Discover Policing Podcast Series

Title: Demonstrations on University and College Campuses: Law Enforcement's Role in Planning and Response

Interviewees
- John Vinson, PhD, Chief, University of Washington Police Department; Chair, IACP University and College Police Section
- Tamara Herold, PhD, Director, Crowd Management Research Council, University of Nevada, Las Vegas

About
Chief Vinson and Dr. Herold discuss promising practices that law enforcement can use for planning and responding to university and college demonstrations. The podcast also includes research-based considerations for safety and crowd control during demonstrations.

Audio Transcript

00:00 Joseph Marcus: From the International Association of Chiefs of Police, welcome to the Discover Policing podcast. I'm Joseph Marcus.

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00:11 Chief Vinson: The goal is to ensure that our students, that they can engage, that they can speak out with the underlying sort of focus of ensuring safety and security for everyone involved.

00:26 JM: This episode is funded by the U.S. Department of Justice's COPS Office and the department's full disclaimer notice is available at the end of the podcast and in the episode's show notes. The views, information, or opinions expressed during this podcast are solely those of the individuals involved and do not necessarily represent those of the IACP or the COPS Office. On this episode of the podcast, I discuss demonstrations on college campuses with Chief Vinson of University of Washington, and Dr. Herold at University of Nevada, Las Vegas. And I think it's a really good conversation with both of them. In the conversation, we talked about many of the issues around speech on campuses. While our discussion focuses on college and university campuses, a lot of the issues that we discuss can also be applied to cities and states dealing with similar issues and in their jurisdictions. And now my interview with Chief Vinson from the University of Washington.

01:23 JM: Chief Vinson, welcome to the podcast.

01:26 CV: Thank you, it's a pleasure to be here.

01:27 JM: Chief Vinson, can you start with a little bit of your background in the field and your experiences?

01:35 CV: Yes, I've been in policing for over 25 years. Out of my almost 25 years, 18 have been in higher ed, I have been currently at the University of Washington. I have been here for just over 10 years, and I've been really trying to look at innovative and proactive ways within our higher ed communities.

02:05 JM: I think university and college settings are an interesting time in young people's lives and I think especially on campuses like Washington, students aren't only there to learn in the strictest of academic senses about math and sciences, but I think it's also a time where young people are starting to develop their own sense of politics, what it means to organize. How do you see those roles sort of playing into each other with some of the issues around college demonstrations on university campuses?

02:43 CV: You know for us, I think the goal is to ensure that our students can do all of those things, that they can engage, that they can speak out, they can have an opinion with the underlying sort of focus of ensuring safety and security for everyone involved. So when I think about the role of the police department or our public safety services, our number one goal is to encourage our students to take advantage of their First Amendment rights, to encourage them to take a position on a particular issue. But at the same time, our number one goal is to provide guidance and counsel on how they can do that in a very thoughtful strategic and more importantly, a safe manner. So when we engage with our students at the onset of those sort of demonstrations, protests, or just public conversations,

we want to make sure they really understand what are the parameters around those conversations and how do we make sure that one, they can be safe when they decide to sort of have those conversations, but also create an environment where perhaps there might be opposing viewpoints that may show up as well. So how do we have some conversations, in advance, to ensure that all parties involved can be very sort of thoughtful about what they want to say, how they would like to say it, but more importantly from a policing standpoint, we can balance those differences of opinion in a way that all members, all students can be safe?

04:28 JM: And can we talk a little bit more about some of that pre-planning work? How do you work with students, administrators, local police, and the protest organizers, if they are students, or if they're non-students to ensure the safety of everyone, and to make sure that everyone's rights are protected in those spaces?

04:52 CV: Once we know that there will be an event, particularly, around those planned events, we would first off reach out to the student organizers and meet with them and really talk about what type of event they want to have and the date, time, and what type of attendants they anticipate, so we sort of use that as a first sort of step in the process. And dependent upon what information comes out of that conversation and or what group that perhaps they are co-sponsoring, that will dictate sort of the next steps in our process. But one of the things that we do for every event is we do sort of a review of previous events that perhaps the group has sponsored, have there been... Were there any previous concerns that occurred during that event? Was the group that's coming to our campus at a different campus, or different community? How did that exchange go? How did the event unfold?
Were there any public safety concerns? And that will sort of drive our overall conversation in terms of strategy. So that's sort of step one. And then step two is once we have sort of a baseline of information, we put together what we call these special events planning team at the university that consists of members from various units on the campus, that would be sort of responsible for managing any event, but in this case, since we're talking about protests, a protest. And again, this strategy is something we use for all large events on our campus.

06:39 JM: Correct me if I'm wrong, but I feel like social media drives a lot of the narrative as well around this and can also bring in a much larger audience than may have been originally anticipated. Protests have turned into almost riots and caused property destruction. So how do you think... Or how do you deal with some of the social media issues around these events?

07:05 CV: We monitor social media on a regular basis. What's the rhetoric around the social media post? It'll say show up in protest and it'll say 200 people are going and 400 people are going. And then what's some of the narrative around that? And based on our experience, when it says X amount of folks or people are showing up, it's usually a poor percentage of that, but either way, we adjust our strategies based upon worst case scenario recognizing in our past experiences quite often we might have a few more resources there than what ultimately is needed in the final analysis. But our university, in conjunction with the city police department, we've taken on a role of really trying to be proactive and making sure we have the appropriate resources there, if necessary.

08:09 JM: Does your campus... I'm talking about the campus largely not necessarily the police department, but does your campus have any sort of policies or guidance on de-platforming where a controversial is coming and people want to de-platform or deny him or her the opportunity to speak. What is sort of the campus culture around some of those things, or campus policies around some of those issues?

08:43 CV: To be honest, at this point, we haven't finalized a policy specifically around that issue as of yet. We're currently working on it, but our practice has been in the past and up until now, we will allow for speakers that do have different opinions and different viewpoints, and our number one priority is to try to do as much pre-planning as possible to ensure that both the speaker, who may have a very controversial message, can have a space where he or she is safe and can speak to his or her own sort of members that want to listen to the message, and then another space where perhaps there might be some individuals who have opposing viewpoints can speak and speak their piece, and try to find a way where we can keep those opposing viewpoints and perspectives separate.

09:51 JM: University of Washington is a public school, is that correct?

09:56 CV: That's correct.

09:56 JM: Do you see a difference between these issues on private universities or public universities or do you think they're very similar issues on both?

10:08 CV: I think from what I've seen and what I've talked to from many police administrators, from public universities, our issues are the same. From what I'm understanding, on the private university campuses, they have a lot more discretion around policies and procedures that can guide time, place, and manner and type of speech a little bit more than what we can do at the public institutions. So I think that's one of the differences that does exist at least from what I understand between public and private institutions.

10:51 JM: What kind of... I don't want to get into specifics yet about how you manage the crowds, but generally what are some of the practices and trainings that you've started to implement within your department or what are some of the changes, in general, police procedures that you've seen across the country?

11:16 CV: One of the things that we've done in our department, again we work very closely with our Seattle police department colleagues and partners. So one thing that we do on a regular basis is do crowd control training with them on a regular basis to make sure that we are adhering to best practices in terms of crowd control, crowd management, and also to ensure that we are on the same page from a unified command perspective. We know exactly the various roles that our officers will play, who will do what and when, and more importantly, how we will work together to manage that issue that might arise. So that's one of the things that we do and I know it's recommended across the country, that ongoing training, that ongoing discussion is absolutely critical to ensure that all the officers in the event are operating under the same sort of practices and protocol.

12:21 JM: How do you start to manage crowds or identify things that might be going out of hand and start to address some of those things? What are some of the best practices that you've seen and started to implement on campus?

12:35 CV: Again, one of the things that we do here is really try to work with the groups in advance and if, for example, we need the student leaders to do one thing, we've already talked to them in advance, they know exactly what they need to do, if we're trying to, for example, manage who is coming into the event, we've already talked about okay, let's do wristbands, the student will pick up the wristbands at this building across campus, and then when they come across campus, they're

going to come this way and come to the other door over here, and then we'll manage that. So we have a...

13:11 JM: So you've really like laid out each... Basically, each step of the way is pretty well identified.

13:16 CV: Absolutely, yeah, we've spent a lot of time laying out exactly how the steps... Yeah, the steps along from the start to the end of that event and who is going to do what, that is correct.

13:27 JM: And have you gotten a lot of positive feedback from the students, how have some of those students reacted to some of those things?

13:42 CV: The last three or four events that we needed to do this type of planning, the students were very, very helpful. In fact, we even walked with them through the various locations on campus and helped them pick the room that gave them the biggest sort of venue for their event, but also from a safety standpoint. So we walked through various rooms and said, oh, that doesn't work for us from a safety standpoint, from an emergency response standpoint, and then we walked to the other building, oh, this works perfectly, and then we walked through the entire safety plan with them to include wristbands and entry, exit, emergency evacuation, police response, medical response. So I believe that this proactive engagement with our student leaders have really minimized challenges particularly around controversial speakers on our campus.

14:38 JM: It seems like both the students and the police and administration can understand both perspectives and see how you're trying to support one another and help, and the students can also then see the issues that you're thinking through as well. And I think that collaborative approach is really interesting.

14:56 CV: That's correct.

14:58 JM: When there is an assembly or demonstration, what are some of the cues that you look for to either stepping up some of the... Going to the next step of escalation and just in terms of suiting up or increasing patrol, what are some of the behavior cues you look for from the crowd?

15:25 CV: One of the cues again is how many people... Is the dialogue, is the exchange of information causing other individuals to get more excited in their behavior, right? So for example, if we have a crowd of 20 people that's just there and we have one opinion being voiced against the other, and they're just face-to-face, we might come from behind the barricades and just walk up and have a presence, right? So we would just stand there and they would see us, and they would go. If there's 30 or 40 people or 50 people and that starts to generate more finger-pointing, then we would walk up and just slowly step between them and tell them to calm down. So that's the level of discretion our team has. Now that's on a smaller scale event. The larger scale events, we've already have a spot completely sectioned off, where one group of students are inside a particular area where they're able to engage in their conversation. And the opposing or counter perspectives are completely separate, and then we have barricades or cattle gates separating those two, and the same strategy occurs if the environment is getting a little bit more contentious and the rhetoric is causing more anxiety, then we would have our officers there, and then we may step up and bring more officers, we may step up and say, hey, why don't we move and put on our helmets. So every

situation is different but the crowd and the reaction dictates our response from a public safety or policing perspective.

17:39 JM: I think that's really all the questions I have. I really appreciate all your time. Is there anything else that you think that you want to cover that you think we missed?

17:49 CV: I just think this topic is ever-evolving as we continue to move forward in this year. I believe campuses, colleges, and universities are being a lot more proactive in terms of engaging and planning for these events in a much more thoughtful and proactive way. And more importantly, it's really I believe requiring many of the universities, if there isn't a policy in place, to really think about developing and/or implementing a policy.

18:26 JM: Well, actually, so I guess I do have one more question that I didn't get to you. What was your policy-making process without getting into the details of what policies you ended up coming up with but how did you as a law enforcement executive as well as the Vice President on campus, how did you develop some of those policies for your police department in dealing with these issues?

18:53 CV: Yeah and again, I just... I have a Vice President for Student Life that I report to, and my other title's Assistant Vice President for Student Life. But I think a lot of it was just really using an event that occurred on our campus in I believe in 2017 that didn't go... Well, we planned for it, but there was a couple of components that we didn't necessarily anticipate during the course of the night, it was really reactive in response to a shooting that occurred during a large protest. But it really allowed us or rather required us to really think about getting the broader stakeholders at the university involved in the planning process so that we could sort of manage these events much more holistically versus just the police department taking the lead. That sort of led to the need to now really come up with a policy that could be a lot more proactive so that everyone understands what are the parameters, circumstances around, for example, time, place, and manner of an event.

20:14 CV: And are there certain facilities on campus that we can use to accommodate these types of events. Because right now, a lot of it is sort of, to be frank, left to the police department and student organizers walking around and looking at some of these spaces. But if the university has a policy that we can develop that applies to everyone across the board, then I believe that allows for better communication and more importantly, advanced expectations around what's required for any student group, and or any group that's wants to host something on the campus, everyone has it in advance and we can all be sort of working from the same guideline. When we plan for our event, we probably have 25 to 30 people, either on the phone or in the room really working through these events. And one thing I'm proud of at our university is we use these events, this planning team for large and small events.

21:24 CV: The time that it takes to plan may be condensed, but we make sure that this protocol is followed for every event so that it becomes part of the university culture in terms of special event planning and we're not just bringing this team together for controversial speakers. We have a protocol and now a culture that even if it's not a controversial speaker, we're getting these key stakeholders around the table, so we're still at least on the same page, so that I think is absolutely critical. It has been a success for us.

21:56 JM: I'll leave it there. And so Chief Vinson, thank you so much for agreeing to be in the podcast, it was a pleasure talking with you.

22:03 CV: Okay, thank you very much.

22:05 JM: My next guest is Dr. Herold from the University of Nevada, Las Vegas. My interview with Dr. Herold focuses more on crowd dynamics, crowd control mechanisms, and new models that law enforcement agencies can use to think about responding to riots and demonstrations. And now my interview with Dr. Herold. Dr. Herold, welcome to the podcast.

22:30 Dr. Herold: Thank you very much.

22:32 JM: Can you start with a little bit about your background and your work in the space of crowd control and crowd dynamics?

22:40 DH: Absolutely. So I have a PhD in criminal justice, and so my research, my training is actually in the area of crime science. In the US, it's sometimes referred to as environmental criminology. In terms of how I ended up studying crowds and crowd dynamics, that was absolutely by accident. My mentor, Dr. John Eck was asked by the Department of Justice as part of their COPS office to write a problem-oriented policing guide for them and it was on student party riots. And he pawned it off onto one of his graduate students that just happened to be me. And it was perfect because studying crowds, crowd dynamics, how crowds are reacting to their environments, really aligned nicely with the crime science perspective. And so I ended up producing that guide with John for the COPS office, and then it was highly successful. They were very happy with it. So when they were looking for someone to write a guide on spectator violence in stadiums, they reached out to us again and we produced that guide as well.

23:48 JM: In some of my research on your work, that guide has been really productive, and I think we'll definitely go back and talk about that a little bit later. And a lot of the recommendations you have in there are still really applicable even though it was a number of years ago, but we'll definitely come back to that. One of the things that you had talked about was spaces, and how spaces affect human behavior. Can you talk to us a little bit about how you see the differences between a college campus and a public space? Or how might those different spaces affect human behavior when it comes to demonstrations or assemblies?

24:28 DH: Sure. I believe there's probably more similarities than differences. It just happens to be compacted into a relatively small area. So obviously, most college campuses are open to the public, so there's a lot of public space on a college campus, and the same can be said for other parts of the study, if you're looking at protests and demonstrations, they often occur in public spaces. So in that sense, a college campus is not much different. Also on a college campus, you're going to find the types of facilities that tend to attract crowds like stadiums and arenas, those are often found on college campuses. And then you also have private spaces like individual faculty offices that are not necessarily open to the public, but could become involved in a demonstration or a protest.

24:54 JM: And so diving into a little bit about the stadiums, and quads, and oftentimes, there are clusters of bars, how do those... Those seem to be magnets for gatherings, and how do sort of those spaces affect behavior, just generally speaking?

25:46 DH: The answer to that question probably depends on what that cluster looks like. So for example, if it's a place that in which you have a concentration of bars, that would be very similar to

let's say, a downtown space, right, where you have an entertainment district. And so certainly, those facilities attract a particular type of demographic and looking to engage in particular types of behavior.

26:12 DH: So, your point, I think, is that context matters, and certainly, the way in which those contexts are laid out, whether it's on a college campus or in the city, or a larger environment, really does matter. Because it's going to determine who's in that space and what their intentions are, how they intend to use that space.

26:37 JM: We have to sort of start to narrow down our conversation a little bit. So I wanted to start to talk a little bit about some of the student riot issues. So can you talk about some of the facilitators of riot?

26:50 DH: I think for the student party riots, it's a really interesting phenomenon. I guess a specific makeup of those riots and outcomes of those riots really depends on again, the context and the purpose, at least the initial purpose. So when I first started my research in this area, it was fascinating. As a college student, I had not participated in a student party riot, so this is new to me.

27:14 DH: But as a grad school, now you get to?

27:16 DH: No, no, no, no, and I still have not, I still have not participated in a student party riot. But I have observed them and it is fascinating. You talk about facilitators in Cincinnati where I was a doctoral student. For some reason, on Cinco de Mayo, the students at the University of Cincinnati would erupt into these violent riots in the streets, just outside of the university, where a lot of student housing was concentrated. So I don't know if this was the product of beer company saying that this is the greatest holiday of all time and we must celebrate. But every Cinco de Mayo, there would be a student party riot just off campus. So obviously, with the jurisdictional issues now, you have campus police involved as well as local city police.

28:12 DH: And so, this would just erupt into this violent event where you had students setting things on fire, flipping over police vehicles, and it was really interesting. It's all just surrounding this particular holiday, not necessarily an event on campus. They weren't protesting anything. This was more of what we referred to as a celebratory riot.

28:39 JM: So one of the things you kind of mentioned is this was a regular occurrence. Speaking about demonstrations, you have other campuses that tend to be more politically active and demonstrations are a regular occurrence on there, and it almost becomes a tradition or something like that. What is the role of those sort of dynamics on campuses, and how should law enforcement and communities be thinking about those, I'm putting in air quotes that you can't see, "traditions"?

29:22 DH: Right, great question. And I think it's a double-edged sword. So if we know that it's going to happen, this really puts us at an advantage, right? Because planning is key. On the other hand, if it has become a tradition or it's part of the reputation of the university, it makes it very difficult to prevent. And I know one of the risk factors that we had identified, as part of our early research in this area, was exactly that, a place reputation or an event reputation. If there had been violence in the past, you're more likely to see that violence in the future. Knowing that it's coming

helps us to plan and prepare and hopefully prevent but knowing that it's coming also means it's more likely to happen.

30:11 JM: And so a lot of that work that you had done on that COPS report really sort of resonated with me. You talk a little bit in there about restricting alcohol or parking, ways to change some of the environmental issues around there to reduce destruction. Can you talk about some of those preventative mechanisms that communities and campuses and campus law enforcement can work together to start to implement?

30:42 DH: With respect to celebratory riots, if this is something that we can anticipate, whether it's an annual holiday, like Cinco de Mayo or if it's following the outcome of a sporting event, if we know when these events might occur and we know relatively, at least, we have a general sense of where those events might occur, there's many things that we can do to, if nothing else, reduce harm associated with the event.

31:09 DH: So, for example, environmental scrubbing becomes really important, so prior to that specific date where the riot was anticipated, the police and others would go through and make sure that there weren't discarded couches lying on the sidewalk waiting for pick up, because those could likely become targets for fire setting, right? Or, other types of, let's say, trash cans or other items that might be in the streets that could become projectiles. You know, in terms of prevention, and trying to disrupt the tradition, universities, college campuses have done a lot in terms of trying to both facilitate good behavior, and then discourage bad behavior. So if we start with facilitating good behavior, they might host an alternative event on campus that's really attractive to the students, maybe host a concert or some sort of party in a controlled environment where that type of behavior is much less likely to occur.

32:12 DH: And on the flip side, in terms of discouraging that behavior, broadcasting some of the consequences associated with engaging in that behavior, whether it be through legal channels or also in terms of their status as students at the university, I know colleges have used that in the past to help discourage that type of behavior on the part of students. One of the interesting things, and you've probably seen this if you've worked with student populations, is that some students especially if they're under the influence of alcohol or they're just looking for a really good time, they like to end up on television, right? So wherever the camera goes, it tends to attract students. It acts like a magnet, right? And so if you have a partnership with media in advance, and you don't concentrate them all in the same place, or you use them to sort of pull the crowd in one direction or another, that can be a really useful tool for police in order to avoid things like trampling or swarming, or really densely compacted crowds where you're likely to have some sort of negative outcome.

33:23 JM: Right, yeah, and yeah I think that's a nice segue to where I wanted to take this conversation. Let's talk about some of the basic theories or models of crowd behavior. How should people be thinking about those issues?

33:41 DH: From an environmental criminology perspective, when we think about how we might want to manipulate behavior, obviously, we focus on both built environment and how that environment is managed. And there is a really useful tool. It offers 25 techniques for influencing human behavior. And those 25 techniques are organized in five different categories. And so, I'm sure you're familiar with rational choice theory or the old classical school models that suggest

people will weigh the costs and benefits of any [34:18]_____.

34:22 DH: Yes, and so, obviously one of the techniques is to control those types of facilitators, right? So to focus on controlling when we can, things that will maybe decrease people's sensitivity to environmental cues and obviously, one of those is alcohol. But we really focus on these five dimensions of the environment that influence human behavior, and those are effort, risk, reward, provocations, and excuses. And so just very briefly, what we try to do is we look at the situation and we say, "How do we make it more difficult to engage in bad behavior?" That's the effort dimension. Then we'll say, "How do we make doing bad things appear more risky?" It might not be worth my time. We might look at it and say, "How do we reduce the rewards associated with engaging in some of these questionable behavior?" So for example...

35:22 JM: And that might even include... Like being on camera, right? Something like that.

35:26 DH: Absolutely, right. Or, we might remove environmental instigators. And a great example of this, and this isn't necessarily related to college demonstrations, but my hometown is Las Vegas. That's where I'm a professor of Criminal Justice at the University of Nevada, Las Vegas. And one of our biggest events of the year is New Year's Eve, but some of our casinos have decorations or statues, other things out in front of these properties that might invite bad behavior. And so if you can think about this, if you're familiar at all with Caesars Palace on the strip, there might be a naked statue of David, let's just say. Well, if you have a bunch of intoxicated people who are looking for a great time, suddenly that statue becomes a very attractive target, right? And so one of the things that you do to reduce rewards is to reduce the presence of those types of environmental instigators, right? That would be an example. We also want to reduce provocation. So a very clear, easy example to provide is the density of a crowd can often provoke that behavior simply because you're bumping into people. That close proximity to one another, the physical proximity can often incite bad behavior. So, we can reduce provocations.

36:54 JM: Can I stop you on that real quick?

36:56 DH: Sure.

36:57 JM: Because to me, that sounds like the theory of crowd maddening, people getting in crowds and they do things that they wouldn't normally do. Is that sort of what you mean? Or, what is the maddening theory of crowds?

37:15 DH: I'm so glad that you asked me that question. So this was a very popular crowd psychology theory for a very long time. So Le Bon proposed this theory of the maddening crowd where people basically lose their ability to rationalize in a crowd situation which the perspective that I'm describing, the situational crime prevention perspective, with these five dimensions that influence behavior, actually helps us to disprove, if you will. So just because you're participating in a crowd, we do not lose the ability to make decisions. We're still rational human beings. That does not mean that we're not influenced by our surroundings or what people are doing around us. So if somebody's climbing a light pole because they think that this is funny, or they think that they're going to incite the crowd and get the crowd, if the crowd did nothing to encourage that behavior, that person might just slide down the light pole.

37:46 JM: Embarrassed then, yeah.

37:46 DH: Exactly, right. But because they're climbing up the light pole and people are saying, "Do it, do it," and they're instigating this bad behavior, right? Of course, that is influencing their decision-making, but it has not eradicated their ability to make a decision. So crowds do not lose their mind. They do not go mad. And so by focusing on these five dimensions of choice and that last one being excuses, can I excuse my behavior? Is this something that I can somehow rationalize or justify? If we think about effort, risk, reward, provocations and excuses, and we manipulate those in a way where people go, that's just a bad decision.

39:00 JM: And then sort of a last question. What's sort of the status of research on crowd dynamics and crowd control? What are some of the major gaps in that research?

39:12 DH: There is so much work to be done. It is really an under-researched area. And part of the reason for that is, it's just very difficult to conduct. It's not like other types of crimes where you can go into a police department and download a data set on auto-theft. It's so much more complicated than that, because in the end, these aren't always things that we... Of course, we want to prevent harm but we don't necessarily want to prevent demonstrations or protests, right? In many instances, the police want to facilitate those behaviors because this is what it means to be American. This is what it means to have our First Amendment rights and freedom of speech. So, it's different in that sense. So as a researcher, it's not the type of thing where we have data on a bunch of really terrible things that have happened over and over and over again. We basically have these events where some things have kind of gone right. Maybe some things have kind of gone wrong. And it's very difficult to study and then extract some very specific findings.

40:21 JM: And you can't really do like an RCT on riots.

40:24 DH: No, I tried...

40:28 JM: You can't encourage riots to see how you can manipulate them.

40:28 DH: No, and it's so funny, I do this thought experiment all the time. What would that look like to do a randomized control trial with protests? It's absolutely impossible. And so, we're never going to meet the rigorous methodological research standards that we might find in the hard sciences, when we're dealing with something like crowds, because they're so complex, and just because of the very nature of what crowds do, and what we have to do in order to keep individuals within crowds safe.

41:00 JM: Well, I think that is a great place to stop. So we will end the podcast there. Dr. Herold, thank you so much for being on the podcast today.

41:10 DH: Thank you very much, appreciate the invitation.

41:15 JM: Again, I want to thank my guests, Chief Vinson and Dr. Herold, and I want to thank you for listening to this episode. Also, thank you to the U.S. Department of Justice's COPS Office for their support on this episode. Please see the show notes to learn more about the COPS Office and follow their work. We'll also link to IACP resources on crowd management and control. Feel free to email

us with any comment or suggestions at discoverpolicing@theIACP.org. For this episode, I had research and production help from Elynn Lee. Thank you to the U.S. Department of Justice's COPS Office for their support on this episode, please see the show notes to learn more about the COPS Office and follow their work.

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