



Campus Safety



Support by





Helping students and schools secure success

Concerns about security are deepening on campuses nationwide. While institutions of higher learning strive to remain true to academia's long-standing mission of promoting the personal growth and expression of students in an open learning environment, they are increasingly challenged to make their campuses more secure — financially, operationally, and physically.

In her white paper, *Campus Security 101: What Administrators Need to Know*, Certified Protection Professional Marianna Perry states:



Today's college and university campuses are basically cities unto themselves. From the Ivy League schools to community colleges, trade, and vocational schools, it is a challenge to provide a safe and secure environment at post-secondary institutions while at the same time appreciating the uniqueness of the campus environment. Today, when young adults are discussing their criteria for selecting a college or university, safety is on their list of requirements along with location, cost, and ranking.¹ According to the FBI, crime involving our schools, including college and university campuses, is one of the most troublesome "social problems" in the United States.²

With partnerships at approximately 650 member schools in the United States, TMS is well aware of the growing tensions on college campuses. For more than 30 years, our mission has been to help students succeed and schools prosper. Initially, we focused on financial solutions that make education more affordable for families while ensuring cash flow and aiding retention for schools. Now, with security and safety becoming top-of-mind issues for students and their families, we are expanding our portfolio to address their concerns and help our member schools respond.

In our experience working with families, we have found on-campus engagement to be a critical factor in student success. However, students can't become thriving, engaged members of an academic community if they aren't or don't feel secure. Surpassed only by basic physiological needs — food, water, and shelter — the need for safety is a fundamental human requirement. Therefore, keeping students safe is imperative.

Fortunately, technology has made campus safety achievable in discreet, unobtrusive ways. Integrated platforms incorporating tools for ID management, visitor management, physical access control, automated attendance, and more can help schools achieve their campus safety and retention goals while automating processes and containing costs. Technology-based systems are familiar to students; they are rules-based and equitable, and can even drive engagement. If you have been to a Walt Disney park recently and experienced Magicband, you have gotten a glimpse of the power of such solutions. Sure, you understand that Disney is tracking your movements and buying behaviors, but you hardly care because it makes the entire experience just so frictionless.

TMS is pleased to have expanded its portfolio to incorporate technology platforms that help colleges and universities ensure safety, optimize operations, and increase student accountability. We will continue to develop solutions that respond to the most pressing challenges confronting schools, today and in the future. While those solutions may be — in fact, must be — ever evolving in an ever-changing world, they will always uphold our mission, which is steadfast: to help students succeed and schools prosper.

Sincerely,

Craig Lockwood
President, TMS

For more information on TMS, visit www.tuitionmanagementsystems.com

¹ <http://www.universitybusiness.com/article/what-families-think-campus-safety-and-violence>

² <http://www.fbi.gov/about-us/cjis/ucr/nibrs/crime-in-schools-and-colleges>

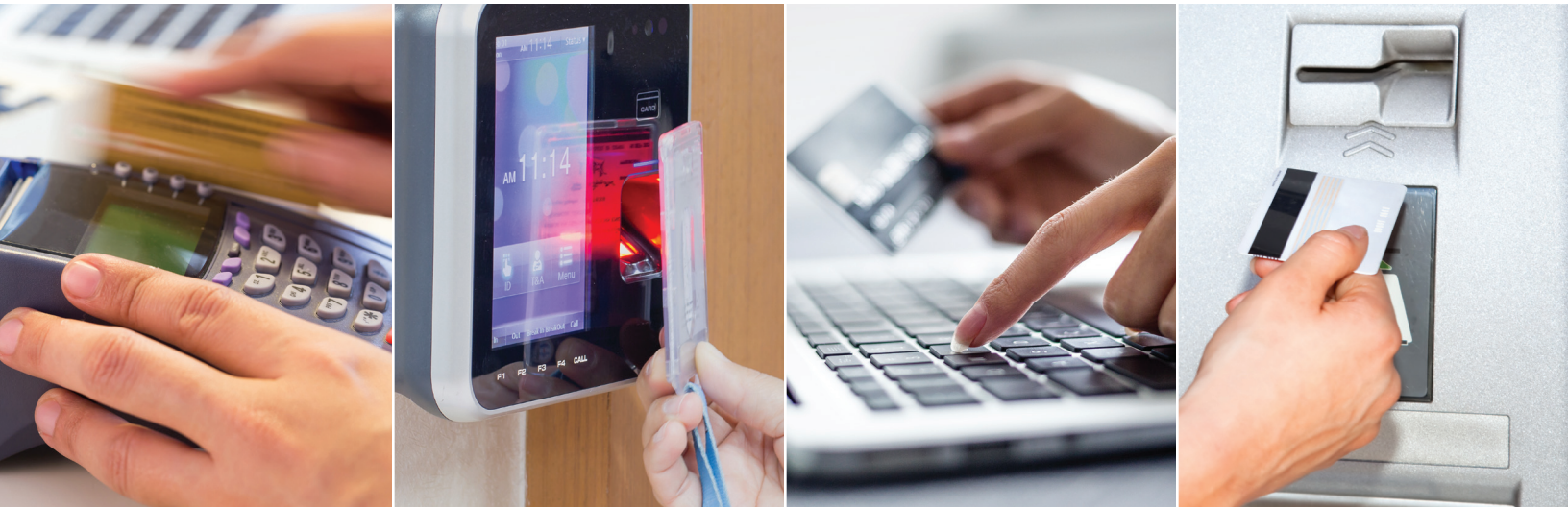
Introduction

For many students, parents, politicians and others, campus safety has emerged as a paramount issue. Of course they value colleges and universities as places of teaching and research, but they demand to know that institutions are doing everything possible to assure the security of everyone on campus.

The articles and essays in this compilation illustrate some of the complexities of campus safety. You will find articles on tragedies on campus, the raging debate over “campus carry,” and the balancing act of admissions offices in asking (or not) about applicants’ disciplinary and criminal records. In addition, articles explore the debate over sexual assault on campus, and the responsibility of colleges to provide safety even when students are thousands of miles from campus, or to secure campus networks.

Inside Higher Ed will continue to cover these issues, and welcomes your feedback on these pieces and topics for future coverage.

--The Editors
editor@insidehighered.com



Make your campus more secure financially, operationally, and physically.

TMS has been helping schools nationwide fulfill their mission since 1985.

At first, our solutions made education more affordable for families. More recently, our portfolio has expanded to ensure campus safety, optimize operations, and increase student engagement. At every step, we provide an exceptional, comprehensive experience for your students, families, and staff.



News

A selection of articles by *Inside Higher Ed* reporters

Tragedy at UCLA

By **SCOTT JASCHIK**

Apparent murder of a professor follows a day of terror on campus and reflects a kind of violence that is rare but feared.

The 2015-16 academic year has seen numerous shootings, some deadly, of students, and a national debate over guns on campus. At the beginning of June 2016, with the academic year winding down, an engineering professor was shot and killed at the University of California at Los Angeles.

Reports of a morning shooting in the engineering building at UCLA left many on campus terrified and students running for cover. In the end, a professor was dead in what is being described by local news sources as a murder-suicide.

The victim is William S. Klug, an associate professor of mechanical and aerospace engineering.

The shooting has been confirmed to have taken place in the building where he works. *The Los Angeles Times* described colleagues as devastated by his death, calling him a caring professor, devoted to his research and students, and also to his family. Klug was 39 and married with two young children.

Authorities said that the professor was killed by Mainak Sarkar, a former graduate student who had accused Klug of stealing Sarkar's computer code and giving it to someone else.

Joseph Lee, a former student of Klug's, posted this comment on Facebook: "He was without a doubt the kindest professor in the UCLA



William S. Klug

MAE department. He wrote a letter of recommendation for me for my graduate school applications and helped me immensely to where I am today as an engineer. I remember in his MAE101 class, he would always begin lecture with asking if

anyone had questions. He took time to answer each one even if it meant scheduling time outside of class to get them answered. He had a genuine care for all of his students and wanted to see each one succeed.”

His research group’s website describes his work this way: “We study problems at the interface of mechanics and biology. Using theoretical and computational techniques mostly from continuum mechanics and molecular biophysics, we aim to understand how the physical properties of biological structures and materials are involved in biological function from molecular and cellular scales upward.”

For hours on the day of the shooting, people at UCLA believed a shooter might be on the loose. It was only later that authorities determined that the shootings were a murder-suicide and there was not an active shooter remaining on campus. All classes were called off on the day of the shooting, even with final exams due to start the next week.

At the end of the semester, student complaints about grades are rampant, and mostly harmless. Experts say murders of professors on campus are not common, but they do happen. There are serious threats to professors over grades from time to time. In 2015, a student was charged with threatening to kill a professor at Embry-Riddle University, allegedly over a failing grade. A

student at El Camino College was arrested in 2016 after authorities said he sent messages threatening to kill a professor, also over a grade.

Sometimes attacks by a student on a professor have nothing to do with grades.

A Salem State University student was charged in March 2016 for stabbing a professor more than 20 times. Officials said there was no connection between the student and the professor, who survived.

Going back over the last 20 years,

management, outlined the trends. She said that the norm in such cases is for the attacker to be male, for the attacks to happen on campus, and for the source of the attacker’s anger to go well beyond a grade (although that may be a spark).

“These are people who perceive themselves to have serious problems in multiple sectors of their lives,” Franke said.

Via email Wednesday night, Franke said her 2005 comments were consistent with current thinking. She

added Wednesday that “current and former students are the most common perpetrators of targeted violence against faculty members. Academic failure is a recurring motive. The conse-

quences of a bad grade or dismissal from a program may be especially severe for some students, for example a graduate student who has been living off his student loans.”

Franke said in 2005 that one of the best resources to help colleges is a report produced in 2002 by the U.S. Education Department and the Secret Service, prompted by the 1999 killings at Columbine High School. The report, “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates,” focuses on high schools, but Franke said many of the recommendations apply to colleges.

In an interview after the UCLA shooting, she also cited a 2010 re-

“

Current and former students are the most common perpetrators of targeted violence against faculty members. Academic failure is a recurring motive.

”

professors have been killed by students or former students at the Appalachian School of Law, California State University at Los Angeles, San Diego State University and the Universities of Arizona and Arkansas at Fayetteville. The victims of the 2007 mass killings at Virginia Tech -- perpetrated by a student -- included students and faculty members. A professor was among those killed last year in the mass shooting at Umpqua Community College.

Experts say there are patterns.

In a 2005 interview about the stabbing of a professor at the University of Massachusetts at Lowell, Ann Franke, president of Wise Results, a consulting firm that advises colleges on legal issues and risk

port, “Campus Attacks: Targeted Violence Affecting Institutions of Higher Education,” prepared by three federal agencies, the Secret Service, the Department of Education and the Federal Bureau of Investigation. That report looked at 217 attacks between 1900 and 2008. Of these, more than a quarter occurred in academic or administrative buildings.

In an interview, Gregory Boles of Kroll Associates, a company that advises colleges, schools and employers on violence prevention, said it was crucial for colleges to have threat assessment teams, such as those recommended in the Education Department report. He said in-

Going back over the last 20 years, professors have been killed by students or former students at the Appalachian School of Law, California State University at Los Angeles, San Diego State University and the Universities of Arizona and Arkansas at Fayetteville.

dividual faculty members or administrators shouldn't by themselves try to assess danger, and need colleagues with a variety of areas of expertise -- psychology, safety and more -- to do so.

Boles said an angry complaint over a grade is not necessarily by itself a sign of danger to student or a professor. He said that it was more important to respond if a student makes explicit or implicit threats, seems to have “an obsession” over a grade or a course, or appears

a risk, unless there are other issues present, he said.

Franke agreed that risk assessment teams are essential, and she noted that UCLA has one. “Institutions can work to publicize their policies and resources, including counseling services and ways to raise concerns about threatening behaviors,” she said. “We will never know how many lives these approaches will save. We will continue to have tragedies to mourn and study post hoc.” ■

to be hallucinating in discussing the grade or the course.

A typical student who is annoyingly asking for a higher grade is not necessarily much of

A Campus that is both open & secure.

Issuing discrete, secure IDs to students, staff, and visitors improves campus safety while maintaining an environment conducive to learning and self expression.



Campus safety through identity and visitor management, door access, secure data and financial transactions.

SCHOLAR  CHIP®

info@scholarchip.com

Do Students With Guns Save Lives?

BY JAKE NEW

That's the claim of concealed carry supporters, but the evidence is limited and clear examples are few and far between.

Days after two shooters killed 14 people and injured 22 others in 2015 in San Bernardino, Calif., Jerry Falwell Jr., president of Liberty University, stood in front of 10,000 students, faculty and staff and urged them to bring guns onto campus. In his back pocket, the president said onstage, he carried a small pistol.

"Let's teach them a lesson if they ever show up here," Falwell said of the acts of terrorism, before turning his attention to campus shootings. "What if just one of those students or one of those faculty members had a concealed permit and was carrying a weapon when the shooter walked into Virginia Tech? Countless lives could have been saved."

The comments were met with a round of applause, and the university said hundreds of Liberty students have now signed up for a training course to get a concealed-carry permit. Nearly 1,000 students, faculty and staff members already had the permits, according to the university.

Liberty has allowed students, faculty and staff to carry guns on

campus since 2007 -- following the massacre at Virginia Tech, when 32 people were killed -- but not in residence halls. That caveat will be dropped, Falwell said. In a statement later that week clarifying and defending the president's remarks, the university said the comments were "a call to arms for self-defense."

It's a common refrain for guns rights activists: so-called gun-free zones prevent victims from fighting back during mass shootings, potentially costing more lives. But proving that theory has proven difficult, with activists being able to point to few -- if any -- clear examples of mass shootings thwarted by armed students or faculty members.

When a gunman killed nine people and injured seven more at Oregon's Umpqua Community College in October 2015, some activists and conservative critics said the college's rule banning firearms from campus was partly to blame. Oregon is one of eight states with provisions in place to allow the car-



rying of concealed weapons at public college campuses, according to the National Conference of State Legislatures, but the state's Board of Higher Education in 2012 largely banned guns from the campuses in the Oregon University System.

The ban does not apply to community colleges like Umpqua, though, and while the college does not officially allow the possession of firearms on campus, the wording of its policy seems to imply that the state law authorizing concealed carry would trump campus rules. Indeed, a student at the college told several news outlets that he and other students were carrying guns at the time of the shooting.

For a moment, the student, a veteran named John Parker Jr., thought about intervening and using his weapon and military training to stop the gunman. The student, however, was not in the building where the shooting took place.

“Luckily we made the choice not to get involved,” Parker told an MSNBC reporter. “We were quite a distance away from the actual building where it was happening, which could have opened us up to being potential targets ourselves. Not knowing where SWAT was on their response time, they wouldn’t know who we were, and if we had our guns ready to shoot, they could think we were the bad guys.”

Had Parker chosen to intervene and been able to stop the gunman, he would have been in rare company. According to a study by the Federal Bureau of Investigation that examined 104 active-shooter events from 2000 to 2012, less than 3 percent of mass shootings were stopped by armed civilians.

An oft-cited but controversial 1997 study by former Yale University professor John R. Lott Jr. argues, however, that guns prevented about two million crimes per year between 1977 and 1992. The study has since been challenged by several other researchers. In a 2001 paper published in the *Journal of Political*

Economy, Mark Duggan, a public policy professor at Stanford University, wrote that the “direction of the relationship” between gun ownership and crime rates is “theoretically ambiguous.”

One incident activists frequently cite as an example of armed students stopping a gunman on campus occurred in 2002 at the Appalachian School of Law in Grundy, Va. In that shooting, a former student, Peter Odighizuwa, killed another student, a professor and a dean before being confronted by three students, two of them armed. Differing eyewitness accounts make it difficult to know what role the armed students actually played in stopping the gunman.

While two of the students were armed, the student who first tackled the gunman was not. That student, a former Marine and police officer named Ted Besen, maintains that Odighizuwa was already on the ground and unarmed before the two armed students arrived.

“Their guns had no effect on Peter,” Besen said in an interview with the Associated Press in 2007.

Michael Newbern, an engineering instructor at Ohio State University and the assistant director of public relations for Students for Concealed Carry, said that it’s difficult to pinpoint examples of armed civilians

stopping mass shootings because “we never know if the shooter only wanted to target one or two people until they’ve been able to do so.” He pointed to a number of examples, however, of civilians stopping shooters in smaller-scale attacks -- such as during home invasions -- as well as to the Appalachian School of Law incident.

Trained and licensed gun owners should be allowed to protect themselves on campus, regardless, he said, and perhaps then more incidents of civilians stopping mass killers would emerge.

“It doesn’t take a rocket scientist to figure out that when you ban guns, lawful people won’t be able to stop mass shootings,” Newbern said. “What we do know is that when a licensee’s rights to carry are not restricted, they can choose the means by which they defend themselves. The state must present a compelling reason to restrict that right. Rights don’t require justification. We challenge you to find an incident where an innocent person was injured or a crime occurred as a result of campus concealed carry. We haven’t been able to find any. In the face of no evidence that concealed carry causes an increase in crime or gun incidents on campus, how can one justify restricting the right?” ■

<https://www.insidehighered.com/news/2016/01/08/few-examples-exist-armed-civilians-preventing-mass-shootings-campus>



PRODUCTIVITY AND COST-EFFICIENCY FOR YOUR CAMPUS

Do you stay awake at night asking yourself,
“How do I...?”

- simplify the registration process?
- create a safe environment for students and staff?
- manage real-time access control to campus residence halls?
- provide innovative payment options for students at campus cafeterias and bookstores?

Secure Student ID Cards. Zebra’s ZXP Series 7™ card printer lets you create staff, student and visitor ID cards and manage access to the entire campus. With its low cost of ownership and superb image quality, the ZXP Series 7 combines fast and reliable performance with a low cost per card.

Learn more at zebra.com/zxpseries7



ZEBRA

VISIBILITY THAT'S VISIONARY.

Don't 'Go There'

BY COLLEEN FLAHERTY

Is teaching under campus carry still teaching? New guidelines from the Faculty Senate at U of Houston ask the question, with suggestions such as dropping controversial course content for safety concerns.

Faculty members opposed to Texas's new campus concealed carry law have argued that it will chill academic freedom and free speech. A set of recommendations from the University of Houston's Faculty Senate on how to teach under campus carry is the new exhibit A in the case against the law for those concerned about its effects on academic freedom. Its advocates, meanwhile, say faculty fears are overblown.

A working group at Houston is deciding exactly how concealed carry, which took effect August 1, 2016, will play out on campus, though the law's parameters are narrow: guns can't be banned outright. (Some universities already have decided, reluctantly, that concealed firearms must be allowed in the classroom.) In the meantime, a PowerPoint presentation created by the president of Houston's Faculty Senate, and shared at a faculty forum on the implications of campus carry, suggests that professors may do nothing

You may want to

- Be careful discussing sensitive topics
- Drop certain topics from your curriculum
- Not "go there" if you sense anger
- Limit student access off hours
- Go to appointment-only office hours
- Only meet "that student" in controlled circumstances



UH Faculty Senate

ing about the new law, post signs reminding people of it or include syllabus language quoting a senate resolution that "Guns have no place in the academic life of the university."

But another slide suggests that faculty members "may want to:

- Be careful discussing sensitive topics.
- Drop certain topics from your curriculum.
- Not 'go there' if you sense anger.

- Limit student access off hours.
- Go to appointment-only office hours.
- Only meet 'that student' in controlled circumstances."

Unsurprisingly, the slide in question is getting a lot of attention from those on both sides of the campus carry debate. The university was quick to point out that the recommendations are not official university policy, but faculty members say the suggestions reflect how many of

their colleagues are thinking about protecting themselves and their students under campus carry. The law is set to take effect this summer at public universities and next summer at community colleges. Private colleges in the state have the ability to opt out of the law, which they have.

State legislators “have created a very uncomfortable situation for us,” said Maria Gonzalez, an associate professor of English and a member of Houston’s Faculty Senate. “There’s one thing we can’t do, and that’s ban guns. ... So this slide was prepared basically to help people be careful and provide suggestions.”

Jonathan Snow, a professor of earth and atmospheric sciences and president of the Faculty Senate, said he wrote the presentation based on discussions within the body and elsewhere. He also addressed faculty concerns about campus carry in comments to the university system’s Board of Regents, saying professors’ concerns weren’t political or about a fear of guns.

Rather, Snow said, “It’s because the intrusion of gun culture onto campus inevitably harms the academic enterprise in a myriad of ways.” He asked regents to appeal to the Texas Legislature to reconsider.

Gonzalez said that there are “volatile” students on her campus, as there are on many others, and that she teaches queer and Marxist theory, which sometimes leads to heated discussions. But she said

the Faculty Senate recommendations couldn’t help prevent what she feared most: accidents. Everyday, she said, students spill coffee or drop their iPhones on the floor. Who’s to say they couldn’t reach into their backpacks and accidentally fire the weapon they forgot to lock that morning? Gonzalez said she has experience with guns and knows that most don’t have a hair trigger. But negligent discharges are still possible, and it’s a risk many professors resent and fear, she said.

Shawn Lindsey, a university spokesperson, emphasized that the PowerPoint was not university policy and that an official working group is expected to release its recommendations for how campus carry will look at Houston.

Lindsey shared the university statement on the matter, which says in part that Houston “takes issues surrounding campus safety and guns on campus very seriously and will strive to create policies that comply with the new campus carry law, protect the rights of citizens and address the safety and security of the entire campus.”

Henry Reichman, a professor emeritus of history at California State University at East Bay and chair of the American Association of University Professors’ Committee A on Academic Freedom and Tenure, weighed in on the faculty recommendations on AAUP’s “Academe” blog, calling the controversial slide “ominous.” Via email, Reichman said

that under such guidelines, “it’s possible to teach but not well and not freely.” Threatening academic freedom “inevitably endangers quality and integrity,” he said.

Not everyone agrees that faculty fears are well-founded, however. Students for Concealed Carry, a national advocacy group, has argued that professors shouldn’t be more afraid of legal, concealed weapons than illegally concealed ones, and that the new law actually makes campuses safer. Michael Newbern, a part-time instructor of engineering economics at Ohio State University and spokesman for Students for Concealed Carry, said he understood what the Houston senate was trying to address but felt that professors’ concerns were “irrational.”

No on-campus shooting incident has ever occurred in the more than half dozen other campus concealed carry states, he said. (The Umpqua Community College shooting doesn’t qualify, he said, because students were not allowed to take guns into campus buildings – something he said deprived victims of the chance to defend themselves against the shooter.) Accidents, too, are extremely uncommon, he added.

“The things they’re worried about don’t materialize,” Newbern said. “Why do they think their students and faculty members are less responsible than those same types of people in Colorado or Utah?” ■

<https://www.insidehighered.com/news/2016/02/24/u-houston-faculty-senate-suggests-changes-teaching-under-campus-carry>

Unfair Admissions Criteria

By **SCOTT JASCHIK**

Study finds colleges are considering high school disciplinary records, largely without policies about when such information is relevant.

Most colleges are considering applicants' high school disciplinary records, even without formal policies on what role these records should play in admissions decisions, according to a survey conducted by the Center for Community Alternatives.

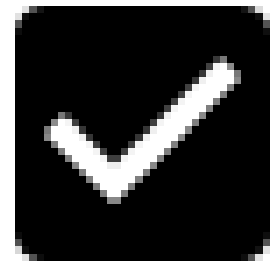
A draft report accompanying the survey, released in May 2015, builds on the center's work questioning whether colleges are too quick to rule out qualified applicants because of something they did in their high school years that may be irrelevant to their chances of academic success.

"In the absence of data that show how many students are accepted or rejected once they disclose a disciplinary record, it is not enough for college admissions counselors to offer assurances that a school disciplinary record is not likely to impede admission to college," says the report draft. "Moreover, vague assurances will do little to assuage the fears of students who are the most vulnerable to school suspension -- poor students of color, whose life

experiences have subjected them to exclusion in many social domains."

The center's survey of colleges was drafted in conjunction with two groups that represent admissions leaders and encouraged participation in the survey -- the National Association for College Admission Counseling and the American Association of Collegiate Registrars and Admissions Officers. Key findings were:

- Almost three-quarters of colleges and universities collect high school disciplinary information (many through the question on the subject included on the Common Application).
- Of those that collect the information, 89 percent report that they use the information in admissions decisions.
- Of the colleges that collect the information, only 25 percent have formal, written policies on how to use the information.
- Only 30 percent of colleges have trained their admissions staff to interpret disciplinary violation findings.



Rejection isn't the only possible outcome of colleges overreacting to high school disciplinary violations, the report says. In some cases, colleges are admitting applicants but based on high school records barring them from campus housing.

The center's report doesn't rule out the possibility that there are some cases where a past record may be relevant to a college's decisions. But the report argues that, in many cases, this record shouldn't be used -- and that any use requires, in fairness to applicants, that colleges have clear policies and train staff members on how to use them.

The issue of whether high school disciplinary infractions are relevant to college admissions has long challenged both high schools and colleges. Many fear that a minor

misdeed of a high school freshman could unreasonably hurt an applicant. But many also worry that someone who might pose a danger to fellow students could be admitted without the college knowing the risks.

A related debate is whether colleges should ask about and consider applicants' criminal backgrounds. Students at Princeton University in 2014 urged the institution (without success) to stop asking about applicants' criminal past, arguing that the criminal justice system is unfair to many minority, low-income people, such that a conviction may not mean anything.

New York University in May 2015 announced a change in its admissions policies that reflects some of the issues raised by the new report on disciplinary records. NYU

is a Common Application institution that thus obtains information about applicants' criminal and disciplinary pasts. With regard to criminal convictions, NYU will now do a first round of evaluations without knowledge of whether applicants checked the box indicating a criminal record.

But before an offer of admission is extended, a second review will take place in which the information will be shared with an admissions team "specially trained" on how to evaluate such information, including the potential of bias in various parts of the process. Previously this information was available to admissions

officers throughout the process, as is the norm at many institutions.

A statement from MJ Knoll-Finn, vice president of enrollment management at NYU, spoke of trying to "strike a balance" on the issue.

"Colleges and universities are places that believe in the power of learning to change lives, and that believe in second chances, especially for those who may have made mistakes at a young age," Knoll-Finn said. "And we are aware of the concerns being raised on a national level about the sometimes disparate impact of the criminal justice system. But the members of our community

penalizing college applicants for minor misbehavior when they were 14 or 15, when a child's impulse control is notoriously weak, is unfair on its face," says the editorial.

But Todd Rinehart, associate vice chancellor and director of admission at the University of Denver, and chair of the NACAC Admission Practices Committee, said via email that he shared the center's concerns about the potential for inappropriate use by admissions officers of high school disciplinary records. But he questioned whether this is happening -- and whether colleges can't determine when the information mat-

ters. "Colleges and universities are using information on discipline in a very thoughtful and careful manner, considering the severity of a behavior, patterns of behavior,

when the incident occurred, and within the overall context of many other factors. Admission committees aren't denying students access to higher education, but they have the prerogative to determine who is the best match for their respective institutions," he said.

He said that while there are issues associated with evaluating high school disciplinary infractions, "the solution isn't to put our heads in the sand, ignoring personal qualities and characteristics that may be telling us a student isn't ready for college, but rather to continue examining the systemic barriers that exist

“

Colleges and universities are places that believe in the power of learning to change lives, and that believe in second chances, especially for those who may have made mistakes at a young age.

”

and the parents of our students also have a reasonable expectation that the university will do all it can to provide a safe learning environment for our students."

The center's report -- which urges colleges to stop asking about high school disciplinary records -- notes that these records may well cover infractions that aren't close to criminal.

An editorial in *The New York Times* endorsed the report's recommendations both that colleges stop considering the high school records and that high schools stop turning over the information. "The notion of

in our secondary and postsecondary institutions and to identify paths for students to enter college at a later date, when personal and academic abilities match the expectations and rigor of a particular school.”

Michael V. Reilly, executive director of AACRAO, said via email that the association has not taken a position on the use of high school disciplinary decisions in college admissions. But he said that he was personally sympathetic to many of



The notion of penalizing college applicants for minor misbehavior when they were 14 or 15, when a child’s impulse control is notoriously weak, is unfair on its face.



the points made in the report.

“We have raised similar concerns about racial disparities in both high school and juvenile justice systems as well as the fact that colleges and universities have implemented these practices without developing policies for their use,” Reilly said. “There does not appear to be evidence that screening students

via their disciplinary records has made campuses safer. As a former admissions director I don’t know that I had the expertise to be able to distinguish between

a real threat to the community and a young person who was caught in an unfair system and who might benefit the most from a college education. My advice to campuses who are collecting this information is to read this report and ask whether their practice is appropriate given the many inconsistencies in the high school justice system.” ■

<https://www.insidehighered.com/news/2015/05/26/report-questions-why-colleges-consider-high-school-disciplinary-records>

A Playground for Hackers

BY CARL STRAUMSHEIM

As Pennsylvania State University investigates two sets of sophisticated cyberattacks, IT security experts say more attacks are likely on the way.

The cyberattacks detected at Pennsylvania State University in the summer of 2015 may spell bad news for other colleges and universities, according to IT security experts. Hackers such as those that targeted Penn State don't set their sights on individual institutions, but on entire industries.

"I don't want to be the harbinger of doom, but usually when you see one breach, there's more to follow," said Ken Westin, a security analyst with the IT security company Tripwire. "Penn State is an indicator that there have been more breaches and there will be more breaches that are targeting similar kinds of information."

In November 2014, the Federal Bureau of Investigation informed Penn State that the College of Engineering's network had been breached by two cyberattacks. The university disabled the network for three days in May as it worked with the IT security firm FireEye to set up "robust scanning and computer security protocols" to "take a proactive and aggressive stance against future attempted intrusions."

Those security measures revealed two more attacks -- this time against the College of Liberal Arts. As opposed to the engineering school attacks, where hackers used malware to gain access to the network, the College of Liberal Arts network was breached by exploiting a vulnerability, the university said.

Beyond those findings, details are scarce. Investigations have so far not turned up evidence that hackers got away with information such as Social Security numbers or research data -- only usernames and passwords. Other than determining that one of the engineering attacks originated in China, the university has yet to identify the perpetrators behind the other three to the public.

Penn State declined to comment for this article, which is standard operating procedure for universities in the aftermath of a cyberattack. L. Reidar Jensen, a Penn State spokesperson, pointed *Inside Higher Ed* to an informational website the university created to field frequently asked questions about the breaches.

Universities rarely like to discuss how they were attacked and how

they responded, in part because of ongoing investigations, but also out of a concern that describing their countermeasures could aid hackers contemplating future attacks. Speaking too freely could also prove costly, should the university later be discovered to have been at fault for the breach.

Penn State did share some details about the scope of the threats the university faces on a daily basis, however. Last year, the university fended off more than 22 million cyberattacks a day, but "in light of increasingly hostile and coordinated threats against large organizations around the world, Penn State has launched a comprehensive review of all related IT security practices and procedures," it said last week in a press release.

"An adversary only needs to find and exploit one vulnerability -- that's all they need to do," said Emma Garrison-Alexander, chair of the master of science in cybersecurity technology program at the University of Maryland University College. "The challenge is enormous for a university or any entity when it comes to

cybersecurity, and sometimes that gets lost in the hype of what's happening in an organization."

'Wake-Up Call'

In a broader context, Penn State is one of many organizations across all industries and sectors that are reconsidering how to keep data safe on their networks. Other high-profile attacks have breached the networks of the U.S. Office of Personnel Management, which compromised the data of millions of federal employees, and retail chain Target, which settled for \$10 million after losing customers' credit card numbers. In higher education, Harvard University is the most recent to announce a breach.

Judging by how long it can take for an organization to discover the intrusion -- at Penn State, the breach dated back to at least September 2012 -- hackers have likely gained access to other universities' networks without them knowing. Other breaches may never be detected.

Chad A. Holmes, a chief security strategist with FireEye, said keeping data secure on university networks is more challenging today compared to a few years ago, mostly because the threats against the universities have grown more sophisticated.

The nature of universities also makes their networks tougher to secure, Holmes said. Faculty mem-

bers and students have more control of their data than do employees of companies and government agencies, for example. The myriad devices people bring to college campuses also represent serious security risks, he said.

"It's really a playground for hackers," Holmes said about higher education. He declined to speak specifically about Penn State, stressing that his comments described higher education as a whole.

Experts were reluctant to evaluate



how Penn State treated IT security before the breaches were discovered. They did, however, speak favorably of how the university has responded to the attacks. In addition to upgrading its network and working with FireEye on investigating the breaches, the university will also introduce two-factor authentication, which means users have to provide two means of identification -- like a

password and a code that changes with every login attempt -- to access their accounts.

Garrison-Alexander, former chief information officer of the Transportation Security Administration, said the university's response shows "that they recognize that they have a need to do more in terms of protecting the organization's data and the access to the data."

Westin previously described the attacks against the College of Engineering as a "wake-up call" for higher education. With the discovery that the College of Liberal Arts had also been attacked, Penn State "woke up," he said.

Other colleges and universities could use the breaches at Penn State to start a conversation on their own campuses about cybersecurity, the experts said. They recommended colleges work with other institutions through organizations such as the Research and Education Networking Information Sharing and Analysis Center, or REN-ISAC, as well as develop more effective training programs.

"It's the new reality. There are going to be cyberattacks, and you are going to have to deal with them," Westin said. "I don't think it's something that they have to live with, but they need to figure out *how* to live with it." ■

<https://www.insidehighered.com/news/2015/07/06/pennsylvania-state-u-cyberattacks-possibly-part-larger-trend-experts-say>

Study Abroad and Terror

BY ELIZABETH REDDEN

Attacks in Europe have targeted the most popular region for American study abroad students -- and the one traditionally perceived as safe.

The University of Illinois at Urbana Champaign had 53 undergraduate students in Belgium at the time of the terrorist attacks at the Brussels airport and a subway station in March 2016. All the students were quickly accounted for.

"Our communications protocols worked well," said Andrea Bordeau, the assistant director of international safety and security for Illinois International. "The phone lines were jammed, cell phones weren't working, so I relied heavily on email and social media platforms to get students checked in with me as soon as I became aware of the attacks, and that was around 3:30 or 4 in the morning, local time here. I had the majority of students checked in with me, I would say, within 45 minutes." A few students took slightly longer to check in because they were on planes traveling to other European cities for their spring breaks.

The terror bombings in the capital of the European Union have raised jitters about study abroad in the region of choice for most American students -- and the one that

has historically been perceived as safe. The strike on Belgian transportation hubs, which the Islamic State, or ISIS, took responsibility for, followed on the ISIS attacks on Paris in November 2015, which claimed a study abroad student from the California State University at Long Beach and a doctoral student from Italy among its 130 victims.

Following the Brussels attacks, which killed 35 people, a U.S. State Department travel alert warns that terrorist groups continue to plan near-term attacks targeting transportation, tourist sites, restaurants and sporting events throughout Europe. The alert does not advise against travel to the continent but does recommend that U.S. citizens exercise vigilance and avoid crowded places.

At least one university, Texas Tech, has opted to avoid Brussels for the time being. But most univer-



sities seem to be continuing their programming in Belgium.

"We are not canceling the program or shortening the duration of the program, because at this time there is no guidance from either the U.S. Department of State or our international insurance providers or our peers institutions to do so," said Bordeau, of Illinois.

At the same time, she noted that there is "a disconnect between what student perceptions are and what parent perceptions are I have not received a request from a student to come home. With that said, parents, they've reached their threshold. Many of the parents that I've heard

from are really concerned and saying, 'Look, is this the point when we just say, come home?'"

It's too early to know whether universities will see a decline in study abroad numbers to Europe, which hosts slightly more than half of all Americans studying abroad. Historical data from the Institute of International Education show that the numbers of Americans studying in Spain and the United Kingdom did not fall in the aftermath of the Madrid train bombings in 2004 and the London subway bombings in 2005, respectively.

Beyond Europe, health and safety concerns seem especially salient in many locations around the globe. In Latin America, there is the emerging threat of the Zika virus and the particular risk it poses to pregnant women, who are advised by the Centers for Disease Control and Prevention to avoid travel to areas with Zika. The mosquito-borne virus has been linked to a birth defect, microcephaly, in which infants are born with abnormally small heads.

Safety concerns continue to limit study abroad destinations in large parts of Africa and the Middle East. It was, after all, not that long ago that American students interested in working on their Arabic had the option of studying in Syria, which hosted 104 American students in 2009-10, the last full academic year before the start of the Syrian civil war in 2011. Egypt used to be a popular destination, but continuing instability in the country has led to a dramatic drop in the number

of Americans studying there (37 in 2013-14, down from 1,923 five years earlier).

Individual students have been victims of high-profile acts of violence in 2016: an American graduate business student on a Vanderbilt University program in Israel was fatally stabbed in what's been characterized as a Palestinian terror attack in March, and a University of Cambridge Ph.D. student who was doing sensitive research on labor unions in Egypt was found dead in Cairo in February with "extensive" signs of torture on his body.

In Turkey, on the border of the Middle East and Europe, a newly revised U.S. Department of State travel warning cites increased threats from terrorist groups; bombings have killed dozens in Istanbul and Ankara.

American colleges and universities typically have travel policies restricting study abroad in countries on the State Department travel warning list. Some universities have outright bans on university travel to countries with active travel warnings, while others allow individual students and academic units hoping to sponsor programs to petition to go to those locations.

How terror fits into risk calculations is difficult to manage. Study abroad has of course been dealing with terrorism for years: in addition to the Madrid and London bombings in 2004 and 2005, the Hebrew University of Jerusalem's cafeteria was bombed in 2002, which killed nine people, including five Ameri-

cans. Going back even further, 35 Syracuse University study abroad students were among those killed in the 1988 bombing of Pan Am Flight 103 over Lockerbie, Scotland.

Joseph Finkhouse, the associate director for health, safety and security for Boston University's Global Programs, said his university, like lots of institutions, is going through an "enterprise risk management" process in which it evaluates various risks and judges their relative frequency and impact. "Terrorism is one that is infrequent but it could possibly have a huge impact on the university in lots of different ways," he said.

At the same time, Finkhouse emphasized the importance of putting terrorism in context of other risks. "It's human nature to emphasize threats that come from other human beings, but we know that travelers are much more likely to be killed or injured in motor vehicle accidents, for example. Drowning is always a risk. Illness is a risk," he said.

Julie Anne Friend, the director of Northwestern University's Office of Global Safety and Security, made a similar point. "Even though I understand and I'm happy to talk to any parent or colleague about how to think about terrorism and how to incorporate it into a predeparture orientation program, we are still more likely to spend our time on things that we have documented evidence are more likely to harm our students overseas, and those are things like road accidents, water safety and pre-existing [health] conditions."

"The reason we can focus on those things is because the traveler has some capacity to manage their exposure to risk, whereas there is not much a traveler can do to manage their risks associated with certain acts of terrorism other than not to go somewhere," Friend said.

Bill Bull, the vice president for program management for the non-profit study abroad provider the Council on International Educational Exchange, said that of the 1,600 students who signed up for its European programs this spring, only one chose not to attend because of stated concerns about safety. A handful of students from CIEE's fall semester programs went home early after the Paris attacks.

Bull said that CIEE's message to students and parents is that it has emergency protocols and systems in place -- such as an emergency notification system that the provider put into use after the attacks in Brussels -- and it has staff who are knowledgeable about the host culture and country and trained in emergency and crisis response. CIEE noted in a blog post on its website after the Paris attacks that in its

emergency planning it also relies on "the services of an evacuation assistance provider and security intelligence services that furnish us with daily and, at times, hourly updates."

"Our messaging is that we're prepared to the extent that anyone can be prepared for such things," Bull said. "At the end of the day, though, everyone has an internal risk tolerance and families need to sit together and make decisions about what they'd like to do."

Texas Tech University had four students in Brussels at the time of the attacks, all of whom were traveling on a break from the university's program in Seville. The university has decided to suspend programming to Belgium through at least the coming fall, and as such has rerouted a multicountry program planned for the summer that was originally going to pass through Brussels.

Tibor Nagy, Texas Tech's vice provost for international affairs and a former U.S. ambassador to Ethiopia and Guinea, said the decision was motivated by concerns about the fragmented nature of Belgium's government, divided as it is between Dutch- and French-speaking

factions, and the reported weaknesses of the country's security services, combined with the fact that a disproportionately large number of Belgians have traveled to Syria to fight for the Islamic State, more on a per capita basis than any other European country.

"All things being equal," Nagy said, "why not pick destinations that at least statistically would be safer right now?"

Nagy said institutions, like individuals, have different levels of tolerance for risk, and Texas Tech's is relatively low. He attributed this both to his own background in the State Department and to the population of students the university serves.

"Texas Tech is one of those universities where a large number of our students are the first ones in their families to go to a university and a large number of our study abroad participants are the first members of their families to ever have a passport," he said.

"I think as an institution we are more conservative in approaching our destinations. A lot of our families are concerned enough just with students going overseas." ■

<https://www.insidehighered.com/news/2016/03/30/terror-attacks-europe-strike-epicenter-american-study-abroad>

Taking Sexual Assault to Twitter

BY JAKE NEW

Frustrated with how colleges have handled their claims of sexual abuse, more students are turning to social media to publicize their cases.

"This is my freshman year at Spelman College," the tweet read. "And my last year, because I decided to leave after what happened to me."

The message, shared anonymously in May 2016 under the Twitter handle @RapedAtSpelman, was the first of a series of tweets detailing an alleged gang rape at the historically black women's college. The student said she was sexually assaulted by four students from Morehouse College, a nearby all-male HBCU with strong historical ties to Spelman, and when she tried reporting the crime to campus officials, she was met with indifference and hostility.

The series of tweets, which prompted pledges from Spelman and Morehouse to investigate the allegations and review their sexual assault policies, was just the latest example of students turning to social media to air their dissatisfaction with how cases of campus sexual assault are handled.

"There's a sense that the university adjudication system doesn't often work, and that the criminal system is decades behind that," said Andrea

Pino, director of policy and support of End Rape on Campus. "Oftentimes there really are no other options, or survivors have exhausted what options they have. Social media is sometimes the only choice they have at seeking some kind of justice."

Also in May 2016, Marshall University promised to review its sexual assault policies after students used Twitter to criticize its handling of a sexual assault complaint. The posts accused the university of endangering a victim's safety by reinstating a student who had been indicted for sexually assaulting her. In April 2016, Kenyon College ordered a similar review of how it handles sexual assault allegations, after a former student posted an essay on his blog and Facebook page.

In the widely shared essay, Michael Hayes criticized Kenyon for not punishing a student who had allegedly sexually assaulted his younger sister. His sister, who identifies as a lesbian, said she was



raped by a male student while falling in and out of consciousness after consuming a combination of wine and prescription medication.

"Despite her documented injuries, a bed stained with her own blood, her sexual orientation, and the combination of that much alcohol and prescription medication in her body, the college concluded -- both initially and on appeal -- that there was insufficient evidence to conclude that it was more likely than not that the college's policy on sexual assault had been broken at all," Hayes wrote. "Kenyon failed my little sister in a way that I, with her permission, refuse to be silent about."

In March, Howard University announced it would update some of

its polices, including conducting background checks on all student employees, after students used the Twitter hashtag #TakeBack-TheNightHU to protest the university's handling of sexual assault. The hashtag was inspired by a Howard student who tweeted that she had been sexually assaulted in her dorm room in October, but that her alleged attacker, then a residence hall adviser at Howard, remained on campus.

Another student soon tweeted that she, too, had been assaulted by the same man in February. Police reports were filed in both instances. No charges were filed in the October case, and the investigation into the allegations from February remains open. The accused student is still enrolled at Howard but is no longer a resident assistant.

"I think part of this is that the regular routes aren't working, but it's also about being heard," Eric Stoller, a student affairs consultant who is also a blogger for *Inside Higher Ed*, said. "It can be about the amplification effect of Twitter. You send out a single tweet, include a hashtag and your cry for help is available to a greater audience that exists outside the boundaries of your campus. As a lever of change, that's important."

The tweets written by @Rape-dAtSpelman have so far received more than 19,000 retweets. Thousands of tweets have made use of the hashtags #TakeBack-TheNightHU and #RapedByMorehouse. The Facebook post about the assault at Kenyon has been

shared more than 900 times.

Meanwhile, students remain hesitant to report incidents of sexual violence to campus officials and law enforcement. According to a survey of 27 institutions conducted by the Association of American Universities last year, less than 28 percent of victims reported being assaulted to any organization or agency.

Only half of female undergraduates said they thought their university would take their report "very" or "extremely seriously." Of those that did not report their assaults, 30 percent of undergraduate women who had been raped said they thought nothing would be done and 15 percent said they did not think anyone would believe them. Nearly 40 percent said they felt too embarrassed or ashamed.

"For some students, social media can be a form of catharsis," Stoller said. "There's pent-up angst and anger and emotion, and people need an outlet. Institutions can't engage with everybody who's tweeting away with the hashtag, but it's good to at least have a statement saying, 'We're listening and this is what we're doing.'"

While the colleges at the center of social media campaigns have responded quickly to the tweets and Facebook posts, they have also expressed apprehension about discussing such a delicate issue over social media.

Morehouse's president, John Silvanus Wilson Jr., said the tweets were the first the college had heard

of the allegations. Calling the tweets "disturbing," Spelman's president, Mary Schmidt Campbell, noted that the anonymous nature of the comments made it difficult to get in touch with the student and offer help.

In March, Howard officials said they were concerned about using Twitter to discuss the outcome of a case that was still being investigated.

"We are and have been investigating all reports that have been made to us," the university said in a statement. "These cases cannot be adjudicated through social media without compromising the integrity of the investigation."

Pino, of End Rape on Campus, also said there are some pitfalls to students using social media to publicize their experiences with campus sexual assault.

Tweeting about being raped or sexually assaulted can invite harassment and other kinds of cyberbullying, further harming the victim. At the same time, she said, "social media has been the backbone" of the current movement to hold colleges more accountable when they mishandle cases of sexual assault.

"Students are able to learn that this is happening everywhere and that there are others coming forward as well," Pino said. "There's this rise in accessible solidarity."

You don't have to have people on campus helping you. You have people all around the world that can help you. ■

<https://www.insidehighered.com/news/2016/05/13/students-turn-twitter-facebook-sexual-assault-complaints>

Death of the Dorm Key

By MAXINE JOSELOW

Northwestern plans to change to smart cards at four residential buildings. Many other institutions have already made the switch.

Northwestern University will replace dorm keys with smart cards for four residential buildings in fall 2016, with the eventual goal of using smart cards for all buildings. While Northwestern is moving now, the era of the dorm key ended long ago.

Other institutions have already swapped dorm keys for smart cards -- some as early as 2008. And still others have scrapped keys for smartphone apps.

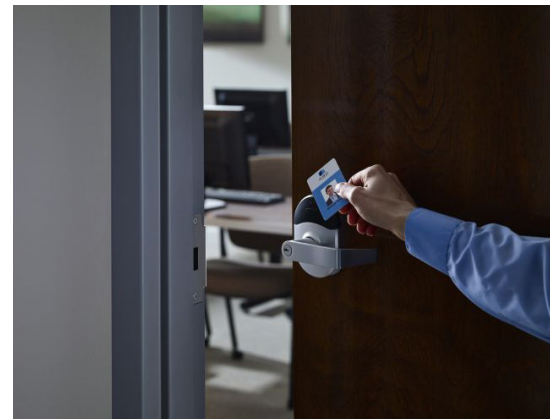
Technological advances are rendering dorm keys more and more obsolete, said Jeremy Earles, business leader of credentials and readers for the security company Allegion and an expert on access control, or the selective restriction of access to a building or place. "There is definitely a trend in the university residence hall space of moving toward smart cards especially," he said. "Once you have the security

of a smart card, you can then easily add the convenience of a smartphone."

This trend in higher education parallels a trend in the credit card industry, Earles said. Just as more credit card companies are adopting the smart chip to increase the security of transactions, so more institutions are adopting smart cards and smartphones to increase campus safety, he said.

All Northwestern students and employees will be issued redesigned ID cards -- known as Wildcards -- at the start of the semester, said Paul Riel, executive director of residential services at Northwestern. One swipe of the smart card will grant students access to both public spaces and private rooms in four residential buildings, he said.

This new system will effectively heighten campus security, Riel said.



"If a student loses a key, there's certainly a risk," he said. "Their room is less secure. With the card access, once a lost card is reported to us, we can find out where that card was used and shut it down."

The eventual goal is to expand the smart cards to all residential buildings within the next five years, he said. But accomplishing this goal could be costly.

"It's expensive any time you transition from one system to another," Riel said. Of the cost of the transi-

tion to smart cards, he said, “I would imagine we’re probably somewhere in the neighborhood of \$2.5 million or \$3 million in the next five years. But that might be low, frankly.”

While Northwestern just embraced smart card technology, Hamilton College has been using the technology for nearly a decade. Administrators at the private liberal arts college decided to replace the keys of all residence halls with smart cards called Hill Cards in the fall of 2008.

The decision heightened campus security and streamlined access to different buildings, said Travis Hill, assistant dean of students for residential life at Hamilton. Smart cards allow students to more easily enter their own residence halls, as well as other residence halls at designated times of day, he said.

But whereas smart cards work on the interior doors to private rooms at Northwestern, they only work on the exterior doors to buildings at Hamilton, Hill said. The cost of introducing smart card access for the interior doors of all 27 residence halls would be “astronomical,” he said.

Still, Hill expressed surprise at the fact that Northwestern was using smart cards for the first time this fall. “I am a bit surprised. But

in fairness, I’m sensitive to the fact that different campuses have different physical structures, in terms of when it’s most cost-efficient to get into buildings and do the level of wiring that’s necessary,” he said.

“Financially, it’s a huge undertaking whenever a campus decides to do this sort of thing if there’s no electrical structure in place,” Hill added. “When we did it, it was an intentional choice that was planned in advance. If you didn’t have the money or a construction-related project in place, it might take time for that opportunity to present itself.”

Moving beyond smart cards, some institutions let students enter residence halls using a smartphone app. Villanova University first piloted this option in the fall of 2012 in partnership with the companies CBORD and Ingersoll Rand Security Technologies (now Allegion), said John Bonass, assistant director of university card systems at Villanova.

Students at Villanova can download their access assignments from their student ID cards on a smartphone app, Bonass said. Once authenticated, they simply open the app and swipe the card icon to get into a residence hall.

This system has proven effective because millennials rarely part

ways with their phones, Bonass said. “Their phone is basically always in their hand or within a couple of feet of them,” he said. “Students just don’t lose their phones like they would lose a master key.”

Villanova has been rolling out this system in phases, said Jonathan Gust, director of media relations. Students can use their phones to access approximately 60 percent of residence halls, and this percentage stands to increase in the future, he said.

A 2012 survey revealed that students are largely satisfied with the system, Gust said. Approximately 91 percent of respondents said the ease of use or convenience of the phone was the best part of the system. More than 70 percent of respondents said they preferred using their phones to enter buildings as opposed to their Wildcards.

Students at Miami University in Ohio can also use a smartphone app offered by CBORD to get into buildings, said Kirk Hopkins, associate director of technology for housing, dining, recreation and business at Miami. While the university has not conducted any formal surveys, the word on campus is that “people think it’s pretty cool that you can just tap to get in,” he said. ■

<https://www.insidehighered.com/news/2016/08/05/northwestern-latest-college-replace-dorm-keys-smart-cards>

Dubious Data

BY JAKE NEW

Ranking colleges based on reported number of rapes, as *The Washington Post* has done, may attract much publicity, but researchers and advocates say doing so is misguided.

In June 2016, *The Washington Post* published an article compiling U.S. Department of Education data on the number of rapes reported on college campuses. “These colleges have the most reports of rape,” read the headline of the article, which included a sortable chart of the data, with Brown University and the University of Connecticut topping the list.

While *The Washington Post* noted that the high number of reports could be a positive development, indicating that students are feeling more comfortable coming forward about their assaults, other publications used the chart to create stories that ranked institutions by how many rapes they reported. Dartmouth College’s 42 rape reports in 2014, for example, inspired the headline “Dartmouth comes second in national study of reports of campus rapes.”

While it makes for good headlines, researchers and advocates say us-

UConn ranks first in national report about campus rapes

EDUCATION

This WACKY, ULTRA-PROGRESSIVE College Leads The Nation In Reported Rapes, Study Finds

Brown Reports Most Rapes in U.S.

Thursday, June 9, 2016 3:55 p.m.

Analysis places reported rapes at GW among highest in country

ing federal reporting data to assess the prevalence of campus sexual assault or to rank the relative safety of individual colleges is ill advised and even irresponsible.

“It is really misguided to use sexual assault reports as rankings, because schools with higher rates are actually doing a better job of encouraging reporting and addressing the issue,” Laura Dunn, founder and executive director of the victims’ advocacy organization SurvJustice, said. “By ranking schools with higher rates as unsafe, the media’s uninformed coverage is actually discouraging schools from better addressing campus sexual assault.

We don’t want to push reports into the shadows; we want [assaults] to be reported and dealt with appropriately.”

In a statement responding to questions about the criticism, the *Post* defended its project.

“We stand by our report and took great care in our analysis to provide context to readers about the federal data on reports of rape at each school,” Josh White, the *Post*’s education editor, said. “We noted prominently in the story that victim advocates say it is a positive trend that growing numbers of students who may have experienced a sexual assault are stepping forward to

tell authorities about incidents that in years past might have gone unreported. We quoted university officials making similar points about the reporting totals on their own campuses, and we noted that there can be questions raised at schools that have a low number of rape reports.”

The Data

Under the federal Clery Act, colleges and universities are required to collect and disclose statistics about crimes that occur on campus. That includes domestic violence, stalking and rape. In previous years, rape was included under a broader category of “forcible sex offenses.” This year, because of changes to the Clery Act in 2014, rape reports are listed separately. The numbers are made publicly available by the U.S. Department of Education and on the colleges’ websites.

As Clery data only include crimes that happen on campus, many institutions in urban areas where most people live off campus regularly report zero rapes. At the same time, this can mean private liberal arts colleges in small towns with large on-campus populations can report disproportionately high rates of sexual assault. Reed College and Wesleyan University, for example, had the highest total reports of rape per 1,000 students, according to *The Washington Post’s* analysis.

Clery data should not be used as a

tool for comparing or ranking institutions, said Mary P. Koss, a professor of public health at the University of Arizona and a pioneering researcher on the prevalence of campus sexual assault.

“It is a completely, totally invalid assumption,” Koss said. “In some respects, high numbers can be good. If you’re revamping your approach to sexual assault, you would actually expect the number of reports to go up. But even those high rates are not credible, as they are just the number of reports, not actual assaults. The bigger story is looking at those numbers in the context of

incidents on campus. But comparing the two can help reveal just how few assaults are actually reported on many campuses.

“Clery data tells us one thing: how many rapes are reported by students and honestly recorded on a Clery report,” said John Foubert, a professor of higher education and student affairs at Oklahoma State University and founder of the sexual assault prevention program One in Four. “The only use I see for it is to gauge how far an institution needs to go in closing the gap between reported rape and the actual rate, which needs to be determined by anonymous surveys.”

Brown and the University of Connecticut, in *The Washington Post’s* analysis, tied with the highest number of reported rapes.

“Brown, UConn rank

first in this troubling campus statistic,” a *Boston Globe* headline announced. With 43 reported rapes, Brown does indeed rank first, but a survey created by the Association of American Universities and conducted at 27 colleges in 2015 suggests that the university does not have higher rates of rape than other institutions.

It also suggests that Brown may do a better job at encouraging victims to come forward than colleges with fewer rape reports.

At Brown in 2015, about 2 percent of female undergraduate students



The only use I see for it is to gauge how far an institution needs to go in closing the gap between reported rape and the actual rate, which needs to be determined by anonymous surveys.”



how many rapes are being identified by climate surveys.”

Colleges are increasingly using such surveys to help determine the prevalence of campus sexual assault. The surveys ask students to share their experiences with -- and attitudes about -- harassment, stalking and gender violence.

The juxtaposition between climate surveys and Clery data isn’t perfect, as climate surveys point to a number of students, including those who never reported what happened to them, while the federal data points to a number of reported

Campus Safety

and less than 1 percent of male undergraduate students reported experiencing completed or unwanted “nonconsensual penetration.” That’s about 90 undergraduate students, compared to the 43 reports collected by the Education Department. In other words, half of rapes experienced by Brown students that year may not have been counted in the federal data.

For institutions that have few reported rapes, that gap can be even wider. According to the Clery data, the University of Oregon, for example, only reported six rapes in 2014. The AAU survey found that more than 500 Oregon undergraduate students said they had experienced

attempted or completed nonconsensual penetration in the last year.

The data also may suggest that some colleges are doing a good job at protecting students -- even if evidence casts doubt on those assumptions. Hundreds of colleges and universities reported no rapes at all.

Among colleges with the fewest reports was Baylor University. The university reported just four rapes in 2014, but in May 2016 Baylor’s Board of Regents fired its head football coach and forced its president to resign over allegations that the football program had made sure sexual assaults involving players were not reported to the correct of-

ficials.

While comparing campus climate surveys with Clery data can indicate which colleges need to improve how they encourage students to report rape and sexual assault, Anna Voremborg, managing director of End Rape on Campus, said she would still caution against ranking institutions.

“I think there’s a misunderstanding of the data and a misunderstanding of the issue,” Voremborg said. “I don’t think we should be comparing Dartmouth to Baylor or Brown to Oregon. Those are really different schools with very unique problems. We need to understand what’s going on at each campus.” ■

<https://www.insidehighered.com/news/2016/06/13/advocates-warn-against-ranking-colleges-handling-sexual-assault-based-clery-data>

Fallout From Bad Headlines

BY MAXINE JOSELOW

A new working paper finds that incidents of murder, sexual assault, hazing and cheating can deter students from applying.

Scandals on college campuses -- whether related to sexual assault, hazing or other crimes -- have made headlines in recent years. A July 2016 working paper suggests that such scandals with extensive media coverage can hurt colleges by causing a significant drop in applications.

The paper, which was authored by two researchers at the Harvard University Business School and one researcher at the College Board, looked at scandals at the top 100 universities in the *U.S. News & World Report* rankings from 2001 to 2013. The 124 total scandals were related to four types of incidents: sexual assault, murder, cheating and hazing. (While many would consider campus murders a tragedy, the paper includes them in the category of scandal.)

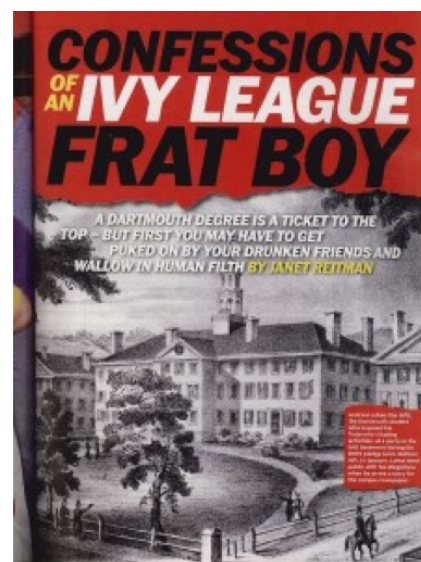
The paper found that a scandal mentioned once in *The New York Times* led to a 5 percent dip in applications the following year. Mean-

while, a scandal mentioned in more than five *New York Times* articles led to a 9 percent dip.

Most dramatically, a scandal covered in a long-form article -- which the paper defined as an article longer than two pages in a publication with national circulation -- led to a 10 percent drop. That's roughly the same impact on applications as falling 10 spots in the *U.S. News and World Report* college rankings, according to a previous study by two of the same researchers.

"When a university or college has a scandal on its campus, then in the next year, they're going to receive fewer applications than we would expect as a direct result," said Jonathan Smith, a co-author of the paper and a policy research scientist at the College Board.

"Students make decisions on where to apply and enroll based on small pieces of information that are easy to obtain and right in front of them," Smith said. These pieces of



information might include an article about a scandal, a rise in a college ranking or a victory by a sports team, he said.

Three-quarters of the institutions witnessed at least one scandal during the time period studied, according to the paper. None experienced more than four.

Murders accounted for 42 percent of the scandals, followed by sexual assaults at 30 percent, hazing at 15

percent and cheating at 13 percent. But the paper notes that there were not necessarily more murders on campuses than other types of scandals -- there were just more murders covered by the media.

Out of the 124 scandals in total, 28 were covered in one to five *New York Times* articles in the following month, and 13 were covered in more than five *New York Times* articles. The 83 other scandals were covered by smaller news outlets, such as local newspapers or broadcast channels.

As an illustrative example, Smith cited 2012 coverage of hazing at Dartmouth College by *Rolling Stone* and *The New York Times*. The 8,000-word *Rolling Stone* piece, entitled "Confessions of an Ivy League Frat Boy: Inside Dartmouth's Hazing

Abuses," told the story of a freshman who was abused while pledging a fraternity. The freshman wrote in an op-ed for the campus newspaper that he was forced to "swim in a kiddie pool of vomit, urine, fecal matter, semen and rotten food products; eat omelets made of vomit; chug cups of vinegar, which in one case caused a pledge to vomit blood ... among other abuses."

In 2014, Dartmouth saw a 14 percent decline in applications, *Inside Higher Ed* reported at the time. Philip Hanlon, president of Dartmouth, blamed the decline on the college's reputation for rowdiness and sexual assault.

The paper also found that a college is less likely to have another scandal the year after a scandal, as opposed to five years afterward.

This may be because colleges respond to scandals by implementing new policies or procedures in the following year -- although no data support this speculation, Smith said.

The paper ultimately demonstrates that the media can act as an "accountability measure," Smith said. "Students and parents want to know the schools," he said. "The media is serving the purpose of providing that information. It's essentially holding colleges accountable."

But a shortcoming of the paper is that it didn't include scandals that weren't picked up by the media, Smith said.

"There are probably other sorts of scandals that garnered media attention, and we don't know what those are," he said. ■

<https://www.insidehighered.com/news/2016/07/08/study-campus-scandals-can-depress-application-numbers>

Views

A selection of essays and op-eds

The Ordinary Instant

BY MEGAN DONEY

A shooting at a college can damage one's sense of identity, assumptions about safety and beliefs about the holiness of education, writes Megan Doney.

"Life changes in the instant. The ordinary instant," writes Joan Didion in *The Year of Magical Thinking*.

I call April 12, 2013, "my" shooting, to distinguish it from all the others -- the more than 23 that occurred on college campuses in 2015 alone and now the terrible murder of a professor at the University of California at Los Angeles. No one died in the shooting at the college where I teach, although two people were seriously injured. Few people outside my area remember it. For me, though, it possesses startling power: 10 minutes of one afternoon bleed into the 1,000 days that have followed. I went to work that Fri-

day morning with plans to spend the weekend with my father. I ended that Friday afternoon in shock, mutely scrawling a witness statement in red ink.

Like Didion, I turned to information as a way of managing my grief and dislocation: "Read, learn, work it up. Go to the literature." I spent hours on the library databases, keying in terms like "professor" and "school shooting." As though I were a patient with a rare malady, I needed an expert to explain the prognosis. What symptoms would ensue? Was I going to be able to continue teaching? There was plenty of research about the psychology of school shooters

and assessments of campus safety but nothing about the long-term impact on professors who survived a shooting. That was another shock: if there was no research, maybe I wasn't going to be OK.

I turned then to a different kind of literature. I read Bessel van der Kolk's *The Body Keeps the Score*, Peter Matthiessen's *The Snow Leopard*, Emily Rapp's *The Still Point of the Turning World*, Sonali Deraniyagala's *Wave*. I read Parker Palmer's affirmations about the necessity of courage and integrity in higher education. I read Vivian Gornick's *The Situation and the Story* and pondered what would emerge from my

disoriented grief. I moved to South Africa for a year, finding equilibrium in the middle of cultural dislocation.

David J. Morris, in *The Evil Hours: A Biography of Post-Traumatic Stress Disorder*, describes how early

cultures regarded trauma as a moral and spiritual crisis rather than as a neurological disorder. Trauma, he argues, was a “social wound, a damaging of the intricate web of relations that keeps a person sane and tethered to the world.” Rather than a pathological reaction to extreme peril, trauma is a natural response to a world of incomprehensible brutality.

It was through an existential lens that I had to address how the shooting had damaged my sense of identity as a professor, my assumptions about safety and my beliefs about the holiness of education. I wasn’t concerned with the logistical aftermath; I needed answers to questions that few were willing, or able, to discuss. They remain an endless echolalia: “Is this the cost of teaching in the 21st century? And if so, can I pay it?”

The costs emerge over and over again; the bill is never settled. I have nightmares that my dog is being mutilated and I’m unable to save her. She is the stand-in for my students, the precious thing that I am unable to protect. I prepare myself



Vigil at UCLA

for a nightmare whenever I speak publicly about that day. I endure the heavy silence that descends when I tell other professors that I have witnessed a school shooting.

I shudder when I recall the campus as it was the morning after: bullet holes in the doors and walls, computer stations littered with students’ abandoned mugs and notebooks, yellow crime tape, plastic sheeting in the doorway. I feel a sickening empathy when I see the faces of other horror-stricken students and teachers on television. I wonder how I will protect my students who use wheelchairs the next time. I am always aware of the ordinary instant in which it all crumbles.

Though a fellow survivor once reminded me that there is no hierarchy of suffering, my story is nothing compared to what others have endured. Yet stories need a listener. Witnesses to campus violence remind others of the toll that these events enact and demand that we have hard conversations about what it means for educators to be expected to accept violence, injury

or death as part of their professional lives.

In 2017, despite widespread opposition, Kansas will also allow concealed carry at all public colleges and universities, the ninth state to do so.

Supporters invoke

the usual rhetoric of preserving public safety and providing defenseless people with deadly recourse in the event of an active shooter. Opponents decry the impact on academic freedom and the potential for impulsivity to overcome reason.

My reasons for opposing campus carry are personal: I do not want another professor to become like me. I do not want anyone else to have to write a document called “Post-shooting lesson plans.” I do not want anyone else to have to spend three years in therapy to find ways to let those 10 minutes settle into the rest of their lives. I do not want anyone else to witness the fearful, childlike, exhausted looks on their students’ faces the day they return to class. I do not wish this journey back to “normalcy” on anyone.

Guns have no place on campuses and in classrooms. One gun made April 12, 2013, the worst day of my life. More guns would not have improved it (and in my case, there was no “good guy with a gun”: the shooter was subdued by an unarmed off-duty security officer who shout-

Campus Safety

ed at him to put the gun down). Beware the people who proclaim that they could kill a shooter, if only they were allowed to carry their guns to school. To employ a military analogy, that is the bravery of being out of range. It is swagger masquerading as courage.

No one knows what they will do until it happens. It has already happened to me, and I don't know what I am going to do the next time. I don't know if the choices I made that day will always be the right ones. Nor

do I even remember consciously choosing. I heard the gunfire, and I acted.

I've been asked so many times, "Don't you wish you'd had a gun that day?"

No. I only wish that he had not had one.

In spite of the label "post-traumatic stress disorder," I am not disordered. I am the natural response to a shooting in a place that should be a place of inquiry, vulnerability and transformation. What's abnormal

is a country in which students are given active shooter training and teachers are expected to be human shields. What's deviant is a culture in which witnesses are blamed for not rushing a shooter and derided for not carrying a weapon themselves.

None of us are safe. The challenge for us and for our students is how to dwell in that awareness and still be courageous enough to live and learn unarmed, both literally and figuratively. ■

Bio

Megan Doney is an English professor at New River Community College.

<https://www.insidehighered.com/views/2016/06/06/professor-struggles-cope-after-campus-shooting-essay>

Averting Tragedy Before It Occurs

By MICHAEL L. SULKOWSKI

Someone often is aware that a person is planning an attack before it occurs yet does not effectively intervene, writes Michael L. Sulkowski.

After each college shooting, we are left wondering, “How could have this tragedy been prevented?” Unfortunately, that is not an easy question to answer.

Each college shooting is distinct when it comes to the shooter’s motivation, the identities of victims and the readiness of the institution to respond to the attack. However, according to research by the U.S. Secret Service, the Federal Bureau of Investigation and the Department of Education, someone often is aware that a person is planning an attack before it occurs yet does not effectively intervene. If all threats of violence were taken seriously and reported, preventing attacks on campuses would be much more possible.

As a salient example of this, Hartnell College in Salinas, Calif., averted a probable tragedy when someone reported to the police that a student was talking about shooting up the institution. In that case, police and mental-health professionals worked together to evaluate the student and

found him to be a credible threat to campus safety, with both the means and the desire to cause harm. They subsequently detained him and placed him under psychiatric care.

The reality is that we always hear about the tragedies and hardly ever hear about the campus officer who de-escalates a dangerous situation, the psychologist who prevents a murder or suicide, or the student who reports a rancorous roommate to the dean of students because of safety concerns. How many people have heard about the averted shooting at Hartnell College compared to the tragedy that occurred in 2015 at Umpqua Community College, where nine students were killed?

In the aftermath of the 2007 Virginia Tech shooting, colleges have improved their information-sharing procedures and put in place better violence-prevention safeguards. Campus police, mental-health professionals and student affairs officers now work together to mitigate threats of violence. Such professionals are trained to identify potentially



violent students, and they employ research-based threat-assessment protocols.

They are better prepared than ever to protect college communities. But they still need something more. They need people who hear about a potential violent act to come forward and say something about it.

It takes courage to come forward and report a potentially violent student. However, not doing so literally can cost lives.

Campus Safety

Common barriers that keep people from reporting threats of violence include:

- not trusting authority figures
- worrying about being perceived as a “snitch”
- being afraid of being personally targeted by a perpetrator
- worrying that the person being reported will get in serious trouble, and
- expecting that college administrators will not take the threat seriously.

Research that I reported in the *Journal of School Violence and Psychology of Violence* discusses ways to reduce these barriers. What I found was that ensuring a healthy climate is the core of effective violence prevention on college campuses.

Essentially, people’s willingness to report threats of violence increases when they feel connected to the campus community, have confidence in college administrators and trust campus police officers. If ev-

ery person on the campus community feels engaged and connected, they will work to protect each other’s safety and well-being.

Colleges can do a lot to make students feel connected and engaged. Some obvious and relatively easy actions include hosting frequent social events that encourage student, faculty and staff members to mingle; supporting a diverse array of clubs and recreational opportunities; and openly celebrating diversity.

Also, while colleges are good at sponsoring events that resonate with involved students, such as members of fraternities and sororities, they need to think creatively about how they can support and engage all students -- even and especially those not affiliated with a formal campus organization. Nobody should feel isolated or like a loner at college.

In addition, colleges can encourage people to report threats by having anonymous telephone tip lines and maintaining the confidentiality

of those who call or write in. In this regard, as early as at freshman orientation, colleges should proffer the message that students should report a threatening peer and provide them with information on the tip line. Furthermore, colleges should also send the clear message that reporting a threat does not necessarily mean that the person being reported will get in trouble. They can emphasize that, instead, professionals who also have in mind the interests and rights of the person being reported, as well as the safety of the campus community, will evaluate him or her carefully and make thoughtful decisions.

The take-home message is that although it is not possible to prevent all college shootings, many of these tragedies can be prevented if people are willing to report potential and actual threats of violence. Working to create a campus culture of trust and accountability, one that promotes individual investment in the good of the community, will help. We’re all in this together. ■

Bio

Michael L. Sulkowski is an assistant professor at the University of Arizona College of Education in the School Psychology Program. He also is the chair of the Early Career Workgroup of the National Association of School Psychologists.

<https://www.insidehighered.com/views/2016/01/28/encouraging-students-report-threats-violence-essay>

A Valid Question to Ask

BY PAMELA BROWN

Colleges shouldn't abandon the practice of asking applicants to disclose disciplinary records, writes Pamela Brown. But admissions officers need to be trained on how to evaluate the answers.

The Center for Community Alternatives' 2015 report on the use of prospective students' high school disciplinary behavior records in the college admissions review process exposes the wild, wild west that exists with high schools and their disciplinary policies. Both the school-by-school variations in reasons for suspending or expelling students and the differing methods for reporting such information understandably raise concerns about negative implications of the collection and use of such information.

Particularly troubling is the impact that differing disciplinary policies and practices have had on students, primarily underrepresented students, beyond high school. However, CCA's recommendation that colleges cease any consideration of student discipline as part of the application review process is an irresponsible solution to a problem that requires a more judicious approach. Disciplinary behavior information is important for legal and public safety reasons and is often obtained and

used without harming campus diversity.

As an admissions officer at a public four-year institution that serves an urban population, I am always concerned that our admission policies not create barriers for minority students. At my institution, high school applicants are required to provide transcripts and test scores. They also have to indicate whether they have been subject to disciplinary action at their secondary institution and/or have a misdemeanor or felony.

I know the admissions process is often mysterious and daunting, even without requiring supplemental information such as personal essays and recommendation forms, especially for underrepresented students. Requiring criminal history information adds to the fear some applicants have about how they will be viewed during the decision review process. I have spoken with students and parents who are concerned with how disciplinary and/or criminal disclosure information

is used in the admissions process, and whether it is necessary, especially if the person has already paid their so-called dues to society.

I also have seen a difference between punishments imposed on applicants, and have heard applicants express frustration with biases they have experienced, based on race.

Thus the CCA's concerns over how this information could come to play in the review are important, but they do not warrant abandoning an often carefully considered process that serves a valid purpose in higher education admissions. Checking a box stating that the student faced disciplinary actions while in high school does not have to be the end of a student's dream to obtain a college degree.



As a matter of both policy and process, the collection of disciplinary information during the admission process serves an important function in higher education for at least two reasons. First, part of assessing admissibility involves making a determination about character. Students involved in cheating, for instance, may not stack up as favorably as students who have earned their grades honestly.

Second, while some disciplinary disclosures are now required for campus life purposes (and therefore not necessarily used as a factor in admission decisions), there are institutions where the admission process and the enrollment/matriculation process are one and the same.

So banning any consideration of disciplinary information in admission presents a procedural obstacle to fulfilling requirements many campuses must meet under state laws and universitywide policies. For instance, changes were made to Indiana law in 2014 restricting the use of expunged criminal history records in the hiring and academic admissions process. This prompted Indiana University to adopt a uni-

versal criminal history policy for all campuses.

For reasons such as these, the CCA's recommendations fall far short of a solution to the problem they rightly identify. I would prefer that higher education focus on CCA's point about the assessment of disciplinary information by "untrained" professionals, which is something that admissions professionals and their professional associations are well poised to address.

Each institution should adopt its own uniform policy for all applicants requiring the disclosure of any disciplinary action taken against them at another school or college. A collaboration of personnel from admissions, other enrollment services offices and the dean of students/student affairs and legal counsel could be required to write, monitor and review a comprehensive policy, and thereby address concerns related to balancing legal and public safety concerns with diversity recruitment initiatives. Having the same staff responsible for reviewing the disclosures would address the arbitrary decision making by "untrained" staff that CCA notes as a limitation to the review process.

Under well-developed and researched policies, institutional admissions staff could be trained on how to differentiate between those behaviors that would be considered normal teenage behavior versus those actions that, if repeated, would be a potential threat to campus safety. It would be important to emphasize during training the disciplinary review process is not an opportunity for the campus to re-adjudicate the student for past behavior. Such training would almost assuredly be the subject of ongoing discussion in the professional community that groups like CCA could strongly influence.

Having a policy under which students are asked to disclose information about past behavior and using it in the review process does not automatically guarantee a safer campus. However, the legal ramifications of not collecting information, or receiving it involuntarily and not using it to make an informed decision, should be compelling enough to persuade any institution of the wisdom of an unbiased, uniform and nonjudgmental collection of information about high school disciplinary behavior. ■

Bio

Pamela Brown is associate director of undergraduate admissions at Indiana University-Purdue University Indianapolis.

<https://www.insidehighered.com/views/2015/08/24/essay-defends-practice-colleges-asking-if-applicants-have-criminal-records>

Images provided by
gettyimages.com

INSIDE
HIGHER ED

Inside Higher Ed
1015 18th St NW Suite 1100
Washington, DC 20036
insidehighered.com