

# Responding to New Pressures on Campus Safety and Police

Balancing Stakeholder Demands, Student Well-Being, and  
Security Considerations

November 16, 2020

*We will begin at 2:01pm Eastern Time once everyone has joined!*

# Today's Presenters



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# Zoom Webinar Features

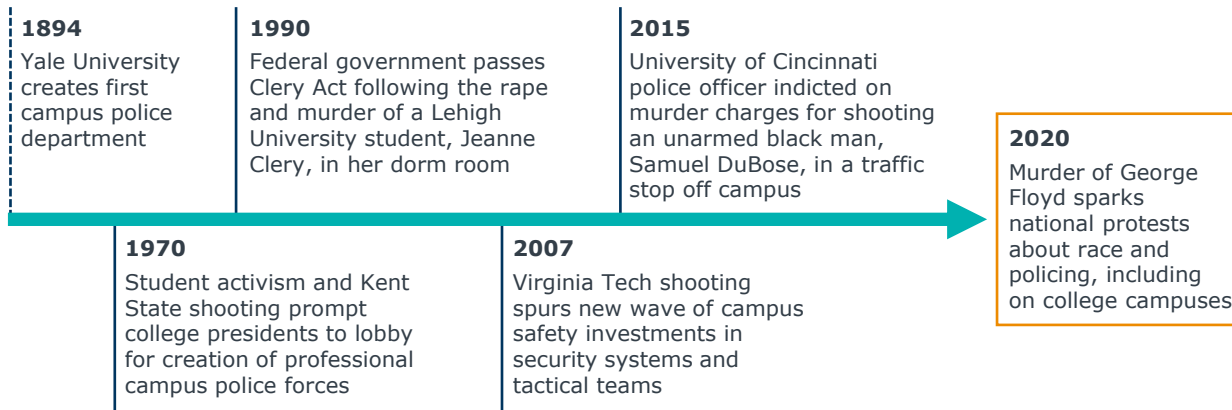
The screenshot shows a Zoom Webinar interface. At the top, the EAB logo is displayed. The main content area has a dark blue background with a pattern of overlapping circles and the text "EAB Virtual Session 2020". At the bottom, there is a dark bar with several icons: "Audio Settings", "Chat", "Closed Caption", "Q&A", and "Leave Meeting". Three callout boxes with orange borders point to these icons:

- Chat:** Use the Chat feature to send messages to anyone in the session
- Closed Caption:** Enable Closed Captions and Show Subtitle or View Full Transcript. A dropdown menu is shown with options: "Show Subtitle", "View Full Transcript", and "Subtitle Settings..."
- Q&A:** Use the Q&A feature to ask questions to (just) the host

# Campus Police: Then and Now

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## Select Moments in the Evolution of Campus Safety and Police



## Campus Police Statistics

44+

states allow institutions to form police forces

7.5M

students attend institutions with police departments<sup>1</sup>

66%+

institutions employ sworn police officers<sup>2</sup>

1) Most recent data from 2016.

2) Most recent data from 2011. Only includes 4-year colleges and universities with 2,500 or more students.



# Struggling to Balance Campus Safety Scales

Triggering Events Shift Stakeholder Attitudes, Leaders Often Caught in Middle

**Campus Leaders Must Weigh Safety Considerations  
with Changing Stakeholder Views and Priorities**

## **Virginia Tech Shooting Prompted Greater Demand for Campus Safety Investments**

- +** Additional campus police and security staff
- +** More physical security measures (e.g., locks, panic buttons, controlled access)

## **Black Lives Matter Movement Spurring New Demands to Reallocate Campus Safety Dollars**

- Reduced—or eliminated—campus police departments and budgets
- Redistribution of police funding to other community service areas, especially mental health

## Quick Zoom Poll

What is the biggest factor currently shaping your institution's decisions about campus safety and police?

- A. Black Lives Matter movement and national conversation about race and policing
- B. Stakeholder concerns about campus safety (e.g., mass shootings, sexual violence)
- C. Changing student preferences and support needs (e.g., mental health)
- D. Compliance considerations (e.g., Clery Act, Title IX)
- E. COVID-19 operational and budgetary pressures



# Starting with a Different Set of Questions

## Evaluating Core Safety Considerations Alongside Specific Stakeholder Concerns

### Asking Broader Questions About Campus Safety Strategy...



What types of investments are needed to ensure the safety of our campus community?



How can we foster a safe and inclusive campus environment for all members of our community?



Who are our key partners for creating a safe campus? When and how can we best leverage them?

### ...Helps Leaders Better Address Key Stakeholder Concerns



Should we defund our campus police department?



Should we disarm or disband our campus police force?



Should we cut ties with municipal police forces?

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“It’s not just about ensuring that campus is safe, but also that campus constituents *feel* safe.”

*Renetta Garrison Tull, Vice Chancellor for Diversity, Equity, and Inclusion, UC Davis*

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# From Campus Police to Campus Safety

## Shifting from Narrow Approach to More Holistic Strategy

### Historic Model: Police-Centric



Assign all campus safety responsibilities to campus police (e.g., wellness checks, crime prevention, crowd control)



### New Model: Stakeholder-Centric



Promote and embrace shared responsibility for campus safety across functional areas



Focus on student safety services (e.g., residence hall programming, alcohol and drug education)



Expand scope to include needs of the broader campus community (e.g., faculty, staff)



Prioritize investments in physical security (e.g., locks, building access, patrol)



Consider and invest in all dimensions of safety (e.g., emotional, psychological)

### Benefits



Repositions safety as campus-wide priority, rather than the sole responsibility of campus police



Shifts focus toward the shared goal of creating a safe campus for all community members



Encourages more creative and inclusive discussions about campus safety needs and experiences



# Toward a More Holistic Campus Safety Approach

## Agenda for Today's Session

### Imperatives for Campus Leaders

### Change Management

1

**Develop a  
Shared Vision for  
Campus Safety**



2

**Align Structures  
and Staffing  
with Strategy**



3

**Modernize  
Safety Policies  
and Procedures**



4

**Q&A with Campus  
Leaders at the  
University of Utah**

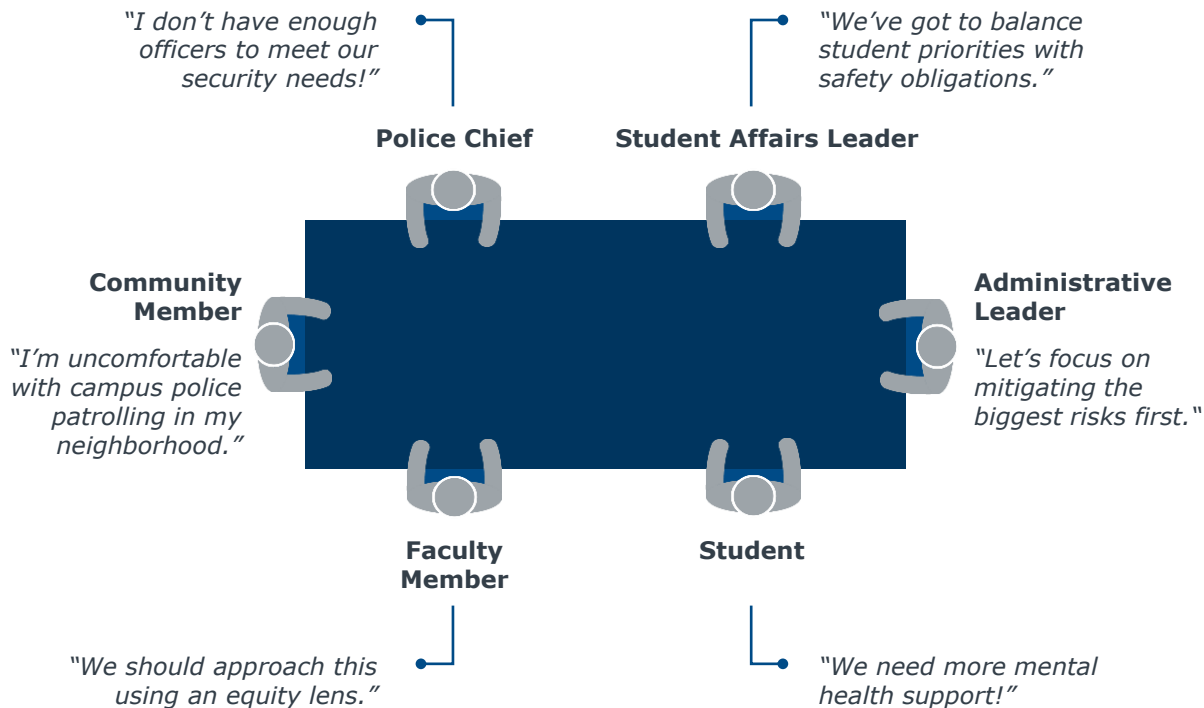


- 1 **Develop a Shared Vision for Campus Safety**
- 2 Align Structures and Staffing with Strategy
- 3 Modernize Safety Policies and Procedures
- 4 University of Utah's Campus Safety Approach

# Navigating Diverse Perspectives

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Stakeholders Bring Valuable, but Often Competing, Viewpoints



# Building from the Ground Up



## Portland State Creates Transparent and Participatory Visioning Process

### Portland State UNIVERSITY **PSU's Reimagine Campus Safety Committee**

#### *Goal*

- [Launched committee](#) in August 2020 to diagnose safety needs and create comprehensive plan for the individual and collective well-being of all community members
- Developing interim report by end of fall term with projected timeline for making final recommendations

#### *Membership*

- 4 president-appointed steering committee members
- 20 self-nominated members chosen by steering committee
- 50 community members selected by committee to serve on task forces

#### *Approach*

- Created four initial task forces: 1) campus safety needs, 2) responding to individuals in crisis, 3) building security, and 4) use of force
- Planning to embrace radical transparency and ensure ongoing community engagement by publicly sharing meeting transcripts and recordings on [website](#)

#### **Key Components of Self-Nomination Form**



Explain how you will contribute to the committee's work



Predict how you will learn and grow throughout the process



Share your perspectives on and lived experiences with police



Nominate a local community organization to participate in the committee's work

# Envisioning Multiple Future Realities



## University of Iowa Uses Design Thinking to Prototype Safety Models



### Iowa's Reimagining Campus Safety Action Committee

#### Goal

- [Launched committee](#) in July 2020 to identify strategies, tactics, and timelines for creating a campus community that supports the safety of all individuals
- Plans to provide recommendations to president early in spring 2021, with goal of having a new structure in place by July 2021

#### Membership

- 26 members recruited by volunteer chair, who intentionally sought full spectrum of stakeholder viewpoints (e.g., student activists, campus police)

#### Approach

- Onboarding included diversity training and peer interviews to build empathy and a shared language
- Using [design thinking](#) to prototype alternative models for campus safety, which they will [share](#) with the campus community to get feedback and further refine vision

#### Sample Questions for Guiding Design Thinking Conversations

##### *Phase 1: Defining the vision*

- What are the essential elements of a safe and inclusive campus?
- Who should perform duties associated with a safe and inclusive campus? Do we need a campus police force? If so, what should their scope be?

##### *Phase 2: Ideate*

- What are the elements of safety that will need to be attended to?
- How will we fund (or redirect funds) for our vision?

##### *Phase 3: Implementation*

- What governance structures will provide oversight for our new vision?
- What practices should we put in place to facilitate ongoing discussions and reflection about anti-racism?

# Structuring Campus Safety Visioning Processes

## Five Implementation Considerations for Campus Leaders

### 1. Ensure Diverse Participation

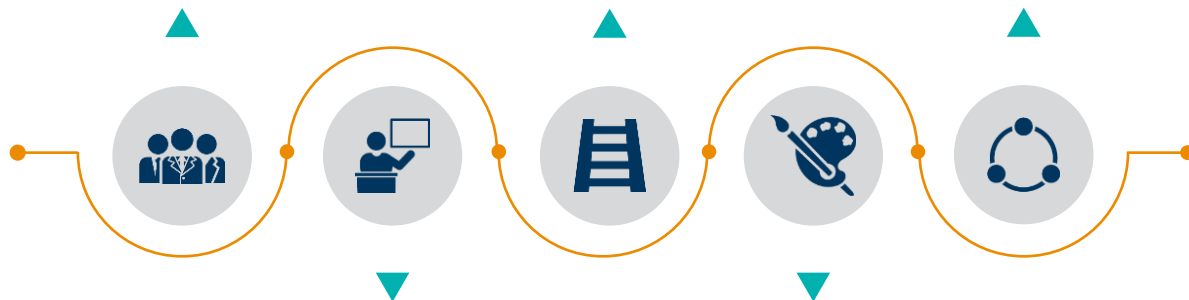
Incorporate students, faculty, and staff alongside senior leaders, campus police representatives, and community members.

### 3. Focus on Lived Experiences

Lead with participants' personal views of safety and interactions with law enforcement rather than specific demands or reforms.

### 5. Adopt an Iterative Process

Consistently share ideas and potential alternative models with the campus community to get reactions and inform changes.



### 2. Provide Robust Onboarding

Proactively engage participants in discussions about implicit bias, equity, legal considerations, and police reform terminology to ensure productive and inclusive dialogue.

### 4. Encourage Radical Creativity

Prompt participants to propose ideas regardless of feasibility and suspend any skepticism about implementation barriers.

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Develop a Shared Vision for Campus Safety

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**Align Structures and Staffing with Strategy**

3

Modernize Safety Policies and Procedures

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University of Utah's Campus Safety Approach

# Limitations of Current Campus Safety Organization

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## Legacy Structures, Staffing Impede Progress Toward Holistic Safety Approach

### ORGANIZATIONAL BARRIERS



#### Internal Siloes

Safety functions are physically dispersed and report to different units, which impedes cross-campus collaboration and service quality



#### Scope Creep

As one of few 24/7 campus services, campus police has been overburdened with functional responsibilities outside its traditional purview



#### Competing Priorities

Campus safety is crowded out by other strategic issues contending for cabinet mindshare and resources

### STAFFING CHALLENGES



#### Narrow Recruitment Pipeline

Campus safety leaders prioritize law enforcement backgrounds and technical skills during recruitment, which limits hiring to traditional candidates



#### Cultural Disconnect

Campus safety staff lack higher ed experience or familiarity with campus police roles, instead assuming it is the same as municipal police



#### Skills Gap



Campus safety staff are trained using traditional municipal police approach and lack specialized skills needed for campus safety calls



# Structure Should Follow Strategy



## Three Institutions Innovating on Traditional Org Models

Institution	Previous Model	Organizational Changes
 <b>Elevating and Rebranding Campus Safety</b>	Public security, risk management, and environmental health and safety reported to director-level leaders in different units	<ul style="list-style-type: none"><li>Created Chief Safety Officer role that reports to VP for Finance and Administration</li><li>Renamed <a href="#">division</a> "Campus Safety and Risk Services" (instead of "Campus Security and Risk Services") to reflect broader safety approach</li></ul>
 <b>Centralizing Campus Safety Functions</b>	Campus security, health security, and emergency management divisions reported through different parts of organization	<ul style="list-style-type: none"><li>Established single <a href="#">Department of Public Safety</a> that includes 5 operational units</li><li>Added new victims advocate and community services unit to campus safety portfolio</li><li>Created Office of Chief Safety Officer to oversee technology, strategic initiatives, budget, and communications</li></ul>
 <b>Adjusting Police Functional Oversight</b>	Emergency operations, Clery compliance, and access control reported to chief of police	<ul style="list-style-type: none"><li>Moved emergency operations to report directly to Vice Chancellor for Administration</li><li>Moving Clery responsibilities and staff to institutional compliance office</li><li>Moving access control responsibilities to facilities and IT offices</li></ul>

# Staffing with Community Needs in Mind

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## Select Institutions Rethink Hiring, Onboarding, and Training Approach

### Diversifying Recruitment and Hiring



**University of Toronto** is seeking to hire non-traditional officer candidates, especially those who have social work and mental health backgrounds.



**Simon Fraser University** uses behavioral interviews and includes students, faculty, and staff on interview panels for senior campus safety hires.



[Download](#) EAB's Guide to Conducting Behavioral-Based Interviews

### Refining Onboarding and Training



**University of Utah** updated officer onboarding to include meetings with campus groups and partners, including Associated Students and its Behavioral Intervention Team.



**University of Toronto** has developed a robust police training [curriculum](#) with sessions on mental health, indigenous culture, systematic racism, and microaggressions.



**Portland State University** is partnering with faculty member in School of Social Work to provide de-escalation training for campus safety staff.

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# Adapting Daily Operations to Campus Realities



## Traditional Policies, Procedures Not Always Aligned with Changing Priorities

### Historical Police Practice

### Shifting Campus Context

### Emerging Safety Trend

Independently respond to every type of service call



Changing service call types means more demand for specialized skills and support



Develop differentiated response capabilities and protocols

Share aggregate crime data in annual Clery report



Increasing demands for transparency to ensure fair and impartial policing



Collect, analyze, and share detailed data on campus safety practices

Make announcements about emergencies, incidents, and crime prevention



Tendency of stakeholders to equate campus police forces with municipal police forces



Proactively communicate about mission, services, and improvements

Address complaints and disciplinary matters internally







Growing desire for more community involvement



Create mechanisms to enhance shared accountability

# Innovations in Mental Health Crisis Response

## Institutions Experiment with Range of Differentiated Response Strategies

	Campus Partnerships	Dedicated Staff	Contract Services
 <b>Overview</b>	Campus police partners with on-campus groups (e.g., counseling center) on mental health calls.	Campus leaders create in-house positions and/or units that respond to mental health calls.	Campus leaders contract out mental health crisis support and response (virtual or in-person).
 <b>Benefits</b>	<ul style="list-style-type: none"> <li>✓ Leverages existing staff and expertise</li> <li>✓ Easier to coordinate records and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>✓ Allows for greater specialization</li> <li>✓ Enhances internal coordination</li> </ul>	<ul style="list-style-type: none"> <li>✓ Minimizes burden on existing staff</li> <li>✓ Outsources some risks and liabilities</li> </ul>
 <b>Challenges</b>	<ul style="list-style-type: none"> <li>• Limited counseling center capacity</li> <li>• Staff unaccustomed to field work</li> </ul>	<ul style="list-style-type: none"> <li>• Requires significant investment</li> <li>• Difficulty recruiting into positions</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination and records sharing</li> <li>• Less control over service quality</li> </ul>
 <b>Examples</b>	<b>CU Boulder</b> launched a real-time <a href="#">tablet video call service</a> in which officers can connect students to on-call counselors via iPad.	<b>University of Utah</b> created a <a href="#">community services division</a> with three Crisis Support Specialists who respond to mental health crises on campus.	<b>Arizona State University</b> contracts with a local nonprofit, <a href="#">IMPACT</a> , to provide in-person emergency crisis response and transport services.

# Dispatch: The Lynchpin of Differentiated Response

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## Chapman, Notre Dame Adjust Approach to Better Align Responders with Needs

“Dispatchers are really the first line of defense. If they don’t understand the type of call they are dealing with, then we’re bound to fail.”

*Mike Munroe, Chief of Police, University of Toronto*



### Updating Structure and Training to Enhance Dispatch Role and Capabilities

- Reconceptualized dispatch as a critical service function that ensures callers get support from responders with the appropriate expertise
- Created a dedicated supervisory position to oversee dispatch (instead of dispatch reporting to the patrol leader on duty), which ensures consistent leadership
- Partnering with counseling center to train dispatchers on active listening skills to better diagnose call needs



### Implementing New Dispatch Policy and Procedures to Mitigate Bias

- [Suspicious Appearance Policy](#) prohibits dispatchers from sending officers to a scene if information received is based solely on the person’s appearance
- Retrained dispatchers to ask follow-up questions that help them assess whether officer presence is truly warranted (instead of automatically dispatching police)
- When it is not clear if reported behavior is suspicious, dispatchers send an officer to assess the situation prior to intervening

# Digging Deeper with Data

## Select Institutions Enhance Collection, Analysis, Sharing

### Sample Data Transparency Initiatives



**Virginia Commonwealth University** publishes [PD Transparency Dashboard](#) that includes metrics on complaints, policy violations, use of force, commendations, and community engagement.



**Brown University**—as part of their [Proactive Integrity Initiative](#)—publishes annual reports on [citizen complaint](#) and [stop data](#) (broken down by race, ethnicity, gender, and affiliation).



**University of Central Florida** maintains [Police Transparency website](#) that includes data on their department's diversity and use of force.

### Sample Metrics for Leaders to Monitor Service Quality

- Calls for service<sup>1</sup>
- Police responses<sup>2</sup>
- Stops and citations<sup>3</sup>
- Use of force<sup>3</sup>
- Officer violations/dispositions
- Officer complaints<sup>4</sup>
- Officer commendations
- Stakeholder satisfaction and/or feelings of safety
- Departmental outreach/engagement

### Associated EAB Resources

- [Selecting Core Performance Metrics](#)
- [Build Management Dashboards to Better Track Administrative Unit Performance](#)

1) Broken down by type and outcome.  
 2) Broken down by calls for service versus officer-initiated responses.  
 3) Broken down by type, gender, race, ethnicity, and affiliation (e.g., faculty, staff, student, community member).  
 4) Broken down by bias-based versus other, as well as by founded versus unfounded.

# Getting (and Keeping) Stakeholders Up to Speed

## Select Institutions Adopt More Strategic Communications Approach

### Characteristics of an Effective Campus Safety Communications Strategy



#### Multi-Channel

- Use multiple modes of communication to reach all stakeholder groups
- Prioritize communication channels based on intended message and target audience



#### Stakeholder-Centric

- Align communications with stakeholder priorities, questions, or concerns
- Adapt communications strategy based on stakeholder feedback



#### Improvement-Oriented

- Explain past progress while also acknowledging areas for future improvement
- Articulate concrete action items, including timelines and accountability mechanisms



University of Colorado  
Boulder

**CU Boulder's** police department launched a multi-pronged communications campaign to promote new in-vehicle cameras, which entailed publishing an [article](#), posting on [Facebook](#), and [tweeting](#) about it.



**University of Michigan's** Division of Public Safety & Security created a [webpage](#) on its use of force policies and trainings to address common stakeholder questions.



**UC Davis's** police department launched a [communications campaign](#) to explain the reforms it has already implemented and the value of its services to the broader community.





# Holding Campus Police to a Higher Standard

Select Institutions Create Avenues for Community Input, Review, Feedback

## REAL-TIME ACCOUNTABILITY



### VCU's Rapid Feedback Mechanisms

- Added "[Check Police](#)" option on LiveSafe app
  - Allows stakeholders to instantly report concerns about officer conduct during a stop and get a supervisor sent to the scene
- Required officers to start issuing "[Stop Cards](#)"
  - Cards include officer name and department contact info so stakeholders can notify leadership about unfair treatment

## ONGOING ACCOUNTABILITY



### UC Davis's Police Accountability Board

- [Established](#) in 2014 to make recommendations on campus police approach and review complaint investigations
- Includes 7 [members](#): 2 undergrads, 1 grad student, 1 faculty member, 1 staff member, and 2 UCD Health members
- Articulated responsibilities and powers in [Bylaws](#) and [Procedures](#) that are published on website
- Publicly shares [Meeting Summaries](#) and annual report on complaints data, including the outcomes of the board's recommendations



### University of Utah's Public Safety Committees

- Launched in 2020
- [Public Safety Advisory Committee](#)
  - Co-chaired by students
  - Meets with safety leadership monthly to provide input and help guide safety strategy
- [Independent Review Committee](#)
  - Chaired by law professor
  - Evaluates complaints (e.g., excessive use of force, violation of rights, abusive language, dereliction of duty)

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**University of Utah's Campus Safety Approach**

# Today's Guest Speakers



**Cathy Anderson**  
*Chief Financial Officer*  
 University of Utah



**Marlon Lynch**  
*Chief Safety Officer*  
 University of Utah

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## University of Utah's Department of Public Safety

5

Operational  
units in  
department

103

Security  
officers in  
UHealth  
Security

47

Sworn  
officers in  
University  
Police

30

Security  
officers in  
Campus  
Security

15

Staff in  
Emergency  
Services

3

Social  
workers in  
Community  
Services

## Resources for Campus Leaders

- [Student Activism Resource Center](#)
- [Meeting the Escalating Demand for Mental Health Services](#)
- [Addressing College Students' Basic Needs](#)
- [Campus Bias Response Briefing](#)
- [Addressing Persistent and Emerging Campus Risks](#)
- [How Can I Become an Anti-Racist Leader?](#)
- [Want to Talk About Racism with Other Education Leaders? These are the Important Terms You Need to Know](#)

EAB will be exploring the **Hallmarks of an Anti-Racist Institution** across the next few months.

This research initiative will:

- Reimagine the role of educational institutions in addressing structural racism and working towards racial justice for their students, faculty, staff, and communities
- Explore processes to build culturally responsive curricular and co-curricular educational experiences
- Analyze strategies to prioritize racial diversity, equity, and inclusion among leadership, faculty, and staff



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