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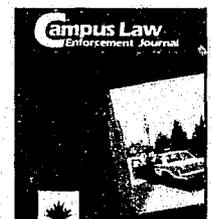
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**ON THE COVER:** The University of Western Ontario, whose Special Constable Bob Earle gives us a Canadian perspective on campus law enforcement in the article beginning on page 6.



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**1990 — July 15-July 18**  
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# Strategies and Management of Crime Prevention Programs

by Lawrence J. Fennelly  
Harvard University Police

When I was asked to prepare this paper on the various aspects of crime prevention, I had just finished a report to an associate dean concerning an issue raised by an article in the *Harvard Crimson*. The article was entitled, "College to Make Dorms Wheelchair Accessible." In the report I stated to the Dean that the Harvard Law School had a newly-installed door for wheelchair accessibility and that the level of light for the disabled should be .5 foot candles.

In order to be successful in crime prevention on a college campus, I believe you must be involved in all the security and safety aspects of your campus. Will I get my recommendation implemented in the above described program? I don't know, but I will certainly try hard. One must be pro-active, plant the seeds of awareness, and develop crime prevention programs.

Below are 12 points for the effective application of Crime Prevention in a college environment.

1. Your number one obligation is to remove and reduce crime risk on the campus.
2. Implementation of Programs.
3. Crime Analysis.
4. Evaluation and Assessment of Current Programs
5. Communications.
6. Exploring New Ideas.
7. Gathering Information.
8. Creating New Programs and Objectives.
9. Managing Your Programs.
10. Become Pro-Active Instead of Reactive.
11. Conducting Security Surveys.
12. Planning for the Future.

Instilling crime prevention awareness is of particular importance to the new student; for many this is his or her first time away from home. According to Bobbi J. Cotter, who recently wrote an article in the

*FBI Law Enforcement Bulletin* (October 1988, p. 25), "One of the best ways that Law Enforcement can help its citizens is by educating them to protect themselves from crime."

## How Do You Know When Your Programs Are Successful?

When I started in Crime Prevention, only one person, Dr. Charles M. Girard, was lecturing about "Salesmanship and Marketing: A Critical Element in Crime Prevention." He wrote the following which best describes a successful crime prevention officer who reflects successful programming.

### Prerequisites to Consultative Sales

With regard to performance in consultative sales (as well as in other forms of sales), there are several prerequisites to success. The first is knowledge regarding the service to be provided. When discussing crime prevention with various clients (from the chief, to the head of patrol, to individuals and citizen groups), one must project a firm knowledge and understanding of the concept. It is also important to project the feeling that the subject is important, that it can provide the answers to certain crime problems, and, that if the service is provided (and accepted), the chance of criminal victimization will be lessened.

Other prerequisites to the effective sales of crime prevention include the following:

- **Attitude.** Without the proper attitude, anyone attempting to sell crime prevention or himself will not succeed.
- **Habit.** To be effective, it is necessary that a crime prevention officer work hard and wisely in relation to a predetermined plan.
- **Skill.** To successfully sell crime prevention, practice will be necessary to develop sales skills.

## Being a Crime Prevention Officer

Over the years I have read hundreds of articles on Crime Prevention. The following, which I consider to be the best, describes a crime prevention officer. It was written by Dr. Charles M. Girard.

A crime prevention officer with a positive attitude breeds confidence and enthusiasm into everything he does. He is proud of law enforcement, he is proud of his unit, he is proud of the crime prevention concept itself, and, he is proud of his job as a crime prevention officer. Without a positive attitude about oneself as well as the concept of crime prevention, it would be difficult for any officer to pay more than "lip service" to the idea within the community. If negativism is the prevailing attitude among the men in a unit, it may be incumbent upon the supervisor to carefully consider if they are right for the crime prevention job. Since crime prevention places an officer in the public eye perhaps more than any other police function, a negative attitude can do a grave disservice to both the crime prevention concept and to the department as a whole.

Being a crime prevention officer requires a certain skill and training. Dr. Girard, in the *Handbook of Loss Prevention and Crime Prevention*, 2nd ed. 1989, describes what skills a crime prevention officer should possess.

- **The Skill of Understanding People.** It is important that a crime prevention officer develop a knack for explaining a proposition — say, the installation of improved security hardware — so that the person (or people) with whom he is dealing can quickly grasp the direct benefits of such a measure. Understanding people is, of course, an intrinsic

sic part of the law enforcement official's function. In the role of a crime prevention officer, however, it is necessary to look at the individual from a different perspective. No longer is he a potential criminal, but rather he is someone who is being provided a service.

• **The Skill of Qualifying Prospects.** This element in salesmanship requires one to carefully identify who is to be approached and on what grounds. That is, it will be necessary to first determine who needs, or could best utilize, the services of a crime prevention unit (for example, portions of a community most severely affected by crime). Second, it must be determined if they should be contracted to "sell" them improved security hardware, a neighborhood watch program, a property marking program, and so on.

• **The Skill of Determining Client Need.** This skill cannot be over-emphasized. In order to sell crime prevention services, an officer must be able to relate to the citizen. To relate to the citizen, he must understand the crime problem in an area, why victimization rates are high (poor security, citizen awareness), why action has not yet been taken (residents in low-income areas might not be able to afford improved security hardware), and what can be done to help in the variety of situations he is likely to face. Thus, it is imperative that the officer examine area crime data such as socio-economic information, and come armed with an arsenal of crime prevention programs and techniques (as well as arguments for their use). It must be stressed that security and crime prevention will be a "low order need" of most citizens, so an officer's arguments must be strong and convincing if he is to succeed.

• **The Skill of Making a Presentation.** Showmanship and the ability to converse freely and easily with people is an important asset to the crime prevention officer. Unfortunately, this skill

can be perfected in only one way — practice.

• **The Skill of Listening.** Good salesmen listen more than they talk. Good crime prevention officers should do the same. That is, they should listen not only to the words that an individual is using, but to what he is really saying, what he really means, and why he is saying it. Only in this way will the officer be able to gain a clue as to how to appeal to the person.

• **The Skill of Demonstrating Crime Prevention.** Successful salesmen and successful crime prevention officers must be able to "handle" their service or concept and demonstrate what it is, how it works, and why its use will be beneficial. For example, shimmying a lock with a credit card or demonstrating how easy it is to gain entry through a window is a good technique to demonstrate the need for crime prevention. On the positive side, the demonstration of cylinder locks or window pins could help illustrate the use and benefit of prevention.

• **The Skill of Handling Objections.** A wide range of objections will likely arise during any discussion of crime prevention. Unfortunately, no tailor-made answers are available. However, by "comparing notes" with other crime prevention officers to help prepare for such objections, and by responding to them positively (as an indicator of such interest), they can be much more effectively treated. It must be remembered, however, that the officer should never argue a point, but should continue to confirm his own position.

### **How Do You Sell Your Ideas to University Administrations?**

Consistency and frequency are the two words that come to mind. A college comprehensive crime prevention program must be pro-active and reactive. A combination of crime analysis and education, physical security, and the overall environment is a

beginning to which you should start to sell.

I once heard crime prevention officers described as magicians, individuals who pull tricks out of a hat. So whether it is a security survey or a media campaign, your objective is the same — reduction of criminal opportunity.

It takes time to develop a style with which to manage your programs. You become a doctor with a series of prescriptions. However, you must understand where your management is coming from. Are your recommendations accepted or rejected? If rejected, why were they rejected? I know of one crime prevention officer who always had the hardest time with his community because his recommendations were at a level too high for his campus. Then comes the question of credibility. You have to develop it. How is this done? One way is through providing a service to your community. This service will take many forms.

### **What Are Some Key Issues in Dealing with the Administration?**

Let me tell you two stories. The first one is about a crabby manager who was very stubborn but not impossible. At first, the meetings held by the hard-nosed administrator were weekly; later they became every other week. These meetings, held in his office, were strategy sessions. We discussed criminal activity during the past week and submitted surveys on various buildings. Every week a meeting and every week recommendations. But in the end he surprised us. He stopped fighting and began implementing positive changes. Over the course of two years and many meetings later, we became good friends.

The second administrator was hard as nails. I remember one meeting during which we recommended that an old intrusion alarm system be updated and replaced. With my report were twenty 8-1/2 x 11 black and white photographs depicting this deteriorating alarm system. He didn't want to spend any money and was happy with the system the way it was. As he adjourned the meeting he asked, "By the way, what do you expect me to do with these photographs?" I replied, "I expect you to look at them and see how vulnerable your assets are."

Administrators are people like you and me. You should try to get to know your managers, to understand where they are coming from. Consider the leverage you have and how it may be applied.

Listen aggressively. Observe aggressively. And implement aggressively when necessary.

I had an administrative dean who, when I filed a report, would exercise his authority by only implementing a part of the recommendations I made. Realizing this, I always let him off the hook. If my report had ten points, I would add CCTV and Expand Card Access Control. I would then have approved *my* full package. Some may call this manipulation, which it probably is. But it worked.

I would strongly suggest that you consider going to the local library and borrowing a couple of books on Body Language and Management Principles.

### Is It Hard to Get Students Involved and Keep Them Involved?

There are several answers to this question.

1. Depending upon the circumstances and the amount of crime on your campus.
2. Depending upon the size of your campus.
3. And, although it's impossible to keep *all* students involved, it is very possible to keep specific individuals involved.

In detail, when a major incident or criminal action takes place in a dormitory, everyone in the house is affected. The average level of awareness shoots up to an all-time high. It stays like that for a few weeks, then eventually slides back down to its original level, or maybe a few notches above the pre-incident level.

Crime prevention programs must be tailored to the size and type of college whose needs must be met. On a large campus it is impossible to keep *all* students involved in crime prevention actively for a number of reasons. But, it is not impossible to involve RA's, Proctors, Tutors, and Chairmen and Chairwomen of Student

Organizations. If you get them involved they will pass on to the others your crime prevention material.

I remember several times coordinating security meetings in dormitories only to have 4, 7 or 13 students show up. It was discouraging, but I tried to look at the positive side of these meetings. The seven or so students who were there were concerned about security and safety. After these meetings I would attend House Committee meetings where 75 to 125 students were planning events for the house. It was at these meetings I felt most effective, where the selling and marketing strategies were applied.

### Some Recommendations

1. Many colleges have a very active Resident Life College Staff. Consider an educational and awareness program for this group. Once they are sold on Crime Prevention and good security procedure, they will pass it on.
2. Have orientation meetings for RA's, Proctors, and Students.
3. Create workshops on Sexual Assaults & General Awareness.
4. Develop a newsletter which highlights crime prevention tips and awareness of criminal activity.
5. Meet with building custodians. Train them to be aware of their role in crime prevention, such as the importance of keeping the doors locked.

The five steps outlined above are proposed to get everyone involved in crime prevention techniques, programs, awareness, and solid security programs for a dormitory.

One of the problems facing dormitory security is the practice of propping doors open. Many administrators don't know how to address this problem.

### Consider these solutions:

1. Remove all hardware that will keep a door open.
2. Educate all RA's, Proctors, and Custodians that doors are to be secured and obstacles removed.

3. Starting on their first day on campus, educate students not to prop doors open.

Two additional factors must be addressed:

1. All doors must be in working order.
2. In-house telephones must be installed outside the dorms so that visitors can be admitted by the students.

To prevent dormitory doors from being propped open requires a *total commitment* from the entire community and administration in order to make a good security procedure work. Getting that total commitment is not impossible. You *can* reach 5000 or 10,000 people — it's not impossible. But you can't do it overnight.

I had a vice-president of Resident Life tell me he would do anything to find the answer to the Propped-Open Door Problem. I explained the need for total community commitment and he asked how it can be achieved. Consider the difference of a positive attitude (Great idea, get some figures for new telephones and let's implement this!) vs. a negative attitude (It will never work). A positive attitude will win every time.

### Advice to Others Setting Up Campus Crime Prevention Programs

I attended the National Crime Prevention Institute at the University of Louisville in 1975. After two weeks in the class I called home one day to find that someone had stolen my bike. I knew it was a blue ten-speed model, serial and manufacturer were unknown. In class that day we talked about Operation Identification. My bike had been unlocked and unregistered. From that day onward I became a believer in Crime Prevention and, needless to say, paid closer attention in class.

My advice to you is in three points:

1. Study the following subjects on your own, no matter how briefly. Psychology, Existing Crime Prevention Programs, and How to Implement and Evaluate New Ones. Remember to be flexible, creative, and professional. Learn how to better com-

municate your ideas, and how to better plan, sell, and market them. Research anything you can on the subject of crime prevention.

2. Identify what other campus crime prevention officers are doing. Their research and development can save you hours of work. Don't be too proud to ask for advice and assistance.
3. You must genuinely care and be concerned for your community, and you must be willing to work hard.

Crime Prevention works! But you must implement it, you can't expect it to fly on its own. You're the pilot of this concept on your campus. McGruff, as well as many other resources available, will work for you.

### What Resources or Help Could Be Used That Are Not Readily Available?

1. If you are newly assigned to Crime Prevention, go to one of your local college or university security departments and meet with the crime prevention officer. Consider spending the day with him, buy him lunch. The chiefs can arrange this. Then examine his programs, brochures, posters, his training, the books on his shelves, and listen carefully to his advice.
2. Seek authorization to attend a nationally recognized crime prevention school. Some states have excellent programs and they should also be explored.
3. Butterworth Publishers in Boston, MA has many excellent books available on the subject of crime prevention, physical security, and security management.
4. Acquire an association membership. Many states have crime prevention associations. The American Society for Industrial Security has a security membership of 26,000 and publishes one of the finest monthly magazines.
5. Look around your own college community as to what resources may be available, such as the library, printing office, college newspaper,

student organizations, fraternities. You must also know what your problems are in order to research what is necessary and to deliver the final product.

### Leverage

I was recently talking with another crime prevention officer who had just returned from three weeks of studying at the National Crime Prevention Institute in Louisville, Kentucky. During the time he was away, his chief replied to every special problem that arose, "As soon as John returns from N.C.P.I. where he is studying crime prevention techniques, I'll have him call you." As soon as he returned a news release was issued about his training.

He told me that when he spoke his words were accepted as gospel. Not only was he trained in crime prevention, but his boss gave him the credibility and leverage to implement his recently learned concepts.

You don't hear too many people talking about leverage. Remember this: Leverage often requires imagination and salesmanship.

### What Community Groups (In and Outside of the College) are Important to Work With?

Multiple choice answer:

1. All student groups
2. Deans and Resident Life Staff
3. Physical Plant and Fire Marshall's Office
4. Anyone who calls your office
5. All of the above

If you answered 5 you were correct. But this is the pro-active aspect of your crime prevention planning. You have to become assertive and get involved in programs actively where you have some solid advice to give.

The bottom line here is to keep your finger on the pulse of the community. If it's larceny that is the problem, conduct a follow-up investigation from a crime prevention point of view. If a new building is to be built, meet with the architects and developers.

Every phase of campus life is important. Consider the Sphere of Influence Theory.

It works but you have to develop it.

### Sustaining These Relationships

You will find that as you go from project to project, you may see some of the same faces. Do you think an administrator can solve an internal theft problem? Or does the electrical foreman in the physical plant know what level of light should be on your campus? Some of these problems are complex, like the "Propped-Open Door Problem" outlined earlier. However, you're the one who is being called upon to address and solve these various issues.

### Success and Failures

Henry Wadsworth Longfellow once said, "The talent of success is nothing more than doing what you do well; and doing well whatever you do without a thought of fame."

Many of us have successes and failures; it's part of life. But you must learn to trust your inner instincts. Be a risk-taker — you're in an exciting field. What you're doing isn't dull or boring. If you think it is, transfer to another unit. Crime Prevention isn't for you.

### In Conclusion

The reasons people commit crimes are complex. Many people have given a variety of answers to this question. But one answer, to which most of us would agree, is that many crimes are committed because a particular opportunity presents itself to the offender.

If we could eliminate some of these opportunities, thus making the act difficult to commit and increasing the risk of arrest, no doubt many criminal plans would be abandoned.

Crime prevention means working with concerned people in "Before the Fact" situations. The benefits are obvious, regardless of whether you are in Canada, Europe, or the United States.

*Lawrence J. Fennelly is a sergeant in charge of Crime Prevention and Training for Harvard University. His recent book is titled "Handbook of Loss Prevention and Crime Prevention", 2nd Edition, Butterworth Publishers, Boston MA.*