

Safe Campus Working Group Report & Recommendations	
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I. Group Formation & Strategy

The Safe Campus Working Group was formed by Dr. Ana Karaman, Vice Chancellor for Administration and Planning on September 29, 2014. The purpose of this working group was to step outside of the boundaries of the existing practices and procedures and to engage into a broader conversation that can cut across all aspects of safety and address big questions such as:

- How we can work together as a UWB community to create a safe environment for each other?
- Do our existing structures and procedures enhance or impede the feeling of safety?
- Are there models across other institutions that we need to explore and maybe adopt at UW Bothell?
- Do we need to change the organizational structure of our Campus Safety and Security Department as we continue to grow and expand our boundaries?
- Are there investments into collective safety that we should be making?

The group was co-chaired by Dr. Kari Lerum, Associate Professor, School of Interdisciplinary Arts and Sciences, and Dr. Elaine Scott, Dean and Professor, School of STEM. Ms. Aida Lasher provided administrative support. Other group members represented a broad cross-section of UWB:

- **Sam Al-Khoury**, Assistant Director for Student Engagement and Activities, Student Affairs
- **Darren Branum**, Emergency Preparedness Manager, Administration and Planning
- **Erin Hitzemann**, Manager of Merit Scholarships, Student Affairs
- **Kristy Leissle**, Lecturer, Interdisciplinary Arts and Sciences
- **Frank Logo**, Custodian Lead, Facilities Services
- **Laura Mansfield**, Director of Communications, Advancement and External Relations
- **Brittany Monares**, ASUWB Vice President
- **Rosemary Simmons**, Director of Counseling Center, Student Affairs

The working group was originally asked to provide recommendations to Dr. Karaman in May 2015. Due to overlapping concerns with another taskforce (on Diversity), the group asked for and received an extension on this deadline. The group also agreed that recommendations could be implemented sooner if warranted. The group first met November 10, 2014. A brainstorming session was conducted with each member identifying areas of concern; all information was made accessible to members electronically for further reflection and refinement. The group then voted to prioritize issues and formulate sub-groups. Six Sub-groups were formed, with one lead person per group. Kari and Elaine agreed to be available for all subgroups as needed. The working group met once a month; sub-groups met more frequently depending on schedule and reported back to the entire working group at each subsequent meeting. Each sub-group provided reports and recommendations, provided below.

II. Sub-Group Reports & Recommendations

1. Victim Advocate/Trainer Sub-Group

(Rosemary Simmons (LEAD), Kari Lerum, Brittany Monares)

Current Resources	Current Limitations
<p>At UWB:</p> <ul style="list-style-type: none"> ● Students: Counseling Center, Student Conduct Office, Dean of Students Office /Title IX Liaison to UW, Ombuds Office, Campus Safety & Security ● Faculty & Staff: Human Resources, Title IX Liaison to UW, Ombuds Office, Campus Safety and Security <p>UW Tri-campus: http://www.washington.edu/safecampus/:</p> <ul style="list-style-type: none"> ● Students: Violence Prevention & Response Program, Victim Advocate with UW Police Dept. ● Faculty & Staff: Violence Prevention & Response Program, Victim Advocate with UW Police Dept., University Complaint Investigation and Resolution Office (UCIRO), UW Care – Employee EAP 	<ul style="list-style-type: none"> ● No victim advocate at UWB ● Lack of personnel for ongoing education & prevention programs for sexual violence, sexual harassment, sexual assault, stalking, domestic violence, and partner violence (Title IX). Training needs to be non-victim-blaming, engaging, & informative. ● No clear procedure for ongoing training for staff & faculty, including personnel in Campus Safety and Security, Student Conduct Office, CARE Team and Title IX Liaison. No method of tracking training received. ● Students, faculty and staff need to travel to Seattle campus for majority of services related to violence prevention or advocacy. ● Continued confusion regarding accessibility and clarity of resources. ● Student input is lacking in policy and procedure development, ● Unclear if there is any internal oversight (students, administrators, staff, and faculty) of the effectiveness of current policies and procedures. (i.e., a trained oversight board or auditing process that reviews the handling of cases and makes suggestions for improvement.) ● Immediate crisis response – Unclear to students, faculty, and staff who to seek assistance from – particularly for sexual assault. ● Additional resources are needed to provide students longer term counseling and emotional support. ● Information on proper reporting practices continues to be unclear (e.g. anonymous reporting, information on reporting vs. filing a disciplinary complaint, who is a mandated reporter, etc.) ● UWB only offers time-limited counseling.

Recommendations

- **Gather current listing of all the resources that are available on campus to date.** Make these accessible in one place for students, faculty and staff.
- **Conduct focus groups with students, faculty, and staff** to gain feedback about their perceptions regarding accessibility, comprehensiveness, and effectiveness of services provided by UWB and UWS to address and assist with violence prevention and victim advocacy. Use this time to also educate all groups about current resources.
- **Hire a .5 FTE Victim Advocate and Educator** who would provide victim advocacy for student, faculty or staff member who is a victim of Title IX incident (stalking, sexual harassment, sexual assault, rape, domestic violence, or relationship violence) or a violent crime. This person would also provide training regarding Violence Prevention (Title IX reporting, bystander intervention) to students, faculty and staff.
 - Posters, Brochures, Pamphlets, Social Media Outreach, Marketing campaign around availability of resources and who can use resources.
 - Quarterly classes for faculty and staff re: proper reporting practices and support
 - Ongoing bystander training for students
 - Resources available on and off campus publicized widely and clearly year-round through various easily accessible websites, posters, brochures, and interactive education efforts
 - Department participation in suggesting topics for and attending the donuts and dialogue with Campus Safety
- **Enhance UWB Website re: Faculty & Staff Resources**
 - Highlight Safety Resources
 - Make SAFE CAMPUS information more clear
 - Include link to UWB Victim Advocate and Educator (when hired)
 - Provide consumer information on choosing therapists & primary care providers
 - Enhance Counseling Center web pages so Faculty and Staff also know they can use the resources listed under the Crisis Services and Self-Help Resources tabs
- **Enhance UWB Website re: Student Resources**
 - Highlight Safety Resources
 - Consolidate all of the “safety and violence prevention and advocacy” on one page
- **Investigate pros and cons for an anonymous hotline** for reporting sexual assault, sexual violence, domestic violence, etc. that is local to our campus.

2. Drills Sub-Group

(Darren Branum (LEAD), Erin Hitzemann, Brittany Monares)

No recommendations provided at this time.

Darren Branum, Emergency Preparedness Manager, began updates of campus drills and procedures. These included:

- Evacuation drills on schedule
- Discovery Hall good response and participation
- Minor setback, finding list of new people for leaders
- Finding role within Cascadia for Darren
- Next set scheduling trainings

- New gear for emergency evacuation
- April 21 North Creek Events Center at 12-1pm, “Disasters Happen Learn How to Be Ready,” on Whole U website. Open to anyone on campus. Vendor will be there with supplies at discount. RSVP link. Maybe VCAP can send out announcements. Request for additional event times.
- Ordered 50 emergency kits for campus – add magnets from Laura Mansfield
- Cham Kao is leading sexual assault awareness Donuts and Dialogue in April. Kari Lerum also led one for Faculty in April.
- Disaster drill in Seattle Thursday, March 26
- Tabletop discussion.

3. Communication Sub-Group Communication

(Erin Hitzemann (LEAD), Laura Mansfield)

Current Priorities	Future Implementations
<ul style="list-style-type: none"> • DRILLS – Students and Staff need to have a sense that preparation for an emergency incident is in place. Having drills will communicate to students/faculty/staff that preparation is active. • CELL PHONE COVERAGE – requesting a tower or “repeaters”—a solution to poor cell phone coverage is a high priority • PREVENTION DATABASE – work with established “Care Team” to create a database (website accessible: Red Flag, Green Dot systems) that will allow communication on campus regarding perceived threats, harmful /high risk behavior, suspicious behavior etc. on campus. (e.g, see Red Flag reporting system at Green River Community College: http://www.greenriver.edu/about-us/campus-safety/red-flag-information-reporting-system.htm.) • WALKIE TALKIES – request for floor wardens, security officers to have a viable mode of communication that is not cell phone dependent 	<ul style="list-style-type: none"> • UWT is implementing a “Pop-Up Alert” on campus computers to alert of a campus threat. We are hoping that UWB can also be part of this system. • Alert Campaign Encouraging students/staff/faculty to receive text alerts and prepare an emergency kit (3 days/3 ways) (during first week of quarter-Resource Fair/resident halls etc). • Request that campus alerts be a mandatory opt in and students would have to manually opt out to stop receiving alerts UW has implemented this, effective 5/15. • We are moving the UWB website to a server in the UW Tower and ultimately to a cloud-based service. This will greatly increase our ability to provide a website (and emergency communications) during a power outage on campus. • Create one central place – or portal – for emergency information. Currently there are multiple places where information is housed. Laura Mansfield will work with Cham and Darren to do this.

4. Sociocultural Sub-Group

(Kari Lerum (LEAD), Frank Logo, Rosemary Simmons, Alicia Lookabill)

Recommendations
<p>Admin/Faculty/Staff</p> <ul style="list-style-type: none"> • UWB administration and campus should take direct and immediate action concerning any hate crime on campus, in the surrounding community, and on the national level that impacts UWB students, faculty and staff. • IDEA Project: Increase collaboration between faculty and staff with students who are active participants in the IDEA Project. More people from different positions/identities working together for common goals increases the strength of ties, good will, and pro-social behavior. • Utilize data from the Faculty and Staff Fall, 2014 and Student Spring, 2015 Campus Climate Survey to when creating and revising institution and department strategic plans <p>Campus wide</p> <ul style="list-style-type: none"> • Provide ongoing opportunities for training around issues of power and difference (e.g. Diversity and Multicultural Competence; Anti-sexual harassment; Domestic/Interpersonal violence; conflict de-escalation) for all students, faculty, administrators, classified staff, and professional staff. • Have a central location both online and on campus where all materials related to the above can be found (e.g. Diversity Center) • Incentivize connections between faculty and staff by floor or office area. (e.g. playful competitions between floors with small prizes). The idea is for all in one area to at least know the names of surrounding people, and a bit about them. Given that much workplace violence involves disgruntled employees or partners of employees, keeping friendly ways to stay connected is a safety issue as well as an issue of workplace satisfaction. • Commission visual signs, art work that represents UWB values and welcome the diverse UWB community. This could be done in collaboration with creative arts faculty and students. • Post inclusive community message for UWB. Find common messages that could be become a catch phrase that reflects the campus values, E.g.: “Together we are better” “If one of us is harmed, all of us are harmed” • Prioritize making welcoming common spaces to promote positive interactions. • Develop a Diversity Center that includes signage and programs for de-escalating conflict, dialogue across differences, and non-violent communication strategies. • Campus safety discussion should work closely with Diversity and Inclusion leaders. • Review posting policies to determine if current policy restricts student self-expression

5. Physical Space Sub-Group

(Kristy Leissle (LEAD), Frank Logo, Alicia Lookabill)

Recommendations
<p>Note: Because Cascadia & UWB share the same physical space, all recommendations below should be made in coordination with Cascadia.</p>
<p>PARKING AREAS (student priority)</p> <ul style="list-style-type: none"> • Improve safety in parking areas: Students have expressed concern about <u>safety of parking garages</u> at night.

- Provide better lighting on upper levels, especially dark corners of surface parking lots. Sensor lighting might make sense to conserve energy.
- Request video cameras in garages, to record damage and theft to vehicles, and as safety measure (if the video feeds could be monitored by security).
- Increase student awareness of the night safety escort to parking areas.

SAFETY ESCORT – (student priority)

- **Provide better advertising for safety escort:** Hours of this service should at minimum be consistent with library closing times and special campus events at night.
- **DOORS**
- There is considerable concern about door locks among students, faculty, staff, and facilities personnel. A number of questions and concerns came up regarding this:
 - Main questions: Who can lock classroom doors? How are they unlocked? If someone needs to get out OR in, in an emergency, how can they do this?
 - The remote electronic control of door locks by security is not a comfort, because no one knows how it works, so no one feels like it would help them in an emergency.
 - What if the innocent party was on the wrong side of the door (i.e., in a room with a threat) when the door was automatically locked?
- Provide training on door locking, at minimum for all faculty.
- Provide clear instructions for faculty and students about what is and is not permitted, e.g., not propping doors open with rubbish bins for ventilation.
- Provide timely response for faculty, students, and staff to get through a locked doors.
- Physical spaces need to be accessible when they need to be, and not only when security is available.

MAPS

- Maps posted in buildings are outdated, post-renovations; certain rooms on them no longer exist, and the locations of safety resources on campus (e.g., the security office) are not well known. Recommend:
 - **Inventory campus safety resources**, revise when new things are added (e.g., health clinic).
 - **Create accessible map of campus safety resources** that shows these in a clear way to help people find them quickly in need.

COMMUNICATING EVACUATION INFORMATION

- **Drawback:** we note that the following recommendations could communicate information to someone who intends to do harm.
- **Make as much information as possible available to as many people in an accessible way.** No matter how many drills are done, nobody knows how they are going to react in crisis.
- **Include evacuation plans on every syllabus to facilitate communication among faculty and students.**
- **Use campus-wide PA system drills for emergencies.** There was a question of whether or not building-specific PA systems would be helpful or cause more panic.
- **Make sure blue phone locations are known and that they are in working order.**
- **Address elevators as not being a recommended option in an emergency or getting away from a threat.**

HOUSING

- Student housing has experienced theft, loitering, and harassment. The recommendation is
 - **Provide better patrolling and/or student safety officers.**

HOTSPOTS/PATROLLING

- Hotspots are spaces on campus that are “hidden” to most people and have been sites of loitering or littering. Some known hotspots are:
- Hotspot: UW2 lower level, a woman was locking herself in the restroom there at night.
- Hotspot: Library annex, two restrooms with big showers, someone could easily use them without anyone knowing. There is only classroom there now, so it is not a high-traffic area.
- Hotspot: Cascadia 1&2, lower level (alcohol often found there).
- Recommendation:
- **Provide increased patrolling** (One officer making one round of campus on Friday nights, locking up buildings, is insufficient.)

EQUIPMENT

- **Increase knowledge regarding emergency equipment.** Specifically,
- What emergency equipment is available in each room and especially classrooms?
- Who is trained to use it? Can we call fire department from any classroom? Who would we call first?
- Post AED signs outside offices where AEDs are located. We need to purchase more of them and offer training.

DESIGNATED SAFETY PERSONS

- **Each floor in every building (or wing, as in Husky Hall) should have minimum two designated safety persons.**
- **Floor safety persons should have detailed knowledge of the immediate physical space and what to do in case of an emergency,** including particular knowledge to mitigate panic (such as the doors coming down in UW1 vista areas).

GENERAL

- More discussion is needed on pros/cons of students as safety officers. (More on this below).

6. Campus Safety/Security Sub-Group

(Sam Al-Khoury (LEAD), Erin Hitzemann, Frank Logo, Rosemary Simmons)

Recommendations

The Campus Safety/Security Sub-Group lacked representation from students, faculty, and the Security & Campus Safety office, so recommendations were made with benefits and concerns for each for further evaluation. Also, they noted that Cascadia College has not been involved in the subcommittee discussion to this point, and that any changes to this shared campus unit could have significant impacts on Cascadia operations. Please see Appendix readings for concerns.

- **Provide resources to improve multicultural competence of officers.**
 - **Benefits:** Due to our multi-cultural environment, the multicultural competence of all officers was viewed as critical. See attachment, Racial Reconciliation, Truth-Telling, and Police Legitimacy. U S Department of Justice, Office of Community Oriented Policing Services (COPS). August, 2012 for additional information regarding need for increased education and conversation.
 - **Concerns:** None.
- **Increase the physical presence of Security & Campus Safety, not just through increased people presence but with other physical representations, as well.**

- **Benefits:** Some could perceive a greater sense of security through the following methods:
 - Greater presence of officers on rounds or in community policing/liaison roles
 - More blue phones
 - Liaison roles to different groups, such as liaison of an officer to each school/college, student groups, etc.
 - More text alerts promotion and tests,
 - More informative and meaningful web presence of Security & Campus Safety,
 - Have a shared database of issues, people of concern with Cascadia.
- **Concerns:** Many people may have concerns to an increased presence of Security & Campus Safety, including a sense of intimidation, the appearance of a police state, the impression that they shouldn't trust others or that they themselves are not trusted, and that the institution is authority heavy. This is often particularly true for students, staff, and faculty of color. Some people also have negative reactions to seeing more guns on campus (in the form of police side-arms).
- **Adopt an education-centered, community-policing model in which sworn and non-sworn officers develop closer partnerships with campus community.**
 - **Benefits:** Liaison roles for officers to different campus groups/units/committees (e.g. IAS faculty, Facilities Use Task Force, student clubs, etc.) can humanize officers, create lines of communication and understanding, and act as resources; officers could develop individual areas of expertise and offer needed campus trainings, seminars, and services on topics including bicycle/laptop theft deterrence, drug education, alcohol education, self-defense classes, identity theft, cyber-crime, suicide prevention, sexual assault and partner violence, victim advocacy; See attachment, Understanding Community Policing. A Framework for Action. U S Department of Justice, Office of Justice Programs, 1994.
 - The following are links to University police departments who have specific programs for community policing in a university community.
 - <http://uwpd.wisc.edu/about-uwpd/community-officers/>
 - <http://police.siu.edu/about/field-ops/2015-01-15-Liaisons.html>
 - <http://www.davidson.edu/offices/public-safety/campus-police/community-oriented-policing>
 - **Concerns:** The costs for trainings alone, in the form of registration, travel costs, and wages will be high. The staffing model will also have to shift to allow for some officers to remain on call and patrolling while allowing others to attend meetings and facilitate trainings, which will also be expensive. There may also be a perception officers that aren't policing are a waste of personnel and resources.
 - **Recommendation:** *Creating additional roles for Security and Campus Safety and expanding their role beyond basic policing creates opportunities for positive interaction between officers and campus community.*
- **Increase number of sworn officers on campus**

Federal mandates for campus safety offices must be met, including Clery Act reporting. Our current staffing model is based on two sworn officers on assignment from UWPD and the other non-sworn officers hired locally. The following benchmarking data reveals that the current staffing patterns for the Security and Campus Safety Office is woefully lacking. Institutional benchmarking needs to be for the combined enrollment of UWB and Cascadia College. The total enrollment for the two campuses is close to 10,000. The January, 2015 Special Report for Campus Law Enforcement states that 92% of the 146 campuses of this size had sworn police

officers. Only 8% did not hire sworn officers (Table 2). Attachment, Special Report: Campus Law Enforcement, 2011-2012. U S Department of Justice, Bureau of Justice Statistics, January, 2015. Public Universities with 5,000 to 9,999 student enrollment had a ratio of 2.3 to 3.6 officers for every 1,000 students (Table 3). Given that ratio, the UWB & Cascadia College Security and Campus Safety Office should have a staffing of 23 to 36 officers.

- **Benefits:** Sworn officers can make arrests, take police reports from victims of crime, issue tickets, address threats physical violence directly, can transport students suffering from physical or mental health issues to a hospital. Through a MOU with Bothell PD, they can have some degree of jurisdiction off of campus to address relevant issues. A commissioned police force also has access to databases and records of other agencies for cross-referencing.
- **Concerns:** Sworn officers would require higher wages than non-sworn officers. Some people may perceive an increase in the number of sworn officers to be representative of a police/carceral state. In light of the many high-profile stories in the news of police killing young people of color, which has had a direct impact on students' perceptions of whether police will protect them or harm them.
- **Expanded roles for students in Security & Campus Safety**
 - **Benefits:** This is another opportunity for student engagement in the community. Such roles also create student jobs, which are especially helpful for those students interested in related fields. These students could also support officers in their liaison roles, as well as provide student patrol and safety escort/night ride services. They can also be trained to recognize situations of concern and report to dispatch. These students would need a background check and extensive training.
 - **Concerns:** Students in these roles may perceive additional power which they may abuse. Students may not be prepared to see and do all things that police encounter. Some students may be leery of being part of what they perceive as a broken system.
- **Options for the structure of UWB Campus Safety**
 - **UWB create its own Police Department**
 - Benefit:** Officers are fully attached to this campus, still understand educational mission, and become active and integral members of the campus community
 - Concern:** Costly to start up, low resources and funding available, limited experience of new hires.
 - **Bothell PD provide officers**
 - Concern:** Not understanding of educational mindset of campus; the emphasis on multicultural competence may not be as high of a priority
 - **Continue affiliation with UWPD**
 - Benefit:** Cost savings, huge resources, experienced officers (but officers on assignment must continue a long-term relationship with this campus)
 - **Private security**
 - Not considered an option.
- **Please see attachments below**

III. Concluding Thoughts

On behalf of the Safe Campus Working Group, the co-chairs (Kari Lerum and Elaine Scott) thank VCAP Karaman for her initiative in developing an innovative, holistic, & comprehensive safety plan for University of Washington Bothell. The recommendations provided here are just the beginning of what must be an ongoing effort from all across campus to ensure that UWB is a safe and vital haven for all of us as educators, students, staff, and administrators. We look forward to more conversations to come.

IV. Attachments

- Racial Reconciliation, Truth-Telling, and Police Legitimacy. U S Department of Justice, Office of Community Oriented Policing Services (COPS). August, 2012 <http://ric-zai-inc.com/Publications/cops-p241-pub.pdf>
- Special Report: Campus Law Enforcement, 2011-2012. U S Department of Justice, Bureau of Justice Statistics, January, 2015 <http://www.bjs.gov/content/pub/pdf/cle1112.pdf>
- Understanding Community Policing. A Framework for Action. U S Department of Justice, Office of Justice Programs, 1994. <https://www.ncjrs.gov/pdffiles/comp.pdf>