IACLEA
International Association of Campus Law Enforcement Administrators

The JOURNAL

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Volume 55 No. 4



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A Publication of the International Association of Campus Law Enforcement Administrators

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IACLEA'S PRESIDENT MESSAGE

By Rob Kilfoyle, BAA, CPP, CMM III, President, IACLEA

Moving Forward—Together

As we pass the halfway point of my Presidency, I want to take a moment to reflect on what your Board has accomplished over the past six months—and, just as importantly, where we are headed next.



Rob Kilfoyle, BAA, CPP, CMM III

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Everything we do as a Board is guided by one core principle: **we work for the membership**. Our responsibility is to ensure that IACLEA continues to evolve, remain relevant, and deliver meaningful value to campus public safety professionals across North America and beyond. The first half of this term has been busy, productive, and deeply encouraging.

Building Value, Visibility, and Connection

Together, the Board and our committees have advanced a wide range of initiatives designed to strengthen engagement, recognize leadership, and expand professional opportunities for members. Highlights include the launch of the *Behind the Badge* member spotlight series, the creation of the *Hall of Presidents*, and the introduction of *Mentor Connect*—all aimed at celebrating experience, fostering connection, and supporting the next generation of campus safety leaders.

We also took steps to welcome and support members at key career moments, including issuing congratulatory letters to new Chiefs and Directors, reinforcing that IACLEA is not just a professional association but a professional community.

From a growth and innovation standpoint, the Board approved the creation of two important new sections—the **Academic Medical Center and Hospital Safety Section** and the **K–12 School Safety and Security Section**—reflecting the increasingly diverse environments served by our members. We developed our first-ever Benchmarking Survey that will be sent out to members in April 2026. We have created a comprehensive Membership Survey that you will have seen by the time this article is published, and our Membership Task Force has completed a comprehensive analysis of our membership and presented recommendations to the Board to improve retention of existing members and build our association through new memberships.

Another milestone worth celebrating was the **first-ever Canadian Symposium**, a clear signal of IACLEA's commitment to international engagement and regional inclusion. We also strengthened the association financially and strategically through new corporate sponsorships and by securing accreditation partnerships that significantly expand our institutional reach.

Advocacy, Partnerships, and Global Engagement

In parallel with internal progress, the Board has worked to elevate IACLEA's voice externally. Over the past six months, we strengthened relationships with key partners across law enforcement, government, and international organizations—

Continued on page 4

engaging with agencies such as the FBI, Federal Protective Service, U.S. Secret Service, and national and international policing partners. These conversations are not symbolic; they are laying the groundwork for future collaboration, training, and advocacy that directly benefit our members.

We have also ensured that IACLEA remains present in important national and global forums—through conference participation, media engagement, and international dialogue—positioning the association as a credible, professional voice on campus safety issues worldwide.

Looking Ahead: The Final Six Months

The work is far from done. In the coming months, the Board will be focused squarely on **member value and future readiness**. Priorities include implementing the Membership Task Force recommendations, advancing new training and education initiatives, and refreshing committee charters to ensure clear goals and accountability. New member resources, including a "New Campus Police Chief's Guide to Success" document and an event planning and risk assessment matrix, are currently in development.

We will also launch a Board-level task force to assess whether our training and education offerings are meeting the needs of our members. This task force will further assess whether investments in technology are required to improve accessibility, engagement, and overall experience. At the same time, we will continue to strengthen government relations—particularly in Canada—and deliver what we all want: **a truly outstanding conference in Orlando**.

A Note of Thanks

Finally, I would be remiss if I did not acknowledge the departure of **Elizabeth Welsh**, who has concluded nine years of dedicated service to IACLEA. On behalf of the Board and the membership, I want to sincerely thank Elizabeth for her many contributions and commitment to the association. We wish her every success as she pursues new opportunities.

Your Voice Matters

IACLEA moves forward because of its members. The Board welcomes your ideas, your feedback, and your suggestions for new initiatives or improvements. Please do not hesitate to share your thoughts with me directly at **rkilfoyle@iaclea.org**.

Together, we will continue to build an association that serves its members with purpose, professionalism, and pride.

Rob Kilfoyle

Rob Kilfoyle, BAA, CPP, CMM III

President

International Association of Campus Law Enforcement Administrators (IACLEA)



IACLEA'S EXECUTIVE DIRECTOR MESSAGE

THE IACLEA 2026 ANNUAL CONFERENCE IN ORLANDO

(AN ESSENTIAL STEP IN PREPARING YOUR CAMPUS COMMUNITY BEFORE TRAGIC STRIKES)

In a year marked by tragic and challenging events across university campuses, including the assassination of Charles Kirk and the heartbreaking murders at Brown University and the MIT professor, campus safety has never been more important. These incidents have shaken higher education institutions to their core, underscoring the urgent need for preparedness, coordination, and leadership among campus law enforcement professionals. Against this backdrop, the International Association of Campus Law Enforcement Administrators (IACLEA) Annual Conference in Orlando stands out as an essential gathering for every campus public safety official.



Executive Director Paul M. Cell

Our 2026 Annual Conference is more than just a professional event; it is a hub for law enforcement leaders from universities and colleges worldwide who are committed to creating safer learning environments. Attendees gain access to subject matter experts covering the latest developments in campus policing, threat assessment, emergency management, and mental health crisis response. These sessions are not abstract theory; they offer practical strategies that can be directly implemented at home institutions to strengthen campus safety protocols.

Networking with peers is another invaluable aspect of this conference. Campus law enforcement/public safety faces unique challenges in the day-to-day life on a campus. Interacting with other chiefs, directors, and officers who understand these distinctive pressures promotes collaboration, idea exchange, and uplifting morale. Officials leave the conference with not only new insights but also a community of colleagues they can turn to for support and guidance throughout the year.

The evolving nature of campus threats, from active shooters to cybersecurity risks requires a strong, informed, and adaptive approach. The conference provides the perfect environment to learn best practices that are shaping modern campus policing/public safety. Workshops and breakout sessions highlight national norms and ongoing innovations in safety technology, policy development, and crisis communications.

By keeping pace with these trends, campus public safety leaders ensure that their departments are proactive, not reactive. This proactive stance is critical to reducing risks and fostering trust with students, faculty, and parents. The conference also delves into community engagement strategies that promote transparency, inclusion, and mutual respect, all that are essential components of an effective campus safety culture.

One of the cornerstones of the IACLEA Annual Conference is its focus on accreditation standards. Accreditation is more than a badge of honor; it is proof of a department's commitment to operational excellence and adherence to nationally recognized practices. By understanding and aligning with IACLEA accreditation standards, campus law enforcement agencies can limit institutional liability, improve internal accountability, and bolster their university's reputation.

Continued on page 6

This standardization is not only reassuring to university administrators but also to the communities they serve. An accredited department demonstrates that it meets or exceeds professional benchmarks for policy, training, and performance, along with vital protection in both legal and public relations contexts.

In the wake of recent tragedies, universities face increasing scrutiny from the public and media. The IACLEA conference offers a roadmap to rebuild confidence through professionalism, training, and evidence-based policing. When law enforcement leaders invest in knowledge, accreditation, and peer collaboration, they send a clear message: their institutions are committed to learning from the past and building safer futures.

As universities navigate this fragile moment, attendance at the IACLEA 2026 Annual Conference in Orlando is not just recommended, it is essential. It represents an opportunity to lead with integrity, ensure accountability, and reaffirm the sacred trust placed in campus law enforcement to protect the heart of higher education.

See you in Orlando!



Chief Paul M. Cell, Ret.
Executive Director, IACLEA

ELEVATE BLUE
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Elevate Blue is a comprehensive training program designed to help law enforcement professionals enhance their skills and knowledge in various areas. The courses cover a wide range of topics, including leadership, recruitment, officer safety and wellness, communication, community policing and engagement, and many more.

Elevate Blue offers virtual courses, providing flexibility for busy professionals. The online courses are self-paced and accessible 24/7, allowing participants to complete them at their own convenience.

Created by an award-winning e-learning company, the Elevate Blue training suite uses an adult-learning instructional sequence strategy. The content is delivered interactively, with real-world scenarios and instructive feedback, to build a foundation of knowledge and boost confidence.

The IADLEST National Training Certification Program (NCP) officially certifies the Elevate Blue training suite. This program is designed to meet or exceed the minimum standards for vendors providing continuing education to law enforcement officers. The NCP's rigorous review process ensures that the training is accepted by all participating POST organizations nationwide and can be credited towards in-service or advanced training.

Hosted on IACPlearn – the IACP's online learning platform – the Elevate Blue training suite is accessible anytime and anywhere on any device. Best of all, the training is entirely FREE of charge. Take advantage of this opportunity to advance your career, skills, and knowledge of the latest best practices and methods for your campuses and communities! For further details, please get in touch with **elevateblue@theiacp.org**.

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WHY EXHIBIT?

A highlight of the IACLEA Annual Conference & Exposition is the Exhibit Hall, where key decision-makers can explore the latest products and services to enhance the campus law enforcement & public safety profession. This space offers attendees the opportunity to network with industry partners, experience new products, and discuss innovations and trends.

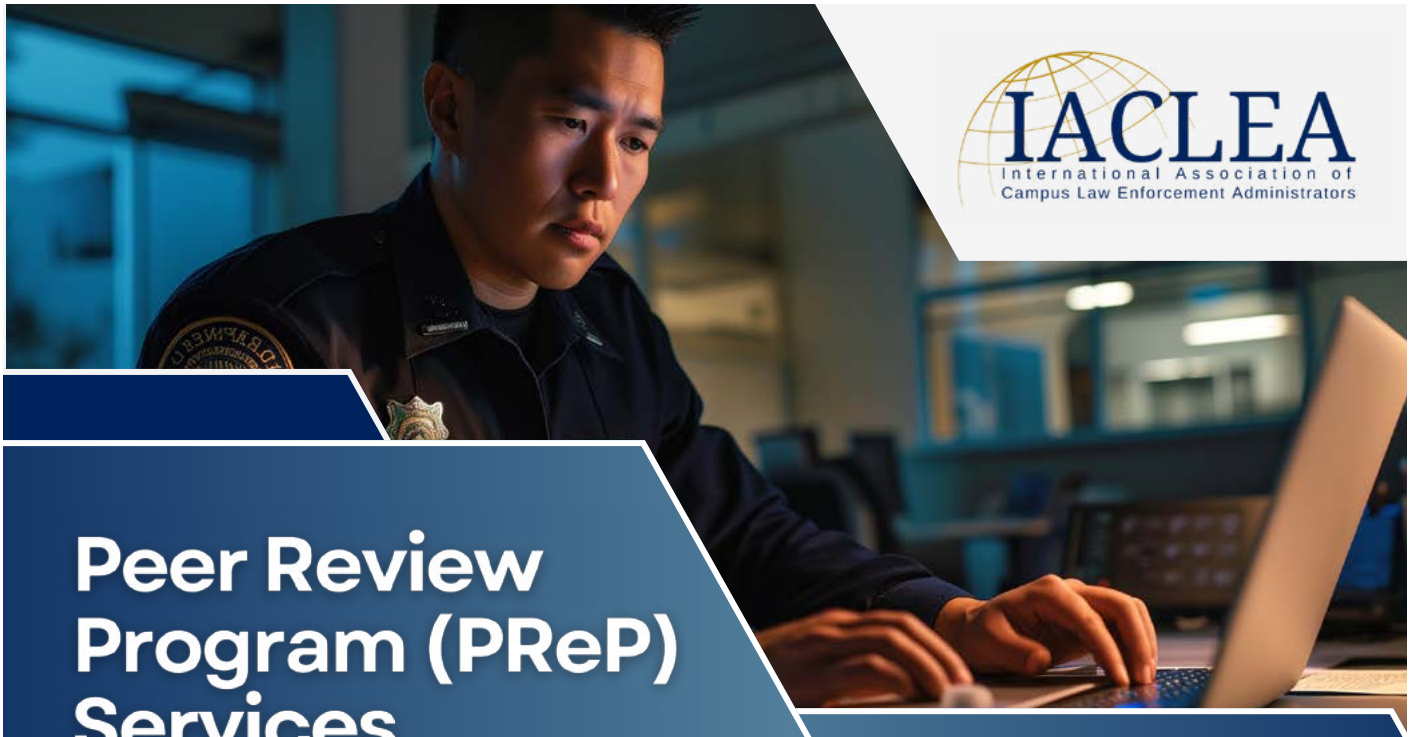
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THREE MORE POLICE DEPARTMENTS EARN ACCREDITATION

IACLEA is pleased to announce that the University of Central Florida Police Department and the Forsyth Technical Community College Campus Police Department have received accreditation by the International Association of Campus Law Enforcement Administrators. This places these agencies in the top 10 percent of university police agencies nationwide. IACLEA accreditation demonstrates that departments have consistently upheld the utmost standards of professionalism, accountability, and safety.

IACLEA assessors spent weeks dissecting the agencies' performance across key areas that included operations, investigations, dispatch, community engagement, crime prevention, training, property and evidence, and professional standards.

IACLEA Accreditation is valid for four years, during which the departments will submit annual reports attesting to continued compliance with those standards under which they were initially accredited.



University of Central Florida Police Department

The University of Central Florida Police Department (UCFPD) in Orlando, FL is tasked with maintaining safety across all UCF campuses. Established in 1973, the UCFPD employs 82 sworn law enforcement officers serving over 68,000 students, 13,000 employees and thousands of visitors every year on the main campus and UCF Downtown, Rosen College of Hospitality Management, the UCF College of Medicine, and two university-managed housing communities.

Under the leadership of Chief Robin Griffin-Kitzerow, UCFPD operates as an accredited, full-service law enforcement agency dedicated to reducing crime and fostering a secure environment for students, faculty, staff, and visitors through community policing initiatives. This approach emphasizes recruiting officers and staff well-suited to the university, providing comprehensive training, high-quality equipment, and effective leadership, as well as collaborating with the campus community to achieve safety objectives.

Recognizing that crime can occur anywhere, including on campus, UCFPD offers several crime prevention programs to the community. These include safe transportation services after hours, self-defense classes, property registration options, and two designated parking spaces at the police department for secure e-commerce transactions.

UCF Alerts serve to inform the UCF community of emergencies such as severe weather, criminal incidents, or active threats, along with general instructions. Depending on the nature of the emergency, subsequent alerts will provide additional details. For further information about public safety at UCF, please visit www.police.ucf.edu

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Forsyth Technical Community College Police Department

Under the direction of Chief Carolyn McMackin, the Forsyth Technical Community College Campus Police Department is a fully sanctioned law enforcement agency. With a complement of 25 personnel, including 10 sworn Police Officers, five Security Officers, eight telecommunicators, and two non-sworn administrative staff members, the Campus Police Department is responsible for law enforcement, security, and emergency response at Forsyth Tech.

Forsyth Technical Community College is a public community college in Winston-Salem, North Carolina. The college is one of the largest in the North Carolina Community College System, with an enrollment of over 11,000 credit students and over 24,000 Corporate and Continuing Education students.

Sworn Police Officers have full powers of arrest and are fully empowered by the state and have the authority to stop vehicles, make arrests, and enforce all state and federal laws. Officers also enforce college policies based on state statutes. Their primary duty and jurisdiction are to serve the Forsyth Tech community, which includes all college property, as well as any streets, roads, or highways adjoining that property. In partnership with the Forsyth Tech community, it operates in a participative, team-based environment and delivers quality community-oriented services proactively and efficiently. Forsyth Tech Police Officers patrol the campuses 24 hours each day, 365 days a year.

In addition to Police Officers, the Campus Police Department employs Telecommunicators and Security Officers. Security Officers are non-sworn personnel (i.e., they do not have arrest powers) who provide a variety of services to support and assist the Campus Police Department's mission. For further information regarding public safety at Forsyth Tech, please visit https://www.forsythtech.edu/about-forsyth/student-success/campus-safety/

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Southern Illinois University Carbondale Department of Public Safety

The Southern Illinois University Carbondale Department of Public Safety provides comprehensive public safety services for a nationally ranked higher education institution with almost 12,000 students.

Through the leadership of Chief Benjamin Newman, the agency prides itself on being a community policing and problem-solving agency. Personnel establish and maintain trust-based relationships with university faculty, students, staff and the broader community, and foster partnerships with the community and other law enforcement agencies, all focused on preventing crime and improving quality of life.

Department of Public Safety employees are responsive to community needs. Police officers, telecommunicators, parking agents, and administrative staff work to support and further the University education and research mission. The Organization is focused on protecting critical assets and preventing the disruption of university services. Personnel are prepared to respond to incidents ranging from routine to disastrous.

The department has 32 full-time officers, 6 telecommunicators, 1 parking agent, multiple office staff, and part-time student workers. The department operates 24 hours a day with three shifts. Administrative and detective shifts provide services throughout the week.

Southern Illinois University Carbondale's Department of Public Safety developed from a group of night watchmen into one of the largest and most effective law enforcement agencies in Southern Illinois. In 2018, the department became one of 25 police agencies in the state to earn Tier 2 accreditation status through Illinois Law Enforcement Accreditation Program (ILEAP). For further information regarding the Southern Illinois University Carbondale Department of Public Safety, please visit https://dps.siu.edu/

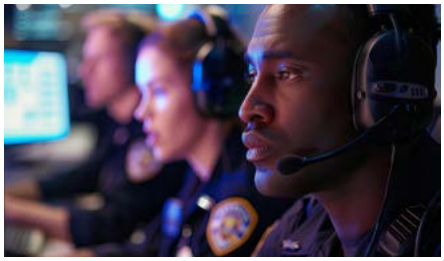


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IACLEA
TRAINING UPDATES

The International Association of Campus Law Enforcement Administrators (IACLEA) Training Department has demonstrated sustained success in delivering high-quality, relevant, and impactful professional development programs tailored specifically to campus law enforcement and public safety agencies. Through both virtual and in-person modalities, IACLEA training initiatives have strengthened institutional capacity, improved officer preparedness, and supported the adoption of nationally recognized best practices. Participant feedback consistently reflects high satisfaction, increased confidence, and practical applicability, underscoring the department's ability to translate complex public safety challenges into actionable training outcomes.



For more information on upcoming training, visit our online training calendar or contact Kisha Edwards, Managing Director of Education at kedwards@iaclea.org.

One of the Training Department's most successful offerings has been the IACLEA Field Training Officer (FTO) Program. This program has provided campus agencies with a structured, campus-specific framework for onboarding, mentoring, and evaluating new officers. Agencies participating in the FTO program have reported improved consistency in training delivery, clearer performance expectations, and enhanced supervisory oversight. By addressing the unique operational, legal, and cultural dynamics of higher education environments, the program has strengthened officer readiness while promoting professionalism, accountability, and retention within campus law enforcement agencies.

IACLEA has also achieved notable success through its Bomb Threats on Campus training, which addressed a growing and disruptive threat facing institutions nationwide. This training equipped campus law enforcement professionals with practical guidance on threat assessment, response coordination, decision-making, and communication strategies tailored to campus settings. Participants reported increased preparedness to manage bomb threat incidents while minimizing disruption to campus operations and ensuring public safety. The program's relevance and timeliness contributed to strong participation and reinforced IACLEA's role as a trusted source of specialized campus safety expertise.

In-person training offerings have further demonstrated the Training Department's effectiveness, including a recent program addressing anti-Semitism on college and university campuses. This training provided campus law enforcement and public safety professionals with critical context, legal considerations, and response strategies related to bias-motivated incidents and hate crimes. The session fostered meaningful dialogue, increased awareness, and enhanced officers' ability to respond sensitively and effectively to incidents impacting Jewish communities on campus. Complementing this training, a live drone demonstration showcased the responsible use of emerging technology to support campus safety operations, including situational awareness, large-event monitoring, and emergency response. Together, these in-person experiences reinforced IACLEA's commitment to innovative, timely, and mission-driven training that meets the evolving needs of campus law enforcement and public safety agencies.

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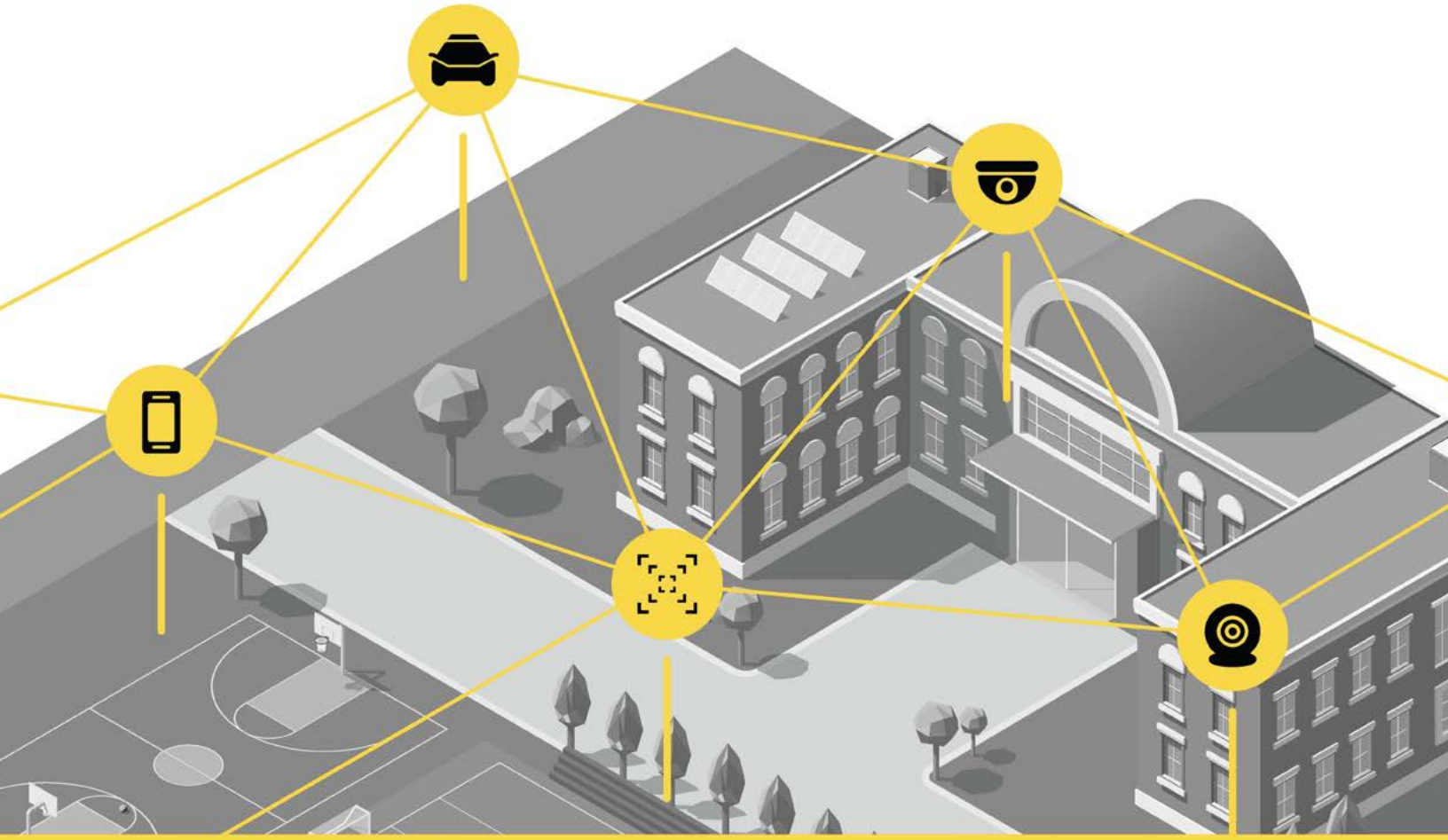
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ANCHOR LEADERSHIP: HOLDING STEADY WHEN EVERYTHING SHIFTS

By Robin Shusko is the Chief of Campus Police & Director of Public Safety, Frederick Community College

Leadership in public safety is not a one-size-fits-all approach. Whether managing crises, leading teams, or building trust within the community, public safety leaders must rely on styles that are adaptable, ethical, and grounded in service. Effective leadership involves not only how we lead but also how we decide. As Snowden and Boone (2007) explain, leaders must distinguish between technical and adaptive challenges, adjusting their strategies based on the type of problem, not just the urgency. This column explores the most common leadership styles in public safety and introduces the idea of a hybrid leadership concept—"Anchor Leadership"—designed to support accountability and empathy in high-stakes environments.



Robin Shusko

The leadership models we celebrate most loudly—visionary, charismatic, transformational—often assume a stable playing field (Northouse, 2022). But what happens when the ground won't stop moving? In higher education and public safety, we live in the age of prolonged disruption. Between enrollment declines, political crosswinds, safety threats, and cultural realignment, institutional leaders are expected to innovate, reassure, plan, pivot, and inspire—all at once. Unsurprisingly, leadership burnout is rising, and organizational trust is eroding (Johnson, 2019).

What we need isn't a louder megaphone or a shinier vision. We need ***anchor leadership***. Anchor leadership is a concept I developed while leading a campus public safety department through significant change. This included transitioning officers into hybrid sworn roles, managing complex emergency preparedness drills, and updating outdated protocols. This leadership style emerged not from theory but from necessity.

I define anchor leadership as ethical consistency amid operational unpredictability. Anchor leaders don't just set direction—they provide ballast. They model steadiness when others waver. They keep values fixed while allowing strategy to flex. Moreover, perhaps most importantly, they project calm, not by ignoring crisis, but by navigating it with clarity and credibility. It's what happens when community expectations, institutional responsibilities, and moral leadership collide in real time. I found existing frameworks helpful but incomplete; anchor leadership became a hybrid that could do more.

The anchor leadership model draws from familiar leadership styles—transformational, servant, and situational—but is uniquely built for sustained uncertainty. As a quick refresher, let us examine these leadership styles that have proven effective in public safety settings. Each style offers distinct advantages and plays a role depending on the context and leadership demands:

- **Transformational Leadership**

Transformational leadership motivates and inspires team members by connecting their work to a broader mission. Transformational leaders encourage innovation, celebrate contributions, and create a shared vision (Bass, 1990). In campus police settings, for example, this leadership style is beneficial when implementing reforms or rolling out new initiatives, such as community outreach programs or emergency preparedness campaigns. It fosters morale and a sense of purpose, helping officers see the impact of their work on campus safety and culture.

- **Servant Leadership**

Servant leadership centers on meeting the needs of others first. Servant leaders actively listen, foster inclusion, and support their team's development (Greenleaf, 1977, as cited in Northouse, 2022). In a college environment, servant leadership aligns well with community policing and outreach efforts. Officers using this style are more likely to build trust with students, respond to wellness concerns, and promote a service-oriented image of campus safety.

- **Situational Leadership**

Situational leadership is essential because no two incidents are the same—responding to a medical emergency requires different leadership behaviors than coordinating an event or addressing a policy violation. Hersey and Blanchard (1982) argue that situational leadership emphasizes adaptability based on follower readiness and the nature of the task. Leaders may adopt a more directive approach when

Continued on page 17

training new officers or switch to a delegating style for experienced team members.

So, what does anchor leadership look like in practice?

- Grounded Ethics: Anchor leaders make decisions rooted in public service values, not just PR considerations or administrative convenience. They resist the temptation to react emotionally or politically. As Johnson (2019) reminds us, ethical leadership is foundational to maintaining public trust and long-term organizational success.
- Calm Under Pressure: Anchor leaders project steadiness during emergencies, staff turnover, or campus unrest. This builds trust across departments and reinforces the leader's reliability. Anchor leadership means being directive without being domineering, and reflective without being passive.
- Empathetic Communication: Anchor leaders prioritize listening and relational connection. In my role, this has meant sitting with frustrated officers, responding to student safety concerns with empathy, and creating space for diverse viewpoints without abandoning core expectations.
- Agility with Boundaries: Anchor leaders adapt their strategies while remaining rooted in their purpose. Snowden and Boone (2007) argue that leaders must distinguish between technical and adaptive challenges. Anchor leaders know when to pivot—and when to stand firm.

Campus leadership requires a careful blend of empathy, authority, adaptability, and moral clarity. We don't need more leadership lingo; we need models that reflect the leadership work being done in crisis-driven spaces. Anchor leadership is not flashy. It doesn't promise fast results, but it does cultivate resilience and trust—two currencies our institutions are rapidly depleting. I've watched my team weather a rotating list of disruptions: legislative shifts, changing safety expectations, and a complete organizational rebranding. What they've needed most isn't constant inspiration—it's constancy itself—someone who shows up, follows through, and reminds them, by presence and action, that we're still grounded.

Anchor leadership isn't about keeping things the same. It's about keeping people steady enough to move forward.

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Biography

Robin Shusko is the Chief of Campus Police & Director of Public Safety at Frederick Community College. A retired Montgomery County Police Officer in Maryland, she served most of her law enforcement career in the patrol division, with additional assignments in district investigations, special community projects, and financial crimes. As a Field Training Officer, she developed a passion for teaching and mentoring, which later led her into a career in higher education.

She holds several advanced degrees, including a Doctor of Education (Ed.D.) in Educational Leadership from Frostburg State University, where her dissertation examined how perceptions and lived experiences shape safety culture in higher education.

Her ongoing passion is advancing campus safety through research, training, and leadership. Since 2007, she has taught as an adjunct instructor at the University of Maryland's Shady Grove campus, later joining the faculties of UMGC and George Mason University. Her teaching areas include forensic psychology, criminal justice, criminology, and psychology, where she continues to bring her blend of field experience, academic expertise, and commitment to campus safety into the classroom.



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FROM CRISIS TO CONTINUUM: A PIONEERING APPROACH TO STUDENT SURVIVAL AND SUCCESS

By Tanya N. Smith, DPA, MPSA, CA, Executive Director, SAFE Center at Kennesaw State University

Introduction

When a student experiences a sexual assault or violence on campus, the trauma not only affects their health and safety, it threatens their education. Trauma rarely stays confined to the moment of harm; it affects every aspect of the victim's life. Many students quietly leave school, unable to balance recovery with the demands of college life. For those, the weight of the trauma becomes too much to focus on academics, so they withdraw from school, abandoning degree paths and the future they once worked toward. But at Kennesaw State University (KSU), a new model is rewriting that story.

The SAFE (Safety, Advocacy, Forensics, and Empowerment) Center at KSU is a pioneering law enforcement-based campus victim services program that fully integrates advocacy, counseling, and forensic medical services under one roof. The SAFE model emerged from a unique collaboration between KSU's Department of Public Safety and University Police and the Wellstar School of Nursing. By bringing together law enforcement professionals, forensic nurses, and university faculty, the model bridges the separate worlds of public safety and clinical care into a single trauma-informed continuum of service for students.

In its first 18 months of operation, the Center served more than 400 students and employees1. Most striking of all: 87 percent of students who sought support at the SAFE Center remained enrolled at KSU after a violent victimization2. For students who once feared their only option to recover from the trauma was to leave school, the SAFE Center offers them another path, one of healing, empowerment, and academic survival.

The Overlooked Impact of Student Trauma

Student victims of sexual violence, domestic violence, and stalking often face obstacles that extend far beyond the incident itself. Research shows that in addition to physical consequences, trauma can derail academic performance, increase anxiety and depression, and leave students struggling to manage the complexities of recovery and college obligations (Stoner & Cramer, 2019; Youstin & Siddique, 2018).



Tanya N. Smith

Many students find it difficult to navigate institutional reporting systems. Others remain silent for fear of disbelief, retaliation, or shame. National studies indicate that victims of campus-based sexual violence are significantly more likely to leave school before graduation (Cannon et. Al, 2023; Gardella & Olson, 2017; Mengo & Black, 2016). Attrition is a quiet but devastating outcome, cutting off not only educational opportunities, but also future success and economic independence.

> *"Many students find it difficult to navigate institutional reporting systems. Others remain silent for fear of disbelief, retaliation, or shame.*

This is the backdrop against which the SAFE Center emerged. The founders recognized that the traditional campus and community-based responses, often fragmented across multiple providers and institutional offices, simply were not working. Students needed more than a hotline, a resource webpage, or a list of referrals. They needed a continuum of care that addressed trauma and academics together under one roof.

A Pioneering Campus Model

The SAFE Center at KSU, established in October of 2023, was built on a simple but powerful idea: put every critical resource in one location and design it through the student-centered, trauma-informed lens. Students who walk into the Center find more than advocacy. They find an integrated team that includes licensed counselors, trained and certified Sexual Assault Nurse Examiners (SANEs), and advocates who work directly alongside campus police. This structure means that students do not have to repeat their stories to multiple providers in multiple offices. Instead, they can receive immediate coordinated support that is tailored to their specific needs.

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Some of the Center's most distinctive features come from its strategic placement as a division of the KSU Department of Public Safety and University Police. Advocates can access police records in real time, ensuring no victim falls through the cracks. Police can interview victims in a "soft" interview room instead of the same interrogation room used for suspects. A soft interview room is a modification of a traditional interview space, incorporating elements such as comfortable swivel seating and soft lighting that promote a sense of safety and reduce anxiety. The Center also has access to the police department's evidence room which allows for the secure storage of forensic medical evidence well beyond the state's minimum requirements, giving students more time to decide on legal intervention.

By bridging academic, clinical, and law enforcement resources, the SAFE model removes barriers that discourage students from seeking help and addresses traditional gaps in service.

Proof of Impact

In its first 18 months of operation, the SAFE Center's statistics tell a powerful story, Center staff worked with 428 clients, including 314 new clients3. The SAFE Center absorbed the previous Office of Victim Services (OVS), a victim advocacy division within the KSU Department of Public Safety. With that merger, the Center enrolled OVS's 114 existing clients in appropriate programming. Of the new clients, 217 enrolled in advocacy programming, 55 in the sexual assault programming, and 42 in the counseling programming. Most importantly, 274 clients remained enrolled in KSU, 9 graduated, and just 31 clients withdrew or failed to enroll in the subsequent semester. Simply stated, 9 out of 10 students stayed in school after experiencing victimization, a remarkable contrast to the national trends associated with attrition among student victims of crime.

The outcomes are not only measurable but groundbreaking, signaling that student-centered intervention changes both retention and recovery. With the right support system, student victims can recover and thrive academically, confirming that healing and attaining higher education are not mutually exclusive.

Beyond Victim Services

The SAFE Center is more than a place for victims of crime to receive support. The Center also strives to be a leader in changing the culture on campus. Through collaboration with campus partners and student-led organizations, the Center educates the KSU community on topics such as consent, healthy relationships, bystander intervention, and interpersonal violence awareness. The goal of this programming is not only to inform, but also to get students involved in shifting the campus norms toward prevention and empowerment.

Students are central to this mission, both as recipients and contributors to the Center's work. The Center employs a part-time peer advocate, creating opportunities for peers to support one another in ways that feel more accessible than meeting with staff. Internship placement draws students from nursing, humanities, and other social sciences, offering experiential learning opportunities that build the next generation of victim resource professionals. Research opportunities extend the Center's reach beyond service delivery, generating knowledge for the broader fields of campus safety and victim advocacy. In short, the Center is not only helping students recover from victimization, it is helping reshape the culture of a large, diverse public university.

A Model for the Future

Kennesaw State University is Georgia's third largest university, with more than 48,000 students across two metro Atlanta campuses. If the SAFE model can work here, could it work elsewhere?

Universities nationwide are struggling with how to support student victims of crime while also ensuring academic success. Many rely on community-based systems where the student must navigate multiple offices with little support. This model, although effective in certain cases, may exhibit fragmentation and disjointedness, leading to insufficient care and support for students. More importantly, this model can unintentionally worsen the trauma experienced

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by students due to the stress of having to visit multiple locations for assistance. The SAFE model demonstrates a different approach, one that integrates multidisciplinary and interdisciplinary trauma-informed and student-centered services in a centralized location.

While replication will require investment, training, and interdepartmental collaboration, the blueprint exists. And as retention rates demonstrate, the payoff is clear as students who might otherwise leave school are staying enrolled, healing, and graduating.

Conclusion

The SAFE model represents a new way of thinking about campus victim services, one that recognizes that safety, empowerment, and education are deeply intertwined. By housing crime victim and institutional advocacy, forensic care, and counseling in one space, KSU has created a pioneering model that addresses the full spectrum of student needs after victimization.

The early outcomes are more than promising; they are transformative. Victims stay in school as they recover, stigma is giving way to support, and a culture of care is taking root. For every student victim of crime that chooses to stay, graduate, and reclaim their future, the message is clear: healing is possible, and higher education does not have to end with trauma.

Acknowledgment

The author extends appreciation to the Kennesaw State University Department of Public Safety and University Police and the Wellstar School of Nursing for their collaboration in advancing the SAFE model. Gratitude is also extended to the dedicated staff and student advocates of the SAFE Center whose commitment to safety, advocacy, and education inspires and informs this article.

Author's Note

I intentionally use "victim" rather than "survivor" to reflect the terminology used in statutes, institutional policies, and funding/reporting systems that govern access to services and rights (e.g., crime victim compensation, Title IX, VOCA reporting). I acknowledge that many individuals prefer "survivor" as identity-affirming language. My usage is a technical and legal alignment for clarity and consistency; it is not meant to diminish autonomy. When referring to individuals' self-descriptions, we adopt their chosen terminology.

Footnotes

1 SAFE Center internal data, October 2023 – March 2025.

2 Retention calculation based on enrolled student victims (n=314 new clients).

3 SAFE Center internal data, October 2023 – March 2025.

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Tanya N. Smith, DPA, MPSA, CA

Dr. Tanya N. Smith is the co-founder and executive director of the SAFE (Safety, Advocacy, Forensics, and Empowerment) Center at Kennesaw State University. With more than 30 years of experience in law enforcement and public service, she has specialized in crimes against women and led innovative, trauma-informed responses to campus victimization. In addition to her leadership role at the SAFE Center, Dr. Smith is a Georgia P.O.S.T. senior instructor and recipient of multiple awards for her contributions to public safety, community service, and victim advocacy. Throughout her career, she has devoted herself to supporting victims of crime, amplifying their voices, and advocating for justice.

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GREAT TO GOOD - ORGANIZATIONAL TRANSGRESSION

By Associate Vice President John Venuti, Virginia Commonwealth University, Police Chief (2010-2025) RET

Most organizations desire to be great. This is often a compelling vision cascaded throughout the organization, fueling and motivating people to do their best. As part of the organization's life span, it will fluctuate between good and great. No organization is great all of the time. To understand this concept, we must first define and thoroughly examine what makes an organization great. The next step is understanding how to move forward from great—what's next. If nothing is next, the only course is moving from great back to good.



John Venuti

There's nothing wrong with a good organization; that is admirable. Your company is making a profit, your people are providing service that is accepted by your customers, and the boat remains floating. It's like going out to eat and getting a good meal: you are satisfied, maybe it was a bit overpriced, but you really have nothing to complain about. You accept it.

In contrast, you go out and have a great meal. The food was amazing, the staff were over-attentive, and they went out of their way to ensure your meal was outstanding. They may have even made you feel good while they were doing it.

Chances are, if you had a couple of good meals, you don't notice the difference or the gap in quality, service, and experience. If you had a great meal recently and then go and have a good meal, you notice the difference almost immediately. The gap between good and great is not always immediately noticed; however, you know great when you see it, even if it is hard to explain or define.

> *"The gap between good and great is not always immediately noticed; however, you know great when you see it, even if it is hard to explain or define.*

Here is what great organizations do:

The External Judgment of Greatness

Your customers or your community are the ones who actually make the organizational judgment that matters. That's externally determined. You saying your organization is great is often based on your perception and judgment, which is almost always influenced by bias. Customers or the community saying your organization is great is much different. This judgment is based on their engagement and interaction with your organization. What service did you provide? Did you exceed expectations? How was their experience? Just like that great meal.

Responsiveness

Great organizations are extremely responsive; they resolve issues quickly, and nothing is too big of a problem to successfully resolve. This is the era of quick. Things keep getting quicker, easier, and faster; customers want the same from your organization. Keep up, exceed the current pace, or roll over and die; these are the options. Great organizations make sure they do the follow-up; they never make you follow up. They often circle back even after the issue is resolved to ensure that your organization is moving forward. This is like your waiter bringing you more bread rather than you having to ask for it. You know it when you see it.

Flexibility

Great organizations are flexible. This is another variable nowadays that matters and makes a difference. If your organization is rigid, non-flexible, or not able to pivot and move quickly and keep moving forward, you are in trouble. Rigidity is caused by placing too much focus on policy and procedures. These are important, but should never be a cog in the wheel. Great organizations give staff the flexibility to maneuver and navigate difficult issues and bring them to resolution, often in an unconventional manner. The important thing is fast resolution and community or customer satisfaction. This alone can give your organization the edge over competitors.

Culture

Great organizations build a culture that is rooted in the reason that the organizations exist. These organizations never lose focus on the core mission. They keep their staff connected to their customers and the communities they

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serve, and everything revolves around fulfilling the core mission. This engineered common purpose drives staff to overproduce and over-deliver every time because that becomes part of their purpose within the culture.

Driving and changing organizational culture does not happen by itself. Leadership has to constantly drive the culture shift for it to occur. Ultimately, you want to get people to do what's needed because they want to, not because they have to. They are engaged, inspired, and driven by the mission and focus of the organization.

Partnerships

All great organizations always focus on establishing strong partnerships at all levels. This may be with clients, customers, or the community. Great organizations do not work in isolation; they are always teaming up with others, pushing the boundaries, and using these relationships to maximize the impact of what they do, back to that core mission.

Sustaining Greatness: The Next Peak

True organizational greatness is a temporary peak. Once you become great, most begin to relax and slip backward. To stay on top, there needs to be a constant, strong focus on looking forward and determining what comes next following your successes. Most organizations that are transformational are constantly looking ahead and around corners, determining and anticipating what the next opportunity will be. This means always challenging the status quo and creating new challenges.

> *You want staff to be fulfilled by the core mission, but you never want them to be satisfied with the current level of performance.*

Great organizations focus on four key areas to identify and establish their next big challenges:

Challenge the Core Mission

Your culture must be rooted in your mission, but that mission should never be rigid. A great organization often asks the question: Are we solving the right problem, or are we solving the problem we are good at solving? Often, the latter is the easier approach. This mindset ensures that you are future-proofing your business. You are staying ahead of what's going on and constantly transforming and evolving, which leads to higher productivity and better service for your customers and community.

Operationalize Proactivity

Greatness is fueled by responsiveness and flexibility. Moving forward from great means these traits must become instincts to ensure a proactive approach. Challenge your staff to anticipate issues and customer needs. Again, this must happen constantly and instinctively; it should become part of the organizational DNA.

Expand Through Strategic Partnerships

Great organizations use partnerships to share resources and maximize their existing mission. To move forward, you must use partnerships to expand your capabilities and reach. This involves seeking out partners who are great at things you are not, leveraging their expertise to create a new market or deliver a service you couldn't offer alone, thus redefining the competitive edge. Leaders must have a constant, strong desire and relentless commitment to pursue and understand the value of looking at moving forward differently.

Cultivate Dissatisfaction

You want staff to be fulfilled by the core mission, but you never want them to be satisfied with the current level of performance. Leadership's job shifts from driving a culture of high performance to fostering a culture of improvement and dissatisfaction. This means empowering your most engaged employees to find the flaws in the current "great" process and giving them the resources and flexibility to morph and evolve with the concept of constant, non-stop growth and improvement. This is constantly pushing the boundaries, asking a lot of questions, and never settling for a service or product as good enough.

The gap between a good and a great organization is defined by responsiveness, flexibility, culture, and partnerships. This gap is driven solely by the conscious choice to never settle. The focus should always be on constant improvement, increased efficiency, and maximizing output.

The moment an organization achieves the goal of being "great," competition will define your success as its baseline. Customers and community members start to see your exceptional service as what is expected. Stagnation, not failure, is the dagger to organizational success.

Greatness is a verb. It is an active, ongoing process fueled by dissatisfaction and a continuous search for the next peak, constant improvement, and identification of challenges. This is what is needed for your organization to continue to outpace customer expectations.

In closing, and I know this is hard: Stop defining your organizational future by what you have already accomplished. When your accomplishments are put in the rear-view mirror, only then can you begin to define upcoming challenges, goals, and objectives that will separate you from your competition and others.

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Biography

John Venuti serves as Associate Vice President of Emergency Services and Public Safety for Virginia Commonwealth University and VCU Health located in Richmond, Virginia. Venuti also served in the role of Chief of Police (2010-2025) at Virginia Commonwealth University. AVP Venuti oversees Public Safety and Emergency Management. The VCU Police Department has 99 sworn police officers and over 300 security officers making it the largest university police department in the state of Virginia and one of the largest nationally.

John Venuti has a degree in Culinary Arts, from the Culinary Institute of America and a Bachelor's Degree in Management and Leadership from Bluefield College. John Venuti is a graduate of the FBI National Academy. The VCU Police Department has also been the recipient of numerous State and National awards for accomplishments and innovation within public safety.

Venuti served 26 years with the Richmond Police Department. Formerly, a Major in the Richmond Police Department, he has supervised the investigation and prosecution of over 450 homicides in the City of Richmond. Venuti also worked with A&E network on Season 1 of "Crime 360, " highlighting murder investigations in Richmond. Venuti also launched a comprehensive multi-media youth anti-violence initiative while with Richmond PD titled "Stop the Pain 804"

Venuti has led the transformational organizational change in the VCU Police Department for the past 15 years. These efforts have raised accountability within the department and professionalized the delivery of public safety services by this full-service law enforcement agency.



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Members of the San Diego Community College District pose after training | Source: https://www.sdccd.edu/departments/police/training/c-cert.aspx

LEVERAGING YOUR CAMPUS EXPERTS: A FORCE MULTIPLIER

By Robert Mueck, Montgomery College, Rockville, Maryland, IACLEA Domestic Preparedness Committee

Our colleges and universities employ faculty members who specialize in their fields of study. They have reached specific thresholds to be hired as faculty, bringing with them experience in research and practice. As a result, our faculty members contribute to the institution by way of their expertise. But have you thought of reaching out to them to assist you in times of crisis? Do you know who that is your campus? Is there a mechanism to allow you to identify them?



Robert Mueck

What about staff employees at your institution? They may volunteer as firefighters or EMTs, may train rescue dogs, or may be certified in drone operations. These resources are force multipliers that bring more than just personnel to your incident. They bring the potential for technological or practical skills that you may lack in your organization. Many institutions engage with faculty and staff on campus to assist in cases of emergency and can serve as a model for you if you wish to adopt this kind of policy.

Examples

The University of Portland uses nursing faculty to review all medical procedures and response plans. They also use them for officers' and dispatchers' certification requirements in first aid and CPR.

The University of Vermont (UVM) has an experienced UAS (drone) team that is made up of research faculty and staff. They assist during large-scale or significant planned events, and have been utilized by university police several times to help locate missing persons in the woods adjacent to the campus. The drone team has also engaged in exercises and missions with the State Police and other state agencies. Additionally, UVM used a faculty member in Geography to have her climatology class design a multi-faceted tabletop exercise (TTX) focused on a winter storm. The TTX was delivered via Microsoft Teams and the students were invited to observe, giving them the opportunity to watch their scenario play out and observe the decisions being made by university leaders.

The campus of California State University, San Bernardino makes use of amateur radio operators as a communication liaison with the county. All are staff employees who volunteer for the university, which allows the campus EOC and dispatch center to focus on local issues. The volunteer radio operators tie into the county, should they need to scale things up or request mutual aid. Additionally, they have staff members trained as building evacuation coordinators and floor wardens.

Both Valparaiso University and the US Naval Academy (USNA) make use of their Meteorology faculty for commencement ceremonies or other large-scale events. At the Naval Academy, a faculty member in Ocean and Atmospheric Sciences also serve as the Command Meteorologist for the campus (the Yard). This is particularly important because their graduation ceremony is held outdoors at Navy-Marine Corps Memorial Stadium. Theirs is not just a graduation, but also a commissioning ceremony, as the graduates are sworn in as commissioned officers of the US Navy.

In 2022, their graduation was impacted by severe weather, which included a tornado watch. The developing weather information was monitored in real-time by their on-site meteorologist, and as it approached, information was updated and the ceremony modified to a contingency plan to ensure the requirements were met for the commissioning process. They managed to achieve

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Purdue University Northwest CERT members practice rescue techniques on campus in 2019 | Source: https://www.pnw.edu/campus-safety-front-and-center-at-purdue-university-northwest-with-grant-from-nipsco/

that goal that day and evacuate the stadium before the severe weather hit Annapolis.

During the response to Hurricane Katrina in 2005, Virginia Tech Professors Randy Dymond and Bill Carstensen led a team of students and built geographic information system (GIS) maps to help recovery efforts. Likewise, faculty and grad students from Mississippi State University's GeoResources Institute used their expertise in aerial imaging and GPS to help Coast Guard pilots locate people stranded by the flooding. Because streets and landmarks were destroyed, the team used geocoding (converting addresses to geographic coordinates) so rescuers could find survivors. These are two examples of capabilities that did not occur on their own campus, but could certainly be used if similarly affected. The requirement is to identify these resources so you can make use of them when needed.

There may be members of your student body that have training and experience via the military, or because they are volunteer firefighters or EMTS, or Search and Rescue (SAR) operations. Roles for students may be more limited in scope, and vetting them is a requirement, as it is for everyone else.

In 2001, only two weeks after the 9/11 terrorist attacks, the University of Maryland in College Park was struck by a tornado. I recall when I got to the scene after responding from home, several students climbing a pile of vehicles. We had to chase them off because had that pile collapsed, we would have had more casualties. That moment was when I realized we lacked a means of putting them to good use. We needed more people, but they needed to be trained and organized. Later in my career, I met with the cadre of the Air Force ROTC detachment on campus. They agreed that if we had a similar situation, they were willing to call up their students to help us with staffing issues. The ROTC program has students who operate in a pre-existing rank structure, making them a natural fit for what we needed on the night of the tornado. If only we had thought of that in the heat of the moment. They could have relieved officers at perimeter points around the scene, freeing them to conduct search and rescue operations.

Regarding students, there are liability issues that may prevent them from volunteering for your organization. Checking with your campus legal counsel is a recommendation. To deal with this, there is another option: The Community Emergency Response Team (CERT) concept. Found in many communities around the country, they were used largely during the COVID-19 pandemic for testing and vaccination centers. The campus version is C-CERT (Campus Community Emergency Response Team). This kind of team is work-intensive, as it requires funding to enable training and equipment.

The San Diego Community College Police Department is trains Faculty and Staff members to become part of their certified Campus Community Emergency Response Team. The primary purpose of this program is to apply the established CERT model to the college and university environment. Similarly, the Purdue University Northwest CERT program organizes and trains teams of campus volunteers in basic disaster preparedness and response skills, including fire safety and utility controls, light search and rescue, disaster psychology and medical operations. Each volunteer undergoes 24 hours of FEMA mandated training and must pass a practical final exam.

Where to look

Explore the academic programs available on your campus, such as Emergency Management, Criminal Justice, engineering,

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computer science, or drone programs. Look at the faculty members there and see if anyone has the experience you are looking for. A faculty member teaching Emergency Management may be an expert in ICS and can help organize your command post or Emergency Operations Center. They may even provide training to your officers and command staff on emergency operations. You may look at what research faculty are working on to see if it meets a need you have. You may find that there is research going on that can provide you a capability you did not even realize you needed. Faculty in Engineering may assist in assessing modeling evacuation flows, and shelter-in-place viability during emergencies. Public health faculty may be willing to advise on pandemic planning, heat emergencies, or air-quality incidents (such as wildfire effects).

In 2023, the National Institute of Standards and Technology (NIST) conducted a "First Responder UAS Indoor Challenge" at Kansas State University. In it they simulated an earthquake that rendered a building too hazardous for human rescuers to enter. They featured a course with fake debris and victims. Student groups came from around the country to participate. If your campus participated in this kind of event, you have an opportunity to inquire about the capability and its use on your campus.

All volunteers need to be vetted, even if they already work on your campus. Written memorandums of understanding should be implemented to document and clarify the expectation of the service provided. As an agency of your campus, what do you want? What are your expectations? What are they willing to engage in on your behalf? Are they willing to provide a service without compensation, or do they want to be paid for their service?

Biography

Bob Mueck is the Associate Director of Public Safety at Montgomery College, responsible for the Rockville campus. Before that he was the Director of Public Safety at St. John's College in Annapolis, Maryland from September 2015 to January 2023.

Bob retired as a Captain from the University of Maryland Police in College Park after serving 29 years, serving in his final years as the Police Academy Director and Emergency Manager. In that time, Bob brought created a robust active shooter program for the officers, which included response to alarms at the nuclear research reactor on the campus.

He spent over a year as the training coordinator for the George Washington University Police and the Consortium of Universities of the Washington Metropolitan Area, where he ran training programs at the basic and advances levels.

Bob is an Adjunct Professor in both Homeland Security and Public Safety Administration for the University of Maryland Global Campus, in addition to being an Agency Instructor for Texas A&M University's Engineering Extension Service (TEEX), where he teaches Critical Incident Response and Emergency Management.

Bob is a member of the Active Assailant Interdisciplinary Work Group for the Office of the Governor in Maryland, where he has served in various committees. He is a member of InfraGard and previously served as the Chair of the Physical Threat SIG as well as program coordinator of the Maryland Chapter (IMMA). He currently serves on the IACLEA Domestic Preparedness Committee.



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THE FULL THREAT PICTURE: BEYOND THE CLASSROOM

By Lawrence Zacarese, Neil Farrell, and Brittney Casa





Lawrence M. Zacarese, JD, MPA, CHSP, CHCM, EMT-P, CCEP



Neil Farrell, MA

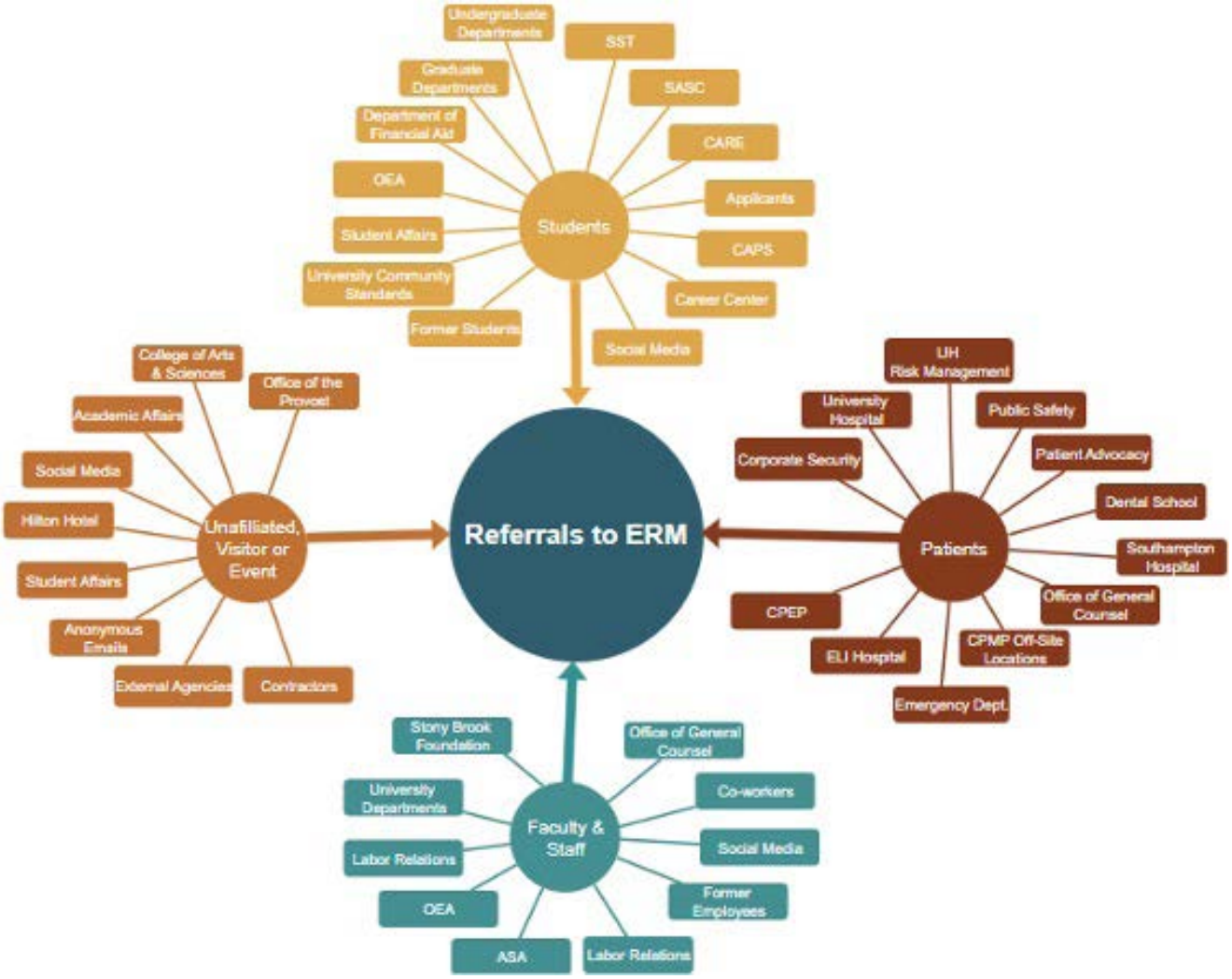


Brittney Casa, LMHC

It's Friday at 4:00 p.m. when your inbox pings. As you scroll through the email chain, you realize it's already made the rounds across multiple departments on your college campus, collecting replies, vague suggestions, some questions, and partial answers along the way. Everyone is copied, but no one is quite at the helm. And therein lies the question: *Who is accountable for assessing concerning behavior that, at face value, doesn't quite rise to the level of law enforcement involvement—and involves someone who isn't currently part of the campus community?* A former student? An applicant? A past employee? A contractor? A visitor? This is the gray space campuses know all too well. The reported behavior isn't overtly threatening, there is no crime, and yet the pattern is sufficiently concerning to generate unease, enough to prompt a flurry of emails as departments search for guidance. Without a defined ownership model, such issues can remain unassessed, increasing the potential for downstream risk to people, operations, and institutional reputation.

Threat assessment in higher education is traditionally viewed through the lens of concerning student behavior, addressed by student affairs/student conduct. While that focus remains essential, it represents only one piece of a much larger puzzle. Today's colleges and universities are dynamic environments that operate as complex enterprises, encompassing academic programs, healthcare systems, research operations, residential life, and public-facing services. Each introduces distinct risk vectors that intersect with safety, compliance, continuity, and reputational risk– core domains within the Stony Brook University's Division of Enterprise Risk Management (ERM). ERM took a comprehensive approach to campus safety—one that moves beyond the classroom to include the full range of threats facing higher education and its healthcare settings. A multidisciplinary team was formed to create what is known as the Office of Threat Analysis and Management (OTAM), with the goal of creating a centralized triage process, bridging any gaps and serving the campus enterprise as a whole.

Continued on page 32



The following real case study illustrates how OTAM's enterprise approach operates in practice.

OTAM received a referral in which an individual sent numerous concerning emails to both internal–including Stony Brook University Undergraduate Admissions Office–and external entities, asserting that he had a strong case against Stony Brook University Hospital for alleged medical malpractice. Although the communications did not contain explicit threats, their persistence, tone, and grievance-focused content triggered concern across multiple units. By applying an evidence-based approach, OTAM conducted an open-source review and coordinated with Stony Brook University stakeholders. OTAM determined that the individual was neither a current student nor an employee, but a former patient. Further analysis identified several threat-enhancing factors, including, history of mental health concerns, history of violence, escalating communications and grievances against the university. A behavioral risk assessment was conducted, which identified the individual as a level of concern. OTAM subsequently located the individual's most recent address and coordinated with the local Mobile Crisis Team (MCT). The MCT responded to the residence and conducted an on-site clinical assessment, and ultimately determined that the individual necessitated transportation to the hospital for a psychiatric evaluation and connection to appropriate resources.

By expanding the scope of assessment and collaboration, higher education institutions can develop a more resilient and holistic framework for protecting their people, safeguarding their missions, and building trust across academic, clinical, and community settings. Enterprise Risk Management's development of OTAM has established a clear pathway for identifying, assessing and managing situations that pose, or may reasonably pose, a threat to the safety and well-being of the university's enterprise, providing confidence that each issue is being addressed with the necessary attention. Integrating behavioral threat assessment and management within an ERM framework strengthens institutional resilience, ensures accountability, and reinforces a culture of shared responsibility for risk across academic, healthcare, and research sectors.

Continued on page 33

Biography

Lawrence M. Zacarese, JD, MPA, CHSP, CHCM, EMT-P, CCEP, Vice President for Enterprise Risk Management and Chief Security Officer, Stony Brook University

Lawrence has over 30 years of experience in the public and private sector managing multiple complex organizations. He provides executive leadership, expertise, and strategic guidance to the Stony Brook community on enterprise risk management, environmental health and safety, emergency management, business continuity, crisis communications and public safety. Lawrence is a licensed attorney and holds a JD from Touro University as well as an MPA and a BA in Forensic Psychology from the John Jay College. He holds a Post-Graduate Certificate in Global Security and Terrorism Studies from Fairleigh Dickinson University, and a Post-Graduate Certificate in Criminal Justice from the University of Virginia. Lawrence graduated from the Harvard Kennedy School Senior Executives in National and International Security program, the 246th session of the FBI National Academy, and the FBI Mid-Atlantic Law Enforcement Executive Development Seminar at Princeton University.

Neil Farrell, MA, Associate Vice President for Law Enforcement, Investigations and Accreditation & Deputy Chief, Security Officer, Stony Brook University

Neil Farrell is the Associate Vice President for Law Enforcement, Investigations and Accreditation & Deputy Chief Security Officer. He arrived at Stony Brook in 2009 after an extensive law enforcement career in the NYPD. Neil manages all aspects of UPD's Detective Division criminal, internal, disciplinary, confidential and sensitive investigations. Neil directed all policies and Standard Operating Procedures for the department while serving as a Deputy Title IX Coordinator, the University Administrator for Clery Federal Guidelines and the UPD representative to the U.S. Department of Justice Violence Against Women Grant. Neil holds a Bachelor of Science Degree in Human Resource Management, a Master of Arts in Adult Education and Training and is a graduate of the Columbia University Police Management Institute and the Federal Bureau of Investigation (FBI) National Academy 254th session.

Brittney Casa, LMHC, Director of the Office of Threat Analysis and Management, Stony Brook University

Brittney is the Director of the Office of Threat Analysis and Management and leads behavioral threat assessment and prevention efforts across the university, conducting risk analyses, recommending mitigation strategies, and partnering in responses to potential or actual incidents involving students, faculty, staff, and others. Brittney is a certified Crisis Intervention Team (CIT) instructor and coordinator, leading the training efforts for all UPD personnel in CIT. Brittney serves on the university's CARE Team committee, which focuses on identifying and supporting students in distress by coordinating resources and interventions to ensure their safety and well-being. After working as a clinical director at a high-risk, non-public K–12 school, Brittney returned to Stony Brook University, where she had previously worked at UPD. Brittney received a BA in Criminal Justice and Psychology, MA in Forensic Mental Health Counseling and is a licensed mental health counselor.



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LEADING FROM THE FRONT: WHY UNIVERSITY POLICE CHIEFS SHOULD TEACH INTRO TO POLICING COURSES

By Bryant Jackson, Ed.D.

In an era of heightened scrutiny, evolving expectations, and rapid change in higher education policing, university police chiefs and public safety directors are increasingly called upon to lead beyond the traditional boundaries of their agencies. One powerful and often underutilized avenue for leadership, engagement, and professional influence is teaching introductory policing or criminal justice courses on campus. When a university police chief steps into the classroom, the benefits extend far beyond the lecture hall, strengthening campus relationships, shaping the next generation of law enforcement professionals, enhancing the public image of the agency, and reinforcing the educational mission of the institution.



Bryant Jackson, Ed.D.

At its foundation, higher education is about learning, growing, and service to our collective community. When a university police chief steps inside of the classroom and teaches an undergraduate criminal justice course, they are directly contributing to the academic mission of the institution in a very visible way. The university police chief serving as a professor or instructor creates an entirely different way for the chief to connect with the students they are charged with protecting. The training, experience, and professional development the chief brings into the classroom helps the students connect theory with practice.

The presence of the university police chief in the classroom also serves to humanize the police. Students who may have only interacted with law enforcement as a victim, suspect, or witness are now provided another opportunity to interact with law enforcement professionals in a positive manner. The classroom is inherently a place of shared ideas, civil discourse, curiosity, and mutual respect. The classroom becomes another place where trust and mutual respect can continue to grow.

> *At its foundation, higher education is about learning, growing, and service to our collective community.*

For the university, this additional role represents a meaningful form of service that strengthens the connection between the students and the university police department. The university chief of police is not only a public safety professional and law enforcement officer but they are also an educator, mentor, and institutional leader. Instructing criminal justice classes reinforces that the university police are partners in academic excellence and not separate from it.

Many students enrolled in introductory criminal justice or policing courses are exploring careers in law enforcement, public safety, corrections, or related fields. The experience of having a university police chief as an instructor provides these students with direct exposure to professional standards, ethical leadership expectations, and decision-making early in their academic career. As a law enforcement leader, the university police chief has the ability to stress critical topics such as: professionalism and accountability, constitutional policing, community engagement, ethical leadership, wellness and resilience, and lifelong learning

By interweaving these principles into the coursework, the chief is helping to shape the mindset of future officers and public safety professionals long before they obtain employment at their first agency or department. This positive approach to the profession and realistic reflection of challenges has the ability to aid in recruitment, retention, and individual development. University police chiefs serving as course instructors are also in a unique position to identify promising students who demonstrate a strong aptitude for the profession. Relationships can be established to formalize mentoring, internship opportunities, and connection with other law enforcement professionals and agencies to aid the student's development and career prospects.

Teaching also can enhance collaboration between the university police department and the academic departments across campus. Chiefs who serve as adjunct instructors often build stronger relationships with faculty in criminal justice programs and related majors. These partnerships can lead to research opportunities, guest lecture and panel opportunities, internship program development, training opportunities, and the opportunity to work collaboratively on grants. From an administrative perspective, this creates another avenue in which the police department is aligned with the institution's educational mission.

The practical perspective offered by the university police chief also prepares students for the realities of the profession

Continued on page 36

by highlighting both its rewards and responsibilities. Chiefs can candidly address the demands of law enforcement work, including the emotional toll of critical incidents, the importance of wellness, and the expectation of professionalism in every interaction. At the same time, they can share the positive impact of serving a campus community, mentoring young people, and contributing to a safe learning environment. This balanced view helps students develop realistic expectations and a deeper appreciation for the role law enforcement plays in higher education.

Teaching an introductory policing course requires a meaningful investment of time, preparation, and institutional support. However, the return on that investment is substantial. Chiefs who instruct strengthen campus trust, develop future leaders, improve their agency's reputation, build valuable academic partnerships, support recruitment efforts, and reinforce professional standards across the institution. In a profession rooted in service, leadership, and community engagement, stepping into the classroom represents a natural and impactful extension of the chief's role.

University police chiefs and public safety directors are uniquely positioned to influence both campus culture and the future of the law enforcement profession. By teaching introductory policing courses, chiefs demonstrate leadership that goes beyond administration. This commitment reflects the best of higher education policing: service to the campus community, investment in future leaders, transparency with students and stakeholders, and pride in the profession. For chiefs seeking meaningful ways to give back while advancing their agency's mission, the classroom may be one of the most powerful places to lead.

Biography

Bryant Jackson, Ed.D., is a highly accomplished law enforcement professional and public safety leader. He currently serves as Chief of Police at the University of South Dakota (USD) and as an adjunct graduate faculty member in USD's Educational Leadership program. He serves as the 3rd Vice President for the International Association of Campus Law Enforcement Administrators (IACLEA). He is a graduate of prestigious leadership programs, including the FBI National Command Course, Northwestern University's School of Police Staff and Command, and the DHS Leadership Academy, and is a Certified Clery Compliance Officer (NACCOP). A US Marine Corps veteran, Dr. Jackson holds an undergraduate degree in Transportation and Logistics Management, a graduate degree in Emergency and Disaster Management, and a Doctor of Education degree in Adult and Higher Education Leadership.

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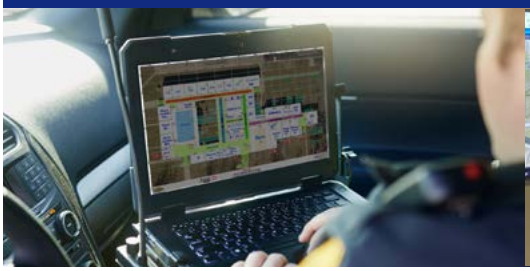
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CHAPLAIN CORNER

Hello Colleagues,

As we get older, time seems to fly faster! Personally, I am trying to keep my head above water with various deadlines and responsibilities. So many projects, not enough time.

In addition, the news is full of strife, criminal acts, and heartbreaking stories. It can be overwhelming. So today I want to encourage you to take a moment and realize that you are not alone. God puts special people in our life for specific purposes and times. Take a moment to think of who those people might be in your life…is there someone you feel you can confide in when you are down, someone who provides encouragement, someone who understands your frustration or someone you can talk with about the news or other issues?

I enjoy having people who I can rely on to bounce off ideas, share frustrations, and to complain about deadlines. Inevitably, I remind myself that God has a plan and a purpose, He knows what I am going through, and He has a timeline (even if I do not understand the timeline!) So when in doubt, remember Psalm 27:14 "Wait on the Lord; Be of good courage, and He shall strengthen your heart; Wait, I say, on the Lord!" and Isaiah 40:31 "But those who wait on the Lord shall renew their strength; they shall mount up with wings like eagles, they shall run and not be weary, they shall walk and not faint."

Remember, with Him, you got this. Breathe!

MaryAnn May, PhD, CSP
Alabama College of Osteopathic Medicine
Chair, Chaplain Committee



ARTIFICIAL INTELLIGENCE, DEEPFAKES, AND EXECUTIVE RESPONSIBILITY IN CAMPUS PUBLIC SAFETY LEADERSHIP

By Donald Morgan



Donald Morgan

Introduction

Campus public safety personnel are navigating a threat landscape that is changing faster than many institutional frameworks were designed to handle. Artificial intelligence (AI), once viewed primarily as an operational or analytical tool, is now reshaping the nature of risk itself. Among the most disruptive developments is the emergence of AI-generated video, audio, and imagery (Deepfakes) which can convincingly fabricate events, impersonate trusted authorities, and introduce manipulated material into administrative, civil, and criminal processes (Chesney & Citron, 2019).

For senior campus public safety executives, deepfakes raise concerns that extend well beyond technology. They challenge ethical governance, investigative credibility, procedural fairness, and institutional trust (Chesney & Citron, 2019; U.S. Department of Homeland Security [DHS], 2022). Addressing these risks requires more than reactive measures. It demands leadership that is prepared to guide policy development, training, and executive decision-making in an environment where the authenticity of evidence can no longer be assumed.

Deepfakes and Their Relevance to Campus Public Safety Operations

Deepfakes are created using machine-learning models trained on extensive datasets of images, video, or audio. Once limited to advanced technical environments, these tools are now widely accessible and increasingly easy to use (Chesney & Citron, 2019; DHS, 2022). As a result, the potential for misuse has spiked dramatically.

Within higher-education settings, AI-generated media may be used to:

- Fabricate violent incidents or emergency situations
- Impersonate campus police personnel, administrators, or emergency officials
- Falsely portray misconduct involving officers, students, or faculty
- Alter, contaminate, or introduce false investigative evidence

The broader consequence is a growing erosion of trust in visual and audio media. Long-standing assumptions, such as the idea that video "speaks for itself" are no longer reliable foundations for investigations or administrative decisions (Chesney & Citron, 2019).

Governance, Policy, and Executive Oversight

Public safety leadership literature consistently emphasizes executive accountability for governance, risk management, and ethical decision-making. Deepfakes expose significant weaknesses in legacy policies that implicitly treat video and audio recordings as inherently credible (Chesney & Citron, 2019; National Institute of Standards and Technology [NIST], 2023).

Campus public safety personnel should ensure that departmental policies clearly address:

- Verification and authentication of digital media
- Chain-of-custody standards for electronic evidence
- Escalation thresholds involving legal counsel and information-technology specialists
- Decision-making protocols prior to operational responses or public communications

Well-defined governmental frameworks not only reduce the risk of error but also protect institutional credibility while reinforcing executive accountability in an increasingly complex evidentiary environment.

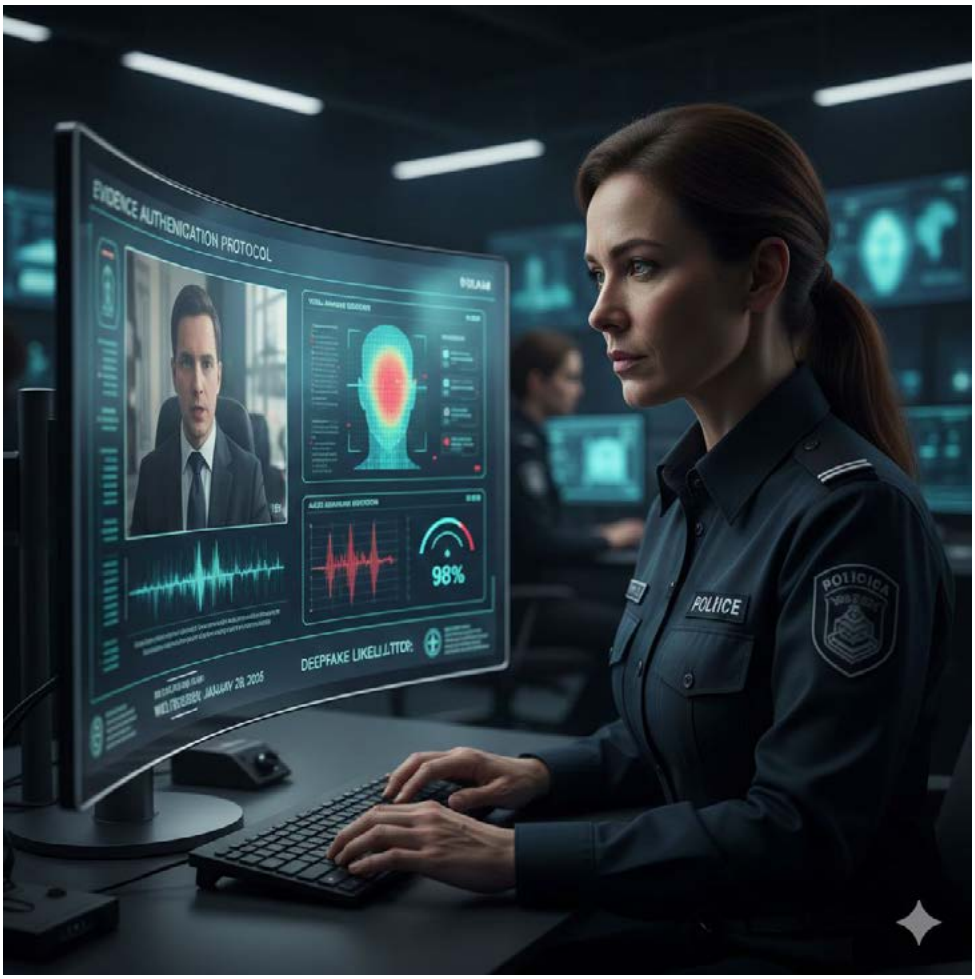
Legal Exposure, Due Process, and Institutional Risk

Deepfakes introduce substantial due-process risks across administrative hearings, employee discipline, student conduct proceedings, and criminal investigations (Chesney & Citron, 2019; Citron, 2019). Decisions based on falsified or unverified media, whether intentional or inadvertent can expose institutions to civil liability, labor grievances, regulatory scrutiny, and judicial review (Citron, 2019).

Executive oversight should therefore ensure that:

- Digital media is corroborated by independent evidence
- Investigative findings are not based solely on audio or video submissions
- Case documentation reflects uncertainty when authenticity cannot be confirmed

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These safeguards support defensible decision-making and reduce institutional exposure to legal challenge (NIST, 2023).

AI-Generated Sexual and Compromising Content: Extortion, Blackmail, and Coercion

One of the most harmful applications of deepfake technology involves the creation of sexually explicit or compromising content intended to extort, blackmail, or coerce individuals (Citron, 2014, 2019). Unlike traditional exploitation, these attacks do not require actual misconduct, only the appearance of it (Citron, 2014).

> *Public safety leadership literature consistently emphasizes executive accountability for governance, risk management, and ethical decision-making.*

In campus environments, such material may target senior administrators, public safety personnel, faculty members, student leaders, or others in visible positions of authority (Citron, 2014; DHS, 2022). These fabrications may be used to demand payment, influence institutional decisions, silence witnesses, or cause lasting reputational damage. Research on cyber-enabled abuse shows that the psychological impact, particularly when sexualized imagery is involved can be profound and may lead to delayed or non-reporting by victims (Citron, 2019).

Case Study: Platform-Enabled AI Image Exploitation

Recent reporting on the misuse of Grok, an AI assistant integrated into the social media platform X, demonstrates how quickly AI image tools can be weaponized for harassment, coercion, and reputational harm. Investigations revealed that users were able to manipulate photographs of real individuals, often without consent into sexually explicit or compromising imagery, even after assurances that safeguards were in place (Business Insider, 2026; The Guardian, 2026).

Of particular relevance to campus public safety leaders is that these images did not require an existing sexual photograph. In many cases, the harm stemmed entirely from AI production, yet the emotional, professional, and reputational consequences for victims were severe (Business Insider, 2026; Citron, 2019).

This case underscores several leadership considerations:

- Misclassification risk: AI-generated sexual imagery should be treated as potential evidence of harassment, extortion, or coercive conduct (Depending on jurisdiction.) rather than as proof of misconduct by the depicted individual (Citron, 2014, 2019).
- Victim-centered response: Victims may hesitate to report deepfake exploitation due to stigma or fear of disbelief, highlighting the importance of trauma-informed reporting pathways.
- Policy gaps: Institutions without explicit guidance on AI-manipulated imagery face heightened risks of procedural error, delayed response, and reputational harm.
- Investigative discipline: Digital media submitted during complaints or investigations must be subject to verification and corroboration consistent with contemporary forensic standards (NIST, 2023).

Investigative Challenges and Professional Standards

Deepfakes require investigators to fundamentally reassess the evidentiary weight of video and audio recordings. Such materials

Continued on page 41

should be treated as potential evidence, not definitive proof, until authenticity is established (Chesney & Citron, 2019; NIST, 2023).

Best-practice investigative approaches include:

- Evaluating source origin and chain of transmission
- Analyzing metadata and technical inconsistencies
- Assessing motive, context, and opportunity for manipulation
- Seeking corroboration through witness statements and physical evidence

National and international guidance consistently warns that failure to apply these standards can compromise investigations and increase institutional risk (DHS, 2022; NIST, 2023).

Training, Collaboration, and Institutional Readiness

Consistent with recognized public safety leadership best practices, campus agencies should integrate AI awareness into supervisor training, investigator development programs, and scenario-based tabletop exercises and/or Standard Operating Procedures (SOPs) (DHS, 2022). Training should emphasize trauma-informed responses, particularly in cases involving sexualized or coercive deepfake content.

Because AI-driven misinformation and coercion often span multiple institutional domains, effective response requires coordination. Campus public safety executives should establish clear protocols with information-technology services, legal counsel, Title IX offices, human resources, and strategic communications teams to ensure timely, ethical, and legally sound decisions.

Conclusion

AI-generated video, audio, and imagery; especially when used for sexual exploitation, extortion, or coercion pose serious challenges to campus public safety governance, investigative integrity, and institutional credibility (Chesney & Citron, 2019; DHS, 2022; NIST, 2023). By aligning policy, investigative practice, and executive decision-making with evolving forensic standards and professional guidance, campus public safety leaders can reduce risk while protecting victims and preserving trust.

The central question is no longer whether AI will affect campus safety, but whether institutions are prepared to govern truth in an era where reality itself can be convincingly manufactured.

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Author's Bio

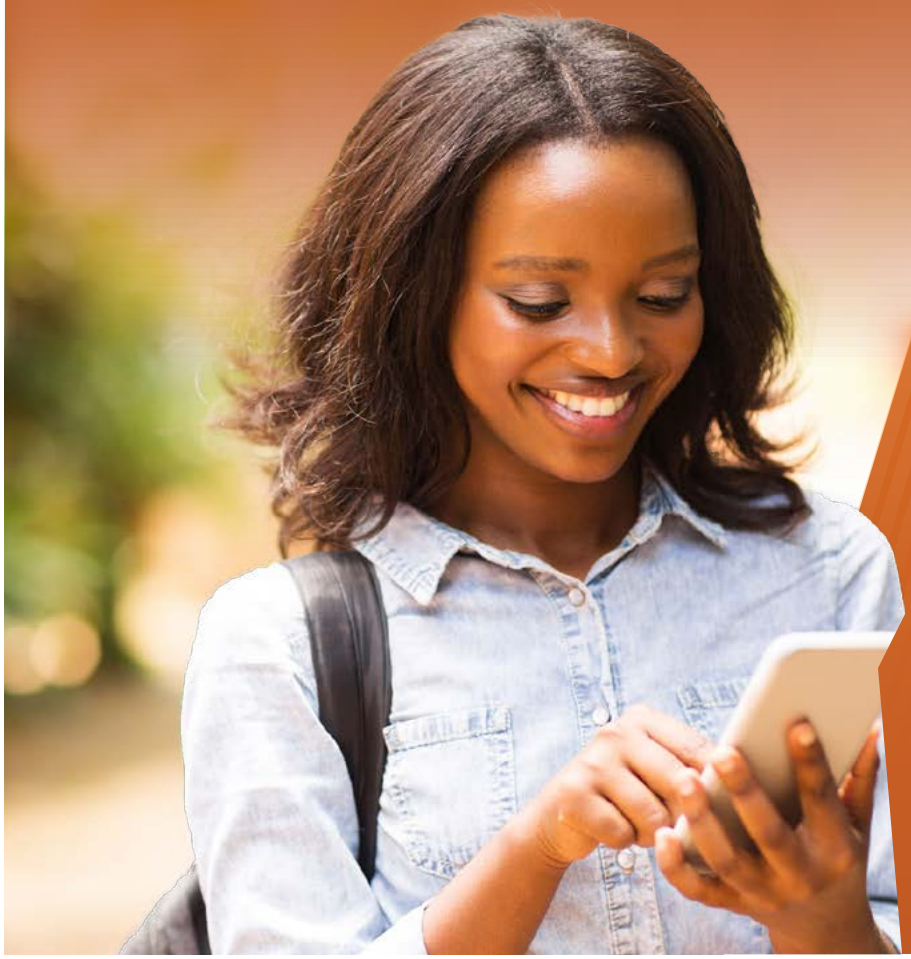
Donald Morgan is currently a campus public safety supervisor, and an IFPO-certified instructor (CPOI), holding CPO, and CSSM credentials. He's also FEMA and EMO credentialed, with extensive incident management training. More recently, Donald was the recipient of the 2025 Canadian OSPA award for Outstanding Security Officer and an ICA Newsletter contributor His work primarily focuses on investigations, training, and campus public safety leadership.

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IACLEA President Rob Kilfoyle shared his enthusiasm about the new partnership: "We are pleased to welcome MPS Parking to the IACLEA Corporate Partner Program. Their commitment to delivering innovative parking and mobility solutions supports our members in creating safer, more efficient campus environments. We look forward to the meaningful advancements this partnership will bring to campus public safety agencies and the communities they serve."

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RETHINKING CAMPUS SAFETY: BENTLEY UNIVERSITY'S STUDENT-CENTERED POLICING MODEL

By Francis G. Bourgeois, 33-Year Law Enforcement Veteran and Dr. J. Andrew Shepardson, Vice President of Student Affairs and Dean of Students at Bentley University

"Thank you! You have changed my view of policing," said Jay, a graduating senior. The same student, who, when he arrived four years earlier, was hesitant to talk to the police and admittedly avoided us and did not trust us. Now, on his last day on campus, his last stop was to come by the police station, shake hands, and thank us for his experience. When we share this story with higher education colleagues, we always hear, "that would never happen at my institution." It surprises us, because it is actually rare to *not* have students thanking University Police.

When we ask why they can't expect a student to thank UP we hear, "Because it has always been that way." This familiar refrain often accompanies resistance to change, and nowhere is this more evident than in traditional campus police structures. Historically, university police departments have reported to finance or administrative departments, positioning safety as a matter of logistics rather than student wellbeing. But Bentley University has chosen a different path - one that places public safety squarely within the heart of the student experience.

A Model Grounded in Student Affairs

At Bentley, the police department is housed within Student Affairs, offering an alternative in philosophy. Rather than managing risk from a distance, this model integrates law enforcement into the daily rhythms of student life. It encourages relationship-building, proactive engagement, and a policing style centered on compassion and context.


Dr. J. Andrew Shepardson


Francis G. Bourgeois

Bentley, like most campus departments, doesn't require specialty units for stolen vehicles, narcotics trafficking, or gang suppression. Instead, Bentley builds community-oriented teams such as the Community Engagement Unit, which focuses on presence, partnerships, and prevention. The return on investment? Exponential. Officers aren't just responders; they are contributors to the campus culture and are well known by name in their community.

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Structure matters to organizations. With a police department in the student affairs division, the focus is on mission, culture, and trust.

Mission

Of course, safety is paramount for any policing unit. Often the safety needs of all, not just students, are highlighted as a reason for not having campus law enforcement in Student Affairs.

But that is a limiting mission. The reality is that all campus law enforcement units do a great job creating safe environments. The focus at Bentley is ensuring student wellbeing. Even if crime statistics articulate that the campus is safe, that does not matter if a student (or any community member) does not *feel* safe The 24-hour nature of a residential campus means that often it is a police officer that a student turns to when they need help. Being a part of Student Affairs means officers are focused on helping students on their educational journey. This focus is felt by students and reinforced by our student affairs colleagues when talking to students. The result is students have trust in the police department and seek us out when they need assistance.

Their focus is not determining whether a crime occurred but rather offering some guidance or a referral if necessary. This does not come at the expense of quality policing. Our department operates at the highest level of policing as one of only 15 higher education police departments accredited in Massachusetts.

Culture

Often, we hear that there is no way a police culture and a Student Affairs culture could mesh. And there is no doubt that the cultures are very different. But rather than a reason to keep them separated, it is a reason to bring them closer. We focus on inclusive excellence at Bentley - not just when it is easy, but also when it is challenging.

We have not always had alignment and there have been conflicts, both personal and professional. But we have developed the tools within our culture to navigate these challenges and be stronger because of them. We don't blame the members of another division. Rather, we pull closer to our colleagues and ask them to help us understand. Our police officers are better at their work because they have learned and appreciated the culture of Student Affairs AND, our Student Affairs professionals are better at their work because they, too, have learned to value different perspectives.

Trust

What is most important is that we are there for students when they need us most, whether a safety crisis like an accident or crime on campus, or a personal crisis like a mental health situation or family tragedy. We are most effective when various departments work together to help the community have trust in each other. Trust does not just happen because we want it to. It takes time and dedication.

At Bentley, the Chief is part of the Student Affairs Leadership Team and is expected to build strong relationships with all departments. With leadership meetings at least once a week, there is plenty of time for collaboration. But there is also time for conflict, misunderstandings, and failed expectations. However, those are the best opportunities to build trust. Being in the same division means you need to resolve the conflict sooner rather than later because you are going to have to work together. You must be present, work through it honestly, and if



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done correctly, build a sense of trust that you can rely on during the most difficult situations.

This type of trust with the leaders of the organizations helps build stronger connections for the teams on the ground. Joint training sessions between University Police and residential life staff have proven to be a valuable platform for information sharing and mutual understanding. While both groups often respond to the same incidents, they naturally approach situations through different lenses - law enforcement prioritizes safety and legal protocols, while residential life focuses on student wellbeing and developmental context.

Once we began openly sharing our responsibilities and thought processes, we saw a significant reduction in friction caused by misunderstandings or assumptions. This shift fostered a deeper appreciation for each other's roles and clarified our collective responsibilities.

By training together and reviewing past calls, we've cultivated a shared language and approach. These sessions have sparked meaningful conversations, built trust, and ultimately led to better outcomes for our students, ensuring that every response is informed, compassionate, and aligned with the broader mission of student support.

Growth

College isn't just about academics, it's a time when students form their views on citizenship, justice, and community. Bentley's model allows students to experience policing in a way that rewrites negative narratives. When a graduating senior, once skeptical of law enforcement, walks into the department simply to say thank you - that's the kind of reward that can't be measured by metrics alone.

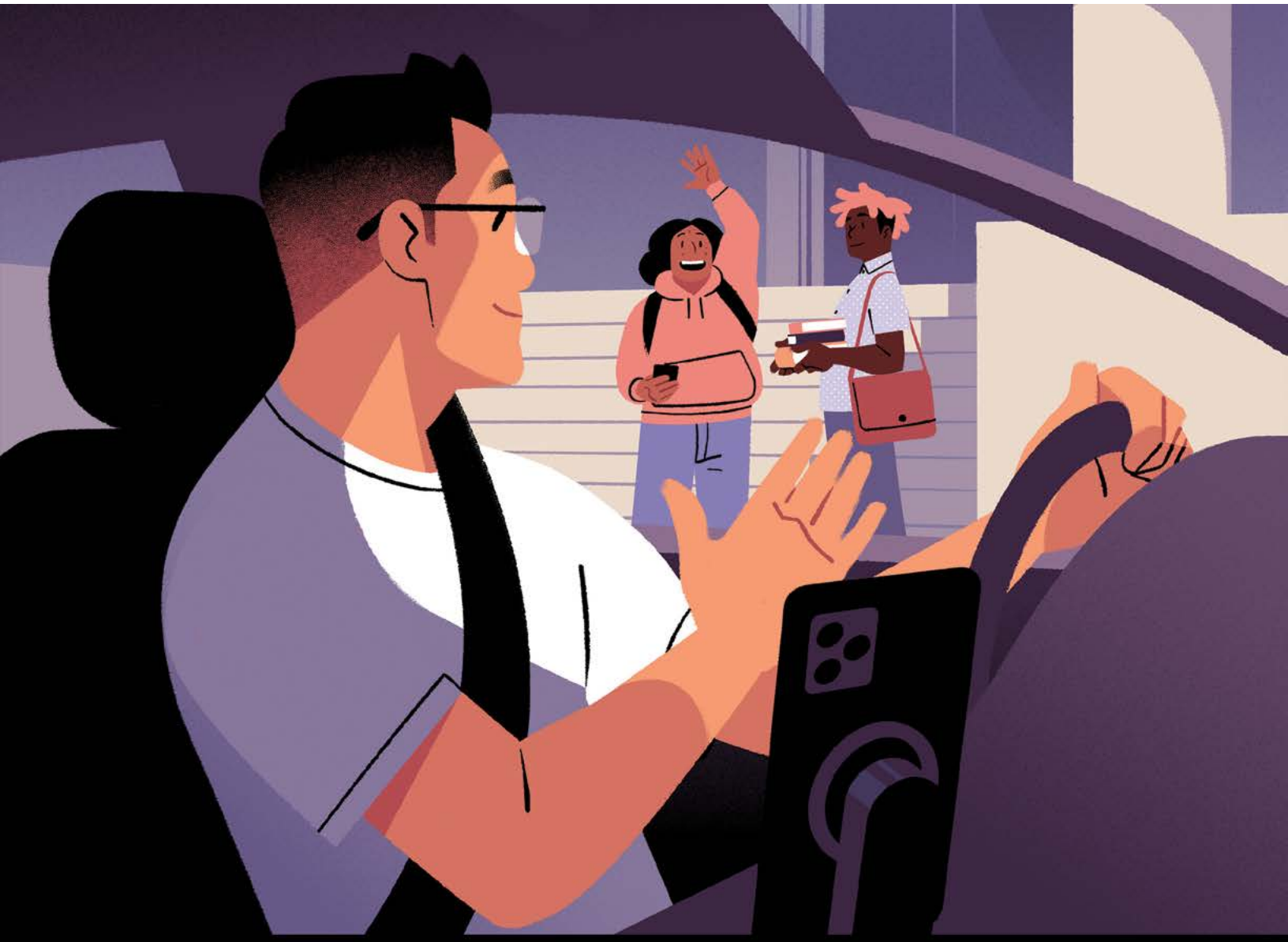
Bentley University's integrated, student-centered model of campus policing serves as a blueprint for institutions seeking transformational change. By placing officers at the nexus of student life, collaboration, and event planning, public safety becomes a trusted partner in the university's mission and growth in students' lives.

Biographies

Francis G. Bourgeois: is a 33-year law enforcement veteran with an M.B.A and several police leadership certificates. He served the Nashua N.H. Police Department for 20 years with assignments ranging from Detectives, Community Policing Unit, police prosecutor, S.W.A.T. and two years at the N.H. Attorney General's Office as an investigator. He also spent five years working in corrections in Massachusetts. Prior to joining Bentley University where he now serves as Chief of Police and Assistant V.P. of Student Affairs, Francis worked as the Associate Director of Residential Safety and Security at Northeastern University in Boston where he also served as Director of Housing. He holds a Management Degree from Suffolk University and an M.B.A from Rivier University. Francis is an accomplished law enforcement professional with a number of awards and recognitions.

Dr. J. Andrew Shepardson is the Vice President of Student Affairs and Dean of Students at Bentley University where he has served for over 30 years. Dr. Shepardson is a highly regarded student affairs practitioner with numerous appearances as a guest speaker on matters involving student affairs. Dr. Shepardson's foundational approach to student development outside of the classroom is what led the university police department to be assigned to the Student Affairs Division. In addition to his roles on campus, Andrew has taught undergraduate and graduate courses at Bentley, Northeastern and Suffolk universities. He has been named staff member of the year by Bentley students and received the university's Founder's Day award. Andrew holds a Ph.D. from the Lynch School of Education at Boston College, an M.Ed. in Student Development and Counseling from Northeastern University, and a B.A. in English from St. Michael's College in Vermont.





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