

# IOWA

# Progress Report:

## RCSAC Implementation Team

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The Reimagining Campus Safety Action Committee (RCSAC) Implementation Team is charged with implementing four recommendations of the RCSAC utilizing the work plan outlined in the RCSAC final report as a starting point.

## Commonly Used Acronyms

**ASIST** - Applied Suicide Intervention Skills Training

**BIPOC** – Black, indigenous, and people of color

**BUILD** – Building University of Iowa Leadership for Diversity, a program within the Division of Diversity, Equity, and Inclusion

**CSU** – Crisis Stabilization Unit within University of Iowa Hospitals and Clinics

**DDEI** – Division of Diversity, Equity, and Inclusion

**DPS** – Department of Public Safety

**DSL** – Division of Student Life

**DVIP** – Domestic Violence Intervention Program

**ICPD** – Iowa City Police Department

**IESI** – Inclusive Education and Strategic Initiatives, a unit within the Division of Diversity, Equity, and Inclusion

**MISSE** – Multicultural and International Student Support and Engagement

**NACOLE** - National Association for Civilian Oversight of Law Enforcement

**OIE** – Office of Institutional Equity

**QPR** – Question, Persuade, and Refer, a suicide prevention strategy

**RCSAC/RCS** – Reimagining Campus Safety Action Committee/Reimagining Campus Safety

**RITE** – Racial Intelligence Training and Engagement

**RVAP** – Rape Victim Advocacy Program

**SCA** – Student Care and Assistance

**SHOUT** – Students Helping Out, a program within the Department of Public Safety

**TAP/TAT** – Threat Assessment Program/Threat Assessment Team

**UCS** – University Counseling Service

**UIHC** – University of Iowa Hospitals and Clinics

**UIPD** – University of Iowa Police Department

**WRAC** – Women’s Resource and Action Center



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# Progress Report: RCSAC Implementation Team Executive Summary

The RCSAC Implementation Team, charged by President Barb Wilson, recently completed its work. This report outlines the charge, the recommendations assigned to each work group, implementation models and plans, and the key performance indicators.

## Work Groups and Recommendations

**Work group 1 (Recommendations 1 and 2):** Provide non-law enforcement response options for mental health, basic needs, crisis intervention, and follow-up; and invest financial resources in holistic safety services, including mental health, case management, well-being, and basic needs. Work group 1 developed a continuum of prevention and response for individuals in distress in addition to a 5-year plan for investing resources in holistic safety services, including mental health, case management, well-being, and basic needs.

**Work group 2 (Recommendation 3):** Charge a Presidential Campus Safety & Accountability Board that centers (i.e. focuses and prioritizes) the experiences of marginalized campus members and includes members of shared governance and representatives of the broad UI community, with soliciting ongoing feedback, identifying metrics and measures of success, communicating concerns and recommendations, and facilitating a transparent sharing of information with the UI community. Centering marginalized identities in this work is essential as these campus members have traditionally experienced disproportionate harm from systems such as law enforcement. Work group 2 developed a definition of accountability and utilizing the National Association for Civilian Oversight of Law Enforcement (NACOLE) for guidance in addition to reviewing Brown University's auditor board, developed a plan for a campus safety improvement board. Based on University of Iowa policies and guidance provided by General Counsel, Human Resources, and other resources, the subcommittee shifted focus to designing a new presidentially appointed committee with broad representation establishing a feedback loop with marginalized communities and recommending mechanisms for integration and engagement with campus safety stakeholders.

**Work group 3 (Recommendation 4):** Collaborate with local public safety and community officials to align UI and surrounding community safety protocols in support of a holistic response approach. Work group 3 identified several strategies geared toward building relationships between students and law enforcement, increasing community knowledge around safety and security, and improving collaboration across jurisdictions. Those strategies include creating a strategic communication plan, hosting intentional community outreach events and safety trainings, as well as organic opportunities for interaction on campus with the Department of Public Safety.

## PROGRESS REPORT: RCSAC IMPLEMENTATION TEAM

The Reimagining Campus Safety Action Committee (RCSAC) was charged with identifying strategies, tactics, and timelines for creating a campus community that supports the safety of all individuals, with particular attention to people who have traditionally experienced disproportionate harm from systems, such as law enforcement. The RCSAC outlined five recommendations for the University of Iowa with the fifth recommendation being the formation of an implementation team.

The Reimagining Campus Safety Implementation Team is charged with implementing four recommendations of the RCSAC report:

1. Provide non-law enforcement response options for mental health, basic needs, crisis intervention, and follow-up.
2. Invest financial resources in holistic safety services, including mental health, case management, well-being, and basic needs.
3. Charge a Presidential Campus Safety & Accountability Board that pays particular attention to the experiences of marginalized campus members and includes members of shared governance and representatives of the broad UI community, with soliciting ongoing feedback, identifying metrics and measures of success, communicating concerns and recommendations, and facilitating a transparent sharing of information with the UI community.
4. Collaborate with local public safety and community officials to align UI and surrounding community safety protocols in support of a holistic response approach.

The Implementation Team formed in fall 2021 and was chaired by Dr. Sara Sanders, dean of the College of Liberal Arts and Sciences, and Dr. Angie Reams, associate vice president and dean of students, with project management provided by Teri Schnelle, director of projects and partnerships for the Division of Student Life.

The Implementation Team formed three work groups to address the implementation of the four recommendations. The team collaborated with campus and community partners, drafted a framework for a sustainable listening model and advisory board, and outlined plans for increasing support and response to concerns on campus.

This report provides an update on the initial action steps to address recommendations and outlines the implementation plans for the four recommendations.

### Team Members

The team included campus community members with a wide range of viewpoints, roles, and professions, including student government representatives, staff members focused on student success and support, and faculty members with various expertise. Ad Hoc members were added to each work group including local community members and



activists, University of Iowa presidential charter committees' members, additional staff and student representatives, and local law enforcement members.

## Team Members

Name	Role/Department
Dr. Sara Sanders, Co-Chair*	dean, College of Liberal Arts and Sciences
Dr. Angie Reams, Co-Chair	associate vice president and dean of students
Teri Schnelle, Project Manager*	director, Projects and Partnerships, Division of Student Life
Dr. James Ankrum*	faculty, College of Engineering
Hayley Bruce	assistant director, Communication and External Relations, UI Department of Public Safety
Dr. Maria Bruno	executive director, Belonging and Inclusion, Division of Student Life
Mark Bullock*	assistant vice president and director, UI Department of Public Safety
Dr. Jill Endres	co-chair, Council on the Status of Women
Rachel Maller*	graduate student
Lew Montgomery	associate director for employee experience, Finance & Operations
Regan Smock	AY2021-2022 president, Undergraduate Student Government
Dr. Greg Thompson*	director, Residence Education, Division of Student Life
Tab Wiggins*	director, Center for Inclusive Academic Excellence
<b>Ad-Hoc Work Group Members</b>	
Nikki Hodous	director, Student Care and Assistance, and co-chair, work group 1
Amanda Nichols	Presidential Charter Committee on University Safety and Security, work group 1
Holly Davis	associate director, University Counseling Service, work group 1
Amel Ali	Iowa City community member, work group 1
Elley Mohling	care coordinator, Student Care and Assistance, work group 1
Kristal Gibson	Presidential Charter Committee on University Safety and Security, work group 2
Vera Barkosky	current vice president, Undergraduate Student Government, work group 2
Maria Sanchez	community outreach specialist, UI Department of Public Safety, work group 2
Todd Rent	director, Employee and Labor Relations, Human Resources, work group 2
Cody Howell	care coordinator, Student Care and Assistance, work group 2
Lucy Wiederholt	associate director, UI Department of Public Safety, work group 2
Amiya Jones	undergraduate student, work group 3
Angela Ibrahim-Olin*	assistant dean, Office of Student Accountability, work group 3
Scott Gaarde	captain, Iowa City Police Department, work group 3
Geoff Fruin	city manager, City of Iowa City, work group 3
Brad Kunkel	sheriff, Johnson County Sheriff's Office, work group 3

\*Served on the Reimagining Campus Safety Action Committee

## Initial Action Steps to Address Recommendations

The RCSAC developed the following actions steps to facilitate substantive progress for the UI campus community. The implementation team was best positioned to create ongoing action plans for the remaining action items. The implementation team reviewed and updated the initial action steps below.

Action Step	Timeline for Completion	Responsibility	Status
Communicate recommendations and action steps to key campus and community stakeholders	8/2021	Vice President for Strategic Communication	Complete
(Rec5) Charge implementation team	8/2021	President	Complete
(Rec2) Provide additional staffing for student basic needs including Food Pantry, Emergency Fund, and Clothing Closet	8/2021	Vice President for Student Life	Complete
(Rec2) Provide additional staffing for student basic needs including Food Pantry, Emergency Fund, and Clothing Closet	9/2021	Vice President for Student Life	Complete
(Rec2) Add 24/7/365 after-hours mental health assistance phone and text line for all students	9/2022	Vice President for Student Life	Complete
(Rec2) Pilot after-hours mental health response protocol for residence halls. Create a revised dispatch process using pilot data.	9/2021	Associate Vice President/Dean of Students; Co-Directors UIDPS Director, Residence Education	Ongoing
(Rec2) Expand support for student mental health:  Add 24/7/365 after hours mental health phone and text assistance for all students  Add ambulance/secure car service for transport to ETC without a charge to the student  Hire for a shared Student Care Manager position (UIDPS & DSL) in Student Care & Assistance. This	9/2021	Co-Directors UIDPS, Associate Vice President/Dean of Students	In Progress

position will provide follow-up and co-response support for mental health issues.

(Rec1) Designate a UIDPS staff member as departmental Lead Diversity Officer, responsible for ongoing training and serving as a staff person for the central support space.

9/2021

UIDPS

Complete

(Rec2) Determine if the financial arrangements between UIDPS and Intercollegiate Athletics, University Housing & Dining, UIHC, and others are appropriate for the scope and complexity of services offered by reviewing the memoranda of understanding for expanded service.

10/2021

UIDPS, Chief Financial Officer

In progress

(Rec1) Convene ongoing campus conversations about difficult issues (continue to expand and enhance Mindful and Engaged Hawkeyes & Journey to Unity programming to support student, faculty, staff engagement in deliberative dialogues about difficult issues)

10/2021

Associate VP for Diversity, Equity, and Inclusion, Vice President for Student Life

Complete

(Rec1) Pilot practices within the operations of the Office of Student Accountability for students to take responsibility for violations of campus and community policies

1/2022

Associate Vice President/Dean of Students

In progress



## RCSAC IMPLEMENTATION TEAM WORK

### GROUP 1: RECOMMENDATIONS 1 AND 2

Work group #1 was charged with creating a proposal in response to the first two recommendations of the Reimagining Campus Safety Action Committee.

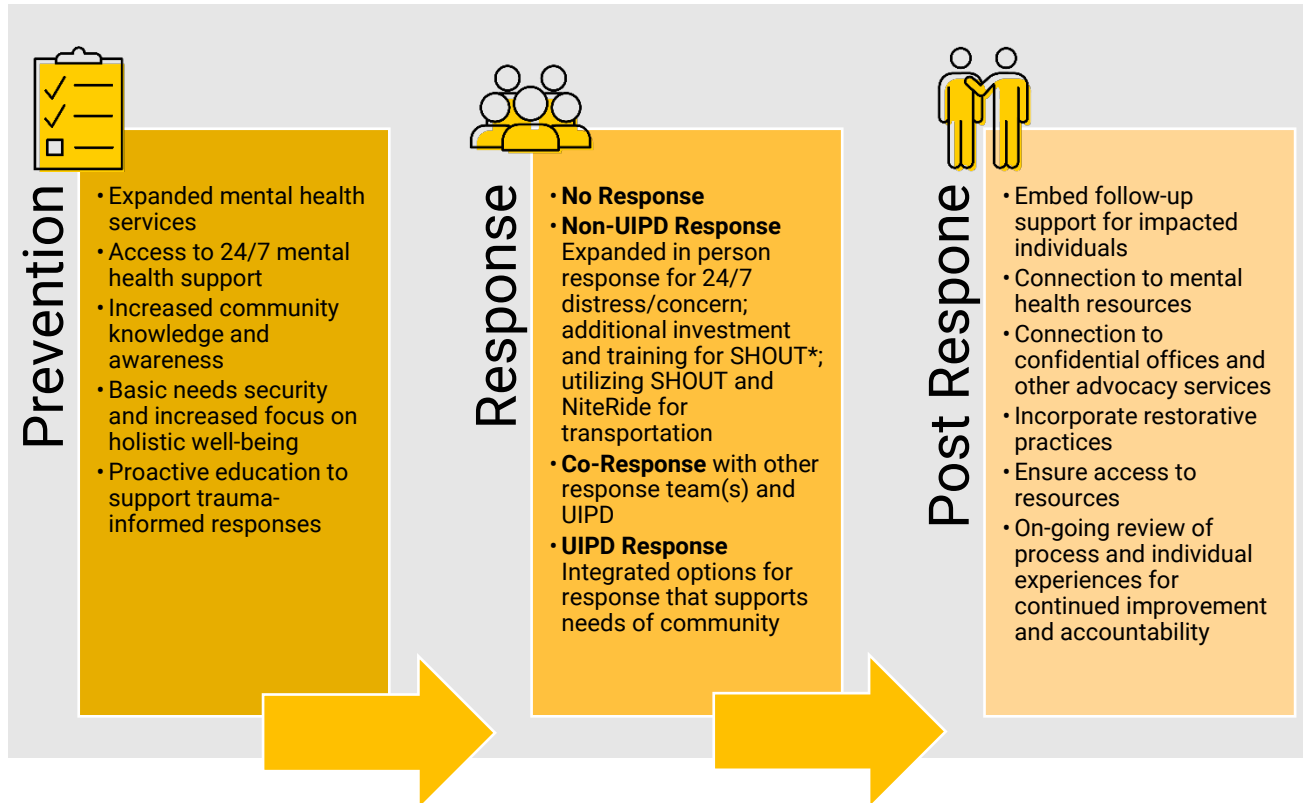
- Provide non-law enforcement response options for mental health, basic needs, crisis intervention, and follow-up.
- Invest financial resources in holistic safety services, including mental health, case management, well-being, and basic needs.

Work group #1 met during spring 2022 to create a proposal for a five-year plan in alignment with the recommendations. The work group engaged with departments responsible for responding to individuals in distress to learn more about the processes and procedures and reviewed other institutional and city response structures. Suggested strategies from the Reimagining Campus Safety Action Committee were integrated into the continuum of prevention and response model and the five-year plan.

- Focus the scope and operations of the UI Department of Public Safety (DPS) on issues that are most appropriately addressed using sworn officers and security personnel. These focus areas include violent crimes, investigations, crime prevention and proactive education, imminent threats, and crime reporting.
- Create and implement a framework that provides a network of response options for issues that are not likely or imminent threats.
- Outline a framework to enhance collaboration between UI DPS and the network response model.
- Identify and invest in critical infrastructure needs that will be required to support the UI student experience more holistically. Areas of focus should be after hours mental health response, support for basic needs (food, housing, financial), and assistance navigating care systems.
- Create a culturally inclusive, welcoming, and accessible physical space that invites students, faculty, staff, and campus visitors to seek assistance for any concern related to safety and well-being.
- Focus campus safety models on education, where care and restoration are primary and punitive approaches are secondary.
- Prioritize the investment of resources in infrastructure needs of student-facing services, especially services that support marginalized community members. Some portion of the resources should be allocated toward case management, a solution-focused approach that assists students in overcoming obstacles and accessing the services they need.
- Consider the key areas with whom UI DPS has agreements for expanded service: Department of Athletics, University of Iowa Hospitals and Clinics, Oakdale, and University Housing & Dining. Determine whether the current fiscal arrangements for expanded services are appropriate.
- Share budgeting strategies and funding sources transparently with the community.
- Ensure the services offered are inclusive and supportive of the range of identities in our community, with particular focus on support for BIPOC, People with Disabilities, women, low-income individuals and families, and LGBTQ+ members.

## Vision for a Continuum of Prevention and Response

Below is the work group’s vision for a continuum of prevention and response to distress/concerns at the University of Iowa. We recognize that the nature of the concerns at the University of Iowa Hospitals and Clinics (UIHC) differ, compared to main campus; thus, the response model is being proposed for the main campus. We encourage UIHC to evaluate using this model moving forward. To reach this vision, we have outlined guiding values for response, a plan for implementation, and a proposal for a five-year plan.



\* **SHOUT** – Students Helping Out, a student ambassador program within the Department of Public Safety

## Response Model

A variety of options for response should exist to best address concerns at the lowest level possible. As new situations arise the response model will be adapted to reflect the evolving experiences. Our current response model is robust and allows for UIPD and teams to respond together or separately, as often occurs with the Threat Assessment Team. The response model is intended to clarify collaboration processes among safety service departments and provide an outline for a co-response model. The response model should be in alignment with policies from the Board of Regents and State of Iowa Code.

- **Non-UIPD Response**
  - Responders: Residence Hall staff, Student Care Coordinators, Threat Assessment Team, Johnson County Mobile Crisis, UI Support and Crisis Line, RVAP, etc.

- It is essential to focus on non-UIPD response options for mental health concerns and other instances that could have significant impacts on the involved individuals. Mental health professionals provide a variety of expertise that best supports individuals with primary concerns for behavioral health, quality of life, conflict, etc.
- Situations that would warrant a non-UIPD response include: Mental health distress with no physical safety/weapon concerns, non-emergency intoxication/substance impairment, welfare checks with no previous or current safety concerns, follow-up support to victims of crime, possession of alcohol, or possession of single-use, less-lethal controlled substances.
  - Responders: SHOUT student staff and security personnel
    - Utilize these roles when it's important to have an increased presence to assist and interact with the general public in situations that do not involve weapons, safety concerns, or emergency response, but may include space monitoring, student organization events, patrols, and other campus events.
    - Situations that would warrant a non-UIPD response could include: Area patrols, vehicle assists, safety escorts, and any general public assistance request.
- **Co-Response with UIPD and Other Response Team**
  - The goal is for a UIPD officer to provide support and assess risk prior to a co-responder joining the situation to mitigate safety concerns and to help establish an environment to allow the non-police responders to provide immediate support.
  - The co-response team could include, but is not limited to TAT, Student Care & Assistance, and RVAP. The co-response team provides in-the-moment care.
  - Situations that may include a co-response based on risk assessment include mental health distress when physical safety concerns/weapons are present, medical transports requiring EMT response, and victims of crime wanting to explore reporting options or file charges.
- **UIPD Response**
  - Given the training and specific capabilities granted to officers, there are instances where they should serve as sole responders. Such instances would tend to: have serious safety concerns that non-officers are unable to address, pose a significant threat to the safety of others and/or the community, are incidents that require officer response, or reporting parties or impacted individuals request their presence. UIPD officers are also certified as first responders and serve in that role during medical emergency calls on campus, especially due to their quick response time and 24/7 availability.
  - Situations include, but are not limited to reports of fire, possession of controlled substances with high levels of lethality or in substantial amounts, violent offenses, situations involving lethal weapons, or damage to property, such as vehicular accidents.
  - After the situation is stable UIPD will contact, if appropriate and requested/approved by reporting party/victim/survivor, Student Care & Assistance, TAT, RVAP, DVIP, etc. to provide in-the-moment care and follow-up.

Emergency Communication dispatchers in DPS will select the appropriate response options for any 911 calls. Any student, faculty, or staff person can directly call alternative response options, such as Student Care & Assistance, Threat Assessment Program, or the UI Support and Crisis Line.

At any step in the response process the victim can choose to engage or re-engage UIPD to report and/or move forward with a criminal complaint.

## Completed and In Process Actions Related to Recommendations

Since the release of the RCSAC report and creation of the RCS Implementation Team, the following actions have been taken in response to the recommendations.

- Student Care and Assistance (SCA) increased staffing of three additional care coordinators, one focused on basic needs insecurity and one a shared position with DOS/DPS for a care coordinator to be the primary liaison with DPS for mental health concerns and response as needed during office hours
- Alternative transportation options provided to University Counseling Service (UCS) and Residence Education for mental health concerns to decrease use of law enforcement for transport to UIHC or Mercy Hospital.
- Establishment of 24/7/365 UI Support and Crisis Line that provides text, chat, and phone access to crisis counselors for students. This support system also provides options for in-person response and transportation to care facilities depending on the assessment of the individual and current needs.
- Created relationships with GuideLink Center, CommUnity, and UIHC Crisis Stabilization Unit and established the UI Support and Crisis line to facilitate follow-up support for students impacted by severe mental health that require a higher level of assistance or who are affected by crimes (when services with specialized support for specific crimes do not exist, such as RVAP).
- Well-Being & Mental Health Campus Collaborative addressing mental health, well-being, and holistic individual for faculty, staff, and students was established.
- Design and construction of centrally located and DPS space outside of the current DPS office that will assist in creating a culturally inclusive, welcoming, and accessible physical space that invites students, faculty, staff, and campus visitors to seek assistance for any concern related to safety and well-being. This space should be available by spring 2023.
- The Division of Student Life is outlining funding sources for a Cultural Neighborhood where students can be themselves, speak their first language, cook their home foods, etc. DSL is exploring options to replace and relocate the cultural and resource centers.

## Year 1

To support the implementation of the guiding values and response options and to cultivate a campus community that has more trust in seeking help during emergency situations, the following steps are recommended for implementation.

Strategy	Responsibility	Evaluation	Estimated Cost
<i>Integration of response model into policy and practice</i>			
<ul style="list-style-type: none"> <li>• Department of Public Safety updates practices to integrate new response model.               <ul style="list-style-type: none"> <li>○ Partner with areas on campus to establish a process where alternative uniforms are supported and integrated for community outreach in alignment with Board of Regents and State of Iowa Code.</li> </ul> </li> <li>• Explore current triage processes.</li> </ul>	Department of Public Safety	Updated practices and procedures	N/A

<ul style="list-style-type: none"> <li>Work with dispatch to explore adding screening language adapted from the response model in non-emergency situations to clarify the most appropriate level of response for the situation.</li> </ul>			
<p>Campus offices with response responsibilities or higher levels of interaction with individuals experiencing mental health distress (including University Counseling Service, Residence Education, Threat Assessment Program, and Student Care &amp; Assistance, etc.) will revise policies and protocols to integrate response model.</p> <ul style="list-style-type: none"> <li>Staff will receive education on new protocols to implement.</li> <li>Offices will enact feedback loops to actively seek regular feedback to improve response process.</li> </ul>	Division of Student Life, Department of Public Safety, Office of the General Counsel	<p>Updated practices and procedures</p> <p>Increased connections and referrals to non-police response options</p> <p>Feedback loops</p>	N/A
<p>All response offices will work collaboratively to create a set of guiding principles for their work that emphasize a person-first approach that respects the inherent dignity of all people and centers the mental health and physical safety of those most marginalized by the institutional system.</p>	Division of Student Life, Department of Public Safety,	Guiding principles	N/A
<p>Pilot a collaboratively created decision-making protocol for residence hall staff to identify issues which do not necessitate a law enforcement response.</p> <p>Over the next five years Residence Education will research and potentially pilot shifting duty responses for mental health and medical emergencies out of the housing realm to better equipped and better trained support teams on and off campus.</p>	Division of Student Life, Department of Public Safety	<p>Creation of an A-to-Z response guide for alignment with Clery and good practices related to emergency response protocols</p> <p>Continued utilization of options provided through the UI Support and Crisis Line for alternative response to mental health and emergency concerns.</p>	
<p>Continue to leverage relationship with CommUnity, including Mobile Crisis response, and CARE Ambulance and ensure UI systems have integrated this relationship within protocols.</p>	Division of Student Life, Department of Public Safety, Human Resources	CommUnity and CARE Ambulance relationship integrated into protocols	N/A
<p>Educate the community on the continuum of response</p>	Division of Student Life, Department	Website created	N/A

<ul style="list-style-type: none"> <li>Educate students, faculty, and staff on how to engage with the new response model and how to connect individuals appropriately to a response option.</li> <li>Create a one-stop-shop website where students, faculty, and staff can easily access information on available response options and resources and connect with resources in a variety of formats (print, email, in person, phone, text, etc.).</li> <li>Identify clear, concise, and repeated communication efforts to UI community members to promote the array of safety services that are available to them.</li> </ul>	<p>of Public Safety, Human Resources, Office of the Provost</p>	<p>Communication plan</p>	
<p><i>Campus and community collaborations and relationships</i></p>			
<p>Implement strategies to ensure support for all members of the campus community.</p> <ul style="list-style-type: none"> <li>Create talking points that emphasize that all areas have a responsibility to respond to mental health issues</li> <li>Request all divisions/colleges outline how they can embody a community of care</li> <li>Promote the Quick Guide for Responding to Individuals in Distress as a resource to support members of the campus community as they take on a more active role to support individuals in distress</li> <li>Outline a communication plan to integrate the community of care language/talking points into communication across campus</li> </ul>	<p>Division of Student Life, Provost, University Human Resources</p>	<p>Creation of talking points Division/college plans Communication plan</p>	<p>N/A</p>
<p><i>Active, ongoing opportunities for Department of Public Safety engagement and advancement</i></p>			
<p>Participate in ongoing training to increase the competence of mental health concerns, de-escalation techniques, and racial intelligence</p> <ul style="list-style-type: none"> <li>Identify up to 40 staff from DPS and others to participate in the RITE Academy Train the Trainer program. Officers can then offer annual DPS trainings as well as partner with non-officers to provide trainings for campus community to learn more about the training, roles, and expectations of officers through RITE.</li> <li>Officers to participate in the RITE academy and annual refreshers.</li> <li>Partner with staff and faculty with specialized research/training to review current training offerings and identify gaps. Seek their expertise in developing opportunities to address.</li> <li>Seek the expertise of the Multicultural Initiatives Research Team (in the College of Education) on education and training for fostering difficult</li> </ul>	<p>Department of Public Safety, Division of Student Life, Office of the Provost, Colleges, Department of Education</p>	<p>Training participation and outcomes Report outlining training gaps</p>	<p>\$24,000 for RITE Train the Trainer (2 day session, printed materials, cost of travel, etc.)  Multicultural Initiatives Research Team consultations and workshops for a year: \$1300 per participant</p>

dialogues that will support a culture of dialogue and feedback			
Increase opportunities for transparency <ul style="list-style-type: none"> <li>• Develop a webpage to address common safety and security questions, misconceptions and transparently share use of force data.</li> <li>• Clearly communicate the scope and authority of campus law enforcement.</li> <li>• Actively publicize the ride-along opportunity to the campus community.</li> <li>• In alignment with BOR and Iowa Code, share stance on use of weapons (lowest lethality as possible).</li> </ul>	Department of Public Safety	Creation of website  Website views  Communication plan  Increased communication	N/A
Review hiring practices to continue to prioritize diversity in candidates, including educational background/major, professional history, and identities traditionally underrepresented (ex. racial, gender, sexuality, etc.) minorities.	Department of Public Safety	Updated hiring practices	N/A

## 5-Year Plan

The five-year plan focuses on the prevention component of the continuum, ensuring more access across campus to mental health, well-being, and basic needs support to prevent concerns before they occur. Costs are provided based on estimates made in June 2022 and will need to be reviewed and increased based on raising expenses over time. Some programs received increased staffing as part of the implementation in year one, therefore data regarding the response model and campus should be used to inform additional expansion for those units. Budgeting strategies and funding sources for the 5 year plan should be shared transparently with the community.

Strategy	Responsibility	Evaluation	Estimated Cost
<i>Increase access to 24/7 mental health resources and counseling.</i>			
Increase the number of embedded counselors, licensed social workers, and licensed mental health counselors on campus. <ul style="list-style-type: none"> <li>• Hire a licensed social worker within the Department of Public Safety to support co-response.</li> <li>• Retain current mental health staff by providing competitive salaries (from a central fund) and reasonable workloads (to be defined by department).</li> <li>• Hire embedded counselors, licensed social workers, or licensed mental health counselors to serve students in colleges and the cultural/resource centers and to serve employees in HR departments ensuring</li> </ul>	Division of Student Life, Office of the Provost, Office of the President, University Human Resources	Number of counselors/ licensed social workers/ licensed mental health counselors  Counselor/ licensed social worker/ licensed mental health counselor retention rate  Clinical Load Index	Salary increases for staff - ~\$25,000 per staff member  Increased support staff and paid interns - \$200,000  Embedded staff (should be based on population served) - ~\$100,000 per staff



<p>diversity in representation and allowing user choice of providers as possible.</p> <ul style="list-style-type: none"> <li>○ Embedded staff in colleges and cultural/resource centers should be overseen centrally by University Counseling Service.</li> <li>• Add licensed clinical social workers and licensed mental health counselors to University Counseling Service, Student Health, Student Wellness, Employee Assistance Program, and UIHC Employee Health Clinic to increase access to mental health services and specialized care (e.g., substance use concerns, eating disorders, specific services trans/NB/GE students may need, etc.)</li> <li>• Implement non-traditional business hours (outside 8-5) to provide more availability to students, faculty, and staff who work all-day.</li> <li>• Hire additional staff to administratively support staff in University Counseling Service, Student Health, Student Wellness, Employee Assistance Program, and UIHC Employee Health Clinic as needed.</li> <li>• Define the scope of care for counseling to help individuals clearly understand what can be provided; outline a framework of campus resources to provide additional resources and support.</li> </ul>		<p>Decreased student wait time for mental health support</p> <p>Defined scope of care and framework of campus resources</p>	<p>Additional administrators - (additional salary or hiring as needed)</p>
<p>Support connections to local mental health providers to support long term care</p> <ul style="list-style-type: none"> <li>• Subcontract with private providers to increase diversity in providers for shared identities and offer therapeutic services not currently provided on campus.</li> <li>• Promote current transportation options available for students and create additional transportation assistance to off-campus providers for individuals without access to transportation in non-crisis situations.</li> </ul>	<p>Division of Student Life, Human Resources, Provost, Student Government</p>	<p>Increased connections to local providers</p> <p>Satisfaction with subcontracted providers</p> <p>Transportation usage</p>	<p>Cost for transportation assistance</p>
<p>Increase the number of care coordinators if data determines additional need beyond what was added in year one.</p>	<p>Division of Student Life, Human Resources, UIHC</p>	<p>Increased response for individuals in need of support</p>	<p>TBD</p>
<p><i>Increase knowledge of mental health and basic needs resources through specialized training for responders and awareness for the general campus community.</i></p>			
<ul style="list-style-type: none"> <li>• Facilitate annual training for all responders (i.e., UI DPS, SHOUT/Security, TAT, Care Coordinators, Residence Education staff) for crises to support trauma-informed practices.</li> </ul>	<p>Division of Student Life, Office of the Provost,</p>	<p>Training outcomes</p> <p>Training compliance</p>	<p>\$1000 for annual training</p>



<ul style="list-style-type: none"> <li>○ Training should include de-escalation techniques, implicit bias, knowledge of campus and community resources, neurobiology of trauma, and mental health (Kognito, QPR, mental health first aid)</li> <li>• Require ongoing training of distress/concern responders on the continuum of prevention and response model</li> <li>• Explore providing an annual 4-hour interactive mental health maintenance training for responders, with focus areas on new facilities/partners, changes in operating procedures, and more extensive training around most common mental health related concerns/trends encountering to better understand the diagnoses and ways to work with an individual experiencing mental health distress/concern</li> <li>• Identify responders to receive on-going, more in-depth mental health training (like ASIST) to help serve as expert responders</li> <li>• Require training on the recognize/respond/refer framework for all faculty, staff, and students</li> <li>• Outline student stress points where faculty/staff can integrate targeted support (struggling with new roommates, failing to get into a major, failing an assignment or test, getting a lower GPA than expected, not getting a student leadership position, not getting and internship) and provide training to equip faculty/staff to offer broad support</li> <li>• Require syllabus statements on human rights, mental health, and basic needs</li> <li>• Add mental health website/UI Support and Crisis Line on the footer of all UI webpages, fliers, posters, and ICON sites</li> <li>• Support opportunities for the all the campus community to learn self-management techniques and activities</li> <li>• Establish communication between all on-campus counseling providers (UCS, Seashore Hall, WRAC, College of Education LGBTQ Clinic, Telepsychology Clinic in the College of Education, Student Health psychiatry, and primary care) to support the use of Care, LLC ambulance to transport students in crisis to</li> </ul>	<p>Department of Public Safety, University Human Resources</p>	<p>Number of syllabi that include statements on human rights, mental health, and basic needs</p> <p>Mental health support language for use on websites, fliers, posters, and ICON</p> <p>Usage of mental health support language on websites, fliers, posters, and ICON</p> <p>Increased use of CARE ambulance and UI Support and Crisis Line</p> <p>Share the Quick Guide for Responding to Distress each semester in a virtual format for all and hard copy for new staff</p> <p>Communication plan for campus counseling providers</p>	<p>\$1000 for 4-hour interactive mental health maintenance course</p> <p>\$1000 more in-depth mental health training</p> <p>Cost of training for faculty, staff and students on the recognize/respond/refer framework</p>
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appropriate facility as well as UI Support and Crisis Line as an after-hours resource			
<i>Invest in a culture that ensures basic human needs (food, housing, safety, belonging) are met and supports holistic well-being.</i>			
<ul style="list-style-type: none"> <li>Continue to invest in the Food Pantry and other basic needs support services</li> <li>Add screening for housing and food security, health care access, and personal safety in processes and procedures.</li> <li>Ensure preferred name and pronouns are identified and used in university systems and add inclusive and optional ethnicity and gender-marking options processes and procedures</li> <li>Continued support for culturally based programming, including MISSE/cultural centers and the Division of Diversity, Equity, and Inclusion to show a commitment and active engagement in supporting belonging and inclusion for traditionally underrepresented populations</li> <li>Utilize the Well-Being and Mental Health Campus Collaborative to create a coordinated campus wide approach to well-being in alignment with the UI Strategic Plan.             <ul style="list-style-type: none"> <li>Explore models to tackle unhealthy community and societal systems that contribute to harm. Utilize models that connect various forms of harm (bullying, suicide, sexual violence, substance abuse) in order to address intersecting risk and protective factors.</li> </ul> </li> <li>Support phase one of the Well-Being Center to create an inclusive, welcoming, and accessible space for all to support their basic needs and well-being.</li> </ul>	Division of Student Life, Office of the Provost, Human Resources with Well-Being and Mental Health Campus Collaborative	<p>Additional funding for Food Pantry and other basic needs support services</p> <p>Usage of Food Pantry and other basic needs support services</p> <p>Addition of screening in processes and procedures</p> <p>Number of referrals based on screening</p> <p>Continued funding to MISSE/cultural center and DDEI programming</p> <p>New well-being center</p>	<p>\$60,000 to invest in Food Pantry and other basic need support services</p> <p>Updates to university systems</p> <p>Funding for MISSE/cultural center and DDEI programming</p>
<i>Reinforce the work of the Department of Public Safety around community outreach and response.</i>			
<ul style="list-style-type: none"> <li>Create or appoint a staff position within DPS to serve as an organizational leader on effective practices for culturally inclusive safety structures. Provide the position with authority to oversee diversity, equity, and inclusion training, policy review, and other elements of multiculturally effective organizational culture. This position could be the public facing DPS staff member in the central space.             <ul style="list-style-type: none"> <li>Hire an additional staff member(s) to support community outreach and response</li> </ul> </li> </ul>	Department of Public Safety, Office of the President, Finance & Operations	<p>Community outreach position(s)</p> <p>Community outreach and response model</p> <p>Training outcomes for SHOUT</p> <p>SHOUT reports</p>	<p>Review and reinvest funds within DPS for these tactics</p> <p>Budget increases for SHOUT, NiteRide, non-officer staff positions</p>

<ul style="list-style-type: none"> <li>○ Create a community outreach and response model/framework to guide the work of DPS</li> <li>○ Partner with Well-Being and Mental Health Campus Collaborative to identify safety priority areas and align community outreach opportunities to support model/framework</li> <li>● Provide training beyond CPR, bloodborne pathogen, and bystander intervention for all SHOUT positions in mental health response and basic first aid/red watch band training to increase their use in responding and possibly transporting students intoxicated and unsafe on their own or with lower-level mental health concerns.</li> <li>● Create a partnership with CLAS and Social Work departments to provide an internship credit option for students in SHOUT positions. Students will be supervised by a staff member in the community outreach and response area of DPS.</li> <li>● Grow Nite Ride and SHOUT programs to facilitate student transportation for mental health or sobering services to GuideLink Center or UIHC, should no beds be available at GLC.</li> <li>● Increase police use of “signposting” (transitional statements to signal an upcoming change in direction/next action) to encourage communication between police response in a situation and the individuals present. Signposting helps the individuals involved in the situation know the next action the police officer is going to take, decreasing anxiety.</li> <li>● Create a DPS communication plan to increase understanding across campus of the various types of work and the impact of the department</li> <li>● Consider the key areas with whom UI DPS has agreements for expanded service: Department of Athletics, University of Iowa Hospitals and Clinics, Oakdale, and University Housing &amp; Dining. Determine whether the current fiscal arrangements for expanded services are appropriate.</li> <li>● Residence Education will continue to partner and review MOUs over the next five years with UI DPS to ensure alignment with needs and university expectations.</li> </ul>		<p>Increased transportation by NiteRide and SHOUT</p> <p>Officer training outcomes</p> <p>DPS communication plan</p> <p>Updated MOUs</p>	
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<p><i>Establish opportunities to engage in restorative practices (when appropriate) for students accused of violating disciplinary policies or criminally charged, impacted by policy violations or crimes, or impacted by interactions with law enforcement</i></p>			
<ul style="list-style-type: none"> <li>• Support ongoing exploration of models for restorative justice that can be used to repair harm and restore the campus community</li> <li>• Pilot restorative justice practices within student accountability (Division of Student Life) and use the data to identify other potential areas for use</li> <li>• Hire 1 FTE to oversee restorative justice practices and train key faculty, staff, and students</li> <li>• Support ongoing training of key faculty, staff, and students on campus to serve as facilitators of restorative justice processes</li> <li>• Partner with the Division of Diversity, Equity, and Inclusion and other key stakeholders to train faculty, staff, and students in using deliberative dialogues to collaboratively address difficult issues.</li> </ul>	<p>Division of Student Life, Office of the Provost, Division of Diversity, Equity, and Inclusion, Ombuds Office</p>	<p>Increased use of restorative justice options on campus</p> <p>Satisfaction and outcomes data from users of restorative justice options</p> <p>Training outcomes</p> <p>Campus Climate data</p>	<p>\$69,000 a year for 1 FTE professional</p> <p>Cost related to ongoing training opportunities for multiple individuals cost to bring someone to provide a train the trainer</p> <p>Cost related to providing training</p>
<p><i>Regularly assess and evaluate progress</i></p>			
<ul style="list-style-type: none"> <li>• On-going review and changes to policies, practices, and procedures related to response to mental health and crisis concerns, basic needs, and security</li> <li>• Regular evaluation of response process to strengthen positive interactions and update areas of growth</li> <li>• Hire .10 FTE to support regular evaluation of programs and services to support continuous improvement.</li> </ul>	<p>Department of Public Safety, Division of Student Life, Human Resources, Office of the Provost, UIHC</p>	<p>Annual report of changes to process based on review</p> <p>Monthly dispatch audit and annual reporting on changes</p> <p>Annual reports from all units involved in response process</p>	<p>~\$6000 a year for .10 FTE evaluation professional</p>

## RCSAC IMPLEMENTATION TEAM WORK

### GROUP 2: RECOMMENDATION 3

This subcommittee of the Reimagining Campus Safety implementation team was charged to “Design a Presidential Campus Safety & Accountability Board that centers marginalized campus members and includes members of shared governance and representatives of the broad UI community, with soliciting ongoing feedback, identifying metrics and measures of success, communicating concerns and recommendations, and facilitating a transparent sharing of information with the UI community.” Centering (i.e. focuses and prioritizes) marginalized identities in this work is essential as these campus members have traditionally experienced disproportionate harm from systems such as law enforcement.

Seeking to build trust and avenues for difficult dialogue, we adopted a philosophy of continuous improvement that recognizes that the ever-changing dynamics of our campus community means there will always be room for improvement. Upholding university values means continually seeking to better serve and support our community.

We adopted the following working definition of accountability:

**Accountability** reflects the university’s commitment that law enforcement activities involving our campus community uphold our values to treat all with dignity, equity, and fairness and demonstrate a willingness to accept individual and systemic responsibility and implement changes to prevent future mistakes.

In our February 2022 update, we reported that moving forward, we would:

- Design a new presidentially appointed committee with broad representation to provide diverse perspectives on campus experiences with policing. (It will be critical that this committee is empowered by the president’s cabinet for a process of accountability and continuous improvement to be implemented effectively).
- Clearly outline the role of executive leadership in maintaining university accountability.
- Establish a proactive feedback loop with marginalized communities versus expecting them to share issues with administrators and the board.
- Establish mechanisms of integration and engagement with campus safety stakeholders. Develop effective pathways for feedback, accountability, and implementation of restorative justice when problematic incidents occur.

We studied models of oversight provided by National Association for Civilian Oversight of Law Enforcement (NACOLE) and reviewed the feasibility of various models, given the applicable laws, policies, rules, and contractual provisions governing police disciplinary investigations. We found that applicable provisions of the Peace Officer Bill of Rights in Iowa Code Section 80F.1, the AFSCME Public Safety Collective Bargaining Agreement, and Policy 1010 “Personnel Complaints” of the Department of Public Safety’s policies prescribe specific procedural and confidentiality requirements for police disciplinary investigations.

Consistent with those requirements, such investigations are led by sworn officers within the Department of Public Safety (DPS) with the assistance of Employee and Labor Relations (ELR). DPS and ELR frequently consult with the Office of the General Counsel (OGC) to address any legal questions that may arise during an investigation.

We also gathered insight from other university based accountability boards and campus partners that engage with “customer feedback” on a regular basis. We learned that committees that work with individual complaints encounter thousands of complaints a year and can require multiple full-time staff to handle the cases in a timely manner. In addition, individual complaints often focus attention on assessing whether an existing policy was violated or not, and not on the broader goal of continuous improvement. Even when resolution for an individual is achieved, it usually does not lead to systematic change that will impact and help others in the future.

The committee reached a consensus that, of the models reviewed, an auditor model would most effectively fulfill the committee’s charge. An auditor model permits a focused retrospective examination of DPS’s complaint investigations while maintaining contractual and other legal requirements of police personnel investigations. Concerns regarding the integrity, fairness, equity, or objectivity of complaint investigations would be addressed with DPS leadership. DPS leadership would, in turn, be accountable to university leadership. Appropriate responsive measures, including remediation where appropriate, would be considered in that context.

## Recommended Structure

With insights from NACOLE and consultation with multiple campus partners such as Employee and Labor Relations (ELR), the Department of Public Safety (DPS), the Threat Assessment Team (TAT), etc., and a continuous improvement philosophy, we recommend the formation of a **Campus Safety Improvement Board**.

The board will be trained and positioned to interact meaningfully with university police, the campus community, and campus leadership to exercise its mission, and to ensure police interactions with the community align with our commitment to treating each other with dignity, equity, and respect.

## Membership

From the charge, we were asked to “center marginalized campus members and include members of shared governance and representatives of the broad UI community.” We recommend the Campus Safety Improvement Board include the following positions:

- A member of Inclusive Education and Strategic Initiatives (IESI), an initiative of the Division of Diversity, Equity, and Inclusion (DEI)
  - Rationale: IESI advocates for adoption of DEI best practices across campus, offers training, and supports and advocates for marginalized campus populations. They provide a wealth of knowledge, perspective, and network to assessing the campus climate from a diversity of perspectives.
- Elected members from shared governance bodies
  - Rationale: Ensure representation for undergraduate and graduate students, staff, and faculty.
- Recruited Alderpersons
  - Rationale: Recognizing elected members often do not represent minority communities, a process for recruitment of alderpersons to represent the interests of said communities will be used.
- A member of university Employee and Labor Relations (ex-officio)
  - Rationale: The complexity of applicable laws, contractual provisions, and policies associated with internal police investigations can present a significant challenge to achieving meaningful process

improvement. A committee member trained in this area can assist the committee in designing policy recommendations and initiatives that work within the bounds of our legal framework.

- A member of the Department of Public Safety, preferably a person in a public relations position willing to engage with community constituents and possessing expertise in law enforcement procedures such as the use of force continuum, consent searches, and de-escalation tactics (ex-officio).
  - Rationale: Improvement of police interactions with the community requires buy-in and participation from our campus police partners.
- A member from the Office of Student Accountability who is certified as a restorative practitioner on campus.
  - Rationale: Restorative approaches can be a beneficial addition to the toolbox of support on our campus and having expertise in this approach will inform continuous improvement discussions.
- A member of the President's Cabinet (ex-officio or administrative liaison)
  - Rationale: Ensure the committee has access to and support from Office of the President.

## Structure & Training of Members

- Reports to the Office of the President through an administrative liaison (cabinet member)
- Board chair/s meets biannually with DPS, Ombuds office, Office of Institutional Equity, Student Accountability, and Threat Assessment Team leaders to understand campus safety patterns and trends
- Member term overlaps to ensure continuity
- Members must complete the required course, Beyond the Numbers: Foundations for Diversity, Equity, and Inclusion, and at least five BUILD elective courses to include: Implicit Bias Training, Building Healthy Relationships, and Conflict and Controversial Issues
- Receive Presentations from General Counsel and DPS representatives on relevant procedures and policies (e.g., Iowa Sunshine Law, confidentiality requirements, Iowa Police Procedures)
- Partner with HR and DDEI to adopt Collaborative Leadership Best Practices
- Chair/s will complete training and certification as restorative practices facilitator(s)
- Members must also complete NACOLE's Civilian Oversight 101  
[https://www.nacole.org/civilian\\_oversight\\_basics](https://www.nacole.org/civilian_oversight_basics)

## Roles

The Campus Safety Improvement Board serves the University of Iowa campus community and is available as a resource to students, faculty, staff, and visitors in alignment with university policies. The Board will partner with DPS to determine potential options for addressing concerns outside campus jurisdiction.

- Serve as a resource to the university community by continuously improving the campus safety environment through meaningful interactions with campus members, campus leadership, and DPS.
- Serve as an avenue for university community members to raise concerns regarding public safety on campus.
  - Concerns could involve allegations of a policy violation or actions that conflict with our community values. Concerns regarding allegations of police misconduct will be directed through the appropriate university review process.
  - When appropriate, opportunities for restorative practices will be offered to involved parties.
- Interact meaningfully with DPS to continuously improve interactions between DPS and the campus community.



- We expect that the committee may initiate recommendations for policy improvements based on input from community constituents. It is also expected that DPS may seek the committee's assistance in identifying ways to improve the department's relations with the community.
- Serve as a resource and response structure for university leadership and UI DPS to support effective and empathic communication with the UI community when public safety concerns arise. Occasionally, events occur that impact not just the individuals involved but have ripple effects through the university community. When such an event occurs, the campus community is often aware of the event but not of the university's response. While procedures must be followed to protect individual privacy during ongoing investigations, the community has the right to be informed about the investigative process, whenever possible, and to be given assurance that their concerns are being heard and attended to by campus leadership.
- Conduct an annual review of UI police complaint and misconduct investigation processes using deidentified data to identify potential areas for policy, practice, or training improvement. If necessary, review should culminate in recommendations to improve the process and a report to the public on the outcome of the review. This review will examine the processes that are followed when existing policy is violated and seek to identify proactive steps to continuously improve our public safety processes and better realize the university's values.
- Conduct a regular review of data and information related to the reimagining campus safety implementation including, but not limited to, progress updates regarding implementation, data regarding non-law enforcement response to mental health concerns, and report sharing regarding incidents or concerns affecting the greater campus community.

## Additional Recommendations

- To increase transparency with how complaints toward DPS are processed and handled, the committee recommends DPS add a section to their website outlining the process for reviewing and handling complaints. A process map, like one published by Brown University DPS, would be helpful. The role of the Campus Safety Improvement Board should be included in the flow chart.  
"How will my complaint be handled?"  
<https://dps.brown.edu/sites/default/files/2020-02/Complaint%20Flow%20Chart.pdf>
- In keeping with our value of continuous improvement, the board should evaluate its effectiveness in carrying out its mission biennially.



## RCSAC IMPLEMENTATION TEAM WORK

### GROUP 3: RECOMMENDATION 4

Work group 3 was asked to develop an implementation plan for recommendation 4 regarding collaboration with local public safety and community officials to align UI and surrounding community safety protocols in support of a holistic response approach.

The work group outlined the following goals to meet recommendation 4:

- Increase community knowledge around safety and security.
- Build relationships between students and law enforcement to increase understanding and support positive relationships.
- Bring key leaders together to improve collaboration across jurisdictions.
- Limit the duplication of services and provide joint services across jurisdictions as possible.
- Utilize a systems approach, as the University of Iowa operates within the larger system of Johnson County.
- Create a strategic communication plan to regularly share key messages around safety and security.

### Strategic Communication Plan and Relationship Building

This work is ongoing. The Department of Public Safety (DPS) has completed Strategic Communication Plan, and Content Calendar. DPS is also in the process of creating a social media plan and updating campus safety communication materials to reflect current service options. Part of the strategic communication plan includes leveraging and the community outreach team to build, maintain, and strengthen relationships with campus and community stakeholders and students. Below are a few key strategies.

**Timeline:** Spring 2023 – Fall 2024

**Metric:** Completion of plans and materials

**Dining with DPS Series** – Similar to the dining with the deans events, these meals would bring students and DPS together to have candid conversations intended to build relationships, establish trust, and improve knowledge around safety, security, and processes on campus. A list of student organizations was created, and planning is underway to host five Dining with DPS events starting in Spring 2023.

**Timeline:** Spring 2023

**Intentional Community Outreach Events** – As staffing allows, DPS will partner with university departments, student groups, and local organizations to host outreach events on a variety of safety topics that impact campus each semester. Planning is underway for events focused on bike safety and moped safety for the Fall 2022 semester. All safety training and outreach events will eventually be added to a Community Outreach Calendar on the next iteration of the DPS website.

**Timeline:** Fall 2022

**SHOUT:** Ongoing feedback from students emphasizes the importance of peer to peer response and support. SHOUT provides trained student ambassadors to patrol during student-sponsored events, student gatherings, and in Iowa City during high-traffic weekend hours. These students are focused on bystander intervention and overall safety. DPS continues to incorporate SHOUT into relationship building, operations, and response with students.

**Timeline:** Spring 2023

**Community Relationship Development Plan** - DPS will implement a community relationship development plan to foster trust and deeper understanding between the department and the campus. Specifically, DPS will identify key campus constituents and prioritize those with higher levels of mistrust and/or with the primary role of serving traditionally marginalized groups. A meeting is currently scheduled with leaders serving in diversity, equity, and inclusion focused roles on campus to discuss next steps and plans for relationship building services and programs. DPS will also utilize alternative spaces (including campus partner offices/spaces) for engagement opportunities as the DPS space may be a barrier to access and comfort.

The plan will include the following:

- Creation of mutual goals and expectations to establish and strengthen partnerships and relationships
- A statement and plan addressing responsiveness to the concerns and needs of diverse communities
- Identified steps for actively seeking and engaging in feedback loops to support open dialogue and growth
- Create regular opportunities for community members to interact with the Assistant Vice President and Director of Department of Public Safety
- Director to establish open office hours and coordinate marketing to invite campus community members to attend
- Creation of a Student Advisory Committee, with the assistance and support of USG leadership

**Timeline:** Spring 2023

## Increased Safety and Security Awareness and Trainings

DPS currently offers a variety of safety and security measures to increase campus safety awareness. It is important to not only increase communication regarding these strategies as part of the strategic communication plan, but also to implement additional measures to increase awareness of safety options for the campus community. Updating current safety tools, offering additional training options, and developing a safety video series are a just a few of the strategies to increase safety and security awareness and trainings.

**Regular Safety Trainings** – As staffing allows, DPS will offer pre-scheduled safety training opportunities for faculty, staff, and students to sign up for each semester, in addition to those requested by departments and student organizations. Potential examples include: De-escalation, Personal Safety and Self Protection, RAD, Violent Incident Survival Training, and Stop the Bleed, CPR, etc. Planning is underway to offer at least

two pre-scheduled safety training offerings during the Fall 2022 Semester.

**Timeline:** Fall 2022

**DPS Safety Video Series:** The UI Department of Public Safety will create short, easy to understand safety videos/PSAs on recurring safety topics that can be distributed across existing internal communication and social media channels. Review the [Stay Safe Buckeyes Class](#) from Ohio State University for benchmarking. A campus safety overview video would be included in a future iteration of the Success at Iowa course students are required to complete before their academic experience at Iowa.

**Timeline:** Spring 2023

**Review HawkTools / evaluate opportunities to improve Rave Guardian:** Review opportunities to improve safety information on the University of Iowa's mobile app, Hawk Tools. After benchmarking, it appears other schools have apps that are a bit more robust. We are currently evaluating whether students on our campus feel there would be a benefit in investing in the Hawk Tools App, or whether we could be better served by re-evaluating our existing contract with Rave Guardian to enhance our current safety features. Rave Guardian allows users to set a safety timer for their walk home, text anonymous crime tips to police, and call UI police with the push of a button. Sign up is available with a UI email address for access to the campus network.

**Timeline:** Spring 2023

**Metric:** Work to update HawkTools is underway, or plan to improve Rave Guardian is in motion.

**Nite Ride:** Review opportunities for increased staffing and availability of Nite Ride for all university students, faculty, and staff members. The service currently operates from 10 p.m. to 5 a.m. Express ride service, which provides rides directly to the final destination, is also available. Additional information and assessment of the service is needed to determine how best to serve students.

**Timeline:** Spring 2023 – Fall 2024

## Student Advisory Board Focused on Safety

Create a consistent opportunity for students and law enforcement to collaborate to strengthen feelings of safety around campus. This organization will serve as a bridge to students in aiding them to have the uncomfortable conversations about what they feel they need from the department. It can also serve as a bridge from police to students, to allow them to communicate their goals of how they can authentically protect and serve. The work group is gathering more information on the advisory board process and coordinating with USG leadership. The advisory board will begin in Fall 2022 with a select number of students and additional information will be provided to the student body in spring 2023.

**Timeline:** Spring 2023

## Collaboration with Local Law Enforcement Agencies

UI DPS continues to evaluate additional opportunities for response collaboration, especially in situations of obvious campus affiliation. In collaboration with local law enforcement partners, DPS determined a joint response to incidents/concerns at fraternity and sorority properties, which are private property and fall into the Iowa City Police

Department's (ICPD) jurisdiction, would be a good opportunity to pilot a joint response by ICPD and UI Police. This joint response will occur to assist in relationship building and coordination of efforts. Communication of the collaborative efforts and strategies will be a critical component of the strategic communication plan to increase awareness and information sharing with campus and the surrounding community. Additional strategies for collaboration are listed below.

**Timeline: 2023-2024**

- Provide training across agencies on a shared approach to response.
- Identify barriers and strengths of community approach.
  - a. Some information about how policing occurs is not appropriate to share externally. We discussed communication methods that can increase transparency with the community
  - b. Provide annual review of specific training opportunities and other practices that are in place supporting collaboration
- Review MOUs with campus partners and surrounding jurisdictions to support positive relationships and align protocols.
  - a. All agencies are currently part of the Johnson County Mutual Aid Agreement
    - i. If DPS doesn't have the resources to respond to an incident, agencies in the surrounding area will assist.
    - ii. Build on other specialty agreements that exist, such the Special Response Team with DPS and ICPD, the Sheriff's Emergency Response Team, and Search and Rescue.
  - b. Maintain DPS and ICPD collaborative response to matters involving structures/buildings owned and operated by registered student organizations (i.e. chapter houses).
  - c. University Administration
    - i. Replicate the relationship that DPS currently has with local law enforcement agencies with UI administration
    - ii. Establish a regular meeting schedule, at least once a month, with UI Department of Public Safety, Iowa City Police Department, and the Office of Student Accountability. This will assist in developing relationships and allow time for an after action review to discuss situations that involved represented agencies.
      1. Will be important to also establish/strengthen relationships with University Heights Police Department, Coralville Police Department, and Johnson County Sheriff's Office. It is recommended that these agencies join the previously discussed meetings once per quarter.
- Educate campus community about available diversion programs.
  - a. [Jail Alternatives Program](#)
  - b. Johnson County Marijuana Diversion Program
  - c. Current opportunities for diversion/expungement cover a variety of criminal charges that students face including possession of a controlled substance (cannabis), possession of alcohol under the legal age (PAULA), and public intoxication.
  - d. Student Legal Services expungement clinic that is helpful for students who have received criminal charges in the past.
  - e. Education programs and sanctions provided through Student Wellness that support behavior change rather than punitive measures or criminal records
- Proposed response model:

- a. Support implementation of the recommended response model by providing access to information, identifying team and DPS roles in response, and assisting with triage and assessment of response situations
- b. Assist in clarifying collaboration processes among safety service departments
- c. Enforce joint response between ICPD and UIPD to fraternity and sorority life structures to support student concerns based on feedback
- d. Implement assessment of DPS engagement with the proposed response model

## RCSAC IMPLEMENTATION TEAM KEY PERFORMANCE INDICATORS

One of the deliverables of the Reimagining Campus Safety Implementation Team was to outline key performance indicators to assess change and improvement in policies, practices, and safety on campus.

### Overall Goals of Reimagining Campus Safety at the University of Iowa:

- Improve campus climate around safety
- Increase transparency around safety
- Ensure our safety ecosystem puts people first
- Create a sustainable process for providing feedback on safety issues
- Provide alternative response options for responding to individuals in crisis

Goal Area	Key Performance Indicators
Improve campus climate around safety	<ul style="list-style-type: none"> <li>• Improvements in question(s) added to Faculty/Staff Climate Survey and Student Climate Questions</li> <li>• Number of concerns/issues reported to all offices that respond to increase transparency on issues/concerns</li> <li>• Expansion of prevention focused programs and services related to mental health, well-being, and basic needs on campus</li> <li>• Increased student access to resources on campus and in the community</li> <li>• Increased presence of UIPD on campus in an unofficial capacity (no uniforms and no weapons in alignment with State of Iowa Code)</li> </ul>
Increase transparency around safety	<ul style="list-style-type: none"> <li>• Increased communication about safety related issues on campus</li> <li>• Increased communication of DPS data and outcomes to the campus community</li> <li>• Increased number of events attended or hosted by the Department of Public Safety</li> <li>• Increased outreach by the Department of Public Safety to ensure DPS is visible and present</li> </ul>
Ensure our safety ecosystem puts people first	<ul style="list-style-type: none"> <li>• Increased number of referrals based on the housing and food security, health care access, and personal safety screening in admissions/orientation process</li> <li>• Increased use of restorative justice options on campus</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased use of the co-response model or non-law enforcement response to calls for assistance that align with response model</li> <li>• Increase in referrals to/from campus/community resources to non-law enforcement resource</li> </ul>
Create a sustainable process for providing feedback on safety issues	<ul style="list-style-type: none"> <li>• Trends of concerns/issues</li> </ul>
Provide alternative response options for responding to individuals in crisis	<ul style="list-style-type: none"> <li>• Increased calls to the UI Support and Crisis Line</li> <li>• Dispatch data (number of calls; types of calls; outcome)</li> </ul>
Increased collaboration with law enforcement in the Iowa City area	<ul style="list-style-type: none"> <li>• Increased referrals from ICPD on student related concerns (criminal and non-criminal)</li> <li>• Regular meetings between Student Accountability, ICPD, and DPS/UIPD</li> <li>• Review and update MOUs with local agencies in alignment with increased collaboration</li> </ul>

## Alternative Response Evaluation<sup>1</sup>

Core intake and tracking information is outlined below. All data should be disaggregated (as possible) by demographic information including race, ethnicity, and gender.

### Crisis Lines

- Number of calls within a set time frame
- Call descriptors:
  - Type of call – call, chat, or text
  - Day of the week and time of day
  - Primary concern
  - Type of outcome (was response dispatched)
  - Number of referrals to UI support

### Emergency Departments and Hospitals

- Number of individuals presenting at emergency room with a diagnosis related to mental or substance use disorders or impairments
- For each individual:
  - Type of presenting issue
  - Number that met criteria for inpatient admission
  - Average length of stay if admitted
  - Discharge outcome

### Crisis Response Centers (i.e. Guidelink and Crisis Stabilization Unit)

- Number of individuals presenting with mental, or substance use disorders or impairments
- For those admitted:
  - Primary and secondary presenting problem

<sup>1</sup> From the Substance Abuse and Mental Health Services Administration: *Data Collection Across the Sequential Intercept Model: Essential Measures*

# IOWA

- Model of arrival
- Average length of stay
- Primary service provided
- Discharge outcome

## Mobile Crisis Team

- # of individuals served annually
- For each individual:
  - Primary and secondary presenting problem
  - Location of service delivery
  - Primary service provided
  - Type of outcome

## Dispatch

- Number of calls with primary concern related to mental illness or substance use
- Call descriptors
  - Location of calls/service
  - Number forwarded to or triaged with a crisis line representative
  - Number dispatched to a specialized response
  - Number dispatched to emergency medical services
    - Type of concern
  - Number dispatched to law enforcement
    - Type of concern

## Law Enforcement

- The number of cases where mental health or substance use is the primary concern
- Of those calls:
  - Length of time spent addressing the incident
  - Number of incidents requiring a specialized response
  - Number of dispositions, by type (arrest, citations, transportation, referrals etc.)
  - Information on use of force