

A. Empathize:

Literature Review & Environmental Scan

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Introduction

Given that our project is on UBC campus security, which is arguably a very broad topic, we decided to conduct a wide survey to uncover what exactly campus security and safety means in the context of academic literature. What we found was a breadth of knowledge ranging from students' general perceptions of safety in the university campus setting to the impact Crime Prevention through Environmental Design (CPTED) has on shaping these perceptions. Furthermore, we were able to obtain research on bike theft at UBC, as well as UBC's 2021 Annual Campus Security Report, to provide a more localized representation to these findings. Though it should be stated that most of this research came from universities external to Canada: the United States, England, China, and Australia. After we had synthesized our findings, several patterns and themes began to emerge which helped shape the following focal points for our research:

- How prevalent are various forms of crime on university campuses?
- How do students perceive university safety and safety resources?
- What does the role of gender play in perceptions of campus safety?
- Does Crime Prevention through Environmental Design impact campus safety?
- What is being done currently to enhance safety on university campuses?

Annotated Bibliography

In this section, each team member annotated 3-4 academic papers of their choosing relevant to our study on UBC campus security. The following table provides links to each annotation:

Title	Year	Annotator
<u>The Dark and Desolate Campus: What Can be Done to Enhance Students' Perceptions of Safety On-Campus?</u>	2022	Luke
<u>Resident Students' Perception of Safety in On-Campus Residential Facilities: Does Crime Prevention through Environmental Design (CPTED) Make a Difference?</u>	2019	Luke
<u>Exploring Crime Prevention Through Environmental Design (CPTED) and Students' Fear of Crime at an Australian University Campus Using Prospect and Refuge Theory</u>	2019	Luke
<u>Safety Perceptions in University Campuses: The Role of Environment</u>	2022	Luke
<u>Bike Theft Reduction at UBC</u>	2020	Timo
<u>College Students' Fear of Crime and Perception of Safety: The Influence of Personal and University Prevention Measures</u>	2020	Timo
<u>Student Perceptions of Safety and Helpfulness of Resources</u>	2017	Timo
<u>UBC Vancouver Annual Campus Security Report 2021</u>	2022	Timo
<u>Legal Issues with Security on Higher Education Campuses: Rethinking Campus Security Liability</u>	2012	Aleks
<u>Violence and Security on Campus: From Preschool through College</u>	2010	Aleks
<u>The Role of Campus Security in the College Setting</u>	1971	Aleks
<u>The Effects of Students' Perceptions of Campus Safety and Security on Student Enrollment</u>	2016	Aleks

Luke's Bibliography

Roberts, N. (2022). The dark and desolate campus: what can be done to enhance students' perceptions of safety on-campus?. *Safer communities*, 21(3), 157-170.

Nicola Roberts, the sole author of this paper, investigated ways in which students' perceptions of safety could be enhanced at a university campus in the north of England. It should be stated that this campus was a "city" campus in that it had no structural borders which separated the campus from the surrounding city. This paper is highly relevant to our study of UBC campus security, as UBC's campus is also borderless and we share the common goal of improving safety. During the three month period in which the survey was available, three emails were sent out to students: one initial and two reminder emails. 550 students responded to the survey, which resulted in a response rate of 6%. Furthermore, of the survey respondents, 71% were women and 29% were men. The survey included closed and open-ended questions focusing on students' perceptions of campus safety. The open-ended responses were encoded using NVivo - an analysis software package - to uncover meaningful patterns. Although 81% of respondents reported feeling safe on campus, 23% of respondents, of which 74% were women, indicated several areas on campus where they felt unsafe. These included car parks, underpasses, bus-stops, buildings, and areas around buildings. The common theme with respondents was that these areas lack surveillance in the form of proper lighting, limited CCTV, security patrol presence, and the presence of others. An interesting connection found was that improved lighting generally increased the presence of others, which, in turn, increased surveillance. Several strategies were used by women to increase their safety: leaving campus before dark, using flashlights after dark, and walking with or calling friends. Because of the low response rate (6%) and lack of male respondents (29%), our main critique of this study is that the findings are not representative of the wider student body at this university.

Shariati, A., & Guerette, R. T. (2019). Resident students' perception of safety in on-campus residential facilities: Does crime prevention through environmental design (CPTED) make a difference?. *Journal of school violence*, 18(4), 570-584.

Shariati and Guerette, the authors of this paper, examined how two differently designed residential buildings, at a Southeastern American university campus, affected students' perceptions of safety. The two residential buildings for this study were selected because of their noticeable differences in adherence to Crime Prevention through Environmental Design (CPTED) standards: the low conformity (LC) building was built in 1986, whereas the high conformity (HC) building was built in 2000. In this paper, CPTED principles of interest are surveillance, access control, maintenance, territoriality, and activity support; leaving out target hardening. After selecting the buildings, the authors, using convenience sampling, issued closed-ended survey questionnaires over a three week period. The sample itself consisted of 50 residents from the LC building and 50 residents from the HC building. Following the survey, the authors scored the two buildings based on their adherence to their selected CPTED principles. This study is highly relevant and useful for our study of UBC campus security, as it uses a control in the form of the LC building and clearly identifies and scores their buildings using CPTED principles, which will assist us in our research. Unlike other research on campus CPTED, the authors here perform a statistical analysis on their survey findings using a one-tailed test and regression models. Their findings support their hypothesis that the HC building has a positive effect not only on perceived safety within the building, but also outside of it. Furthermore, they discovered that freshmen and non-american students reported feeling less safe overall on campus, whereas women and previously victimized students reported feeling less safe outside their buildings. Although this paper was quite robust, it should be stated that convenience sampling is prone to bias and, being an American university, safety concerns may be overreported.

Cozens, P., & Sun, M. Y. (2019). Exploring crime prevention through environmental design (CPTED) and students' fear of crime at an Australian university campus using prospect and refuge theory. *Property Management*, 37(2), 287-306.

In this paper, Cozens and Sun examined the role Crime Prevention through Environmental Design (CPTED) played in enhancing students' perceptions of safety at an Australian university campus in Perth. The six widely accepted principles of CPTED are territoriality, surveillance, access control, target hardening, image or maintenance, and activity support. Interestingly, although research on CPTED's ability to reduce crime in the urban environment has been conducted since the 1970's, it has been applied minimally to the university campus setting. Research on CPTED as it pertains to university campuses is highly relevant to our study of UBC campus security, as these design principles, or lack thereof, could be a reason for negative perceptions of safety on UBC. Data for this study was collected using intercept surveys where respondents were asked to identify three "safe" and three "unsafe" locations on campus. Because of the convenience based nature of this type of survey, only 88 students completed the survey. Of the survey respondents, 56% were male and 44% were female. Furthermore, 42% of respondents reported experiencing fear of unsafety on campus, of which 64% were female. Expanding on Appleton's prospect-refuge theory, the primary objective of this study was to test the hypothesis that "unsafe" locations were likely to exhibit low levels of prospect - overall visibility - and high levels of refuge - hiding places for offenders. Indeed, the authors discovered that the most commonly identified "unsafe" locations - bus station, pedestrian walkway, and one of the peripheral car parks - exhibited these characteristics. Although the methodology used was sound, the small sample size (88) makes this research limited in its applicability to other campuses. Furthermore, without studying the effects of a CPTED designed campus on students' perceptions of safety, it remains to be seen if these findings are generalizable.

Huang, D., Ceccato, V., & Kytä, M. (2022). Safety perceptions in university campuses: the role of environment. *Crime prevention and community safety*, 24(3), 266-285.

In this paper, the authors Huang, Ceccato, and Kytä provide a non-Western view of students' perceptions of safety on ten university campuses in the Guangzhou Higher Education Mega Center. What makes this study unique is its combined use of public participation GIS (PPGIS) and surveys to capture exactly where and why students felt unsafe on their campuses. The researchers of this study were not only concerned with areas of potential crime, but also areas of potential traffic dangers, such as collisions, and accident dangers, such as slipping. As such, this research is relevant to our study of UBC campus security as it provides a non-Western view, examines perceived dangers beyond crime, and uses a unique participation-based GIS approach. Undergraduate students who were in their student unions were sent the initial survey link and then were asked to randomly distribute this link to their friends. Of the approximately 200,000 students attending these ten universities, only 196 responded in full to the survey. 41% of these respondents were male, while the remaining 59% were female. Surprisingly, almost half (49%) of the respondents felt unsafe on the campuses with the majority (65%) of these respondents being female. Furthermore, of the 1,311 areas identified by students, 39% were marked safe and 61% were marked unsafe. The main reasons for indicating a place as being safe were the presence of pedestrians, visibility of CCTV, and adequacy of lighting. After analyzing the markings, the researchers found that dormitories, academic buildings, and libraries were generally marked as safe, whereas peripheral roadways, urban villages, and green spaces were generally marked as unsafe. Although citing Crime Prevention through Environmental Design (CPTED) as an inspiration for their research, the authors rarely relate their findings to well established CPTED principles.

Timo's Bibliography

Lu, M., Santos, K., Shani, P., Shojaei, A., & Sharma, A. (2020). Bike Theft Reduction at UBC.

The URSY 520 (Urban System Analysis and Planning course) team at the University of British Columbia (2020) embarked on a study to devise strategies against bike theft on the UBC campus, recognizing it as a significant deterrent for students considering cycling to school. Adopting a comprehensive six-stage methodology, the team began this methodology with a review of the current bike infrastructure and an analysis of past theft cases. This was followed by a literature review, sourcing global best practices and innovative ideas. A weighted multi-criterion framework, which evaluated aspects like Effectiveness, Operational Complexity, UBC Culture Fit, and Capital Cost, streamlined the selection of potential solutions. Consequently, this led to the assessment and subsequent recommendation of the most promising solutions. Among the results, theft-deterrent signage combined with public engagement emerged as top-rated, and a three-pronged solution was proposed: The Bike Kitchen Sharing Hub, Bike Rooms equipped with CCTV, and enhanced Theft-deterrent Signage and Public Engagement. However, the study also underscored critical data gaps, such as challenges in correlating theft incidents with bike storage types and understanding the exact reasons behind individual thefts. The research underscores the necessity of holistic bike security strategies, informed by a mix of localized data and global insights, while also highlighting the importance of aligning security measures with broader UBC campus planning goals. The approach taken by the URSY 520 team, blending primary data with international research, offers a robust blueprint for other institutions facing similar challenges, though further granular data would enrich future investigations. For example it was unclear what kind of security measures were in place in every theft occurrence.

Maier, S. L., & DePrince, B. T. (2020). College students' fear of crime and perception of safety: The influence of personal and university prevention measures. *Journal of criminal justice education*, 31(1), 63-81.

In this study, the researchers investigated university students' perceptions regarding campus safety. The emotion "fear" was delineated into three facets: cognitive (thought-driven), emotional (feeling-driven), and behavioral (action-driven). Drawing from literature, the "Opportunity Theory" and "Routine Activities Theory" became instrumental. These paradigms posit that a confluence of three elements—a motivated offender, a potential victim, and the absence of preventive guardians—culminates in crime. The researchers adopted a mixed-method approach, combining both quantitative and qualitative techniques. They surveyed 1,300 randomly selected students, receiving responses from 133 participants. Quantitative data was collected using tools like the Likert-scale, while qualitative insights were gleaned through open-ended questions and analysed for recurring themes. A consistent theme from both quantitative and qualitative data was the pivotal role of adequate lighting in shaping perceptions of safety. Many students identified poorly lit areas as hotspots for potential danger, emphasizing the need for better illumination. Another intriguing revelation was that, despite the university's high-crime location, a considerable portion of students expressed feeling more secure off-campus during nighttime hours. This was attributed to the noticeably stronger police presence off-campus, in comparison to the seemingly sparse on-campus security personnel. This correlates to the literature as they function as the mentioned "guardians". Given the findings, the researchers strongly advocate for the enhancement of lighting across campus and a bolstered presence of security patrols. However, while the study provides rich insights, it is not without constraints. As the research is confined to a single university, the extrapolation of its findings to other institutions may be limited. Additionally, while the study provided an overarching view of crime-related concerns, it did not delve into the specifics of which crimes students were most apprehensive about or the intricate behavioral changes they might adopt in response to these concerns. All in all this paper seems to have been rushed, which is also explicitly stated and acknowledged in the paper, which further challenges extrapolation. Nevertheless, the example questions will be very helpful for our own interview.

Merianos, A. L., King, K. A., & Vidourek, R. A. (2017). Student perceptions of safety and helpfulness of resources. *American Journal of Health Studies*, 32(2).

The research team embarked on a mission to understand the intricate perceptions of campus safety among university students, utilizing a detailed study spanning various locations and demographic factors. This inquiry was spurred by the understanding that universities plagued with high crime rates often face challenges in attracting a substantial student populace. Recognizing the depth and variety of students' feelings, they harnessed a self-report questionnaire, gathering feedback from 345 university students. Through this method, they captured nuances like students' perceptions when walking on campus during both day and night or when using specific campus safety services, such as the night ride program. These insights painted a vivid picture of the students' safety concerns, revealing patterns like a significant portion of students perceiving crime on campus with high seriousness. One of the standout revelations was the value placed on the visibility of campus safety officers. This was juxtaposed against more tangible concerns like the adequacy of lighting in parking garages and lots, which many students felt were subpar. Gender dynamics were striking in the findings. Male students consistently felt safer than their female counterparts in scenarios like being on campus during the night or using parking facilities around the campus. However, some criteria, like evaluating "current environmental conditions," especially lighting and sidewalks, had a layer of subjectivity. This was further increased by a very heavily biased dataset as 67% of all participants were female. The analysis, rich with data, provided a roadmap for university stakeholders. Key recommendations emerged, such as bolstering the visibility of campus safety officers and rectifying structural issues, like the lighting in parking areas. The research emphasized the need to harmonize structural and social interventions to foster a more secure campus ambiance.

Metras, J., Aldridge, R. A., & Mojdehi, A. (2022). UBC Vancouver Annual Campus Security Report 2021. University of British Columbia.

In 2022, the University's security measures witnessed pivotal changes. Security staff training now closely mirrors best practices, with final modules of the VPFO Equity, Diversity, and Inclusion training nearing completion. An IT capital project is in progress, focusing on robust electronic security systems. Campus Security is drafting consistent building design standards and UBC Technical Guideline updates to standardize security implementations. Several projects, including the Museum of Anthropology (MOA) system overhaul, are ongoing. Buildings such as the Music Building and Iona Building are slated for electronic lockbox installations. There's a renewed emphasis on raising property crime awareness and reengaging the community because data reveals that the problem of unauthorized "building access" is the singular metric witnessing consistent growth from 2018 to 2021. This rise is notable given that every other metric diminished during the pandemic. Campus Security will continue to participate in events such as "Imagine Day", Staff/Student Orientations, and Student Residence Move-Ins in order to increase awareness. One of the biggest changes was that The Occupational First Aid Program was integrated into Campus Security in 2021, with over 600 First Aid calls attended since then. Prior to 2021 this service was provided by a third party contracted service. All of this data has to be viewed cautiously as the data on security incidents from 2018-2021 is provided but only reported incidents to Campus Security are included, potentially omitting unreported events. It is very interesting that this report does in fact not consider any student feelings of safety. In accordance with all the other papers this should also be evaluated as the actual safety but also the perceived safety is important for every person that is associated or interested in living/studying/working at UBC.

Aleks' Bibliography

Adolf, D. (2012). Legal issues with security on higher education campuses: Rethinking campus security liability. *Journal of Applied Security Research*, 7(2), 253-267.

The paper by Daniel Adolf focuses on the legal aspects associated with safety and security on college campuses in the United States. The research aims to guide institutional administrators on various legal theories they should be aware of, such as contract law theory and negligence theory. These theories include aspects like negligent hiring, landlord-business invitee relationships, and landowner-tenant legal theory. The paper argues that campus security involves a wide range of seemingly unrelated case law, exposing institutions to various security-related torts. Shift in Campus Security Approaches: The paper notes that the approach towards campus security has evolved from strict oversight to a "hands-off" approach, and most recently, to a "shared responsibility" model. The paper discusses the complexities of reporting requirements under the Clery Act and the Family Educational Rights and Privacy Act (FERPA). It highlights that FERPA allows the release of specific disciplinary hearings and information related to violent crimes, sex crimes, and drug offenses by underage students. Drug-Free Schools and Communities Act requires institutions to release alcohol and drug-related information annually and to conduct biennial reviews of alcohol and drug programs. The paper provides a historical perspective from 1941. The paper emphasizes that administrators should be aware of various legal theories like contract law and negligence theory, which have implications for campus security. The paper suggests that institutional administrators need to be well-versed in various legal theories to better manage campus security. It also implies that a one-size-fits-all approach to campus security is not feasible due to the complex legal landscape. The paper is focused on the U.S. context.

Fox, J. A., & Burstein, H. (2010). Violence and security on campus: From preschool through college. Bloomsbury Publishing USA.

The book "Violence and Security on Campus: From Preschool through College" by James Alan Fox and Harvey Burstein is a comprehensive examination of the issues surrounding violence and security in educational settings, ranging from preschools to colleges. The book aims to shed light on the various forms of violence that can occur on campuses and offers insights into security measures that can be implemented to mitigate these risks. The book covers a wide range of educational settings, making it a valuable resource for administrators, security personnel, and educators across different levels of education. The book delves into various types of violence, including physical assaults, bullying, and more severe forms like shootings and stabbings. It discusses the effectiveness of different security measures, such as surveillance cameras, security personnel, and emergency response plans. The book also touches upon the legal and ethical aspects of campus security, including the rights and responsibilities of both institutions and individuals. The book serves as a comprehensive guide for educational institutions to understand the complexities of campus violence and security. It can be used to develop or refine security protocols and emergency response plans. The book is focused primarily on the U.S. context.

Gelber, S. (1971). The role of campus security in the college setting. The Florida State University.

The dissertation by Seymour Gelber, titled "The Role of Campus Security in the College Setting," was submitted to the Department of Higher Education at The Florida State University in 1971. The study aims to explore the role and functions of campus security within the context of higher education. It delves into the historical origins of campus security, its legal framework, and operational functions. The study provides an overview of the historical origins of campus security, including how security responses have evolved over time. It discusses the legal authority of campus security officers and the state statutory requirements for their training, especially in situations involving campus disorder. The study examines the personnel characteristics of campus security, the availability and use of specialized training and equipment, and their relationships with other campus components and off-campus police. The study offers valuable insights into the complexities of campus security, including its historical, legal, and operational aspects. It can serve as a foundational resource for administrators and security personnel in understanding and improving campus security measures. The study is dated, having been published in 1971, and may not fully reflect current trends and challenges in campus security.

Carrico, B. A. (2016). The effects of students' perceptions of campus safety and security on student enrollment.

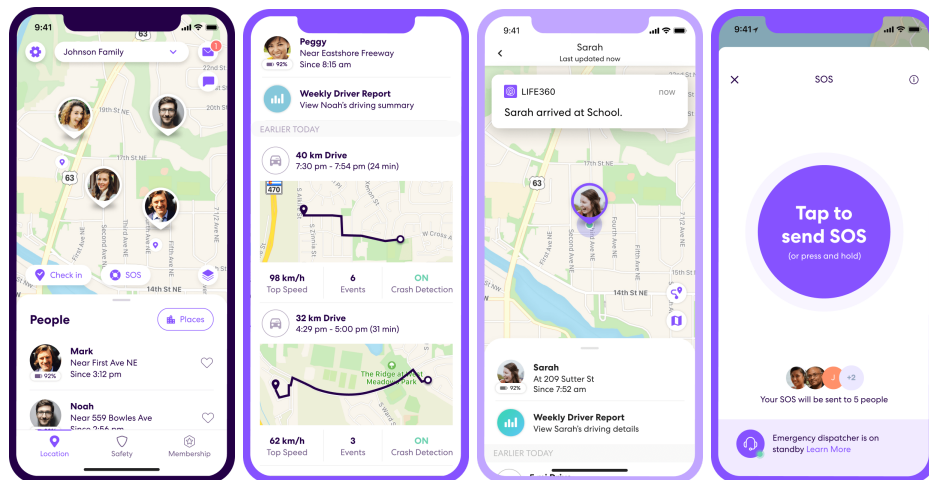
Brian Andrew Carrico's dissertation, titled "The Effects of Students' Perceptions of Campus Safety and Security on Student Enrollment," was submitted to the Graduate College of Marshall University in 2016. The study aims to explore how students' perceptions of campus safety and security influence their decision to enroll in a particular university. The research is grounded in the context of higher education and focuses on the psychological and behavioral aspects of students' choices. The study employs theories like "Opportunity Theory" and "Routine Activities Theory" to understand the conditions that lead to crime on campus. A mixed-method approach was used, combining both quantitative and qualitative techniques. The study surveyed 1,300 students, receiving responses from 133 participants. The study found that adequate lighting plays a pivotal role in shaping students' perceptions of safety. It also revealed that students felt more secure off-campus due to a stronger police presence compared to on-campus security. The research provides valuable insights into the factors that influence students' enrollment decisions, particularly concerning campus safety. It suggests that universities should focus on enhancing lighting and security patrols to improve students' perceptions of safety. The study is confined to a single university, limiting the generalizability of its findings. It did not delve into the specifics of which crimes students were most apprehensive about.

Technology Review

In this section, each team member reviewed a technology of their choosing relevant to our study on UBC campus security. The following table provides links to each review:

Technology	Company	Platform	Annotator
Life360	Life360 Inc.	Mobile App	Luke
UBC Safe Vancouver	UBC	Mobile App	Timo
UBC Campus Security	UBC	Infrastructure	Aleks

Life360



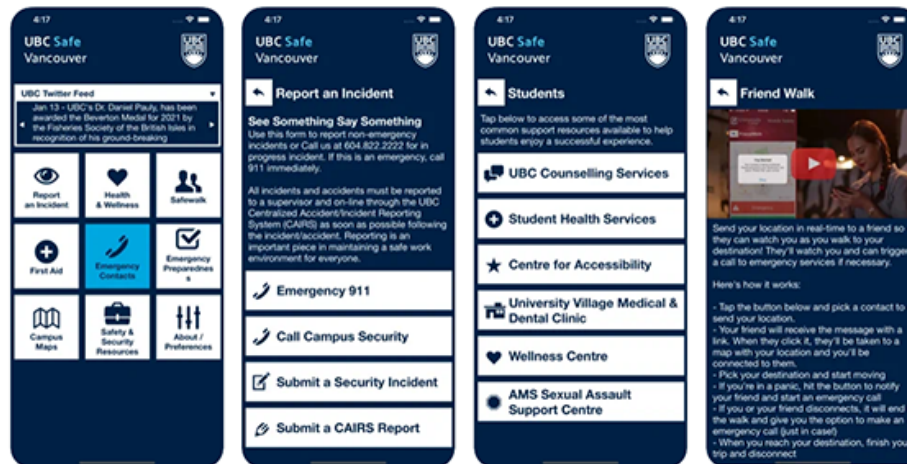
Figures 1-4 of the Life360 App. (n.d.). Life360 App. Retrieved September 24, 2023, from <https://www.life360.com/>.

Life360 is a highly successful app on both the Apple App Store and Google Play Store. On the US App Store, Life360 is ranked 6th in the Social Networking category with over 1.2 million ratings, achieving a rating of 4.7 out of 5. The focus of Life360 is promoting individual and family safety through various location sharing features. These features include but are not limited to:

- Location tracking of people and items
- Location sharing with circle members
- Location history tracking up to 30 days
- Alerts when circle members arrive places
- SOS alerts with 24/7 emergency dispatch

Obviously, several features of this app are relevant to our study of UBC campus security, with perhaps the exception of crash detection. The location tracking functionality is smooth and automatic, always being enabled for people and their circle members (see Figure 1). This is in contrast to the UBC Safe app's Friend Walk feature which is enabled on a use-by-use basis. Furthermore, the location history tracking is an intriguing albeit invasive feature, which can be disabled if needed (see Figure 2). One of our favourite features, the Place Alert feature, automatically notifies circle members when people arrive places, removing the need for the individual to text or call that person (see Figure 3). Lastly, the SOS feature is always accessible via the main screen of the app and provides a silent way for individuals to alert their circle members, as well as emergency authorities, if they are in danger (see Figure 4). Our main critique of this app is that it is not free, having three membership tiers: silver, gold, and platinum. Moreover, constantly tracking individuals is likely not applicable to our use case. Much could be gleaned, however, from the easy-to-use and essentially hands-free location features, including the silent SOS notifications.

UBC Safe Vancouver



Examples of the UBC Safe Vancouver App. (n.d.). UBC Safe Vancouver App. Retrieved September 24, 2023, from <https://srs.ubc.ca/health-safety/ubc-safe-vancouver-app/>.

UBC Safe Vancouver is the official application of the UBC Safety & Risk Services for the Vancouver campus. Its features include:

- Reporting incidents (911 call, Campus Security call, submit forms)
- Health & Wellness service information
- First Aid quick call function
- Emergency Resources (buttons to notify for earthquakes, extreme weather, fire, etc.)
- Maps of campus, blue poles, and wayfinding
- General information about safety and security resources
- Safewalk & WorkAlone features

The Safewalk feature allows students to share their location with friends so they can virtually watch them walking on UBC. Furthermore, there are also teams that assist with safely getting individuals from point A to point B. This can be used for all kinds of occasions (walking home, getting to a party) and there are driving and walking teams. Another great feature is the WorkAlone feature where graduate students, faculty, and staff can request check-ins with them so that their safety will regularly be checked by the Campus Security team. In our opinion it is a grave mistake that undergraduate students are not able to use this feature as late-night studying safety is relevant for all students. Overall, the app is very easy to use and serves as a great contact point to the UBC Safety & Risk Services Team, but we believe that there are improvements to be made. Firstly, the already discussed changes to the WorkAlone feature. Secondly, we would add the possibility to call for Campus Security by a specific press-pattern of easy to reach buttons so that the call for help is faster. We believe that every second counts. Lastly, a new feature could allow users to discreetly enable the camera and start recording or live streaming to the Campus Security team.

UBC Campus Security

Campus Security is part of [Safety & Risks Services](#) (SRS), a department within the [VP Finance & Operations](#) (VPFO) portfolio on the UBC Vancouver campus. Safety & Risk Services ensures the university operates effectively and safely by identifying and reducing risks that could affect the university's ability to achieve its academic mission. Campus Security is available 24/7 and provides the following services:

- First Aid: Campus Security responds to all First Aid calls for students, faculty, staff, student-staff, and visitors on the UBC Vancouver Point Grey campus.
- Safewalk: The service to travel to any location on campus after dusk with a greater sense of security with Safewalk walking and driving teams.
- Lost & Found: The online database to check if your lost property has been turned into UBC Lost & Found Office.
- Request for Security: Campus Security is available by request for special events on the UBC Vancouver campus where safety and security coverage are required.
- Personal Safety Planning: Campus Security supports students, faculty, and staff through personal safety planning sessions and education workshops to help address concerns when learning, teaching, and working on campus.
- Site Security Assessment: Licensed security consultants are available to provide a Risk Assessment for an enhanced risk management profile.

First Aid:

Campus Security patrol officers are Occupational First Aid Level 2 (OFA2) certified and provide emergency support and first aid response 24/7, as well as guide emergency responders (fire, ambulance, police) to the right place on campus quickly. Campus Security and the First Aid program is not a replacement for the emergency services, but will likely arrive on scene before fire, ambulance, and police services. In the unlikely event that Campus Security is unavailable, the program will automatically be supported by Vancouver Fire Rescue Services. What happens when you call first aid:

- Calls to first aid goes directly to Campus Security, who responds to all locations on the UBC Vancouver campus to provide assistance.
- You will be asked a few vital questions about the situation and Campus Security will dispatch an officer to your campus location, or pass the call to the emergency services if necessary.
- Most incidents should be attended within 10 minutes of being dispatched, however, other factors could impact the time it takes for Campus Security to arrive at an incident.

Safewalk:

AMS Safewalk is a student-run safety service designed for anyone on the UBC campus who is traveling alone. Driving and walking teams are available to accompany individuals in need to their desired location after dusk. Safewalk prioritizes those who are vulnerable and feel unsafe traveling alone, allowing them to travel with a greater sense of security. The service is intended to give safe means of accompaniment when no other form is available. Safewalk works closely with Campus Security and the RCMP.

Safety & Risk Services:

Safety & Risk Services (SRS), separate from Campus Security, provides the following services:



Of which the most relevant for our study are:

- UBC Centralized Accident / Incident Reporting System (CAIRS). CAIRS considers only work-related accidents and incidents with UBC staff involved.
- UBC Safe App, which is covered above.