

President's Message



The Holiday season has always been my favorite time of year: Being surrounded by family and friends, reminiscing about days past, sharing dreams of our future, buying the newest Kenny G. or Mannheim Steamroller Christmas CD for my wife, and, of course... letting out my belt a few notches.

The holiday season also compounds one of the greatest challenges that most of us deal with in our personal and professional lives. That is, the challenge in balancing the most important commodity that we all have...TIME. As Security or Law Enforcement professionals, the holiday season is a good time for us to re-examine how we balance time in our lives. Some of the questions we might ask ourselves is how do we balance the time required of our administrative duties with the time that we must commit to developing and overseeing our respective security or law enforcement operations. Also, how do we balance time between our separate shifts and amongst our individual departmental members.

In our personal lives, to begin, how do we balance work and play? Then, how are we balancing time between our family and friends? As Thanksgiving is a time for giving thanks, Christmas is a time of giving. Take a few moments during this holiday season and give your department, your friends, your spouse, and your family the most valuable gift that you can...the gift of your time.

Holiday Greetings.

Restorative Justice and Campus Safety

By David R. Karp, Assistant Professor of Sociology, Skidmore College

Restorative justice is a new punishment philosophy that has become very popular in the last decade. Now widely used in adult and juvenile justice, K-12 schools, and in many countries, including the U.S., Canada, Great Britain, and Australia, it is just beginning to be used in college judicial programs. The basic idea is simple: offenders are obligated to repair the harm of their crimes in order for them to be welcomed back into the good graces of the community. Apologies, restitution, and community service are the backbone of judicial sanctions, but their use does not eliminate other more traditional sentences—jail time in the criminal court or suspension in school settings. In this article, I describe the application of restorative justice at Skidmore College, and reflect on the vital role members of campus safety play in the process.

Judicial boards are widely used on college and university campuses. Many include students as members. Nevertheless, the typical

judicial board differs from restorative justice integrity boards in both process and outcomes. Integrity boards are particularly concerned with a process that encourages trust, emotional expression, and community building. These go far beyond (but include) the more common concern with fair and equitable treatment that judicial boards promote. Integrity boards seek creative outcomes that seek to repair harm and reintegrate offenders and victims. Sanctions are not simple, nor drawn from a clearly delineated menu of graduated sanctions. Thus, the focus of discussion is as much about, if not mostly about, what is to be done to find a satisfying resolution. Two questions drive the process: What are you going to do to make things right? And what are you going to do to show us that you can be trusted again?

Consider one recent case at Skidmore. A student was arrested for dealing cocaine. After serving time in state prison, the student applied to Skidmore to complete

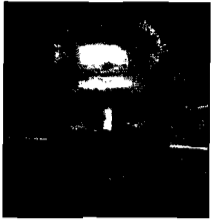
his senior year. He was readmitted, but one of the stipulations required him to tell his story to other students so they might learn from his experience. For his project, he created a 30-minute video memoir, which the college uses as a platform for discussion about the risks of dealing drugs. While it was tempting to deny his readmission, enabling the student to take active responsibility for his behavior provided the campus with a new resource for discussing drug issues with the student body.

An integrity board has the authority to negotiate a contract with the offender specifying sanctions. The mission of the board is to work with student offenders to help them understand the consequences of their behavior, to identify the harmfulness of the offense, and to identify a set of tasks that will repair the harm and reintegrate the offenders back into the campus community. Four principles are particularly important, each pro-

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Fall 2003 Professional Development Workshop

HELD AT THE SHERATON BUCKS COUNTY



For those of you who attended the Fall Professional Development Workshop I want to say thank you

for your support. For those of you who were unable to attend, I hope to see you in Springfield, MA in January or next year in the Philadelphia area. Information on the one-day workshop in Springfield, Massachusetts is enclosed.

This years' program was designed to provide a training track for security officers and a training

track for Directors, Assistant Directors, Police Chiefs and First Line Supervisors. I have found this two track-training program to be beneficial for all members of our organization. These programs are designed to give back some benefits to our members and expose our organization to colleges and universities in hopes they will become members.

This years' program had 82 attendees from 32 different Colleges and Universities. Forty-seven Directors, Assistant Directors, Police Chiefs and First Line Supervisors attended and thirty-five security officers in attended.

All in all I thought the program was a success and the evaluations indicated the training provided was beneficial.

I would like to give a special thanks to Lee Struble, Michael McCarthy, Vincent DeCerchio, William Fleischer, Richard Vona, and Howard Clery for their presentations at the workshop. Without these dedicated individuals this program would not have been possible.

Thanks again to everyone and hope to see you soon at our next workshop.

Chris Daley

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viding an important role for campus safety.

First, as with any judicial system, good information leads to a fair assessment. Reliable and detailed campus safety reports are invaluable for board members to understand the incident and come to a fair conclusion about who is responsible. Oftentimes, board members must balance information presented in a report with the account provided by the accused student. There are two issues here. First, it would not be surprising if such students try to minimize or deny any responsibility. Second, the fact that they are providing their story in person helps their cause. They can always claim the report is inaccurate and if no campus safety officer is present, it can be difficult question their account. A first step is to provide a report that is sufficiently detailed that a student cannot easily dismiss it.

Second, community members should participate actively in the

process. On the college campus, this means that students should have active roles in the process, as would faculty, staff, administration, and campus safety. Community involvement includes the active participation of offenders in the decision-making process. Equally important is the voice of victims and other "harmed" or "affected" parties. In order to bring these important parties to the table, campus safety reports must identify direct victims, but also help identify other affected parties. Who might these be? In a vandalism case, it might be the facilities staff person that had to clean up the mess. In a drunk driving case, it might be the roommate that now has to drive the offender to school because his license was suspended. It might often be the campus safety officer that responded to call only to be verbally insulted (or worse) by an inebriated student. The active participation of campus safety officers in the judicial process is often difficult given limited resources and con-

flicting work schedules. Yet participation is beneficial for two reasons. First, as stated above, the officer can respond to student's attempts to avoid responsibility. Second, in case there was any doubt, campus safety officers are people, too, and have every right to describe how the incident affected them. This can be very illuminating for students, and helps foster better communication and relationships between officers and the student body.

Third, in restorative justice, sanctions focus on repairing harm. If a window has been broken, the offender's obligation is to fix it. It is not possible for the offender to take responsibility for all types of harm; he, for example, cannot sew stitches on the head of the person he whacked. Nevertheless, the obligation remains for the offender to take steps towards ameliorating harm through apology, expressions of remorse, or victim-offender mediation. Communal harm can be repaired through community

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Golf Tournament

Drumlins Country Club Course is the most scenic front nine in Central New York with tree-lined fairways overlooking a beautiful Syracuse skyline. Renowned as an upstate New York golfing landmark, The Private East Course is one of the best-designed area courses, which makes it both aesthetically beautiful, and a pleasurable challenge for all golfing levels and abilities.

When: Tuesday, June 15, 2004
Format: Captain & Crew
Time: Noon, pre-assigned tee times/pairings
Location: Drumlins Golf & Country Club
Cost: \$50.00 – Includes: 18 holes, golf cart, lunch



Registration form and payment must be received by: May 31, 2004, payable to NECUSA.

Send to: Vittoria Didio, Syracuse University, Department of Public Safety, 005 Sims Hall, Syracuse, NY 13244

Name: _____

Mailing Address: _____

School/Company Represented: _____

Telephone: (w) _____ (h) _____ (fax) _____

Preferred Partner: _____

Preferred Foursome: _____

“19th Hole” sponsored by Syracuse University Department of Public Safety!

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service work. If willing, campus safety can sponsor and lead community service crews of offenders, have offenders go on ride-alongs, or otherwise work with offenders on crime prevention education programs. Any effort that engages offenders in concrete, productive work is superior to having them do nothing or simply apologize for their wrong-doing. At Skidmore, we have discovered that apologies are welcomed by victims, but only when there are sincere. Even better are deeds that reinforce the right words.

Fourth, the offender also incurs an obligation to reassure the community that he or she will not cause further harm to the community. The community, in turn, must strive to reintegrate the offender. This reciprocal process begins with an identification of offender risk factors. If the offender needs academic tutoring, psychological counseling, or other competency needs, these should be made available. Campus safety can play a crucial role in evaluating the risk posed by an offender. On the one hand, any

campus would want to remove someone who poses a real danger. On the other hand, the judgment of victims and others are often clouded by the violation and may overestimate an offender's risk. Campus safety can help provide a neutral assessment.

Restorative justice is not a panacea, and doesn't always work. What it does is provide an educational opportunity for student offenders to learn about the harm they have caused and do something to make amends for it. In our system, we try to avoid suspending students. Nevertheless, students cannot register for the next semester's classes until they have honored the obligations of their restorative contract. Instead of suspending students, in effect, we provide the opportunity for them to suspend themselves. Restorative justice is a concrete way to students to fulfill their obligations and have a second chance. But its fundamental premise is that students are accountable and must take responsibility for their behavior. In this, we find that restorative programs are a satisfying conclusion to cases investigated by departments of campus safety.

