



AMERICAN UNIVERSITY  
WASHINGTON, D C

# **Security Review Working Group Report and Feasibility Assessment**

March 18, 2025

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## 1. INTRODUCTION

At a time of increased safety concerns in communities around the country, and in reaction to gun violence at other colleges and universities, the question was raised by the Board of Trustees in 2023 about how well-prepared American University (AU) is in the event of an incident on campus and whether our overall safety procedures and protocols meet the needs of our community.

AU routinely conducts assessments of our safety procedures to ensure we have the right approach for our community and determine what, if any, new or revised steps are needed to address current or future concerns. In this most recent review, the university explored a spectrum of considerations, from non-lethal weapons to arming the American University Police Department (AUPD) with firearms. Knowing that any change could significantly impact campus climate and would prompt understandable concerns from the community, AU leaders brought together a cross-section of faculty, staff, and students to explore this issue thoroughly.

One important consideration in addressing this question is to evaluate the merits of arming campus police departments. Other universities, including George Washington University, have conducted similar analyses, and have chosen to arm their police. However, each community is unique and the characteristics of the AU campus and community, including our residential location, play an important part in the analysis. Currently, AUPD officers are equipped with less-than-lethal chemical and impact weapons and trained in de-escalation techniques.

## 2. CONVENING A WORKING GROUP

A Security Review Working Group (SRWG) was assembled in fall 2023 to conduct an assessment of our safety procedures. AU leaders were asked to recommend working group members, including faculty and staff, with representatives from Staff Council, Faculty Senate, and staff who could advise the working group from their areas of expertise (e.g., Inclusive Excellence, student affairs, general counsel, communications, human resources). Student participants, including representatives from American University Student Government (AUSG), the Residence Hall Association (RHA), Washington College of Law (WCL), and the graduate schools, were also asked to advise the working group. Led by CFO, Vice President and Treasurer Bronté Burleigh-Jones and Assistant Vice President of University Police Services, Emergency Management, and Transportation Programs Phillip Morse, the SRWG would engage the university community to help address this challenging topic in an informed and educated manner.

When the effort was announced to the AU community in October 2023, it was made with the explicit caveat that bringing the question to the community did not presume any decision or outcome or that we would change our current approach, and that further discussion and community input would be a central part of the ongoing review.

### 3. FRAMEWORK FOR REVIEW

Throughout fall 2023 and into the spring and summer of 2024, the SRWG met to develop the review, outline key questions, engage with outside experts and practitioners to inform the work, and plan specific actions for community engagement and education.

#### Range of Options for Consideration

The working group developed four options to frame the conversation with the AU community:

1. Maintain the status quo of an unarmed campus police department, equipped with pepper spray and ASP batons;
2. Provide expanded less-than-lethal stand-off capability to address armed threats by persons in possession of weapons not involving firearms;
3. Provide the ability to deploy firearms from police vehicles in threat situations involving weapons; and
4. Arm all officers and supervisors.

#### Engaging the Community

The SRWG planned the security review to include multiple channels to interact with and provide information to the community, including a project website, educational sessions, community forums, and a survey.

#### Website

On September 10, 2024, the SRWG launched a [website](#) to serve as a repository for educational information, documents, and resources related to the review. The site also has links to all the communications that have been sent related to the review and working group.

#### Educational Sessions

The working group consulted faculty from the School of Public Affairs' Department of Justice, Law & Criminology for recommendations regarding the structure and content of the educational sessions. Divided into two sets of sessions (with lunchtime and evening times for each), the design was intended to first share current practices at AU and then provide a balanced approach with insights from higher education law enforcement experts, and educators and researchers in the field.

On September 19, 2024, the first sessions, titled *AUPD – What You Need to Know*, provided in-depth information about the university's current safety and security practices. Led by Phillip Morse and Director of Global Safety and Compliance ERM, Matthew Verderosa, the main topics of discussion at the sessions were the current state of AUPD and its jurisdiction and authority; an overview of AUPD's 10-year strategic approach to violence prevention (Detect, Deter, Prevent, Respond, and Mitigate); AU

and local area crime statistics; and the university's emergency management and preparedness.

The second set of sessions, titled *Session on Trust – Law Enforcement and Researcher/Educator Perspective*, were held on September 26, 2024. These sessions were facilitated by Dr. TaLisa Carter and Dr. Janice Iwama, both of whom are associate professors in the Department of Justice, Law, & Criminology. Drs. Carter and Iwama developed a series of questions, which they posed to a group of subject matter experts with varied backgrounds in law enforcement practice and research/education (see appendix for panelists and their bios). The panelists discussed questions around policing, trust, training, response times, transparency, officer/citizen interactions, the history of law enforcement including challenging experiences that have affected different communities, research on marginalized communities and policing, arming university police officers, as well as sharing a wide variety of personal insights and opinions.

The videos for both of the sessions, as well as the presentation deck for the *AUPD – What You Need to Know* are available on the website:

<https://www.american.edu/finance/security-review/education-sessions.cfm>.

## Community Forums

In October, the working group hosted a series of nine community forums on the main campus to engage students, faculty, and staff and to acknowledge their perspectives. Each session was intended to include a specific segment of the university community—faculty, staff, or students—who were of like minds regarding the question of changing the university's police practices: those who thought it was a good idea, those who thought it was a bad idea, and those who were undecided, as well as a session for impacted communities. The segmentation of the individuals attending the sessions allowed the working group to elicit attendees' opinions in an environment devoid of debate where they could express their opinions freely in a safe, non-confrontational environment. Two additional sessions were held in November, coordinated by the leaders of the Student Bar Association (SBA).

### *Forum Facilitation*

Leaders from the university community, including the AUSG, RHA, SBA, Faculty Senate, and Staff Council, facilitated sessions for their constituent groups. Bronté Burleigh-Jones introduced each session with an overview of the Security Review, the options for consideration, and timeline. Phil Morse attended each session to respond to questions and clarify information. All sessions used the same three questions for facilitation:

1. From your perspective, how will a change in practice, namely the addition of lethal firearms, impact AU campus security?
2. From your perspective, what impact do you expect that arming AUPD will have on campus climate?

3. From your perspective, if AUPD changes their practices regarding weapons, which of the options would be most appropriate?
  - Maintain the status quo of an unarmed campus police department, equipped with pepper spray and ASP batons;
  - Provide expanded less-than-lethal stand-off capability to address armed threats by persons in possession of weapons not involving firearms;
  - Provide the ability to deploy firearms from police vehicles in threat situations involving weapons; and
  - Arm all officers and supervisors.

### *Community Forum Attendance*

Names and roles were not formally asked for in the sessions. In addition, not all attendees actively participated and spoke in the sessions or may not have been present for the entire time. For this reason, the total number of participants is approximate:

Staff	30
Faculty	20
Students	55
Impacted Communities	20
Washington College of Law	35
Total	160

### *Summary of Sentiments Heard at Community Forums*

#### **Impact on Campus Security**

Participants across various sessions expressed significant concerns about the potential negative impact of arming campus police officers. Key points included:

- **Increased Risk:** Many participants believed that introducing firearms would heighten the risk of injury or serious consequences. For example, a staff member mentioned, "Adding guns to a situation heightens the risk of injury or serious consequences."
- **Escalation and Misuse:** Forum attendees expressed concerns about scenarios where firearms might be used unnecessarily, leading to tragic outcomes. A faculty member noted, "Escalation is a concern for me as well as the students with whom I have spoken."
- **Mental Health Crises:** Concerns were raised about the impact of firearms on students experiencing mental health crises. One participant stated, "The introduction of lethal firearms into that mix could be very dangerous."

- **Effectiveness in Emergencies:** Some participants questioned the effectiveness of armed officers in emergencies, comparing potential responses to past incidents like Uvalde. A participant asked, "How can we be confident that AUPD officers would actually respond in a situation with an armed assailant?"

### Impact on Campus Climate

The potential impact on campus climate was a major concern, with participants fearing increased tension, fear, and mistrust. Key points included:

- **Fear and Anxiety:** Many participants felt that arming officers would increase fear and anxiety among students, particularly marginalized groups. An Afro-Latina student shared, "I've always felt unsafe with arms. Having guns increases anxiety with the officers and whoever has it."
- **Chilling Effect on Activism:** There were concerns raised that armed officers could intimidate students and staff, stifling activism and open expression. A staff member worried, "The line from nothing to someone getting hurt by a firearm would be shorter and would thus have a chilling effect on AU's healthy activism on campus."
- **Bias:** Participants expressed fears about racial profiling and implicit bias, particularly affecting students of color. One participant noted, "It could become really dangerous for disabled students or students having mental health crises."
- **Negative Impact on Relationships:** Forum attendees raised concerns that arming officers would strain relationships between the police and the community. A criminal justice professor said, "Arming the AUPD would change relationships with the people they serve."

### Appropriate Option

The majority of participants preferred maintaining the current practice of not arming campus police officers. Key points included:

- **Status Quo:** Many participants favored maintaining the status quo, citing concerns about the risks and negative impacts of introducing firearms. One participant stated, "Stick with the current situation; everything on top of that puts more lives at risk."
- **Non-Lethal Alternatives:** Some participants supported expanding non-lethal options to improve campus safety without introducing firearms. A faculty member expressed support for "expanding less than lethal force."
- **Community Involvement:** There was a strong desire for transparency and community involvement in the decision-making process. Participants emphasized the need for thorough consultation and consideration of community input before making any changes.



Overall, the forums revealed significant concerns about the potential negative impacts of arming campus police officers on both campus security and climate. The majority of participants preferred maintaining the current practice or exploring non-lethal alternatives, with a strong emphasis on community involvement and transparency in the decision-making process.

## Community Survey

With the assistance of the Office of Institutional Research and Assessment (OIRA), the working group surveyed AU faculty, staff, and students, as well as parents, neighbors, alumni, and Board of Trustees members throughout November 2024.

The survey was conducted with most audiences using a personalized link sent by OIRA through the university's Qualtrics platform; this method was chosen to avoid tampering of results as it prevented survey participants from submitting answers multiple times or sharing access to the survey.<sup>1</sup> Using personalized links also allowed OIRA to collect demographic data from the campus community without asking additional questions about primary roles (e.g., faculty, staff, or undergraduate students). OIRA collaborated with Alumni Relations in University Advancement and the Office of Community Relations to collect email addresses for the Alumni Board members and neighbors, respectively. A total of 15,684 survey invitations were sent to the campus community (i.e., faculty, students, and staff) with a 14% response rate and a total of 14,408 invitations were sent to alumni, neighbors, and parents, with a 3% response rate.

Select data are shown below. The full set of questions and multiple-choice results for students, faculty, staff, alumni, neighbors, parents, and Board members are in the appendix.

### *Multiple Choice Question Analysis*

The survey included ten multiple-choice questions plus one open-ended question. To foster survey participation, answers were not required for each question. Total responses for each question varied, ranging from 2,475 to 2,664. Of the total, responses, fourteen came from participants whose primary role did not fall into one of the main primary roles as shown in the table below. The highest count for a question was for question #3, regarding the preferred choice of the four options that were under consideration.

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<sup>1</sup> The Board of Trustees were able to access the survey via a QR code at their November meetings to encourage their participation.

Primary Role	Count
Undergrad student	968
Staff	549
Graduate or law student	398
AU Parent	329
Full-time faculty	261
Adjunct faculty	90
AU Neighbor	38
Alumni	11
Board of Trustees	6
<b>Total Responses</b>	<b>2,664</b>

The second question gauged the respondents' exposure to the shared education materials and participation in community forums. Of these, staff and undergraduate students had the highest levels of engagement, with 31% of staff and 21% of undergraduates attending or viewing an educational session or community forum. Survey participants chose which of the four options they preferred and 46% chose maintaining the status quo of an unarmed campus police force. However, option 2 (to provide expanded less-than-lethal stand-off capability to address armed threats) and option 3 (the ability to deploy firearms from police vehicles) each received 21%.

The remaining multiple-choice questions used Likert-type items to assess community sentiment regarding how arming the AUPD could affect feelings of safety, a welcoming campus, and response times and deterrence in the event of incidents involving weapons. While some questions had responses with a majority choosing one polarized end of the scale (e.g., 40% of respondents strongly disagreed that firearms serve as a deterrent to incidents involving weapons and 64% strongly disagreed that AU should arm all officers and supervisors), many of the responses were more evenly distributed.

### *Open-Ended Question Analysis*

The final question in the survey was an open-ended question:

“What impact would you expect arming AUPD  
with firearms would have on campus climate?”

More than half (1,399 of 2,664) of the total survey participants answered this question.

Microsoft CoPilot was used to synthesize data from open-ended text responses. The method and prompts used for this analysis are included in the appendix.

Primary Role	Count*	Increase Fear and Anxiety	Increase Distrust of AUPD	Increase Safety and Security	None/No Impact/No Change
Undergraduate Student	467	309 (66%)	258 (55%)	103 (22%)	5 (1%)
Graduate or Law Student	211	119 (56%)	98 (46%)	33 (16%)	3 (1%)
Staff	320	168 (53%)	134 (42%)	84 (26%)	4 (1%)
Full-time Faculty	173	107 (62%)	90 (52%)	18 (10%)	2 (1%)
AU Parent	160	64 (40%)	48 (30%)	56 (35%)	3 (2%)
Adjunct Faculty	56	34 (61%)	28 (50%)	12 (21%)	1 (2%)
<b>Total:</b>	<b>1,399</b>	<b>801 (57%)</b>	<b>656 (47%)</b>	<b>306 (22%)</b>	<b>18 (1%)</b>

\*Total count includes 12 responses from participants whose primary role group constituted less than 1% of the total responses.

## Summary of Responses by Primary Role

### Undergraduate Students

Undergraduate students were the largest group of participants in the survey and 48% opted to respond to the open-ended question. Of the 467 responses, 66% expressed fear and anxiety about arming AUPD, with many feeling it would create a more unsafe and fearful environment. Distrust towards AUPD was also significant, with 55% of the question responses sharing concerns about the potential misuse of firearms. A smaller portion (22%) saw potential safety benefits, believing it could deter violent behavior.

### Graduate or Law Students

Graduate and law students shared similar concerns, with 53% of these students completing the open-ended question. A majority (56%) expressed fear and anxiety and distrust of AUPD (46%), with many believing that arming AUPD would harm the campus climate. Some students (16%), however, felt that it would enhance their sense of safety.

### Staff

Fifty-eight percent of staff responses highlighted fear and anxiety, with many worried about a more threatening environment. Fewer than half of staff responding to the question (42%) felt it would further erode the trust between the university community and AUPD. But more than a quarter (26%) of the responding staff members saw potential safety benefits including the ability for the AUPD to provide a quicker response to threats.

### Full-time Faculty

Full-time faculty expressed high levels of fear and anxiety; 62% of the 261 responses to the open-ended question noted concerns that arming the university police with firearms would create a threatening campus climate. Distrust of AUPD was also significant, with

52% believing it would erode trust between students and administration. A small portion (10%) saw potential safety benefits.

### **Adjunct Faculty**

Only 56 adjunct faculty completed the open-ended question, but of those 61% expressed concerns about a chilling effect on campus. Fifty percent of this group believed it would dissolve trust on campus. Twenty-one percent of adjunct faculty saw potential safety benefits, believing it would enable AUPD to protect and save lives faster.

### **AU Parents**

AU parents had mixed responses; of the 160 parents responding to the question, 40% were concerned about a negative impact on campus climate and that it would create a more stressful environment for their children. Parents also expressed fear that arming the AUPD would further erode trust, especially among students who already feel vulnerable or targeted. However, a portion of parents (35%) believed that arming AUPD would ensure the safety of students.

### **Conclusion**

Across all primary roles, the predominant sentiment was one of fear and distrust regarding the idea of arming AUPD with firearms. Concerns about the negative impact on marginalized groups, the potential for increased violence, and the chilling effect on free speech and protests were common themes. While there were some acknowledgments of the potential security benefits of firearms, these views were generally outweighed by the perceived risks and negative consequences.

## **Survey of AUPD Officers' Perceptions**

Independent of the Community Survey, Candace Strickland, a Ph.D. candidate in Justice, Law & Criminology at AU's School of Public Affairs, included questions related to AU's Security Review when she surveyed the AUPD as part of her doctoral research. Ms. Strickland's study, *Policing from Within: Understanding the Role of Organizational Justice and Self-Legitimacy in Shaping Officers' Mindsets*, aims to identify crucial factors influencing police officers' orientations toward policing to identify ways to improve officer well-being, job satisfaction, and overall effectiveness.

Her survey included questions on a range of themes, including Alignment with University Values, Community Perception and Trust, Cost and Budget Implications, Effectiveness in Deterring Crime, Legal and Liability Considerations, Public Relations and University Reputation, Response Time to Incidents, Risk of Escalation, and Training and Professionalism of Officers.

The study employed a non-random convenience sampling approach. After receiving approval from American University's Assistant Vice President for University Police

Services & Emergency Management and Transportation, AUPD officers were invited to participate via email. The recruitment email provided a brief description of the study, an introductory video, a link to the survey, and informed consent information.

At the time of the survey, the 40 sworn officers at AUPD were invited to participate and 35 completed the survey, leading to an 87.5% response rate. Additionally, one officer chose not to participate. Furthermore, two officers began the survey but did not finish it. Key insights, as written by Ms. Strickland, are shared below.

## **Key Insights**

### **Training and Professionalism of Officers**

The survey responses indicated that most AU officers felt well-prepared by the department's training. Specifically, 78% (26 out of 33 respondents) strongly agreed or agreed that the training adequately prepared them for their duties. Additionally, 60% (20 out of 33 respondents) agreed or strongly agreed that their colleagues displayed high levels of professionalism. Regarding legal standards, 66% (22 out of 33 respondents) confirmed receiving regular updates. 75% (25 out of 33 respondents) reported receiving sufficient training for de-escalation.

### **Response Time to Incidents**

The survey responses showed that AU police officers demonstrated high confidence in the department's emergency response capabilities, with 93% (31 out of 33 respondents) strongly agreeing or agreeing that they were confident in the department's ability to respond quickly to emergencies and critical incidents. Additionally, all 33 respondents believed that the department's response times to incidents were satisfactory, with 15 selecting "strongly agree" and 18 selecting "agree." Moreover, all respondents rated the department's response times as "good" or "excellent," with 18 selecting "excellent" and 15 selecting "good." These findings illustrated that AU officers consistently expressed strong confidence in their department's ability to handle critical situations on campus.

### **Legal and Liability Considerations**

The survey results indicated that AU officers were highly aware of the legal implications of their roles, with all 33 respondents either strongly agreeing (19 responses) or agreeing (14 responses) with the statement: "I am aware of the legal implications of my actions as a police officer." When asked whether the department provided adequate guidance on legal and liability issues, 63% (21 out of 33 respondents) agreed with the statement, while eight respondents strongly agreed and four responded neutrally. Overall, this suggested that most respondents believed the department provided adequate guidance on legal and liability issues.

### **Cost and Budget Implications**

When respondents were asked whether the department effectively allocated resources to maintain safety and security, 82% (27 out of 33 respondents) strongly agreed or agreed that it did so. In contrast, six respondents were less favorable, with three answering neutrally and three disagreeing. Overall, this indicated that most AU officers

felt the AU Police Department adequately allocated resources to maintain safety and security on campus.

### Community Perception and Trust

The presence of armed officers on campus was viewed positively by 75% of respondents (25 out of 33), who strongly agreed or agreed that it enhanced an individual's sense of safety. This indicates that most AU officers believed armed officers contributed to perceptions of safety. Respondents' perceptions of community trust in the police department's ability to handle situations were also generally positive, with 75% (25 out of 33 respondents) strongly agreeing or agreeing that the community trusted the department to handle situations appropriately. In comparison, four respondents answered neutrally, and four disagreed.

### Effectiveness in Deterring Crime

Most respondents believed that the presence of armed officers on campus effectively deterred crime, with 93% (31 out of 33) strongly agreeing or agreeing. Overall, AU police officers felt confident that the presence of armed officers effectively deterred crime.

### Risk of Escalation

Concerning their perceptions of their ability to de-escalate potentially volatile situations, 96% of respondents (32 out of 33) strongly agreed or agreed that they felt confident in their ability to de-escalate. This suggested that AU police officers felt well-equipped to manage and defuse tense situations. However, there were mixed views regarding whether the presence of armed officers increased the likelihood of escalation in certain situations. While a majority (17 out of 33) strongly disagreed or disagreed with this concern, nine respondents strongly agreed or agreed, and seven remained neutral. Overall, this reflected differing opinions among AU officers about the potential impact of armed officers on the risk of escalation.

### Public Relations and University Reputation

When discussing whether the AU police department's actions positively impacted the university's reputation, 87% of respondents (29 out of 33) strongly agreed or agreed. Similarly, 75% (25 out of 33 respondents) strongly agreed or agreed that the department's public relations efforts effectively communicated its role and values. However, qualitative comments about the impact of armed officers on the university's image were mixed. Some respondents believed that the presence of armed officers could affect the university's image positively or negatively, while others believed it had no impact.

### Alignment with University Values

Most respondents (60%, or 20 out of 33) strongly agreed or agreed that the presence of armed officers aligned with the university's mission and values. Additionally, 90% of respondents (30 out of 33) believed their role supported the university's commitment to inclusive excellence. Qualitative responses regarding whether the AU police

department's policies and practices aligned with the university's mission and values also reflected positive perspectives, with most respondents commenting "yes."

Additional survey information, including questions and demographic data is available in the appendix.



## 4. FEASIBILITY ASSESSMENT

Running concurrently with the SRWG's engagement efforts, a subset of the working group has conducted feasibility studies to assess the potential financial, legal, and logistical implications of a change in AUPD practices and protocols. These working group members, including representatives from the Office of General Counsel, the Office of Finance and Treasurer, Human Resources, AUPD, and Risk Management, have prepared a comprehensive institutional risk management and resource assessment, including human capital management, budget and resources impacts, institutional risk, and legal assessment. The assessment incorporates key points and additional context regarding law enforcement standards in the District of Columbia (DC), and provides recommendations based on the challenges and opportunities presented.

### 4A. Human Capital Management

The decision to arm the American University Police Department (AUPD) with lethal force would represent a significant institutional shift with far-reaching implications for campus safety, community relations, officer preparedness, and operational capacity. While a transition of this nature could be achieved, the challenges involved are substantial and would require thorough planning, resources, and community engagement to ensure successful implementation and sustained effectiveness. This report explores these challenges, contextual considerations, and potential pathways forward.

### Existing Challenges to Implementing an Armed Police Force

#### *Regulatory and Certification Gaps in the District of Columbia*

Unlike neighboring states such as Maryland and Virginia, the District of Columbia does not have codified state-level law enforcement standards, police officer certification, or a full-service police academy to train officers for duties involving lethal force. Currently, AUPD officers attend the Consortium of Universities of the Washington Metropolitan Area (CUSI) training academy, an 11-week program tailored to the university environment. This academy equips officers with the foundational knowledge and skills required for their current responsibilities, including the use of less-than-lethal force. However, to transition to a fully armed force capable of carrying lethal weapons, the department would require a more comprehensive training program aligned with the rigorous standards of state, municipal, or federal law enforcement academies. Establishing such standards and resources would ensure the department is fully prepared to meet the demands of an armed police force and uphold the highest levels of professional credibility and public trust.

#### *Jurisdictional and Regulatory Oversight*

The authority for campus special police officers stems from the 1995 Campus Safety Act and Title 6, Chapter 11 of the District of Columbia Municipal Regulations. Officers are licensed and commissioned by the Metropolitan Police Department (MPD) through the



Security Officers Management Branch (SOMB). Despite this authority, AUPD officers are not recognized as certified law enforcement officers. Recently, the MPD suspended access to critical law enforcement databases, including the Washington Area Law Enforcement System (WALES) and the National Criminal Information Center (NCIC), citing non-compliance with federal certification requirements.

Without access to these systems, AUPD's operational capabilities are hindered, particularly in conducting background checks, tracking stolen property, and collaborating with local and federal agencies, identifying wanted persons, missing persons, and vehicles. This lack of acknowledgement by MPD is significant and the Consortium is currently working on a resolution.

### *Recruitment, Retention, and Training Challenges*

AUPD has 35 authorized full-time police officer positions but faces a 19% annual attrition rate, presenting ongoing challenges in maintaining a stable, well-trained workforce. Addressing these challenges requires focusing on competitive pay and benefits to attract and retain highly qualified officers, particularly as the demands of an armed force increase the stakes. While recruitment and retention are perennial issues in law enforcement, enhanced compensation and training could mitigate attrition over time by fostering workforce stability and commitment.

Implementing an armed force would necessitate robust training programs that meet or exceed industry standards, such as those established by the Commission on Accreditation for Law Enforcement Agencies (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA). The District's baseline training requirements for Campus Special Police Officers (CSPOs) are minimal in comparison, and raising these standards would be critical to ensuring the safe and responsible handling of firearms, use-of-force decision-making, and situational awareness. Although the upfront costs of higher pay and advanced training may seem significant, the long-term benefits—reduced turnover, enhanced safety, and greater community trust—align with best practices for professional campus policing. (See appendices D and E for more information on CALEA and IACLEA standards.)

### *Unique Considerations for the District of Columbia*

American University Police Department (AUPD) officers are highly trained and well-prepared for their current roles, utilizing non-lethal force in a university environment to ensure the safety of the community. Their current training equips them to manage complex situations effectively within the scope of their duties.

However, transitioning to an armed role introduces a distinct set of challenges that require specialized training beyond their current skill set. In most jurisdictions, officers transitioning from civilians to law enforcement professionals undergo extensive academy training lasting 6-12 months. This training encompasses legal standards, tactical skills, community engagement, crisis intervention, and comprehensive use-of-force protocols.

Unlike many jurisdictions, Washington, DC lacks a dedicated, comprehensive police academy tailored to provide this advanced training. This limitation places AUPD at a disadvantage when considering the complexities of arming officers. To bridge this gap, AUPD would need to collaborate with the Metropolitan Police Department (MPD) or establish partnerships with nearby state-certified academies to develop a robust training pipeline.

This approach ensures that any transition to an armed force is carried out responsibly, with officers equipped to uphold the highest standards of safety and professionalism while continuing to serve the university community effectively.

### *Community Concerns and Engagement*

The decision to arm campus police raises concerns among students, faculty, staff, and community members regarding the potential for misuse of force and the impact on campus culture. Transparency, education, and consistent engagement with stakeholders is critical to addressing these concerns and building trust.

## Assessment of Job Role Adjustments

### Mitigating Risk and Liability and Grandfathering Considerations

Adopting rigorous hiring standards would ensure recruits are better qualified and possess the skills necessary for law enforcement duties. This commitment to professional standards would significantly reduce risks and potential legal liabilities for the university. If Commission on Accreditation for Law Enforcement Agencies (CALEA) standards are mandated for current employees, there may be resistance, morale issues, resignations, or even litigation if perceived as retroactive or discriminatory. Employees unable to meet new requirements may claim wrongful termination or other legal action.

Grandfathering current employees—i.e., requiring them to only maintain the lower standards of DCMR Title 6, Chapter 12 eligibility requirements as opposed to meeting CALEA-equivalent standards—avoids the employee relations-related risks and liabilities detailed above. It also avoids immediate disruptions to the workforce, retains institutional knowledge, and acknowledges employee tenure and contributions. However, this creates a two-tiered workforce, where some officers are potentially less prepared than others. This disparity may lead to operational inconsistencies or public scrutiny, especially in incidents involving “grandfathered” officers. Transitional training programs

The **Commission on Accreditation for Law Enforcement Agencies (CALEA)** is an independent, nonprofit credentialing authority for law enforcement agencies, communications centers, training academies, and campus security entities in North America. For more information about them and their standards, see appendices C, D, and E.

for current employees may mitigate these risks and liabilities as well as bridge this operational gap, demonstrating a commitment to professional growth.

## **Evaluation of Staffing Feasibility: Recruiting and Retention**

The ability to recruit and retain staff is critical when considering the achievability of arming the university police department from a staffing perspective.

### *Hiring and Keeping Officers in a Competitive Environment*

The immediate metropolitan DC area has more than 50 law enforcement agencies, most of which have armed sworn officers. In addition to higher pay, most of these competing agencies also offer benefits as part of the local, state, and federal systems that allow them to provide lower-cost health benefits and pensions, as well as addition to thrift savings plans. Many of the area agencies also currently offer significant signing bonuses as they too struggle to recruit and retain officers.<sup>2</sup>

See the appendix for more information on competitive pay and implementation of increases.

## **4B. BUDGET AND RESOURCES**

### **Recruitment and Training Expenses**

The cost of recruiting (detailed in appendix G, summary shown below) includes costs related to background investigations, psychological evaluations, and recruitment campaigns needed to bring in candidates who could meet CALEA guidelines. This does not include the cost of human resources or travel required to recruit from events outside of the DMV, nor does it include the cost of a dedicated in-house investigator to conduct background checks.

If the university were to make the decision to equip AUPD officers with firearms, training to meet the new hiring requirements would be required for all sworn officers who carry firearms and would recur annually for firearm requalification along with other ongoing development and training.

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<sup>2</sup> [DC Metro Police](#); Apply Now - \$25k Hiring Bonus, Starting Salary of \$66,419 (accessed 11/25/2024)

### Differences Between Current Recruitment and Training<sup>3</sup>

Costs	Low	High
Recruitment <sup>4</sup>	\$15,000	\$30,000
Training <sup>5</sup>	\$194,800	\$311,000
Total	\$209,800	\$341,000
Current Training Budget <sup>6</sup>	\$38,500	\$38,500
New Expenses	\$171,300	\$302,500

Recruitment and training costs to hire and develop officers, assuming the university chooses to arm the AUPD with firearms, is detailed in *Appendix G: Cost Estimates for Recruitment, Training, Equipment, and Accreditation*.

The first-year cost of implementing compensation changes to be competitive with other agencies in the DC area is as much as \$806,478 more than current compensation costs.

### Differences Between Current and Proposed Compensation

	Current		Proposed		Annual Difference	
	Low	High	Low	High	Low	High
Annual Wages	\$ 2,846,030	\$ 3,398,000	\$ 3,285,000	\$ 3,960,000	\$ 438,970	\$ 562,000
Fringe (28.5%)	\$ 811,119	\$ 968,430	\$ 936,225	\$ 1,128,600	\$ 125,106	\$ 160,170
Total Compensation	\$ 3,657,149	\$ 4,366,430	\$ 4,221,225	\$ 5,088,600	\$ 564,076	\$ 722,170
Wrkrs Comp Insurance	\$ 4,838	\$ 5,585	\$ 66,029	\$ 89,892	\$ 61,191	\$ 84,308
			<b>TOTAL DIFFERENCE</b>		<b>\$ 625,267</b>	<b>\$ 806,478</b>

To consider in relation to HR-related costs:

1. Higher training standards would likely reduce the long-term risk of misuse of firearms and liability but would also increase initial and ongoing operational costs.
2. Grandfathering current employees would be cost effective as it would only require providing targeted firearm training to current employees and minimize the risk of turnover. Regardless, additional resources would be required should the university decide to align with CALEA standards, even if only new recruits are armed.

<sup>3</sup> Annual costs; assumes resources for 46 armed sworn officers.

<sup>4</sup> Assumes 10 new hires per year.

<sup>5</sup> Training includes costs for new recruits as well as annual training and development for existing officers.

<sup>6</sup> Current recruitment is performed through HR; AUPD budget does not include allocation for these centralized costs.

- Annual costs for re-qualification and training would require a permanent budget allocation.

## Arms and Ammunition Procurement

The initial cost of outfitting the AUPD with firearms, secure storage, and the additional gear that accompanies firearms (e.g., holsters and safety accessories) is estimated to cost between \$84,000 to \$127,000 (details in appendix G). The annual cost of ammunition for training and operation use is estimated to cost \$7,500 to \$15,000.

## Insurance Premium Adjustments

Based on the assessment from AU’s risk management team in the spring of 2024, there would likely be a moderate increase in the university’s workers compensation insurance premiums and general liability insurance premiums.

The university’s workers’ compensation insurer, Travelers Insurance, would change the classification of our officers at renewal should they be armed. Currently, our officers are classified as unarmed guards 8868, the DC rate for which is \$0.17/\$100 payroll. If our officers are armed, then Travelers would change our classification to either 9101, the DC rate for which is \$2.27/\$100 payroll, or 7720, the DC rate for which could be ~\$2.00+.

The university’s general liability policy is silent on the coverage of armed guards, not limiting or excluding coverage. Therefore, additional insurance is likely not needed. As United Educators (UE), AU’s general liability insurance carrier, is silent on the armed guard exposure, they are unable to offer underwriting guidance on the economic impact. UE confirmed that it would not charge for mid-policy changes. However, there would be underwriting scrutiny at the time of renewal, which could lead to additional premium.

## Summary of Total Resource Requirements

<b><u>Expenses</u></b>	<b><u>Total Costs - Year 1</u></b>		<b><u>Total Costs - Year 2</u></b>	
	<b>Low</b>	<b>High</b>	<b>Low</b>	<b>High</b>
Recruitment	\$ 15,000	\$ 30,000	\$ 15,000	\$ 30,000
Training	\$ 194,800	\$ 311,000	\$ 140,800	\$ 221,000
Equipment <sup>7</sup>	\$ 85,700	\$ 130,000	\$ 7,500	\$ 15,000
Certification and Accreditation	\$ 25,000	\$ 40,000	\$ 25,000	\$ 40,000
Compensation	\$4,221,225	\$5,088,600	\$4,305,650	\$5,190,372
Workers' Comp Insurance	\$ 66,029	\$ 89,892	\$ 67,349	\$ 91,690
<b>Total</b>	<b>\$4,607,754</b>	<b>\$5,689,492</b>	<b>\$4,561,299</b>	<b>\$5,588,062</b>

<sup>7</sup> Includes firearms, ammunition, accessories, and storage. See appendix G for details.

## Summary of New Expenses – Year 1

<b>Expenses</b>	<b>Low</b>	<b>High</b>
Recruitment	\$ 15,000	\$ 30,000
Training	\$ 156,300	\$ 272,500
Equipment <sup>7</sup>	\$ 85,700	\$ 130,000
Certification and Accreditation	\$ 25,000	\$ 40,000
Compensation	\$ 564,076	\$ 722,170
Workers' Comp Insurance	\$ 61,190	\$ 84,308
Total	\$ 907,267	\$ 1,278,978

## 4C. INSTITUTIONAL RISK AND LEGAL ASSESSMENT

### Indemnity Considerations

The university’s Employee Indemnification Policy establishes the conditions under which the university would provide indemnification and legal defense for university employees acting at the university’s direction and under the university’s control.<sup>8</sup> Subject to Board approval, university employees are eligible for indemnification and legal defense if their alleged actions or omissions occurred within the scope of their university duties and they acted in good faith and in a manner they reasonably believed to be lawful and in the best interests of the university.

### Qualified Immunity Defense

A recent ruling from the U.S. District Court for the District of Columbia held that university police officers can assert qualified immunity defense against civil rights claims under 42 USC § 1983. However, this ruling came from the lowest federal court in DC, meaning it is not binding precedent on other judges within the same district court or other DC courts. Instead, it serves as “persuasive authority” for other courts in DC, meaning other judges and courts may consider and potentially follow its legal reasoning if they find it convincing or helpful. Because there is a lack of binding precedent in DC courts, it remains uncertain whether university police officers can always rely on this defense for all types of legal claims. Judicial precedent, reiterated in the case involving AU, has established the doctrine of qualified immunity. The doctrine states that qualified immunity applies to government officials acting within the scope of their official discretionary authority (e.g., whether to make an arrest, perform a search, or discharge their weapon). Qualified immunity is a defense when a government official is sued in their individual capacity. Under qualified immunity, the official is shielded from civil liability if their conduct does not violate clearly established statutory or constitutional rights that a reasonable person would have known. Judicial precedent has established that qualified immunity thus gives government officials room to make reasonable but

<sup>8</sup> American University, [Employee Indemnification Policy](#). Accessed January 16, 2025.

mistaken judgments. Special police officers, like those at universities, are private parties and may have powers to arrest, but their ability to assert qualified immunity is not clearly established.

Nevertheless, the U.S. District Court in DC ruled that AU officers could claim qualified immunity. The court's analysis included the assessment of two elements: (1) whether there is a firmly rooted tradition of immunity applicable to similarly situated parties at common law, and (2) whether immunity would be consistent with the reasons courts have afforded protection from suit under section 1983. The court concluded that AU officers met these criteria, as their duties often overlap with public law enforcement.

When qualified immunity is asserted, courts must determine whether the official was acting within their discretionary authority, whether their actions did not violate a clearly established right, and whether their actions were objectively reasonable under the circumstances.

### *Takeaway*

The institutional risks and legal protections associated with indemnification and qualified immunity present both advantages and challenges for the AU community. On the positive side, these mechanisms ensure AUPD officers are supported when acting in good faith and within the scope of their duties. This protection fosters professionalism, enhances morale, and aligns the department with public law enforcement standards, contributing to a safer campus environment. Such safeguards may also help the university attract and retain qualified officers, improving departmental effectiveness.

However, these frameworks come with uncertainties and risks. The discretionary nature of indemnification and the lack of binding precedent on qualified immunity in DC courts introduce legal and financial exposure for the university. High-profile or controversial incidents could lead to litigation, reputational harm, and strained community relationships, particularly in cases where officer actions are perceived as overreach or misconduct. To mitigate these risks, the university should emphasize robust risk management strategies, comprehensive training, and clear operational guidelines that balance safety priorities with institutional accountability.

## Carrying Firearms While Traveling Between Campus Locations

A review of DCMR Title 6 Subtitle 6-A Chapter 6-A12, which governs university special police officers, does not explicitly state whether university police officers are authorized to carry firearms while on duty and traveling between different university sites (e.g., 4400 Massachusetts Ave., Spring Valley Building, 3201 New Mexico Ave., etc.).

University special police officers have jurisdiction on the campus where they are commissioned. The regulations define "campus" to include any building or property



owned or controlled by the university (DCMR § 1201.2).<sup>9</sup> Section 1202.01 states that no university special police officer “shall display a badge, weapon, or other evidence of authority in any place other than the property owned by, or under the control of the campus upon whose account they are appointed.” A strict reading of this provision suggests that an officer could not wear their uniform, badge, or display any authority once they step off a university property. However, this interpretation may not be reasonable in practice.

A related provision in DCMR Title 6, Subtitle 6-A Chapter 6-A11 governing “special police”, states:

Firearms or other dangerous weapons carried by special police officers whose commissions extend to more than one person's or corporation's property, or more than one premises owned by one person or corporation, may be carried only when that special police officer is on actual duty in the area thereof or while traveling, without deviation, immediately before and immediately after the period of actual duty, between that area and the residence of that special police officer. (DCMR § 1103.4)

This provision appears to limit firearm possession to travel between work and home. However, guidance from MPD interprets it more broadly, allowing special police officers to carry a firearm when traveling between contract sites. MPD's FAQ on special police officers provides the following clarification:<sup>10</sup>

- Q. Can a Special Police Officer carry a firearm when not on their authorized property?
- A. Generally, firearms or other dangerous weapons carried by a special police officer shall be left on their authorized premises when that special police officer is not on duty (DCMR Title 6a § 1103).

If there are no provisions for the safe storage of their firearm at the location they are working, they may take the firearm home after their tour of duty, and must also respond directly to their residence “without deviation” (DCMR Title 6a, Chapter 11, Section 1103.4).

A Special Police Officer may also carry a firearm when they are traveling between contract sites that they are working. They may traverse “without deviation” between the location they are leaving, and the location where they are going (DCMR Title 6a, Chapter 11, Section 1103.4).

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<sup>9</sup> [District of Columbia Municipal Regulations, Title 6A – Police Personnel](#), Chapter 12, section 1201.2 (p. 13)

<sup>10</sup> [DC Metropolitan Police, Security Personnel Resource Guide FAQs](#)



## Implementation Considerations and Recommendations

Should the university make changes to its current practice with respect to how it equips the AU Police Department, this is a summary of actions for implementation:

### 1. *Establish a Comprehensive Training Program*

- Collaborate with CUSI, MPD, or neighboring jurisdictions to establish a robust training curriculum aligned with national law enforcement standards.
- Require all officers transitioning to an armed role to complete extensive training in firearms proficiency, de-escalation, and mental health crisis intervention.

### 2. *Address Compensation and Retention*

- Conduct a market analysis to benchmark AUPD pay and benefits against local law enforcement agencies. Adjust compensation packages to remain competitive and reduce attrition.
- Implement career development opportunities to enhance job satisfaction and professional growth.

### 3. *Secure Accreditation and Certification*

- Advocate for legislative or regulatory changes to establish law enforcement certification standards in DC.
- Pursue accreditation from nationally recognized bodies, such as the Commission on Accreditation for Law Enforcement Agencies (CALEA), to bolster credibility and compliance.

### 4. *Enhance Community Engagement*

- Hold town hall meetings and focus groups to gather input and address concerns from campus stakeholders.
- Develop clear policies on use of force, transparency, and accountability to foster trust and align with community values.

### 5. *Leverage Federal Resources and Expertise*

- Explore federal grant opportunities to support training, equipment acquisition, and operational costs associated with arming officers.
- Consult with federal agencies and accredited academies to adopt best practices.

## Feasibility Assessment Conclusion

The feasibility of arming AUPD with lethal force hinges on addressing significant structural, operational, and cultural challenges. While the transition could be achieved, it would require a comprehensive approach involving enhanced training, improved compensation, regulatory advocacy, and robust community engagement.

Given the unique challenges posed by DC's regulatory environment and AUPD's current structure, a phased approach with clear benchmarks for training, certification, and community readiness would be recommended. This would ensure that the program is both effective and sustainable, safeguarding the campus community and the officers who serve it.

The university must weigh these considerations carefully to ensure that the implementation of an armed force enhances campus safety without compromising trust, equity, or the mission of higher education.

## 5. ADDITIONAL CONSIDERATIONS AND DATA POINTS

### Tactical Response

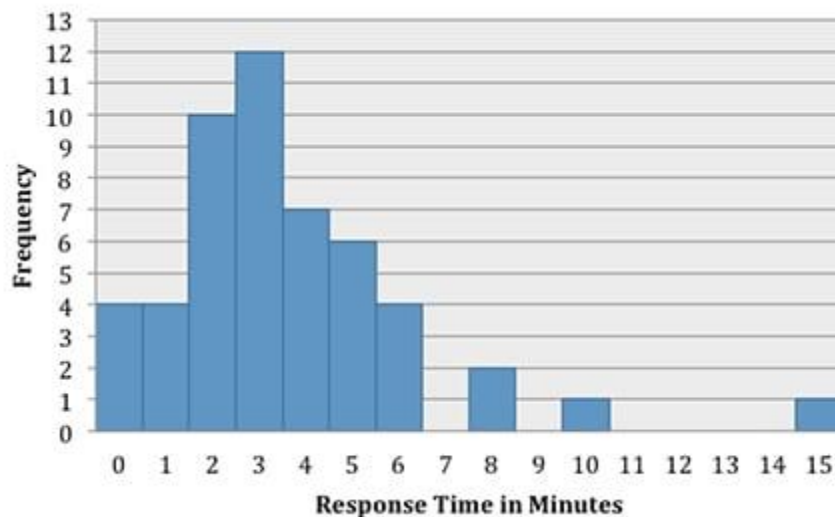
Response to active shooter incidents has changed drastically in the past several years. Before the shootings at Columbine High School, the traditional and accepted law enforcement response to an armed intruder was to isolate, contain, and negotiate. The use of these types of tactics at Columbine resulted in significant delays in law enforcement action and required a change in the operational tactics utilized when dealing with an active shooter. The International Association of Chiefs of Police and the National Tactical Officers Association have worked with law enforcement agencies across the country to develop new tactics and techniques that bring quicker life-saving resources to bear when dealing with an active shooter.

Today, law enforcement officers take immediate and aggressive action to identify, locate, and, if needed, eliminate threats using a five-person, four-person, and even a single-officer entry team response. Waiting for additional resources to arrive at the scene is no longer an option. Police agencies are now encouraged to conduct collaborative active shooter training with neighboring jurisdictions. Colleges and universities across the country are now educating their faculty, staff, and student body as to the appropriate actions to take if confronted with an active shooter. The International Association of Campus Law Enforcement Administrators (IACLEA) concludes, "Unpleasant as any emergency or criminal situation might be, the ability to use force, even deadly force, facilitates a rapid and effective response to situations where minutes, and even sometimes seconds, can count dearly...armed police officers on campus should be the norm." While some state statutes may require campus police to be armed, for the vast majority of colleges and universities arming campus police officers is a local control issue.

## Understanding Response Times

Response time is how long it takes for police officers and first responders to respond to the call and arrive at the scene after being notified. The total time it takes for first responders to arrive is made up of several factors: it takes a victim or witness approximately 5–7 minutes to realize what is happening and call the police.<sup>11</sup> Additionally, it takes another 4–11 minutes for the 911 call to be processed and first responders to be dispatched to the incident. When you add these together, notification can take ten minutes or more. Most active shooter incidents are completed within five minutes or less. According to the FBI, the median response time has improved to around three minutes for active shooter emergencies. When added to total notification time, it can be 10–20 minutes for help to arrive, depending on the location.

Graph: Police Response Time to Active Shooter Attacks



*Source: Federal Bureau of Investigation (FBI), median response time was around three minutes based on 51 cases.<sup>12</sup>*

<sup>11</sup> MSD Public Safety Commission; Marjory Stoneman Douglas High School; [Initial Report](#)

<sup>12</sup> Federal Bureau of Investigation (FBI), Law Enforcement Bulletin; [Active Shooter Events from 2000 to 2012](#); January 7, 2014

## Response Times for American University

According to the Office of D.C. Auditor, MPD response times for 50% of Priority 1 calls (i.e., the median response time for the most serious incidents) is 6.7 minutes in Second District where AU is located. Also in the Second District, MPD has a response time of 19.9 minutes for 90% of Priority 1 cases.<sup>13</sup>

**Priority 1 Response Times in Minutes**  
Metropolitan Police Department, Second District (CY 2022)

	<b>Wait Time</b>	<b>Travel Time</b>	<b>Response Time</b>
Median	2.6	3.4	6.7
90 <sup>th</sup> Percentile	7.6	12.6	19.9

Source: [Office of the District of Columbia Auditor](#)

MPD's response-time data has two components: wait time (the minutes spent reporting the incident to 911 before police are dispatched) and travel time (the time it takes for the responding units to reach the scene). AUPD has taken steps to reduce MPD response time to campus with its new radio system, which allows for mutual notification and better coordination with MPD. With this interoperable system in place, AUPD is able to bypass the 911 queue, reducing the wait time component of MPD response time. Considering the 2022 MPD data shown above, having the mutual aid system has the potential to shorten the response time by a median of 2.6 minutes of wait time (or 7.6 minutes at the 90<sup>th</sup> percentile).

AUPD response time to any location on the main campus is two minutes or less, as confirmed during the installation and testing of the new Positive Alarm Sequence system in the Letts-Anderson-Centennial residence halls in 2023. The MPD statistics suggest that even with the mutual aid radio, at the median travel time of 3.4 minutes it would potentially take longer for MPD to reach the university campus to respond to a Priority 1 incident than an AUPD response. It is also important to note that any response from MPD would be affected by the availability and location of officers on duty at the time of the call, as supported by the variability between the response time statistics at the median (6.7 minutes) and 90<sup>th</sup> percentile (19.9 minutes).

For reference, a compilation of mass shooting information from colleges and universities from 1966 – 2022, non-mass shooting gun violence since 2013, and incidents that have occurred at AU are included in the appendix.

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<sup>13</sup> PFM Group Consulting, LLC, A.T. (2024) *MPD Needs Improved Data Analysis, Targeted Deployment, and More Detectives*, Office of the District of Columbia Auditor. Available at: <https://dcauditor.org/wp-content/uploads/2024/09/MPD.Staffing.Report.9.12.24.pdf>, pp. 214-215 (Accessed: 15 January 2025).

### *Conclusion: Response Times*

While evidence strongly supports the benefits of having armed campus police in reducing response times during critical incidents, data on differences in outcomes between armed campus police and external law enforcement responding to active threats is less comprehensive. However, several points provide a basis for evaluating this issue:

- The AUPD response time of 2 minutes is significantly shorter than MPD's median response time of 6.7 minutes. This difference is critical, as most active shooter incidents are over in 5 minutes or less. Armed campus police can address life-threatening situations faster than waiting for external law enforcement to arrive.
- The new interoperable radio system further enhances AUPD's coordination with MPD, but even with reduced wait times, MPD travel time remains a limiting factor. This delay underscores the advantage of having armed personnel already on campus.
- Modern active shooter response protocols emphasize immediate action to neutralize the threat. Armed campus officers, trained to these standards, can respond more effectively within their jurisdiction.
- IACLEA, the only organization that provides recommendations specifically for campus police, highlights that the ability to use force, including deadly force, is a critical component of effective campus safety. Their position supports arming campus officers to mitigate threats quickly and decisively.
- Campus police are more familiar with the physical layout, population, and dynamics of the campus. This knowledge can result in faster and more effective tactical decisions during emergencies.
- Collaborative training with local agencies ensures campus officers can integrate with external responders, but their on-site presence eliminates the delays caused by travel or unfamiliarity.
- In several high-profile campus shootings (e.g., Virginia Tech, 2007), delayed external responses were associated with higher casualties. While each incident is unique, the trend demonstrates that immediate action by on-site responders can reduce fatalities and injuries.

## 6. SECURITY REVIEW WORKING GROUP RECOMMENDATIONS

Based on the feasibility assessment and the university community's feedback through surveys and forums, it is the working group's recommendation that the university maintain the status quo of an unarmed campus police department equipped with pepper spray and ASP batons. While there is overwhelming consensus that the AUPD should maintain their current procedures and protocols, we would be remiss not to address community concerns and calls for enhanced transparency and strengthened trust.

The SRWG has curated a set of recommendations based on key takeaways from our review:

- Address Impact on Vulnerable Communities and Perception of Risk
  - Strengthen trust-building initiatives, emphasizing equity, racial sensitivity, and mental health awareness in campus safety programs.
  - Explore meaningful ways to highlight the level of Crisis Intervention Training AUPD officers receive and how many successful contacts they have with community members.
- Community-Police Relationships
  - Enhance transparency and collaboration in decision-making to build stronger, trust-based relationships.
  - Establish ongoing advisory groups or forums to ensure sustained community engagement and shared ownership of campus safety decisions.

The working group plans to pursue these opportunities while it implements additional strategies to advance the relationship between the AUPD and the community in the current challenging climate.

# APPENDICES

## Appendix A: September 26, 2024, Educational Session Panelists

**John R. “Rick” Brown,**  
President of Transparency Matters

John R. “Rick” Brown retired at the rank of Lt. Colonel after completing more than 29 years of service with the Pennsylvania State Police. Mr. Brown served as a patrol officer, criminal investigator, vice/intelligence officer, internal affairs investigator and eventually as the Deputy Commissioner of Professional Responsibility until retiring in 2010.

**Elizabeth “Liz” Crumb,**  
(Retired) Chief Assistant Sheriff of Prince George’s County Maryland,  
National Organization of Black Law Enforcement Executives (NOBLE) member

**Dr. Tanya Meisenholder**  
Director of Gender Equity for the Policing Project,  
New York University School of Law

Dr. Meisenholder leads the 30×30 Initiative, which is committed to advancing women's representation and experiences in policing. Tanya has over 20 years of experience in policing, primarily in leadership roles at the New York City Police Department, including serving as the Deputy Commissioner of Equity and Inclusion.

**Dr. Aaron Kupchik**  
Professor of Sociology,  
University of Delaware

Dr. Kupchik’s research focuses on juvenile justice with interests in punishment and policing of youth in schools, courts, and correctional facilities, as well as inequality among juveniles. Dr. Kupchik is the author of the books, "Judging Juveniles: Prosecuting Adolescents in Adult and Juvenile Courts" and "Homeroom Security: School Discipline in an Age of Fear." Currently, he sits on the Campaign for Youth Justice's advisory board.

**Dr. Jack McDevitt**  
Professor of Practice,  
School of Criminology & Criminal Justice  
Northeastern University

Dr. McDevitt served as the Founding Director of the Institute on Race and Justice at Northeastern University and has co-authored a number of publications and reports on hate crime, racial profiling, police misconduct, gun violence and human trafficking including a national curriculum on hate crime developed to train law enforcement officers to recognize and respond to hate motivated violence. He served as the first Chair of the Northeastern University Police Advisory Board.



**Dr. Keith Williams**

Adjunct Professorial Lecturer,  
Department of Justice, Law & Criminology, American University  
Adjunct Professor, George Washington University  
Retired Commander, DC Metropolitan Police

Keith L. Williams has over 20 years of experience in private security and municipal law enforcement. His policing career has included stints in patrol operations, recruiting, homicide investigations, and at the executive level focusing on risk management, internal auditing, strategic planning and project management.

Dr. Williams owns a consulting practice specializing in evidence storage and strategic planning in the criminal justice setting. He is a member of the Institute of Internal Auditors. In addition, he has held adjunct positions and George Washington University. His classes have included Leadership, Values, and Ethics, Program Performance Measures and Strategic Planning. His topics of study center on the rhetoric of police agencies in strategic change as well as police discretion and decision making.

## Appendix B: Current Position Description for Police Officer

Department: University Police Administration

Time Type: Full time

### **Summary/Objective**

The Police Officer, certified as a University Special Police Officer (USPO) under DC Municipal Regulations, provides a safe and secure environment to all members of the American University Community. The Police Officer, through mobile patrol and fixed posts, provides law enforcement services and emergency response on all University property. The Police Officer, reporting to a Police Sergeant, writes incident reports, conducts preliminary investigations, promotes crime prevention efforts, and utilizes their arrest authority.

### **Essential Functions**

**Police Services and Incident Response:** Performs preventative police and public service duties, through mobile (foot, bicycle and/or vehicle) patrols or fixed post. Responds to emergency and non-emergency calls for service and determines the appropriate action. Identifies and articulates suspicious and criminal behavior and determines the appropriate action. Enforces all Federal and District of Columbia laws and all-American University policies and regulations. Supports the University's educational mission through maintaining a safe, secure, and peaceful environment. Determines the appropriate response to violations of law and policy, utilizing tools such as arrest, warning, parking citation, barring notice or student conduct referral. Identifies and reports ongoing community crime risks. Directs traffic and enforces parking and traffic regulations.

**Incident Reports and Preliminary Investigation:** Accurately and thoroughly writes and prepares incident reports. Collects, packages, photographs and documents evidence and property. Conducts preliminary investigations, including victim, witness, and suspect interviews. Obtains arrest warrants. Testifies in court.

**Community Liaison and Crime Prevention:** Becomes acquainted with members of the campus community. Acts as liaison between university/municipal police agencies and the community. Assists with community outreach efforts, presentations, and training. Supports and aids crime victims and connects them with resources.

**Access Control:** Provides access control functions such as locking and unlocking buildings, as well as providing access to secured spaces for authorized university personnel, students, and contractors. Communicate any irregularities in security devices with management. Display the ability to operate the basic functions of a fire system control panel, such as acknowledging, silencing, and resetting of alarms. Train other Police Officers in law enforcement techniques; other duties as assigned.

### **Supervisory Responsibility**

- The Police Officer is assigned to one of three shifts (daylight, evening, or midnight).
- The Police Officer reports directly to a Police Sergeant.
- The Police Officer may be required to work any other shift or assignment.
- The Officer is a first responder to all emergency and criminal incidents, enforcing Federal and District of Columbia law and American University policies and regulations.

### **Position Type/Expected Hours of Work**

- Full Time.
- Coordinator/Analyst B.
- Non-Exempt.

### **Salary Range**

- \$26.47-\$34.42 per hour, commensurate with experience.

### **Required Education and Experience**

- a. Is at least twenty-one (21) years old.
- b. Is of good moral character; and
- c. Is approved for appointment by the Chief of Police.
- d. Received one (1) week (40 hours) of indoctrination training prior to performing any patrol duties.
- e. Completes the Campus Law Enforcement Academy (250 hours) or an equivalent law enforcement academy within two (2) years of receiving a campus and university special police officer commission or has previously completed an equivalent law enforcement academy. Previous law enforcement or security training of two hundred and fifty (250) hours may be substituted to meet the requirements of this subsection.
- f. High school diploma or equivalent required.
- g. Eligible to obtain and maintain a Campus Special Police Officer Commission.
- h. Must possess a valid driver's license and obtain university driving privileges.
- i. Must successfully complete a background investigation, reference check, medical examination, psychological examination, criminal background check and drug screening.

- j. Possess or be able to obtain certification at recognized law enforcement training academy or equivalent.
- k. Must be able to complete all required university police training, including certification in Arrest Control Tactics, Expandable Baton, and Oleoresin Capsicum Aerosol (Pepper Spray) Training.
- l. Must possess high level verbal and written skills. Ability to communicate effectively with a diverse population.
- m. Must possess a working knowledge of computer skills and telecommunications equipment.
- n. Must be able to use word-processing software, e-mail, electronic forms, and the Internet.

### **Preferred Education and Experience**

- Law enforcement officer certification from a federal, state, local or campus law enforcement agency/academy; one year of law enforcement, military, or security experience; experience working in a dispatch or alarm monitoring center.

### **Additional Eligibility Qualifications**

- As a condition of employment, employee must meet and maintain all requirements in the District of Columbia Municipal Regulations 6A Police Personnel Chapter 11: Special Police Chapter 12: Campus and University Special Police
- The Police Officer is designated as an “Essential” employee under American University policy. The Police Officer will be required to work regardless of weather or natural/man made disaster and is subject to call-out.
- Once hired, must be able to pass an initial drug screen and additional random or scheduled drug screens

### **Benefits**

AU offers a competitive benefits package including a 200% matching retirement plan, tuition benefits for full-time staff and their families, several leadership development certificates, and has been recognized by the American Heart Association as a fit-friendly worksite. [Click here to learn about American University's unique benefit options.](#)

### **Other Details**

- Hiring offers for this position are contingent on successful completion of a background check.

- Employees in staff positions at American University must deliver their services to the university from either the District of Columbia, Maryland, or Virginia, or perform work on-site at the university.
- Please note this job announcement is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.
- American University is an E-Verify employer.

## Appendix C: Training Standards Overview

District of Columbia Municipal Regulations (DCMR) Title 6A, Chapter 12 establishes the baseline requirements for an individual to be appointed as a campus or university special police officer (CSPO). DCMR training requires:

- 40 hours of indoctrination training, and,
- Completion of the Campus Law Enforcement Academy (250 hours) within two years of receiving their commission.

Armed officers are also required to successfully complete a basic, 56-hour firearms course for armed officers and must qualify with their firearms on a semi-annual basis.<sup>14</sup>

If the university chooses to arm its police officers, additional requirements should be considered. The first option is to develop a training program that meets the Commission on Accreditation for Law Enforcement Agencies (CALEA) standards. CALEA is an independent, nonprofit credentialing authority for law enforcement agencies, communications centers, training academies, and campus security entities in North America.<sup>15</sup> Their recruiting requirements include comprehensive background checks, such as credit checks, in-depth interviews, and polygraph testing where permissible.<sup>16</sup> Psychological evaluations would be more rigorous and frequent. CALEA aligned agencies often require advanced educational qualifications, such as college education or equivalent law enforcement experience. Physical fitness standards should include ongoing assessments, and firearm proficiency should be documented and held to higher standards than the current minimum. Achieving CALEA accreditation is a two-three year process and would require the university to hire additional staff to write, revise existing, and implement policies.

An alternative approach would be to develop standards which align with the International Association of Campus Law Enforcement Administrators' (IACLEA) guidelines. IACLEA does not prescribe specific hiring standards for armed university police or public safety departments but provides guidance and accreditation standards that emphasize professionalism, qualifications, and best practices in campus law enforcement. These standards often align with practices recommended by other accrediting bodies like CALEA. A summary of general hiring and qualification practices for armed campus law enforcement, consistent with IACLEA's principles, is available in the appendix.

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<sup>14</sup> [District of Columbia Municipal Regulations, Title 6A – Police Personnel](#), Chapter 12

<sup>15</sup> Commission on Accreditation for Law Enforcement Agencies (CALEA) website: <https://www.calea.org/>

<sup>16</sup> Example of CALEA standards implementation for recruiting: Miami Township Police Department, Miami, OH, [Directive 31.5: Recruitment and Selection - Administrative Practices and Procedures](#)

## Appendix D: CALEA Hiring Standards

### Directive 31.5 Recruitment and Selection - Administrative Practices and Procedures

<b>Issue Date: 06/05/2020</b>	<b>By Order of Chief of Police</b>
<b>Rescinds: (Issue 07/08/2015)</b>	<b>CALEA Standards</b>
<b>Pages: 4</b>	<b>Referenced: 31.5.1; 31.5.2; 31.5.3; 31.5.4; 31.5.5; 31.5.6; 31.5.7 &amp; 31.5.8</b>

This directive consists of the following sections:

- [31.5.1 Background Investigations](#)
- [31.5.2 Training](#)
- [31.5.3 Truth Verification](#)
- [31.5.4 Conducted By Certified Personnel](#)
- [31.5.5 Use of Results](#)
- [31.5.6 Medical Examinations](#)
- [31.5.7 Emotional Stability/Psychological Fitness Examinations](#)
- [31.5.8 Entry Level Probation](#)

#### **POLICY AND PROCEDURE:**

A job related, useful and nondiscriminatory selection process is dependent upon a number of professionally and legally accepted administrative practices and procedures. These procedures and practices significantly contribute to a more efficient, effective and fair selection process; that will result in the appointment of individuals who possess the skills, knowledge and abilities necessary for the Miami Township Police Department to provide effective services in the fulfillment of its stated mission.

#### **31.5.1 Background Investigations**

The background investigation will entail the applicant completing the Personal History Questionnaire (PHQ). The PHQ is a document which requires the applicant to answer in detail, questions relating to relatives, references and acquaintances; education; residence history; experience and employment; military service; financial history; legal history; motor vehicle operation and law enforcement information.

The background investigator will use the PHQ to verify the applicants' veracity and background through interviews with the applicant, his or her family, friends, employers, teachers, neighbors, associates and other persons who may have information bearing on the applicant's character and reputation. The investigator will:

- Verify the information given by and the qualifying credentials of the applicant;
- Conduct an in-depth review for and of any criminal record;
- Will verify and interview a minimum of three of the applicants' listed personal and professional references;
- Will verify education;
- Will verify employment history;
- Conduct a review of relevant national or state decertification resources, if available.

Thus, the background investigation's purpose is to ensure that each applicant is morally, socially and financially stable. It is essential to know if the candidate has a background that could bring discredit to the Department or the applicant after their appointment or that might otherwise compromise their ability to perform police duties.

The applicant will also be required to sign an "Authority to Release Information" which gives the background investigator the legal authority to obtain needed information.

### **31.5.2      Training**

The Department will only use personnel who have successfully completed a course of instruction in conducting background investigations to investigate and gather information on applicants during the background investigation process.

### **31.5.3      Truth Verification**

Candidates are provided a list of areas from which polygraph questions will be drawn. The list is given at the time of their preliminary application and again at the time the Applicant Personal History Questionnaire (PHQ) is completed.

The following is a list of possible areas from which the polygraph questions will be drawn:

- Personal Identity
- Employment History
- Military Service
- Financial History
- Legal History/Arrest Records
- Motor Vehicle Operation
- Law Enforcement Information
- Responses Given on the APHQ

### **31.5.4      Conducted By Certified Personnel**

Polygraph examinations for applicants to the Department will be conducted only by persons trained in polygraph procedures and who possess credentials in the use and interpretation of these investigative tools. The credentials of the polygraph examiner(s) are to be on file with the Assistant to the Chief of Police.



### **31.5.5 Use of Results**

The polygraph examination is never used by the Department as a single or sole determinant of employment status. Rather, polygraph examinations and interpretations are an investigative aid to be considered with other information, including pretest, test or post-test interviews, psychological examinations and information gathered from the background investigation.

### **31.5.6 Medical Examinations**

The medical examination is done to assess the applicant's physical status as to his/her ability to safely perform specific types of work without risk to self, to others, or to the department. The medical examination will be conducted by a licensed health care professional. The applicant must successfully pass this phase to continue in the testing procedure. Passing criteria is based on medical, laboratory and ancillary testing. Applicants must receive the Physician's opinion that he/she has no expected limitations based on job description.

The medical examination shall include the following:

- Family and Personal Health History
- EKG
- Blood Pressure Screening (Hypertension)
- Hyperlipidemia
  - Cholesterol (HDL/LDL)
  - Triglycerides
  - Glucose
- Heart Rate
- Chest X-ray
- Obesity-Body Fat Count
- Hearing Test
- Vision Test
- Drug Screen

### **31.5.7 Emotional Stability/Psychological Fitness Examinations**

A psychological examination of highly reliable and time-proven psychological tests is administered to help determine the emotional stability and psychological fitness of a sworn applicant. The applicant must successfully pass this phase to continue in the testing procedure.

Such tests are needed to identify those applicants who might not be able to carry out their responsibilities or endure the stress of the working conditions.

Only qualified professionals will be used to administer the psychological examination and assess emotional stability and psychological fitness.

### **31.5.8      Entry Level Probation**

Every newly hired sworn employee will be required to successfully complete a probationary period. The probationary period for new sworn employees shall begin on the first day for which the new employee received compensation from the employer and shall continue for a period of eighteen months. A probationary employee may be discharged any time during the probationary period. A probationary employee shall have no right of appeal through the grievance procedure for any disciplinary action. A probationary employee absent from work more than ten work days during their probation shall have the probationary period extended by the amount of days they are absent.

Non-sworn personnel serve a 12-month probationary period governed by Miami Township Policy and Procedure Section II, 2.7.

## Appendix E: Directive 4.3 Weapons and Training

<b>Issue Date: 03/23/2020</b>	<b>By Order of Chief of Police</b>
<b>Rescinds: (Issue 06/07/2019)</b>	<b>CALEA Standards Referenced: 4.3.1; 4.3.2; 4.3.3; 4.3.4 &amp; 4.3.5</b>
<b>Pages: 9</b>	<b>Ohio Standard 1</b>

This directive consists of the following sections:

- 4.3.1 Authorization: Weapons and Ammunition**
- 4.3.2 Demonstrating Proficiency with Weapons**
- 4.3.3 Annual/Biennial Proficiency Training**
- 4.3.4 Prerequisite to Carrying Lethal/Less Lethal Weapons**
- 4.3.5 Firearms Range**

### **POLICY AND PROCEDURE:**

#### **4.3.1 Authorization: Weapons and Ammunition**

Only those weapons and ammunition that meet the police department's authorized specifications as approved by the Chief of Police will be used by officers in law enforcement responsibilities.

#### *Authorized Lethal Weapons*

Officers on duty will carry the department issued firearm. Officers who are in an on-duty status may also carry a department approved secondary firearm.

Officers off duty may carry their department issued firearm or a firearm that does not conflict with any federal, state, local law, ordinance or resolution.

Officers while carrying a firearm off duty must have on their person or at hand proper identification, including department issued badge and identification card.

No officer shall carry any firearm while under the influence of alcohol and/or drug that would impair the officer's performance.

### **Firearm Specifications**

Department Firearms

- Issued personal firearm shall be a Glock Gen 5 Model 45 – 9mm.
- Patrol rifle shall be an AR-15 style 5.56 NATO and/or .223 calibers.

#### Secondary Firearm

- Secondary firearms may be an approved revolver or semi-auto pistol of 38 special, 380 auto, 40 S&W, 45 auto or 9mm (9x19) caliber. The secondary weapon must be approved by a Department Firearms Instructor utilizing the Request to Utilize Secondary Firearm form.

#### *Authorized Less Lethal Weapons*

Officers may only use less lethal weapons within the scope of their employment and authority to use such weapons and then only with the degree of force necessary to affect the officers' lawful objective. Officers are prohibited from carrying or using any less lethal weapon other than those approved by the Chief of Police.

#### **Expandable Baton**

The current approved and issued expandable baton is an expandable baton of metal construction. The department will issue each officer an expandable baton. Uniformed officers shall carry on their duty belt the issued expandable baton in the issued baton holder.

#### **Chemical Agent**

The department will issue each officer an approved chemical agent spray for use. Uniformed officers shall carry on their duty belt the issued chemical agent container within the department issued chemical agent holder.

Larger quantities of chemical agents may be stored in each patrol supervisor's vehicle for use in large disturbances.

#### **CEW**

The department issues approved CEWs for use. Only properly functioning and charged CEWs are to be carried. Uniformed officers working road patrol will carry a CEW.

#### *Authorized Ammunition*

Only department approved and issued ammunition will be used in any firearm

carried by an officer in either an on duty or off duty status.

### **Ammunition Specifications**

- Department Firearms Ammunition
  - 9mm Federal HST2 147 grain.
  - 5.56 NATO and/or .223 62 grain Speer Gold Dot.
  
- Secondary Firearms Ammunition
  - 9mm (9x19) 147 grain Gold Dot Hollow Point;
  - 380 auto 90 grain Gold Dot Hollow Point;
  - 40 cal. 180 grain Gold Dot Hollow Point;
  - 45 auto 230 grain Gold Dot Hollow Point;
  - 38 special +P caliber 135 grain Gold Dot Hollow Point;
  - 10 mm 200 grain.
  
- Training Ammunition
  - 9mm 147 grain American Eagle Full Metal Jacket Flat Point;
  - 5.56 NATO and/or 223 62 grain Full Metal Jacket.

### **Euthanizing Animals – Authorized Weapons & Ammunition**

The following steps shall be followed:

- Request permission from shift supervisor to euthanize a sick/injured animal;
- Euthanize the animal in a safe manner and direction;
- Complete an incident report to include the following information: Supervisor granting permission, type of weapon and number of rounds used.

The handgun will be used to euthanize large animals such as deer that are sick or injured. The .22 rifle should be used on smaller animals such as raccoons.

Should the animal euthanized be small, such as a raccoon, officers will place carcass in a plastic garbage bag and transport to Day Heights Veterinary Clinic (5628 Wolfpen Pleasant Hill Road, Milford, OH 45150). If during business hours, officer will contact staff informing them of carcass and ask where to place it. After hours, officer is to place the bag at the rear of the building next to the rear door. Somewhere on the outside of the bag, officer needs to identify it as being from Miami Township Police Department.

## *Review, Inspection & Approval of Weapons*

### **Department Owned Firearms**

Every department owned firearm shall be inspected by a department firearms armorer upon original receipt of the firearm, before placing the firearm in an operational readiness status. The inspection shall be made to determine if the firearm meets department specifications, is safe and in good working order. The armorer completing the inspection shall complete the Firearms Inspection Report form.

After issuance or being placed in an operational readiness status, department owned firearms shall be inspected by a department firearms armorer annually. This annual inspection shall be made to ensure maintenance and care guidelines have been followed and that the weapon is safe and in good working order. The armorer completing the inspection shall complete the Firearms Inspection Report form.

### **Secondary Firearms**

A firearm that an officer requests to utilize as a secondary firearm must meet the department established requirements for such firearms. Prior to use in any capacity, the officer shall complete a Request to Utilize Secondary Firearm form. The secondary firearm shall be inspected by a department firearms armorer to determine that the firearm meets department specifications, is safe and in good working order. This inspection shall be documented on the request form.

After the initial inspection and approval by the Chief of Police, a department firearms armorer shall inspect approved secondary weapons annually. This annual inspection shall be made to ensure maintenance and care guidelines have been followed and that the weapon is safe and in good working order. This inspection shall occur at the annual qualification and be documented on the Firearms Qualification Report form.

### **Less Lethal Weapons**

- CEW's are inspected upon initial issuance and by officers at the beginning of each shift.
- Expandable batons and chemical agents are inspected upon issuance and during each Less Lethal Weapon qualification.

## *Removal of Unsafe Weapons*

Any department owned firearm found to be in an unsafe condition shall be

immediately seized. A report concerning the circumstances shall be made and forwarded to the Patrol Division Supervisor.

Any secondary firearm found to be in an unsafe condition shall immediately revoke the authorization to utilize the firearm. A report concerning the circumstances shall be made and forwarded to the Chief of Police who shall rescind the secondary firearm authorization form.

No weapon, which is removed from use because of an unsafe condition, shall be returned to use until which time the unsafe condition has been corrected and a firearms armorer has inspected, test fired and approved the weapon for use. This re-inspection shall be documented on the Firearms Inspection Report form.

Any less lethal weapon found to not be functioning properly shall immediately be removed from service by the officer discovering the malfunction. A report concerning the circumstances shall be made and forwarded to the Patrol Division Supervisor.

No less lethal weapon removed from service shall be returned to use until the weapon is repaired or replaced.

### *Record of Agency Approved Weapons*

#### **Department Owned Weapons**

A designated firearm/less lethal weapon instructor shall maintain a master list of department owned and approved lethal and less lethal weapons.

The designated firearm/less lethal weapon instructor shall forward to the Support Services Lieutenant and the designated Sergeant of uniform/equipment issuance, the make, model, serial number and location of the weapon or to whom the weapon was issued. The Support Services Lieutenant shall update the agency owned property listing. The designated Sergeant in charge of maintaining the officers record of issued uniform and equipment shall update the uniform/equipment issuance form.

#### **Secondary Firearms**

Upon approval of a secondary firearm, the Request to Utilize Secondary Weapon form shall be forwarded to the Training Coordinator, who shall place the secondary firearm approval form in the officers Weapons & Qualification training file.

### *Storage of Agency Authorized Firearms*

Department authorized firearms are to be secured at all times. This includes when the weapon is on the officers' person, while in transport and at home.

Department firearms that are not issued are to be stored and secured in the department's armory.

Department issued shotguns and AR-15's are to be secured in their assigned vehicle utilizing the locking gun mounts (when applicable).

#### **4.3.2 Demonstrating Proficiency with Weapons**

Each officer will display understanding and proficiency through qualification and testing annually (firearms & CEW) or biennially (expandable baton & chemical agent) under the department use of force directive to be authorized to carry or use any firearm or less lethal weapon.

In addition to any other qualification for proficiency, each officer must achieve a minimum of score of 90 percent on a written test that covers the police department's directives on the use of force. This written exam will be administered no less than once each year in conjunction with use of force training and proficiency qualification.

All sworn personnel, upon hiring and during Phase One of the Field Training Program will display understanding and proficiency through qualification and testing under the department use of force directive to be authorized to carry or use any firearm or less lethal weapon.

##### **Firearms Proficiency**

Annually, each officer will qualify with all department issued firearms and approved secondary firearm. The firearm qualification course will be drawn up by the department firearms instructors and will be approved by the Chief of Police. Qualification courses shall require the officer to use the weapons in the same manner as they are accustomed to using them. No less than once each year the course of fire will at a minimum meet the State of Ohio minimum firearms qualification guidelines.

##### **Less Lethal Weapon Proficiency**

Annually, each officer authorized to carry a CEW will demonstrate proficiency with the CEW.

Biennially, each officer will demonstrate proficiency with the less lethal weapons: expandable baton & chemical agent.



The less lethal proficiency requirements will be drawn up by certified less lethal weapon instructors and will be approved by the Chief of Police.

### **4.3.3 Annual/Biennial Proficiency Training**

Annually, each officer will qualify with all department issued firearms and approved secondary firearms.

Annually, each officer authorized to carry a CEW will demonstrate proficiency with the CEW.

Biennially, each officer will qualify with the less lethal weapons: expandable baton and chemical agent. This qualification includes testing in weaponless control techniques.

A certified weapons or tactics instructor shall monitor firearm, less lethal weapons and weaponless control techniques testing and proficiency.

The results of all firearms, less lethal weapons and weaponless control techniques proficiency and testing shall be in writing and the results shall be filed with the department training coordinator.

Officers who fail any of the following shall not be authorized to carry such weapon until which time they have successfully completed a course of remedial training under the instruction of a certified weapons or tactics instructor.

- Firearms
  - Failure to obtain a qualifying score with all issued & secondary firearms;
  - Failure to pass the written test as provided in this directive;
  - Failure to display proficiency in the handling and care of firearms;
  - Failure to attend an annual qualification and testing.
- Less Lethal Weapons
  - Failure to obtain a passing score with less lethal weapon proficiency testing;
  - Failure to pass the written test as provided in this directive;
  - Failure to attend an annual (CEW) or biennial (expandable baton and chemical agent) qualification and testing.

Officers after receiving a course of remedial instruction in the areas where they failed to meet the department's required qualification guidelines and who after receiving such instruction continue to fail qualification and/or proficiency testing with their issued weapons or the written test, will be referred by the certified instructor to the Patrol Division Supervisor with a recommendation for medical evaluation, additional training, recession of privilege to carry the weapon or disciplinary action. The Patrol Division Supervisor shall within forty-eight hours

of being notified of such deficiency, review each officer's individual circumstances and make a written report as to the most appropriate course of action to be taken. The Patrol Division Supervisor shall guide his action and decision toward bringing the deficient officer into compliance with the department's weapon directive requirements.

### **Retired Officer Annual Application/Qualification**

Miami Township offers an annual application/qualification process for retired Miami Township Officers.

The Range Master will make an annual notification to retired officers that will include range date and time and notification to complete the Retired Law Enforcement Firearm Qualification Application with a due date.

Retired Miami Township Officers who complete the Retired Law Enforcement Firearm Qualification Application and who are approved to participate by the Chief of Police will be scheduled to qualify during a Miami Township scheduled range date.

The Retired Law Enforcement Firearm Qualification Application and any accompanying documentation will be maintained with department firearm records.

#### **4.3.4 Prerequisite to Carrying Lethal/Less Lethal Weapons**

Each officer will display understanding and proficiency through qualification and testing during phase one of the field training program and thereafter, annually (firearms & CEW) or biennially (expandable baton, chemical agent & weaponless control techniques) under the department use of force and use of deadly force directive and policy statements to be authorized to carry or use any firearm or less lethal weapon.

A receipt showing that an officer has access to, has read and understands the police department's use of force and use of deadly force directive and policy statements will be signed by the officer and maintained by the training coordinator as indicated.

- Upon initial employment;
- Upon any revised issuance of this directive.

#### **4.3.5 Firearms Range**

##### *Purpose Range Utilized*

The Miami Township Police Department utilizes various firearms range locations. The purpose of utilizing the firearms range is to provide firearms

training to sworn or retired officers of the Miami Township Police Department. The firearms range will be used for approved law enforcement training and qualifications. The firearms range will first be approved by a firearms instructor to determine any range restrictions before the start of any training. Law enforcement personnel or authorized participants of the training are the only individuals allowed on the range during any of these events.

### *Safety Procedures and Range Rules*

Range rules may vary depending on the managing entity. However, documented safety procedures and range rules will be reviewed with all participants prior to any training event. The department's Firearms Instructors oversee range discipline. Officers failing to comply with the rules of the range could be requested by the department Firearms Instructor(s) to leave the range and be subject to disciplinary action. Standard safety procedures utilized by departmental firearms instructors include:

- Eye and ear protection are mandatory and will be worn at all times when on the range.
- Body armor will be worn at the discretion of the Range Master/Firearms Instructor while the firearms range is in use.
- Handle all firearms as if they were loaded.
- Keep your firearm pointed downrange.
- Weapons will not be loaded until the command to load is given by the Range Master or Firearms Instructor.
- No person shall advance forward of the firing line until the line has been declared clear and safe by a range officer.
- The firing line will be considered safe by the range officer when all weapons are unloaded or holstered.
- Carelessness and horseplay are prohibited
- Keep your finger out of the trigger guard until you are ready to fire.
- Shooters will only shoot from designated areas.
- Shooters will only use ammunition and targets authorized by policy and the training section.
- All injuries will be reported to the firearms instructor or supervisor on duty.
- Cease fire should be called by ANYONE who observes an unsafe condition.

### *Range Supervisor*

The range will be under the exclusive control of the Firearms Instructor(s). All members attending will follow the directions of the Firearms Instructor(s). The Instructor(s) will maintain a roster of all members attending the range and will submit the roster to the Training Coordinator after each range date. The Firearms Instructor(s) have the responsibility of making periodic inspections, at

least once a year, of all duty weapons carried by officers of this department to verify proper operation. The Firearms Instructor(s)/Armorer has the authority to deem any department- issued or privately owned firearm unfit for service. The member will be responsible for all repairs to his/her privately-owned firearm. It will not be returned to service until inspected and approved by the Armorer. The Firearms Instructor(s) has the responsibility for ensuring each member meets the minimum requirements during training shoots, and on at least a yearly basis, can demonstrate proficiency in the care, cleaning, and safety of all firearms the member is authorized to carry.

The Firearms Instructor(s) shall complete and submit to the Chief of Police and Training Coordinator documentation of the training courses provided. Documentation shall include a lesson plan of the training provided and a list of each member who completes the training. The Firearms Instructor(s) should keep accurate records of all training, qualifications, repairs, maintenance, or other records as directed by the Chief of Police and/or Training Coordinator.

#### *Authorized Weapons, Ammunition, Targets and Equipment*

Only Miami Township Police Department approved weapons, targets, ammunition, and equipment will be used during any firearms qualifications and training.

#### *Required Safety Equipment*

All personnel on the range shall wear hearing protection. All shooters on the line shall wear hearing and eye protection, as well as a ballistic vest. A first aid kit, fire extinguisher, portable radio, and cell phone will remain readily accessible at all times while there is training at the range. Any injuries sustained during training at the range shall be immediately reported to the Firearms Instructor(s) or range staff. Written notification will then be provided to supervisory personnel.

#### *Training and Certification Requirements for Range Instructors*

All personnel working in the capacity of a Firearms Instructor shall complete the appropriate training to be a certified Firearms Instructor. Firearms Instructors shall receive emergency medical response training and/or first aid training.

#### *Storage of Ammunition and Weapons*

All personnel are responsible for the weapons and ammunition issued to them. Firearms and ammunition shall be worn or stored appropriately and safely at all

times. All authorized ammunition being stored at the Department must be secured (padlocked) in a police officer's assigned locker or be stored in the armory.

## Appendix F: International Association of Campus Law Enforcement Administrators (IACLEA) Hiring Standards: An Alternate Approach

Summary of general hiring and qualification practices for armed campus law enforcement, consistent with IACLEA's principles:

### *1. Minimum Education and Training*

- **Education:** A high school diploma or equivalent is typically required, with preference for candidates holding an associate's or bachelor's degree, particularly in criminal justice or related fields.
- **Training:** Completion of a recognized police academy or equivalent law enforcement certification program.
- **Firearms Proficiency:** Certification in firearms handling and use-of-force policies is mandatory.

### *2. Law Enforcement Experience*

- Previous experience in law enforcement or military service is often preferred for armed positions.
- Familiarity with community-oriented policing practices tailored to a university environment is advantageous.

### *3. Background Checks and Screening*

- **Comprehensive Background Checks:** Including criminal history, credit checks, and prior employment verification.
- **Psychological Evaluation:** To assess fitness for duty, particularly for carrying firearms and handling high-stress situations.
- **Drug Testing:** Pre-employment drug testing and adherence to a drug-free workplace policy.
- **Reference Checks:** Contact with previous employers and professional references.

### *4. Physical and Mental Fitness*

- **Physical Fitness Standards:** Must meet established physical agility and medical standards to ensure candidates can perform the physical duties of the job.
- **Mental Health Screening:** To evaluate stability and suitability for high-stakes law enforcement roles.

### *5. Diversity, Equity, and Inclusion*

- Many universities prioritize hiring practices that reflect the diversity of the student and staff population.

- Cultural competency training is often a component of the hiring and onboarding process.

## *6. Knowledge of Campus-Specific Policies*

- Candidates should demonstrate knowledge of or willingness to learn about the Clery Act, Title IX, FERPA, and other regulations specific to campus safety.
- Familiarity with de-escalation techniques and sensitivity to issues unique to a university environment.

## *7. Accreditation Standards*

- For agencies seeking IACLEA accreditation, the institution must ensure hiring standards comply with the accreditation requirements, including:
  - Documented hiring policies.
  - Regular updates to ensure compliance with state and federal laws.
  - Ongoing professional development and annual training requirements for armed officers.

## Appendix G: Cost Estimates for Recruitment, Training, Equipment, and Accreditation

			Cost per Applicant		No. Officers or Recruits	Cost Year 1	
			Low	High		Low	High
<b>RECRUITMENT</b>	<b>Background Investigations</b>	Expanded checks for new hires	\$500	\$1,000	<b>10</b>	\$5,000	\$10,000
	<b>Psychological Evaluations</b>	Required for all officers prior to firearm issuance	\$500	\$1,000	<b>10</b>	\$5,000	\$10,000
	<b>Recruitment Campaigns</b>	Focused on hiring CALEA-aligned candidates				\$5,000	\$10,000
						<b>\$15,000</b>	<b>\$30,000</b>
<b>TRAINING</b>	<b>Pre-Service Firearm Training for New Recruits</b>	40-80 hours of training	\$2,000	\$3,500	<b>10</b>	\$20,000	\$35,000
	<b>In-Service Firearm Training for Current Staff</b>	Mandatory for all current sworn officers	\$2,000	\$3,000	<b>46</b>	\$92,000	\$138,000
	<b>Annual Firearm Requalification</b>	Ongoing requirement	\$300	\$500	<b>46</b>	\$13,800	\$23,000
	<b>Advanced CALEA-Aligned Training</b>	Scenario-based training & mental health crisis intervention	\$1,500	\$2,500	<b>46</b>	\$69,000	\$115,000
						<b>\$194,800</b>	<b>\$311,000</b>



			Cost per Applicant		No. Officers or Recruits	Cost Year 1	
			Low	High		Low	High
<b>EQUIPMENT</b>	<b>Firearms Purchase</b>	Glock 17 -23 Model or equivalent service pistols	\$500	\$700	<b>46</b>	\$23,000	\$32,200
	<b>Ammunition</b>	Training and operational use				\$7,500	\$15,000
	<b>Secure Storage</b>	Gun safes and lockers	\$1,000	\$1,500	<b>46</b>	\$46,000	\$69,000
	<b>Additional Gear</b>	Holsters, weapon lights, and safety accessories	\$200	\$300	<b>46</b>	\$9,200	\$13,800
						<b>\$85,700</b>	<b>\$130,000</b>
<b>CERTIFICATION &amp; ACCREDITATION</b>	<b>CALEA Accreditation Fees</b>	Costs to be accredited by CALEA (initial and ongoing)				\$15,000	\$25,000
	<b>Audits and Reporting</b>	Administrative costs for compliance				\$10,000	\$15,000
						<b>\$25,000</b>	<b>\$40,000</b>

<b>RECRUITMENT COSTS</b>	\$15,000	\$30,000
<b>TRAINING COSTS</b>	\$191,000	\$305,000
<b>EQUIPMENT COSTS</b>	\$84,000	\$127,500
<b>CERTIFICATION &amp; ACCREDITATION COSTS</b>	\$25,000	\$40,000
	<b>\$315,000</b>	<b>\$502,500</b>

## Appendix H: Security Review Survey, Multiple-Choice Responses

<b>Q1: What is your primary status?</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Count of Invitations sent	1,506	902	3,802	1,985	7,489	n/a	n/a	119	1,037	13,252	n/a
Percent Surveys Completed	6%	29%	10%	28%	13%	n/a	n/a	9%	4%	2%	n/a
Total Count Responses	91	259	391	546	962	10	6	11	39	328	5
<b>Q2: Check all that apply:</b>											
I attended or viewed an education session and / or community forum	13%	20%	15%	31%	21%	0%	0%	18%	8%	20%	0%
I have reviewed the project website	38%	56%	53%	59%	55%	50%	33%	18%	18%	20%	40%
None of the above	53%	36%	40%	27%	37%	50%	67%	73%	77%	64%	60%
Total Count Responses	91	259	391	546	962	10	6	11	39	328	5
<b>Q3: As you may know, there are four options under consideration. Of these options, which is your most preferred choice?</b>											
1. Maintain the status quo of an unarmed campus police department, equipped with pepper spray and ASP batons.	26%	55%	53%	44%	57%	44%	50%	0%	34%	14%	0%
2. Provide expanded less-than-lethal stand-off capability to address armed threats by persons in possession of weapons not involving firearms.	26%	21%	17%	25%	18%	22%	17%	55%	32%	26%	20%
3. Ability to deploy firearms from police vehicles in threat situations involving weapons.	36%	15%	16%	20%	17%	33%	33%	18%	24%	39%	40%
4. Arm all officers and supervisors.	13%	8%	14%	11%	9%	0%	0%	27%	11%	21%	40%
Total Count	90	261	398	549	968	9	6	11	38	329	5

**Q4: To what extent do you agree or disagree that the following options are worth pursuing?**

<b>Q5: Maintain the status quo of an unarmed campus police department, equipped with pepper spray and ASP batons.</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	18%	11%	16%	10%	10%	0%	17%	9%	10%	26%	40%
Somewhat disagree	33%	11%	11%	18%	10%	11%	17%	36%	17%	31%	40%
Neither agree nor disagree	8%	9%	4%	10%	7%	11%	17%	18%	15%	12%	20%
Somewhat agree	22%	22%	19%	21%	20%	33%	17%	18%	27%	20%	0%
Strongly agree	19%	47%	50%	41%	52%	44%	33%	18%	32%	12%	0%
Total Count	85	256	378	535	918	9	6	11	41	319	5

<b>Q6: Provide expanded less-than-lethal stand-off capability to address armed threats by persons in possession of weapons not involving firearms.</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	14%	21%	20%	16%	21%	11%	33%	0%	12%	10%	0%
Somewhat disagree	22%	19%	19%	14%	15%	0%	17%	9%	2%	16%	50%
Neither agree nor disagree	14%	12%	12%	13%	12%	33%	17%	18%	20%	11%	0%
Somewhat agree	33%	33%	30%	40%	34%	44%	0%	55%	44%	39%	25%
Strongly agree	16%	16%	20%	17%	18%	11%	33%	18%	22%	23%	25%
Total Count	85	257	378	533	917	9	6	11	41	319	4

<b>Q7: Ability to deploy firearms from police vehicles in threat situations involving weapons.</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	31%	48%	40%	36%	40%	22%	17%	9%	27%	13%	0%
Somewhat disagree	12%	19%	17%	20%	19%	22%	33%	36%	10%	15%	20%
Neither agree nor disagree	6%	8%	9%	8%	9%	22%	17%	9%	20%	8%	0%
Somewhat agree	24%	18%	16%	22%	16%	33%	33%	18%	27%	33%	40%
Strongly agree	28%	7%	18%	14%	16%	0%	0%	27%	17%	31%	40%
Total Count	85	256	378	535	917	9	6	11	41	319	5

<b>Q8: Arm all officers and supervisors.</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	52%	76%	66%	65%	72%	56%	50%	45%	49%	33%	60%
Somewhat disagree	12%	9%	7%	12%	10%	33%	17%	27%	20%	25%	0%
Neither agree nor disagree	13%	4%	6%	7%	4%	11%	0%	0%	12%	7%	0%
Somewhat agree	12%	5%	7%	8%	6%	0%	33%	9%	10%	14%	0%
Strongly agree	12%	5%	13%	9%	7%	0%	0%	18%	10%	20%	40%
<b>Total Count</b>	<b>85</b>	<b>256</b>	<b>378</b>	<b>534</b>	<b>918</b>	<b>9</b>	<b>6</b>	<b>11</b>	<b>41</b>	<b>319</b>	<b>5</b>

**Q9: To what extent do you agree or disagree that lethal force (firearms) will:**

<b>Q10: Serve as a deterrent to incidents involving weapons?</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	35%	55%	47%	40%	41%	50%	17%	36%	50%	17%	0%
Somewhat disagree	13%	18%	18%	19%	22%	0%	50%	36%	18%	23%	40%
Neither agree nor disagree	19%	11%	7%	18%	11%	25%	17%	9%	8%	16%	0%
Somewhat agree	15%	10%	17%	18%	16%	25%	17%	18%	21%	29%	20%
Strongly agree	18%	6%	11%	6%	11%	0%	0%	0%	3%	15%	40%
<b>Total Count</b>	<b>84</b>	<b>250</b>	<b>367</b>	<b>524</b>	<b>889</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>38</b>	<b>316</b>	<b>5</b>

<b>Q11: Ensure faster response times to incidents involving weapons?</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	19%	37%	43%	31%	39%	13%	17%	18%	15%	11%	0%
Somewhat disagree	11%	14%	13%	16%	18%	38%	33%	9%	18%	10%	20%
Neither agree nor disagree	19%	18%	9%	18%	13%	13%	0%	18%	18%	14%	0%
Somewhat agree	24%	19%	13%	19%	13%	25%	50%	45%	31%	27%	40%
Strongly agree	27%	12%	21%	17%	17%	13%	0%	9%	18%	38%	40%
<b>Total Count</b>	<b>84</b>	<b>250</b>	<b>366</b>	<b>524</b>	<b>888</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>39</b>	<b>316</b>	<b>5</b>

<b>Q12: Increase the risk of death or injury?</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Strongly disagree	7%	5%	8%	7%	7%	0%	0%	0%	0%	4%	20%
Somewhat disagree	10%	5%	8%	6%	6%	0%	0%	9%	3%	12%	0%
Neither agree nor disagree	14%	8%	8%	12%	9%	13%	17%	18%	15%	20%	0%
Somewhat agree	32%	25%	13%	26%	17%	38%	17%	45%	33%	34%	40%
Strongly agree	37%	58%	62%	49%	60%	50%	67%	27%	49%	30%	40%
<b>Total Count</b>	<b>84</b>	<b>250</b>	<b>367</b>	<b>522</b>	<b>889</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>39</b>	<b>316</b>	<b>5</b>

<b>Q13: AUPD having access to lethal force (firearms) will make me feel:</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Far less safe	18%	43%	45%	33%	46%	25%	17%	18%	23%	9%	0%
Somewhat less safe	17%	20%	15%	17%	17%	38%	17%	9%	28%	12%	40%
Neither more nor less safe	10%	14%	9%	18%	9%	0%	33%	45%	13%	17%	0%
Somewhat more safe	37%	16%	14%	19%	14%	38%	17%	9%	18%	38%	20%
Far more safe	17%	6%	15%	12%	13%	0%	17%	9%	15%	24%	40%
No opinion	1%	0%	1%	1%	0%	0%	0%	9%	3%	1%	0%
<b>Total Count</b>	<b>83</b>	<b>249</b>	<b>364</b>	<b>522</b>	<b>876</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>39</b>	<b>314</b>	<b>5</b>

<b>Q14: AUPD having access to lethal force (firearms) will make me feel:</b>	Adj. faculty	Full-time faculty	Grad or law student	Staff	Undergr. student	Not listed (On Campus)*	Board of Trustees	Alumni	AU Neighbor	AU Parent	Not listed (Off Campus)*
Far less welcome	12%	37%	43%	29%	41%	50%	17%	9%	31%	7%	0%
Somewhat less welcome	23%	19%	13%	16%	17%	0%	17%	9%	10%	13%	40%
Neither more nor less welcome	45%	33%	30%	40%	28%	38%	50%	64%	44%	59%	40%
Somewhat more welcome	5%	3%	4%	5%	4%	0%	17%	9%	5%	5%	0%
Far more welcome	12%	3%	7%	5%	7%	0%	0%	9%	5%	11%	20%
No opinion	4%	5%	3%	6%	2%	13%	0%	0%	5%	4%	0%
<b>Total Count</b>	<b>83</b>	<b>249</b>	<b>364</b>	<b>522</b>	<b>876</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>39</b>	<b>312</b>	<b>5</b>

## Appendix I: Open-Ended Survey Question – Analysis Methods

### 1. Data Export

- Survey data was exported to Excel from Qualtrics with two columns for the open-ended response:
  - **Column A:** What is your primary status?
  - **Column B:** What impact would you expect arming AUPD with firearms would have on campus climate?

### 2. State of Open-Response Data Before Analysis

- The original export included 1481 rows of data.

Primary Status	Count	Percent
Undergraduate Student	515	34.77%
Staff	336	22.69%
Graduate or Law Student	217	14.65%
Full-time Faculty	179	12.09%
AU Parent	160	10.80%
Adjunct Faculty	62	4.19%
Alumni	6	0.41%
AU Neighbor	1	0.07%
Board of Trustees	1	0.07%
Not listed: Full-time Staff and Grad Student	1	0.07%
Not listed: Part-time Professional Staff	1	0.07%
Not listed: Part-time Staff	1	0.07%
Not listed: Professor Emeritus	1	0.07%
<b>Grand Total</b>	<b>1481</b>	<b>100%</b>

- Of the 1481 rows, 98 had blank fields for open-ended response.

Primary Status	Count of Blank Responses
Adjunct faculty	6
Full-time faculty	6
Graduate or law student	22
Not listed: Staff and graduate student	1
Staff	15
Undergraduate student	48
<b>Grand Total:</b>	<b>98</b>

- Five rows were from “Not Listed” Primary Roles; four of these had populated open-ended responses, which were resorted into larger primary role categories:

Original Primary Role	Resorted Primary Role
Not listed: Professor Emeritus	Full-time faculty
Not listed: Part-time professional staff	Staff
Not listed: Full-time staff and grad student	Staff
Not listed: Part-time staff	Staff

### 3. Analysis Using Microsoft CoPilot

- **Uploaded spreadsheet**

**Prompt:** “List expected impacts by primary role and elaborate on each theme, including the count and percent of responses that include each theme, examples of those themes, and whether the examples are positive or negative (with percentages). List number of responses by primary role that include words "none", "no impact", or "no change". Then provide a tabular view of all data. Then summarize responses for each primary role in narrative form.

## Appendix J: Open-Ended Survey Question – Microsoft CoPilot Analysis

		Fear and Anxiety			
Primary Role	Primary Role Count	Count	Percent <sup>17</sup>	Examples	Summary
Undergraduate Student	467	309	66%	"A more unsafe, fearful environment." (Negative), "A very negative impact, as students have already shown repeatedly." (Negative), "A sense of unpleasant precautions taken when walking around campus." (Negative)	Many undergraduate students expressed that arming AUPD would create a pervasive sense of fear and anxiety on campus. They worry that the presence of firearms would make them feel less safe and more on edge, potentially leading to a more hostile and stressful environment.
Graduate or Law Student	217	119	56%	"A sense of tension or discomfort." (Negative), "Arming AUPD will detrimentally harm our campus climate." (Negative), "It would create an environment of fear, tension, and constant vigilance." (Negative)	Graduate and law students expressed significant concerns about fear and anxiety. They worry that the presence of firearms would create a tense and uncomfortable atmosphere, making the campus feel less welcoming and more stressful.
Staff	320	168	53%	"A more threatening environment." (Negative), "It would create an atmosphere of fear." (Negative), "It would make the campus feel less safe." (Negative)	Staff members expressed significant concerns about fear and anxiety. They worry that arming AUPD would create a more threatening and fearful environment, making the campus feel less safe and more stressful.

<sup>17</sup> The percentages were calculated by dividing the number of responses for each theme by the total number of responses for each primary role, and then multiplying by 100 to convert the result into a percentage. Here's the formula used:

Percentage=(Number of Responses for a Theme/Total Number of Responses for the Primary Role)×100Percentage



		Fear and Anxiety			
Primary Role	Primary Role Count	Count	Percent <sup>17</sup>	Examples	Summary
Full-time Faculty	173	107	62%	"A threatening climate environment." (Negative), "It would create an atmosphere of fear." (Negative), "It would make the campus feel less safe." (Negative)	Full-time faculty expressed significant concerns about fear and anxiety. They worry that arming AUPD would create a more threatening and fearful environment, making the campus feel less safe and more stressful.
Adjunct Faculty	56	34	61%	"A chilling effect." (Negative), "It would dissolve trust on campus." (Negative)	Adjunct faculty expressed fear and anxiety, with concerns about a chilling effect on campus. They worry that arming AUPD would create a more fearful environment, making the campus feel less safe and more stressful.
AU Parent	160	64	40%	"It would create a climate of fear." (Negative), "It would make students feel less safe." (Negative)	AU parents expressed concerns about fear and anxiety. They worry that arming AUPD would create a more fearful environment, making the campus feel less safe and more stressful for their children.

**Distrust of AUPD**

Primary Role	Primary Role Count	Count	Percent	Examples	Summary
Undergraduate Student	467	258	55%	"AUPD is already untrusted by the student body." (Negative), "Arming AUPD will increase the lack of trust students have towards AUPD officers." (Negative), "AUPD having firearms would make students feel less safe, especially students of color." (Negative)	Distrust towards AUPD is a significant concern among undergraduate students. Many believe that arming the police would exacerbate existing issues of mistrust, particularly among marginalized groups who may already feel targeted or unsafe around law enforcement.
Graduate or Law Student	211	98	46%	"Arming AUPD will detrimentally harm our campus climate." (Negative), "It will increase the lack of trust students have towards AUPD officers." (Negative), "Arming AUPD will make students, especially students of color, feel less comfortable on their own campus." (Negative)	Distrust of AUPD is also a major theme among graduate and law students. Many believe that arming the police would further erode trust, particularly among students of color and other marginalized groups who may already feel vulnerable.
Staff	320	134	42%	"It will further undermine the trust that faculty, staff, and students have in the university." (Negative), "It would erode trust between students and administration." (Negative), "It would make students feel less safe." (Negative)	Distrust of AUPD is also a major theme among staff members. Many believe that arming the police would further erode trust, particularly among students and faculty who may already feel vulnerable or targeted.

**Distrust of AUPD**

Primary Role	Primary Role Count	Count	Percent	Examples	Summary
Full-time Faculty	173	90	52%	"It will erode trust between students and administration." (Negative), "It would make students feel less safe." (Negative), "It would further undermine the trust that faculty, staff, and students have in the university." (Negative)	Distrust of AUPD is also a major theme among full-time faculty. Many believe that arming the police would further erode trust, particularly among students and faculty who may already feel vulnerable or targeted.
Adjunct Faculty	56	28	50%	"It would dissolve trust on campus." (Negative), "It would make students feel less safe." (Negative)	Distrust of AUPD is also a theme among adjunct faculty. Many believe that arming the police would further erode trust, particularly among students who may already feel vulnerable or targeted.
AU Parent	160	48	30%	"It would make students feel less safe." (Negative), "It would erode trust between students and administration." (Negative)	Distrust of AUPD is also a theme among AU parents. Many believe that arming the police would further erode trust, particularly among students who may already feel vulnerable or targeted.

Safety and Security					
Primary Role	Primary Role Count	Count	Percent	Examples	Summary
Undergraduate Student	467	103	22%	"It would help to deter people from engaging in violent behavior." (Positive), "Actually being able to tackle deadly threats." (Positive), "It would ensure the safety of students." (Positive)	A smaller portion of undergraduate students see potential benefits in terms of safety and security. They believe that arming AUPD could deter violent behavior and provide a quicker response to deadly threats, thereby enhancing overall campus safety.
Graduate or Law Student	211	33	16%	"It would ensure the comfort of safety towards students." (Positive), "It would help to deter people from engaging in violent behavior." (Positive), "It would provide a safer campus environment." (Positive)	Some graduate and law students see potential benefits in terms of safety and security. They believe that arming AUPD could deter violent behavior and provide a quicker response to threats, thereby enhancing overall campus safety.
Staff	320	84	26%	"It would provide a safer campus environment." (Positive), "It would help to deter people from engaging in violent behavior." (Positive), "It would ensure the safety of students." (Positive)	Some staff members see potential benefits in terms of safety and security. They believe that arming AUPD could deter violent behavior and provide a quicker response to threats, thereby enhancing overall campus safety.

**Safety and Security**

Primary Role	Primary Role Count	Count	Percent	Examples	Summary
Full-time Faculty	173	18	10%	"It would make the campus safer." (Positive), "It would help to deter people from engaging in violent behavior." (Positive), "It would ensure the safety of students." (Positive)	A smaller portion of full-time faculty see potential benefits in terms of safety and security. They believe that arming AUPD could deter violent behavior and provide a quicker response to threats, thereby enhancing overall campus safety.
Adjunct Faculty	56	12	21%	"Ability to protect and save lives faster." (Positive)	Some adjunct faculty see potential benefits in terms of safety and security. They believe that arming AUPD could deter violent behavior and provide a quicker response to threats, thereby enhancing overall campus safety.
AU Parent	160	56	35%	"It would ensure the safety of students." (Positive), "It would help to deter people from engaging in violent behavior." (Positive)	A significant portion of AU parents see potential benefits in terms of safety and security. They believe that arming AUPD could deter violent behavior and provide a quicker response to threats, thereby enhancing overall campus safety.

Responses with "none", "no impact", or "no change"

Primary Role	Primary Role Count	Count	Percent
Undergraduate Student	467	5	1%
Graduate or Law Student	211	3	1%
Staff	320	4	1%
Full-time Faculty	173	2	1%
Adjunct Faculty	56	1	2%
AU Parent	160	3	2%

## Appendix K: Survey of AUPD Officer's Perceptions: Questions

### **Training and Professionalism of Officers**

- 1 The training provided in my department adequately prepares me for my duties.
- 2 Officers in my department display high levels of professionalism.
- 3 How often do you receive training on de-escalation techniques?
- 4 Are you provided with regular updates on legal standards and requirements?

### **Response Time to Incidents**

- 5 I am confident in the department's ability to respond quickly to emergencies and critical incidents.
- 6 In my experience, response times to incidents are generally satisfactory.
- 7 How would you rate the response time of your department to critical incidents?

### **Legal and Liability Considerations**

- 8 I am aware of the legal implications of my actions as a police officer.
- 9 The department provides adequate guidance on legal and liability issues.

### **Cost and Budget Implications**

- 10 I believe the department allocates resources effectively to maintain safety and security.

### **Community Perception and Trust**

- 11 The presence of armed officers on campus positively impacts an individual's sense of safety.
- 12 I believe the community trusts the police department to handle situations appropriately.

### **Effectiveness in Deterring Crime**

- 13 The presence of police officers on campus effectively deters crime.

### **Risk of Escalation**

- 14 I feel confident in my ability to de-escalate potentially volatile situations.
- 15 The presence of armed officers increases the likelihood of escalation in certain situations.
- 16 Have you ever witnessed an incident where the presence of armed officers escalated the situation?

### **Public Relations and University Reputation**

- 17 The actions of our police department positively impact the university's reputation.
- 18 Public relations efforts by the police department effectively communicate our role and values.
- 19 How do you think the presence of armed officers affects the university's public image?

### **Alignment with University Values**

- 20 The presence of armed officers aligns with the core values and mission of our university.
- 21 I feel that my role as an officer supports the university's commitment to inclusive excellence.
- 22 Do you feel that the department's policies and practices are in line with the university's mission and values?

## Appendix L: Survey of AUPD Officer's Perceptions: Demographics

<b>What is your gender?</b>	
Female	7
Male	24
Other	2
Prefer not to reply	1

<b>What is your race?</b>	
African American/Black	18
Caucasian/White	5
Mixed Race	2
Biracial	1
Other	10

<b>What is your ethnicity?</b>	
Hispanic or Latino	2
Not Hispanic or Latino	31

<b>Do you have prior military experience?</b>	
No	26
Yes	7

<b>How old are you?</b>	
18-24	3
25-29	5
30-34	6
35-39	7
40-44	3
45-49	1
50 and older	8

<b>What is your level of experience?</b>	
1-4 years	12
5-9 years	4
10-14 years	6
15-19 years	4
20 years or more	7

<b>What is the highest level of education you have completed?</b>	
High School/GED	5
Less than two years of	8
Associate degree	7
Bachelor's degree	7
Graduate degree	6

<b>Are you currently or have you previously been a member of any specialized police units such as K-9, Emergency Response Teams (e.g., SWAT, SERT), or Crisis Intervention Teams?</b>	
No	22
Yes	11



## Appendix M: Reference Information – Mass Shootings and Gun Violence on University Campuses

### Mass Shootings at Colleges/University 1966 – 2022

#### 1966 University of Texas at Austin

On August 1, a shooter killed fifteen people and injured thirty-one others from a tower on UT's campus. The earliest recorded university shooting, it is also known as the first modern mass shooting in the U.S.

#### 1976 California University

On July 12, a man shot nine people, killing seven and injuring two, on the Fullerton, California, campus. The shooter used a semi-automatic rifle he had purchased illegally.

#### 1991 University of Iowa

On November 1, a man killed five people and wounded one other on the Iowa City campus. He died by suicide during the incident. The shooter had legally purchased the two guns used from a licensed dealer.

#### 2007 Virginia Tech

The Virginia Tech Massacre occurred on April 16 on the university's Blacksburg campus. It is the deadliest college shooting on record. Thirty-two people were killed, and at least twenty-three others were injured. The shooter took his own life during the incident.

#### 2008 Northern Illinois University

On February 14, a shooter killed five people and injured sixteen others in a lecture hall on the Dekalb campus before dying by suicide.

#### 2012 Oikos University

On April 2, a man shot ten people, killing seven and wounding three others, on Oikos University's Oakland, California campus.

#### 2013 University of California Santa Barbara

On May 23, a man shot several people in the college town of Isla Vista in Santa Barbara County, killing three and injuring at least thirteen others. He died by suicide after the incident. Right before the shooting, he stabbed three people to death in his apartment.

#### 2015 Umpqua Community College

On October 1, a shooter killed nine people and injured nine more on the Umpqua Community College campus in Roseburg, Oregon. He died by suicide during the incident.

### 2022 University of Virginia

On November 13, a shooter opened fire on a bus carrying university students as it returned to campus in Charlottesville. Three students were killed, and at least two more were injured.

### 2023 Michigan State University

On February 13, a shooter opened fire into two buildings at Michigan State University in East Lansing. He killed three students and wounded at least five others. When confronted by police, the shooter died by suicide.

## **Non-Mass Shooting Gun Violence on College/University Campuses since 2013**

Banning or allowing concealed carry weapons on and around college campuses is regulated state by state. States where firearms may be banned on university property may still have gun laws that permit licensed members of the public to carry weapons near or in designated areas of your school.

In at least sixteen states—Alaska, Connecticut, Hawaii, Indiana, Kentucky, Maine, Maryland, Michigan, Minnesota, New Hampshire, North Dakota, Pennsylvania, Rhode Island, South Dakota, Washington, and West Virginia—the banning or allowing of firearms is decided by each institution individually.

Mass shootings are not the only kinds of gun violence on college campuses. There are 308 instances of gunfire on college/university campuses, occurring in forty-two states and Washington, DC, from 2013–2022. These incidents included individual attacks, unintentional gunfire, legal interventions, self-harm, and other circumstances.

- Gunfire has killed ninety-four people and injured 215.
- Non-mass shooting intentional attacks have killed seventy-three people and wounded 172.
- Nine shooters have died by suicide, three injured.
- Five people have been killed in ten legal interventions involving guns.
- Forty-five cases of unintentional gunfire have resulted in three deaths and twenty-seven injuries.

### *Prior Weapons Incidents on AU Campus 2013 – 2023*

In the past 13 years, there have been several incidents of armed individuals on the AU campus that have resulted in a response by MPD and other law enforcement agencies. The following significant incidents involved individuals brandishing, displaying, or otherwise in possession of firearms or other deadly weapons that resulted in a campus-wide lockdown.

- March 2013 – An individual entered the Eagles Nest and displayed a handgun to a contract employee during a domestic argument. The individual fled campus and there were no reported injuries.
- December 2013 – AUPD received a report of an individual on campus armed with a handgun. This incident prompted a three-hour lockdown and a search of campus buildings by MPD and other responding agencies. The investigation determined the individual was an off-duty MPD Police Officer.
- July 2018 – MPD notified AUPD that a man with a gun was observed walking towards the AU campus from New Mexico Avenue, NW. The campus was locked down, MPD responded to campus, and conducted a search of the campus. The subject was never located.

#### *Additional Incidents of AUPD and/or MPD Response to AU Campus or Contiguous Properties for Weapons Violations*

- A total of thirty-five incidents have occurred where weapons were used and/or confiscated associated with AU faculty, staff, students, non-affiliates, or contractors.
- Twenty-seven on-campus incidents and eight off-campus incidents have occurred contiguous to AU property.
- Five arrests have been made.
- The types of weapons used and or confiscated include firearms, prop-rifle, prop-handgun, tasers, scissors, knives, machetes, brass-knuckles, and ammunition.
- Types of crimes or events leading to arrest, conduct filings, or contraband confiscation include robberies, attempted suicides, drug distribution or possession, assaults, assaults with intent to kill, threats to do bodily harm, assault with a deadly weapon (hate crime), and health and safety inspections of residence halls.

#### *Recent Incident Involving Weapons/Threats that resulted in a Timely Warning to the Community*

- April 2023 – An individual entered campus and, while stealing a scooter, threatened to stab the student who confronted him before fleeing the scene. MPD were called due to the threat of a weapon. Arrests were made later when the subjects returned.

#### *Threat Assessments on People of Concern*

- 2020 – 2023 - 58 threat assessments were completed regarding people of concern.

#### *Ancillary Considerations for Improvement – Violence Prevention*

1. Initial and recurring background checks on faculty, staff, and contractors. Establish types of criminality unacceptable for employment or contract employment at AU using already established legal guidelines.

2. Establish reporting policies for employees or contractors who are arrested for a felony, crimes of violence, weapons crimes, theft, and drug distribution.
3. Establish a personal services contract with a forensic psychologist. A forensic psychologist would support the Threat Management Team and AUPD by assessing and providing guidance in the mitigation of persons of concern through a research-based process.
4. Prepare professional online training programs for staff, faculty, and students on emergency preparedness, personal safety, classroom safety procedures, shelter in place, and lockdown procedures.
5. Continuing Life Cycle Replacement and Updating Security Technology and Physical Security.