that their current chapter does not provide/require.

9) Study medical amnesty policy advancements currently under way for potential institutional action

10) Continue to review new guidance on the issue of campus sexual assault from the Department of Education (Office for Civil Rights), the White House Task Force to Protect Students from Sexual Assault and applicable federal legislation and regulations (such as the Violence Against Women Act) to assess its compliance with applicable laws and identify and implement institutional best practices to prevent, educate and respond to the effects of sexual assault
V. Report Attachments:

A. NAU reports and resources
   1. 4-23-2014 NAU Public Safety Issues, Programs and Best Practices
   2. NCHA-II Web Spring 2013 Northern Arizona University
   3. Protocol for Responding to Student Mental Health Incidents
   4. FSL Goals and Implementation (updated June 19, 2014)
   5. NAU FSL Relationship Statement (June 2014)
   6. Fall 2013 NAU Clery Report FINA 1 to 54

B. NAU public forum materials
   1. Public forum invitations
   2. Public forum map
   3. NAU public forum agenda
   4. Introductory PowerPoint—NAU Public Forum on Student Safety
   5. Safety-Forum—2014
   6. Student Safety Polls Everywhere Results
   7. Participant comment cards (compiled)

C. New program effectiveness evaluations
   1. NIH public transcript—My Student Body
   2. Campus Connect
Appendices Index

A. NAU Reports and Resources
   1. 4-23-2014 NAU Public Safety Issues, Programs and Best Practices Page 3
   2. NCHA-II Web Spring 2013 Northern Arizona University Page 11
   3. Protocol for Responding to Student Mental Health Incidents Page 29
   4. FSL Goals and Implementation Updated 6-19-2014 Page 32
   5. NAU FSL Relationship Statement (June 2014) Page 35
   6. Fall 2013 NAU Clery Report FINA 1 to 54 Page 52

B. NAU Public Forum Materials
   1. Public Forum Invitations Page 53
   2. Public Forum Map Page 54
   3. NAU Public Forum Agenda Page 55
   4. Introductory ppt – NAU Public Forum on Student Safety Page 55
   6. Student Safety – Polls Everywhere Results Page 71
   7. Participant Comment Cards (compiled) Page 74

C. New Program Effectiveness Evaluations
   1. NIH Public Transcript-MyStudentBody Page 85
   2. Campus Connect Page 86
<table>
<thead>
<tr>
<th>Public Safety Issues at NAU</th>
<th>Current Programs</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pedestrian access to the campus and</td>
<td>• Collaboration between so many departments</td>
<td>• NAUPD Best Practices:</td>
</tr>
<tr>
<td>congestion at key campus access points, intersections on</td>
<td>on campus and within our community: FPD, NAUPD, ResLife, Student Life, Health</td>
<td>• CALEA Nationally Accredited Police Department</td>
</tr>
<tr>
<td>campus</td>
<td>Promotion, Good Neighbor coalition, NACASA</td>
<td>– 17 current sworn officers, many started as Safety Aides or Residence Hall</td>
</tr>
<tr>
<td>o Accidents experienced by bikers, boarders including those</td>
<td>Alliance, local businesses, local landlords, etc.</td>
<td>assistants (3 year accreditation cycle; 427 professional standards must be</td>
</tr>
<tr>
<td>who don’t wear helmets</td>
<td>• Weekly meetings for consistent, effective communication</td>
<td>documented as part of their practice)</td>
</tr>
<tr>
<td>• Mental health concerns, including increased</td>
<td>• Central database available to many departments</td>
<td>• Dedicated 24 hour emergency communications center, staffed by 5 dispatchers.</td>
</tr>
<tr>
<td>suicidal ideation &amp; self-injury</td>
<td>• Commitment to crime prevention</td>
<td>o Public Safety Answering Point (PSAP)</td>
</tr>
<tr>
<td>• Sexual Assaults; especially related to alcohol use and</td>
<td>• Common data depository</td>
<td>University 911 Center at NAUPD-operates 24 hours independent of FPD’s PSAP but</td>
</tr>
<tr>
<td>involving casual acquaintances</td>
<td>• Resources available to all students (not just on campus residents)</td>
<td>on same Radio and Computer Aided Dispatch system (CAD), and</td>
</tr>
<tr>
<td>o While some categories at NAU</td>
<td>• Collaborative education</td>
<td>computerized telephone system all of which facilitates instant communication</td>
</tr>
<tr>
<td>(touching w/out consent, stalking, etc.) are down, attempted</td>
<td>• Student Life, Residence Life, coursework</td>
<td>between the two for all public safety responses.</td>
</tr>
<tr>
<td>penetration w/out consent are up.</td>
<td>• Faculty training (re: disruptive students in the classroom)</td>
<td>• New P-25 digitally trunked 800 MHz shared</td>
</tr>
<tr>
<td>• Off campus/forest parties</td>
<td>• Annual Lighting and Safety Assessment of the Campus</td>
<td>public safety radio system owned by the</td>
</tr>
<tr>
<td>• Binge drinking; underage drinking</td>
<td>• Significant DUI Enforcement</td>
<td>University and the City of Flagstaff and shared</td>
</tr>
<tr>
<td>• Prescription drug abuse (has decreased)</td>
<td>• Counseling services including walk-in, on call, 24/7 coverage</td>
<td>Computer Aided Dispatch (CAD) system with Flagstaff Police and Fire,</td>
</tr>
<tr>
<td>• Prevalence of the use of fake I.D.’s and seeming</td>
<td>• Accessibility of Services / Information</td>
<td>provides interoperability with all public safety agencies (Law Enforcement,</td>
</tr>
<tr>
<td>ease (urban legend?) of obtaining fake I.D’s</td>
<td>• Educational Programs to refer students to</td>
<td>Fire, EMS, Public works) around Flagstaff and instantaneou</td>
</tr>
<tr>
<td>• Drink specials driving large crowds and potentially</td>
<td>• Communication with Student Support Network</td>
<td>public safety services on and around campus. (This radio system was noted as</td>
</tr>
<tr>
<td>encouraging rapid consumption of alcohol</td>
<td>• Preventative &amp; responsive practices at large events</td>
<td>the “best in the state” for a city of our size).</td>
</tr>
<tr>
<td>• Poor decision-making while under the influence of alcohol;</td>
<td>• Communication and multi department collaboration</td>
<td>• Continuing All-Hazards education and training for students, faculty and staff,</td>
</tr>
<tr>
<td>injuries (potentially life-threatening) due to level of</td>
<td>• Crime prevention education</td>
<td>in house and in county, we train on campus with every agency we work with in</td>
</tr>
<tr>
<td>intoxication or activities while intoxicated.</td>
<td>• Port-a-johns (for Tequila Sunrise)</td>
<td>the Flagstaff area, local, county, state and federal LE, Fire and EMS.</td>
</tr>
<tr>
<td>• Noise/Disturbing the Peace or the Educational</td>
<td>• Law Enforcement presence</td>
<td>• NAUPD is a fully compliant NIMS (National Incident Management System)</td>
</tr>
<tr>
<td>Environment due to large parties w/alcohol</td>
<td>• Broad Health Education Available</td>
<td>compliant public safety group and regularly schedules ICS Courses</td>
</tr>
<tr>
<td>• Parties with criminal activity within the parties</td>
<td>• Awareness Weeks: Alcohol awareness, Sexual</td>
<td>(Incident Command System) and Table Top</td>
</tr>
<tr>
<td>• Increased availability and acceptance of marijuana use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Low illumination of campus and area adjacent to campus impacting perceptions of nighttime safety and access.
- Climate-related issues such as snow and icy road conditions/Winter driving (for inexperienced drivers)
- Student involvement in recreational activities with high(er) risk of injury: Climbing, mountain biking, skiing/boarding, hiking, etc.
- Threats of regional incidents such as blizzards, forest fires, etc. that would impact all members of the community — including students
- Campus as high-profile target for individuals with criminal or nefarious intentions

Assault awareness, Take Back the Night
- Step Up / Know Your Power Programs
- Use of statistical data re: benchmarking & trends
- Efforts to decrease violence against women
- City of Flagstaff’s Ordinance
- Alert Text Messaging
- Common “alert” system (Beacon) where multiple departments can enter information relative to first-year students with academic and adjustment issues/concerns. Mentoring network for each student
- Protocols / Practices
- Missing Student Notification Policy and Procedures
- Anonymous Reporting
- Required Safe Working and Learning Environment (SWALE) Training for all EMSA Student Employees and on-line Preventing Sexual Harassment for all student, GA and FT employees at NAU
- Safe Zone Training to promote safety of and issue awareness for sexual minorities
- Social Marketing Campaigns
- Community Relations/Education “Arm”
- Use of student employees as speakers at orientations (peer connections)

NAUPD Safety Outreach/Orientation Presentations:
- PD partnership with Student Affairs to establish initial relationship with newest members of our community
- Police Chief’s Welcoming Safety Letter and Student Life’s follow up letter regarding safety

Exercises.
- We believe in open and honest communication, our police and safety function at NAU is transparent through:
  - Electronically Published Daily crime logs
  - Crime alerts
  - Annual security report
  - NAU alert text messaging system
  - In person through our sworn officer Residence hall watch programs

118 Blue emergency phones, campus wide, from almost every location you can see the next blue light, one half of these equipped with public address systems for mass notification
- University Safety Aide Escort Program at night supplemented by sworn officers
- Lenel controlled Card access system and CCTV Monitored Entrances at all residence halls to help keep out unwanted guests
- Educating the campus community on available reporting options through Campus Security Authorities: NAUPD, Res Life, Student Life, Office of Affirmative Action and Equal Opportunity, HR, Deans and Academic Advisors, and all Athletic Coaches
- Online reporting via NAU PD web page:
  - Anonymous Report
  - Anonymous Gang Report
  - Anonymous Narcotics Report
  - Campus Security Authority Reporting (Clery)

Campus Health Services efforts in Alcohol and Drug Prevention
- Coordination of Biennial Review completion. This is an interdepartmental effort and meets the USDE Safe and Drug Free Schools requirements (Best Practice)
and services on campus
- PD participation at student services expo and orientations
  o Educate on available services offered
  o Campus security enhancements from controlled access to safety escorts
  o How to be aware of crime statistics and trends that impact their safety
  o Breakout sessions at Orientation
    - More thorough information on the NAU PD and the services we offer
    - Opportunity for Q&A from students and parents on specific concerns
    - Establish relationships

Community Policing:
- Community Relations Officer – Reflective of NAUPD’s value of the importance of community education and engagement through their dedication of an FTE to this role.
  o Engage the entire community in solving crime problems.
  o Interface with student, faculty and administrative groups on campus.
  o Available to all members of the community, both on and off campus.
  o Answer questions, provide information, and assist with academic projects.
  o Provide information and interviews to local media.
  o Coordinate Ride-Along Program.
  o Conduct research on crime trends and safety concerns.
- Provide safety presentations with strategies to

Screening Brief Intervention Referral to Treatment (SBIRT) is supported in Medical Services and provides regular screening for high risk users of alcohol/drugs during medical visits (Evidence Based)
- Brief Alcohol Screening Day provides self assessment of risks related to drinking and resources for cutting back (EB)
- Media campaigns: Social Norms (EB) and risk reduction messages (EB)
- Alcohol-free alternatives (Flannels & Flapjacks was an interdepartmental alternative to Tequila Sunrise) Other alcohol free alternative events are offered through Sun Entertainment, Campus Recreation Services and Cline Library. (EB)
- My Student Body online alcohol education- Freshmen and all student athletes (EB)
- The BUZZ alcohol education workshops
- Counseling Services provides alcohol and drug diversion programming (Healthy Choices) for students who are in violation of school alcohol/drug policy. (EB)

Campus Health Services Programs in Sexual Assault Education, Prevention and Intervention
- Sexual Assault and Relationship Violence Task Force coordination
- Dedicated SARV Graduate Assistant
- Take a Stand! bystander intervention training (EB)
- Social Marketing Media campaigns to engage the bystander in preventing sexual assault (Know Your Power, Make Your Move) (EB)
- Take Back the Night violence prevention march (BP)
- My Little Black Dress Does Not Mean Yes event
- Can I Kiss You? Targets freshmen with information on healthy relationships, sexual
reduce the risk of becoming a victim of crime
  - Personal Security and Safety
  - Sexual Assault Prevention
  - Alcohol and Drug Awareness
  - Emergency Procedures
  - Workplace Violence
  - Winter Driving
  - 360 Stay Safe Video Series, available on our webpage to the campus community.
- 2 Police Aides, 9 University Safety Aides and 16 Student Traffic Controllers (All Part-time student employees)

Technology:
- NAUPD Website - Provides portal to all safety information for students, faculty and staff as well as general information about the department - http://nau.edu/police
- NAUAlert - Mass communication system utilized for Emergency Incidents on Campus - http://nau.edu/naualert
- NAU Mobile App - Smart phone application with Emergency Contact capabilities and non-emergency campus information - http://m.nau.edu/

Collaboration by NAUPD Members:
- Weekly student conduct meetings with Student and Residence Life
- Residence Life Safety and Security Task Force
- Monthly Inter-Agency meetings to review criminal cases

assault and consent. This is a collaborative effort with Residence Life. (BP)
- My Student Body online training on sexual violence-all freshmen and student athletes (EP)
- Consent and sexual violence education at Greek Leadership Summit (BP)
- College Health Education Club - peer education group presents on healthy relationships and sexual health in Residence Halls (BP)
- Management of SAFE website for information on sexual assault prevention and reporting (BP)

Campus Health Services Programs related to Mental Health Education, Intervention and Support
- Kognito suicide prevention training (students & staff) used for all RA’s and peer mentoring groups (EB)
- Stressbusters relaxation events (BP)
- Suicide Awareness Week (BP)
- National Depression Screening Day (EB)
- U-lifeline promotion
- Counseling groups in Counseling Services
- Meditation groups in Counseling Services
- Educational workshops on stress management and healthy sleep

Student Life
- Institutional Sexual Assault Response Protocol
- Weekly Behavioral Intervention Team (BIT) Meetings
  - Attendees include Residence Life, Student Life, Counseling Services, NAUPD, Affirmative Action, American Campus Communities
- Monthly Good Neighbor Coalition Meetings
  - Attendees include NAU, Flagstaff Police Department, neighbors and Southside
### NAU Public Safety Issues, Programs and Best Practices

- Managing Behaviors of Concern Education Group
- AOD-Alcohol and Other Drug prevention committee
- EMAG-Emergency Management Advisory Group
- TAM-Threat Assessment Management Team
- Parking and Shuttle Appeals Board
- Coconino County Citizen’s Police Academy
- Good Neighbor Coalition
- Northern Arizona Street Crimes Task Force (Metro)
- NOAZ Director’s Association
- Coconino County Silent Witness
- SARV-Sexual Assault and Relationship Violence prevention committee
- SART-Sexual Assault Response Team
- CCRT-Coordinated Community Response Team
- CART-Child Abduction Response Team
- LEPC-Local Emergency Planning Committee
- Coconino County Officer Involved Shooting Investigation Team
- Coconino County Emergency Manager’s Monthly Meeting
- Arizona Higher Education Emergency Manager’s Group
- Transportation Action Team

### Health Promotion Programs in Alcohol Education, Prevention, Intervention and alternative programming
- Alcohol and Other Drug Council coordination
- National Collegiate Alcohol Awareness Week
- Shot of Reality alcohol education event
- SODAS: Students Only Driving Absolutely Sober

### Businesses
- The Annual Clery Report is an inter-departmental effort
- Page-out system coordinator by NAUPD used for immediate notifications regarding arrests and medical emergencies
- Letter notifications to parents/guardians following alcohol and other substance violations for mid-level to serious violations.
- Code of Conduct violations are managed in a seamless manner between Residence Life and Student Life
- On-line student conduct database is shared between departments
- Participating departments include Student Life, Residence Life, Counseling Services, and Affirmative Action
- Use of on-line educational programs for alcohol, substance, and digital media violations
- Use of counselor-based referrals leading to assessment oriented strategies for intervention
- Free Safe-Ride bus program designed to transport students safely between campus and downtown Flagstaff (supported by a Student Activity Fee)
- NAU collaboration with NAIPTA (Northern Arizona Interagency Public Transit Authority) and creation of the campus transit spine provides easy and safe access across campus and into the community. All NAU Students have free EcoPasses to use the bus into the community due to a Shuttle and Transit Fee.
- Educational programming provided to faculty associated with disruptive students in the classroom and how to resolve conflicts safely
- Staff supervision for student tailgating for home football games
- Weekly newsletter is sent to Parent and Families
The Backpack

Greek Life
- External Review of Greek Life system
- Blue Ribbon Committee of cross-campus stakeholders and alumni to review the Greek Life program and make recommendations for program enhancement, system advancement and assessment of participation impact
- Faculty/Staff Adviser requirement
- Mountain View as an alcohol-free (and substance-free) residential facility
- All off-campus Greek-Affiliated groups are affiliated with and have Risk-Management Insurance through FIPG
- Annual programs and events in accordance with National Collegiate Alcohol Awareness Month and National Hazing Prevention Week.
- (Under development) Mutual adoption of a Greek Relationship Statement
- All Fraternity and Sorority Chapters have sanctions, policy violations and academic records posted publicly online
- Observance of National Hazing Prevention Week including a National Speaker, new member education program and community art project.

Housing and Residence Life
- Management of on-campus space to accommodate all first year students who desire to live on campus
- Targeted programs for First Year Students (First 6 Programming) aimed addressing typical adjustment and safety issues for new students
- Residence Hall Staff offer over 1500 programs and events annually for on-campus residents. All are alcohol free.
- Cross-training of hall staff as University Hearing

Student Life
- Walk-in assistance is provided by many departments, including Residence Life, Counseling Services, and Student Life

Campus Health
- Stress busters
- Suicide Awareness Week
- National Depression Screening Day
- U-lifeline online mental health resources
- Kognito online gatekeeper training for students and staff
- Counseling groups
- Meditation groups

Health Promotion Services in Sexual Assault and Relationship Violence Prevention
- SARV Task Force coordination
- Dedicated Sexual Assault Relationship Violence Graduate Assistant
- Take a Stand! bystander intervention training
- Can I Kiss You?
- Media campaigns and social marketing
- Educational presentations about consent
- My Student Body online sexual violence tutorial for freshmen and athletes
• On-line Student Handbook – easy access to policies and support services
• Public reporting of incidents can be completed on-line through NAUPD and for administrative cases
• Anonymous Sexual Assault Response Protocol is in place for reporting purposes and tracking of incidents
• Jacks Care Cards and Resource Letters are provided to victims of sexual assault
• Active collaboration with ENG 105 Program Staff who share information from their instructors who observe or interact with students exhibiting serious concerns or problematic behaviors.
• Semester notification to students regarding policies and where to find them
• Recognize and accept work completed by students directed by the courts and/or private agencies
• Free student legal assistance through the Associated Students of Northern Arizona University (ASNAU)
• Underage victims of sexual assault who were under the influence of alcohol at the time of their assault are not held accountable for alcohol violations under ARS, Code of Conduct or Standards of Residence

Greek Life
• Greeks Advocating the Mature Management of Alcohol (GAMMA) party registration and monitoring system.
  o NAU GAMMA will only approve parties using a third party vendor and requires sober monitors and group

Officers
• Departmental Hate Crime and Bias-Response Protocol including resource guide and required training for all hall staff members.
• Emergency Response Guides for individual staff and general building responders
• All staff receive regular training on campus emergency response protocols and processes
• All residence hall entrances are secured 24/7 and staff are trained in the use of CCTV Monitoring system
• All hall entrances are posted as for the use of current residents and their invited guests and contain appropriate ARS citations
• Entrances that are forced or held open trigger alarms. Held open doors trigger a local sounder and then send a text message to the RA On-Call cell phone.
• Building design and use regulations to promote a safe and secure residential environment:
  o House phones with blue lights ("Blue Phones") and direct ring down to NAUPD emergency line 24/7
  o Attention to lighting at entrances and foliage proximate to buildings for CPTED issues
  o Ground floor window postings
  o Posted evacuation routes in each room using a common corridor for building egress

Flagstaff Police Department
Initiatives in place with FPD & NAUPD to prevent and respond to Violence Against Women
• CCRT collaboration-protocols
• BARS Alliance Program
• Rape Review Quarterly-unfounded classification
• NACASA alliance-TQ, Sunrise
• Anonymous Reporting
transportation to and from registered events.
- Co-adjudication of all Greek Chapter events that could result in a sanction of University Probation or higher by representatives from the Offices of Student and Greek Life

**Housing and Residence Life**
- Three levels of staff providing on-call services in the evenings/weekends, including professional staff available 24/7. Staff members are all provided with a departmental cell-phone or have departmental support for work use of their personal phone.
- Building floor plans are updated regularly
- Active collaboration with cross-campus agencies (e.g. ATP) in the referral of students displaying concerning behaviors.

**Flagstaff Police Department**
- Good Neighbor coalition
- Officers in classes
- “It’s Our Town” working group
- FPD presentation to NAU football team on citizenship and DUI enforcement
- Interagency Coalition (IAC) monthly meetings

- Stalking Kits
- OOP efforts
- FRASA Report and gap analysis-Lethality assessment
- Victim Witness representative in house at FPD
- Two full time DV detectives

**FPD Programs that enhance student safety**
- Intelligence led policing-sharing watch sheets
- Data collection-Cleary assistance
- Compstat ILEADS data base
- Interoperability radio system.
- Joint training with NAU PD
- CART Team collaboration (Leads sheets)
- Metro
- Crime Free Multi-Housing Program

**Orientation**
- Inclusion of topics that are a threat to student safety as a regular component of the main Summer Orientation Program (“Real Life” vignettes with response panel for prospective students and their families)
The ACHA-NCHA II supports the health of the campus community by fulfilling the academic mission, supporting short- and long-term healthy behaviors, and gaining a current profile of health trends within the campus community.
Table of Contents

I. Introduction 2

II. Findings
   A. General Health of College Students 3
   B. Disease and Injury Prevention 4
   C. Academic Impacts 5
   D. Violence, Abusive Relationships and Personal Safety 5
   E. Alcohol, Tobacco, and Other Drug Use 6
   F. Sexual Behavior 10
   G. Nutrition and Exercise 12
   H. Mental Health 13
   I. Sleep 16

III. Demographics and Student Characteristics 17

ACHA, the nation's principal advocate and leadership organization for college and university health, represents a diverse membership that provides and supports the delivery of health care and prevention and wellness services for the nation's 20 million college students. For more information about the association's programs and services, visit www.acha.org, and www.acha-ncha.org.

Suggested citation for this document:

Introduction

The ACHA-National College Health Assessment II (ACHA-NCHA II) is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nationwide through the spring 2008 data collection period. The ACHA-NCHA now provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with a vast spectrum of information on student health.

The revised survey, the ACHA-NCHA-II, was developed following a thorough pilot testing process. Although the general categories of information for which data are collected remain the same between the original ACHA-NCHA and this revised survey, a number of questions have been modified, and new questions have been added to monitor a variety of health constructs. Specific revisions include updated lists of illegal drugs, contraceptive methods, and vaccines. New items have been added to capture sleep behaviors, self-injury, the use/abuse of prescription drugs and additional mental health issues.

Please note the ACHA-NCHA II is not appropriate for trend comparison of items from the original ACHA-NCHA survey. A new baseline for ACHA-NCHA II began in the fall of 2008. Directly comparing pre- and post-redesign estimates on similar data points, without taking into account the impact of the survey’s redesign, might lead to an erroneous conclusion. Documentation regarding the results of the pilot study and differences between the instruments can be obtained at the ACHA-NCHA website, www.acha-ncha.org.

For additional information about the survey's development, design, and methodology, email Mary Hoban, PhD, CHES, (mhoban@acha.org), E. Victor Leino, PhD (vleino@acha.org), or visit www.acha-ncha.org.

Note on use of data:

Missing values have been excluded from analysis. Students responding "not applicable" were excluded from several analyses, which are specifically noted throughout this document. All response categories were included, including "don't know" or "0" unless otherwise noted.

This Executive Summary highlights results of the ACHA-NCHA II Spring 2013 survey for Northern Arizona University consisting of 800 respondents. The overall response proportion was 20.0%.
Findings

A. General Health of College Students

56.7 % of college students surveyed (63.9 % male and 53.6 % female) described their health as very good or excellent.

89.8 % of college students surveyed (90.0 % male and 90.0 % female) described their health as good, very good or excellent.

Proportion of college students who reported being diagnosed or treated by a professional for any of the following health problems within the last 12 months:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergies</td>
<td>18.3 %</td>
</tr>
<tr>
<td>Asthma</td>
<td>10.3 %</td>
</tr>
<tr>
<td>Back pain</td>
<td>11.7 %</td>
</tr>
<tr>
<td>Broken bone/Fracture/Sprain</td>
<td>8.0 %</td>
</tr>
<tr>
<td>Bronchitis</td>
<td>6.4 %</td>
</tr>
<tr>
<td>Chlamydia</td>
<td>1.9 %</td>
</tr>
<tr>
<td>Diabetes</td>
<td>1.1 %</td>
</tr>
<tr>
<td>Ear infection</td>
<td>6.5 %</td>
</tr>
<tr>
<td>Endometriosis</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Genital herpes</td>
<td>0.8 %</td>
</tr>
<tr>
<td>Genital warts/HPV</td>
<td>1.5 %</td>
</tr>
<tr>
<td>Gonorrhea</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Hepatitis B or C</td>
<td>0.5 %</td>
</tr>
<tr>
<td>High blood pressure</td>
<td>4.6 %</td>
</tr>
<tr>
<td>High cholesterol</td>
<td>2.8 %</td>
</tr>
<tr>
<td>HIV infection</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Irritable Bowel Syndrome</td>
<td>2.9 %</td>
</tr>
<tr>
<td>Migraine headache</td>
<td>7.4 %</td>
</tr>
<tr>
<td>Mononucleosis</td>
<td>1.4 %</td>
</tr>
<tr>
<td>Pelvic Inflammatory Disease</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Repetitive stress injury</td>
<td>2.6 %</td>
</tr>
<tr>
<td>Sinus infection</td>
<td>16.3 %</td>
</tr>
<tr>
<td>Strep throat</td>
<td>11.7 %</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>0.6 %</td>
</tr>
<tr>
<td>Urinary tract infection</td>
<td>7.5 %</td>
</tr>
</tbody>
</table>

56.3 % of college students (51.2 % male, 58.7 % female) reported being diagnosed or treated by a professional with one or more of the above conditions within the last 12 months.

Proportion of college students who reported any of the following:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic illness (e.g., cancer, diabetes, auto-immune disorders)</td>
<td>4.8 %</td>
</tr>
<tr>
<td>Deafness/Hearing loss</td>
<td>3.0 %</td>
</tr>
<tr>
<td>Learning disability</td>
<td>4.1 %</td>
</tr>
<tr>
<td>Mobility/Dexterity disability</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Partial sightedness/Blindness</td>
<td>3.2 %</td>
</tr>
<tr>
<td>Psychiatric condition</td>
<td>4.9 %</td>
</tr>
<tr>
<td>Speech or language disorder</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Other disability</td>
<td>2.2 %</td>
</tr>
</tbody>
</table>
B. Disease and Injury Prevention

College students reported receiving the following vaccinations (shots):

- 59.0 % reported receiving vaccination against hepatitis B.
- 39.4 % reported receiving vaccination against Human Papillomavirus/HPV (cervical cancer vaccine).
- 32.3 % reported receiving vaccination against influenza (flu) in the last 12 months (shot or nasal mist).
- 70.0 % reported receiving vaccination against measles, mumps, rubella.
- 50.1 % reported receiving vaccination against meningococcal meningitis.
- 8.7 % reported receiving vaccination against varicella (chicken pox).

Other disease prevention practices reported by college students:

- 66.7 % reported having a dental exam and cleaning in the last 12 months.
- 32.0 % of males reported performing a testicular self exam in the last 30 days.
- 34.3 % of females reported performing a breast self exam in the last 30 days.
- 40.5 % of females reported having a routine gynecological exam in the last 12 months.
- 44.8 % reported using sunscreen regularly with sun exposure.
- 27.0 % reported ever being tested for Human Immunodeficiency Virus (HIV) infection. College students reported the following behaviors within the last 12 months:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>N/A, did not do this activity within the last 12 months</th>
<th>Never*</th>
<th>Rarely or sometimes*</th>
<th>Mostly or always*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear a seatbelt when you rode in a car</td>
<td>0.5</td>
<td>0.9</td>
<td>5.5</td>
<td>93.6</td>
</tr>
<tr>
<td>Wear a helmet when you rode a bicycle</td>
<td>40.7</td>
<td>45.7</td>
<td>25.4</td>
<td>29</td>
</tr>
<tr>
<td>Wear a helmet when you rode a motorcycle</td>
<td>84.4</td>
<td>8.9</td>
<td>8.1</td>
<td>83.1</td>
</tr>
<tr>
<td>Wear a helmet when you were inline skating</td>
<td>89.8</td>
<td>48.1</td>
<td>22.2</td>
<td>29.6</td>
</tr>
</tbody>
</table>

*Students responding "N/A, did not do this activity within the last 12 months” were excluded
C. Academic Impacts

Within the last 12 months, students reported the following factors affecting their individual academic performance, defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work; (listed alphabetically):

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol use</td>
<td>4.3 %</td>
</tr>
<tr>
<td>Allergies</td>
<td>2.9 %</td>
</tr>
<tr>
<td>Anxiety</td>
<td>19.4 %</td>
</tr>
<tr>
<td>Assault (physical)</td>
<td>0.6 %</td>
</tr>
<tr>
<td>Assault (sexual)</td>
<td>0.8 %</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td>4.4 %</td>
</tr>
<tr>
<td>Cold/Flu/Sore throat</td>
<td>20.7 %</td>
</tr>
<tr>
<td>Concern for a troubled friend</td>
<td>12.0 %</td>
</tr>
<tr>
<td>Chronic health problem or serious illness</td>
<td>4.6 %</td>
</tr>
<tr>
<td>Chronic pain</td>
<td>3.8 %</td>
</tr>
<tr>
<td>Death of a friend or family member</td>
<td>6.8 %</td>
</tr>
<tr>
<td>Depression</td>
<td>13.2 %</td>
</tr>
<tr>
<td>Discrimination</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Drug use</td>
<td>2.4 %</td>
</tr>
<tr>
<td>Eating disorder/problem</td>
<td>1.3 %</td>
</tr>
<tr>
<td>Finances</td>
<td>10.5 %</td>
</tr>
<tr>
<td>Gambling</td>
<td>0.3 %</td>
</tr>
<tr>
<td>Homesickness</td>
<td>6.2 %</td>
</tr>
<tr>
<td>Injury</td>
<td>3.6 %</td>
</tr>
<tr>
<td>Internet use/computer games</td>
<td>12.3 %</td>
</tr>
<tr>
<td>Learning disability</td>
<td>3.3 %</td>
</tr>
<tr>
<td>Participation in extracurricular activities</td>
<td>6.2 %</td>
</tr>
<tr>
<td>Pregnancy (yours or partner's)</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Relationship difficulties</td>
<td>11.2 %</td>
</tr>
<tr>
<td>Roommate difficulties</td>
<td>7.2 %</td>
</tr>
<tr>
<td>Sexually transmitted disease/infection (STD/I)</td>
<td>0.4 %</td>
</tr>
<tr>
<td>Sinus infection/Ear infection</td>
<td>22.5 %</td>
</tr>
<tr>
<td>Stress</td>
<td>29.0 %</td>
</tr>
<tr>
<td>Work</td>
<td>14.6 %</td>
</tr>
<tr>
<td>Other</td>
<td>2.5 %</td>
</tr>
</tbody>
</table>

D. Violence, Abusive Relationships and Personal Safety

Within the last 12 months, college students reported experiencing:

<table>
<thead>
<tr>
<th>Event</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A physical fight</td>
<td>9.4</td>
<td>2.6</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>A physical assault (not sexual assault)</td>
<td>4.1</td>
<td>3</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>A verbal threat</td>
<td>23.4</td>
<td>15.5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Sexual touching without their consent</td>
<td>1.2</td>
<td>6.1</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Sexual penetration attempt without their consent</td>
<td>0.4</td>
<td>4.6</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Sexual penetration without their consent</td>
<td>1.4</td>
<td>2.8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Stalking</td>
<td>1.6</td>
<td>4.6</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>An emotionally abusive intimate relationship</td>
<td>7.8</td>
<td>11.4</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>A physically abusive intimate relationship</td>
<td>3.3</td>
<td>2.6</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>A sexually abusive intimate relationship</td>
<td>0.8</td>
<td>2.4</td>
<td>1.9</td>
<td></td>
</tr>
</tbody>
</table>
College students reported feeling very safe:

<table>
<thead>
<tr>
<th>Location</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On their campus (daytime)</td>
<td>91.4</td>
<td>88</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>On their campus (nighttime)</td>
<td>52.9</td>
<td>19.4</td>
<td>29.7</td>
<td></td>
</tr>
<tr>
<td>In the community surrounding their school (daytime)</td>
<td>65.1</td>
<td>52.9</td>
<td>56.6</td>
<td></td>
</tr>
<tr>
<td>In the community surrounding their school (nighttime)</td>
<td>32</td>
<td>8.7</td>
<td>15.9</td>
<td></td>
</tr>
</tbody>
</table>

E. Alcohol, Tobacco, and Other Drug Use

Reported use versus perceived use - reported use for all students within the past 30 days compared with how often students perceived the typical student on campus used substances within the same time period. The last line of each table combines all categories of any use in the last 30 days.

### Alcohol

<table>
<thead>
<tr>
<th>Actual Use</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>17.8</td>
<td>23.9</td>
<td>22.3</td>
<td></td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td>16.6</td>
<td>16.3</td>
<td>16.3</td>
<td></td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td>47.7</td>
<td>47.5</td>
<td>47.7</td>
<td></td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td>16.6</td>
<td>11.9</td>
<td>13.1</td>
<td></td>
</tr>
<tr>
<td>Used all 30 days</td>
<td>1.2</td>
<td>0.4</td>
<td>0.6</td>
<td></td>
</tr>
</tbody>
</table>

**Perceived Use**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>3.3</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td>2.5</td>
<td>1.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td>36</td>
<td>31.1</td>
<td>32.7</td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td>43.9</td>
<td>45.8</td>
<td>45.4</td>
</tr>
<tr>
<td>Used all 30 days</td>
<td>14.2</td>
<td>18.9</td>
<td>17.3</td>
</tr>
</tbody>
</table>

**Any use within the last 30 days**

<table>
<thead>
<tr>
<th>Actual Use</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.6</td>
<td>59.7</td>
<td>61.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Perceived Use**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.1</td>
<td>95.9</td>
<td>95.4</td>
<td></td>
</tr>
</tbody>
</table>

### Cigarette

<table>
<thead>
<tr>
<th>Actual Use</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>56</td>
<td>73.2</td>
<td>67.9</td>
<td></td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td>27.8</td>
<td>17.6</td>
<td>20.6</td>
<td></td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td>8.7</td>
<td>3.3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td>2.9</td>
<td>1.5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Used all 30 days</td>
<td>4.6</td>
<td>4.4</td>
<td>4.4</td>
<td></td>
</tr>
</tbody>
</table>

**Perceived Use**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.9</td>
<td>4.7</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td>7.9</td>
<td>4.9</td>
<td>6</td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td>40</td>
<td>36.2</td>
<td>37.3</td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td>25.8</td>
<td>26.1</td>
<td>26.2</td>
</tr>
<tr>
<td>Used all 30 days</td>
<td>18.3</td>
<td>28.1</td>
<td>24.9</td>
</tr>
</tbody>
</table>

**Any use within the last 30 days**

<table>
<thead>
<tr>
<th>Actual Use</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.2</td>
<td>9.2</td>
<td>11.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Perceived Use**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.2</td>
<td>90.4</td>
<td>88.4</td>
<td></td>
</tr>
</tbody>
</table>

### Marijuana

<table>
<thead>
<tr>
<th>Actual Use</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never used</td>
<td>56.1</td>
<td>66.2</td>
<td>63.3</td>
<td></td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td>22.6</td>
<td>21.4</td>
<td>21.6</td>
<td></td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td>8.4</td>
<td>6.5</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td>4.6</td>
<td>2.4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Used all 30 days</td>
<td>8.4</td>
<td>3.5</td>
<td>4.9</td>
<td></td>
</tr>
</tbody>
</table>

**Perceived Use**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td>6.8</td>
<td>3.4</td>
<td>4.7</td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td>41.1</td>
<td>36.7</td>
<td>38.2</td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td>35.2</td>
<td>36.2</td>
<td>35.5</td>
</tr>
<tr>
<td>Used all 30 days</td>
<td>12.7</td>
<td>19.6</td>
<td>17.4</td>
</tr>
</tbody>
</table>

**Any use within the last 30 days**

<table>
<thead>
<tr>
<th>Actual Use</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.3</td>
<td>12.4</td>
<td>15.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Perceived Use**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>92.5</td>
<td>91.2</td>
<td></td>
</tr>
</tbody>
</table>
Findings continued

<table>
<thead>
<tr>
<th>Tobacco from a water pipe (hookah)</th>
<th>Actual Use</th>
<th></th>
<th>Perceived Use</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Percent (%)</strong></td>
<td><strong>Male</strong></td>
<td><strong>Female</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Never used</td>
<td></td>
<td>55.6</td>
<td>65.9</td>
<td>63.2</td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td></td>
<td>30.3</td>
<td>25.8</td>
<td>26.9</td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td></td>
<td>12.9</td>
<td>7.1</td>
<td>8.7</td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td></td>
<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Used all 30 days</td>
<td></td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td><em>Any use within the last 30 days</em></td>
<td></td>
<td>14.1</td>
<td>8.3</td>
<td>10.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All other drugs combined</th>
<th>Actual Use</th>
<th></th>
<th>Perceived Use</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Percent (%)</strong></td>
<td><strong>Male</strong></td>
<td><strong>Female</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Never used</td>
<td></td>
<td>46.7</td>
<td>73.4</td>
<td>65.3</td>
</tr>
<tr>
<td>Used, but not in the last 30 days</td>
<td></td>
<td>33.6</td>
<td>19.6</td>
<td>23.8</td>
</tr>
<tr>
<td>Used 1-9 days</td>
<td></td>
<td>13.9</td>
<td>5.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Used 10-29 days</td>
<td></td>
<td>2.5</td>
<td>0.7</td>
<td>1.3</td>
</tr>
<tr>
<td>Used all 30 days</td>
<td></td>
<td>3.3</td>
<td>0.9</td>
<td>1.6</td>
</tr>
<tr>
<td><em>Any use within the last 30 days</em></td>
<td></td>
<td>19.7</td>
<td>7.0</td>
<td>10.9</td>
</tr>
</tbody>
</table>

* Includes cigars, smokeless tobacco, cocaine, methamphetamine, other amphetamines, sedatives, hallucinogens, anabolic steroids, opiates, inhalants, MDMA, other club drugs, other illegal drugs. (Excludes alcohol, cigarettes, tobacco from a water pipe, and marijuana).

■ 1.7 % of college students reported driving after having 5 or more drinks in the last 30 days.*

■ 22.9 % of college students reported driving after having any alcohol in the last 30 days.*

*Students responding "N/A, don't drive" and "N/A don't drink" were excluded from this analysis.

Estimated Blood Alcohol Concentration (or eBAC) of college students reporting 1 or more drinks

the last time they "partied" or socialized. **Students reporting 0 drinks were excluded from the analysis.** Due to the improbability of a student surviving a drinking episode resulting in an extremely high eBAC, all students with an eBAC of 0.50 or higher are also omitted from these eBAC figures. eBAC is an estimated figure based on the reported number of drinks consumed during the last time they "partied" or socialized, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism.

<table>
<thead>
<tr>
<th>Estimated BAC</th>
<th><strong>Percent (%)</strong></th>
<th><strong>Male</strong></th>
<th><strong>Female</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;.08</td>
<td></td>
<td>69.7</td>
<td>68.8</td>
<td>69.1</td>
</tr>
<tr>
<td>&lt;.10</td>
<td></td>
<td>78.3</td>
<td>76.0</td>
<td>76.7</td>
</tr>
</tbody>
</table>

Mean                     | 0.06 | 0.06 | 0.06 |
Median                   | 0.04 | 0.04 | 0.04 |
Std Dev                  | 0.07 | 0.07 | 0.07 |
Reported number of drinks consumed the last time students "partied" or socialized. Only students reporting one or more drinks were included.

<table>
<thead>
<tr>
<th>Number of drinks*</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or fewer</td>
<td></td>
<td>34.0</td>
<td>46.0</td>
<td>42.1</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>8.6</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>9.4</td>
<td>5.5</td>
<td>6.6</td>
</tr>
<tr>
<td>7 or more</td>
<td></td>
<td>20.9</td>
<td>7.2</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Mean | 5.85 | 3.79 | 4.46 |
Median | 5.00 | 3.00 | 4.00 |
Std Dev | 5.60 | 2.31 | 3.83 |

*Students reporting 0 drinks were excluded.

Reported number of times college students consumed five or more drinks in a sitting within the last two weeks:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A don't drink</td>
<td>22.2</td>
<td>27.0</td>
<td>25.8</td>
</tr>
<tr>
<td>None</td>
<td>39.1</td>
<td>49.1</td>
<td>46.0</td>
</tr>
<tr>
<td>1-2 times</td>
<td>28.4</td>
<td>18.3</td>
<td>21.4</td>
</tr>
<tr>
<td>3-5 times</td>
<td>9.1</td>
<td>4.8</td>
<td>6.0</td>
</tr>
<tr>
<td>6 or more times</td>
<td>1.2</td>
<td>0.7</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Percent of college students who reported using prescription drugs that were not prescribed to them within the last 12 months:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antidepressants</td>
<td>1.7</td>
<td>2.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Erectile dysfunction drugs</td>
<td>0.8</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Pain killers</td>
<td>10.7</td>
<td>6.9</td>
<td>8.0</td>
</tr>
<tr>
<td>Sedatives</td>
<td>2.9</td>
<td>3.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Stimulants</td>
<td>7.9</td>
<td>4.1</td>
<td>5.3</td>
</tr>
</tbody>
</table>

*Used 1 or more of the above* | 16.0 | 11.9 | 13.1 |
College students reported doing the following *most of the time* or *always* when they "partied" or socialized during the last 12 months:*

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate non-alcoholic with alcoholic beverages</td>
<td>33.9</td>
<td>42.5</td>
<td>39.7</td>
</tr>
<tr>
<td>Avoid drinking games</td>
<td>32.6</td>
<td>40.5</td>
<td>37.6</td>
</tr>
<tr>
<td>Choose not to drink alcohol</td>
<td>26.0</td>
<td>33.4</td>
<td>31.1</td>
</tr>
<tr>
<td>Determine in advance not to exceed a set number of drinks</td>
<td>39.8</td>
<td>43.2</td>
<td>41.7</td>
</tr>
<tr>
<td>Eat before and/or during drinking</td>
<td>80.5</td>
<td>83.0</td>
<td>81.7</td>
</tr>
<tr>
<td>Have a friend let you know when you have had enough</td>
<td>30.5</td>
<td>44.6</td>
<td>39.8</td>
</tr>
<tr>
<td>Keep track of how many drinks being consumed</td>
<td>60.4</td>
<td>71.8</td>
<td>67.5</td>
</tr>
<tr>
<td>Pace drinks to one or fewer an hour</td>
<td>20.9</td>
<td>41.6</td>
<td>34.4</td>
</tr>
<tr>
<td>Stay with the same group of friends the entire time drinking</td>
<td>76.4</td>
<td>91.5</td>
<td>86.5</td>
</tr>
<tr>
<td>Stick with only one kind of alcohol when drinking</td>
<td>47.1</td>
<td>54.1</td>
<td>51.6</td>
</tr>
<tr>
<td>Use a designated driver</td>
<td>83.5</td>
<td>94.1</td>
<td>90.5</td>
</tr>
</tbody>
</table>

**Reported one or more of the above**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
</table>

*Students responding "N/A, don't drink" were excluded from this analysis.*

College students who drank alcohol reported experiencing the following in the last 12 months when drinking alcohol:*

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did something you later regretted</td>
<td>33.7</td>
<td>30.2</td>
<td>31.5</td>
</tr>
<tr>
<td>Forgot where you were or what you did</td>
<td>32.8</td>
<td>24.9</td>
<td>27.8</td>
</tr>
<tr>
<td>Got in trouble with the police</td>
<td>7.3</td>
<td>3.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Someone had sex with me without my consent</td>
<td>0.0</td>
<td>3.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Had sex with someone without their consent</td>
<td>0.0</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Had unprotected sex</td>
<td>24.4</td>
<td>14.9</td>
<td>18.0</td>
</tr>
<tr>
<td>Physically injured yourself</td>
<td>17.1</td>
<td>13.1</td>
<td>14.4</td>
</tr>
<tr>
<td>Physically injured another person</td>
<td>3.6</td>
<td>1.0</td>
<td>1.9</td>
</tr>
<tr>
<td>Seriously considered suicide</td>
<td>3.6</td>
<td>2.3</td>
<td>2.7</td>
</tr>
</tbody>
</table>

**Reported one or more of the above**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
</table>

*Students responding "N/A, don't drink" were excluded from this analysis.*
F. Sexual Behavior

College students reported having the following number of sexual partners (oral sex, vaginal or anal intercourse) within the last 12 months:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>27.2</td>
<td>33.5</td>
<td>31.7</td>
</tr>
<tr>
<td>1</td>
<td>47.3</td>
<td>42.5</td>
<td>43.9</td>
</tr>
<tr>
<td>2</td>
<td>9.1</td>
<td>10.5</td>
<td>9.9</td>
</tr>
<tr>
<td>3</td>
<td>6.2</td>
<td>5.0</td>
<td>5.5</td>
</tr>
<tr>
<td>4 or more</td>
<td>10.3</td>
<td>8.5</td>
<td>8.9</td>
</tr>
</tbody>
</table>

Number of partners among students reporting to have at least one sexual partner within the last 12 months:*

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.05</td>
<td>1.99</td>
<td>2.01</td>
</tr>
<tr>
<td>Median</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Std Dev</td>
<td>2.52</td>
<td>2.06</td>
<td>2.21</td>
</tr>
</tbody>
</table>

*Students reporting 0 sexual partners within the last 12 months were excluded.

College students reported having oral, vaginal or anal sex in the last 30 days:

**Oral sex within the past 30 days**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, have never done this sexual activity</td>
<td>23.6</td>
<td>31.7</td>
<td>29.3</td>
</tr>
<tr>
<td>No, have done this sexual activity but not in the last 30 days</td>
<td>31.4</td>
<td>30.2</td>
<td>30.2</td>
</tr>
<tr>
<td>Yes</td>
<td>45.0</td>
<td>38.1</td>
<td>40.4</td>
</tr>
</tbody>
</table>

**Vaginal sex within the past 30 days**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, have never done this sexual activity</td>
<td>28.3</td>
<td>32.2</td>
<td>31.3</td>
</tr>
<tr>
<td>No, have done this sexual activity but not in the last 30 days</td>
<td>25.0</td>
<td>22.0</td>
<td>22.7</td>
</tr>
<tr>
<td>Yes</td>
<td>46.7</td>
<td>45.7</td>
<td>46.0</td>
</tr>
</tbody>
</table>

**Anal sex within the past 30 days**

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, have never done this sexual activity</td>
<td>69.4</td>
<td>77.8</td>
<td>75.3</td>
</tr>
<tr>
<td>No, have done this sexual activity but not in the last 30 days</td>
<td>23.6</td>
<td>17.2</td>
<td>19.1</td>
</tr>
<tr>
<td>Yes</td>
<td>7.0</td>
<td>5.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>
Using a condom or other protective barrier within the last 30 days (mostly or always):

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexually active</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students reported*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral sex</td>
<td>5.8</td>
<td>5.9</td>
<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Vaginal intercourse</td>
<td>59.2</td>
<td>56.4</td>
<td>56.9</td>
<td></td>
</tr>
<tr>
<td>Anal intercourse</td>
<td>31.4</td>
<td>22.7</td>
<td>26.6</td>
<td></td>
</tr>
</tbody>
</table>

*Students responding "Never did this sexual activity" or "Have not done this during the last thirty days" were excluded from the analysis.

Contraceptive use reported by students or their partner the last time they had vaginal intercourse:

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, used a method</td>
<td>56.8</td>
<td>56.6</td>
<td>56.5</td>
<td></td>
</tr>
<tr>
<td>of contraception</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable/Didn't use a method/Don't know</td>
<td>43.2</td>
<td>43.4</td>
<td>43.5</td>
<td></td>
</tr>
</tbody>
</table>

If YES to contraceptive use the last time student had vaginal intercourse, reported means of birth control used among college students or their partner to prevent pregnancy:

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth control pills (monthly or extended cycle)</td>
<td>62.5</td>
<td>58.0</td>
<td>59.6</td>
<td></td>
</tr>
<tr>
<td>Birth control shots</td>
<td>3.0</td>
<td>4.3</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Birth control implants</td>
<td>2.2</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Birth control patch</td>
<td>0.8</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Vaginal ring</td>
<td>3.7</td>
<td>4.7</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Intrauterine device</td>
<td>12.6</td>
<td>6.3</td>
<td>8.2</td>
<td></td>
</tr>
<tr>
<td>Male condom</td>
<td>65.7</td>
<td>61.5</td>
<td>62.4</td>
<td></td>
</tr>
<tr>
<td>Female condom</td>
<td>1.5</td>
<td>1.0</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>Diaphragm or cervical cap</td>
<td>1.5</td>
<td>0.0</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Contraceptive sponge</td>
<td>0.7</td>
<td>0.3</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Spermicide (foam, jelly, cream)</td>
<td>6.8</td>
<td>3.7</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Fertility awareness</td>
<td>7.5</td>
<td>8.3</td>
<td>7.9</td>
<td></td>
</tr>
<tr>
<td>(calendar, mucous, basal body</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>temperature)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>24.4</td>
<td>29.5</td>
<td>27.5</td>
<td></td>
</tr>
<tr>
<td>Sterilization (hysterectomy,</td>
<td>0.8</td>
<td>3.3</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>tubes tied, vasectomy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other method</td>
<td>1.5</td>
<td>2.7</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Male condom use plus another</td>
<td>54.0</td>
<td>45.7</td>
<td>48.1</td>
<td></td>
</tr>
<tr>
<td>method</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any two or more methods</td>
<td>26.8</td>
<td>31.1</td>
<td>29.6</td>
<td></td>
</tr>
<tr>
<td>(excluding male condoms)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16.6 % of sexually active college students reported using (or reported their partner used) emergency contraception ("morning after pill") within the last 12 months.

(male: 12.0 %; female: 18.8 %).*

*Students responding "Not sexually active" were excluded from the analysis.

2.8 % of college students who had vaginal intercourse within the last 12 months reported experiencing an unintentional pregnancy or got someone pregnant within the last 12 months. (male: 2.4 %; female: 2.8 %).*
Students responding "Have not had vaginal intercourse within the last 12 months" were excluded from the analysis.

G. Nutrition and Exercise

College students reported usually eating the following number of servings of fruits and vegetables per day:

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 servings per day</td>
<td>7.4</td>
<td>6.1</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>1-2 per day</td>
<td>56.6</td>
<td>61.8</td>
<td>60.1</td>
<td></td>
</tr>
<tr>
<td>3-4 per day</td>
<td>28.7</td>
<td>26.4</td>
<td>27.1</td>
<td></td>
</tr>
<tr>
<td>5 or more per day</td>
<td>7.4</td>
<td>5.7</td>
<td>6.3</td>
<td></td>
</tr>
</tbody>
</table>

College students reported the following behaviors within the past 7 days:

**Do moderate-intensity cardio or aerobic exercise for at least 30 minutes:**

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>19.7</td>
<td>19.6</td>
<td>19.7</td>
<td></td>
</tr>
<tr>
<td>1-4 days</td>
<td>48.4</td>
<td>59.6</td>
<td>56.0</td>
<td></td>
</tr>
<tr>
<td>5-7 days</td>
<td>32.0</td>
<td>20.7</td>
<td>24.3</td>
<td></td>
</tr>
</tbody>
</table>

**Do vigorous-intensity cardio or aerobic exercise for at least 20 minutes:**

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>33.6</td>
<td>37.3</td>
<td>36.2</td>
<td></td>
</tr>
<tr>
<td>1-2 days</td>
<td>31.1</td>
<td>31.2</td>
<td>31.3</td>
<td></td>
</tr>
<tr>
<td>3-7 days</td>
<td>35.2</td>
<td>31.4</td>
<td>32.5</td>
<td></td>
</tr>
</tbody>
</table>

Physical Activity and Public Health: Updated Recommendations for Adults. From the American College of Sports Medicine and the American Heart Association (2007): Moderate-intensity cardio or aerobic exercise for at least 30 minutes on 5 or more days per week, or vigorous-intensity cardio or aerobic exercise for at least 20 minutes on 3 or more days per week.

Students meeting the Recommendations for moderate-intensity exercise, vigorous-intensity exercise, or a combination of the two (2 moderate-intensity exercise periods = 1 vigorous-intensity exercise period).

<table>
<thead>
<tr>
<th></th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines met</td>
<td>58.2</td>
<td>52.4</td>
<td>54.2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BMI</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18.5 Underweight</td>
<td>2.9</td>
<td>5.8</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td>18.5-24.9 Healthy Weight</td>
<td>64.0</td>
<td>61.1</td>
<td>62.1</td>
<td></td>
</tr>
<tr>
<td>25-29.9 Overweight</td>
<td>24.0</td>
<td>21.5</td>
<td>22.3</td>
<td></td>
</tr>
<tr>
<td>30-34.9 Class I Obesity</td>
<td>4.5</td>
<td>6.7</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>35-39.9 Class II Obesity</td>
<td>3.3</td>
<td>2.4</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>≥40 Class III Obesity</td>
<td>1.2</td>
<td>2.4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>24.39</td>
<td>24.12</td>
<td>24.20</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>23.41</td>
<td>22.67</td>
<td>22.89</td>
<td></td>
</tr>
<tr>
<td>Std Dev</td>
<td>4.54</td>
<td>5.41</td>
<td>5.14</td>
<td></td>
</tr>
</tbody>
</table>

H. Mental Health

Students reported experiencing the following within the last 12 months:

Felt things were hopeless

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, never</td>
<td>37.3</td>
<td>31.5</td>
<td>33.6</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>25.8</td>
<td>22.1</td>
<td>22.9</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>9.8</td>
<td>14.1</td>
<td>13.0</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>7.4</td>
<td>10.9</td>
<td>10.1</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>19.7</td>
<td>21.3</td>
<td>20.5</td>
</tr>
<tr>
<td>Any time within the last 12 months</td>
<td>36.9</td>
<td>46.4</td>
<td>43.5</td>
</tr>
</tbody>
</table>

Felt overwhelmed by all you had to do

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, never</td>
<td>16.5</td>
<td>7.6</td>
<td>10.3</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>8.6</td>
<td>4.1</td>
<td>5.4</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>42.4</td>
<td>58.3</td>
<td>53.7</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>13.2</td>
<td>16.4</td>
<td>15.3</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>19.3</td>
<td>13.7</td>
<td>15.3</td>
</tr>
<tr>
<td>Any time within the last 12 months</td>
<td>74.9</td>
<td>88.4</td>
<td>84.3</td>
</tr>
</tbody>
</table>

Felt exhausted (not from physical activity)

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, never</td>
<td>17.2</td>
<td>10.5</td>
<td>12.4</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>8.6</td>
<td>6.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>42.2</td>
<td>49.3</td>
<td>47.5</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>13.5</td>
<td>20.5</td>
<td>18.2</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>18.4</td>
<td>13.7</td>
<td>15.0</td>
</tr>
<tr>
<td>Any time within the last 12 months</td>
<td>74.2</td>
<td>83.4</td>
<td>80.7</td>
</tr>
</tbody>
</table>

Felt very lonely

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, never</td>
<td>29.5</td>
<td>19.6</td>
<td>22.7</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>22.1</td>
<td>18.1</td>
<td>19.3</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>18.0</td>
<td>26.8</td>
<td>24.2</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>10.2</td>
<td>13.5</td>
<td>12.4</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>20.1</td>
<td>22.1</td>
<td>21.3</td>
</tr>
<tr>
<td>Any time within the last 12 months</td>
<td>48.4</td>
<td>62.4</td>
<td>58.0</td>
</tr>
<tr>
<td>Feeling</td>
<td>Percent (%)</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Felt very sad</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>30.9</td>
<td>18.9</td>
<td>22.7</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>19.3</td>
<td>16.5</td>
<td>17.4</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>14.4</td>
<td>25.2</td>
<td>22.0</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>11.9</td>
<td>14.4</td>
<td>13.7</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>23.5</td>
<td>25.0</td>
<td>24.2</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>74.7</td>
<td>74.7</td>
<td>74.7</td>
</tr>
<tr>
<td>Female</td>
<td>25.3</td>
<td>25.3</td>
<td>25.3</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Felt so depressed that it was difficult to function</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>48.8</td>
<td>45.9</td>
<td>46.8</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>26.0</td>
<td>21.2</td>
<td>22.4</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>7.0</td>
<td>10.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>2.9</td>
<td>7.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>15.3</td>
<td>14.6</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>73.6</td>
<td>73.6</td>
<td>73.6</td>
</tr>
<tr>
<td>Female</td>
<td>26.4</td>
<td>26.4</td>
<td>26.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Felt overwhelming anxiety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>42.2</td>
<td>32.8</td>
<td>35.7</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>20.5</td>
<td>13.3</td>
<td>15.4</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>10.7</td>
<td>22.1</td>
<td>18.9</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>7.4</td>
<td>11.6</td>
<td>10.3</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>19.3</td>
<td>20.1</td>
<td>19.7</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>73.3</td>
<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>Female</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Felt overwhelming anger</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>45.1</td>
<td>39.5</td>
<td>40.9</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>26.2</td>
<td>22.4</td>
<td>23.4</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>7.4</td>
<td>10.2</td>
<td>9.4</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>4.9</td>
<td>7.8</td>
<td>7.1</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>16.4</td>
<td>20.0</td>
<td>19.1</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>72.2</td>
<td>72.2</td>
<td>72.2</td>
</tr>
<tr>
<td>Female</td>
<td>27.8</td>
<td>27.8</td>
<td>27.8</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Seriously considered suicide</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>79.5</td>
<td>73.4</td>
<td>75.2</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>13.5</td>
<td>17.5</td>
<td>16.2</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>1.2</td>
<td>1.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>0.8</td>
<td>1.8</td>
<td>1.6</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>4.9</td>
<td>5.4</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>78.6</td>
<td>78.6</td>
<td>78.6</td>
</tr>
<tr>
<td>Female</td>
<td>21.4</td>
<td>21.4</td>
<td>21.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Attempted suicide</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>92.2</td>
<td>88.5</td>
<td>89.7</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>7.0</td>
<td>9.6</td>
<td>8.8</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>0.4</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>0.0</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>0.4</td>
<td>1.7</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>92.6</td>
<td>92.6</td>
<td>92.6</td>
</tr>
<tr>
<td>Female</td>
<td>7.4</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Intentionally cut, burned, bruised, or otherwise injured yourself</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>87.3</td>
<td>74.7</td>
<td>78.4</td>
</tr>
<tr>
<td>No, not last 12 months</td>
<td>9.4</td>
<td>17.0</td>
<td>14.7</td>
</tr>
<tr>
<td>Yes, last 2 weeks</td>
<td>1.2</td>
<td>1.7</td>
<td>1.6</td>
</tr>
<tr>
<td>Yes, last 30 days</td>
<td>0.4</td>
<td>1.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Yes, in last 12 months</td>
<td>1.6</td>
<td>5.0</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>72.0</td>
<td>72.0</td>
<td>72.0</td>
</tr>
<tr>
<td>Female</td>
<td>28.0</td>
<td>28.0</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Within the last 12 months, diagnosed or treated by a professional for the following:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anorexia</td>
<td></td>
<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
<td>4.9</td>
<td>15.3</td>
<td>12.2</td>
</tr>
<tr>
<td>Attention Deficit and Hyperactivity Disorder</td>
<td></td>
<td>4.1</td>
<td>3.7</td>
<td>3.9</td>
</tr>
<tr>
<td>Bipolar Disorder</td>
<td></td>
<td>1.2</td>
<td>1.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Bulimia</td>
<td></td>
<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td>4.5</td>
<td>14.6</td>
<td>11.7</td>
</tr>
<tr>
<td>Insomnia</td>
<td></td>
<td>2.5</td>
<td>4.4</td>
<td>3.9</td>
</tr>
<tr>
<td>Other sleep disorder</td>
<td></td>
<td>2.5</td>
<td>2.1</td>
<td>2.3</td>
</tr>
<tr>
<td>Obsessive Compulsive Disorder</td>
<td></td>
<td>2.9</td>
<td>2.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Panic attacks</td>
<td></td>
<td>2.1</td>
<td>8.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Phobia</td>
<td></td>
<td>0.8</td>
<td>0.7</td>
<td>0.8</td>
</tr>
<tr>
<td>Schizophrenia</td>
<td></td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Substance abuse or addiction</td>
<td></td>
<td>2.0</td>
<td>0.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Other addiction</td>
<td></td>
<td>0.0</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Other mental health condition</td>
<td></td>
<td>1.2</td>
<td>2.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>

| Students reporting none of the above                |             | 86.5 | 76.9   | 79.7  |
| Students reporting only one of the above            |             | 5.7  | 6.8    | 6.6   |
| Students reporting both Depression and Anxiety      |             | 2.9  | 10.9   | 8.5   |
| Students reporting any two or more of the above     |             | 4.1  | 6.3    | 5.8   |
| excluding the combination of Depression and Anxiety |             |      |        |       |

Within the last 12 months, any of the following been traumatic or very difficult to handle:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td></td>
<td>46.9</td>
<td>50.6</td>
<td>49.4</td>
</tr>
<tr>
<td>Career-related issue</td>
<td></td>
<td>21.1</td>
<td>25.5</td>
<td>23.9</td>
</tr>
<tr>
<td>Death of family member or friend</td>
<td></td>
<td>16.5</td>
<td>20.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Family problems</td>
<td></td>
<td>26.3</td>
<td>31.7</td>
<td>30.1</td>
</tr>
<tr>
<td>Intimate relationships</td>
<td></td>
<td>32.0</td>
<td>33.2</td>
<td>32.9</td>
</tr>
<tr>
<td>Other social relationships</td>
<td></td>
<td>24.1</td>
<td>29.1</td>
<td>27.5</td>
</tr>
<tr>
<td>Finances</td>
<td></td>
<td>39.3</td>
<td>42.6</td>
<td>41.5</td>
</tr>
<tr>
<td>Health problem of family member or partner</td>
<td></td>
<td>21.5</td>
<td>22.0</td>
<td>21.8</td>
</tr>
<tr>
<td>Personal appearance</td>
<td></td>
<td>15.6</td>
<td>26.6</td>
<td>23.2</td>
</tr>
<tr>
<td>Personal health issue</td>
<td></td>
<td>17.7</td>
<td>21.8</td>
<td>20.8</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td></td>
<td>28.1</td>
<td>30.3</td>
<td>29.8</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>8.7</td>
<td>9.5</td>
<td>9.4</td>
</tr>
</tbody>
</table>

| Students reporting none of the above                |             | 26.6 | 19.2   | 21.3  |
| Students reporting only one of the above            |             | 10.2 | 13.1   | 12.4  |
| Students reporting 2 of the above                   |             | 11.9 | 13.4   | 13.0  |
| Students reporting 3 or more of the above           |             | 51.2 | 54.3   | 53.3  |
Within the last 12 months, how would you rate the overall level of stress experienced:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No stress</td>
<td>4.5</td>
<td>1.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Less than average stress</td>
<td>10.2</td>
<td>5.9</td>
<td>7.3</td>
</tr>
<tr>
<td>Average stress</td>
<td>37.3</td>
<td>37.6</td>
<td>37.7</td>
</tr>
<tr>
<td>More than average stress</td>
<td>40.2</td>
<td>46.5</td>
<td>44.3</td>
</tr>
<tr>
<td>Tremendous stress</td>
<td>7.8</td>
<td>8.7</td>
<td>8.4</td>
</tr>
</tbody>
</table>

1. Sleep

Past 7 days, getting enough sleep to feel rested in the morning:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>9.1</td>
<td>9.4</td>
<td>9.7</td>
</tr>
<tr>
<td>1-2 days</td>
<td>24.4</td>
<td>28.7</td>
<td>27.0</td>
</tr>
<tr>
<td>3-5 days</td>
<td>51.2</td>
<td>50.8</td>
<td>51.1</td>
</tr>
<tr>
<td>6+ days</td>
<td>15.3</td>
<td>11.1</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Past 7 days, how often felt tired, dragged out, or sleepy during the day:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>16.4</td>
<td>5.5</td>
<td>8.8</td>
</tr>
<tr>
<td>1-2 days</td>
<td>31.1</td>
<td>33.2</td>
<td>32.7</td>
</tr>
<tr>
<td>3-5 days</td>
<td>43.4</td>
<td>46.3</td>
<td>45.1</td>
</tr>
<tr>
<td>6+ days</td>
<td>9.0</td>
<td>14.9</td>
<td>13.4</td>
</tr>
</tbody>
</table>

Past 7 days, how much of a problem with sleepiness during daytime activities:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problem</td>
<td>16.4</td>
<td>8.9</td>
<td>11.0</td>
</tr>
<tr>
<td>A little problem</td>
<td>48.0</td>
<td>50.7</td>
<td>49.9</td>
</tr>
<tr>
<td>More than a little problem</td>
<td>23.0</td>
<td>26.9</td>
<td>25.6</td>
</tr>
<tr>
<td>A big problem</td>
<td>9.0</td>
<td>10.1</td>
<td>9.9</td>
</tr>
<tr>
<td>A very big problem</td>
<td>3.7</td>
<td>3.3</td>
<td>3.6</td>
</tr>
</tbody>
</table>
### Demographics and Student Characteristics

**Age:**
- Average age: 21.85 years
- Median: 20.00 years
- Std Dev: 5.08 years

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 20 years</td>
<td>50.1 %</td>
</tr>
<tr>
<td>21 - 24 years</td>
<td>36.0 %</td>
</tr>
<tr>
<td>25 - 29 years</td>
<td>7.5 %</td>
</tr>
<tr>
<td>30+ years</td>
<td>6.4 %</td>
</tr>
</tbody>
</table>

**Gender***
- Female: 67.9 %
- Male: 30.5 %
- Transgender: 0.3 %

**Student status:**
- 1st year undergraduate: 24.7 %
- 2nd year undergraduate: 17.7 %
- 3rd year undergraduate: 24.1 %
- 4th year undergraduate: 17.6 %
- 5th year or more undergraduate: 6.1 %
- Graduate or professional: 9.3 %
- Not seeking a degree: 0.3 %
- Other: 0.1 %

<table>
<thead>
<tr>
<th>Student status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>94.5 %</td>
</tr>
<tr>
<td>Part-time student</td>
<td>4.3 %</td>
</tr>
<tr>
<td>Other student</td>
<td>1.2 %</td>
</tr>
</tbody>
</table>

**Relationship status:**
- Not in a relationship: 48.1 %
- In a relationship but not living together: 37.3 %
- In a relationship and living together: 14.6 %

**Marital status:**
- Single: 90.3 %
- Married/Partnered: 6.5 %
- Separated: 0.1 %
- Divorced: 1.0 %
- Other: 2.0 %

**Students describe themselves as:**
- White: 77.6 %
- Black or African American: 4.5 %
- Hispanic or Latino/a: 15.5 %
- Asian or Pacific Islander: 5.9 %
- American Indian, Alaskan: 5.6 %
- Native or Native Hawaiian: 5.3 %
- Biracial or Multiracial: 2.8 %
- Other: 7.8 %

**International Student:**
- International: 7.8 %

**Students describe themselves as:**
- Heterosexual: 90.4 %
- Gay/Lesbian: 3.3 %
- Bisexual: 3.8 %
- Unsure: 2.4 %

**Housing:**
- Campus residence hall: 44.5 %
- Fraternity or sorority house: 1.4 %
- Other university housing: 4.2 %
- Parent/guardian home: 2.4 %
- Other off-campus housing: 45.0 %
- Other: 2.5 %

**Participated in organized college athletics:**
- Varsity: 3.7 %
- Club sports: 10.0 %
- Intramurals: 19.2 %

**Member of a social fraternity or sorority:**
- Greek member: 9.8 %

**Primary Source of Health Insurance:**
- College/university sponsored plan: 12.5 %
- Parents' plan: 65.9 %
- Another plan: 9.9 %
- Don't have health insurance: 10.4 %
- Not sure if have plan: 1.3 %

---

* Cases where sex is missing are included in the calculation of percentages for this variable
A. Statement of Purpose

This Protocol for Responding to Student Mental Health Incidents is designed to promote a comprehensive and consistent response to student mental health incidents by staff members across units at Northern Arizona University. The protocol encourages involvement of appropriate support systems in promoting student success. This protocol is not intended to address issues related to larger scale campus-wide threats.

B. Definitions:

A **suicidal ideation** occurs when a student indicates that he or she is having thoughts about suicide. These thoughts may be communicated verbally or in writing.

A **suicidal threat** occurs when a student engages in any interpersonal action, verbal or nonverbal, that stops short of a direct self-harmful act. The behavior gives reason to believe that a suicidal act or other suicide-related behavior might occur in the near future.

1. A **suicide attempt** is an action that either results in, or potentially results in, a nonfatal injury. There is evidence related to this action (either implicit or explicit) that the injury or potential injury was self-inflicted and that the student intended at some level to kill him or herself.

**Non-Suicidal Self-Injury (NSSI)** refers to intentional self-injurious behavior where there is no evidence of intent to die. NSSI includes various methods by which individuals injure themselves, such as self-mutilation, self-battering, burning, etc.

**Psychosis** is a condition characterized by gross impairment in reality perception.

A **Behavior Related Assessment (BRA)** is a process by which a student is referred to Counseling Services by staff in the offices of Housing and Residence Life, Student Life or Athletics. Through this process a student meets with a staff member from Counseling Services for a full mental health assessment after an incident involving risk to self or others, eating concerns, domestic violence, behavioral concerns, or anger management issues, or in other appropriate circumstances. The student is required by the referring office to sign a release allowing Counseling Services to inform them that the student has kept his or her appointment and recommendations regarding action for follow up from the referring office. Should the student fail to attend the meeting, the failure to attend will be communicated to the referring office. No other information is shared with the referring office as a result of a BRA, but appropriate recommendations will be made directly to the student. Should a student refuse to sign the BRA referral, the referring office will take appropriate action regarding sanctioning.

C. Procedures for responding to mental health incidents. These procedures apply during both business and non-business hours. When a staff member becomes aware of an incident in which a student has expressed a current or recent suicidal ideation or recently has engaged in behavior that may indicate a suicidal threat, suicide attempt, or psychotic condition, the following procedures are to be followed:

1. Determine whether emergency medical treatment is needed for physical injury or substantial mental impairment. If medical attention is needed, contact the NAU Police Department for assistance.
2. Immediately after responding to any emergency medical needs, contact the Counseling Services on call system and explain the situation. When possible, this contact should be made in the presence of the student. The responding counselor will attempt to speak with the student and those on site over the telephone to conduct an initial assessment.

3. The responding counselor will apprise the concerned caller of the course of action to be pursued. The action to be taken is likely to be one of the following:

   a. The counselor will clear the student to continue his or her usual activities until the beginning of the next business day when the student may be invited to participate in a crisis follow up meeting with a counselor. The BRA process explained above may also be implemented.

   b. The counselor will direct the immediate referral of the student for emergency mental health care at Flagstaff Medical Center. When a student voluntarily accepts a referral for such an emergency evaluation, transportation is arranged in conjunction with the student. When medical issues are involved, transportation is to be carried out by emergency medical personnel. When a student refuses an emergency mental health evaluation and it is the opinion of the counselor that one is needed for the safety of the individual, the NAU Police Department will be contacted for assistance with an involuntary commitment.

4. A decision about notification of parents or guardians is at the discretion of the Office of Student Life.

D. Procedures for facilitating a Behavior Related Assessment (BRA). Students required to participate in a BRA will be so informed by the staff member with whom they meet to discuss the incident which led to the BRA requirement. The professional staff member will explain the BRA process and obtain the student’s signature on the Behavior Related Assessment Referral Form (see Attachment 1).

1. The professional staff member will ensure that a copy of the BRA referral form and the report describing the incident are scanned into SharePoint or faxed to the center so Counseling Services has access to the information leading to the referral prior to the scheduled BRA intake.

2. Staff from Counseling Services will communicate information related to the process of the BRA (including failure to attend scheduled appointments) either in SharePoint or by direct contact with the referring office, so appropriate action can be taken by the referring office. When the BRA process is completed, a notice of completion will be sent to the referring office.

3. The professional staff member of the referring agency will provide appropriate follow up with the student and other involved parties subsequent to the incident.

E. Sanctioning. In addition to the procedures outlined above, a student may be held accountable for behaviors and actions that may be considered violations of the Standards of Residence, the Student Code of Conduct or the Student Athlete Handbook. Disciplinary procedures may be implemented by the appropriate office leading to potential sanctions for said behaviors/actions.

Attachment 1— BRA Referral Form
COUNSELING SERVICES
PO BOX 6045
FLAGSTAFF, AZ 86011-6045
(928) 523-2261 (fax) 523-9060

REFERRAL FOR BEHAVIOR RELATED ASSESSMENT
(For NAU only)

Student Name: ____________
Name of Referral Source: ____________
Residence Hall: ____________
Name of Referring Office: ____________
Phone: ____________
Box #: ____________
Student ID#: ____________
Phone: ____________

Reason for Referral (check as many that apply):

☐ Anger management
☐ Risk to self/others (If risk is immediate, call CS at 523-2261)
☐ Domestic violence
☐ Behavioral concerns
☐ Eating concerns
☐ Other:
☐ Alcohol/Drugs Involved
(If only box checked, use Substance Abuse Program Referral Form)

Information concerning referral: (Please explain reason for referral and attach any incident reports that are available)

Referral Source Signature: ____________ Date: ____________

INSTRUCTIONS TO STUDENT

1. You are required to contact Counseling Services within five working days after signing this referral to make an appointment with a counselor to fully discuss the incident that created this referral. You may be required to attend additional sessions if your counselor feels this is needed. There is NO CHARGE for these appointments if you follow through as instructed.

2. If you do not show for your scheduled appointment, a $15 no show fee will be charged to your LOUIE account and a Notice of Non-Compliance will be sent to your referral source.

3. If you fail to contact Counseling Services within five working days a Notice of Non-Compliance will be sent to your referral source and may result in additional consequences for you.

4. If the incident for which you were referred involved drugs or alcohol, your counselor may recommend that you complete an Alcohol & Drug Assessment. In such cases, you will be referred to the Substance Abuse Program at Counseling Services and there will be costs for these services.

CONSENT

I, ____________, hereby grant permission to Counseling Services to release the information about my attendance and recommendations to the following person(s) and department:

______________________________
Name of Person/Department/Office/Judicial Agency)

This release shall remain valid for a period of 180 days from the signature date of this document.

Student Signature: ____________ Date: ____________
NAU Blue Ribbon Committee Recommendations:  
Fraternity & Sorority Life Program Goals and Implementation

Lettered statements represent Recommendations prioritized by the NAU Blue Ribbon Committee. Detailed Goals, responsible parties and timeline were created by Fraternity and Sorority Life Staff in response to the Blue Ribbon Committee recommendation.

a. **Goal: Posting grades and judicial information online.**

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting chapter grades and judicial information on FSL website</td>
<td>Kevin, Assistant Director</td>
<td>Completed Spring 2014</td>
</tr>
</tbody>
</table>

b. **Goal: Require each chapter to secure a faculty/staff advisor and Alumni advisor by the start of Fall 2014**

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>New requirement shared this term with presidents and current advisors</td>
<td>Brittany, Coordinator of FSL</td>
<td>Completed May 23, 2014</td>
</tr>
<tr>
<td>Update all advisor contact information</td>
<td>Greek Life Grads</td>
<td>Completed May 1, 2014</td>
</tr>
<tr>
<td>Contact national offices directly to share new requirement and encourage their assistance</td>
<td>Brittany, Coordinator of FSL</td>
<td>Completed May 28, 2014</td>
</tr>
<tr>
<td>Decide appropriate sanction should chapters not comply with new requirement</td>
<td>Brittany, Coordinator of FSL Kristine, Student Life</td>
<td>Completed May 6, 2014</td>
</tr>
</tbody>
</table>

c. **Goal: Council bylaw review to match model bylaws from umbrella organizations.**

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize feedback from CAP to update bylaws and make sure that they are in accordance with NIC/NPC model bylaws within the individual councils.</td>
<td>Individual council advisors work with their councils to either conduct this business within the council meeting or create a bylaw review committee for each council to complete and make final recommendations to the councils.</td>
<td>Councils will form committee and complete Fall semester 2014.</td>
</tr>
</tbody>
</table>

d. **Goal: Extension Plans/Housing**

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to educate community on why extension/expansion is healthy for the community.</td>
<td>Greek Life Staff</td>
<td>Start education plan March 24th through the remainder of the semester. Completed Recruitment Boot camp on April 4th</td>
</tr>
<tr>
<td>Housing plans</td>
<td>Kevin, Assistant Director Blue Ribbon Committee</td>
<td>Completed May 9, 2014</td>
</tr>
</tbody>
</table>
### e. Goal: Development of a credit-bearing Greek Leadership Course

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research other institutions</td>
<td>Brittany, Coordinator of FSL Kevin, Assistant</td>
<td>In Progress: April – June 2014</td>
</tr>
<tr>
<td></td>
<td>Director Billy, GA of FSL</td>
<td></td>
</tr>
<tr>
<td>Develop curriculum in summer 2014</td>
<td>Brittany, Coordinator of FSL Kevin, Assistant</td>
<td>In Progress: June 18, 2014</td>
</tr>
<tr>
<td></td>
<td>Director Billy, GA of FSL</td>
<td></td>
</tr>
<tr>
<td>8 week non-credit course offered second half of Fall 2014</td>
<td>Kevin, Assistant Director</td>
<td>October – December 2014</td>
</tr>
<tr>
<td></td>
<td>Brittany, Coordinator of F&amp;S Programs</td>
<td></td>
</tr>
<tr>
<td>Continue to pursue process to make it a credit bearing class</td>
<td>Dr. Cindy Anderson, Director Kevin, Assistant Director</td>
<td>Fall and Spring 2014</td>
</tr>
<tr>
<td></td>
<td>Coordinator of F&amp;S Programs Blue Ribbon Committee</td>
<td></td>
</tr>
</tbody>
</table>

### f. Goal: Develop a form to track risk management trainings individual chapter participate in.

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask all chapters to report required workshops, tutorials, online classes, etc. in regards to reducing risk topics such as AOD education, hazing prevention, sexual health education, sexual assault, and by-stander intervention.</td>
<td>Kevin, Assistant Director</td>
<td>In Progress: Summer 2014</td>
</tr>
<tr>
<td>Identify gaps/holes and work to create a menu of workshops individual chapters could request to reduce risk in areas that their current chapter does not provide/require.</td>
<td>Kevin, Assistant Director</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Explore risk management completions to become part of a points system</td>
<td>Kevin, Assistant Director Brittany, Coordinator of FSL</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Provide a mandatory hazing prevention education session for all Greek students during National Hazing Prevention Week – booked Tracy Maxwell to come in September.</td>
<td>Brittany, Coordinator of FSL</td>
<td>Completed: June 6, 2014</td>
</tr>
</tbody>
</table>

### g. Goal: Enhance Greek Life Awards banquet by having chapters invite one faculty member to attend the banquet. Faculty would be recognized as “chapter’s choice for excellent teaching and support of Greek students…”

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote to chapters beginning of Fall term</td>
<td>Greek Life Staff Order of Omega</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Gather names</td>
<td>Greek Life Staff Order of Omega</td>
<td>November 11th, 2014</td>
</tr>
<tr>
<td>Send professional invites to faculty</td>
<td>Order of Omega</td>
<td>January 26th, 2014</td>
</tr>
</tbody>
</table>
### h. Goal: Restructure Greek Accountability Board

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research NIC/NPC requirements for peer accountability boards</td>
<td>Greek Life Staff</td>
<td>IFC: Fall 2014</td>
</tr>
<tr>
<td></td>
<td>Brittany, Coordinator of FSL (CPC)</td>
<td>UGC: Fall 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed: CPC: April 9, 2014</td>
</tr>
<tr>
<td>Develop new accountability board/procedures this spring</td>
<td>Greek Life Staff</td>
<td>IFC: Fall 2014</td>
</tr>
<tr>
<td></td>
<td>Councils</td>
<td>UGC: Fall 2014</td>
</tr>
<tr>
<td></td>
<td>Brittany, Coordinator of FSL (CPC)</td>
<td>Completed: CPC: April 9, 2014</td>
</tr>
<tr>
<td>Train councils on new process</td>
<td>Greek Life Staff</td>
<td>IFC: Fall 2014</td>
</tr>
<tr>
<td></td>
<td>Councils</td>
<td>UGC: Fall 2014</td>
</tr>
<tr>
<td></td>
<td>Brittany, Coordinator of FSL (CPC)</td>
<td>Completed: CPC: April 22, 2014</td>
</tr>
</tbody>
</table>

### i. Goal: Market and Emphasize our story

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create new Greek Life flipbook</td>
<td>Brittany, Coordinator of FSL</td>
<td>Completed: May 19, 2014</td>
</tr>
<tr>
<td></td>
<td>Kevin, Assistant Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brenna Zumbro</td>
<td></td>
</tr>
<tr>
<td>Continue to update profile and highlights website</td>
<td>Brittany, Coordinator of FSL</td>
<td>Completed: Updated: May 23, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### j. Goal: Evaluate Council Officer transition

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with NIC/NPC for resources on successful officer transition</td>
<td>Brittany, Coordinator of FSL</td>
<td>Summer 2014</td>
</tr>
<tr>
<td></td>
<td>Graduate Assistants</td>
<td></td>
</tr>
<tr>
<td>Have council members keep binder of information to be passed onto next officer</td>
<td>Graduate Assistants</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Develop officer transition mini retreat this summer for implementation in November 2014</td>
<td>Greek Life Staff Council Presidents</td>
<td>September 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### k. Goal: Track Retention and graduation rates of affiliated students

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize True Blue Connects website and collection of new member information</td>
<td>Student Life Office Greek Life Office</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Northern Arizona University

FRATERNITY & SORORITY LIFE RELATIONSHIP STATEMENT:
Policies Regulating Fraternal Life at Northern Arizona University

May 2014
NORTHERN ARIZONA UNIVERSITY
Fraternity and Sorority Life Relationship Statement

II. Contents
NORTHERN ARIZONA UNIVERSITY’S SUPPORT FOR FRATERNITY AND SORORITY LIFE .................. 37
INTRODUCTION/PHILOSOPHY ................................................................. 37
GOVERNANCE ......................................................................................... 37
ACADEMIC EXCELLENCE ................................................................. 39
ALCOHOL .............................................................................................. 40
CHAPTER ADVISING ........................................................................... 41
EXPANSION/EXTENSION OF NEW GREEK CHAPTERS ...................... 41
HAZING ............................................................................................... 42
HOUSING FOR FRATERNITY AND SORORITY LIFE ORGANIZATIONS .... 45
   NAU FRATERNITY AND SORORITY LIFE HOUSING POLICY FOR MOUNTAIN VIEW HALL ............... 46
      Mountain View Facilities: Use, Chapter Identity and Expectations for Student Behavior ............ 47
   OFF-CAMPUS HOUSING FOR GREEK ORGANIZATIONS ................................................. 48
INSURANCE* ......................................................................................... 49
MEMBERSHIP SELECTION ................................................................. 49
PHILANTHROPY .................................................................................... 50
PUBLIC RELATIONS ............................................................................. 50
REMOVAL OF RECOGNITION ............................................................ 50
CHANGES IN UNIVERSITY POLICY .................................................... 51
APPENDICIES .................................................................................... 51
   Mountain View Room Reservation Process and Policies ......................... Error! Bookmark not defined.
   Memorandum of Understanding: Chapter Room Improvements .......... Error! Bookmark not defined.
   Mountain View Hall Paint Policy ....................................................... Error! Bookmark not defined.
   REGISTERED PROPERTY FORM ..................................................... Error! Bookmark not defined.

The most current version of this document can be found at: http://nau.edu/Student-Orgs/FSL/Policies-Forms/.
The web locations of the most current versions of source documents cited in The Fraternity and Sorority Life
Relationship Statement are included where available.
III. NORTHERN ARIZONA UNIVERSITY’S SUPPORT FOR FRATERNITIES AND SORORITIES

Fraternity and Sorority Life’s rich history at Northern Arizona University began with the Sigma Pi fraternity, which was colonized in 1949 and received national chartering in 1951. The “Mad Hatters” and “Gamma Chis,” now Delta Delta Delta and Gamma Phi Beta respectively, were organized in 1958. Since then, Fraternity and Sorority Life at Northern Arizona University has grown to include 14 national fraternities and 11 national sororities.

Fraternities and Sororities have been an integral part of the co-curricular experience and tradition of Northern Arizona University. They have supported the mission of the University by promoting scholarship, leadership, community service and involvement in the greater University community. For these reasons, Northern Arizona University is proud of its Greek heritage and desires to provide support for this aspect of campus life.

IV. INTRODUCTION/PHILOSOPHY

Fraternities and sororities have made rich and significant contributions to the student life and overall quality of Northern Arizona University for more than 60 years. The University benefits in various ways from the system, including Greek-sponsored scholarships and alumni support. The system adds vitality to Northern Arizona University on a scale and of a quality to command respect.

The mission of the Greek system at Northern Arizona University is to promote scholarship, provide leadership opportunities, commit to public service and engage in lifelong bonds with friends and the Institution. The University views actions and activities by NAU’s fraternities and sororities that develop leadership skills and advance academic excellence as their most important addition to the student experience.

The primary reason for enrolling in Northern Arizona University is to receive an education. Fraternity and Sorority chapters reinforce this by exerting their best efforts toward academic excellence. The University’s goal is to achieve a Greek system representing true excellence in the student experience, a Greek system which can be described as one of the best in the United States and which will bring significant credit to the University. Further, the University wants to see the system grow, providing expanded opportunities for individual students and increased potential for students to achieve personal growth.

This document describes the relationship between the Greek system and Northern Arizona University. This relationship is based on trust and recognition of the mutual benefits that the University and the Greek system enjoy. This document sets forth the practices and policies governing this relationship.

V. GOVERNANCE

Self-governance and individual self-control are essential to good citizenship. Therefore, responsible self-governance is a primary goal of the relationship of Northern Arizona University and its fraternities and sororities.

Although self-governance begins with each individual member of a fraternity or sorority, the elected officers of each organization are responsible for the decisions and actions of their respective chapters. As leaders, the officers are responsible for setting a standard of good behavior for other members, educating members on chapter policies and standards and appropriately holding members accountable to the policies and standards. It is also the responsibility of the chapter leadership to incorporate and educate members on adherence to University polices affecting both individual students and student organizations. The institution’s policies serve as the overarching
policies for both individual students and student organization, although, the institution prefers to partner with the chapter and national organization when adjudicating severe policy violations.

The following organizations assist in the government of Fraternity and Sorority Life at Northern Arizona University:

1) Interfraternity Council: The governance of the men’s fraternities is vested in the Interfraternity Council (IFC).

IFC is composed of the President and representative of each formally recognized men’s fraternity at the Northern Arizona University Flagstaff campus, as well the elected IFC officers. IFC meets regularly to discuss current issues common to men’s fraternities. It is the responsibility of each chapter’s President or representative to inform his respective chapter of the decisions reached and the information provided by the IFC.

2) College Panhellenic Council: The governance of women’s fraternities and sororities is vested in the College Panhellenic Council (CPC). The CPC is composed of the President and representative of each formally recognized National Panhellenic Conference (NPC) women’s organization at the Northern Arizona University Flagstaff campus, as well as those Panhellenic officers deemed necessary. CPC meets regularly to discuss current issues common to NPC organizations. It is the responsibility of each chapter’s President or representative to inform her respective chapter of the decisions reached and the information provided by the CPC.

3) The United Greek Council: The governance of the men’s and women’s organizations that identify as multicultural, are not affiliated with NPC, NIC (North American Interfraternity Conference), or have organizing principles that celebrate traditionally-underrepresented students in the student body is vested in the United Greek Council (UGC). The UGC is composed of the President and/or representative of multicultural/traditionally-underrepresented Greek Letter social/service organizations at the Northern Arizona University Flagstaff campus. The UGC meets weekly to discuss current issues pertinent to the UGC while encouraging each chapter to initiate and participate in various community service events for the NAU and Flagstaff communities. It is the responsibility of each chapter’s President or representative to inform his/her respective chapter of the decisions reached and the information provided by the UGC.

Recognizing the Greek system as a self-governing entity, the University will generally allow allegations of group disciplinary violations to be handled through each council's judicial process, unless the Assistant Director for Fraternity and Sorority Life recommends that a matter be handled by Housing and Residence Life and/or the Office of Student Life. As stated in the Student Code of Conduct (https://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf) (individual and group) “Violators may be accountable to both civil and criminal authorities and to the university for acts of misconduct that constitute violations of the Student Code of Conduct. At the discretion of university officials, disciplinary action at the university may proceed before, during, or after other proceedings. Sanctions may be imposed for acts of misconduct that occur on university property or at any university-sponsored activity. As further prescribed in these rules, off-campus conduct may also be subject to discipline. With respect to student organizations, and their members, university jurisdiction extends to premises used or controlled by the organizations on or off campus.”

The University respects the rights of all groups to a fair hearing and is committed to due process throughout any disciplinary matter. In all cases except those where continuing presence by a group would pose a threat of harm or substantial disruption, university recognition of any fraternity or sorority will not be withdrawn without prior discussion and notification of the chapter’s national office and a hearing through the Assistant Director for Greek
Life and the Office of Student Life, as noted in Appendices J and C of the Student Handbook (see http://home.nau.edu/studentlife/handbook.asp).

VI. ACADEMIC EXCELLENCE

The pursuit of academic excellence is an important pillar of the NAU Fraternity and Sorority experience. The following academic policies have been adopted to make clear the University’s requirements for fraternal organizations at the Northern Arizona Flagstaff campus who wish to be formally recognized. Northern Arizona University enthusiastically endorses fraternal organizations which meet these criteria for recognition as providing an important complement to the undergraduate experience at Northern Arizona University.

1) All fraternities and sororities are encouraged to achieve and maintain a chapter grade point average that meets or exceeds the all men’s/women’s average GPA each semester.
   a. IFC chapters with less than a 2.5 chapter GPA are placed on probationary status with the Interfraternity Council.
   b. CPC chapters are expected to pursue the minimum standards for intellectual development as articulated in the National Panhellenic Conference Standards:
      i. Meeting or exceeding the campus All Women’s Average.
      ii. Providing academic programming to new members and members, co-sponsoring programming with another Greek and/or campus organization or attending campus-sponsored programming that may include but not be limited to teaching study skills, providing tutoring, and recognizing scholastic achievement.
      iii. Developing positive relationships with university faculty by seeking their assistance with the chapter’s academic programming and scholarship goals
   c. UGC chapters have individual chapter expectations set by the chapter/inter/national office.

2) All individual chapter members who hold an officer position must have a minimum 2.25 cumulative GPA per current University policy. Chapters may set higher GPA requirements for both membership and officer positions.

3) The Office of Fraternity and Sorority Life will aid in academic excellence by providing various programs and resources to chapters and individual members in addition to reporting individual grades of potential new members during recruitment and chapter member grades on a semester basis.

4) Each fraternity and sorority will notify the Assistant Director for Fraternity and Sorority Life of their selection of a scholarship chairperson by the second week of each semester. The scholarship chairperson will serve as a liaison to Fraternity and Sorority Life for purposes of providing accurate membership rosters, receiving chapter grade reports and establishing educational programs within the chapter which support the academic goals established in the preceding paragraph.

In assisting their members to achieve academic and personal growth, it is the duty of each sorority and fraternity to:

A. Maintain academic standards consistent with those of the University.

B. Provide an academic program to assist members who fail to meet minimum University GPA requirements.

C. Establish minimum scholastic standards for members and officers.

D. Provide a comprehensive scholarship program that is available to all members.
E. Not allow social, fraternal, athletic or other programs to interfere with the individual’s academic pursuits or class attendance.

F. Provide the Assistant Director for Fraternity and Sorority Life with membership information to ensure academic standards are met.

VII. ALCOHOL

Members of NAU’s fraternities and sororities, individually and collectively, are accountable to and must adhere to the Student Code of Conduct [http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Code_of_Conduct.pdf](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Student_Code_of_Conduct.pdf). In addition to code requirements specific to on-campus and off-campus housing, individuals and groups are subject to Item F, #15 of the Code of Conduct which prohibits “Violation of the Board or university rules or applicable laws governing alcohol, including consumption, distribution, unauthorized sale, or possession of alcoholic beverages.”

Members and alumni of NAU’s fraternities and sororities are also accountable for adhering to the tailgating policies distributed by ASNAU.

Each chapter is responsible for adhering to their inter/national risk management policies and practices pertaining to alcohol.

In addition, CPC chapters are expected to pursue the minimum standards for instilling the values of their organizations and host institutions related to alcohol as articulated in the National Panhellenic Conference Standards:

- A. Educates their chapter members on policies pertaining to the issues of alcohol and substance abuse, underage drinking, and all inter/national policies pertaining to it.
- B. Encourages non-alcoholic social activities.
- C. Requires a policy of alcohol-free facilities for all of their housed chapters.
- D. Provides a standards board structure by which chapters hold their members accountable for their behavior.
- E. Providing information on underage drinking and alcohol and substance abuse at least once a term.
- F. Enforcing its inter/national organizations clear policies on alcohol and social event planning guidelines/policies.
- G. Abiding by all federal, state/province and local laws related to alcohol and substance use.

**Greeks Advocating Mature Management of Alcohol**: Greeks Advocating Mature Management of Alcohol (GAMMA) is a programming group comprised of selected members from various fraternities and sororities that are responsible for creating and implementing Greek and campus-wide programs around risk management and safety issues such as hazing prevention, alcohol awareness, safe spring break, and sex education. Additionally, GAMMA holds chapters accountable to the GAMMA by-laws in regards to party registration to promote safe behavior for Fraternity and Sorority Life socials. GAMMA exists to meet the educational needs of NAU’s Greek students with regards to critical safety and risk reduction practices related to Greek social events and programs. The GAMMA programming board is also an affiliate member of the BACCHUS Network.

GAMMA is composed of twelve Greek students who are selected through an application and interview process to serve on the GAMMA Programming Committee. The committee is led by one Greek student Programming
Coordinator and is advised by a member of the Fraternity and Sorority Life staff. Alleged violations of GAMMA policies may be directed to the council’s judicial boards for investigation.

The Office of Fraternity and Sorority Life and GAMMA will offer various alcohol educational opportunities and programs throughout the academic year including coordination of alcohol free alternative events.

VIII. CHAPTER ADVISING

Each chapter is required to have at a minimum a faculty or staff advisor and is strongly encouraged to have a chapter advisor who is an alumnus of the national organization. If the faculty or staff advisor is also an alumnus of the organization, they may fill both roles. The offices of Student Life and Fraternity and Sorority Life will work with colleges and departments to encourage faculty and staff members to serve as advisors to our fraternities and sororities. Fraternity and Sorority Life will also offer annual advisor trainings and roundtable discussions to educate on expectations, policies, procedures and resources. The specific responsibilities of the advisor should be outlined by chapter executives each academic year. Chapter advisors are required to:

1) Be familiar with University, the College Panhellenic Council, Interfraternity Council, United Greek Council, National Panhellenic Council, and North-American Interfraternity Conference rules, regulations and policies, as applicable, to ensure the chapter complies with such requirements.

2) Attend regular meetings (in person or virtually) of the chapter and be familiar with its activities.

3) Provide assistance with the chapter’s financial and operating affairs.

4) Provide assistance with planning and implementing chapter activities.

5) Act as a role model and adhere to all NAU and the national organization’s policies.

6) Provide assistance in the areas of organizational and personal development.

7) Meet once each academic year, either in-person or through telecommunication, with the Assistant Director for Fraternity and Sorority Life or the Coordinator of Fraternity and Sorority Life to discuss the Greek community and the chapter’s status on campus.

8) Assist University officials in dealing with problems or other situations involving the chapter.

9) Assist the chapter and its members to live up to the ideals of the fraternity or sorority.

IX. EXPANSION/EXTENSION OF NEW CHAPTERS

Northern Arizona University Statement on Registration of New Social Fraternities and Sororities:

Social fraternities and sororities wishing to establish or re-establish a chapter at Northern Arizona University must comply with the expansion and extension policies and processes set forth by the Office of Fraternity and Sorority Life in accordance with the College Panhellenic Council, the Interfraternity Council, and/or the United Greek Council. Expansion involves inviting inter/national fraternities and sororities to establish chapters at Northern Arizona University. This is encouraged when a need exists and the Greek community is viable for additional chapters. The Office of Fraternity and Sorority Life must approve social fraternities and sororities to move forward with the expansion process before they can register with the Office of Student Life and be approved by the Associated Students of NAU as a registered student organization. Only inter/nationally recognized fraternities and sororities may be considered for expansion. The organization of interest must have a national office.
supported by fulltime staff members (or a national board). The organization of interest must prohibit simultaneous membership in any other organization that is a member of the NPC, NPHC, NALFO, NMGC, NAPA or NIC.

Expansion and extension of new fraternities and sororities on the Flagstaff campus is dependent on a number of factors, including recent history of extension/expansion on campus and demonstration of unmet interest in the current student body as well as the ability of the Fraternity and Sorority Life staff to provide the support, assistance, and time needed for a successful expansion/extension.

Fraternity Expansion through IFC Recognition: The Assistant Director for Fraternity and Sorority Life will work with fraternities who have expressed interest in being recognized by Northern Arizona University. An expansion plan will be put in place in consultation with IFC as to abide by the North American Interfraternity Conference (NIC) statement on expansion which reads: “No NIC member organization is prohibited from selecting undergraduates for the purpose of establishing a chapter on the campus of the host institution. The host institution’s Interfraternity Council may not deter expansion by withholding membership of NIC group from IFC.” In cases where a student interest group directly contacts a fraternity to expand on campus, the Assistant Director for Fraternity and Sorority Life will work directly with that national office and any other fraternity’s national office that may be in line to expand that year. The Assistant Director for Fraternity and Sorority Life will also put the inter/national organizations in communication regarding their mutual interest for establishing chapters at NAU in a similar timeframe. The campus goal is to create conditions where inter/national organizations can successfully establish new chapters at NAU.


Group Expansion through UGC Recognition: The Assistant Director for Greek Life will keep a list of all fraternities and sororities who have expressed interest in being recognized by Northern Arizona University and joining the United Greek Council. UGC will review the materials and vote on which organizations they would be interested in inviting to expand on campus. The UGC will give priority to organizations that represent a group of students not currently represented by the UGC.

X. HAZING

It is the responsibility of the chapter leadership to educate members on their national organization’s policies regarding hazing.

The Office of Fraternity and Sorority Life will provide educational opportunities and resources to chapters regarding University policies and state laws on hazing.

GAMMA will coordinate educational events in the fall semester to celebrate National Hazing Prevention Week.

"Hazing” is defined as (a) any intentional, knowing or reckless act committed by a student, whether individually, or in concert with other persons, against another person, in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with a university that contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation; or (b) any act otherwise defined as hazing under applicable law. Hazing includes, but is not limited to, paddling in any form, physical or psychological shocks, late work sessions that interfere with scholastic activities, advocating or promoting alcohol or substance abuse, tests of endurance, submission of members or prospective members to potentially dangerous or hazardous circumstances or activities which have a foreseeable potential for resulting in personal injury, or any activity which by its nature may have a potential to
cause mental distress, panic, human degradation, or embarrassment (source: NAU Student Code of Conduct, section E. #13).

In the event of a report alleging hazing activities by a recognized fraternity or sorority at NAU, Fraternity and Sorority Life officials with the Office of Housing and Residence Life will notify the designated national officer of the organization to allow for a parallel investigation of the incident.

The Hazing Prevention Policy for Northern Arizona University (Appendix K, NAU Student Handbook -- http://home.nau.edu/studentlife/handbook/appendix_k.asp) is reprinted below:

Northern Arizona University promotes student organizations and the student opportunities they provide. The University respects the right of each student organization to set its own criteria for membership and to establish its own procedures for selecting members, as long as these policies are non-discriminatory and abide by University and Board of Regents policy. The University stands ready to assist in these areas and to provide leadership training for student organizations and their members in an effort to make the organizations a more positive and enriching experience for student members.

Northern Arizona University cannot and will not tolerate, however, any act of hazing associated with registered student organizations, groups of students affiliated with the university, or individual students. Incidents defined as hazing by this policy are not only violations of the Hazing Prevention Policy but are also violations of the Student Code of Conduct. Acts of hazing are antithetical to the idea of student organizations on a college campus. Student organizations exist for a variety of reasons, including but not limited to enhancing the educational pursuits of members, assisting with personal/social growth and development, increasing leadership potential, creating an atmosphere of belonging, providing services to others, providing recreational opportunities, providing religious and spiritual opportunities and providing opportunity for a variety of special interest concerns. The individual, the organization and the University suffer when groups create and maintain hazing activities as part of their membership procedures. These activities serve no constructive purpose related to the reasons student organizations exist at the University.

When organizations plan membership activities for your organization and when you are a participant in new membership orientation activities, we ask that you consider whether or not the activity could be viewed as hazing according to the definition stated below. It may be helpful for you to consider the following questions regarding the organizational activity in question.

1. What is the activity’s purpose?

2. How does the activity contribute to the new member’s respect and love for the organization and him or herself?

3. Would you be willing to implement or participate in this activity in front of University administrators, alumni, your parents or the parents of the new member?

4. Would you be proud to have photographs of this activity in the campus or community newspaper?

5. Would you be able to defend this activity in a court of law?

The following information provides additional clarification regarding Northern Arizona University's hazing prevention policy including procedures for responding to hazing violations:
1. Hazing is prohibited. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which subsection A and either subsection B or C of the following apply:

   A. the act was committed in connection with an initiation into, an affiliation with the maintenance of membership in any organization that is affiliated with a university.

   B. the act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.

   C. the act discourages the student from entering or remaining registered in an educational institution, or may be reasonably expected to cause the student to leave the organization or institution rather than submit to the act. Hazing includes, but is not limited to, paddling in any form, physical or psychological shocks, late work sessions that interfere with scholastic activities, advocating or promoting alcohol or substance abuse, tests of endurance, submission of members or prospective members to potentially dangerous or hazardous circumstances or activities which have a foreseeable potential for resulting in personal injury, or any activity which by its nature may have a potential to cause mental distress, panic, human degradation or embarrassment.

2. Any solicitation to engage in hazing is prohibited.

3. Aiding and abetting another person who is engaged in hazing is prohibited.

4. It is not a defense to a violation of this policy that the hazing victim consented to or acquiesced in the hazing activity.

5. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of this policy. Violations of this policy should be reported to the Office of Student Life for investigation/ adjudication using a written referral form available in the Office of Student Life. Written referrals will be investigated by Student Life staff according to the Student Disciplinary Procedures used for adjudicating student conduct violations. See the NAU Electronic Student Handbook for a complete review of the Student Code of Conduct and the Student Disciplinary Procedures [http://home.nau.edu/studentlife/handbook.asp](http://home.nau.edu/studentlife/handbook.asp)

6. Violations of this policy or interference in an investigation under this policy by students or student organizations are subject to sanctions under the Student Code of Conduct. The Office of Student Life is responsible for enforcing the Student Code of Conduct and implementing the Student Disciplinary Procedures.

7. Registered student organizations, as well as their members, may be held collectively and/or individually responsible for violations of the Student Code of Conduct and/or Hazing Policy. The Office of Student Life can take action according to the Code even though a student organization and/or its governing body has already implemented its own disciplinary process and/or sanctions. If it is determined that a student organization, group or member did violate this Hazing Policy or the Student Code of Conduct, the following sanctions may apply:

   1. Suspension of the organization as a registered student organization.
2. Loss of campus privileges for the student organization.
3. Restitution for damages that may have resulted from the incident (student organization and/or individual)
4. A statement of warning may be issued (student organization and/or individual)
5. A probationary period may be implemented (student organization and/or individual)
6. An individual may be suspended from the University
7. An individual may be expelled from the University
8. Any University employee who knowingly permitted, authorized or condoned the hazing activity is subject to disciplinary action by the University.
9. If Northern Arizona University receives a report or complaint of hazing involving physical injury, threats of physical injury, intimidation, harassment or property damage, or other conduct that appears to violate Arizona law, NAU will report the conduct incident to the NAU Police Department.
10. This policy is not intended to prohibit or sanction the following conduct:
   A. Customary public athletic events, contests or competitions that are sponsored by a university;
   B. Any activity or conduct that furthers the goal of a legitimate educational curriculum, a legitimate extracurricular program or legitimate military training program.

11. For the purpose of this policy,
   a. "Organization" means an athletic team, association, order, society, corps, cooperative, club, student organization, fraternity, sorority or other similar group that is affiliated with a university and whose membership consists primarily of students enrolled at that university. "Organization" includes a local chapter, unit or other local division consisting primarily of students, regardless of the nature of the membership of the larger public or organization.
   b. "Student" means any person who is enrolled at a university, any person who has been promoted or accepted for enrollment at a university or any person who intends to enroll at or be promoted to an Arizona university within the next twelve calendar months. The hazing prevention policy of the university where a person has been accepted for or promoted to enrollment, or where a person intends to enroll or be promoted to within the next twelve calendar months, shall be the effective policy. A person who meets the definition of a student for purposes of this paragraph shall continue to be defined as a student for purposes of this section until the person graduates, transfers, is promoted or withdraws from the university.

XI. HOUSING FOR FRATERNITY AND SORORITY CHAPTERS

University-recognized housing for fraternities and sororities includes the following:
1) NAU Fraternity and Sorority Chapters housed on campus in Mountain View Hall

2) NAU Fraternity and Sorority Chapters with off-campus housing who conform with current City of Flagstaff Zoning Code which reads: “Fraternity, Sorority: Group living facilities of greater than eight occupants, owned by an organization of university or college students or their parent organizations for housing members while enrolled in school and recognized as a student group by the university or college. See “Rooming and Boarding Facility.”

Source: City of Flagstaff City Code, Title 10: Flagstaff Zoning Code; Chapter 10-80 Definitions; Definition of Specialized Terms, Phrases, and Building Functions (10-80.20.060) retrieved May 16, 2014 from http://www.flagstaff.az.gov/DocumentCenter/Home/View/14892. See also City of Flagstaff Zoning Code; Chapter 10-40: Specific to Zones; Non-Transect Zones; Residential Zones; Rooming and Boarding Facilities (10-40.30.030). See also City of Flagstaff Zoning Code; Chapter 10-40: Specific to Zones; Non-Transect Zones; Commercial Zones; Rooming and Boarding Facilities (10-40.40.30.040) retrieved May 16, 2014 from http://www.flagstaff.az.gov/DocumentCenter/Home/View/14890.

A. NAU HOUSING POLICY FOR MOUNTAIN VIEW HALL

Fraternities and Sororities have been an integral part of Northern Arizona University’s history as a residential campus. Historically, social fraternities and sororities have emphasized development of the whole person, both inside and outside the classroom. The residential community living experience fosters the development of brotherhood/sisterhood within the chapter.

In fall of 1990, Housing and Residence Life opened Mountain View Hall. Greek students and alumni participated in planning and designing this facility. Mountain View was dedicated as a home to fraternities and sororities who were seeking a residential experience. The Office of Housing and Residence Life administer individual academic-year housing contracts. Chapters who feel this residential option enhances their experience and who have made a commitment to fill requested space in Mountain View have been accommodated in Mountain View whenever possible.

Chapters currently occupying space in Mountain View retain this space from year to year, contingent upon occupancy and standards being maintained. Chapters wishing to obtain space in Mountain View will be considered on a space-available basis. Floor/wing assignments will be based upon availability and chapter size. Housing and Residence Life will make every attempt to accommodate Chapter housing requests while maximizing the use of the building.

a) Housing and Residence Life Goal: To have Mountain View 100% occupied by current, affiliated members of NAU’s fraternities and sororities

b) Chapter Responsibilities:
   i) To educate the new member class on their duties and live-in responsibilities
   ii) Fill dedicated space
   iii) Chapters may create their own internal or chapter-specific housing policies for Mountain View, but may not substitute Chapter policy/obligations for the NAU Housing Policy for Mountain View.

c) Assignment and use of space in Mountain View:
   i) New space allocations will be based on historical trends
      (1) Chapters are expected to fill allocated space during Spring Reapplication for the ensuing Fall Semester
      (2) Chapters desiring additional space in Mountain View can demonstrate their ability to do so by providing a signed, waiting list roster of additional Chapter Members who have committed to live in Mountain View for the ensuing year
      (3) Chapters are expected to keep their allocated space full throughout the academic year
(a) Chapters may move members into their space in Mountain View at mid-year if current, contracted residents leave campus due to graduation or non-local internships or move to another on-campus property following their completion of a term of office.

ii) To have exclusive use of a chapter room, a Chapter must fill a wing.

iii) Chapters may move in affiliated students from off-campus to fill wing/designated space if they can demonstrate a true need to utilize their space for off-campus chapter members.

iv) Space available as a result of one or more Chapters failing to fill their space will be re-appropriated to:
   (1) Chapters Submitting a Waiting List
   (2) For Use by Housing and Residence Life to address unmet demand for student housing. The re-appropriation of space may be permanent.

v) Chapters failing to fill their allocated space may be relocated to an alternate space to accommodate other chapters who have demonstrated an ability to fill the space.

d) The President (preferred) or an officer of close rank (e.g. the Vice President or similar role) and Housing Manager of the Chapter are required to live in Mountain View.

i) Each President qualifies for a President Paid Vacancy (double as single occupancy), at the cost of Housing and Residence Life.
   (1) This is only offered to the chapter President and is not transferrable to another executive officer or member if the President chooses to not live in Mountain View.

e) A Memorandum of Understanding will be executed annually and signed by the current Chapter President, House Manager and Faculty and/or Chapter Adviser. The MOU will be filed with the Housing and Residence Life and national office of the fraternity or sorority.

1. **Mountain View Facilities: Use, Chapter Identity and Expectations for Student Behavior**

Chapter rooms are assigned in Mountain View Hall based on a commitment to the building demonstrated by a chapter’s historic ability to fill allocated space, chapter size and available space in the building. Chapters with a smaller number of students living in Mountain View will be asked to share a chapter room. Not every chapter with members living in Mountain View Hall will be guaranteed a chapter room or shared chapter room.

Fraternities and sororities are permitted to personalize their chapter rooms by hanging chapter pictures, composites and other items specific to their organization. Chapters are also allowed to personalize their chapter rooms with educational and recreation equipment, and may complete improvements after securing approval from the Residence Hall Director (to ensure plans meet all applicable laws, expectations and policies). The University expects each organization to properly maintain the physical condition of its chapter room. Chapters looking to make significant improvements to their chapter room such as new flooring, bathroom vanity, etc. must follow the chapter room improvement policy and obtain approval from the Assistant Director for Fraternity and Sorority Life.

Through approval procedures with the Residence Hall Director, chapters will be permitted to have their hallways painted with fraternity- or sorority-specific information according to the Mountain View Chapter Corridor Paint Policy. While maintaining public areas within Mountain View Hall will be responsibility of the Housing and Residence Life, the community is committed to keeping Mountain View in the best possible condition by preventing, addressing and responding to vandalism and excessive cleaning issues.

Common areas in Mountain View Hall, such as conference rooms, kitchens and study rooms, are designed for use by affiliated students and organizations. Fraternity and Sorority chapters residing in Mountain View can reserve the public areas two weeks in advance through the Mountain View Hall Front Desk through the room reservation process. If the reservation is not two weeks in advance, use is based on availability.
The University currently provides support to the Hall through a Residence Hall Director and a Graduate Assistant Residence Hall Director. These individuals and the Resident Assistants have the responsibility to serve the residents of Mountain View and the Greek Community through facilitating a safe and open community, providing programs to enhance student out of class experiences and to hold individuals and groups accountable to University and Housing and Residence Life Policies.

In March 1998 NAU Fraternities and Sororities voted to make Mountain View Hall a Substance-Free building. Each chapter living in Mountain View affirms its compliance with sections 1.01.6, 1.01.7, 1.03.1, 1.03.2, 1.03.3 and 1.03.4 of the Standards of Residence regarding the possession and use of alcoholic beverages, drugs, and tobacco. The full version of the Standards of Residence can be located at [http://nau.edu/Residence-Life/Life-on-Campus/Standards/](http://nau.edu/Residence-Life/Life-on-Campus/Standards/).

Chapters residing in Mountain View are subject to group billing for damages, cleaning and repairs within their assigned wing that are beyond normal “wear and tear.”

**B. OFF-CAMPUS HOUSING FOR GREEK ORGANIZATIONS**

As a residential campus, Northern Arizona University endorses the value of on-campus facilitates for Greek Organizations as beneficial for the overall development of the chapter and individual members. Off-campus houses or apartments must conform to the Flagstaff Zoning Code definition for Specialized Terms, Phrase and Building Functions and should contain space for meal preparation and eating, studying and sleeping facilities.

Chapters considering purchasing or leasing off-campus housing are requested to first consult with the Office of Housing and Residence Life. When known, the University will inform officials with the City of Flagstaff with the location, chapter name and contact information for Greek organizations with off-campus housing.

a) **Registered Property Form:** The Registered Property Form must be completed for any residential property owned, controlled or operated by a recognized fraternity or sorority at Northern Arizona University. Chapter event approval at the address is contingent upon the completion of the form. The Registered Property Form can be located at [http://nau.edu/Student-Orgs/Greek-Life/Policies-Forms/](http://nau.edu/Student-Orgs/Greek-Life/Policies-Forms/).

b) **Fire, Health and Safety Standards:** Chapters with off-campus housing facilities must conform at a minimum to the Fire, Health and Safety Standards articulated in the Risk Management Policy of the Fraternal Information & Programming Group (FIPG):
   i) All chapter houses should meet all local fire and health codes and standards.
   ii) All chapters should post by common phones and in other locations emergency numbers for fire, police and ambulance and should have posted evacuation routes on the back of the door of each sleeping room.
   iii) All chapters should comply with engineering recommendations as reported by the insurance company or municipal authorities.
   iv) The possession and/or use of firearms or explosive or incendiary devices of any kind within the confines and premises of the chapter house is prohibited.
   v) Candles should not be used in chapter houses or individual rooms except under controlled circumstances such as initiation. (The University strongly encourages the use of electric candles for such purposes.)

c) The outside property must be kept clean and present a positive image for the chapter and Northern Arizona University.
d) The house must comply with all local ordinances regarding noise control, alcohol consumption, large gatherings, parking and related city ordinances.

e) The chapter will conform to Alcohol Use standards as relates to state law, national organization policy and their Risk Management Insurance Policy.

f) Chapters with off-campus facilities are strongly encouraged to be governed by a housing corporation of national alumni members to ensure all financial and physical obligations related to the chapter house are maintained.

XII. INSURANCE*

All Fraternities and Sororities will have in full force and effect at all times covering the organization, its members and any premises the organization occupies, a policy of broad form comprehensive general liability insurance and will annually provide a certificate of insurance to NAU within 30 days after the issuance of same. Chapters are strongly encouraged to name ABOR and NAU as an additional insured. Limits of the insurance policy shall conform to the following:

Limits:

Combined Bodily Injury and Property Damage

$1,000,000 Each Occurrence

$1,000,000 Personal and Advertising Injury

$2,000,000 General Aggregate

$1,000,000 Products Aggregate

Additional Endorsements: Host Liquor Liability, Auto Hired and Non-Owned.

Contents of and improvements to chapter-allocated space within Mountain View are to be insured by the Organization.


* Section is subject to Tri-University efforts to review insurance expectations of all student organizations.

XIII. MEMBERSHIP SELECTION

Northern Arizona University fraternities and sororities appreciate the benefits of diversity and have designed their membership selection processes to offer a mutual exploration for chapters and prospective members alike. Every student is welcome and encouraged to participate in Greek membership selection.

The Northern Arizona University Greek system encourages participation of students from diverse backgrounds. The Greek philosophy promotes self-worth, human dignity and positive image. Discrimination on the basis of race, ethnic background or economics will not be tolerated in any area of membership selection.
Each chapter will affirm its compliance with membership selection processes that are in accordance with the NAU student organization non-discrimination statement as set forth below:

Northern Arizona University prohibits discrimination in organizational membership on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age, or veteran status. Title IX of the Education Amendments of 1972, Section 106.14, makes an exception for social fraternities and sororities with regard to gender requirements for membership.

**XIV. PHILANTHROPY**

Serving humanitarian and philanthropic pursuits has been an integral part of the affiliated experience since the founding of the first fraternities and sororities. Philanthropic events enhance students’ social awareness, thus enhancing their educational experience. Therefore, the Greek experience is an extension of the learning process that begins in the classroom.

The College Panhellenic Council, Interfraternity Council, United Greek Council and individual Greek chapters each have a philanthropic emphasis. The entire Greek system at Northern Arizona University organizes and participates in events which serve humanity. St. Jude’s “Up ‘Til Dawn Campaign” is one example of a broad program of philanthropic service rendered by Northern Arizona University Greeks.

**XV. PUBLIC RELATIONS**

Fraternity and Sorority leaders, in collaboration with the University, will strive to promote a positive image of their system and experience to students, faculty, staff, administration and the community as a whole. Educating and informing individuals about Fraternity and Sorority Life will play major roles in promoting this positive image.

The Interfraternity, Panhellenic Councils and United Greek Councils, as well as individual chapters’ public relations chairpersons, will provide structure and direction in promoting a positive image of fraternity and sorority life at Northern Arizona University.

Involving faculty, staff, and non-Greek student organizations in chapter activities, such as attendance at house dinners and as speakers and guests, will help create a positive image of Fraternity and Sorority Life. Involving individual members and chapters in non-Greek activities and student government will further help to promote a positive image.

The University will provide mailing lists of incoming freshmen to chapters so they may provide freshmen with information on Fraternity and Sorority Life at Northern Arizona University. Further, the University will support Fraternity and Sorority Life through the University’s Discover NAU Days and Orientation Programs, specifically to inform incoming students about Fraternity and Sorority Life.

**XVI. REMOVAL OF RECOGNITION**

As previously stated, being recognized as a chapter at Northern Arizona University is a privilege, not a right. Accordingly, all fraternities and sororities shall comply with the provisions set forth within this document as well as all policies, rules, and procedures set forth in the Northern Arizona University Student Handbook and applicable ABOR Policies. Failure to do so may result in the revocation of a chapter’s campus recognition.
The process for removing chapter recognition is as follows: (source –NAU Student Handbook Appendix J - Fraternity and Sorority Organizational Sanctions http://home.nau.edu/studentlife/handbook/appendix_j.asp)

1) Issues potentially resulting in a decision to place a group/chapter on probation or suspension will be heard jointly by the Office of Student Life and Fraternity and Sorority Life. A joint decision will be rendered and a letter sent to the chapter President.

2) If the sanction imposed includes Chapter Suspension or Revocation of Chapter Recognition by the University, the organization shall be informed of the right to request a hearing before a University Hearing Board. A hearing must be requested in writing to the Dean of Students no later than 10 days following the posting or personal delivery of the written decision.

3) Filing a timely written request for a hearing shall suspend imposition of the disciplinary sanction pending the outcome of the hearing. If the organization elects not to request a review of the decision and signs a statement to that effect, then the decision is final and becomes effective immediately. For more information about the University Hearing Board, refer to the Student Disciplinary Procedures (http://home.nau.edu/studentlife/handbook.asp) as detailed in the Northern Arizona University Student Handbook.

Whenever Chapter Suspension or Removal of Recognition is a possible outcome for Chapter-related activities, Fraternity and Sorority Life officials will communicate with the appropriate representative of the national organization for parallel investigatory processes and where possible, complementary sanctioning. The national office will be immediately informed of any decision of Chapter Suspension/Removal of Recognition. All chapters receiving university sanctions will be posted to the Fraternity and Sorority Life website. Fraternity and Sorority Life officials will notify NAU Alumni Relations and the Office of Public Affairs of all Chapter Suspensions/Loss of Recognition in a timely manner to enable their informed response to inquiries by concerned alumni and friends of the University.

XVII. CHANGES IN UNIVERSITY POLICY

Whenever reasonably possible, the University will notify the appropriate fraternity and sorority governing group leaders of potential changes to this policy in order to encourage their input; however, the University reserves the right to make any changes to this policy whenever the University deems it necessary to do so.
You Are Invited to Attend and Participate

In a

Public Forum on Student Safety

Wednesday, April 23, 2014

4-6 pm

High Country Conference Center

201 W. Butler Ave., Flagstaff, Arizona  86001

Please RSVP to NAU Housing and Residence Life

928-523-7618 or donna.womble@nau.edu

You have been identified as an informed and influential stakeholder on the subject of Student Safety as it is experienced by students enrolled at Northern Arizona University. We are hopeful you can join us in the Forum to consider the issues, promising practices, gaps and great ideas for advancing student safety at NAU. *Refreshments will be served.*

Background information:

The presidents of Arizona’s public university enterprise announced the establishment of the statewide task force following concerns regarding several high-profile incidents that threatened the health and safety of students enrolled in the system. Charges to the three university-based sub-committees include the following:

**Task Force Charge**

The Statewide Task Force on Student Safety and its subcommittees will:

1. Hold at least one public meeting.
2. Provide opportunities for input from students, university faculty and employees, community representatives, law enforcement and others interested in student safety;
3. Review data and trends of public safety incidents involving students at and around Arizona universities;
4. Hear from campus experts and other Arizona and national experts on best practices to promote student safety and healthy behaviors;
5. Make recommendations for improvements to current practices to promote student safety both on campus and in the community; and
6. Provide a final report by June 30, 2014 to the Regents on the work of the statewide and local task forces.

North Country Conference Center is located on the north boundary of the Northern Arizona University campus and adjacent to Flagstaff’s Drury Hotel. Parking is available in the High Country Conference Center’s parking garage located behind the High Country Conference Center. A map is attached to this email for your reference. If you have further questions and inquiries, please email: Cynthia.Anderson@nau.edu, Co-Chair, NAU Subcommittee on Student Safety
### NAU Public Forum on Student Safety

**High Country Conference Center – Humphreys, Agassiz & Fremont Ballrooms**

**Room Set:** Room set with 8-10 person round tables (Max capacity = 180 seated); Front riser with podium, access to IT and Microphone; Hand-held for audience participation; Catering at back of the house; room is ADA accessible

- **Master of Ceremonies:** Dr. Rick Brandel, Dean of Students – Northern Arizona University
- **Content Presenters/Invited Speakers:** Art Farmer, Kevin Treadway and Melissa Griffin
- **Committee Members (+others as needed) serve as Table Discussion Facilitators**
- **“Crowd Reporter” to facilitate public input via the microphone**

### Outline for Forum:

<table>
<thead>
<tr>
<th>Clock Time</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 3:40 – 4:00 pm | Slide Show is Playing while Attendees Assemble  
  - What are the Threats to Student Safety at NAU?  
  - What is the most important action NAU could take to promote Student Safety at NAU? |
| (10 min) | Welcome, Introductions and Forum Goals  
  - Dr. Sarah Bickel – NAU Welcome and Thanks for Your Attendance, Participation  
  - Regent Kaitlyn Thompson - ABOR Welcome  
  **Public Forum Goals:** (Dr. Brandel)  
  - Share what is known about local issues impacting student safety and efforts to address these issues;  
  - Learn about gaps between intended program impact and actual program effect (or lack thereof);  
  - Discover new ideas/opportunities for enhancing student safety at NAU  
  **Public Forum Format:** (Dr. Brandel)  
  - There will be 3, 35 minute sections to our forum. Each section will include:  
    - Brief text survey of audience members to introduce topic  
    - Summary from University Committee findings and presentations  
    - Table top conversations: Going deeper and reflecting on what others have shared with us  
    - Call to the audience, Collection of Written Comments |
| 4:00 – 4:10 pm | Student Safety Issues at NAU: What do we know? (Dr. Brandel)  
  - Introductory question (Text question): “What are threats to student safety at NAU?” (3 min)  
  - Public Safety issues impacting NAU Students (12 min)  
    - Co-Presented by Art Farmer and Kevin Treadway  
    - Table top discussion: (Record comments on sheets at table) (10 min)  
      - What have folks experienced? Are there some populations on campus who are more at risk?  
      - Participants can also continue to text in their responses  
    - Call to the audience for additional input (10 min) |
| 4:10 – 4:45 pm | Current Efforts and Best Practices to promoting student safety: What works and why?  
  - Presentation from Committee Members on current efforts and best practices to enhance NAU Student Safety (15 minutes)  
    - Presented by Melissa Griffin  
    - Table top discussion: (Record comments on sheets at table) (10 min)  
      - What have folks experienced? Are there programs and practices at other universities, communities that you would like to see in place here?  
      - Participants can also continue to text in their responses  
    - Call to the audience for additional input (10 min) |
| 4:45 – 5:20 pm | “Mind the Gap” – where does practice fall short of needed impact?  
  - Introductory question via poll everywhere: What is the most important thing(s) NAU and/or the Flagstaff Community could do to advance student safety? (5 min) (Dr. Brandel)  
  - Table top discussion: Based on your observations and experiences as a member of the NAU/Flagstaff Community, what do you wish we had in place? Why? What have been the barriers to implementation? What might be potential partnerships to implement this idea(s)? (Record on sheets at table) (15 min)  
  - Call to the audience for additional input (10 min) |
| 5:20 – 5:50 pm | Closing Comments (Dr. Brandel)  
  - Where participants can send additional comments: StudentSafety@nau.edu until May 30th  
  - What will we do with what we’ve learned?  
    - Record due to ABOR by June 2014: ABOR will merge and share suggested best practices back to the three universities |
NAU Public Forum on Student Safety

Wednesday, April 23, 2014
High Country Conference Center

What are the Threats to Student Safety at NAU?

- Parties with criminal activity within the parties
- Sexual Assaults
- Unregulated, large off campus/forest parties
- Accidents related to weather and outdoor recreation
- Dark Areas of campus and in surrounding areas frequented by students
- Traffic/Crosswalk accidents
What are the Threats to Student Safety at NAU?

- Alcohol abuse by students; particularly men ages 18-22
- Drink specials driving large crowds and potentially encouraging rapid consumption of alcohol
- Poor decision-making while under the influence of alcohol and other drugs
- Increased availability and acceptance of marijuana use

What are the Threats to Student Safety at NAU?

- Inadequately immunized students to meningococcal disease
- Size of campus and commuting in late evening
- Bicyclists and skate-boarders who do not wear helmets
- Low student awareness of campus resources
- Lack of resources for size, population of campus
- Domestic violence
What are the Threats to Student Safety at NAU?

- Feeling emotionally unsafe on campus and unable to address the issue
- Interpersonal micro-aggressions targeting oppressed identities (racial, nationality, gender identity)
- No campus-wide Bias Protocol (particularly concerning for LGBTQ students)

What are the Threats to Student Safety at NAU?

- Tailgating into the Residence Halls
- Carelessness of drivers through campus
- Infrequent bus system at night
- Drunk driving
- Student’s inability to think there are true threats to their personal safety on campus or in Flagstaff.
What is the most important action NAU could take to promote Student Safety?

- Increase the number of Blue Phones & ensure they are always operational
- Mandate pre-enrollment (on-line) education be completed by in-coming freshmen regarding alcohol, sexual conduct and sexual assault
- Structured/formal bias protocol that is responsive
- Raise student awareness of safety issues through marketing and advocacy of issues, resources

What is the most important action NAU could take to promote Student Safety?

- Conduct a student Focus Group to probe areas where students could add perspective, depth to understanding of safety-related issues
- Create more “Traditions” type events which engage students with alternative to alcohol-infused activities
- Leverage institutional data to create awareness and increase resources
What is the most important action NAU could take to promote Student Safety?

- Training for faculty, staff and students on responding to the mental health needs of students
- Add a Student Health and Safety Officer to Campus
- Add an off-campus escort service
- Increased enforcement of campus speed limit, road signs (e.g. stop signs at x-walks)

What is the most important action NAU could take to promote Student Safety?

- Hold more programs and activities related to safety and drinking responsibly
- Continue the Campus Safety Aids
- Educate students on the dangers of extreme/binge consumption of alcohol
- Nothing – I feel safe here.
Safety-Forum 2014

Public Forum on Student Safety

Wednesday, April 23, 2014
High Country Conference Center

Opening Comments

Dr. Sarah Bickel
Chief of Staff, Office of the President
Regent Kaitlin Thompson
Arizona Board of Regents
Student Safety Committee Members
Public Forum Goals

• Share what is known about local issues impacting student safety and efforts to address these issues
• Learn about gaps between intended program impact and actual program effect
• Discover new ideas/opportunities for enhancing student safety at the university

Public Forum Format

• There will be 3, 35-minute sections to our forum. Each section will include:
  – Brief text survey of audience members to introduce topic
  – Summary from University Committee findings and presentations
  – Table top conversations: Going deeper and reflecting on what others have shared with us and opportunity to live text comments
• Call to the audience, Collection of Written Comments
Public Safety Issues Affecting NAU Students

Kevin Treadway
Flagstaff Chief of Police

Art Farmer
Director, Office of Student Life

Use of Alcohol and Other Substances

• Conduct related behaviors associated with use
• Binge drinking, DUI’s
• Underage drinking/Fake ID’s
• Drink specials
• Off campus/forest parties
• Increased availability and acceptance of marijuana
Mental Health Concerns

- Increase in student mental health issues across the country
- More students needing support and service
- Increase in suicidal ideation and self-injury

Crimes Against Individuals

- Classroom Disruption/Safety in Classrooms
- Assaults and Sexual Assaults (Acquaintance, stranger, on campus, and off campus)
- Bias Related Incidents
- Theft and other Crimes leading to Safety Concerns
Transportation/
Moving Around Campus

- Foot traffic
- Most students live off campus
- Students employed on and off campus

Communication and Knowledge About Student Issues

- Interagency communication
- Administrative communication between departments
- Protocols in place for dealing with various situations
Large Scale Incidents Affecting Student Safety

- Health Related Concerns – Infectious health issues, etc.
- Fire and other incidents
- Inclement Weather
- Special Events

Best Practice & Evidence Based Practice In Student Safety

Melissa Griffin
Health Promotion Manager, Campus Health Services
Best Practices

- Other universities
- Recommendations from guiding bodies
- Requirements
  - Federal Law
  - State Law
  - University Policies & Procedures

Evidence Based Approaches

- Based on peer reviewed research
- Produce the results we want
- Replicated outcomes
- Implementation with fidelity
- Evaluation
Alcohol

- My Student Body (EB)
- Alcohol and Other Drug Council (BP)
- Biennial Review (BP)
- Screening Brief Intervention Referral to Treatment (EB)
- Social Norms Marketing (EB)

Alcohol (continued)

- Alcohol-free policy for Greek housing (BP)
- Wide range of alcohol free programming: Residence Life, Recreation Services, Sun Entertainment, etc. (EB)
- Alcohol and drug education diversion programs (BP)
Sexual Assault

- CCRT (Coordinated Community Response Team)
- Sexual Assault Protocol (BP)
- Anonymous Reporting form (BP)
- Sexual Assault and Relationship Violence Task Force (BP)
- Take a Stand! bystander intervention training (EB)
- My Student Body (BP)
- Awareness events (BP)

Mental Health

- 24-Hour on-call Counseling Services (BP)
- Kognito suicide prevention training (EB)
- Weekly Behavioral Intervention Team Meetings (BP)
- National Depression Screening Day (EB)
- On-going training and consultation from Counseling Services (BP)
Communication

- NAU, Flagstaff and Coconino County Emergency Management utilizes Incident Command Structure (public health pandemics, natural disasters, large-scale threats to public safety) and is fully NIMS-compliant (BP)
- Interagency Communication:
  - Interoperable radio system NAUPD- Flag PD
  - Compstat monthly crime analysis NAUPD-FPD
  - Intelligence led policing sharing of crime trends
- Regular administrative communication
  - Behavior Intervention Team weekly meetings and Students of Concern Group as needed (BP)

Student Safety

- CALEA accreditation for NAUPD
- Public Safety Answering Point
- 118 Blue emergency phones
- Good Neighbor Coalition
- Annual Clery Report
Minding the Gap: Where Do Our Programs & Practices Fall Short?

Forum Closing Comments

- Participants can send additional comments to StudentSafety@nau.edu until May 30
- Report due to Arizona Board of Regents in June, 2014
- Tri-University Group Convened today
- Arizona University minimum standards and recommendations to promote student safety expected by fall 2014
## Student Safety Polls Everywhere Responses

### Poll 1 Question
What is the most major threat to student safety at NAU

<table>
<thead>
<tr>
<th>Response</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues related to alcohol abuse by students</td>
<td>27</td>
</tr>
<tr>
<td>Crimes against persons, such as physical and sexual assaults</td>
<td>14</td>
</tr>
<tr>
<td>Campus congestion resulting in bike, board and pedestrian injuries</td>
<td>5</td>
</tr>
<tr>
<td>Health-related issues such as meningitis and other communicable diseases</td>
<td>2</td>
</tr>
<tr>
<td>Accidents related to weather and outdoor recreation</td>
<td>2</td>
</tr>
</tbody>
</table>

### Poll 2 Question
What NAU/Flagstaff programs and efforts are most effective at promoting student safety?

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventure land type of place</td>
</tr>
<tr>
<td>safety rather than intimidation/enforcement</td>
</tr>
<tr>
<td>Mentoring Programs</td>
</tr>
<tr>
<td>National Collegiate Alcohol Awareness Week</td>
</tr>
<tr>
<td>campus health services case manager</td>
</tr>
<tr>
<td>recreation programming</td>
</tr>
<tr>
<td>NAU Police Department</td>
</tr>
<tr>
<td>24 hour counseling</td>
</tr>
<tr>
<td>AfterHours Program</td>
</tr>
<tr>
<td>certified police force</td>
</tr>
<tr>
<td>safe zone</td>
</tr>
<tr>
<td>Resident Assistants</td>
</tr>
<tr>
<td>James Carroll</td>
</tr>
<tr>
<td>Campus Safety Aids/Escorts</td>
</tr>
<tr>
<td>SODAS</td>
</tr>
<tr>
<td>Campus Safety Escorts</td>
</tr>
<tr>
<td>24 hr counseling and walk in hours</td>
</tr>
<tr>
<td>Red Cup Check Up</td>
</tr>
<tr>
<td>bystander training</td>
</tr>
<tr>
<td>Residence Hall Staff</td>
</tr>
<tr>
<td>social norming</td>
</tr>
<tr>
<td>free legal aid service</td>
</tr>
<tr>
<td>Safe Ride</td>
</tr>
<tr>
<td>The squirrels!</td>
</tr>
</tbody>
</table>
### Student Safety Polls Everywhere Responses

<table>
<thead>
<tr>
<th>Poll 3 Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the most important thing(s) NAU and/or the Flagstaff Community could or</td>
<td>Tobacco free</td>
</tr>
<tr>
<td>should do to advance student safety?</td>
<td>James Carroll</td>
</tr>
<tr>
<td>UNDERSTAND THAT THIS IS A COLLEGE TOWN AND THAT COLLEGE STUDENTS WILL BE</td>
<td>Providing awareness to students/faculty/law enforcement of the efforts being put forth to aid in safety among students</td>
</tr>
<tr>
<td>COLLEGE STUDENTS WILL BE COLLEGE STUDENTS</td>
<td>more healthy choices</td>
</tr>
<tr>
<td>Providing awareness to students/faculty/law enforcement of the efforts being</td>
<td>stop letting everyone go without consequences</td>
</tr>
<tr>
<td>put forth to aid in safety among students</td>
<td>Bias reporting</td>
</tr>
<tr>
<td>more healthy choices</td>
<td>continue to share social norming data w students</td>
</tr>
<tr>
<td>stop letting everyone go without consequences</td>
<td>. More under 21 activities</td>
</tr>
<tr>
<td>Bias reporting</td>
<td>Get students to read their email</td>
</tr>
<tr>
<td>continue to share social norming data w students</td>
<td>underage nightclub</td>
</tr>
<tr>
<td>. More under 21 activities</td>
<td>success of programs</td>
</tr>
<tr>
<td>use of objective metrics to assess problem areas; success of programs</td>
<td>Focus more on safety than giving MICs</td>
</tr>
<tr>
<td>Focus more on safety than giving MICs</td>
<td>late night activities</td>
</tr>
<tr>
<td>late night activities</td>
<td>mandatory education</td>
</tr>
<tr>
<td>mandatory education</td>
<td>more late night / weekend activities....centralized calendar of events</td>
</tr>
<tr>
<td>more late night / weekend activities....centralized calendar of events</td>
<td>broader dept involvement</td>
</tr>
<tr>
<td>broader dept involvement</td>
<td>More activities for underage students</td>
</tr>
<tr>
<td>More activities for underage students</td>
<td>make resources easier to find</td>
</tr>
<tr>
<td>make resources easier to find</td>
<td>Educate students on flagstaff laws</td>
</tr>
<tr>
<td>Educate students on flagstaff laws</td>
<td>Students mentor and share info with other students on programs</td>
</tr>
<tr>
<td>Students mentor and share info with other students on programs</td>
<td>intentional, natural high, programming</td>
</tr>
<tr>
<td>intentional, natural high, programming</td>
<td>be more selective about musical guests</td>
</tr>
<tr>
<td>be more selective about musical guests</td>
<td>Medical amnesty</td>
</tr>
<tr>
<td>Medical amnesty</td>
<td>engaging alternative activities for under 21s</td>
</tr>
<tr>
<td>engaging alternative activities for under 21s</td>
<td>late night on campus bar to reduce number of students walking/driving after being in downtown area</td>
</tr>
<tr>
<td>late night on campus bar to reduce number of students walking/driving after</td>
<td>communicate options</td>
</tr>
<tr>
<td>being in downtown area</td>
<td>require MSB for all students</td>
</tr>
<tr>
<td>require MSB for all students</td>
<td>on campus medical amnesty policy for students</td>
</tr>
<tr>
<td>on campus medical amnesty policy for students</td>
<td>Bias Reporting Portal with follow up</td>
</tr>
<tr>
<td>Bias Reporting Portal with follow up</td>
<td>medical amnesty</td>
</tr>
<tr>
<td>medical amnesty</td>
<td>advertisement of services</td>
</tr>
<tr>
<td>advertisement of services</td>
<td>make the information more available to students</td>
</tr>
<tr>
<td>make the information more available to students</td>
<td>additional bars on campus</td>
</tr>
<tr>
<td>additional bars on campus</td>
<td>posters about services in bar bathrooms</td>
</tr>
</tbody>
</table>
**Student Safety Polls Everywhere Responses**

**Poll 3 Question**
What is the most important thing(s) NAU and/or the Flagstaff Community could or should do to advance student safety?

**Response**
LYNDA
Educate students about NAU’s programs
activities for under 21
consequences for repeat offenders to remove the factor
safe ride
education regarding student/police escorts
mental health services
Blue light system between downtown and NAU campus
NAU should require safety information presentation for all first year classes.
Find more effective ways to communicate to our students what we are doing to educate or program around safety
More events for underage students
safe ride
Medical amnesty for students
safety rather than intimidation/enforcement
Weekend events should go later for underage/non drinkers.... Unsure how late (up to 2 when bars close)
hire more counselors on campus

**Poll 4 Question**
What is the most important thing NAU and/or the Flagstaff Community could do to promote student safety?

**Response**
All age recreational activities
Partner with City to extend safe ride service to off campus housing areas
Educate the students on flagstaff laws (alcohol, marijuana, camping, etc)
more light on campus during the evenings
Juniors and seniors taking mentorship roles
in person communication to certain groups on campus
Better understanding of students lifestyles from law enforcement and faculty
24 hour venues like the rec center
Jillian’s pissed off
educate freshmen about arizona laws and potential hazards on and around campus
safe ride transports people to campus but many 21+ live off campus.. so coming back on is pointless
new ASNAU president.
Tobacco Free / Not tobacco free
Extend campus safety escorts to a 3 block perimeter of campus
students take ownership of programs and promote peer to peer
Closer bowling alley, mini golf, go karts, laser tag, Adventure land type of place
Bring it to RHA/ASNAU and empower students to share it with other students.
## Participant Comment Cards (compiled)

<table>
<thead>
<tr>
<th>What do you see as the most pressing threat(s) to student safety at NAU?</th>
<th>(Optional) I am a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ A younger population each year, first time away from home, taking risks, seeing themselves as “bullet proof”</td>
<td></td>
</tr>
<tr>
<td>♦ Public intoxicated individuals coming onto campus</td>
<td></td>
</tr>
<tr>
<td>♦ Impact of social media: increasing chances of finding a party, making some dangerous behaviors seem socially acceptable.</td>
<td></td>
</tr>
<tr>
<td>♦ Alcohol related injuries</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Alcohol abuse and mental health</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Alcohol and sexual assaults, biased based crimes seem to be on the rise</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Alcohol and mental health concern</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Campus climate that is at times unfriendly toward various minorities (various races, LGBTQ, etc)</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Assaults and theft—alcohol can play a big part in these as well</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Alcohol and drug use</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Bias incidents and poor bias protocol and reporting: decentralized, not advertised, students are not receiving follow-up responses, action is not taken or stone walled, SL can’t report anonymous, can’t search NAU and find a bias reporting link.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Alcohol use / abuse</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Hostility of officers when approaching groups of students</td>
<td></td>
</tr>
<tr>
<td>♦ Lighting on campus: not enough lighting or broken lighting, also the use of the Blue Light system on campus</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Alcohol ultimately leads to so many bad decisions that some of the largest accidents and problems are a direct consequence of consuming alcohol.</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Alcohol/substance abuse leads to DUI, Assault, Mental Health, Marijuana Use (central quad)</td>
<td></td>
</tr>
<tr>
<td>♦ Alcohol, specifically the issues at The Grove</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Alcohol</td>
<td>Community Member / Police Officer</td>
</tr>
<tr>
<td>♦ Hard Alcohol</td>
<td></td>
</tr>
<tr>
<td>♦ Alcohol Use</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>What do you see as the most pressing threat(s) to student safety at NAU?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>♦ Alcohol and drug use</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Lighting</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Alcohol seems to be over-represented in terms of response—versus the physical assault/bias incidents. Particularly marginalized populations—the response seemed focused toward “weeks” - rather than ongoing efforts.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Marginalized populations—race / ethnicity, LGBTQ, gender, etc. “population weeks” are not enough in creating a good environment.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Lack of awareness of safety resources available for students and fear of getting in trouble.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Mental Health, Alcohol use/abuse, Marijuana/other drugs</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Alcohol abuse: overuse, safety getting home, sexual assault</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Mental Health / Depression</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Alcohol and Traffic</td>
<td>Community Member / Bar Owner</td>
</tr>
<tr>
<td>♦ Bike safety around campus</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Lighting on campus—very dark when walking home at night</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Traffic, students not abiding by traffic laws both on foot or bike and alcohol use</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Unified training (may mandated—online) for faculty (even adjuncts) to learn how to deal with disclosures of domestic violence and/or sexual assault</td>
<td>Community Member</td>
</tr>
<tr>
<td>♦ The prevalence of intolerance being opposed by the leadership in the state may lead to increased intolerance of at risk student populations</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ International Students don’t necessarily know the norms of community and/or process if victim</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>♦ Faculty has to handle physical abuse/sexual assault and doesn't know what to do.</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>♦ The management staff at The Grove is very young, students have to walk to and from The Grove, could Saferide bus drop off at more locations?</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>♦ Students unaware of resources, more active approach—get it out in student’s faces</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>Are some groups on campus more at risk?</td>
<td>How?</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>✦ First Year Students</td>
<td></td>
</tr>
<tr>
<td>✦ New students, freshmen—unaware of environmental risks</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ Freshman and new students to campus</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ International students—some might be more at risk</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Pedestrians, some students who may be walking alone at night and some areas are secluded or poorly lit.</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ Women (sexual harassment, assault, threatening, demeaning, graffiti) &amp; LGBTQ (for many of the same reasons that women are at risk)</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ Yes, some populations are more at risk</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ LGBT Students and students of color are more at risk for bias incidents due to alcohol use and lowered inhibitions.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Yes, students of color and LGBTQ identified yet offices and programs don’t specifically outreach or target these populations despite them being at the highest risk.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Freshman class—new environment and freedom</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Greeks &amp; Freshman students</td>
<td></td>
</tr>
<tr>
<td>✦ Women are more likely to run the risk of being assaulted, first year students are usually some of the bigger problems as they tend to overdo their first experience</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ Those at risk include Freshman, students not connected. Those less at risk include “connected” students—student workers, involvement in clubs/organizations, athletes, etc.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Freshman and students with mental health issues</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ The Freshman class as a whole, for many Freshman this is their first experience living away from home. Some Freshman choose to engage in risky behavior, drug experimentation, etc.</td>
<td>Community Member / Police Officer</td>
</tr>
<tr>
<td>✦ International students—not used to the availability of alcohol and students with mental health issues</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Young Women</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ LGBTQ (GIH community)</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ LGBTQ Community—unclear Bias reporting procedure</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Students risking safety coming back from downtown and Freshman who are uneducated</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ GLBTQ Students and new students to NAU/Flagstaff</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Are some groups on campus more at risk? How?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>✦ Freshman no knowledgeable about resources or inexperienced using; not aware</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ All Students</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ Students 21+</td>
<td>Community Member / Bar Owner</td>
</tr>
<tr>
<td>✦ Bikers</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ Females</td>
<td>NAU Student</td>
</tr>
<tr>
<td>✦ Fraternities and sororities—it is still a large part of their culture and Freshman—it’s all new and increased pressure to “fit in”</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>✦ International students may not know they have been victimized, may not know how to proceed or understand process</td>
<td>Community Member</td>
</tr>
<tr>
<td>✦ Alcohol and mental health more identifiable than perhaps in recent years.</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ International Students have the same issues as new students which may be exasperated due to cultural changes.</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ More reporting because 50% of students live on campus</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ My student body addresses alcohol and sexual assault. Every student needs to go through it. We should educate on bias</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ LGBTQ Commission—there have been issues of attack (spat upon), don’t feel there is a safe place to report incidents, needs to be addressed more fully, campus needs to be more inclusive</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ Discrimination and assault / sexual assault</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ Non-discriminating policy covers such students, students still aren’t comfortable</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>✦ Title 9—gender/gender identity</td>
<td>Table Discussion</td>
</tr>
</tbody>
</table>

**Farmer & Treadway Presentation & Table 12**

<p>| ✦ Lighting issues—there is a lighting walk on campus annually to ensure no lighting issues | Farmer/Treadway Presentation |
| ✦ Alcohol has been number 1 for many years, even with all the programs to address TS—was better this year but day tot day is still an issue | Farmer/Treadway Presentation |
| ✦ Need to define “large scale” health issues better. Meningitis is a serious but not large scale health issue. Norovirus is a large scale but not as serious health issue. | Farmer/Treadway Presentation |
| ✦ Poll at beginning | Table Discussion |
| ✦ Sexual assault and alcohol use go hand in hand | Table Discussion |
| ✦ Make your move campaign | Table Discussion |
| ✦ Populations more at risk—GIH students 5th floor of Gabaldon | Table Discussion |
| ✦ 21 and over scene—walking back to campus | Table Discussion |
| ✦ Late night pick ups, students walking home after night classes, NAU PD escorts can be intimidated to call—normalize escort service for students—people think it’s police | Table Discussion |</p>
<table>
<thead>
<tr>
<th>Are some groups on campus more at risk? How?</th>
<th>(Optional) I am a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serial Rapist walking home from downtown</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>Worry about 1st year students</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>Alternative to downtown / downtown so close to campus</td>
<td>Table Discussion</td>
</tr>
<tr>
<td>Walking from Gabaldon to McConnell—dark campus, especially late at night</td>
<td>Table Discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What programs and services to promote student safety at NAU are especially effective?</th>
<th>(Optional) I am a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe rides at night. This program is very instrumental in student safety-needs to continue, broaden, publicize, etc</td>
<td>Community Member</td>
</tr>
<tr>
<td>Student programming (afterhours, rec) ResLife referral program. The HP statistics are helpful but perhaps too corny</td>
<td>Table Group</td>
</tr>
<tr>
<td>Kognito-very good</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>I don’t even know many programs available</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Kognito and campus health have been especially effective for us</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Hazing prevention week</td>
<td>NAU Student</td>
</tr>
<tr>
<td>SafeRide and training / Saferide and Blue Lights</td>
<td>NAU Student</td>
</tr>
<tr>
<td>SafeRide</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Counseling services, opportunities, training is the most effective resource for students</td>
<td>NAU Student</td>
</tr>
<tr>
<td>My Student Body</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Social media campaigns, redcap check-up, blue phones, MSB</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>MSB, Residence Hall staff and programming, SafeZone Program</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>My Student Body, Bystander Training</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Lots of non-profits also do work on campus</td>
<td>Community Member</td>
</tr>
<tr>
<td>Bystander prevention services</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Take a Stand &amp; Sexual Assault Protocol</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Various educational programs, Sexual Assault Protocol and Take a Stand</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Communication across lines, CHS Case Manager</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Take a Stand, Good Neighbor Coalition, SafeRide program, SODAS, Communication</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>What programs and services to promote student safety at NAU are especially effective?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>♦ Social norms, educational sanctions with alcohol &amp; other drug use. Health promotions have been effective. Can be intimidating to walk into the health promotions office</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Health promotions, involvement with student organizations &amp; Text alerts</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Blue Light system, Campus PD, Campus Safety Aides</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Interaction with NAU PD and FPD, 118 Blue phones, Mountainlink</td>
<td>Community Member / Bar owner</td>
</tr>
<tr>
<td>♦ Blue Light phones, emphasizing all these programs in orientation, Bystander education needs to grow, improved marketing of programs—many of the program were unheard of by the students at our table</td>
<td></td>
</tr>
<tr>
<td>♦ Safe rides at night. This program is very instrumental in student safety—needs to continue, broaden, publicize, etc.</td>
<td>Community Member</td>
</tr>
<tr>
<td>♦ Student programming (afterhours, rec) ResLife referral program. The HP statistics are helpful but perhaps too corny</td>
<td>Table Group</td>
</tr>
<tr>
<td>♦ Kognito—very good</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ National Collegiate Alcohol Awareness week &amp; Hazing Prevention Week</td>
<td></td>
</tr>
<tr>
<td>♦ Programs are not effective because they do not appeal to the groups I belong to.</td>
<td></td>
</tr>
<tr>
<td>♦ Social norming really reaches so many students and re-characterizes what people believe is the norm</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Residence hall staff maintaining and confronting safety</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Most done by Health Promotion SBIRT—Screening, brief intervention, referral to treatment implemented by Melissa Griffin, takes alcohol use/misuse off of a checklist and into a medical visit discussion</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Social norms, diversity education, more specifics on the clery report around bias incidents—what groups are targeted.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ The weekly behavioral intervention meetings need to brainstorm on prevention and actions not just a report out</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ 24 hour on call counseling, Free student shuttle between downtown and campus, Anonymous sexual assault reporting, alcohol free Greek Housing</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Our table discussion was full time on-going programs, a one week recognition of a problem is not enough. Must have constant promotion</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Kognito training, NAU Alerts, My Student Body, Take a Stand training</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Health Promotions</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ More stops / marketing for SafeRide / application for stops, times, etc.</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ SafeRide bus, safety escort, Mountainlink through campus, free legal aid system</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Are there programs and practices from other Universities that you would like to see in place here?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>♦ Better sober ride efforts for on/off campus students</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ On campus counseling</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ U of A’s bystander prevention program—Step up!</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ On-line Bystander Training and U of A’s Advocate Training</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Green Dot Bystander training program</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Weekend / Late Night Programming series through student activities</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Transportation—pt to pt cab paid by student fees</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Find resources to assist in teaching the student body to address issues of bias and racism. These are also a health and safety issue.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ SafeRide bus—is it only for 21+, other options for drunk underage people? Later hours for rec center during finals</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Personal safe ride program—transporting students to private residence near campus</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Safety / Alcohol Awareness posters downtown</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Would like the Safety Aides to be more heavily promoted. Send out safety information via ASNAU Newsletter</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ More advertising for safety programs</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Posters in the bars, more lighting on streets where there are pedestrians</td>
<td>Community Member / Bar owner</td>
</tr>
<tr>
<td>♦ Increasing programs, better promotion, low level lighting is a problem on campus and downtown, designated drivers program</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ SafeRide / Safety escorts to apartments near campus for when students leave the library</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Better campus wide traditions that encourage health through competitions</td>
<td>Table Group</td>
</tr>
<tr>
<td>♦ Would like to see better choices for the free student concerts that don’t promote such alcohol/drug abuse</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ More interaction with community, make them more appealing to students</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Mandatory online safety training for students is something at other universities that may help some of our students</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Self defense workshops and intentional outreach to high risk populations tailored topics and events for these populations</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Are there programs and practices from other Universities that you would like to see in place here?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>♦ A consolidated online bias incident reporting tool (with anonymous options) that is well published and followed up on.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Medical amnesty, funding for safety aide walkers</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Medical amnesty policy, personal SafeRide</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ A SafeRide program to bus students to and from downtown area during the late evening/early morning on all nights—scheduled according to demand</td>
<td>Community member / Police Officer</td>
</tr>
<tr>
<td>♦ Health Promotion is effective</td>
<td>Table Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on today’s forum and your experiences as a member of the NAU/Flagstaff Community, what are the biggest gaps between known public safety issues and effective programs to address/prevent the issue?</th>
<th>(Optional) I am a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Activities for under 21 group</td>
<td></td>
</tr>
<tr>
<td>♦ Make resources easier to fund for students and staff</td>
<td></td>
</tr>
<tr>
<td>♦ Communication</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Marketing</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Not knowing the programs</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Knowledge about resources, education about police/student escorts</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Advertising / Marketing to Administrators</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Communication to students as well as faculty/staff</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Creating more events that can engage the younger populations on campus</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Communication about the great programs available</td>
<td>Community Member / Bar owner</td>
</tr>
<tr>
<td>♦ Marketing / Promotion</td>
<td></td>
</tr>
<tr>
<td>♦ Late night programming (fun activities)</td>
<td></td>
</tr>
<tr>
<td>♦ More meaningful experiences / stories—when students share their stories</td>
<td></td>
</tr>
<tr>
<td>♦ How to help students learn about programming—University and student responsibility</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Marketing and communication with the students. Somehow we need to do a better outreach and education.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>♦ Communication to students</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Based on today’s forum and your experiences as a member of the NAU/Flagstaff Community, what are the biggest gaps between known public safety issues and effective programs to address/prevent the issue?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Student knowledge of what education/information is available</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>I don’t even know of most of the programs addressed</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Getting the word out to students / Our table suggests social media</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Education—how do we effectively educate 19,000 students?</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Education / Information to NAU Students as Freshman / Freshman in residence halls. I’ve learned things throughout my 4 years that would have been helpful as a freshman</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Some of it to me is not holding another program but rather it is promoting a mindset from Orientation, in the halls, in the classrooms, etc that NAU supports (X) but does not support (X) and this is what NAU is about etc.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Marketing / Communication of programs</td>
<td>NAU Student</td>
</tr>
<tr>
<td>Students overloaded with available programs. Think welcome week style: what 5-6 programs can the entire university get behind.</td>
<td>NAU Faculty / Staff</td>
</tr>
<tr>
<td>Outreach and programs towards “at risk” populations, more diversity in programs, self defense workshop</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Bias reporting &amp; protocol—decentralized, not advertised, very difficult to find. With no follow up email, data is not public—students think admin doesn’t care, they don’t report and are angry.</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Students are not aware of reporting incident options for off campus incidents (harassment on the city bus). Additionally staff/faculty are also not aware of what to do to report an incident of harassment for themselves or their students. More education needed on this issue</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Alcohol free dorms but dorms are still where students are most likely to be sexually assaulted and most of those cases involve alcohol</td>
<td>Community Member (former NAU Student)</td>
</tr>
<tr>
<td>At other campuses Taxi service is free with ID—home from off campus parties</td>
<td>Table Group</td>
</tr>
<tr>
<td>EB practices is great, Bystander training is good. Need training for adjuncts</td>
<td>Table Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What ideas do you have for addressing this gap(s)?</th>
<th>(Optional) I am a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the barriers (if any) to implementation?</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Conduct focus groups with students re: safety</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Coffee house on campus that stays open late</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Too many flyers, no centralized calendar / schedule</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Creating traditions</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>Getting athletics to become more of a tradition that students go to</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>What ideas do you have for addressing this gap(s)?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>♦ Less advertisements, more in-person interaction</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Figure out where students are and go there to advertise to them there</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Sun Entertainment can work more to develop “After Hours” events</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Make things “all ages” not “under 21”</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Use Social Media and special events, Use student on student to provide credibility</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Sharing stories—peer education / counselling</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Alternative programming—Interaction with other students</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Blue light between downtown and campus</td>
<td>Community Member / Bar owner</td>
</tr>
<tr>
<td>♦ Posting posters explaining available programs (safe ride, etc) in the bars and businesses frequented by NAU students.</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ How do we include all NAU Departments to promote safety? Expand the scope outside of the committee</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Begin at Orientation with communicating all of these programs available from alcohol to mental health safety.</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ More student forums to ask students directly how we can meet their needs</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Have other students communicating the programs to other students</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ L.C. &amp; R.A. Sharing Education (NAU 100 &amp; 120 education)</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Work with the RA’s and CA’s</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Students (during table discussion) said they would not follow a University social media feed because they feel the University would then “watch them”</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Market creatively—banners in union, on buses, in restroom stalls</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Make it mandatory for RA’s in freshmen residence halls to address student safety either through a hall meeting, program or boards.</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Union spaces should have late night options</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Online Bias Incident Reporting Portal</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Every office is doing some prevention measure, how can we collectively get behind a few programs?</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ Administration, lack of knowledge, individuals in those offices, and passion for diversity</td>
<td>NAU Faculty/Staff</td>
</tr>
<tr>
<td>♦ More education on bias reporting, more accessibility in terms of how to report/where to report.</td>
<td>NAU Student</td>
</tr>
<tr>
<td>♦ Recommendation of better enforcement of alcohol free dorm policies</td>
<td>Community Member (Former NAU Student)</td>
</tr>
<tr>
<td>♦ Operate a Bar on campus</td>
<td>Table Group</td>
</tr>
<tr>
<td>♦ “open late” options on campus (ie coffee house)</td>
<td>Table Group</td>
</tr>
<tr>
<td>What ideas do you have for addressing this gap(s)?</td>
<td>(Optional) I am a:</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>♦ More late night options (eating, activities, HLC, non-alcohol)</td>
<td>Table Group</td>
</tr>
<tr>
<td>♦ More education and communication about resources and services</td>
<td>Table Group</td>
</tr>
<tr>
<td>♦ Need to educate downtown businesses about offerings and services</td>
<td>Table Group</td>
</tr>
</tbody>
</table>
My Student Body: A High-Risk Drinking Prevention Web Site for College Students

Emil Chlouzzi, PhD, Traci Craig Green, MSc, Sarah Lord, PhD, Christina Thum, MA, and Marion Goldstein, BA

Emil Chlouzzi is Vice President of Product Development, Traci Craig Green is the Bio-statistician, Sarah Lord is Director of College Health Programs, and Christina Thum is Senior Product Manager, All are with Infinion, Inc. Newton, Massachusetts, a technology-based company that specializes in developing science-based health interventions and educational programs. Marion Goldstein is a graduate student at the Steinhardt School of Education, New York University.

Abstract

The authors investigated the efficacy of an Internet-based Web site, MyStudentBody.com—Alcohol (MSB-Alcohol) that offers a brief, tailored intervention to help heavy drinking college students reduce their alcohol use. They conducted a randomized, controlled clinical trial to compare the intervention with an alcohol education Web site as baseline, postintervention, and 3-month follow-up. Students were assessed on various drinking measures and their readiness to change their drinking behavior. The intervention was especially effective for women and persistent binge drinkers. Compared with women who used the control Web site, women who used the intervention significantly reduced their peak and total consumption during special occasions and also reported significantly fewer negative consequences related to drinking. In addition, persistent heavy binge drinkers in the experimental group experienced a more rapid decrease in average consumption and peak consumption, compared with those in the control group. The authors judged MSB-Alcohol a useful intervention for reaching important subgroups of college binge drinkers.

Keywords

brochure, binge drinking, brief intervention, college, Web site

Despite the proliferation of prevention and intervention programs devoted to college binge drinking, students' consumption patterns have remained relatively unchanged. Eighty percent of college students drink alcohol, and the term binge drinking, defined as consumption of 5 or more drinks for men or 4 or more drinks for women per drinking occasion at least once in the past 2 weeks, has been applied to this population. Using this definition, large-scale college surveys indicate that about 40% of college students report binge drinking. In the past year, about 20% of college students met criteria for alcohol abuse, and 6% for alcohol dependence. Drinking-related consequences among college students include alcohol-related health problems, sexual and physical assault, vandalism, unintentional injuries, and academic problems. Recent studies have demonstrated that female college students may experience particularly negative effects of alcohol use by themselves and by others, but research evaluating the effects of interventions with this population is rare.

Aside from publicity and extensive surveys among drinking college campuses, we found surprisingly few well-researched interventions. Recent reviews indicate that educational and

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1885481/
Campus Connect Overview

Campus Connect: A Suicide Prevention Training for Gatekeepers
Syracuse University Counseling Center Division of Student Affairs

Overview
Campus Connect provides gatekeepers with state-of-the-art training which addresses more than just statistics and facts about suicide. Through the use of experiential exercises and frank discussion about gatekeepers’ own fears, Campus Connect prepares gatekeepers for the anxiety-provoking situation of interacting with a suicidal student and allows gatekeepers to overcome the obstacles that often leave a student in crisis feeling misunderstood, judged, invalidated, and dismissed. Through connection, Campus Connect gatekeepers can assuage the feelings of isolation of a suicidal student and allow the student to more fully benefit from referral and connection to professional resources.

Introduction
Designed specifically for a college/university community, Campus Connect is an experiential training focused on enhancing gatekeepers’ knowledge, awareness, and skills concerning college student suicide. Beyond increasing gatekeepers’ knowledge about students in a suicidal crisis, emphasis is placed on developing empathic listening skills, communication skills, and the ability to compassionately and directly ask students about their suicidal thoughts. Moreover, through increased awareness of their own emotional reactions, Campus Connect gatekeepers are able to more effectively respond to students’ emotional needs and increase the likelihood of a meaningful connection with appropriate professional resources. In addition to enhanced ability in responding to students in a suicidal crisis, the skills learned in Campus Connect training will enable gatekeepers to respond caringly and effectively to students experiencing a wide range of emotional crises.

Gatekeeper Training
Campus Connect is a three-hour, interactive training program designed for use with a wide variety of campus personnel (e.g., faculty, residence life staff, academic advisors, health center staff, etc.). A Campus Connect gatekeeper training session includes:

- Review of college student suicide statistics and facts
- Discussion of suicide myths and warning signs
- Instruction on how to ask students if they are thinking about suicide and how to refer students to mental health professionals
- Review of effective communication and relationship-building skills
- Discussion of typical emotional reactions experienced both by students in crisis and responding gatekeepers
- Participation in four experiential exercises
- Participation in a guided group role play

Train the Trainer
A comprehensive six-hour train-the-trainer session is available to colleges and universities interested in implementing Campus Connect on their own campuses. As a result of participating in a train-the-trainer
session, your campus will be able to implement a self-sustained gatekeeper training program—an essential component of an effective campus suicide prevention program. Campus Connect train-the-trainer sessions include:

- Review of the philosophical basis of Campus Connect
- Participation in the experiential exercises and discussion of how to most effectively lead each of the exercises
- Specific instruction for potential trainers on how to conduct their own trainings
- Discussion of specific campus needs and strategies for overcoming implementation challenges
- A training manual for each trainee which contains a detailed description of the training, including a full script with training tips and strategies

Highlights and Developments

- Campus Connect has been included on the Suicide Prevention Resource Center/American Foundation for Suicide Prevention (SPRC/AFSP) Best Practices Registry, Section III.
- Campus Connect has been implemented and evaluated in its use with residence life staff at Syracuse University over the past four years. Participation in Campus Connect training by resident advisors has been shown to result in a significant increase in crisis response skills as measured by the Suicide Intervention Response Inventory II (SIRI-II).
- In addition to Syracuse University, seventy five other campuses have participated in train-the-trainer sessions and are currently implementing and evaluating Campus Connect.
- Partial funding for the implementation and assessment of Campus Connect has been provided by a Garrett Lee Smith Campus Suicide Prevention Grant.
- Campus Connect featured in SAMHSA Newsletter May/June 2009.

Research Findings

The effectiveness of Campus Connect for residence advisors has been evaluated at Syracuse University over the last three years using a repeated measures experimental methodology. Evaluation has relied primarily on use of the Suicide Intervention Response Inventory 2 (SIRI-2), an instrument developed to measure ability to recognize appropriate responses to suicidal individuals. In addition to good internal consistency and test-retest reliability, the SIRI-2 has been shown to have good construct validity, convergent validity, and discriminant validity. For instance, the SIRI-2 has previously been shown to discriminate between groups with differing levels of suicide intervention skills, and it has been found to be sensitive to training in suicide intervention skills. Research on Campus Connect has also involved the use of a measure of self-assessed knowledge, comfort, and skills related to suicide intervention and connection to students in crisis.

Through participation in the Campus Connect training, resident advisors have shown consistent and significant improvement in suicide intervention skills as measured by the SIRI-2 (see Table 1). Post-training scores on the SIRI-2 showed significant improvement from baseline pre-training levels (mean difference = 22.40, p< .001). In a validation study of the SIRI-2 (Neimeyer & Bonnelle, 1997), the mean scores of counselor trainees were 54.66 prior to participating in a master’s level crisis intervention class. Thus, the SIRI-2 scores obtained in this study indicate that the skill level of participants is closer to that of master level counselor trainees after training than before (post-training mean = 56.56, baseline mean
In addition, resident advisors demonstrated a significant increase in their self-assessed knowledge, comfort, and skills as a result of the Campus Connect training. For example, based on their self-assessment, resident advisors evidenced an increase in their ability to connect to students in crisis, their comfort in asking about suicide ideation, and their ability to aid distressed students in accessing available resources.

Given that the Campus Connect training places a strong emphasis on the importance of increasing active listening and relationship building skills in gatekeepers, a second evaluation study was conducted which specifically evaluated the effectiveness of the experiential components of the training. In the second study, resident advisors were divided into two groups, one of those groups completed training in a standard three hour format along with pre and post measures. The remaining group completed training over two days, with all experiential exercises withheld until day two, with a second set of post-training measures added at the end of the second day. Resident advisors’ SIRI-2 scores showed a significantly increased improvement when receiving the active listening and experiential components in addition as compared to when receiving only the training on suicide facts, warning signs, and making a referral (see Table 2).

Table 1
Effectiveness of Campus Connect Training as Measured by SIRI-2 Scores

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>78.96</td>
<td>21.73</td>
<td>144</td>
</tr>
<tr>
<td>Post-training</td>
<td>56.56</td>
<td>15.88</td>
<td>144</td>
</tr>
<tr>
<td>Difference</td>
<td>22.40</td>
<td>15.86</td>
<td></td>
</tr>
</tbody>
</table>

*p<.001

*The mean represents the participant’s deviation from the expert score; therefore a smaller number is a better score

Table 2
Utility of the Campus Connect Experiential Exercises Based on SIRI-2 Scores

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>77.71</td>
<td>84.32</td>
</tr>
<tr>
<td>Post-training (experiential exercises withheld)</td>
<td>68.64</td>
<td></td>
</tr>
<tr>
<td>Post-training (following experiential exercises)</td>
<td>56.55</td>
<td>60.19</td>
</tr>
</tbody>
</table>

*p<.001 for all within group differences and between group differences at the first post-training assessment.

*The mean represents the participant’s deviation from the expert score; therefore a smaller number is a better score
Campus Connect: Implementation Readiness Checklist

Gatekeepers are an essential component of effective campus-wide suicide prevention efforts. However, though gatekeepers are a necessary part of a campus suicide prevention program, the use of trained gatekeepers, in the absence of critical campus environment factors, is not sufficient as a suicide prevention effort. In fact, training gatekeepers without first preparing your campus to implement such training can actually put your students and university at greater risk. Campus environment factors (e.g., support, resources, and policies) are crucial elements in determining the success of a gatekeeper program as well as an overall suicide prevention program. The following checklist is provided as a means of assessing your campus’s readiness for implementing the Campus Connect gatekeeper training.

- Does your university have clearly established policies and procedures for responding to suicidal students?
- Have you obtained institutional support and approval for conducting gatekeeper training?
- Are relevant campus administrators (e.g., Dean of Students, Dean of Faculty, Director of Residence Life, etc…) aware of planned gatekeeper training, and when appropriate, will they be trained as well?
- Is your counseling center (or other relevant campus mental health providers on your campus) involved in the gatekeeper training or working with you in conducting the gatekeeper training such that there are preparations for the referrals that gatekeepers may make? Further, are the relevant mental health providers prepared to serve as consultants to those gatekeepers who may interact with distressed students?
- If your counseling center does not provide 24 hour emergency services, have you identified appropriate referral resources for immediate after-hours crisis response (e.g., local hospital, Suicide Prevention Hotline)?
- If you intend to use Campus Connect training with Resident Advisors, has the role of RAs on your campus been clarified such that the Campus Connect philosophy is consistent with the role and expectations of your RAs?
- If you intend to use Campus Connect training with Resident Advisors, have you ensured that your RAs have been instructed in your campus’s policies and procedures for responding to a suicidal student?
- Are your targeted gatekeeper populations willing/able to devote the required time for the training (Campus Connect is most effective when the full 2.5 -3 hours is allotted)?
- Have you developed, or planned on developing, printed materials to distribute to gatekeepers who participate in the training (i.e., wallet reference cards)?
Campus Connect: Frequently Asked Questions

On a college campus, who are gatekeepers?
Broadly defined, gatekeepers are those individuals who are in regular contact with students and as a result of that contact, they are in position to assist in identifying and referring students in crisis to the appropriate mental health resources. On a college campus gatekeepers may include, but are not limited to: residence life staff, health center staff, academic advisors, career counselors, faculty, campus police, and recognized student leaders such as sorority/fraternity counsel members or club presidents.

Why is gatekeeper training necessary?
Research has demonstrated that approximately eighty percent of college students who died by suicide were not previously known to college mental health service providers. The goal of gatekeeper training is to develop a network of individuals within the community to assist in identifying and supporting students in crisis and referring them to the appropriate mental health resources. Increasing the utilization and effectiveness of gatekeeper training is one of the priorities included in the National Strategy for Suicide Prevention and the JED Foundation suggests that gatekeeper training is an important element for a comprehensive campus suicide prevention program.

Does my campus need to do anything prior to implementing gatekeeper training?
Campus environment factors (e.g., support, resources, and policies) are crucial elements in determining the success of a gatekeeper training program as well as an overall suicide prevention program. Please see the readiness checklist for a review of the factors you should consider prior to implementing gatekeeper training.

Who can participate in a Campus Connect gatekeeper training?
Campus Connect was specifically designed for the college/university community and can be employed with a wide variety of audiences. If you decide to employ Campus Connect on your campus, we will provide consultation regarding how to most effectively implement Campus Connect with various audiences.

Can Campus Connect be implemented with faculty?
Yes, Campus Connect can absolutely be implemented with faculty. Consultation will be provided to assist you in effective implementation strategies with this important target audience.

Can anyone be a Campus Connect trainer or are there specific people who should be trainers?
The role of trainer should be reserved for those individuals with a background and/or training in the provision of mental health services. In most cases campus mental health providers or advanced graduate students in mental health programs can appropriately serve as Campus Connect trainers.

Is there research to support the effectiveness of Campus Connect?
Yes. Using a pre-training/post-training design, research assessments conducted at Syracuse University have demonstrated a significant increase in gatekeepers’ knowledge, skills, and comfort in responding to students in crisis as a result of participating in a Campus Connect gatekeeper training. Please see our research summary page for additional details.
What materials are needed to implement a Campus Connect gatekeeper training program and will you provide those materials to us?
Your trainers will need a Campus Connect training manual to conduct gatekeeper training programs; this manual is provided to each person that participates in the train-the-trainer session.

There are other schools in our area that would also like to participate in a train-the-trainer session. Can we have a joint training for more than one campus?
Yes, you can do this. However, given the experiential nature of the train-the-trainer session, we limit participation to twenty-five people.

Why should I select Campus Connect for my college/university?
Since it was designed specifically for the college/university community, Campus Connect incorporates and addresses issues related to national trends in college mental health and prepares both trainers and gatekeepers to address suicide prevention issues that are specific to the college student population. Additionally, research conducted at Syracuse University supports the program’s effectiveness and Campus Connect is included on the SPRC/AFSP Best Practices Registry.

What are the costs?
The fee for a train-the-trainer session is $4500. This fee includes: a six-hour train-the-trainer session for up to 25 participants, a training manual for each participant, consultation prior to and following the training session, and travel costs for the trainer.

I am interested in having a Train the Trainers session on my campus. What do I do next?
Contact:
Susan Pasco, Ph.D.,LCSW-R or Mitch Sartin, Ph.D.
Syracuse University Counseling Center
315-443-4715
sdpasco@syr.edu
rmsartin@syr.edu
This page intentionally left blank
REPORT OF THE UNIVERSITY OF ARIZONA

STUDENT SAFETY TASK FORCE
REPORT OF THE UNIVERSITY OF ARIZONA STUDENT SAFETY TASK FORCE

INTRODUCTION

In September 2013, the Arizona Board of Regents formed the Arizona Public Universities’ Statewide Task Force on Student Safety because promoting the safety of students on and off campus is of primary importance to ABOR and the Presidents of Arizona’s public universities. Other key constituents who play a critical role in promoting student safety and well-being are the students themselves; student organizations; campus and community police; the communities, municipalities, and neighborhoods in which public universities are located and where students live; and the professionals and organizations both on and off campus that are dedicated to using research-based interventions to address the challenges students face. Together, Arizona’s public universities and these constituents can continually seek best practices to support and encourage student safety as well as new ways to promote healthy behaviors and activities for students living on and off campus.

University-specific, local Task Forces were convened in the first months of 2014 to address the particular student safety needs of each institution. The charge to each local Task Force included:

- Hold at least one public meeting.
- Provide opportunities for input from students, university faculty and employees, community representatives, law enforcement and others interested in student safety.
- Review data and trends of public safety incidents involving students at and around Arizona universities.
- Hear from campus experts and other Arizona and national experts on best practices to promote student safety and healthy behaviors.
- Make recommendations for improvements to current practices to promote student safety both on campus and in the community.
- Provide a final report by June 30, 2014, to regents on the work of the statewide and local Task Forces. The report will include any necessary policy changes for implementation in the 2014-2015 academic year.

UNIVERSITY OF ARIZONA’S LOCAL TASK FORCE

PARTICIPANTS

The University of Arizona Student Safety Task Force participants included:

- Chair
  - Melissa Vito, Senior Vice President for Student Affairs and Enrollment Management and Senior Vice Provost for Academic Initiatives and Student Success
- Regents
MEETING PROCESS

The University of Arizona Student Safety Task Force held five meetings between February 2014 and June 2014. During this time, the group followed a five-pronged approach to gather campus-wide data:

1. The members of the Task Force spent a full meeting brainstorming issues to be analyzed and general concerns about safety.
2. Campus colleagues presented national and local data.
3. The Task Force heard from campus experts.
4. Feedback was gathered from the Tucson community through a public meeting and discussion with the Campus Emergency Response Team (CERT).
5. A gap analysis was conducted. These steps led to the identification of key topics and best practices around student safety at the UA.

See Figure 1 below for a graphic representation of this process.
Review of the relevant local and national data included but was not limited to information from the following sources:

- Campus Health Service
- Dean of Students
- University of Arizona Police Department
- Tucson Police Department

Key expert-area guest speakers included individuals from the following areas:

- Disability Resource Center
- Campus Health Service
- Counseling and Psychological Services
- International Risk Analyst from UA Global Initiatives
- Parking and Transportation
- Business Affairs

Additionally, the UA Task Force hosted a public meeting on April 30, 2014 in the Student Union Memorial Center which was also streamed live by Arizona Public Media. An email account (UASafetyTaskForce@email.arizona.edu) was established for the public to submit questions, comments, or concerns prior to and during the meeting. The public meeting was advertised widely to the UA community, Tucson community, and across the nation via the following groups’ listservs, newsletters, and social media outlets:

- The Daily Wildcat
- UA News
- UAnnounce
- UA Parent and Family Association listserv
- Tucson neighborhood associations
- Marshall Foundation
- Downtown Tucson Partnership
- 4th Avenue Merchants Association
- Sun Link/Sun Tran
- Ward 3 and Ward 6 liaisons
- Student listservs
- Dean of Students listservs
- UA South student and employee listservs
- UA Douglas, UA Santa Cruz, UA Yuma, UA Pinal and UA Pima listservs

Approximately 20 people attended the public meeting while four questions were submitted via the designated email account and addressed during the meeting. See Appendix A for the public meeting marketing materials and Appendix B for a full transcript of the public meeting.

Overall, the effectiveness of the UA Safety Task Force process is well summed up by quotes from two of the Task Force members:

“A lot of great conversations were held about student safety that widened my view on the efforts that our schools take to ensure the health of everyone on our campuses. I think that the creation of these reports will both allow the Board of Regents to get a feel for student safety at each campus, and for each university to re-organize their strategies and efforts to stay ahead of the curve of safety issues. As a student, I am glad that I had the opportunity to sit at the table and contribute to these conversations and help bring an undergraduate's perspective to how students feel about their safety and what successful ways are to maximize the University's efforts."

-Adam Geyer, Interfraternity Council President

“The Student Safety Task Force provided an opportunity for the diverse voices of our campus community to share their perspectives regarding a wide variety of issues outside of the typical ‘physical safety’ discussions. We are now engaged in conversations that will result in us reviving historic efforts, tweaking current programs and services, and developing new initiatives to address safety-related opportunities.”

-Kendal Washington White, Assistant Vice President for Student Affairs and Enrollment Management and Dean of Students
SAFETY TOPICS IDENTIFIED THROUGH UA STUDENT SAFETY TASK FORCE

HEALTH AND WELLNESS

Health and wellness safety topics were common throughout Task Force meetings and discussions. Questions focused on physical health, mental health, and prevention programming at the UA. High-risk alcohol use, suicide ideation, and sexual assault prevention were identified as priorities.

High-Risk Alcohol Use

a. Related Data

- In 2013, 77% of students drink only 22% of the total alcohol consumed. The opposite is also true: 23% of UA students drink 78% of the alcohol.\(^1\)
- The average drinks consumed per week among all UA students has decreased consistently from 7.6 in 2002 to an all-time low of 4.2 drinks in 2013 (includes non-drinkers) – a decline of 45% in that period.\(^1\)
- Thirty-six percent (36%) of UA students reported heavy episodic drinking (5 or more drinks in one sitting, within the last two weeks).\(^1\) This is on par with the national average of 33%.\(^2\)
- Frequent heavy episodic drinking (5 or more drinks, 6 or more times per week) has decreased from 14% in 2002 to 7% in 2013.\(^1\) Nationally, 2% of students report frequent heavy episodic drinking.\(^2\)
- Male Greek students are reporting highest risk alcohol use. These trends have been consistent over time as well. Data are presented below in Figures 2 and 3.

Figure 2. Average Drinks Per Week Reported by UA Students*

*The University of Arizona Campus Health Survey. 2013 Health and Wellness Survey. Administered February-March 2013 to random selection of undergraduate courses. N=3,055
b. Best Practices

- In 2010, the UA developed The Buzz, a fun, game-oriented and interactive alcohol education presentation. The Buzz is currently being used by colleges and universities around the country, including Tulane University, Northern Arizona University, and Seton Hall University. Seventy percent (70%) of heavy drinkers who participate in the program plan to drink less after completing it.
- In 2010, the UA developed the Red Cup Q+A alcohol prevention column. The Red Cup column appears in the student-run newspaper every Tuesday and answers alcohol-related questions submitted by students.
- The UA received the national TIPS (Training for Intervention Procedures) Award of Excellence in August 2012 for use of skill-based training designed to prevent underage drinking, intoxication, and drunk driving among fraternity and sorority members and advisors.
- The UA Campus Health Service offers an “alcohol prevention menu” for fraternity and sorority chapter leaders to choose effective programming around alcohol prevention. To view the entire menu, please see Appendix C.
- The Campus Health Service also offers population-specific alcohol programming for LGBTQ+ identified students with the Ripple Effect. The Ripple Effect is a health and wellness series put on in collaboration with LGBTQ Affairs and focuses on high-risk alcohol use, body image, safer sex, and other health topics geared toward LGBTQ+ students.
- All incoming freshmen are asked to complete eCHECKUP TO GO, a brief, evidenced-based online alcohol program. Students are notified of the eCHECKUP TO GO requirement by an
email and memo from President Hart in the first week of classes, and a follow-up email from the Dean of Students. eCHECKUP TO GO has been in place at the UA since 2005.

c. Gaps Identified
   • During the first week of classes, students on the Task Force find alcohol-free programming to be very effective. The students recommended these alcohol-free programs be continued throughout the school year.

d. Future Directions and Recommendations
   • Continuing alcohol-free programming and raising awareness about programming throughout the school year.
   • Inventory programs based on effectiveness and student satisfaction around high-risk alcohol use and other safety issues, and prioritize programs based on these criteria.
   • Referring students with alcohol violations to the evidence-based SHADE (Student Health Alcohol Drug Education) program, offered by the Campus Health Service. SHADE teaches students how to estimate the number of standard drinks in beverages, calculate their blood alcohol concentration, and risk reduction strategies for those who choose to drink.
   • Continuing collaboration with Fraternity and Sorority Programs and Campus Health Service to prevent high-risk alcohol use.

Suicide Ideation and Student Mental Health

a. Related Data
   • Thirteen percent (13%) of UA students have been diagnosed with depression, up from 11% in 2009.\(^1\) Nationally, 11% of students have been diagnosed and/or treated for depression.\(^2\)
   • Fourteen percent (14%) of UA students have been diagnosed with anxiety, up from 11% in 2009.\(^1\) Nationally, 13% of students have been diagnosed and/or treated for anxiety.\(^2\)
   • Eight percent (8%) of UA students have seriously considered suicide in the past year.\(^1\) Nationally, 7% of students considered suicide.\(^2\)
   • In the past year, 1.4% of UA students have attempted suicide.\(^1\) Nationally, 1.5% of students have attempted suicide.\(^2\)

b. Best Practices
   • In 2011, the UA Campus Health Service was awarded a three-year grant from the Substance Abuse and Mental Health Services Administration to decrease the incidence of suicide on campus, reduce risk factors for suicide, and encourage help-seeking. This grant has allowed for the expansion of media messages, Question, Persuade, Refer (QPR) suicide prevention trainings that have reached over 1,300 UA students and staff, and the creation of classroom resources.
   • In 2013, the UA received the JedCampus Seal from The Jed Foundation for comprehensive and holistic mental health programming. The Jed Foundation praised the UA’s multidisciplinary committee working on strategic planning for suicide prevention and mental health promotion and the frequency of mental health screening days/events each semester. The UA was the first university in Arizona to receive the seal. For more information about the JedCampus Seal, please see the press release in Appendix D.
• **Friend 2 Friend** is an online resource from the Campus Health Service that provides students with a place to get information and advice to help a friend who might be experiencing problems, including mental health issues or crises. Friend 2 Friend is a peer to peer resource for students, as friends are often the first to know of any issues students are experiencing.

• Campus Health Service staff presented with the Suicide Prevention Resource Center (SPRC) at both the Garrett Lee Smith SAMHSA Suicide Prevention Grantee Meeting in Washington D.C., and at the American College Health Association’s annual meeting in San Antonio. The SPRC, the nation’s only federally funded resource center devoted to advancing the National Strategy for Suicide Prevention, asked UA to present due to our comprehensive and innovative approach to this important public health issue.

c. Gaps Identified
• As data presented above shows, student crises are increasing and leading to a need for more mental health clinicians to serve this growing population.

d. Future Directions and Recommendations
• Based on the documented increase in suicide ideation and mental health diagnoses, there is a need for more mental health clinicians to work with students at-risk and in crisis. This requires additional staff and resources to meet recommended national standards.
• Continuing to promote the Friend 2 Friend website in order to offer more student resources of how to help a friend in need.

---

**Title IX-Related Issues**

a. Related Data
• Two percent (2%) of UA students said someone had oral, anal, or vaginal sex with them without their consent in the past school year.\(^1\) Nationally, 2% of students said they were sexually penetrated without giving consent.\(^2\)
• In the past year, 9% of UA students said someone has fondled, kissed, or rubbed up against the private areas of their body or removed some of their clothes without consent.\(^1\) Nationally, 6% of students said they were sexually touched without their consent in the past year.\(^2\)

b. Best Practices
• The **Oasis Program Against Sexual Assault and Relationship Violence** provides a variety of services to UA students, staff, and faculty of all genders who are impacted by sexual assault, relationship violence, and stalking. The Oasis Program hosts special events, facilitates educational presentations for groups, and offers psychological services for the campus community. Specific examples include:
  o Annual **Take Back the Night** march and rally to engage UA and Tucson community members to walk in solidarity and protest against sexual assault;
  o Collaborating with Men Can Stop Rape, a national organization and the Women’s Resource Center’s Men’s Project to host a **campus conversation on masculinity** as it relates to violence;
  o Offering educational workshops around healthy relationships and bystander intervention trainings to encourage safe, early, and effective helping if encountering a sexual assault;
Creating an engaging YouTube video featuring UA men speaking out against sexual violence (with over 19,000 views to date).

c. Gaps Identified
   • Lack of coordinated collaboration with University of Arizona Police Department, Dean of Students Office, the Oasis Program Against Sexual Assault and Relationship Violence, and Residence Life which leads to inconsistent messaging for students impacted by sexual assault.

d. Future Directions and Recommendations
   • Increasing collaboration with different campus partners to create consistent and clear messaging for students impacted by sexual assault.
   • Offering training(s) for students on Title IX issues, including sexual misconduct, discrimination, harassment, and relationship violence.

**Law Enforcement Partnerships**

In talking about student safety, the University of Arizona Police Department (UAPD) was integral to framing the conversation around perceived safety and reported incidents by UA students. The most common theme brought up by the UA Task Force included Good Samaritan policies and how it relates to UAPD’s role on campus.

**Good Samaritan Policy**

a. Related Information
   • Students report not alerting law enforcement when another student is in trouble for fear of receiving a citation for certain misdemeanor offenses from law enforcement. Other institutions across the country have implemented a “Good Samaritan” policy that encourages students to call for help when someone is in danger, without fear of legal consequences for underage drinking.

b. Best Practices
   • The UA Campus Health Service, Dean of Students Office, Residence Life, and UAPD offer outreach and education around the warning signs of alcohol poisoning and encourage students to call for help. The Campus Health Service recently released this YouTube video that depicts the warning signs of alcohol poisoning and actions that can be taken to save another student’s life.

c. Gaps Identified
   • There is no official Good Samaritan policy on the UA campus. There is also inconsistent messaging between the Dean of Students Office, Residence Life, and UAPD about enforcement of certain misdemeanor offenses.

d. Future Directions and Recommendations
   • Explore Good Samaritan policies on other campuses, the possibility of implementing at the UA, and how to educate students about the policy.
• The Dean of Students Office has policies around alcohol infractions, and they can be promoted and communicated more frequently with students.

**PHYSICAL CAMPUS SAFETY**

Physical campus safety topics focused on adequate lighting and safe movement for bicyclists, pedestrians, cars, and the summer 2014 launch of the Tucson Streetcar, which will operate through campus. In particular, lighting and Streetcar safety concerns were frequently brought up by students and staff.

**Campus Lighting**

a. Related Information
   • In 2009, 87% of students said they “generally feel safe on campus,” specifically during daylight hours.\(^3\) Nationally, in 2009 85% of students felt very safe on their campus in the daytime.\(^4\)
   • In 2009, 87% of students reported they were satisfied with the safety measures in place on the UA campus, including UAPD, Campus Health Service, and security present at campus events.\(^3\)

b. Best Practices
   • There is currently a safety committee spearheaded by UAPD that walks through campus at night to determine safety of certain areas and adequate amount of lighting. The group has representatives from Residence Life, Risk Management, and students. Safety assessments are done once per year.
   • Blue emergency lights are also located around campus in high-traffic areas. These blue lights connect directly with UAPD when pressed.

c. Gaps Identified
   • UA Safety Committee only walks through campus once per year and continue to assess the location of blue lights for safety reporting.
   • Membership should be more inclusive of underrepresented groups.
   • The UA Safety Survey was last conducted in 2009 by the Dean of Students Office. The survey should be updated and conducted more frequently.

d. Future Directions and Recommendations
   • Bolstering the UA Safety Committee membership and increasing the frequency of assessments can help to advise on physical campus safety.
   • The last UA Safety Survey was conducted in 2009. The Student Affairs and Enrollment Management Office of Assessment and Research should research validated instruments to assess safety more regularly.
   • Continuing to use new technologies (safety apps, alerts, etc.) to communicate with students on campus. Also looking at how to best leverage cell phones as safety tools.
Streetcar Safety

a. Related Information
   • The Tucson Streetcar is expected to begin operation in July of 2014. The 4-mile route runs on the UA campus. During busy times of the day, there will be pedestrians, bicyclists, motor vehicles, and the Streetcar sharing main throughways across campus, which could lead to unsafe congestion. There are also safety concerns that Streetcar tracks are causing injuries to bicyclists if their tires become wedged in the tracks.

b. Best Practices
   • The UA Parking and Transportation service has distributed over 12,000 Streetcar safety brochures to students, faculty, and staff. Most marketing efforts about the Streetcar have included safety materials and raising awareness about how to share the streets safely.
   • The City of Tucson and UA are working collaboratively on a bike path to direct pedestrian and bike traffic away from the Streetcar tracks. This bike path is slated to be completed within the next 18 months and will connect the 5th Street and Euclid intersection through the west side of campus leading to Tyndall Avenue.

c. Gaps Identified
   • Currently there is no centralized way to track crashes, injuries, and accidents related to the Streetcar. There is a need to collect data to inform campus and community members where the highest safety risks are posed and make modifications to traffic flow as needed.

d. Future Directions and Recommendations
   • An article published in June of 2014 reported over 80 bike crashes occurred as a result of the Streetcar tracks since August of 2012. Given that we already know crashes are being reported, the UA needs to find ways to centralize documented incidents related to the Streetcar. This could include Campus Health Service reporting injuries presented, UAPD collecting reported injuries on campus, etc.
   • Working with Parking and Transportation and the Business Affairs office to find ways to modify the built environment to increase safety of traffic flow in multi-use spaces.
   • In collaboration with the city of Tucson, conduct an evaluation about incidents and accidents related to the Streetcar after 6 – 12 months of operation to determine impact on campus of injuries.

POPULATION-SPECIFIC SAFETY

The Task Force includes representation from different populations on campus, and also featured guest speakers to present on population-specific safety concerns.

Disabled Student Populations

a. Related Information
   • Sue Kroeger, Director of the Disability Resource Center (DRC), presented at a Task Force meeting about the needs of disabled students on the UA campus. Important topics highlighted included students with cognitive and/or emotional disabilities that aren’t
immediately recognizable and making sure that policies and practices are accessible to all students.

b. Best Practices
   • The DRC advocates and promotes inclusive policies, practices, and programming for students around all aspects of health and safety.

c. Gaps Identified
   • Not all resources and services are currently accessible for students with disabilities. One example is transportation services that are meant to offer safe ride options to students, but are not able to accommodate wheelchairs.

d. Future Directions and Recommendations
   • Continue to include disabled students as part of the safety discussion.
   • Continue to educate campus community and especially administrators about generalized use of universal design principles to ensure access for all students.

**Students Traveling/Studying Abroad**

a. Related Information
   • Laura Provencher, International Risk Analyst at UA Global Initiatives, presented at a Task Force meeting about safety risks that are posed to students studying, traveling, and doing research abroad. Important topics highlighted included alcohol and other drug risks, crime while abroad, and traveling to countries where there is currently a State Department advisory.

b. Best Practices
   • The Global Initiatives Office has International Travel Procedures published on their website that students, faculty, and staff are suggested to follow when traveling abroad for UA business or programs. These policies include registering a trip with Global Initiatives to ensure that travelers can be reached in case of an emergency.

c. Gaps Identified
   • Lack of understanding and education by Global Initiatives about addressing safety of students when not on campus.

d. Future Directions and Recommendations
   • Continue to educate populations currently away from main campus in thinking about safety concerns.

**LGBTQ Identified Students**

a. Related Information and Data
   • In 2013, 44% of LGBTQ+ students report experiencing one or more types of violence in the past 3 months (a rate of over double compared to non-LGBTQ students).
The Office of LGBTQ Affairs acknowledges that many incidents of physical and verbal harassment against LGBTQ+ students are not being reported to campus officials or authorities.

b. Best Practices
   • The Office of LGBTQ Affairs works closely with the Campus Health Service to gather data and monitor the incidence of violence against LGBTQ students. In the spring of 2014, an LGBTQ+ Community Needs Assessment asked questions about the experience of LGBTQ+ students on campus. The data will be analyzed for more context in the summer of 2014.

c. Gaps Identified
   • Students are not aware of resources offered for those who identify as LGBTQ+.
   • Students may not be reporting incidences due to the fear of additional harassment or retaliation.

d. Future Directions and Recommendations
   • Include representation from underrepresented groups, such as LGBTQ+ students, in the safety planning and assessment process.
   • Establish a liaison between LGBTQ Affairs and local law enforcement to share information about the issues experienced by LGBT+ students.
   • Expand Safe Zone offerings for UAPD. Safe Zone is a campus-wide program committed to making the UA a safer, more welcoming, and inclusive environment for members of the LGBTQ community.

OTHER SAFETY CONCERNS BROUGHT FORTH BY TASK FORCE AND PUBLIC MEETING

Through the Task Force and public forum, some miscellaneous safety concerns were commented on or addressed, and are listed below.

Free Speech and Preachers on Campus
   • University of Arizona students experience incongruity regarding the issues of freedom of speech on a public campus especially when they find speech offensive from individuals or groups who broadcast their views on the University of Arizona Mall. We need to assist students in understanding the University’s core values of diversity of thought/perspective, respectful debate, and student activism as well as our need to balance the rights afforded to us by the First Amendment weighed against when speech becomes disruptive, hateful, and incendiary. This can be accomplished through proactive educational and training opportunities for students within classrooms, student clubs and organizations, student government, residence halls, etc.

Taxi Safety for Students
   • There have been some reports of safety issues happening around the use of taxis on and around the UA campus. As a response, Parking and Transportation Services has been working toward a process to contract with taxi companies. These contracts would include standard fares,
background checks, and designated drop off points. These companies would be “preferred” and would be advertised through UA channels.

Non-Enrolled Minors Policy

- The University of Arizona is committed to promoting the safety and well-being of non-enrolled minors. UA is in the process of finalizing a new policy to establish guidelines for instituting a centralized process to track non-enrolled minors on campus, notifying authorized adults about the policy, and providing information if a policy exception is granted. Training on policy compliance will be provided to staff and faculty.

SAFETY RECOMMENDATIONS FROM THE UA STUDENT SAFETY TASK FORCE

Some of the recommendations outlined below are already being implemented across campus, and those are denoted by an asterisk (*). The Task Force worked throughout the process to actively address gaps and opportunities as they were identified and were feasible to change which culminated in this list of safety-related recommendations.

Health and Safety

- High-risk alcohol use
  - Increasing alcohol-free programming throughout the academic year
  - Researching a Good Samaritan policy to encourage students to seek help and if such a policy is feasible at the UA
  - Continuing to refer students with alcohol violations to the evidence-based SHADE (Student Health Alcohol Drug Education) diversion program, offered by the Campus Health Service*
  - Continuing collaboration with Fraternity and Sorority Programs and Campus Health Service to prevent high-risk alcohol use*
  - Conducting an inventory of available resources, services, and marketing efforts around high-risk alcohol prevention
    - Determine if there is a duplication of efforts on campus
    - Ask students about best ways to market these messages based on inventory results

- Suicide ideation and student mental health
  - Work to sustain suicide prevention activities as a result of the SAMHSA grant*
  - There is a documented need for more mental health clinicians to work with students
  - Continuing to promote the Friend 2 Friend website in order to offer more student resources of how to help a friend in need
• Title IX-related issues
  o Increasing collaboration with different campus partners to create consistent and clear messaging for students impacted by sexual assault
  o Offering training(s) for students on Title IX issues, including sexual misconduct, discrimination, harassment, and relationship violence*
  o Continually monitor and review all federal communication related to Title IX for compliance, surveying, and policy review

**UA SAFETY COMMITTEE**

• Transform group into an ongoing committee chaired by the Dean of Students and Chief of the University of Arizona Police Department
  o Bolster membership from student groups especially underrepresented groups such as LGBTQ+ students, students studying abroad, disabled students, cultural centers, etc.
  o Include membership of UA parents, alumni, neighbors, and local merchants
  o Review the current Memorandum of Understanding between the University of Arizona Police Department and the Tucson Police Department for potential revisions

• Frequency of safety assessments
  o Assess lighting and other physical safety concerns more frequently. This could include special events and different times of the year

**PHYSICAL CAMPUS SAFETY**

• Streetcar safety
  o Finding ways to track Streetcar accidents and injuries to determine areas which pose the highest safety risk*
  o Tracking incidences and finding ways to alter the built environment to increase safety for pedestrians, cars, bikes, and the Streetcar*
  o Collaborating with the city of Tucson to conduct an evaluation about incidents and accidents related to the Streetcar after 6-12 months of operation

**COMMUNICATION**

• Expand Campus Health Service survey to include safety related questions to broadly assess safety concerns on campus
• Finding ways to infuse safety messaging into first-year experiences courses
• Enhancing student online portal to highlight more safety resources for students
• Training faculty and staff on Non-Enrolled Minors Policy when adopted on campus
• Increase external communication with parents around safety concerns for students
• Review all campus communications around safety for consistency, gaps, and potential revisions
CONCLUDING THOUGHTS

The UA Student Safety Task Force would like to thank ABOR for charging the group and all members for their thoughtful and meaningful contributions. The following reflections of UA Student Safety Task Force members represent the positive experience of the students, administrators, parents, and community members involved and represent the commitment to enact the recommendations outlined in this report.

"The personal safety of students both on and off campus is of paramount importance not only to students, faculty, staff and parents but also the community at large. It is evident that UA is a university that strives to provide a secure environment for their students and employees as is clearly evident in the programs currently in place, the extent to which it measures and evaluate itself, and the openness in which issues are explored and discussed regarding campus safety. I am honored to have been a member of the Student Safety Task Force and to have experienced first-hand how UA truly cares."

-Chad C. Izmirian, Senior Vice President, Capstone Development Partners, LLC

"This Task Force was a great look at what student safety means at The University of Arizona and more importantly, what the future can look like. We are very excited to have multiple recommendations that deal will student-planned and student-run alcohol-free programming led by The Associated Students of the University of Arizona."

-Isaac Ortega, President, Associated Students of the University of Arizona, 2014-15

"I loved being a part of the Student Safety Task Force as an actual student. It was honor to represent the Panhellenic Council, Greek Life, and the entire student body. I truly believe we recognized the most critical safety concerns on our campus and made tremendous advances in addressing these issues."

-Megan May, President, Panhellenic Executive Council

"My experience on the Safety Task Force was both enjoyable and crucial to not only my development as a paraprofessional in student affairs but also to the future of safety on our Arizona college campuses. Bringing together people from such diverse areas on campus who address the needs of multiple populations of students and Tucson community members was a great step towards unifying our safety efforts as an institution to make both the campus and the city of Tucson more secure and inclusive environments. The outcomes outlined in the report reflect both the needs and concerns that affect everyone, not just specific populations or identities. It is this kind of collaborative work that I enjoy the most."

-Juan Pereyra, Higher Education graduate student and co-advisor of PRIDE Alliance
“As Co-chairs of the Parents and Family Board of Directors, we appreciated the University’s outreach for input from our organization. We had students, administrators, Deans, local police, and the student body help with this final report. We are very pleased with the conclusions of this Task Force and their efforts to improve student safety going forward.”

-Bill and Polly Moorehouse, Co-chairs of the UA Parent & Family Association

Data Cited

The University of Arizona Student Safety Task Force is seeking feedback from the Tucson and UA communities around student safety and wellbeing. All are welcome to attend and share their thoughts.

The UA Student Safety Task Force was formed because promoting the safety of students on and off campus is of primary importance to the Arizona Board of Regents and the Presidents of Arizona’s public universities.

Parking: Available in the Highland Avenue Parking Garage, 1405 E. Helen Street. Please mention the “President’s Student Safety Task Force Public Meeting” guest list upon exiting the garage to have your parking paid for.

WHAT: UA Student Safety Task Force Public Meeting
WHERE: Gallagher Theater – Student Union, 1303 E. University Blvd.
WHEN: April 30th, 4-6pm

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Can’t attend in person? Watch as the event is streamed live at: https://ondemand.azpm.org/live/
Want to submit a question, comment, or concern?
Before or during the meeting, email: UASafetyTaskForce@email.arizona.edu
For general information about the meeting, call 520-621-0983
Hi there. My name is Melissa Vito and I am...my day job is Senior Vice President for Student Affairs and Enrollment Management and Vice Provost for Student Success and Academic Initiatives but I’m here today because I am chairing our Board of Regents University of Arizona Student Safety Task Force and this is a group that you’ll hear a little bit more about because we’re fortunate to have a member of the Board of Regents with us to kind of give you bigger context but I wanted to do just a couple quick things before we go to context and then go back to kind of what we’re going to be doing. First of all I want to thank you for coming. We...as part of what we’re doing through the Task Force is we’re trying to make sure that we understand all the different issues that impact student safety on our campus and that means what happens on our campus and perhaps those areas around campus. We actually have a lot of programs and efforts that we’ve had to help support our students to feel safe and be safe on our campus but it’s also important that we take time and sort of pause and inventory and reexamine issues. And so this Task Force is a group that we’ve had running since early this year. Has students, staff, members of the community and others on it and we will then be reporting out to the Board of Regents and have sort of a bigger statewide look at student safety on our campuses. And so it’s an important timely effort and enterprise and I’m going to introduce Kaitlin and have her talk and then we’ll introduce all of us who are up here and talk a little bit about kind of process. Thank you.

Thank you, Melissa. I really just want to say on behalf of the entire Board of Regents, thank you to Melissa for your leadership on this Task Force. Thank you to all of the members of the Task Force and to Jennifer Picard-Meyers who has really just done so much for it. I mean, really. She’s kept us all on track and engaged and organized and we all know how important that is. So I just want to say also thank you to everyone here in the audience for coming. I know it’s that crazy busy time of the year for whatever reason and we sure appreciate you being here. And I know that myself and the rest of the Board really is looking forward to getting these final reports from our three institutions and seeing what kind of best practices we can identify and how we can move forward and just really ensure that our students are safe all across Arizona. So thanks.

Thanks, Kaitlin. And I need to say that in the time that I’ve worked here, I’ve actually never seen the Board of Regents step up in this type of a leadership role so for those of us who on daily basis are thinking about these things it’s really cool so thank you. We have some other people from the Task Force who are here and others in the audience and so just to kind of go down and maybe let you do some intros.

Hi. I’m Brian Seastone. I’m the Chief of Police for the University of Arizona Police Department.

Hi everyone. I’m Kendal Washington-White, Assistant Vice President for Student Affairs and Dean of Students.

And we do have a number of other members of the Task Force here representing different areas. If you want to do a quick stand that’s fine or wave your hand or just know that you’re here. Thank you. And for context, this group is a group that is comprised of, as I mentioned, different members of the community who on a daily basis have sort of safety as a key part of what we do. We also have members of other parts of the campus community. We have some representatives from not only University Police but also Tucson Police. We have representatives from areas on campus that manage apartment complexes where a lot of our students live, Resident’s Life, Campus Health, a number of the critical areas that intersect around student safety and what we’ve been doing over the past couple of months is to
understand more about the data that we have around student safety on campus, talking to students who are part of the committee and represent different areas to understand issues that they experience and to sort of help identify what we’re doing that seems to be working really well and where there may be some other areas that we need to take a look at and then all of these things will come together. So today is really about hearing from members of the community to kind of share comments, suggestions and perceptions. I’ll note that we’ve gotten a couple of email questions in and although we’re not looking at this meeting as one to be in a big dialogue but be more about helping us gather more data. We had a couple of email questions that came in. One about a lock that was broken. Just want to let you know that we have gone ahead and fixed that lock. And we’ve had a couple questions actually surprisingly but not without import from families around things like our meal plans and why don’t we have mandatory meal plans that bring all new students together at the same time in a way that can build community and help students feel safer and maybe more a part of the campus earlier on. So we’re gathering all kinds of information and with that I think what I’d like to do is just tell you a little bit about how we want to do this. We had...we are...this is a simulcast that Arizona Public Media is broadcasting so shout out to Arizona Public Media. Thank you. And we also have an email set up that we are staffing right now that Kendall has...

And that address is uasafetytaskforce@email.arizona.edu. Please email us.

So if you feel too shy to come up or for those of you who are listening, go ahead and email your questions. We have staff that are monitoring that right now that will make sure they get that to us. We also had some pencils and paper if you want to kind of write a question down and just bring it up to us. Jan or others from the team will be happy to gather those. But if not, why don’t you...anybody who’s here just come on up. We have a microphone here and just feel free to come on up and share what is on your mind or what you’re thinking about relative to student safety at the University of Arizona. Sound okay? So, anybody feel free to jump in or walk up or just raise a hand from where you are sitting or we can hand out... Are you here for a class?

There’s one. It takes one.

Thank you.

My name’s Angela. I’m a master’s in Public Health student and also a GA at Campus Health. So I don’t know if this relates to student safety. I have two things. So first of all I would love to hear more about the dining halls. I think that food security is an interesting issue but I know this is about safety. So my thing is about bike helmets and bike safety. So you see students...this is a...you think of the University area and it’s a very highly dense area of cars, of bikes, of pedestrians and it’s a very complicated area. We’ve all driven through there. So I would love to know what more we’re doing about not only bike safety but pedestrian safety. We’re talking about 40,000 students in cars so I’d love to hear more about that.

Really good...actually good points and just so you know, without again getting into a big dialogue, we’re taking good notes so this will go back to the Task Force but at one of our early meetings we actually had the person who heads Parking & Transportation on campus to talk to the Task Force about kind of things like what you’ve talked about. We didn’t get into bike helmets but about bike safety, pedestrian safety, the convergence, how things might unfold when the streetcar comes online and so we are looking at this. And I should tell you that we will come out with sort of a draft report that what we might want to
do is look at a way we could create opportunities for comment on that before we finalize it and then send it to the Board of Regents. So know that duly noted and we are thinking about this.

Great. Thank you very much.

Okay, thanks.

Hi. I’m Peggy. I’m here for two reasons. One, I’m a mom of a second year student here. We came all the way from Wisconsin to this lovely campus.

Great.

Thank you.

Am I lucky or what?

You got out just in time.

Right. I also have bachelor’s and master’s in social work so I’m really coming more to see if there’s something I could get involved with in helping about that tragic accident. If it’s alcohol abuse, drug abuse, whatever led to that incident and that tragic thing so I’m kind of here as a mom because I want to feel that my son and all the other students are safe and how do you help out with that kind of whatever happened and how they were athletically so inclined that they could get there and lead to that tragic fall.

Thank you. First of all thank you for entrusting us with your son and many of us are also moms...well, two of us are, two out of four. High school and just graduated from college so I get that. And right now we’re looking at a whole array of issues on that particular incident but if you wanted to leave your name and some contact information I can think of a couple things, Parents and Family Association, we’ll send you some information about. The chairs of that group sit on this Task Force and I think would be a really good avenue for you to start some conversations and then also our campus health team could also be sure and let you know kind of what we’re doing. So let’s leave your name, okay?

Okay, thanks.

Thank you, Peggy.

Thank you.

Walking up with a question? No. Any kinds of things that anybody’s thinking about, wondering about, an experience anybody’s had that was bad, something that’s working well?

How about general thoughts on what can we do better that might make the community feel better and safer?

Brian’s only been Chief for about a month so he’s like trying to drum up business.

We don’t have any.
Do we have anything coming in on email? No. Okay. It’s a quiet afternoon.

They must all feel very safe.

We do...just as an opportunity, we do regularly survey students around safety and we are a campus where particularly during the day students vastly feel safe on campus and even in the evening generally do and use things like SafeRide. Yeah. No pressure though.

My name’s Marie. I am a sorority woman here on campus. I’m a graduating senior. And I want to know what you guys are...like I know Brother Dean and all those preachers have free speech but I feel personally attacked every time I walk by him and he yells at me. He came to...we recently had a function, a social function at our house. He was outside the buses screaming at us that we deserve to go to hell and I’m curious as to what you can do or what has been done to prevent him from attacking students that are just walking to class or just trying to go about their day to day business or whatever they’re doing. Just because I know that I’ve felt several times attacked because I’m wearing a backpack or my letters.

So I think again we aren’t going to have big answers but I do know that both Brian and Kendall have been really engaged in this and so I’m going to do a quick handoff to you guys.

Absolutely. Thank you for asking that question. It’s a burning question for many people, students, faculty and staff on campus and it’s a challenging issue because the thing about the First Amendment, Free Speech, is that when we like it we love the First Amendment, when we like the speech but when we don’t like what people are saying then it becomes problematic. And I’m sorry that you feel personally attacked. We have had lots of engagement in the Dean of Students office with not just Dean but other mall preachers as we like to call them and we do set parameters for them. We have grown to have a good relationship with them but we can’t necessarily stop them from that speech because it is protected. One of the things that happened last year that I’m sure you may have participated in or were aware of that the Women’s Resource Center, OASIS Center and other organizations did a counter protest to when Dean was at the height of his behavior last spring and that was quite effective where they surrounded him with signs saying, ‘You deserve love’, or ‘You deserve an A on your final exams’, all those kinds of things and so we thought that was really impactful and we actually spoke to another member of a difference sorority and suggested that if all the sorority women came together and did a counter protest on the mall how powerful would that be. So I would encourage you to ask your peers to do the same thing that Dean is doing but in a more positive way.

Thank you.

Thank you. Other kinds of thoughts? Oh, I see someone.

I just wanted to quickly respond to what she said if I understood her correctly. Is this mall preacher actually yelling and frightening the young women because isn’t that sort of beyond free speech if he’s yelling, ‘Hey, you should go to hell’, and frightening them. Is that really still in that parameter of...that that can’t be eliminated, that kind of behavior?
Well, I want to echo Melissa’s point about us not engaging in a huge dialogue but he’s not necessarily yelling at specific people, he’s just yelling in general to anyone within earshot so that’s very different from targeting someone.

I see. It’s unfortunate though that the yelling still fits in that parameter of free speech. I look at that a little differently being that. That’s almost like whatever you have as a rule for police thing. That’s like disruptive behavior or beyond acceptable.

Well, and there are…I will add that we do have policies around when you can yell in areas because you can’t disrupt the educational enterprise so if somebody walked in here and started yelling, that would be a really clear disruption of this event. There are a lot of people who yell on the mall for a lot of different reasons. It might be an active Frisbee game or it might be a particular event and so how we look at interference.

So it’s hard to differentiate.

Right.

What’s important though is that this issue has come up and we will sort of look at that and what the implications might be for how we work with the community or educate or talk about things. So I think that that’s kind of the important piece of this. Thank you.

Okay, thank you.

I saw somebody else.

There he is. We have them lined up.

We do.

I know. That’s good.

Hi. My name’s Chase Holmes. I’m a junior and since I’ve been on campus there’s been a bunch of huge projects gone on for student housing and I know the housing is not sponsored directly by the University but I’m just curious with the combination of kind of localized housing with the level and the new level and the hub apartment complex in addition to the new legislation and kind of evolution and the whole red tag policy and laws, has there been pressure from the community to keep students out and kind of keep them on campus?

I think that your…there have been for probably decades some concerns that are raised when students live in neighborhoods, just from the juxtaposition of a different lifestyle, time of day, things that students do so…but the growth of the apartment complexes…and we have some people…and again we’re not trying to answer the questions but this is kind of an easy one around the growth of more housing options for students driven by private developers has really come from private developers who have seen the U of A as an opportunity because we’ve actually been slower than a lot of institutions that are in metropolitan areas to have more options for student housing close to campus. We’ve had a lot of apartment complexes but they haven’t been as adjacent as these are. So really this has been driven by
developers. I know we have a couple of people on our Task Force including one that’s here and really it’s not been either a neighborhood or a University sponsored kind of event.

Thank you.

For our viewers at home once again, uasafetytaskforce@email.arizona.edu.

Kendall’s going to turn it into a telethon.

There you go.

You get a complete set of James Taylor records if you come up and have five questions for us. No.

But wait, there’s more.

The email’s not going away so people can email anytime.

Right.

And also, if any of you have felt uncomfortable kind of talking in a public setting, we are all here and would be glad if we kind of...if it ends early to be around to talk privately and seek any kinds of thoughts or ideas that anybody might have. I don’t want you to feel trapped here because it is possible that there may be some people who will come in a little bit later so we’ll be here I think for a little bit longer but again, you’re welcome to hang or not.

From audience.

Yeah, yeah, yeah. I think that’s exactly right. Yeah, we’ll stay here and be available to talk a little bit. See we have some...maybe some people coming in.

It’s the cookies.

Oh, it’s cookies. We have cookies. We have refreshments if any of you want to grab a cookie. Yeah, we’re going to stop the live stream right now but we’ll still be accepting email questions which we’ve publicized a lot and we’ll be here for any other kinds of questions or thoughts anybody has. But feel free to grab a cookie and stay or go. And thank you a ton for coming. Thank you.

And I think we're going to climb down from the stage and kind of sit up front to be less formal.

[Audio stops at 28:27 – video continues to 28:32]
Appendix C – Alcohol Prevention Menu for Fraternity and Sorority Programs

ALCOHOL EDUCATION MENU

Please select one Entrée and one Dessert per organization that you will implement during the 2013 calendar year. Your order will be recorded on the attached order form.

Appetizer

Please consider starting your alcohol education off with one of these programs:

Chapter Choice
Select an alcohol education program provided by your National Fraternity or Sorority.

New Member Symposium
Attend this 90 minute keynote presentation designed to educate students on the dangers of drinking and driving and how to stay safe on spring break. This program is free and is already required for all new members.

FSP Events with Alcohol Presentation
A brief power point presentation that is required before the first chapter registered event with alcohol. This free, 20 min. presentation should be viewed by all members who plan to attend registered events.

Entrée

Please select one of our delicious alcohol programs for your “main course”:

BASICS
A one-on-one, personalized approach, consisting of two 1-hour sessions. This program pairs nicely with students who drink frequently and who you may be concerned about due to their alcohol use. This program is facilitated by Campus Health and students schedule individual appointments during Campus Health business hours. BASICS is free.

The Buzz
An interactive, games-based program for groups, 60-90 min. in length. This free workshop is great for the entire chapter or for different pledge classes, and can accommodate 25-100 people at a time.

Dessert

Save room for one of the following bystander programs:

TIPS (Training for intervention procedures)
2 hrs – Individuals gain the knowledge and confidence they need to recognize potential alcohol-related problems and intervene to prevent alcohol-related tragedies. This program is for those who have friends, brothers or sisters that choose to drink. Individuals will have the opportunity to learn more about what influences how someone will behave when drinking and TIPS will also help individuals learn how to effectively intervene in situations involving alcohol so that they can promote safer drinking behaviors. We recommend this program for all chapter officers. Cost is $15 per student and can be done with groups as small as 15 or as large 90.

Step Up
Learn how to reach out and help others in a range of situations when alcohol is involved – and learn why others often don’t help. 30 min. Many dangerous situations involving alcohol could be prevented if someone had intervened. Often individuals will ignore signs, symptoms or situations altogether which can lead to more dangerous issues. This program will review when, why and how you can be a helpful bystander. This free program is great for the entire chapter or may be implemented by pledge class.
UA Awarded JedCampus Seal for Mental Health, Suicide Prevention Programs

By University Communications, January 31, 2014

The seal is awarded by the Jed Foundation, which is named for a former UA student who took his own life.

For its mental health and suicide prevention programs, the University of Arizona has been nationally recognized with the JedCampus seal.

The UA is one of 37 schools nationwide to be awarded the seal, and is the first recipient in Arizona.

The JedCampus seal is awarded by the Jed Foundation, which works to promote emotional health and prevent suicide among college and university students. This is the first year the foundation has given the seal.

Valid for two years, the designation recognizes schools that exhibit comprehensive mental health promotion and suicide prevention programming on campus.

The Jed Foundation was founded in 2000 by Donna and Phil Satow, who lost their son Jed to suicide. Jed was a sophomore at UA at the time of his death, making the seal even more meaningful to the UA.

"This is a special distinction for the UA that underscores our commitment to these important issues," said David Salafsky, director of health promotion and preventive services at the UA Campus Health Service. "We see this as another way we can keep the conversation going on how we can collectively support the mental health needs of our students."

The UA's comprehensive suicide prevention efforts include in-person trainings that teach students and employees how to ask someone about suicide; media campaigns that include educational posters, videos, newsletters and brochures; and more than 40 curriculum modules that can be used across campus. These modules were the result of work done by a group of students in the UA's John & Doris Norton School of Family and Consumer Sciences, who were actively engaged in a federal grant awarded to the Campus Health Service by the Substance Abuse and Mental Health Services Administration.

"While we know that providing safe and confidential mental health services is critical, we also know that educating students about the value in acknowledging suicidal thoughts and seeking help is necessary," said Marian Binder, director of the Campus Health Service's Counseling and Psych Services.

"We also believe that part of our effort in preventing suicide resides in dispelling the myth among students that talking to a friend or classmate about suicide will tend to encourage them to be suicidal," Binder said. "We are actively trying to train students to notice the signs of distress and have the skills to get beyond the discomfort and ask friends directly about their possible suicidal thoughts, so that early intervention can occur."
As part of the process to earn the seal, the Campus Health Service completed an online assessment reviewing campuswide mental health and suicide prevention programming. The Jed Foundation compared the UA’s responses with the recommended practices outlined in "The Comprehensive Approach to Mental Health and Suicide Prevention on College and University Campuses," developed by the Jed Foundation and the Suicide Prevention Resource Center. The UA also received confidential feedback to help enhance its programming and resources.

"We are thrilled to be able to announce the first schools in the nation to receive the JedCampus Seal," said John MacPhee, executive director of the Jed Foundation.

"Schools like the University of Arizona have shown they employ a comprehensive, community-based approach to mental health care, which will result in the identification of and care for more at-risk students," MacPhee said. "We believe that the implementation of a campuswide approach to mental health promotion will lead to safer, healthier campuses, and possibly greater student retention."

More information about the UA’s suicide prevention resources can be found at www.preventsuicide.arizona.edu.

For more information on JedCampus, visit www.jedcampus.org.