

# Reimagining Campus Safety Action Committee: Final Report

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Charge: The Reimagining Campus Safety Action Committee is responsible for 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.

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# Reimagining Campus Safety Action Committee

## Executive Summary

The Reimagining Campus Safety Action Committee, charged by President Bruce Harreld, recently completed its work. This report includes information on the committee charge, process, key findings, recommendations, and work plan for implementation.

### Key Findings

**Key Finding 1: Our current safety systems are not effective for many UI students, particularly the most vulnerable students.** Our students, across all classifications (undergraduate, graduate, and professional) experience our structures of safety and policing differently than other classifications of university community members. Students are more likely to report feeling unsafe around campus and around UI police.

**Key Finding 2: Additional investment in mental health and basic needs support is essential to student success.** All constituent groups, across all feedback options, support increasing financial resources for mental health, well-being, and basic needs, as well as increasing funding for departments, such as the Cultural Centers that support BIPOC<sup>1</sup>, disabled, and LGBTQIA+ individuals.

**Key Finding 3: Additional community accountability and transparency processes are needed for UIDPS.** We found that nationally or locally recommended practices were nearly always already in place within UIDPS, often for years. However, our local community did not know about them or perceive them as effective. This disconnect speaks to a need for additional transparency and ongoing communication between UIDPS and campus stakeholders and supports creating a feedback and accountability structure, anchored at the UI leadership level.

### Recommendations

- **Recommendation 1:** *Provide non-law enforcement response options for mental health, basic needs, crisis intervention, and follow-up.*
- **Recommendation 2:** *Invest financial resources in holistic safety services, including mental health, case management, well-being, and basic needs.*
- **Recommendation 3:** *Charge 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.*
- **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.*
- **Recommendation 5:** *Create an implementation and assessment team charged with enacting recommendations and monitoring progress.*

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<sup>1</sup> BIPOC: An acronym used to describe individuals who are part of any of the following communities: Black/Indigenous/People of Color.

# REIMAGINING CAMPUS SAFETY

President Harreld established the University of Iowa (UI) Reimagining Campus Safety Action Committee (RCSAC) to develop a new future of public safety for the campus in June, 2020. The committee's formation was precipitated by national protests about the murder of George Floyd and after local law enforcement used tear gas and flash grenades to prohibit Black Lives Matter protesters in Iowa City from gaining access to I-80. The Iowa City protests mirrored those across the nation, calling for divestment, abolition, and defunding of police. UI administration received many emails and letters from UI constituents, particularly students, around cutting ties with the Iowa City Police Department (ICPD) or dismantling the UI police department. Many institutions of higher education quickly announced they were cutting ties with local police departments or making other sweeping changes. However, few have actually enacted these changes. Our approach was more deliberative and this report includes information on our year-long process to reimagine public safety for the University of Iowa.

## Charge

The RCSAC was responsible for 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 committee considered key questions including:

1. What are the essential elements of a safe and inclusive campus?
2. What policies, practices, and organizational structures are needed in order to provide the essential elements of a safe and inclusive campus?
3. Who should perform the various duties associated with a safe and inclusive campus?

Overall, the committee's work was framed by the following question, "How might we create an anti-racist system that provides compassionate, caring response to the full range of safety needs for all members of the UI community?"

\* People who have traditionally experienced disproportionate harm from systems such as law enforcement include Black, Latinx, LGBTQ and gender nonconforming individuals, among others

## Committee Members

The committee included campus community members with a wide range of viewpoints, roles, and professions, including the Threat Assessment team; the University of Iowa Department of Public Safety; student activists; staff members focused on student success and support, and faculty members with research expertise in diversity, equity, and inclusion, policing of communities of color, deliberative dialogues<sup>2</sup>, and organizational change.

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<sup>2</sup> Deliberative Dialogues: A process of neutrally facilitating community conversations about difficult issues and potential solutions collaboratively. Deliberative dialogues recognize that every potential solution comes with tradeoffs and part of the dialogue is considering which tradeoffs and costs are acceptable. <https://www.nifi.org/en/about>

### Committee Members

Name	Role/Department
Sarah Hansen, Chair	Vice President for Student Life
James Ankrum	Faculty Member, Biomedical Engineering
Jerry Anthony	Faculty Member, Urban/Regional Planning
Matsalyn Brown	Assistant to the Dean, Tippie College of Business/Staff Council Representative
Mark Bullock	Interim Co-Director, University of Iowa Department of Public Safety
Ray DeMatta	Faculty Member, Management Sciences
Dana Dominguez	Associate Director of Operations & Communication, Pomerantz Career Center
Shalisa Gladney	Coordinator, Afro-American Cultural Center
Mackensie Graham	President, Graduate and Professional Student Government
Eli Hotchkin	Director, Threat Assessment Program
Angela Ibrahim-Olin	Director, Student Accountability
Joycelyn Jorbedom	Undergraduate Student, Undergraduate Student Government Representative
Rachel Maller	Diversity Chair, Graduate and Professional Student Government
Bria Marcelo	Director, Diversity Resources Team
Sara Sanders	Dean, College of Liberal Arts & Sciences
Teri Schnelle	Director, Division of Student Life Partnerships and Projects
David Supp-Montgomerie	Faculty Member, Communication Studies
Greg Thompson	Director, Residence Education
Doug Vance	Director, University Hospitals and Clinics Safety and Security
Tabitha Wiggins	Interim Director, Center for Diversity & Enrichment
Marcus Wilson	Senior Associate Athletic Director, Intercollegiate Athletics
<b>Consulting Partners</b>	
V Fixmer-Oraiz	Founder and CEO, Astig Planning
Cristina Muñoz De La Torre	Community Resilience Planner, Astig Planning
David De La Torre	Community Organizing Planner, Astig Planning

### Terminology

Throughout this document we refer to the UI Department of Public Safety (UIDPS) and UI Police Department (UIPD) as interchangeable. UIDPS is the overarching department that includes police, security, records, emergency preparedness, and community outreach. Though the police division (UIPD) is not technically a department, it is widely used terminology on our campus.

### Process

In order to enact transformation in a culture, we must go beyond a focus on the “what” of our work (the tasks, the structure, etc.) to also value and center the “how”. This involves examining questions such as “How can we engage productively on an ongoing basis, around difficult topics that challenge or conflict with our community values?” or “How can we ask questions of each other around important work in order to share learning and engage in reciprocal coaching?”

This process does not position any one person or entity as an expert with all the answers. It provides space for ideation and “what if” thinking. It is not an enjoyable process for those who want quick answers or a focus on outcomes only versus process. It aspires to establish a spirit of grace, humility, and vulnerability, along with accountability for all members. A focus on compassion<sup>3</sup> and deliberative dialogue focus on developing empathy in order to understand multiple perspectives, develop shared understanding, and move toward common ground<sup>4</sup>.

As we commenced our work together, we benefited from the rich expertise of our community:

- Dr. Sherry Watt, Professor, College of Education provided us with a guiding framework for our difficult work together. Watt’s Authentic, Action-Oriented Framing for Environmental Shifts (AAEFS) framework and the Theory of Being provided guidance and parameters that assisted our group in sustaining dialogue through difficulty.
- Dr. Simon Balto, former faculty member, History, College of Liberal Arts & Sciences gave an overview of his research on the history of policing, particularly of communities of color.
- Dr. David Supp-Montgomerie, Lecturer, Communication Studies, College of Liberal Arts & Sciences (committee member) shared expertise on models of engaging in deliberative dialogue that informed our processes for campus feedback.
- Interim Co-Director, UI Department of Public Safety Mark Bullock, provided an extensive training for the committee on the structure, operations, and outcomes for the UIDPS.
- Tammi Goerdts, Chair, Charter Committee on University Safety and Security, shared more about their structure and goals.
- Lance Clemson and Matthew Miller from the newly established GuideLink Center shared information on how their services might support our goals of alternative response options.

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<sup>3</sup> Design Thinking: An iterative process used to design solutions to problems. The process involves seeing the problem from the viewpoint of the user of a product, system, or process and designing solutions that directly address the user experience.

<sup>4</sup> Watt, S. K. (Ed.). (2015). Designing transformative multicultural initiatives: Theoretical foundations, practical applications, and facilitator considerations. Stylus. Watt, S. K., Mahatmya, D., & Martin-Stanley II, C. (Eds.) (in press). The theory of being: Practices for transforming self and communities across difference. Stylus.

The University of Iowa partnered with a local agency, Astig Planning<sup>5</sup>, to support gathering feedback from the campus community on the safety prototypes<sup>6</sup>. Astig Planning services are aimed at transforming communities and landscapes through engagement, empowerment, and advocacy. The primary purposes in partnering with Astig were:

1. To enhance the committee's capacity to work productively, inclusively, and efficiently, while recognizing that members were balancing committee membership with their normal roles.
2. To provide a neutral party to solicit feedback. Issues of policing are clearly of national interest. Local events around Black Lives Matter protests in the Iowa City community during summer, 2020 heightened tensions and decreased trust among key constituents. Astig's staff have established community credibility that extended the committee's reach.
3. Circumstances of the COVID-19 pandemic created challenges with traditional university methods of soliciting feedback. Astig's experience with conducting virtual processes in innovative, engaging, and highly participatory ways was tremendously helpful.

The committee's work was guided by the following phases, using the processes of design thinking. Design thinking provides an iterative process for divergent and convergent thinking that enables participants to develop empathy for users of the systems they are designing.

### Phase 1: Defining the Vision

1. What are the essential elements of a safe and inclusive campus? Consider all the areas and activities of the UI campus (residence halls, outdoor spaces, academic buildings, event venues, activity areas, athletics, etc.)
2. In order to provide the essential elements of a safe and inclusive campus, what policies, practices, and organizational structures are needed?
3. Who should perform the various duties associated with a safe and inclusive campus? Do we need a campus police force? If so, what should their scope be?
4. What evidence supports or challenges our thinking about policies, practices, and structures?
5. What will success look like? How will we handle missteps or course corrections?

### Phase 2: Ideation

1. Based on the answers to Phase 1, who are the essential partners? What are the practices in this creation?
2. How might we create a structure that supports our vision of a safe and inclusive campus?
3. What are the elements of safety that will need to be attended to? Who is best positioned to provide the services needed?
4. How will we fund (or redirect funds) for our vision?
5. How do we communicate the values and expectations associated with our new structure?

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<sup>5</sup> Astig Planning: An Iowa City planning agency RCSAC partnered with to conduct focus groups, surveys, and Town Halls. Astig's focus is to work "toward a world of activated communities, healthy ecosystems, and lasting equity. A world in which those most impacted by today's social problems are at the center of creative, community-based solutions that lead to full and dignified lives." (<https://www.astigplanning.com>)

<sup>6</sup> Prototypes are rough models of a product, process, or system that can be used to test assumptions and ideas before moving to development.

### Phase 3: Implementation

1. What governance structures will provide oversight for our new vision?
2. What practices do we need to put in place in order to facilitate ongoing campus discussions and reflection about anti-racism?
3. How and at what points will we monitor our progress?
4. What do we need to do to ensure that what we do now promotes the well-being of future campus community members?

### Prototypes

Through a several month ideation process, the committee created three campus safety prototypes, or potential models. The prototypes illustrated various components of a safe and inclusive campus and outlined different ways the University of Iowa can create an anti-racist system that provides compassionate, caring response to the full range of safety needs for all members of the UI community. While the prototypes were presented as discrete, they should be seen as modular, with elements able to combine with or support each other.

#### **Refocusing, Accountability, and Retraining for Campus Police Services Prototype**

This prototype called for a reimagining of the focus and structure of police response and the University of Iowa. This prototype specifically focused on the University of Iowa Police Department, a division within the UI Department of Public Safety.

#### **Holistic Approach to Campus Safety Prototype**

This prototype envisioned a more holistic approach to campus safety using a community and campus prevention and response system that proactively supports and invests in student's health and well-being, centralizes support and resources for students, and utilizes alternative first responders, such as mental health professionals and trained mediators.

#### **Community Police Oversight Prototype**

This prototype outlined creating an oversight committee to ensure anti-racist campus safety practices and was designed to ensure that university police and other entities are fully accountable to our university community.

### Stakeholder Feedback

#### **Fall 2020**

**Phase 1 Focus Groups:** Seven preliminary focus groups in fall 2020 were conducted with student organizations and campus entities (e.g., Multicultural International Student Support & Engagement, Diversity Councils) representing marginalized identities. Feedback was used to inform and refine the prototypes the committee was creating.

#### **Spring 2021**

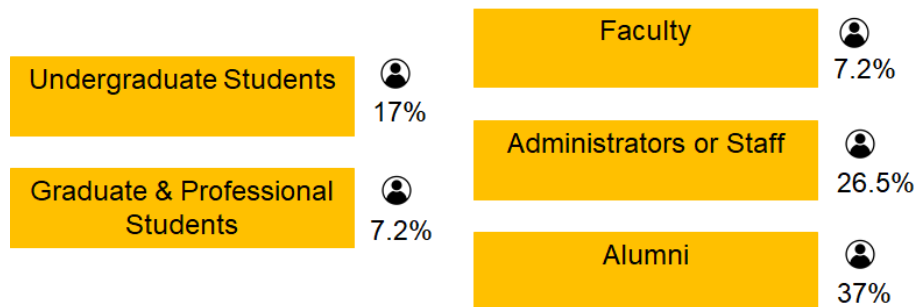


**Campus-Wide Town Halls:** Astig and RCSAC members facilitated two town halls, providing an opportunity for 195 students, faculty, and staff to share feedback on the three prototypes and for the committee to gather a range of perspectives, experiences, and viewpoints.

**Phase 2 Focus Groups:** We shared our prototypes and solicited feedback through 20 focus groups with key stakeholders (Shared Governance groups, service units (e.g., Rape Victim Advocacy Program) and local agencies such as CommUnity.

**RCSAC Website and Survey:** The website included an overview of the committee’s composition, work process, captioned/narrated prototype videos, and open-ended anonymous text box options for individual prototype feedback. Astig created a Safety Strategies Survey to collect respondent demographic information and levels of support or opposition to 15 different campus safety strategies.

### Survey respondents by classification:



The open-ended feedback and survey were initially available via HawkID authentication. A non-authenticated version of the strategies survey was sent to 7, 275 alumni affiliated with UI Center for Advancement affinity groups (Iowa Black Alumni Network, Iowa Black Alumni Association, Latino-Native American Alumni Alliance). Following the campus-focused feedback period, the prototypes and open-ended feedback function were opened to anyone, enabling non-UI affiliated individuals to provide feedback. We received a total of 308 completed Safety Strategies surveys. 850 comments about the various prototypes were coded as positive, negative, or neutral.

Model		Total Responses	Response	Response %
Retraining Model	General Negative	279	231	82.80%
	Neutral		21	7.53%
	General Positive		18	6.45%
Holistic Model	General Negative	315	25	7.94%
	Neutral		8	2.54%
	General Positive		276	87.62%
Oversight Committee Model	General Negative	281	246	87.54%
	Neutral		18	6.41%
	General Positive		7	2.49%
Total		875	850	

Additional qualitative and quantitative data summaries and a list of organizations that participated in the focus groups are included in the appendix.

## Key Findings

**Key Finding 1: Our current safety systems are not effective for many UI students, particularly the most vulnerable students.** Our students, across all classifications (undergraduate, graduate, and professional) experience our structures of safety and policing differently than other classifications of university community members. Students are more likely to report feeling unsafe around campus and around UI police. This is a critical finding for several reasons:

- Students are likely to be more dependent on the UI to meet their basic needs than non-students.
- Our students' relationship with the institution is impacted by experiences within and beyond the classroom. If those experiences inhibit the development of feelings of safety and belonging, they may impact students and the student experience negatively.
- Our retention and graduation rates for underrepresented racial and ethnic minority (URM) students are below our peer institutions. We have not yet directly connected self-reported feelings of safety with retention but have tools such as [Excelling@Iowa](mailto:Excelling@Iowa) that may enable us to do so. It is reasonable to assume that improving structures that support all students in feeling safe and supported on campus could, at the very least, impact the URM student experience at Iowa positively.

All classifications of LGBTQIA+ individuals are less likely to report feeling safe on campus and safe around UI police and more likely to endorse strategies that reduce funding for UIPD.

Individuals who identified as BIPOC, people with disabilities, women, and LGBTQIA+ frequently reported negative and traumatic experiences with law enforcement, including with UI police officers.

**Key Finding 2: Additional investment in mental health and basic needs support is essential to student success.** All constituent groups, across all feedback options, support increasing financial resources for mental health, well-being, and basic needs, as well as increasing funding for departments, such as the Cultural Centers that support BIPOC, disabled, and LGBTQIA+ individuals. Particular areas of focus were ensuring students have access to after-hours mental health support, providing non-law enforcement options for transportation to the hospital (when an ambulance is not necessary), and increasing investment in basic needs programs (food pantry, living wages, affordable housing, etc.).

**Key Finding 3: Additional community accountability and transparency processes are needed for UIDPS.** As our process proceeded there was opportunity to review the numerous national initiatives (e.g., 8 Can't Wait) and strategies that other institutions of higher education planned to implement. We found that the practices were nearly always already in place within UIDPS, even if our local community did not know about them or perceive them as effective. UIDPS has actively worked to incorporate Mobile Crisis and the GuideLink Center, among other non-law enforcement responses, into campus operations. The department has used, often for many years, the practices called for locally or nationally. This disconnect speaks to a need for additional transparency and ongoing communication between UIDPS and campus stakeholders and supports creating a feedback and accountability structure, anchored at the UI leadership level.

## Constraints

The committee worked within various constraints, institutionally and within the wider state and national contexts.

### **Calls for Police Abolition:**

Many other campuses and municipalities were engaging in similar reimagination processes as RCSAC. National and campus movements to abolish the entire structure of policing in America were prominent during our work. Campus stakeholder feedback was more prominently focused on reducing and reallocating policing funding, rather than abolishing the UI policing structure. Some members of the RCSAC were interested in abolition as a potential strategy. However, Iowa Board of Regents rules and the State Code of Iowa dictate the following, removing abolition from any serious consideration by the committee:

According to Iowa Board of Regents (BOR) current policy, the University of Iowa is required to have campus police. The Iowa Code grants the Iowa Board of Regents oversight for the UI, ISU, UNI, the Iowa School for the Deaf, and the Iowa Educational Services for the Blind and Visually Impaired (formerly the Iowa Braille School):

- Iowa Code 262.9 and 262.13 grant the BOR authority to employ peace officers on campus.
- According to the Iowa Board of Regents Policy 4.13D:v.
  - *Each university shall maintain appropriately trained public safety personnel on campus that includes police officers as well as security personnel.*
- And according to Iowa Board of Regents Policy 4.13K:
  - *The size and scope of each Regent university dictate the need for a focused and dedicated public safety entity to work cooperatively with institutional administrators, campus constituencies, and other entities to develop and implement overall safety and security protocols.*
  - *Each university is to establish a police department and a security unit in promoting safe and secure campus environments. Designated personnel, as defined below, must be appropriately trained and properly equipped to perform their assigned responsibilities.*

### **Calls for Police Defunding:**

Even more broadly discussed nationally, and acted upon in several municipalities, was defunding the police. In most cases, this has involved reallocating funding from the police budget to support other safety structures, such as mental health. The Iowa legislature quickly took up discussion on ways to prevent cities and other entities from engaging in this strategy. Iowa Governor Kim Reynolds also signed legislation termed “Back the Blue” that included qualified immunity for police officers and enhanced penalties for rioters and acts such as blocking roadways. As the Iowa legislature ended their session, they passed legislation prohibiting the Regents institutions from budgeting less for campus police for FY22 than had been budgeted for FY21. Notably, feedback from the UI community was decidedly mixed on defunding as a potential strategy, were it even permitted. Students, across all classifications (undergraduate, graduate, professional) were significantly more likely to support defunding than any other UI constituents.

### **Limitations of the UI Budget:**

Identifying specific funding strategies for any potential changes was outside the scope of the RCSAC's charge; however, it naturally came up within both our committee deliberations as well as in community feedback. The current UI budget model requires the Budget Review Board to vote on any additional allocations for central services units. State support for the institution has remained stagnant. The Public-Private Partnership (P3) funding process has been focused on supporting key initiatives related to the institutional strategic plan that are likely to move the UI toward a goal of being a destination institution. An initial proposal for funding related to RCSAC's work (for a student care manager and student basic needs coordinator) was identified as outside the scope of P3 funding criteria.

### **Intersection with Local Policing Structures:**

Our charge was to address the UI structures for safety, including the function and structure of policing on the UI campus. The geography of our local communities results in significant intersection and sometimes a blurring of the lines between campus and community. In addition to UIPD, there are multiple other policing entities, none of whom are under the purview of the UI, that function within Johnson County. We recognize, and consistently received feedback about, the challenges of focusing our scope on UIPD only.

## Recommendations

The data we gathered through focus groups, surveys, and town halls clearly indicate that many UI students, particularly marginalized students, do not experience a campus that evokes a sense of mental, emotional, and physical safety. This is a difficult reckoning that may be contrary to the environment we think we are providing. It is imperative that we acknowledge the link between a sense of belonging, a critical factor in retention<sup>7</sup> and feelings of safety and care. The student populations that we most struggle to recruit and retain are the student populations who most vigorously and repeatedly have expressed their discomfort with UIPD and safety on our campus. This finding is supported by data from the UI DEI Campus Climate Survey and the National College Health Assessment.<sup>8</sup>

The overarching framework for our recommendations is a person-first approach. This approach respects the inherent dignity of all people and centers the mental health and physical safety of those most marginalized by the institutional system- Black, Indigenous, and People of Color (BIPOC), People with Disabilities, Women, LGBTQ+ people, and financially insecure people on campus. Our campus safety model should utilize a person-first approach. **This section includes our recommendations and initial critical action items. A more detailed work plan for the implementation team is included in Appendix F.**

**Recommendation 1:** *Provide non-law enforcement response options for mental health, basic needs, crisis intervention, and follow-up.*

- **1.1:** Focus the scope and operations of the UI Police Department 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.
- **1.2:** Create and implement a framework that provides a network of response options for issues that are not likely or imminent threats.
- **1.3:** Outline a framework to enhance collaboration between UIPD and the network response model, including co-response protocols.
- **1.4:** 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.
- **1.5:** 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.
- **1.6:** Focus campus safety models on education, where care and restoration are primary and punitive approaches are secondary.

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<sup>3</sup> Tinto, V. (2004). *Student retention and graduation: Facing the truth, living with the consequences*. Washington, D.C.: The Pell Institute. Tinto, V. (2007). Research and practice of student retention: What next? *Journal of College Student Retention: Research, Theory & Practice*, 8(1), 1-19.

<sup>8</sup> UI Campus Climate Survey (2020). Bias was cited more frequently by URM, individuals with disabilities, and LGBTQ faculty/staff as a reason why they considered leaving UI. National College Health Assessment Survey (2021). Undergraduates, Graduates, and Professional Students: Black, Asian Pacific Islander, Latino/a/x, and LGBTQ students less likely to report feeling safe on campus or in community.

**Recommendation 2:** *Invest financial resources in holistic safety services, including mental health, after-hours support, case management, well-being, and basic needs.*

- **2.1:** 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<sup>9</sup>.
- **2.2:** Consider the key areas with whom UIPD 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.
- **2.3:** Share budgeting strategies and funding sources transparently with the community.
- **2.4:** 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.

**Recommendation 3:** *Charge 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.*

- **3.1:** Ensure the board represents the UI community and includes a range of diverse individuals representing marginalized communities.
- **3.2:** Ensure the board reports to the UI president and has the authority to recommend changes in UIPD policies, processes, and practices.
- **3.3:** Identify appropriate intersections with the University Safety and Security presidential charter committee.
- **3.4:** Standardize campus safety data and create a dashboard outlining real-time public safety data for transparency and for use by the board.
- **3.5:** Establish a proactive feedback loop with marginalized communities versus expecting them to share issues with UI and the board.
- **3.6:** Use multiple channels to transparently share data, accountability measures, and changes made due to community feedback.

**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.*

- **4.1:** Engage Iowa City, surrounding communities, and community partners, non-profit organizations, and local advocacy groups in conversations regarding public safety to identify barriers and strengths of community partner services.
- **4.2:** Offer training on the university process to surrounding police and safety officials.
- **4.3:** Review memoranda of understanding with surrounding police and safety officials to support positive relationships and aligned protocols.

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<sup>9</sup>Van Brunt, B., Woodley, E., Gunn, J., Raleigh, M.J., Reinach Wolf, IC., & Sokolow, B. (2012). *Case Management in Higher Education*. Publication of the National Behavioral Intervention Association (NaBITA) and the American College Counseling Association (ACCA). Retrieved from <https://cdn.nabita.org/website-media/nabita.org/wordpress/wp-content/uploads/2016/07/2012-NaBITA-ACCA-Whitepaper-Case-Management-in-Higher-Education.pdf>, July 14, 2021

**Recommendation 5:** *The University of Iowa President and Cabinet should create an implementation and assessment team charged with enacting recommendations and monitoring progress.*

- **5.1:** Retain some members of the Reimagining Campus Safety Action Committee given the extensive training, trust and process knowledge they hold.
- **5.2:** Involve Shared Governance on the implementation team, with a particular effort to ensure shared governance participants represent diverse communities and identities.
- **5.3:** Embed change management expertise within the committee structure.
- **5.4:** Build trust in new processes during implementation in a variety of ways, including sustainable models of listening to the campus community (e.g., campus survey, open house sessions, focus groups) that center BIPOC, People with Disabilities, women, low-income individuals and families, and LGBTQ+ community members throughout and beyond the transition process.
- **5.5:** Include reimagining campus safety as a component of the UI strategic planning process to ensure a continued focus on restructuring campus safety.

## Initial Action Steps to Address Recommendations

The following steps will facilitate substantive progress for the UI campus community. The implementation team will be best positioned to create ongoing action plans for remaining action items.

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	
(Rec5) Charge implementation team	8/2021	President	
(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) Add 24/7/365 after-hours mental health assistance phone and text line for all students	9/2021	Vice President for Student Life	In progress
(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	
(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 position will provide follow-up and co-response support for mental health issues.	9/2021	Co-Directors UIDPS Associate Vice President/Dean of Students	In progress



Action Step	Timeline for completion	Responsibility	Status
(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	Co-Directors UIDPS	
(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	Co-Directors UIDPS Chief Financial Officer	
(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	Executive Officer/Associate VP for Diversity, Equity, and Inclusion Vice President for Student Life	
(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	

## Appendix A: Overview of UI Department of Public Safety and UIDPS Budget

The UI Department of Public Safety consists of six divisions.

### 1. Security Division

- 6 full time security officers, 12 temp security officers, 100+ student security officers
- Duties, programs and services include patrolling residence halls, operating NITE RIDE and NITE RIDE Express (free safe ride service), Students Helping Out (SHOUT) Program, Fingerprint Services, Lost and Found, Building Unlock Services, Special Event Staffing and Special Staffing for Ronald McDonald House, Hope Lodge, Fire Watch Patrols, and Fraternity and Sorority Life Compliance Checks.

### 2. Police Division

- Overseen by Chief of Police, this division consists of multiple entities and assignments.
  - Patrol: Captain (1), Lieutenants (2), Sergeants (5), Officers (20), Explosive Detection K9s (3)
- This unit's primary focus is campus safety and security. Our department emphasizes an education over enforcement policy across campus for minor offenses and prioritizes discipline through the Office of Student Accountability over criminal charges whenever possible and appropriate.
  - Investigations: General Crimes Detective (1), Violent Crimes Detective (1), UIHC Detective (1), Johnson County Drug Task Force Detective (1)
- This unit is overseen by the police captain, with a focus on investigating serious criminal activity including but not limited to sexual assault, assault, theft, serious drug offenses, and other activity that poses a threat to campus safety.
  - Community Outreach Specialist: (1) Community Outreach Specialist
- This unit helps bridge the gap between campus and the department by developing relationships with students, faculty, and staff to help further the department's mission to promote a safe learning environment for all students and maintain a safe working environment for all employees.
- This unit attends events held by student groups, provides safety training for campus, conducts security assessments for buildings and workspaces, and plans community outreach events to spread the word about the department's safety services including NITE RIDE, Rave Guardian, Hawk Alert, Student Security, SHOUT, and the Bicycle Registration Program.
  - Threat Assessment Program: Team of (5) individuals, some from DPS, others from other units across campus, who are dedicated to the early identification, assessment, and management of incidents and behaviors that threaten the safety and well-being of the university community.
- This division also supports community safety resources, including: the Johnson County Metro Bomb Team, Johnson County Dive Team, Johnson County Digital Forensics Laboratory, and the Iowa City Metro Special Response Team.

### 3. Key and Access Services

- This unit is responsible for: Issuing keys and electronic access to buildings and rooms, maintaining building and room open and closure schedules, managing university access control and alarm monitoring software, issuing re-keying orders, maintaining a database of keys and cardholders, managing campus security video footage.

### 4. Communications Division

- This unit includes a team of (8) campus dispatchers who answer emergency calls on campus, dispatch first responders, and provide support and instructions to those experiencing a campus emergency or crisis until help arrives. This team also supports other campus operations including dispatching maintenance workers for facilities issues that occur after hours, monitoring campus alarms, issuing Hawk Alerts and facilitating Rave Guardian Safety requests. \*This is who helps you when you dial 9-1-1 on campus.

### 5. Records Division

- This unit includes (1) Clery Compliance Coordinator and (1) Administrative Services Coordinator who are responsible for departmental record keeping, records requests, and Clery Compliance.

### 6. Emergency Management

- This unit includes (1) Emergency Management Director who is dedicated to ensuring that every part of the UI campus is as prepared as possible to mitigate, respond to, and recover from emergencies and disasters. The director acts as a point of contact for local, state and federal agencies prior to, during, and after an emergency or a natural disaster to ensure that resources and assistance to the university are secured as seamlessly and effectively as possible during a crisis.
- This unit also includes (1) Fire Safety Coordinator whose overall responsibility is to ensure all buildings on the UI campuses meet the state's adopted fire code. This is conducted through the coordination of fire inspections with state and local fire officials. The Fire Safety Coordinator also assists departments across the university with formulating building specific fire prevention and response plans.

The Public Information Officer reports directly to the Assistant Vice President and Director of Public Safety and the Office of Strategic Communication, and helps facilitate Hawk Alert updates and Crime Alerts, manages the UI Police social media pages, coordinates all incoming media inquiries, and serves as the website administrator for the DPS website.

### Key Campus Safety Programs and Initiatives

- NITE RIDE, NITE RIDE EXPRESS: Free late-night transportation service available to UI students, faculty, and staff of all gender identities.
- SHOUT (Students Helping OUT): Provides trained student ambassadors to patrol during student sponsored events, student gatherings, and in downtown Iowa City during high traffic, weekend hours with a focus on bystander intervention and overall safety. The goal is to provide a community service to students and other patrons by helping a lost person find their group, arranging safe transportation via NITE RIDE, and providing public education about the Rave Guardian app and other safety services.
- Rave Guardian: A free mobile app that lets you send anonymous tips to police, schedule a guided walk home, and call UIPD with the touch of a button.
- Training Programs: The UI Department of Public Safety offers a variety of free and low-cost training courses to faculty, staff and students including but not limited to Violent Incident Survival Training (VIST), CPR, Personal Safety etc.
- Hawk Alert: Hawk Alert is used to notify the campus community of an event that is currently occurring on or imminently threatening the UI campus. UI DPS initiates a Hawk Alert for any significant emergency or dangerous situation occurring on campus involving an immediate threat to the health or safety of students and employees.

Threat Assessment Team: Threat Assessment Program partners are dedicated to the early identification, assessment, and management of incidents and behaviors that threaten the safety and well-being of the university community.

### UI Department of Public Safety Budget Overview

Department	Fund	Category	Balance Forward	Budget
360	050 (General Education Funds)	Public Safety Salaries	109,926.52	6,241,771.00
		University AED		
FY2020		Student Wages		415,000.00
		Special Events		1,000,000.00
		General Expense	338,971.99	1,067,281.00
		<b>050 General Education Fund Totals</b>	<b>448,898.51</b>	<b>8,724,052.00</b>

Department	Fund	Category	Balance Forward	Budget
360	050 (General Education Funds)	Public Safety Salaries		6,145,441.00
FY2019		Student Wages		415,000.00
		Special Events		1,000,000.00
		General Expense	210,832.42	1,067,281.00
		<b>050 General Education Fund Totals</b>	<b>210,832.42</b>	<b>8,627,722.00</b>

Department	Fund	Category	Balance Forward	Budget
360	050 (General Education Funds)	Public Safety Salaries		6,555,999.00
FY2018		Student Wages		140,000.00
		Special Events		967,950.00
		General Expense	118,553.49	637,773.00
		<b>050 General Education Fund Totals</b>	<b>118,553.49</b>	<b>8,301,722.00</b>

# UI DEPARTMENT OF PUBLIC SAFETY

Divisions and Key Campus Safety Programs and Initiatives

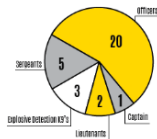
### SECURITY DIVISION



#### Duties, Programs, and Services

- Patrolling Residence Halls
- Operating NITE RIDE and NITE RIDE Express (free safe ride service)
- SHOUT Program
- Fingerprint Services
- Lost and Found
- Building Unlock Services
- Special Event Staffing, Special Staffing at Ronald McDonald House and Hope Lodge
- Fire Watch Patrols
- Fraternity and Sorority Life Compliance Checks

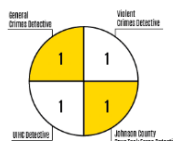
### POLICE DIVISION



This unit's primary focus is campus safety and security. Our department emphasizes an education over enforcement policy across campus for minor offenses, and provides discipline through the Dean of Students Office over criminal charges whenever possible and appropriate.



This unit helps bridge the gap between campus and the department by developing relationships with students, faculty, and staff to help further the department's mission to promote a safe learning environment for all students and maintain a safe working environment for all employees.



This unit is overseen by the police captain, with a focus on investigating serious criminal activity including but not limited to sexual assault, assault, theft, serious drug offenses, and other activity that poses a threat to campus safety.



UI DPS supports two positions for the **Threat Assessment Program**, that are dedicated to the early identification, assessment, and management of incidents and behaviors that threaten the safety and well-being of the university community.

### RECORDS DIVISION

#### This unit includes:

Together these two positions are responsible for departmental record keeping, records requests, and Clergy Compliance.



Clergy Compliance Coordinator



Administrative Services Coordinator

### KEY ACCESS AND SERVICES

#### This unit is responsible for:

- Issuing keys and electronic access to buildings and rooms
- Maintaining building and room open and closure schedules
- Managing university access control and alarm monitoring software
- Managing campus security video footage
- Issuing re-keying orders
- Maintaining a database of keys and cardholders



### COMMUNICATIONS DIVISION

This unit includes a team of (8) campus dispatchers who answer emergency calls on campus, dispatch first responders, and provide support and instructions to those experiencing a campus emergency or crisis until help arrives.



This team also supports other campus operations including dispatching maintenance workers for facilities issues that occur after hours, monitoring campus alarms, issuing Hawk Alerts and facilitating Rave Guardian Safety requests.

• This is who helps you when you dial 9-1-1 on campus.

### PUBLIC INFORMATION OFFICER

This unit, which reports directly to the Assistant Vice President and Director of Public Safety and the Office of Strategic Communication, helps facilitate Hawk Alert updates and Crime Alerts, manages the UI Police social media pages, coordinates all incoming media inquiries, and serves as the website administrator for the DPS website.

### EMERGENCY MANAGEMENT

This unit includes (1) Emergency Management Director

who is dedicated to ensuring that every part of the UI campus is as prepared as possible to mitigate, respond to, and recover from emergencies and disasters. The director acts as a point of contact for local, state and federal agencies prior to, during, and after an emergency or a natural disaster to ensure that resources and assistance to the university are secured as seamlessly and effectively as possible during a crisis.



This unit also includes (1) Fire Safety Coordinator

whose overall responsibility is to ensure all buildings on the UI campuses meet the state's adopted fire code. This is conducted through the coordination of fire inspections with state and local fire officials. The Fire Safety Coordinator also assists departments across the university with formulating building specific fire prevention and response plans.



### KEY CAMPUS SAFETY PROGRAMS AND INITIATIVES

**NITE RIDE, NITE RIDE EXPRESS:** Free late-night transportation service available to UI students, faculty, and staff of all gender identities.

**SHOUT (Students Helping Out):** Provides trained student ambassadors to patrol during student sponsored events, student gatherings, and in downtown Iowa City during high traffic, weekend hours with a focus on bystander intervention and overall safety. The goal is to provide a community service to students and other patrons by helping a lost person find their group, arranging safe transportation via NITE RIDE, and providing public education about the Rave Guardian app and other safety services.

**Rave Guardian:** A free mobile app that lets students, faculty, and staff send anonymous tips to police, schedule a guided walk home, and call UIPD with the touch of a button.

**Training Programs:** The UI DPS offers a variety of free and low-cost training courses to faculty, staff, and students including but not limited to Violent Incident Survival Training (VIST), CPR, Personal Safety, etc.

**Hawk Alerts:** Hawk Alert is used to notify the campus community of an event that is currently occurring on or imminently threatening the UI campus. UI DPS initiates a Hawk Alert for any significant emergency or dangerous situation occurring on campus involving an immediate threat to the health or safety of students and employees.

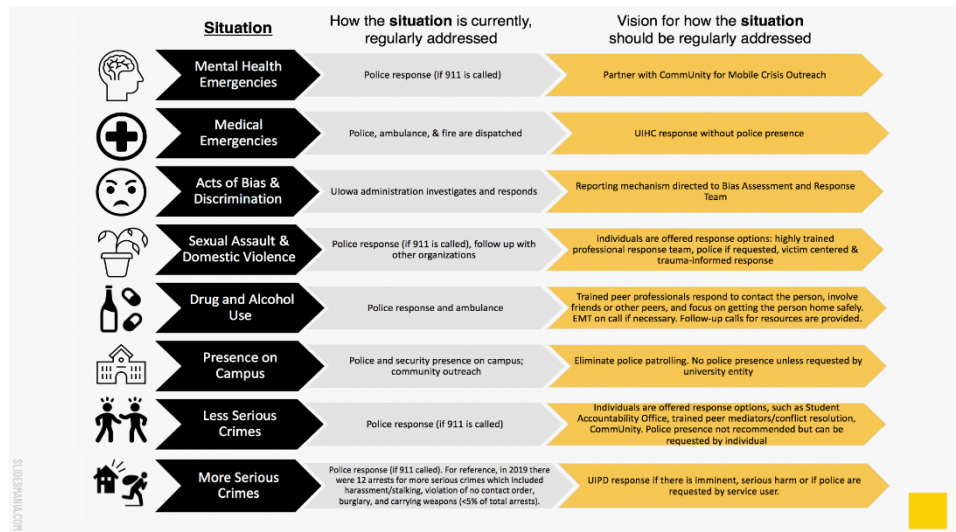
**Threat Assessment Programs:** Threat Assessment Program partners are dedicated to the early identification, assessment, and management of incidents and behaviors that threaten the safety and well-being of the university community.

This graphic is also available at <https://studentlife.uiowa.edu/assets/current-ui-public-safety-structure.pdf>.

## Appendix B: Prototype Graphics

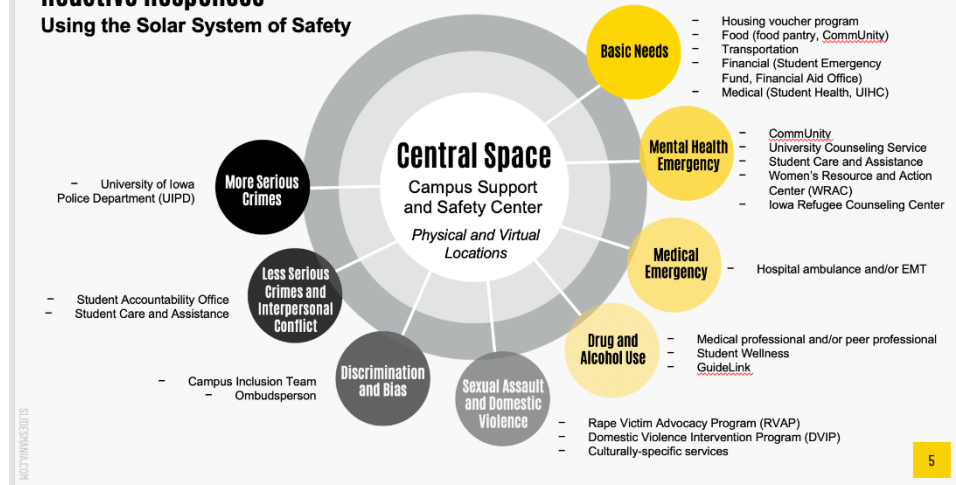
All prototype graphics and information are available on the Reimagining Campus Safety Action Committee website here: <https://studentlife.uiowa.edu/initiatives/reimagining-campus-safety/feedback/>.

### Holistic Model



### Reactive Responses

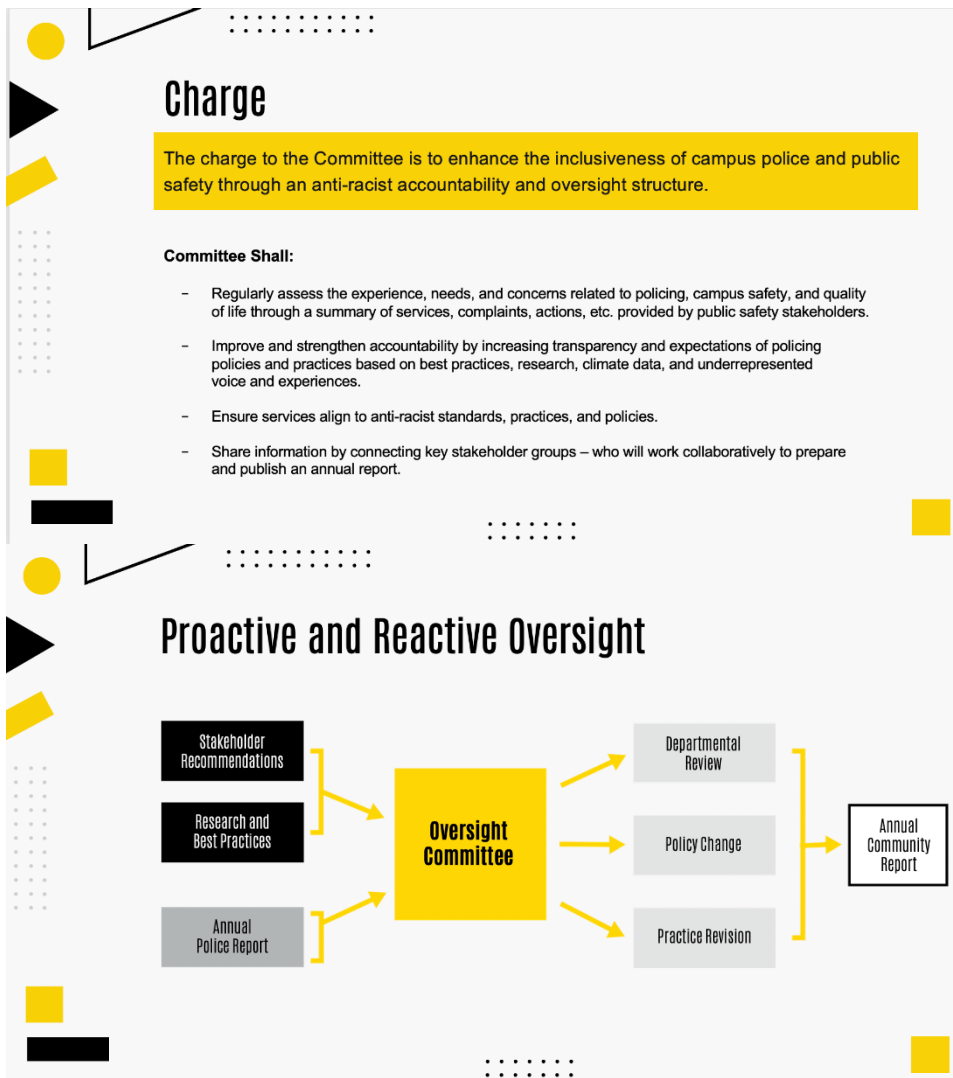
Using the Solar System of Safety



## Refocusing and Retraining Model



## Police Oversight and Accountability Model





## Appendix C: Focus Group List

University Counseling Service (UCS)  
Rape Victim Advocacy Program (RVAP)  
CommUnity Crisis Response  
African Student Association (ASA)  
UI Trans Alliance  
UI Department of Public Safety (UIDPS)  
Iowa Freedom Riders (IFR)  
Council on Graduate Students (COGS)  
UI Threat Assessment Program  
UI Criminal Justice Course  
Gender, Women, and Sexuality Studies Department (GWSS)  
Graduate and Professional Student Government (GPSG)  
Association of Latinos Moving Ahead (ALMA)  
African American Cultural Center  
Asian Pacific Cultural Center  
Pride Alliance Center  
Latino Graduate Student Association  
Latino Native American Cultural Center  
UI Diversity Councils  
University Staff Council  
Faculty Senate  
Faculty Council  
LGBTQ+ Council  
Residence Education  
Council of Deans  
University Cabinet

## Appendix D: Data Summaries

### Snapshots of Differential Preferences in RCSAC Data – Qualitative Data

Focus Group feedback was analyzed using Consensual Qualitative Research methods (<https://www.apa.org/pubs/books/4313031>) and included all 15 focus groups:

LGBTQ+ Council  
UI Criminal Justice Course  
Graduate & Professional Student Government (GPSG)  
COGS  
Threat Assessment Advisory Group  
UI Trans Alliance  
Gender, Women, and Sexuality Studies Dept (GWSS)  
University Counseling Service (UCS), Group C  
University Counseling Service (UCS), Group D  
UIPD-DDLT  
African Student Association (ASA)  
CommUnity Crisis Services  
UIPD  
Iowa Freedom Riders (IFR)  
Rape Victim Advocacy Program (RVAP)

#### Themes:

- There should be no significant changes to policing and crisis response
- Systemic change is needed. We can't simply tinker with the UIPD/DPS (e.g. additional training or mental health inside UIPD)
- Marginalized groups need more access to agency/power/decision making re: safety
- Proposed changes need to include womxn & other gender-minoritized groups. Sexual violence concerns need to be more central
- Oversight committees can be harmful. Non-police shouldn't have power/influence over UIPD
- Existing UI structures should not be a part of oversight committees/can't accomplish structural change/don't have real power
- More UIPD resources are needed. There are too many dangerous people on campus
- Police should be defunded/reduced in scope/or abolished
- Smaller changes are the way forward: police respond to less, and instead get more funding for mental health support systems
- Community partners, non-violent University partners, etc. need to be empowered and funded to respond to crises

#### Structural Themes

There should be no significant changes to policing and crisis response

UIPD  
UIPD-DDLT  
UI Criminal Justice Course\*  
Threat Assessment Group

Systemic change is needed. We can't simply tinker with the UIPD/DPS (e.g. additional training or mental health inside UIPD)

RVAP  
IFR  
LGBTQ+ Council  
GPSG  
COGS  
Trans Alliance  
GWSS  
UCS Group D  
ASA

Marginalized groups need more access to agency/power/decision making re: safety

RVAP  
IFR  
LGBTQ+ Council  
COGS  
Trans Alliance  
GWSS  
ASA

Proposed changes need to include womxn & other gender-minoritized groups. Sexual violence concerns need to be more central

RVAP  
IFR  
LGBTQ+ Council  
Trans Alliance  
GWSS

These tables reflect which focus groups endorsed which themes

Groups with an asterisk\* reflect groups that were divided on a specific theme, but still had enough endorsements to warrant partial support

### Financial / Police Structure Themes

Smaller changes are the way forward: police respond to less, and instead get more funding for mental health support systems

UIPD DDLT\*  
UI Criminal Justice Course\*  
GPSG  
Threat Assessment Group  
UCS Group C\*

Police should be defunded/reduced in scope/or abolished

RVAP  
IFR  
LGBTQ+ Council  
UI Criminal Justice Course\*  
COGS  
Trans Alliance  
GWSS  
UCS Group C\*  
UCS Group D  
ASA  
CommUnity

More UIPD resources are needed. There are too many dangerous people on campus

UIPD  
UIPD DDLT\*

These tables reflect which focus groups endorsed which themes

Groups with an asterisk\* reflect groups that were divided on a specific theme, but still had enough endorsements to warrant partial support

### Accountability Themes

Oversight committees can be harmful. Non-police shouldn't have power/influence over UIPD

UIPD  
UIPD DDLT  
UI Criminal Justice Course\*  
Threat Assessment Group

Existing UI structures should not be a part of oversight committees/can't accomplish structural change/don't have real power

IFR  
RVAP  
LGBTQ+ Council  
UI Criminal Justice Course\*  
GPSG  
Trans Alliance  
GWSS  
UCS Group C  
UCS Group D  
ASA  
CommUnity

### Community Inclusion Themes

Community partners, non-violent University partners, etc. need to be empowered and funded to respond to crises

RVAP  
IFR  
LGBTQ+ Council  
COGS  
Trans Alliance  
GWSS  
ASA  
CommUnity

There should be no significant changes to policing and crisis response  
(This theme is a duplicate from the "structural themes" but might also be relevant in this bucket)

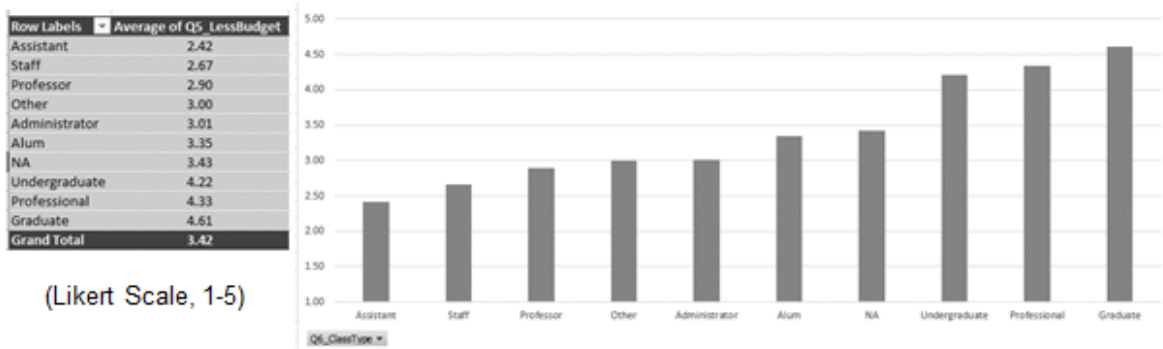
UIPD  
UIPD DDLT  
UI Criminal Justice Course\*  
Threat Assessment Group

These tables reflect which focus groups endorsed which themes

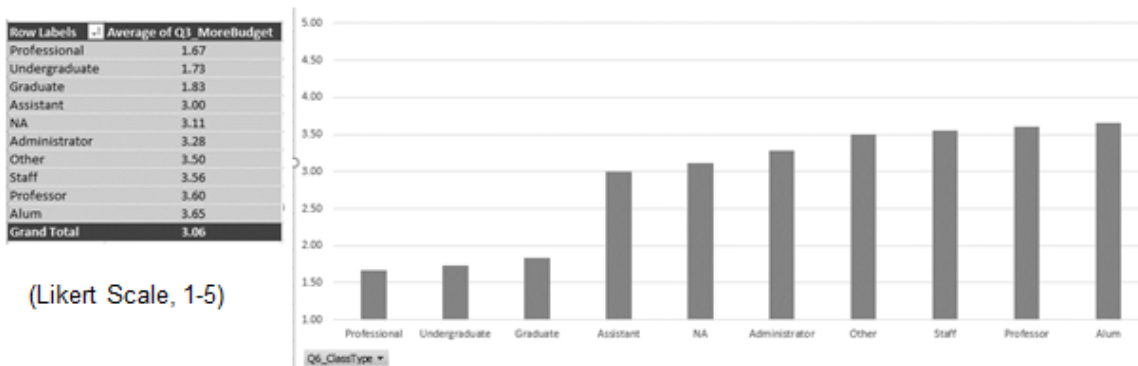
Groups with an asterisk\* reflect groups that were divided on a specific theme, but still had enough endorsements to warrant partial support

### Snapshots of Differential Preferences in RCSAC Data – Quantitative Data

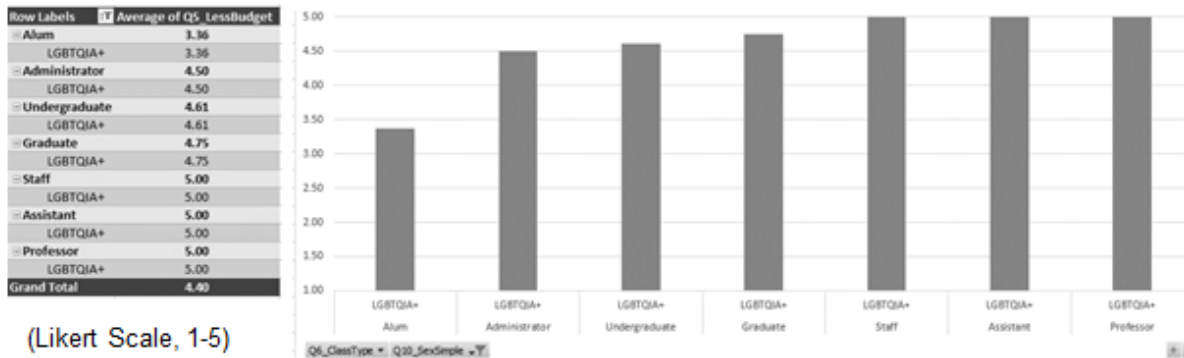
Student (graduate, professional, undergraduate) survey respondents were more likely to agree or strongly agree with the strategy to minimize the role and budget of the UIPD, and empower the community and campus network as first responders, compared to other survey respondents.



Student (Professional, Undergraduate, and Graduate) survey respondents more likely to disagree or strongly disagree with the strategy to increase the role, budget, and use of the UIPD to address safety issues, compared to other survey respondents.



LGBTQ+ survey respondents across all classification types, were more likely to agree or strongly agree with the strategy to minimize the role and budget of the UIPD, and empower the community and campus network as first responders, compared to other survey respondents.



Student respondents had different prototype preferences compared to the other survey respondents.

Police Retraining Prototype

Row Labels	Average of Prototype: Retraining_average
Staff	2.96
Undergraduate	3.11
Graduate	3.13
Other	3.46
NA	3.66
Administrator	3.74
Professional	4.06
Assistant	4.07
Professor	4.35
Alum	4.41
Grand Total	3.85

Oversight Committee Prototype

Row Labels	Average of Prototype: OversightCo
Staff	3.28
Other	3.38
NA	3.68
Undergraduate	3.73
Administrator	3.87
Graduate	4.15
Assistant	4.38
Professor	4.43
Alum	4.58
Professional	5.00
Grand Total	4.16

Holistic Prototype

Row Labels	Average of Prototype: HolisticModel_average
NA	3.57
Administrator	3.88
Other	3.90
Staff	3.93
Assistant	4.08
Professor	4.12
Alum	4.30
Undergraduate	4.47
Professional	4.67
Graduate	4.68
Grand Total	4.20

(Likert Scale, 1-5)

Support for different safety strategies was skewed by the large number of alumni respondents.

(Likert Scale, 1-5)

Decrease UIPD w/ alumni data

Row Labels	Average of Q5 - LessBudget
+ White	3.71
+ Other	3.67
+ Native	3.50
+ Latinx	3.49
+ Black	3.42
+ Bi-racial	3.52
+ Asian	4.30
Grand Total	3.60

Decrease UIPD w/o alumni data

Row Labels	Average of Q5 - LessBudget
+ White	3.73
+ Other	4.75
+ Native	3.00
+ Latinx	3.73
+ Black	4.00
+ Bi-racial	4.08
+ Asian	4.25
Grand Total	3.81

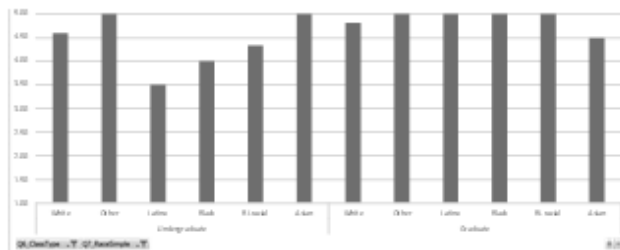
Increase UIPD w/ alumni data

Row Labels	Average of Q3 - MoreBudget
+ White	2.41
+ Other	2.67
+ Native	3.25
+ Latinx	3.46
+ Black	3.75
+ Bi-racial	2.64
+ Asian	2.40
Grand Total	2.95

Increase UIPD w/o alumni data

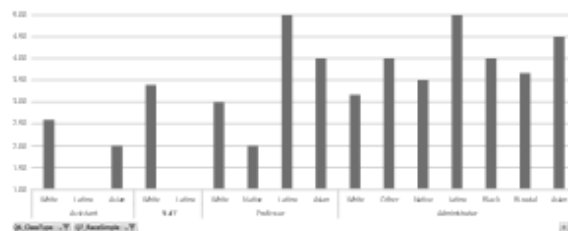
Row Labels	Average of Q3 - MoreBudget
+ White	2.39
+ Other	1.75
+ Native	3.33
+ Latinx	3.36
+ Black	2.33
+ Bi-racial	2.15
+ Asian	2.13
Grand Total	2.42

Row Labels	Average of Q3 - Challenge
+ White	4.56
+ Other	3.60
+ Native	3.60
+ Latinx	3.60
+ Black	3.60
+ Bi-racial	3.60
+ Asian	3.60
Grand Total	3.60



Agreement with the strategy to minimize the role and budget of the UIPD and empower the community and campus network as first responders, differed across race and classification.

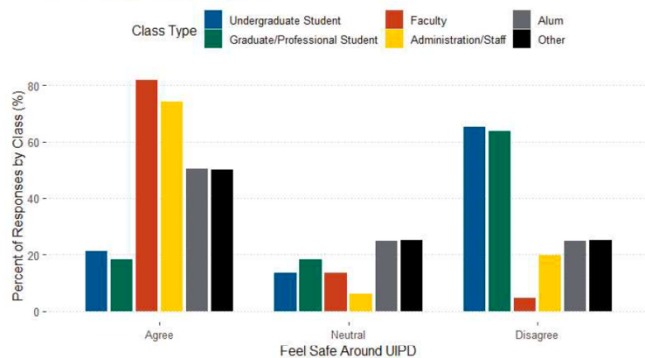
Row Labels	Average of Q3 - Challenge
+ White	2.40
+ Other	2.40
+ Native	2.40
+ Latinx	2.40
+ Black	2.40
+ Bi-racial	2.40
+ Asian	2.40
Grand Total	2.40



(Likert Scale, 1-5)

### Qualtrics Safety Strategies Survey

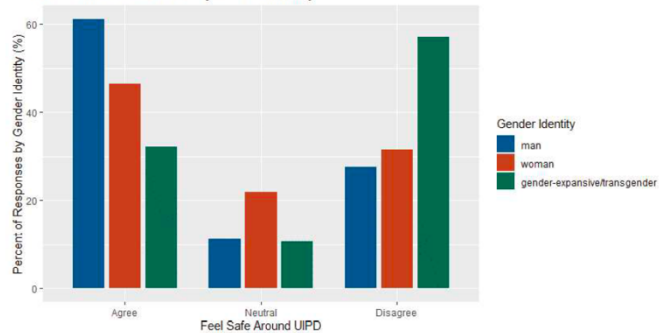
Feel Safe Around UIPD by Class



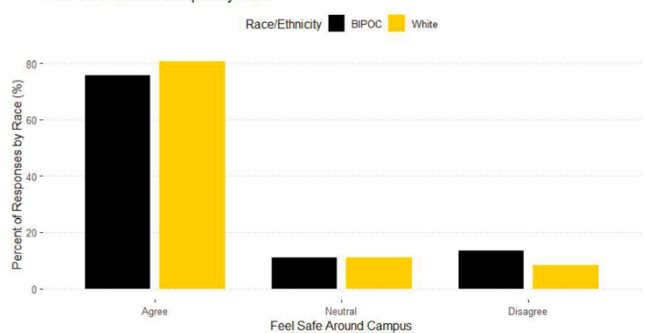
Feel Safe Around UIPD by Race



Feel Safe Around UIPD by Gender Identity



Feel Safe Around Campus by Race





National College Health Assessment Data

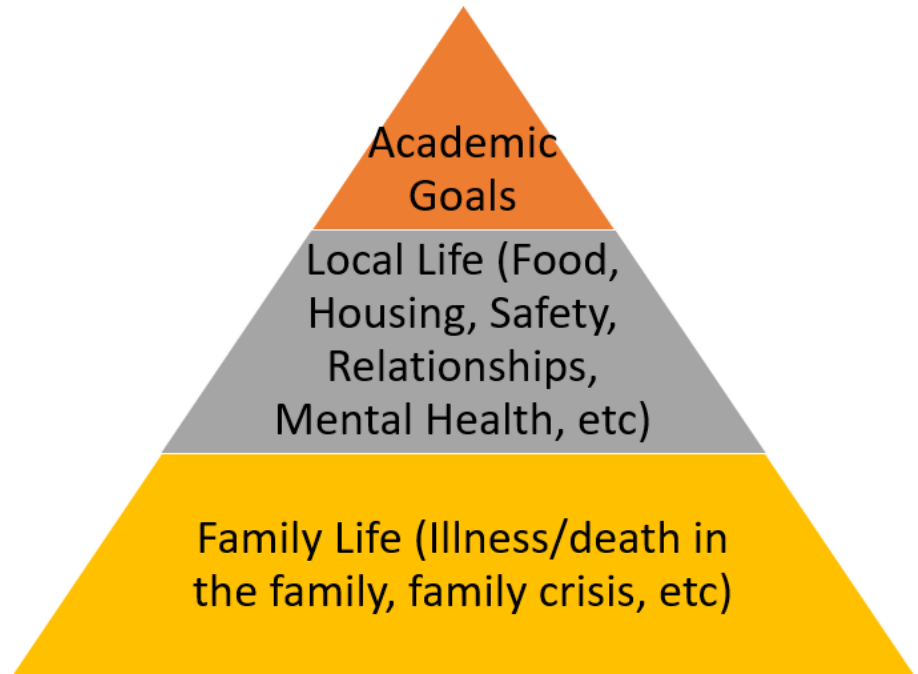
	GRADUATE STUDENTS									
SPRING 2021 NCHA	All	By Sexual Orientation		By Race/Ethnicity				By Disability Status**		
	UI Grad Sample (2021)	Hetero-sexual	LGBQ, Asexual, Pansexual, Questioning, Same Gender Loving or Another Identity	White	Black or African American	Hispanic or Latino	Asian or Pacific Islander	1+ disabilities	No disabilities	
Safety										
	n=861	n=664	n=191	n=663	n=31	n=46	n=117	n=140	n=705	
Feelings of safety. I feel very safe...										
On campus during the day	82.4%	85.8%	70.1%	83.3%	74.2%	77.8%	81.9%	73.6%	84.1%	
In surrounding community during the day	65.7%	68.0%	57.0%	67.5%	48.4%	62.2%	58.8%	26.4%	27.8%	
On campus at night	27.6%	29.6%	20.3%	28.0%	32.3%	24.4%	25.0%	58.6%	67.1%	
In surrounding community at night	21.4%	22.2%	18.3%	21.1%	29.0%	20.0%	18.4%	21.4%	21.3%	

		PROFESSIONAL STUDENTS							
SPRING 2021 NCHA  Safety	All	By Sexual Orientation		By Race/Ethnicity				By Disability Status**	
	UI Prof Sample (2021)	Hetero-sexual	LGBQ, Asexual, Pansexual, Questioning, Same Gender Loving or Another Identity	White	Black or African American*	Hispanic or Latino	Asian or Pacific Islander	1+ disabilities	No disabilities
	n=545	n=461	n=78	n=442	n=8	n=46	n=54	n=81	n=456
	Feelings of safety. I feel very safe...								
	On campus during the day	86.9%	86.9%	89.7%	89.3%		73.9%	83.0%	84.0%
In surrounding community during the day	73.6%	73.3%	75.6%	76.1%		67.4%	64.2%	40.7%	37.3%
On campus at night	37.6%	37.8%	37.2%	39.0%		34.8%	37.7%	74.1%	73.4%
In surrounding community at night	30.6%	30.6%	29.5%	32.1%		30.4%	22.6%	30.9%	30.7%
*not analyzing n<10									
**does not include chronic health conditions or psychiatric conditions as disabilities in 2021 (NCHA III), like 2019 & prior years (NCHA II)									



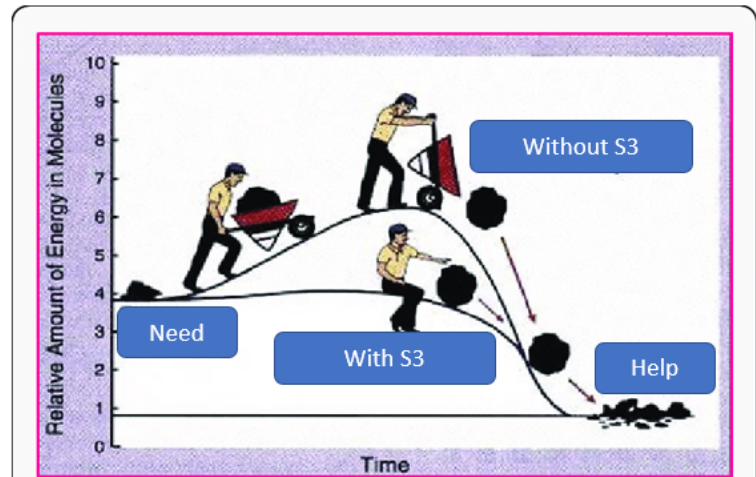
## Appendix E: Interview with MIT Student Support Services (S3) - A potential example for the Central Hub of the Holistic Care Model

S3 helps students at the interface of academics and life



## Goal: Lower the activation energy needed for students to ask for and receive help

Single Phone # for Any Need  
 No use of the words 'Health' or 'Mental' in the name  
 80% of UG use S3 atleast once  
 - Most of your friends have used it.  
 Listed in Course Syllabus  
 Signage in High Traffic Hallways  
 Central Location  
 Help with both simple (sick) to complex needs



S3 is a friendly and easily accessible hub of support for MIT students. Whether you are struggling with a PSET due to personal hardship, you feel too ill to take an exam, you are considering taking time away from the Institute, or you just aren't sure who to talk to, we can help.

Hub for any and all student needs

**While we are operating remotely, there are several ways you can connect with S3.**

**Email:** [s3-support@mit.edu](mailto:s3-support@mit.edu) (If you are connected to a dean, please email your dean directly).

**Phone:** 617-253-4861 (leave a voicemail).

**Virtual Walk-ins:** Monday-Friday, 10:00AM-12:00PM and 2:00PM-4:00PM EST

**Walk-in Location:** S<sup>3</sup> Help Queue (log in with your Kerberos).

Appt and Walk-in Hours Available

**Daytime Resources (Monday - Friday; 9:00 AM - 5:00 PM ET)**

Student Mental Health & Counseling (SMH&CS) - 617-253-2916

GradSupport (Graduate Students) - 617-253-4860

Violence Prevention and Response Hotline - 617-253-2300

Questions - [ask.mit.edu](https://ask.mit.edu)

Interface with other campus resources

**24/7 and Night and Weekend Resources**

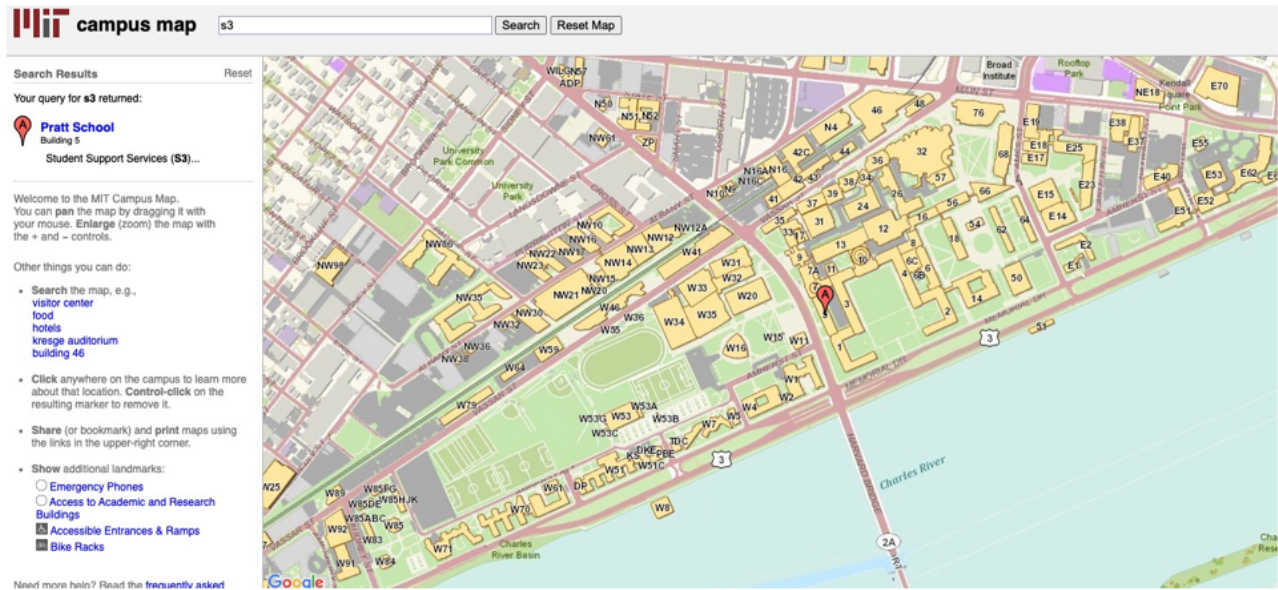
Dean on Call - 617-253-1212

MIT Police - 617-253-1212

SMH&CS Clinician on Call - 617-253-2916

24/7 On Call Available.

## Features: Central Location



## Who Staffs S3

- Associate Deans – Each have a social work, counseling, or psychology degree.
- Night and Weekend Calls are routed to Resident Life Supervisors
- 7 Associate Deans serve 5,000 undergraduates

### Our questions:

1. How having the physical space of 'the central space' dedicated to holistic wellness/support has benefitted students versus individual offices (such as counseling), online resources exclusively, or off-campus resources
2. How did S3 come to be? What gaps in services and/or need were noticed for this to come about?
3. What are the hours and qualifications for the Assistant Dean staff, including on-call shifts? What is the average case load for each Assistant Dean?
4. Pre-COVID, what were the hours for the physical space?

### Notes:

- Student Support Services (S<sup>3</sup>) is staffed by seven full-time Associate Deans. It is located on central campus and is a one-stop shop. We chatted with Miri Skolnik, Associate Dean.
- SSS only serves undergraduate students. Office was created in the 1980s, call themselves the Walmart of personal support, a hub of resources. Assists with:
  - Personal, medical, mental health
  - Navigating non-academic experiences
  - Family issues
  - Chronic medical conditions
  - Class absences and excuse documentation
  - Information related to campus services and resources
- MIT also has a campus counseling service staffed with 30 clinicians.
- 80% of students report using SSS by the time they graduate from MIT.
- Faculty are huge supporters in that they can direct students there for a variety of issues or concerns. Very easy for faculty to navigate.
- SSS information is included in MIT course syllabi.
- Walk in hours, very utilized. Designated walk-in hours 10-12 and 2-4, seven deans are on a rotation.
- They use the term activation energy – energy to reach out and ask for help.
- Overnight and on weekends students requiring support use the Dean on Call system. Residence Life/Education staff are the Deans on Call. They are full time-staff in the residence halls, student life and wellbeing. Housed in the residence halls. Two people appointed each night to be on the on call. After hours students call the police. Students are told you call this number the police will answer. Respond with, “calling for the Dean on Call” and the campus police route it to the Dean on Call. The Dean on Call contacts the student if they are on the other line. The police do not contact them again.
- Deans in SSS do not work overnights. In addition to that, care team, very helpful a team of three staff people and admin person who work with and outreach to students of most concern. Psychiatry hospitalized. Unsafe behaviors in the community. The care team have a counseling background. They work with SSS. Work with to coordinate outreach and support and follow-up and tracking of students of concern. Relatable to our TAT and EIT.
- Administer an emergency support fund – no tuition, no u bill, coat, utility bills – unforeseen expenses
- Students use SSS at first for smaller problems, as they grow more comfortable with the service, they see people’s willingness to assist with other concerns or situations.
- Intentionally do not use the terms mental or health in their title. Want to break down the stigma and barrier. Again, referenced activation energy.
- Success and impact – by utilization, survey students who have graduated, around 80% have used the services at least once. Surveys and it’s very widely praised and appreciated. Supported and helped. Some of the biggest advocates and supporters are faculty. A place to send students, a place to contact for outreach.

Part of Division of Student Life and not grant funded, emergency support fund is through donations and grants.

## Appendix F: Work Plan – Recommendations with Action Steps

**Recommendation 1:** *Provide non-law enforcement responses for mental health, basic needs, crisis intervention, and follow-up.*

- **1.1:** Focus the scope and operations of the UI Police Department 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.
  - **1.1.1:** Continue to increase the use of unarmed security and SHOUT<sup>10</sup> (Students Helping Out) to provide services for space monitoring, student organization activities, or other campus events.
  - **1.1.2:** Invest in ongoing, sustainable, and well-assessed training for UIPD that is person-centered and trauma-informed.<sup>11</sup> Training overviews and outcomes should be regularly shared online for community transparency.
- **1.2:** Create and implement a framework that provides a network of response options for issues that are not likely or imminent threats.
  - **1.2.1:** Focus initial development and implementation on students, given that they are most likely to depend on the institution for safety needs.
  - **1.2.2:** Pilot a collaboratively created decision-making protocol for residence hall staff to identify issues which do not necessitate a law enforcement response.
  - **1.2.3:** Educate students, faculty, and staff on how to engage with the new response model and how to connect individuals appropriately to a response option.
  - **1.2.4:** 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.).
  - **1.2.5:** Identify clear, concise, and repeated communication efforts to UI community members to promote the array of safety services that are available to them.
  - **1.2.6:** Gather outcomes data related to the response model and use the data to guide expansion.
- **1.3:** Outline a framework to enhance collaboration between UIPD and the network response model.
  - **1.3.1:** Clarify collaboration processes among safety service departments (scope of services, referral processes).
  - **1.3.2:** Identify circumstances that require both a mental health response and UIPD response and create a co-response protocol, involving the care manager position in Student Care & Assistance.

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<sup>10</sup> The Students Helping Out (SHOUT) program provides trained student ambassadors to patrol during student sponsored events, student gatherings, and in downtown Iowa City during high traffic, weekend hours with a focus on bystander intervention and overall safety. The mission of the SHOUT program is to provide a community service to students and other patrons by helping a lost person find their group, arranging safe transportation via NITE RIDE, and providing public education about the Rave Guardian app and other safety services the department offers.

<sup>11</sup> Trauma-informed: Designing and delivering services in a way that acknowledges that the impacts of trauma, recognizes trauma symptoms and signs, and provides support in ways that do not re-traumatize survivors. Trauma ranges in type and can affect individuals, families, and communities. Examples of trauma are natural disasters, violence, abuse, war, loss, and neglect. ([https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf))

- **1.3.3:** Institute regular debriefs between UIPD and the network response model to continue to improve and clarify the delineation of services, encourage collaboration, and promote mutual accountability.
- **1.4:** Identify and invest in critical infrastructure needs that will be required in order 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.
  - **1.4.1:** Scale the capacity of Student Care & Assistance by adding case managers in the Office of the Dean of Students who will serve as liaisons for any student who needs assistance with referrals, navigating systems, or managing ongoing issues. (MIT's Student Support Services<sup>12</sup> office is a model)
  - **1.4.2:** Create a process of providing after hours support to respond to residence hall mental health issues and make referrals for emergency care if needed.
  - **1.4.3:** Implement a system for 24/7/365 phone/text mental health support accessible to all students.
  - **1.4.4:** Address systemic basic needs inequities on campus and the larger community while increasing funding to support temporary basic needs resources (Food Pantry, temporary housing, etc.).
- **1.5:** 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.
  - **1.5.1:** Identify centrally located physical space not directly associated with the main UI Department of Public Safety offices.
  - **1.5.2:** Ensure this space is accessible, non-threatening, and staffed by unarmed personnel who can answer safety and well-being questions and provide education, support, resources, and referrals.
  - **1.5.3:** Include providers of alternative response options in the design and operation of the space.
  - **1.5.4:** Create a staff position within the UIDPS 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.
- **1.6:** Focus campus safety models on education, where care and restoration are primary and punitive approaches are secondary.
  - **1.6.1:** Outline models for restorative justice<sup>13</sup> that can be used to repair harm and restore the campus community, and train key faculty, staff, and students on campus to serve as facilitators.
  - **1.6.2:** Pilot restorative justice practices within student conduct (Division of Student Life) and use the data to identify other potential areas for use.
  - **1.6.3:** 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.
  - **1.6.4:** 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.

<sup>12</sup> <https://studentlife.mit.edu/s3>

<sup>13</sup> Restorative justice is a collaborative decision-making process that includes harmed parties, offenders, and others who are seeking to hold offenders accountable by having them: a) accept and acknowledge responsibility for their offenses, b) to the best of their ability, repair the harm they caused to harmed parties and the community, and c) work to rebuild trust by showing understanding of the harm, addressing personal issues, and building positive social connections. Karp, D.R. (2015). The Little Book of Restorative Justice for Colleges and Universities: Repairing Harm and Rebuilding Trust in Response to Student Misconduct. Good Books.



**Recommendation 2:** *Invest financial resources in holistic safety services, including mental health, case management, well-being, and basic needs.*

- **2.1:** 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.
- **2.2:** Consider the key areas with whom UIPD 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.
- **2.3:** Share budgeting strategies and funding sources transparently with the community.
- **2.4:** 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.

**Recommendation 3:** *Charge 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.*

- **3.1:** Ensure the board represents the UI community and includes a range of diverse individuals representing marginalized communities.
- **3.2:** Ensure the board has the authority to recommend changes in UIPD policies, processes, and practices to UI leadership. The community review board should report to the UI President.
- **3.3:** Identify appropriate intersections with the University Safety and Security presidential charter committee.
- **3.4:** Standardize campus safety data and create a dashboard outlining real-time public safety data for transparency and for use by the board.
- **3.5:** Establish a proactive feedback loop with marginalized communities versus expecting them to share issues with UI and the board.
- **3.6:** Use multiple channels to transparently share data, accountability measures, and changes that were made due to community feedback.

**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.*

- **4.1:** Engage Iowa City, surrounding communities, and community partners, non-profit organizations, and local advocacy groups in conversations regarding public safety to identify barriers and strengths of community partner services.
- **4.2:** Offer training on the university process to surrounding police and safety officials.
- **4.3:** Review memoranda of understanding with surrounding police and safety officials to support positive relationships and aligned protocols.

**Recommendation 5:** *The University of Iowa President and Cabinet should create an implementation and assessment team charged with enacting recommendations and monitoring progress.*

- **5.1:** Retain some members of the Reimagining Campus Safety Action Committee given the extensive training and level of trust and respect established over the last year.
- **5.2:** Involve Shared Governance on the implementation team, with a particular effort to ensure shared governance participants represent diverse communities and identities.
- **5.3:** Embed change management expertise within the committee structure.
- **5.4:** Build trust in new processes through sustainable models of listening to the campus community (e.g., campus survey, open house sessions, focus groups) that center BIPOC, People with Disabilities, women, low-income individuals and families, and LGBTQ+ community members.
- **5.5:** Include reimagining campus safety as a component of the UI strategic planning process to ensure a continued focus on restructuring campus safety.