



PROJECT MUSE®

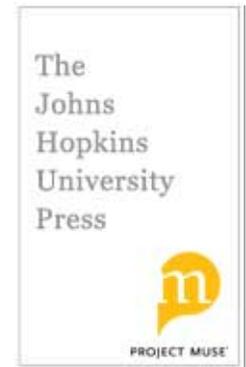
*Creating and Maintaining Safe College Campuses: A Sourcebook
for Evaluating and Enhancing Safety Programs (review)*

Jim Rund

Journal of College Student Development, Volume 49, Number 3, May/June
2008, pp. 265-268 (Review)

Published by Johns Hopkins University Press

DOI: <https://doi.org/10.1353/csd.0.0008>



➔ *For additional information about this article*

<https://muse.jhu.edu/article/238929>

one of the many resources students utilize in their college search processes. He next addressed the fact that *Cool Colleges* did not cover the issue of cost and admissibility to the specific colleges and universities. And lastly, the organization of the book is listed as a limitation. *Cool Colleges* is organized by chapters that can be somewhat arbitrary.

This reviewer found it to be very helpful that Asher openly addressed the limitations and biases of *Cool Colleges*. He did not conceal his views and opinions and how they impacted his work. I also appreciated that Asher shared three methods on how to use the book in the introduction. These methods included reading select parts of the book that are found interesting to the reader, utilizing the table of contents to find schools in chapters that sound interesting, and looking up specific schools and similar or “Cross App” schools in the table of contents. Asher also included various tips, notes, and book references throughout *Cool Colleges*. This information can be useful to high school students and their parents who are interested in learning about additional resources to explore.

A weakness that needs to be addressed is the organization of the book. Because *Cool Colleges* is not organized in the same manner that more traditional college guide books are written, this can lead to some confusion for readers. In many traditional college guide books, schools are listed alphabetically or by geographic location. Many college guide books are organized in this manner in order to assist readers in finding the information they are seeking in a quick and efficient manner. Because *Cool Colleges* was organized using an arbitrary taxonomy, it may be time consuming to locate information on a specific school if readers do not consult the index first.

Overall, this reviewer believes that *Cool Colleges* will be well received by high-achieving high school students and their parents. Asher

took a refreshing and unique approach to sharing information about highly distinct colleges and universities across the nation. Asher was successful in addressing his target population while keeping his intended purpose in mind when he wrote this book. *Cool Colleges* would also be beneficial for high school counselors, career counselors, student affairs professionals, and students in student affairs programs.



Creating and Maintaining Safe College Campuses: A Sourcebook for Evaluating and Enhancing Safety Programs

Jerlando F. L. Jackson and
Melvin Cleveland Terrell (eds.)

Sterling, VA: Stylus, 2007, 286 pages,
\$24.95 (paperback)

Reviewed by Jim Rund,
Arizona State University

In *Creating and Maintaining Safe College Campuses: A Sourcebook for Evaluating and Enhancing Safety Programs* editors Jackson and Terrell tackle the complex issues of safety at America’s multiple and diverse college campuses. They note the significance of institutional type, location, and student composition in shaping the campus environment and the influence these factors have on developing a safe campus environment. This is an extraordinary undertaking (to address standards of safety while acknowledging and accounting for institutional difference), but the editors and respective authors of the 14 chapters of this work do justice to the task.

Following the outline of the book’s intent as iterated by the editors Jackson and Terrell (with Heard) in chapter 1, they begin with Ceglarek and Brower’s analysis of high-risk drinking. This chapter moves well beyond the normative work on college drinking by noting the secondary and tertiary impacts of excessive

alcohol consumption. The authors also offer insight into the context of the environment noting how municipal law enforcement, local culture, and institutional values play a role in shaping student behavior and informing strategies for intervention and improvement. The authors analyze both licensed and non-licensed settings and offer best practices for others to adopt.

Cole, Orsuwan, and Sam take a careful look at violence and hate crimes on campus and profile both perpetrators and victims, offering insights into each. These are key observations for university administrators when considering the circumstances on one's own campus and why the composition of the student body may not be well served by conventional approaches to hate crimes. The authors offer empirical evidence measuring the impact of discrimination and harassment of students at a minority serving institution and its corresponding impact on student satisfaction and success. These are key insights for student affairs administrators.

In chapter 4, the long standing issue of student hazing is addressed by Kimbrough in a comprehensive and thoughtful review that includes strategies for improvement. Key in this review is Kimbrough's observation that students who are not affirmed in the larger student community, often students of color, are yet further neglected when they fall victim to hazing. Kimbrough offers a call to action for student affairs administrators to recognize the destructive nature of hazing as a crisis and encourages consistent and decisive action to eliminate it.

Chapters 5 and 6 offer thoughtful observations and insightful critiques of how two communities of students fare within the larger campus culture. Rankin, Millar and Matheis provide a comprehensive overview of the circumstances facing LGBTQA students including useful theoretical paradigm by

Palmer and a reflective philosophical framework by Roper that would serve administrators well to employ. Student identity and authenticity is paramount to personal success and administrators have both the responsibility and the capacity to nurture and embrace these fundamental traits while building a community of the whole. Likewise women, despite being the largest demographic group on nearly every college campus, face a range of environmental circumstances that not only endanger personal safety but create a perilous environment for personal well-being and individual achievement. Disenfranchised students are by definition more vulnerable to victimization and O'Callaghan makes a compelling case for women students in this regard. Student affairs administrators who believe they are well versed and familiar with the issues facing today's female students are advised to refresh their knowledge and consider O'Callaghan's recommendations to improve campus safety for women.

Institutional context is paramount in understanding the complexities of campus safety as Dukes and Harris so effectively note in their chapter 7 description of community college campus safety. Balancing the mission of community connectedness and the value of openness creates a challenging circumstance for community colleges. Campus administrators are reminded by Dukes and Harris of their responsibility to students, the institution and the community at large and are urged to be vigilant in their cause. These words of caution and encouragement are relevant to administrators in all settings.

In chapter 8, Gasman and Drezner issue a call for community-based education to improve public safety at minority serving institutions and offer an exceptional analysis of the unique dynamics that confront students at historically black, Hispanic serving and tribal colleges. Their informed views and

insightful commentary are instructive for student affairs administrators on all college campuses as student demographics continue to evolve. Those issues that are prevalent and acute at minority serving institutions are increasingly present in every collegiate environment. The authors also remind student affairs administrators that issues of campus safety at minority serving institutions have a greater purpose, to uplift the whole community.

No contemporary review of campus safety is complete without a reminder of the role of campus police and security as Perrotti provides in chapter 9. A straightforward summary of campus safety and the role of safety officers in a post 9/11 world is a decidedly matter-of-fact account and a reminder of the vigilance and diligence required of college administrators.

While no college administrator would question the incompatibility of weapons on a college campus, Cychosz's chapter 10 addresses just that and reminds us of challenges on the 21st century campus. In summary, Cychosz notes that carefully written policies, well developed awareness programs and involvement from all in educational enforcement are keys to a safe campus environment. Likewise, policy guidance in an increasingly complex environment is critical in both preventative and reactive circumstances. Lowery's chapter 11 helps student affairs staff reconcile some of the most current federal legislation and demystifies some of the rest. The threat of litigation notwithstanding, administrators are best served by being both knowledgeable about the legislation and aware of the institutional context in which the legislation applies.

Chapter 12 brings themes from several of the preceding chapters together through informative litany of best practices and procedures. Noting the importance of institutional type, location, and community Stewart and Schuh outline a set of factors, services, and strategies relevant to these variables (public

vs. private, urban vs. rural, etc.). Principal among their observations is the need for institutions to work across the spectrum of organizational units for purposes of coordination and communication. Best practices, programs, technology or techniques are best optimized through a comprehensive and well integrated institutional approach to campus safety. In this respect, the authors underscore the most fundamental objective to enhance student safety on American campuses today.

The institutional units most involved in creating a safe living-learning environment and the individuals responsible for leading these units are the focus of Reason and Lutovsky's chapter 13. Intended as a resource for college administrators the authors stress the importance of key institutional players working closely together, guided by professional standards support in each area of expertise. Full utilization of the resources, including professional associations, should help administrators further develop proactive services and preventative efforts to handle campus crises and establish standards of safety that may be institutionalized and sustained.

The final chapter provides a fitting summary for this publication on campus safety. The elements of a comprehensive safety plan are outlined by Champagne: organizational structure, sources and targets of threats, prevention/response measures, communication, education and training. Like many of the preceding chapters, Champagne stresses the importance of sharing information across organizational boundaries and utilizing all sources of information in evaluating standards of safety. The gathering and sharing of information with institutional stakeholders allows administrators to develop an informed plan that can routinely be updated and modified. Campus police and student affairs administration should assume leadership roles in the development of such plans, borrowing

from best practices and developing plans relevant to the institutional context. College administrators, especially those in student affairs, should rely on this work to stimulate their thinking about routine safety practices. Administrators should also refresh their thinking and renew their commitment to working as institutional officers with others from across the campus charged with monitor-

ing the well-being of the campus community.

Creating and Maintaining Safe College Campuses reminds its readers that safety is an evolving and complex dynamic. Efforts to insure personal safety must contemplate the complexity of each individual and the community at large. The editors and authors have done a superb job of reminding us of this and our campuses will be safer because of it.

