Innovating the CSUSM University Police Department:

A Report by the President's Taskforce on

Innovating a University Police Department of the Future

May 2021

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OVERVIEW

Committee Charge

Background: In May 2020, an Office of Inclusive Excellence Workgroup followed up on Academic Senate 751-18 Resolution on University Police Department's Use of Force & CSUSM's Critical Incident Response. This workgroup recommended the implementation of a Psychiatric Emergency Response Team (PERT) to better respond to and support members of the campus community who may experience a mental health crisis on campus. The workgroup also recommended that the university explore restorative policing efforts. In August 2020, President Neufeldt committed to specific action steps to confront systemic racism and become a more anti-racist university. This culminated in the creation of a taskforce that would provide specific recommendations to support a PERT initiative as well as innovate the CSUSM Police Department for the future in order to enhance trust, safety and inclusion on campus. President Neufeldt asked that University Police Department (UPD) Chief Lamine Secka, Student Health and Counseling Services (SHCS) Interim Medical Director Dr. James Chun and Academic Senate Chair/Professor of Psychology Dr. Sharon Hamill co-chair the taskforce.

Task Force Charge: The taskforce was given two charges:

- Identify innovative, holistic approaches to public safety that foster trust with students, faculty and staff, while also advancing a commitment to anti-racism and inclusive excellence; and
- In response to the Inclusive Excellence Workgroup 2, Subgroup B recommendation to implement a Psychiatric Emergency Response Team (PERT) at CSUSM, recommend next steps for how CSUSM can better serve campus community members experiencing an emergency psychiatric crisis either through a campus PERT team, partnering with outside services, or via another solution.

This report details the work that was addressed in 2020-2021, with a goal of providing clear recommendations for next steps in innovating the CSUSM University Police Department for the future.

Committee Membership

- James Chun, Interim Director, SHCS (Co-Chair)
- Lamine Secka, Chief of Police (Co-Chair)
- Sharon Hamill, Professor of Psychology & Academic Senate Chair (Co-Chair)
- Betina Scott, Director of FACES, (Holistic Group Co-Chair)
- Bridget Blanshan, Title IX Coordinator
- Margaret Chantung, Chief Communications Officer (Admin Support)
- Gail Cole-Avent, Associate Vice President, Student Life
- Jesus Flores, Lieutenant, University Police Department
- Alec Frank, graduate student, Master's of Social Work program
- Michael Garrett, Associated Students, Inc., President & CEO
- Geoffrey Gilmore, Associate Vice President, Student Academic Support Services
- Jeannine Guarino, LCSW, Director of Field Education, Department of Social Work
- Malik Ismail, Director of Housing & Residential Education
- Talitha Matlin, Representative from OIE Workgroup 3 subgroup B (during fall semester only due to sabbatical in spring)
- Alli Peters, Director, Counseling & Psychological Services
- Jason Schreiber, Dean of Students
- Ariel Stevenson, Assistant Director of Programs and Initiatives, Office of Inclusive Excellence

Committee Process

- Co-chairs Chief Secka, Dr. Chun and Dr. Hamill met with Margaret Chantung (administrative support to the taskforce) to organize the work of the group. The co-chairs decided that it would be best to break into two sub-groups with each one focused on one charge: the PERT group and the HOLISTIC group. Chief Secka and Dr. Chun co-chaired the PERT group; Dr. Hamill and Dr. Betina Scott, faculty director of FACES, co-chaired the HOLISTIC group.

- Both subgroups participated in initial meetings focused on brainstorming and organizing; the subgroups also met separately to engage in the work specific to their charge.

- Initial meetings in October and November 2020 focused on getting to know the members, determining member interest with regard to this work, and identifying key issues that should form the foundation for the work.

- During these meetings, the group brainstormed on the first five questions that were most important to address as a group. This information was then put into a cluster document (see appendix). The themes from the clusters were identified and served as the centering questions for the two charges.

- HOLISTIC: The team used the themes to organize their work. They discussed the themes and identified specific tasks that would become the focus for each theme. This resulted in four tasks groups. Individuals in the four task groups took the lead in discussions in subsequent meetings. The task groups worked to identify what we currently know about their task and developed recommendations for next steps to address them.

- PERT: The work of the team was organized around the identified tasks and the relevant expertise of the members. Those members with expertise and experience in the mental health field were tasked with research specific to those areas, and data collection and other relevant University Police Department (UPD) information was delegated accordingly.

- The two groups then focused their attention on their respective charges with bi-monthly whole group meetings from December through April.

- At the February 25 meeting, the taskforce welcomed a student presentation from Feminists Unite. Although some of their recommendations address the national movement surrounding abolishing/defunding police, these fell outside of the scope of the taskforce's charge and scope, which was to reimagine the University Police Department and innovate campus safety strategies to better serve the diverse needs of the CSUSM internal and external community. We do recognize that some of their requests related to mental health and PERT aligned well with the work of this taskforce. Recommendations reflecting this can be found in this report. The taskforce was thankful to hear the experiences and insights from the students and thanks them for their time.

Overview of Actions of UPD Prior to Start of Taskforce

To better contextualize the recommendations contained in this report, we offer the following overview of actions of UPD prior to the start of the taskforce:

In 2019, the California State University campus police chiefs began implementing recommendations contained in the Final Report of the President's Task Force on 21st Century Policing published by Office of Community Oriented Policing Services under President Obama.

The final report contained over 60 recommendations arrayed across six "pillars" and the CSU Police Chiefs formed six task groups for each of the pillars to be used as a foundation for examining effective and innovative community policing strategies.

Among the recommendations laid out by the 21st Century report, the CSU Police Chiefs have already implemented a number of recommendations. While the recommendations have been adopted at the system wide level, progress has been made at different rates at the local level. However, all 23 campuses are committed to same innovative strategies and all 23 police chiefs issued a communication denounce the actions in Minneapolis.

The following includes the changes and actions already taken:

Pillar 1: Building Trust and Legitimacy
- Revision of the UPD Strategic Plan to formally adopt the CSU 21st Century Policing Task Groups
- Produced a website, "Reimagining CSU Policing" which is hosted on the CSU Transparency and Accountability page at www.calstate.edu. The website will host information about the strategic plan, working groups, and updates on innovation.
- Presented 21st Century Policing Strategy to members of the California State Assembly, as a model for other law enforcement agencies.

Pillar 2: Policy and Oversight
- All 23 campuses banned the carotid restraint as of June of 2020.
- All 23 CSU police departments have contracted with Lexipol to provide consistent and up-to-date policies based on the most recent State, Federal, and local laws.
- Conducted a review of the Critical Response Unit policy and oversight.

Pillar 3: Technology and Social Media
- Body Worn Cameras (BWC) have been issued, or are in the process of being issued, to all CSU police officers.
- Developed social media best practices resources to all 23 CSU police departments to foster consistency in community outreach.

Pillar 4: Community Policing and Crime Reduction
- Expanding information available to their communities on the daily crime log in statutory compliance with the Jeanne Clery Disclosure of Campus Security Policy.

Pillar 5: Officer Training and Education
- Established a systemwide training guide to ensure consistent delivery of California Peace Officers Standards and Training (POST) certified training across all 23 campuses.
- All CSU police officer completed POST de-escalation training by the end of 2020.

Pillar 6: Officer Wellness and Safety
- Completed initial review and preliminary research on wellness providers to protect the physical and mental wellness of officers.

CSUSM UPD has been committed to these innovative practices and as a result, prior to the establishment of this taskforce, implemented a number of actions at the campus level, including:

- Joined with the police chiefs and sheriff of San Diego in discontinuing the use of the carotid restraint as an authorized use of force technique, effectively eliminating its authorized use in San Diego County.
- Developed a Community Engagement Group made up of faculty, staff, and student representatives that work directly with the Chief of Police in discussing and addressing issues unique to our campus.
- Over the last year, have brought additional diversity to UPD through hiring of officers that are representative of our campus community or who have previously worked in an academic setting, including 4 officers that are CSUSM graduates.
- Six of the last seven officers hired racially identify as other than Caucasian.
- Scheduled all officers for 8-hour de-escalation training through the San Diego District Attorney's Office. Training will take place in the summer of 2021.
- All officers received implicit bias training on an annual basis.
- Expansion of existing in-house training in partnership with campus organizations such as Project Rebound, Dreamer Resource Center, etc.

HOLISTIC GROUP REPORT & RECOMMENDATIONS

Charge 1: "Identify innovative, holistic approaches to public safety that foster trust with students, faculty and staff, while also advancing a commitment to anti-racism and inclusive excellence."

Organizing the Work

The group began its work by using information from our brainstorming session. This session generated a number of ideas and key questions which were then clustered into themes that would serve as the focus for the work that needed to be done:

- **Engaging All Voices**
  - How do we engage all voices while ensuring public safety?
  - How are we currently engaging, and how do we improve?
- **Holistic Approach – Who is doing what?**
  - What is the current framework that we are operating under?
  - How do we move from where we are to what we aspire to be?
  - How do we take a holistic approach while maintaining privacy & individual rights?
  - What role does/should Cougar Care Network (CCN) play? What other departments on campus are part of this holistic approach?
- **Ensuring safety: Under what conditions do people feel safe? Where do they feel threatened?**
  - How do we ensure everyone feels safe, including our communities of color? Also, consider needs and perspectives of trans and undocumented students.
  - If there is a problem with an officer, how is that handled?
  - What are we doing to create a culture where students feel safe to call UPD and/or CCN? If students do call, what is the response?
  - What can we do to lower people's stress levels and the trauma they are experiencing because school is stressful and that is compounded by food insecurity, housing security, responsibilities to care for others?
  - How do we decrease the number of issues that need to be addressed by UPD/SHCS?
- **Models and data**
  - What kind of data do we need, what data already exists, and who needs to be engaged in the conversation?
  - How do we get information from the community if there's a rising concern?
  - We need a three-pronged-approach: before, during & after.
  - How do we create a culture of Trauma Informed Care?
  - How do we support more Preventative and Early Intervention – are we doing enough classes and exercises for students and employees?

The group identified specific tasks that needed to be done to address the themes. Group members self nominated themselves to work on whichever task groups most interested them or related to their experience/expertise, recognizing that they would also be able to provide input to the task groups of which they were not a part. This resulted in the following task groups:

Task Group 1: Review campus contact with UPD (past three years)

Task Group 2: Understand current campus policy regarding police intervention

Task Group 3: Develop an holistic approach to build trust and culturally responsive leadership at CSUSM

Task 4: Document campus services available that provide psychological care services before the need for emergency/PERT

Work Completed by the Task Groups

Task 1: Review Campus Contact with UPD (Past Three Years). In efforts to identify frequency, concerns, and efficacy of campus contacts with UPD the group identified UPD, Office of Inclusive Excellence (OIE), Institutional Planning & Analysis (IP&A), and the Dean of Students Office (Maxient) as entities on campus that may have data on UPD contacts with students, staff, and faculty. The task group focused on the following questions:

- What data is available for review?
- How are we tracking data and what overlaps do we see?
- Who collects the data and how it is distributed?
- What types of incidents occurred over the past three years in which the UPD was called?

Institutional Planning & Analysis (IP&A)

Although UPD has participated in an <u>annual Customer Satisfaction Surveys</u> hosted by FAS, as well as other institutional surveys that included general campus safety questions, none of the survey questions explicitly reference interactions or experiences with UPD.

This spring, in response to recent events and inquiries, IP&A and OIE worked with UPD to add survey questions to the Diverse Learning Environments Survey for students and the Viewfinder Surveys for staff, faculty, and administrators.

Office of Inclusive Excellence (OIE)

There are no available data or formalized tracking methods in OIE related to the experiences of students, staff, faculty or administrators and their interactions with UPD. However, the Office of University Ombuds is independent and provides a confidential, neutral and informal place for faculty, staff and students to seek guidance regarding concerns, issues, conflicts or problems. The Office of University Ombuds writes a confidential annual report that documents trends in the university climate.

UPD

At the February 11 meeting, Lt. Flores presented information on the types of calls that UPD has received over the past three years. He described the various categories (e.g., welfare check), and the number of incidents that occurred. He noted that they are able to "drill down" to get more information, but this will take more time. The group requested that a table with the number and most common types of calls be created for inclusion in this report – please see chart below.

Type of Call	# of Calls
Information Reported	1302
Suspicious Circumstances	170
Suspicious Person	189
Welfare Check	107

Dean of Students (Maxient)

Maxient is a software used by the Dean of Students Office to maintain records related to Cougar Care Network, student conduct and housing conduct. In a review of Maxient cases, the task group noticed that there are opportunities for double counting with the data provided by UPD. Some of the student cases start without UPD involvement and, due to the nature of the case, is added to Maxient at a later time. The majority of cases involving UPD include threat assessments, mental health assessments, student conduct assists, and demonstration consultations. UPD works closely with the Dean of Students Office and the Care Team on a number of consultations and assessments.

Task 2: Understand current CSUSM, CSU & UPD policies regarding Police Intervention. The focus for task 2 work was to review current CSUSM, CSU and UPD policies involving policing/use of force policies, identify concerns about these practices, discuss possible training needs for UPD, faculty, staff and students; and consider how best to communicate the information in the policies to the campus community.

Task Group 2 received a list of policies that Chief of Staff Sarah Villarreal, working with the President's Advisory Team, identified for review. Three of the policies had been previously identified previously as needing further scrutiny by the subcommittee (workgroup 3, group B) of the Senate standing committee on Student Affairs (SAC) which had conducted an initial review of policies related to use of force. The remaining policies were submitted by Ms. Villarreal. Additionally, Task Group 2 accessed the CSUSM UPD Use of Force policy from the UPD website for inclusion in this assessment.

Task Group 2 members took responsibility for the review of specific policies, combining the information into a working document (see Appendix). The policies were discussed with the members of the broader Holistic Group in terms of the policy focus and whether issues arose for further consideration. This analysis revealed the following concerns:

- The new Chancellor's Office Policy on *Systemwide Video Security* superseded the campus policy on Use of Security Cameras (rescinded on July 2, 2020). The policy provides information on the installation and use of video security cameras, with very explicit instructions on where cameras can be placed, how it can be used in student discipline, and who has access to the data. During the review, committee members posed several questions and recommendations. Inquiries focused on: 1) who owns/pays for the cameras and who is responsible for updating them; 2) how the policy corresponds to UPD's use of body cameras and whether the policy applies to affiliated property; and 3) the restrictions for using video captured during class time, given the technologies being used in courses (face-to-face or online). In addition, a comment arose noting that the Dean of Students or Director of Housing should be added to the list of who can review data.
- There were several issues raised regarding public safety warnings for the campus community. It was noted that the Chancellor's Office Executive Order 1107 regarding the Clery Act may make some of our policies unnecessary. Additionally, the group learned that the campus is revising a "Time, Place, and Manner" policy which may supersede existing policies for Public Assembly. The core issue uncovered during the Holistic group's discussion was that the campus community does not understand the difference between Clery Timely Warnings, crime alerts, emergency notifications, critical incidents, and emergency management. Terms need to be defined so that there is clear understanding about the different types of emergency events and who is in charge when these events occur. Importantly, there needs to be clear information provided to the campus community regarding when and what type of information will be provided when a public safety event/incident occurs. Specific issues noted with the policies are as follows:
  - *Timely Warning* (FAS), *Emergency Notification* (FAS), *Public Assembly* (FAS) and *Campus Security Authorities* (FAS) - These policies are covered in Clery, however the campus needs to know what Clery means, the difference between a Clery Timely Warning notification and safety/crime alerts. There was discussion that the Public Assembly Policy may be replaced with a new Time, Place and Manner policy currently being drafted.
  - *Critical Incident Prevention and Management* (Office of the President) - This policy has not been reviewed since 2007 and poses some of the most significant concerns the Holistic Group had regarding the policies reviewed. The group questions if this policy is still being used. Furthermore, the definition that the policy gives for "critical incidents" is vague and provides wide latitude for interpretation and possible misuse. Three types of behaviors are described as critical incidents: (1) "questionable" behavior described as "behavior which is out of the ordinary and raises concern," (2) disruptive behavior and (3) threatening behavior. The policy identifies a "Critical Incident Team" which is different from a variety of other teams currently operating on campus (CARE/Threat Assessment Team, Critical Issues Team and Emergency Operations Center Team). Key questions raised: (1) How does this policy fit with the current Public Assembly

Policy or the draft Time, Place and Manner policy; (2) How does this policy fit with the Critical Issues Team (co-chaired by the chief communication officer and dean of students) when the Critical Incident Team is chaired by the VP of Student Affairs); (3) How does this team fit with the CARE Team which is co-collaborated with UPD, Title IX and the DOS Office (DOS office facilitates the CARE Team; the CARE Team provides threat assessment and behavioral support for students and employees). This policy may need to be rewritten or sunsetted.

- o *Use of Force* policies need to be revised. There were two university policies and a part of the UPD manual that need to be revised in order to innovate the department. The *Workplace Violence Policy (Office of the President)* focuses on violence but also includes harassment. The issue of harassment needs further consideration as it often leads to violence but is difficult to operationalize. In addition the policy should be reviewed in context of the CSU Executive Order for Discrimination Harassment and Retaliation. The policy states that "no weapons" are allowed on campus but UPD carries weapons and there are some weapons that are allowed under the *Firearms, Weapons, or Destructive Devices Policy (FAS)* such as pepper spray. It is important to review these two policies to determine whether there are new weapons to include on the list, whether to include additional exceptions (e.g., ROTC training weapons or weapons brought to campus with UPD permission such as knives used in ceremonial dances), and clearer descriptions about when mace/pepper spray can be used. The UPD manual contains a "*Use of Force" Policy* that needs to be evaluated and revised to reflect best practices. Given recent efforts to address excessive force by police departments, the Use of Force section of the police manual needs a more in-depth review. Specific foci of the review should include the use of carotid control, deadly force, imminent threat, notification to supervisors (conditions when Use of Force requires notification) and supervisor responses, and the Use of Force analysis. It is important to know, besides the Chief of Police, who reviews this report?

- o *Security of and Access to Campus Facilities (FAS)* - This policy was reviewed by Student Housing staff prior to the inception of this taskforce and recommendations have been provided to FAS. In the last review that occurred in December 2020, Housing staff clarified the policy on key cards and student IDs used by Housing residents and clarified that Housing maintenance staff are responsible for all key/lock issues that occur in the University Village Apartments and the QUAD Apartments. It should be noted that this policy is also regularly reviewed by UPD and the Clery Director as it falls under the Clery requirements.

Task 3: Develop Holistic Approach to Build Trust This task group explored methods that are currently in place to build trust between the CSUSM community. Despite efforts to host in-person events including Coffee with a Cop, the Low Rider Experience, and partner in other student programming, UPD is still most frequently seen as primarily enforcers of the law on campus. With respect to Housing & Residential Education, it was discovered that when situations occur in the residence halls where UPD has been contacted there is not a formalized

process for notifying Housing & Residential Education staff. Housing & Residential Education staff become aware of an incident or crisis only when UPD arrives, which has created confusion amongst students and staff in the past.

This task group also explored the available trainings on campus that may contribute to decreasing potential situations where UPD may be contacted by students, faculty and staff. The group identified that the only campus wide training available to the CSUSM community is the current ongoing Implicit Bias Trainings lead by the Office of Inclusive Excellence. While there are introductory presentations to UPD for specialized populations (ACE Scholars Service, Project Rebound, and DREAMer Resource Office) these trainings are not offered to the larger CSUSM community. Additionally, there is no formalized training on trauma informed care or the need for public safety.

- Trainings provided to Faculty, Staff, Students
- Psychoeducational Webinars/Workshops
    - Need for Public Safety
    - Implicit Bias
    - Trauma Informed Care
    - Special Populations

Task 4: Campus Services available that provide psychological care services before need for emergency/PERT This task group explored the availability and efficiency of services available on campus that may serve as preventive measure for emergency situations that could result in PERT being contacted.

Students

Currently CSUSM provides a variety of psychological/mental health services to students that may have existing or emerging psychological/mental health needs. These services are primarily housed and provided by SHCS. Services include individual and group therapy, psycho-educational/supportive group sessions, and medication management. It is important to note that SHCS is not set up to provide deep and extensive mental health services to state-supported students. Students may receive 8 to 10 brief individual therapy sessions per academic year. For those who require intensive or additional treatment, SHCS and the CCN provide case management services that include linkage to mental health and basic needs resources on and off-campus.

Faculty & Staff

Faculty & Staff may utilize Employee Assistance Program (EAP) benefits or their healthcare plan to address mental health/psychological needs. They are able to contact HR for information on accessing these employee related benefits. FACES is also available to faculty to provide care coordination and referral/linkage to mental health resources.

Availability: The following services were identified as services available to CSUSM students, faculty and staff to address psychological or mental health needs:

- Services aimed at early intervention and preventive available at CSUSM are limited to YOU@CSUSM which is an online wellness portal for students hosted by Student Health & Counseling Services.
- Students, faculty and staff are able to enroll voluntarily in mental health first aid training offered through Student Health and Counseling Services (SHCS). This is a training designed to help identify signs and symptoms of possible mental health issues.

Efficiency: The task group identified the following entities as campus partners/programs tasked with providing preventive referrals or services to the campus: CCN, SHCS, FACES, Human Resources, and the Staff Center. In efforts to minimize the need to utilize emergency response services for the mental health needs of faculty, staff, and students this work group explored the efficiency of preventative services offered by CSUSM. The below summarizes the available information for the past year on tracked number of students, faculty, staff that have sought preventative services/trainings.

- CCN: No data available on total number of students served for preventative services.
- SHCS: No data available on total number of students served for preventative services.
    - o Mental Health First Aid: Since 2019, 165 faculty/staff and 198 students have registered for the training.
- FACES: FACES has assisted 27 faculty members with connecting to supportive services for mental health within the past year.
- Staff Center: No data available on total number of students served for preventative services.

Holistic Group Recommendations

Based on the work conducted in subgroups, the Holistic Group recommends the following:

Task Group 1: Review Campus Contact with UPD (Past Three Years).

- o Form a workgroup to analyze, interpret and disseminate information as appropriate related to UPD data (from UPD, Maxient, and OIE) focusing on the types of incidents that have occurred, who was involved in the incident (demographic characteristics) and characteristics of those making the report. We recommend starting with the exploration of the top five incidents (in terms of frequency). This data will inform some of the trainings that will ultimately be recommended for UPD and the campus. Data regarding UPD contacts, experience, grievances, etc. should be collected and stored by a neutral on-campus party to be evaluated and reported out appropriately for process improvement. It is also recommended that OIE develop processes to track the frequency and general reason for visits to its office.
- o Create a repository for data on incidents at CSUSM from UPD and other sources such as Maxient. The data should be analyzed and shared in a public annual report. Furthermore, it should be noted that OIE, UPD, Title IX/DHR, and the Dean of Students Office have committed to launch processes to track and respond to bias/incident reporting in fall 2021.
- o In spring 2021, UPD partnered with OIE & IP&A to implement a set of questions to be included on the campus climate surveys for students, faculty, staff, and administrators. The questions were designed to produce data that would provide insight into the campus' perception of the services provided by and overall experiences with the UPD at CSUSM. Recommendation to continue with an ongoing partnership with OIE & IPA to look for additional opportunities to measure the services and experiences of UPD.
- o Expand communications support for UPD's website and social media presence, as well as ensure that policies and other information (such as community events) remains updated/communicated in a timely manner.

Task Group 2: Understand current CSU, CSUSM & UPD policies regarding Police Intervention

- o Given the increase in remote instruction/services due to COVID-19, the system policy on video security should be reviewed in light of possible security issues captured during the recordings of classes or meetings.
- o Recommend that the appropriate university administrative group/unit review any CSUSM policies that overlap with the CSUSM Time, Place and Manner policy, with an eye toward retiring unneeded policies or revising them to ensure a clear, consistent message to the campus community regarding public safety protocols.
- o As UPD strives to be on the leading edge of best practices and in an effort to be more transparent and communicative about changes in policies and procedures, UPD should provide an annual update to the UPD Community Engagement group related to legal and policy updates as well as current and potential state and national accreditations. As

needed, the group should look at providing informational campus communications related to any changes.

- o Clarify the UPD complaint process currently being used, including who, other than the Chief of Police and state/federal agencies, review complaints. Provide annual updates to the UPD Community Engagement group.

Task Group 3: Develop Holistic Approach to Build Trust

- o UPD should work with the campus community to incorporate innovative, intentional, and consistent interactions and promising practices of trust with areas on campus that support underrepresented students in higher education, including the Centers for Identity, Inclusion and Empowerment, Veterans Center, DREAMer Resource Center, Athletics, CAMP, Project Rebound, CICSC, ACE Scholars Services, Disability and Support Services, and Housing. These relationships should be forged in partnership and not be dependent on one another. In addition, the UPD website should be consistently updated to include a summary of services provided to the community, and opportunities for participation in events and/or townhalls/forums/conversations.
- o Develop a process of notifying Housing staff when UPD responds to crisis call at the QUAD and University Village Apartments. The notification process will: allow UPD officers to have a point of contact upon arrival and allow Resident Directors to assist with crowd control and appropriate follow up. University Housing & Residential Education should develop a process for debriefing UPD crisis calls to residence halls, for professional and student staff.
- o During the student group presentation, it was noted that active shooter and emergency procedures are not well known on campus, which the taskforce recognizes as well. CSUSM should develop and implement onboarding trainings for students, faculty and staff that cover related to trauma informed care, implicit bias, understanding of specialized populations, the Clery Act, and crisis response protocols. Recommend including this information in HR onboarding sessions for new employees and for student orientations. In addition, annual reminders of the types of notices the campus community will receive would help clarify misunderstandings about the various types of public safety messages (Clery Warning, Crime Alert, Public Safety Alert, etc.)
- o Expand UPD officer training to be more substantive in areas such as anti-bias, conflict resolution, cultural competence, and/or other identified campus specific training with the goal to build develop and maintain positive relationships and interactions with the campus community at large. UPD should explore partnerships with on-campus experts and scholars to create new training opportunities.

Task Group 4: Campus Services available that provide psychological care services before the need for emergency/PERT

- o Create a system for entities on campus that provide referral/support services to students, faculty and staff to annually track referrals, number of individuals served, and who is making the referrals. This data will be helpful to review and address trends on campus.
- o Develop a process for CSUSM to engage in preventive measures to address mental health concerns across campus. Suggestions include: develop training on how to access behavioral health benefits upon admission for students and upon hire for faculty and staff; develop relationships with external therapists and/or clinicians to have viable referral sources for students when they arrive at CSUSM; consider utilizing external services that increase and improve students' access to in-person and telehealth mental health care. (i.e. Thriving Campus); engage in collaborative mental health initiatives and/or campaigns across campus to de-stigmatize mental health.

PERT GROUP OUTCOMES & RECOMMENDATIONS

Charge 2: "In response to the Inclusive Excellence Workgroup 2, Subgroup B recommendation to implement a Psychiatric Emergency Response Team (PERT) at CSUSM, recommend next steps for how CSUSM can better serve campus community members experiencing an emergency psychiatric crisis either through a campus PERT team, partnering with outside services, or via another solution."

Organizing the Work

The group began its work by seeking to understand the demand of PERT services by the campus community, opportunities for public/private partnerships and understanding the parameters or potential limitations of having a position (or positions) on campus to provide PERT services.

> **Tasks:**
>
> Task 1: Review Mental Health Related Calls for Service Received by UPD (2018-202)
>
> Task 2: Provide Recommendations for Campus "Crisis Counselor" Position(s)
>
> Task 3: Explore Options for Third-Party Crisis Care Vendors
>
> Task 4: Explore Options for Partnering with San Diego County PERT Program

Details on the work done on each of the tasks:

Task 1: Review of UPD Data Regarding Mental Health Calls for Service

Review of UPD statistics for the past three years (2018, 2019, 2020) indicated a total of 51 calls that were classified as being mental health/crisis/emergency calls. Of these, it was determined that the majority occurred during the week (90%), during business hours (69%) and involved CSUSM student (86%). In addition, PERT was requested on the majority of the calls (64%) but was only available 33% of the time.

In examining the needs assessment based on this data, it seems apparent that the priority should be on providing additional on-campus crisis care options focused on students during business hours, Monday through Friday. Secondary priority should be on providing after-hours care either through a third-party vendor or by continuing to use the county's PERT program.

Task 2: Assessment of Campus Need

In examining needs on campus, the group explored the possibility of creating a new professional position using funding already allocated by UPD that would provide on-campus crisis support and mental health triage to students, faculty, staff and visitors. Based on data collected by UPD regarding mental health crisis calls, the other job duties of this full-time position would include those that make the individual available quickly when needed. Collective Bargaining Agreements of Unit 3 and Unit 4 were explored further as were classification standards of the

SSP-AR series and the SSP series. A final recommendation is described below in Recommendation #1.

Task 3: Explore Contracting with a Third-Party Mental Health Provider

A discussion took place with senior officials of Exodus Recovery, Inc., a third-party vendor that is currently piloting mobile crisis counseling services for limited coverage on designated hours on select days of the week with the County of San Diego. Currently, the pilot only covers the coastal communities of North County. If successful, Exodus may expand coverage to inland North County, including San Marcos.

Task 4: Review Current Services Provided by the County of San Diego

The County of San Diego is currently piloting a program to modify the format of PERT response. The new program, the Mobile Crisis Response Team (MCRT), dispatches behavioral health experts to emergency calls instead of law enforcement when appropriate. Currently, this program is still in the initial phases of being established and is not yet ready for large scale deployment. Similar to Task 3, if successful, the county will expand the program in the future. Of note, police officer response would still be required for any situation involving violence, threats of violence, or weapons.

PERT Group Reflections & Recommendations

After listening to the voices of students, professors, licensed health care and mental health professionals, and campus police representatives at CSUSM, it is clear to the members of the PERT Group that the approach to law enforcement on campus should be refocused in such a manner that ensures the *safety of individuals on campus during potentially life-threatening situations* while *utilizing trauma-informed care to meet the needs of traumatized and neglected populations* including, but not limited to, people of color, the LGBTQ community, undocumented individuals, and people with mental health needs/concerns. Due to the complex intertwining of these two needs, the PERT group recommends a collaboration between campus police and mental health professionals to ensure campus safety and mental health needs are met simultaneously.

It should be noted that such a best practice already exists within law enforcement agencies, such as the Los Angeles Police Department (LAPD) in their collaboration with the Los Angeles County Department of Mental Health. This collaboration results in System Wide Mental Health Assessment Response Teams (SMART teams) that are dispatched to calls for service when a person is experiencing a mental health crisis. The response team includes a trained police officer and a licensed mental health clinician.

The San Diego County Psychological Emergency Response Team (PERT) follows a similar model where a trained clinician is partnered with a police officer to respond to mental health crisis calls. In alignment with San Diego County's Blueprint for Mental Health Reform (February 2019), an expansion of this program, known as the Mobile Crisis Response Team (MCRT), is in the initial stages of development. This team will partner a clinician, a peer counselor and a paramedic to respond to mental health calls where there is no report of violence or threatened violence. CSUSM will continue to work with the county to ensure that CSUSM is part of the response jurisdiction of this team.

Recommendations

- o The group recommends that base funds from an open UPD officer position line be diverted to create a new position on campus to provide additional mental health support to students (crisis specialist). It is recommended that the position be either a LCSW or LMFT, classified as a Student Services Professional-IV, to allow for additional flexibility in their response on campus. The individual should also have relevant crisis intervention experience. This position would report through Student Health and Counseling Services and be responsible for triaging student mental health needs, collaborating directly with UPD during crisis calls, providing campus-wide training to faculty and staff, providing specific mental health training to UPD officers and employees, and serving as a campus mental health resource as available.
- o The impact of the above position should be reviewed after one year and consideration given to expanding the program with a second position, to provide overlap coverage into the evening and/or weekend hours.

- o The group recommends that the campus continue to request support from San Diego County PERT to assist with after-hours and weekend calls regarding mental health crisis on campus, even if Recommendation #1 is fully implemented.
- o The group recommends that the campus maintain contact with Exodus Recovery, Inc. as they look to expand their coverage area in the future, as it may support additional after-hours response capability on campus.
- o The group recommends maintaining contact with San Diego County PERT as they expand service to the areas not currently served, including San Marcos.

CONCLUSION

Since the summer of 2020, the movement to reform police has become part of the national conversation. This moment in time has prompted many serious and honest conversations particularly at institutions of higher education about the role of policing, policing strategy, and policing's impact on certain communities and on campus. The taskforce acknowledges that systemic racism exists in U.S. society and policing; and that campus safety must address the needs of CSUSM's uniquely diverse student body and community, including those who do not feel safe in the presence of UPD or other law enforcement agencies.

Through the recommendations outlined in this report we also acknowledge that there is a need to focus CSUSM resources and efforts on proactively developing campus community trust through increased data reporting and transparency; leveraging existing and/or developing new campus partnerships between UPD and departments/areas on campus that support students, faculty and staff; and better aligning resources that proactively support mental health issues and intervening in mental health crises. Furthermore, we recognize that safety should address more than physical protection to include mental health and emotional well-being.

It is important to note that in the final days of our work, CSU Chancellor Joseph Castro addressed the CSU Board of Trustees on May 19, 2021 and shared that rather than "defund, disarm or dissolve [CSU] police departments" campuses must work together with students, faculty, staff, alumni and community members to "ensure that critical police services are performed in a manner that is consistent with our shared values." Moving forward, Dr. Castro is requiring that all campuses form a police advisory committee.

Here at CSUSM, UPD's Community Engagement Committee, established in Fall 2019, meets the requirements of a police advisory committee. Our final recommendation is to suggest that an ongoing workgroup – potentially a subgroup of the new UPD Community Engagement Committee – oversee the implementation of any accepted recommendations in this report. In order to ensure broad representation and many voices to have input, committee and subgroup committee membership should be reviewed to ensure representation from all key campus stakeholder groups including students, faculty, staff and alumni.

The taskforce thanks President Neufeldt for the opportunity to serve the campus community in exploring the complex question of how CSUSM can innovate UPD for the future. We understand that our recommendations are not the end but a continuation of ongoing conversation and work across campus to make our campus a safer, more welcoming, and more inclusive community for all.

Appendix

PERT Calls January 2018 – December 2020

Date	RT Requested Yes	Day of the Week	Time of Call	Dispose Time	Subject transported	Transported	Destination Location	Affiliate?
2/14/2018	No	Wed	2143		PD	Tri City	PS1	Student
3/6/2018	No	Tue	1237		PD	Tri City	UVA	Student
4/19/2018	No	Thu	137		PD	Palomar	Block C	Student
4/21/2018	No	Sat	2148		PD	Tri City	PS1	Student
5/26/2018	YES	Sat	2301		PERT/SDSO	Unk	Sprinter Station	Unk
7/23/2018	NO	Mon	1132		PD	Tri City	SBSB	Student
8/28/2018	NO	Tue	1401		Medics	Palomar	Craven	Student
8/29/2018	YES	Wed	1452	23 miutes	PERT/SDSO	Palomar	Markstein	Student
8/30/2018	YES	Thu	1434	21 Minutes	PERT/SDSO	Palomar	Craven	Student
9/28/2018	YES	Fri	1533	27 Minutes	PERT/SDSO	Palomar	Student Health	Student
10/1/2018	NO	Mon	949		PD		Palomar Hospital	Student
10/15/2018	NO	Mon	2247		PD	Palomar	UVA	Student
10/17/2018	NO	Wed	149		Parent	N/A	Quad	Student
10/25/2018	YES	Thu	1737		N/A	N/A	Police Dept.	Student
10/30/2018	YES	Tue	1235	23 minutes	PERT/SDSO	Palomar	PS1	Student
11/2/2018	YES/not available	Fri	1539		PD	Palomar	Student Health	Student
11/8/2018	YES	Thu	1501	23 minutes	PERT/SDSO	Palomar	USU	Student
11/13/2018	YES/not available	Tue	1427		PD	Palomar	Craven	Student
11/19/2018	YES/not available	Mon	945		PD	Palomar	USU	Student
11/19/2018	YES/not available	Mon	1147		PD	Palomar	ACD	Student
12/4/2018	YES/not available	Tue	1122		PD	Palomar	USU	Student
1/17/2019	YES/not available	Thu	903		SMFD	Palomar	Student Health	Student
1/22/2019	YES	Tue	1307	21 minutes	PERT/SDSO	Unk	PS1	Student
1/27/2019	YES	Sun	1317		NO	N/A	UVA	Student
2/6/2019	YES/not available	Wed	1140		PD	Palomar	USU	Student
2/25/2019	YES	Mon	1105	26 minutes	PERT/SDSO	VA Hospital	Student Health	Student
3/1/2019	NO	Fri	1451		PD	Palomar	Student Health	Student
3/24/2019	YES/not available	Sun	946		PD	Palomar	Sprinter Station	Non Studen
4/23/2019	NO	Tue	2348		PD	Palomar	UVA	Student
5/1/2019	YES	Wed	1309		N/A	N/A	UVA	Student
5/3/2019	NO	Fri	1504		PD	Palomar	Student Health	Student
7/28/2019	YES	Sun	2022	37 minutes	PERT/SDSO	Unk	Core	Non Studen
8/1/2019	NO	Thu	1521		PD	Palomar	USU	Student
9/30/2019	YES/not available	Mon	1146		PD	Palomar	Student Health	Student
10/2/2019	YES/not available	Wed	1227		PD	Palomar	USU	Student
10/3/2019	YES	Thu	2149	29 Minutes	PERT/Vista	Palomar	PS1	Student
10/30/2019	YES	Wed	1751	16 Minutes	PERT/PD	Rady Childrens	Student Health	Non Studen
11/6/2019	NO	Wed	1325		PD	Palomar	Core	Non Studen
11/14/2019	YES	Thu	1720		None	N/A	Quad	Student
11/19/2019	YES	Tue	1502	23 minutes	PERT/SDSO	Palomar	Student Health	Student
11/26/2019	YES	Tue	1440	10 minutes	PERT/SDSO	Palomar	Quad	Student
2/4/2020	YES	Tue	1233	23 minutes	PERT/SDSO	Palomar	Student Health	Student
2/6/2020	YES	Thu	24		PERT/SDSO	Unk	PS1	Student
2/19/2020	NO	Wed	929		PD	Palomar	Kellogg	Student
2/27/2020	NO	Thu	307		PD	Palomar	Quad	Student
3/9/2020	YES	Mon	1216	22 minutes	PERT/SDSO	Palomar	Craven	Student
3/13/2020	YES/not available	Fri	959		PD	Palomar	Student Health	Student
10/20/2020	NO	Tue	2232		PD	Palomar	UVA	Student
11/16/2020	YES	Mon	1328	15 minutes	No Transport	N/A	Student Health	Student
11/27/2020	NO	Fri	1411		SMFD	Palomar	Off Campus	Non Studen

Policies Governing Policing Reviewed by Taskforce

Policies Recommended for Review by Committee
- Use of Security Cameras (FAS): No longer on website as it was rescinded 7/2/20; New CO policy supersedes any local policy: https://calstate.policystat.com/policy/8020972/latest/
- Timely Warning (FAS): https://csusm.policystat.com/policy/7993073/latest/; Last revised (date implemented: 6/2018);
- Workplace Violence (Office of the President):   https://csusm.policystat.com/policy/8217979/latest/

Other Policies of Interest
- Emergency Notification (FAS): https://csusm.policystat.com/policy/7987255/latest/
- Campus Security Authorities (FAS): https://csusm.policystat.com/policy/7987340/latest/
- Critical Incident Prevention and Management (OOP): https://csusm.policystat.com/policy/7983463/latest/; may be replaced by the Time, Place and Manner policy currently under review by OGC
- Public Assembly (FAS): https://csusm.policystat.com/policy/7987241/latest/
- Firearms, Weapons or Destructive Devices (FAS): https://csusm.policystat.com/policy/7993063/latest/
- Security of and Access to Campus Facilities (FAS): https://csusm.policystat.com/policy/7987219/latest/
- Emergency Management (FAS): https://csusm.policystat.com/policy/7987236/latest/

<u>MEETING NOTES</u>

February 11, 2021 Meeting Notes

- Chief Secka shared general stats from UPD:
  - Vast majority of calls were student patients.
  - Most calls originated from SHCS.
  - PERT was requested 64% of the time but of those they were only available about 1/3 of the time. Average response time by PERT was 22 minutes.
  - 69% of calls were received between 9 a.m. and 5 p.m.
  - 90% of calls were received during workdays (M-F).
- Lt. Flores shared that the County Mental Health Department has a new pilot program in North County but it will not apply to schools/universities.
- It was noted that we should think about how the campus might respond in the fall when more people are on campus and there may be escalated situations related to people failing to comply to safety and health rules such as refusing to wear masks, being sick on campus, etc.
- Ali shared that UPD is called through SHCS because there is a specific designation needed to put individuals in a 5150 hold – not common that someone outside of the County system or law enforcement would have that.
  - When a mental health clinician has determined that hospitalization is appropriate, then they will contact UPD for support with paperwork and transport.
- Betina shared that preventative and follow up pieces are important – what are the early signs where intervention could have been possible. And what is the turn around following the involvement of PERT to do a follow up.
- Lt. Flores reported that he has asked the County how we can create continuity of care: supporting students or campus community members who have received County mental health services.
  - Unfortunately, the County cannot share confidential information with the campus unless there is imminent danger or threat.
- We've been building more wrap around support on campus but community partners including health systems (Palomar/TriCity/etc.) have strict parameters on what they can share.
- Ali shared that the scope of service for SHCS is very limited because of 8-5 hours.
  - If someone is acutely suicidal, SHCS doesn't have the capacity to be on call.
  - We also don't have psychiatry full time.
  - She clarified that students would need to give their permission for outside health care providers to share their discharge plan.
- A request was made to clarify our timeline regarding drafting recommendations that will go to the president.
  - Action: Chairs will bring back a recommendation for a timeline for finalizing the recommendations to the president.

<u>Group 1: PERT Notes</u>

- Based on data from UPD, we should focus on students, during the week (Tuesdays and Thursdays in particular).

- o Emergencies at the parking structure have been from the broader community – not students – but generally outside of normal business hours.
  - o As new buildings are created – need to be sure there are physical deterrents (USU green roof is an example)
  - o Chief Secka shared that improvements to PS1 have been made.
- Calls from housing are second highest (10 total). Do we know what time these calls came in?
  - o Chief Secka shared the following times: 12:30 p.m., 1:37 a.m., 10:45 p.m., 1:49 a.m., 11:48 p.m., 2 p.m., 2:45 p.m., 3:07 a.m., 10:32 p.m.
- Alec is currently working on a grant project – he can share information on any grants that might be applicable to this team.
- To summarize where we are –
  - o Option 1: In house positions
  - o Option 2: 3rd party vendor
  - o Option 3: combination of the two
  - o Would like to have positions in house … but to meet needs of afterhours, perhaps we still defer to the PERT team.
  - o What does in-house professional(s) do when not responding to crisis?
    - A lot of what we are looking for could be accomplished by an LCSW with "Mental Health Triage/Containment as needed" built into their job description. In other times, they could do outreach/workshops and training, while also supporting a LSW trainee.
    - Could train UPD on crisis intervention (train the trainer)
    - Could be a Unit 4/SSP position (not a faculty position)
    - Alternative scheduling – two people where one is 8-5 and the other is 10 – 7 to expand hours beyond what is currently offered.
    - Satellite office in housing (also makes sense because of limited space in SHCS bldg.)
  - o Is a "football phone" an option so that SSP positions could be on call for after-hours crisis situations?
    - Bridget will see if this is an option.
    - These calls are low volume but very high impact.

January 28, 2021 Meeting Notes

PERT Group Progress Report:

- We are exploring three options:
  - 1) See if we can provide some sort of crisis counseling position on campus – would function during business hours, handle crisis matters in conjunction with UPD and also see patients.
  - 2) Contract with a third-party vendor to be available to respond during afterhours/weekends.
  - 3) a combination of option one and two.
- County-wide PERT is not going to be an option for us – they are understaffed and not able to commit resources to our campus.
  - New pilot mobile response team includes five regions in San Diego County but does not include UC/CSU/Community Colleges or City schools
  - Comprised of non-law enforcement: licensed clinicians and support staff.
  - They may still need law enforcement presence to place emergency 72-hour holds
  - They are exploring options for telehealth.
  - Would like to receive calls through law enforcement.
  - They will go into homes to conduct assessments, but they are not responding to calls involving children, injuries, weapons, criminal activity, drugs/alcohol, threats of violence or threats to the patient.
  - If they do eventually expand, this may be an option for our campus.
    - Dr. Chun shared that there is an opportunity in SHCS to create a new position to fill a mental health educator position (open due to retirement).
      - Bring in someone with clinical and crisis intervention experience with LCSW or LMFT background while still maintaining the mental health education programs and respond to on-campus crisis in partnership with UPD during standard work hours.
      - This is a preliminary idea being explored.
- Lt. Flores shared that CSUSM, SDSU and City Schools were hoping to partner up and have PERT assigned to campuses.
  - Because PERT is so understaffed right now, this isn't an option.
  - Biggest issue is that people aren't passing backgrounds (about 65% of applicants are failing).

Holistic Group Progress Report:

- Breaking down into tasks
  - Campus contact with UPD – who has this data, information is often stored in different places.
    - UPD
    - IP&A –
    - Cougar Care Network
    - OIE
    - Review data for past 2 years so we have a sense of what's happening on campus/trends.

- ▪ Need to make decisions that are data informed.
  - o Understand campus policies re: police intervention.
    - ▪ How do we communicate with campus – what are best practices?
    - ▪ Trainings
  - o Building Trust
    - ▪ Trainings for faculty, staff, and students
    - ▪ Pscyho-educational webinars and workshops
    - ▪ Identity special populations
    - ▪ Trauma-informed care
    - ▪ Trainings on implicit basis
    - ▪ Need for overall public safety
    - ▪ Normalize conversations across campus, hear feedback, build trust
  - o What services are available for psycho-social care before an emergency arrives
    - ▪ What is the availability of services? How effective are they?
    - ▪ Who is providing care/who is collecting data?
    - ▪ Look at a hub that tracks all this information.
      - • Chief Secka noted that confidentiality of data will need to be taken into consideration.
- • Lt. Flores shared that in terms of providing data from UPD, last year (2020) wasn't a normal year so perhaps we go back 3 years instead of 2.

Holistic Group Meeting Notes

- • Review what was assigned and timelines.
- • Task 1
  - o We need to clarify how many years of data should be requested, how duplication in data should be noted, and what parameters of involvement of UPD to look at (all calls for service or narrower parameters (i.e. responding to medical issues, etc.)?)
  - o Betina suggested that the committee look at ALL the data regarding calls to UPD because even a medical call can be connected to a larger issue.
    - ▪ Understanding how often UPD is involved in medical/drug issues/etc. provides a more holistic look and understanding of the impact on CCN and SHCS. Also could help us understand what sort of preventative actions should be put in place.
    - ▪ Question – who is tracking staff/employee data related to UPD?
    - ▪ Question – How do we build trust between faculty and UPD?
  - o Ariel shared that there isn't any formal OIE data related to police interaction – usually work directly with Lt. Flores. Complaints related to race go to DHR.
    - ▪ Problem – some issues may have been informally reported to people who are employed by CSUSM anymore; other issues were not formally recorded but handled via conversations.
    - ▪ Suggestion – Office of Inclusive Excellence could start tracking topical issues that they handle every month to track patterns and trends.
  - o Lt. Flores will strive to report back with some data on UPD calls by Feb. 11 but there is a lot of info to go through and not an easy way to filter.

- o Jason will also strive to report back with CCN data by Feb. 11 but may similarly require a deeper dive into the information.
- Task 2
  - o Gail reported that they just received a list of various campus & systemwide policies to review.
  - o Subgroup will report back – will strive to review by next meeting, Feb. 11.
- Task 3
  - o Michael asked - How can we better personalize UPD and help students have a stronger personal connection to officers?
    - Michael suggested an event where students can openly talk to Chief Secka and other UPD members would help foster trust – ex. a Townhall.
    - Another suggestion is for UPD to meet with special populations to ask what their needs are.
    - Lt. Flores shared that they have done events in the past to listen and build connections – example: Lowrider Experience, Coffee with a Cop, Dios de la muerte events, and meetings with BSU and Latin-X Center during U-Hour.
      - The challenge is that sometimes UPD is explicitly disinvited from attending events so the opportunity to community build can't take place.
      - UPD staff often feel like they aren't treated as university employees from fellow employees.
      - Can OIE partner in other ways with UPD to help build trust?
      - How are we tracking UPD events, attendance, etc.?
  - o Ariel shared that OIE is doing a training on implicit bias on Feb. 8 with senior leaders. This could be adapted for various departments on campus.
- Task 4
  - o Educating/Preventative Awareness about mental health
  - o No data exists on usage of app.
- Campus Climate Survey
  - o What question can we include on the survey that would help this group?

PERT Group Meeting Notes

- May require additional consideration for the conversion of the Student Health position; both to determine feasibility and to examine overall needs of the Counseling Center.
- Conversations are on-going with various 3rd party providers (two in particular) and we are waiting for a call back to Dr. Chun's inquiry.
- We have added consideration to feedback that PERT-type positions should be "in-house" if possible, because of the understanding of our unique culture, mission and student needs. This will require more consideration in order to account for after hours and weekend emergencies.

December 17, 2020 Meeting Notes

Notes from the Holistic Group

- Group reviewed prior meeting minutes. No additions or corrections noted by participants. Group discussed moving forward with task identified. Task selected as indicated below:

Identified Tasks
- Task 1: Review Campus Contact with UPD (Past 2 Years)
    - Jesse (UPD), Betina (IP&A), Jason (Maxient), Ariel (OIE)
    - What data is available for review?
    - Identify who collects the data and how it is distributed?
    - Types of Incidents for past 2 year, that resulted in UPD being called.
- Task 2: Understand current campus policy regarding Police Intervention (Jason, Gail, Sharon)
    - Best Practices for disseminating the information
    - Discuss trainings for Faculty/Staff
- Task 3: Develop Holistic Approach to build Trust (Betina, Malik, Jesse, Mohammed)
    - Provide trainings for Faculty, Staff, Students (Ariel, Malik)
    - Research Psychoeducational Webinars/Workshops
    - Need for Public Safety (Betina, Jesse)
    - Implicit Bias (Jesse, Ariel, Mohammad)
    - Trauma Informed Care (Betina)
- Special Populations (Betina)
    - Task 4: Campus Services available that provide psychological care services before need for emergency/PERT (Jesse, Malik, (Sharon?), Betina)
    - Availability
    - Efficiency

Recommendations:
- Group will reconvene Spring 2021. Reminder will be sent to group prior to scheduled meeting. Group to report back findings, and suggestions for training. Information can be uploaded in Teams folder prior to meeting.

December 3, 2020 Meeting Notes

Holistic Group Meeting Notes

- They group went over the clusters identified in November as a way of orienting the group. Dr. Scott will be co-leading with Dr. Hammel to organize our subgroup and develop goals/objectives.
- Bettina described the "before, during and after" approach to this project. What happens before an incident (preparation), what happens during an incident, and what happens after an incident?
- Trauma informed model – Culture of the whole university. If you treat everyone as if they have a history and what we bring to every situation, you will respond differently to the situation. Are there other models out there that we want to consider?
- Mohamed – He has been part of a task force across the CSU on policing. They were able to get data on the police activity on campus. He will share the data with the group and will share the position paper when it is available.
- Ariel – Holistic approach requires data.
- Question: Do we have data on what the police were responding to. Malik said there may be some of the that info in Maxiant (sp?) and the Cleary report.
- It was also noted that it is important to understand what is going on when no one calls for help.
- The group also noted the rise in mental health issues on our campus.
- The group recognized that the data is probably found in multiple places. This will help us understand campus wide issues. Maxiant will be helpful for PERT calls, interaction with UPD, and Title IX. They keep some data in the library, as well. But we don't know where data is located or who has access. This data will be important for this group's discussions.
- We need to explore models that are available; data that is available; entities on campus that are involved. We also need to focus on streamlining the data that are related to policing.
- Task: identifying the where the data is. Who has access to it.
- Policy: multiple policies that need to be addressed and considered by this group.
- Training needed on campus: We need help knowing when to call UPD. Hesitance in calling.
- Models as a framework for this work: Trauma Informed Care; others?
- We need to look at the role of the San Marcos Sheriff – when are they called, what do they assist with, and what level of dynamic does that create?
- What is the mission of the UPD? This needs to be discussed.
- What do we mean about public safety? A clear understanding of how we all view it. Training (perhaps mandatory?) for what to do in an emergency. New faculty institute? How to get to "seasoned" faculty to get this training?

Identified Tasks

Task 1: Review Campus Contact with UPD
- What data is available for review?
- Identify who collects the data and how it is distributed?
- Types of Incidents for past 2 year, that resulted in UPD being called.

Task 2: Understand current campus policy regarding Police Intervention
- Best Practices for disseminating the information
- Discuss trainings for Faculty/Staff

Task 3: Develop Holistic Approach to build Trust
- Provide trainings for Faculty, Staff, Students

- Research Psychoeducational Webinars/Workshops
  - o Need for Public Safety
  - o Implicit Bias
  - o Trauma Informed Care
  - o Special Populations

Task 4: Campus Services available that provide psychological care services before need for emergency/PERT
  - o Availability
  - o Efficiency

Recommendations

Training in new faculty institute? How do we help faculty to understand? Have this group work with the community engagement group on the issue of abolish, defund the police.

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PERT Group Meeting Notes

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- o Chief Secka, Dr. Chun and Dr. Peters met recently to begin the conversation about next steps prior to our group meeting.
  - Two options to explore:
    - o On campus option: Train mental-health professional(s) and have shifts where they ride along with UPD and/or are available to serve as first-responders in nonviolent situations. The downside is that it would be very difficult to have 24/7 coverage.
    - o Off-campus option: Contract directly with the County's PERT team or another agency such as Exodus. PERT has limited resources as well and we would not have a guarantee that they would be immediately available.
  - What takes place when a person on campus is experiencing a mental health crisis:
    - o UPD requests a PERT Clinician if not already involving a SHCS professional.
    - o The challenge is that even with as much training as UPD officers go through, they are doing the 5150 committal but are not the mental health experts.
  - UPD receives approximately 25-28 calls a year involving a mental health crisis.
    - o How do we provide services 24/7? Mental health professionals conducting ride-alongs with UPD covering some hours – this would be better than nothing.
  - Questions to explore:
    - o Is it possible to send a different on-campus first-responder than UPD when it is clearly not a violent situation?
    - o An officer position line was designated for a social worker position or to put toward an outside contract.
      - ▪ If we hire a social worker …
        - Where are they working? People might not be comfortable coming to UPD to meet with the social worker. Might explore a satellite office in housing or SHCS (space might be an issue).
        - Who are they supporting? Faculty and staff should be considered too along with students and campus visitors.
    - o Can UPD support a MSW intern?
      - ▪ Confidentiality might be an issue.
      - ▪ Who would do the supervision?

Identified Tasks
- Task 1: Conduct a needs assessment to determine what they needs of campus are. Groups to interview include: Housing, FACES, Staff Center… who else?
- Task 2: Dr. Peters will reach out to Exodus Recovery, Inc. to learn about their services and potential for partnership.
- Task 3: Chief Secka will reach out to other regional higher education institutions to see if there is interest in a partnership.
- Task 4: Explore the possibility of a UPD MSW internship program – this can be a discussion item to have with Jeannine.
- Task 5: Identify other groups that might be able to serve as a first responder to a non-violent mental health crisis on campus. Understand what limitations there might be from a union/contract perspective if any.

November 3, 2020 Meeting Notes

Review Idea Clusters from Previous Meeting
o   Clustered questions around themes we might focus on.
o   Suggest dividing into two workgroups to tackle each charge. Come together as a group monthly to share progress.
o   Margaret will email committee members to ask what subgroup they would like to be on and schedule meetings.
o   Discussion related to subgroups:
    ▪   Do we have a sense of our Racial and Identity Profiling Act Data (RIPA) regarding who is being stopped? (https://post.ca.gov/Racial-and-Identity-Profiling-Act)
    ▪   Chief Secka shared that UPD does not capture all of this data but all 23 chiefs have committed to collecting the data beginning in January 2021.
    ▪   Dr. Shirley Weber has introduced some great information on this.
o   Upcoming Climate Survey for students, faculty and staff does not include safety questions (We can add modules). We have to communicate what we are doing with the data; be transparent with the purpose and outcomes of learning the data.
o   For charge 1, we should include the voices of the Student Life Centers, FSAs, DREAMer Resource Office, Sexual Violence Advocates, former foster youth and Trans Taskforce.
o   Fold in the review of UPD Policies following the Campus Climate and CSUSM strategic plan. This needs to be communicated better – some don't know that the policies are regularly reviewed and updated.
o   Data – RIPA does include a section on calls/nature of calls.
    ▪   Do we have information on the nature of the calls?
    ▪   What do we need to do about the caller – are thy racially profiled/stereotyped?
    ▪   We need to look at the callers/complaints and officers/response.
    ▪   We also need to look at this in terms of mental health.
    ▪   Can we review programs/data that is working/not working?

Debrief New Jim Crow in
o   Drs. Sharon Elise, Lori Walkington and Mohamed Abumaye presented last Tuesday on their research on the CSUSM Black Experience.
o   As we think about the presentation/research, how can this be folded in and considered as we do our work?

Update from San Diego County PERT Meeting
o   Chief Secka shared an update from the SD County PERT meeting – the are still looking to hire additional staff; revamping to look at the San Francisco model.

October 20, 2020 Meeting Notes

Charge from Executive Sponsor Lorena Checa
- o Lorena charged the group and thanked everyone for giving of their time and expertise.
- o Progress report due in December, final report due in May.
- o Lorena offered to hear progress updates at a future meeting.

- o **Establishing Committee Norms**
  - o The following committee norms were offered by members:
  - o Bring forth honest input, suggestions and questions.
  - o Don't be afraid to have hard conversations respectfully.
  - o Disagreements should be freely stated and constructive criticism provided respectfully.
  - o Listen with intent to understand and a desire to learn.
  - o Believe the experiences that are shared even if you have not experienced them yourself.
  - o Acknowledge that safe spaces can open trauma for others.

- o **Reviewing our Two Key Charges (Co-Chairs)**
  - o Charge 1: "Recommend next steps for creating a PERT team"
    - ▪ Chief Secka shared an overview of the San Diego County PERT program.
    - ▪ The program pairs a mental health clinician with a police officer to respond to mental health calls. The challenge is that there are less than 20 PERT clinicians serving the entire county. There was discussion of adding 4 additional clinicians specifically to serve regional colleges and universities including CSUSM but those plans are on the back burner for now.
    - ▪ NPR article about what San Francisco is doing, similar to PERT: https://www.npr.org/2020/10/19/924146486/removing-cops-from-behavioral-crisis-calls-we-need-to-change-the-model
    - ▪ Chief Secka shared that a police officer salary line was converted to a PERT clinician. Next step is to consider what does the structure look like? If CSUSM creates PERT Team it will be first in the CSU system.
    - ▪ Dr. Chun shared that traditionally healthcare and mental healthcare is more reactive than proactive. For example, if a student calls with a concern, we react to treat the immediate concern rather than step back to look at the big picture.
    - ▪ Dr. Peters shared that Counseling Services has about 12 fulltime mental health providers, including psychology interns (graduate students). The center is open 8 a.m. – 5 p.m. so there are some limitations given operating hours. She shared some of the current services available. In addition, there is a focus on recruiting and retaining diverse counselors. Also need to address the current student-to-counselor ratio.
    - ▪ Jason shared that the Cougar Care Network (CCN) was created from the notion of wanting to have a first place to call for any kind of student concern, but if it is an emergency, people should call 911.
    - ▪ CCN fields any number of calls ranging from food and housing insecurity to checking the pulse of first-year students.

- o Care Team – connected to the CCN – is an interdisciplinary team that looks at students holistically. Bonnie Campbell is a social worker and case manager who is a regular touch point for students.
  - o Karen cautioned reach of UPD to other structures we have in place. For example, connecting UPD in to CCN in a sense of crisis intervention.
  - o Question that was posed: What are we doing to create a culture where students feel safe to call UPD and/or CCN? If students do call, what is the response?

- o Charge 2: "Identify innovative, holistic approaches to public safety that foster trust with students, faculty and staff, while also advancing a commitment to anti-racism and inclusive excellence."
  - o Key questions for us to ponder:
  - o How do we engage all voices while ensuring public safety?
  - o How are we currently engaging, and how do we improve?
  - o How do we take a holistic approach while maintaining privacy & individual rights?
  - o What is the current framework that we are operating under?
  - o How do we ensure everyone feels safe, including our communities of color? Also, consider needs and perspectives of trans and undocumented students.
  - o How do we move from where we are to what we aspire to be?
  - o What kind of data do we need, who needs to be engaged in the conversation?
  - o What is a 5150?
  - o Chief Secka shared link: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC&sectionNum=5150
  - o Allie offered to describe the term 5150 in a more manageable and practical application as a mental health clinician.
  - o If there is a problem with an officer, how is that handled?
  - o How do we get information from the community if there's a rising concern?
  - o What are the typical hours that PERT teams respond?
  - o Chief Secka shared that UPD responds to 25-28 crisis a year (about 2 a month). He will bring back data on these incidents related to time of day/days of week, etc.
  - o How do we create a culture of Trauma Informed Care?
  - o How do we support more Preventative and Early Intervention – are we doing enough classes and exercises for students and employees?
  - o After PERT is called, how do we support and evaluate what we did? For example, sometimes UPD presence can trigger others in the surrounding area (for example, in the dorms).
  - o We need a three-pronged-approach: before, during & after.
  - o What in-house resources can be shared?
  - o What is the role of budget in making recommendations?
  - o What data already exists?
  - o Ariel shared that the Diverse Learning Environment survey might have data we can look at. She will ask Cameron and will discuss in related meeting on Oct. 21. Perhaps question about UPD can be asked in spring survey.
  - o How do we decrease the number of issues that need to be addressed by UPD/SHCS? What can we do to lower people's stress levels and the trauma they are experiencing because school is stressful and that is compounded by food insecurity, housing security, responsibilities to care for others.

- o **Next Meeting: Late October or first week of November TBD**
    - o We will meet every two weeks as a team.
    - o As we move forward, may break into more nimble groups to meet, conduct research/review, and report back.
    - o Will establish a "Team" on Microsoft Team to share files, agendas, and other information as needed.

Taskforce on Innovating a University Police Department of the Future

Idea/Question Clusters by Charge

Charge 1: "Identify innovative, holistic approaches to public safety that foster trust with students, faculty and staff, while also advancing a commitment to anti-racism and inclusive excellence."

- Engaging All Voices
    - How do we engage all voices while ensuring public safety?
    - How are we currently engaging, and how do we improve?
- Holistic Approach – Who is doing what?
    - What is the current framework that we are operating under?
    - How do we move from where we are to what we aspire to be?
    - How do we take a holistic approach while maintaining privacy & individual rights?
    - What role does/should Cougar Cares Network play? What other departments on campus are part of this holistic approach?
- Ensuring safety: Under what conditions do people feel safe? Where do they feel threatened?
    - How do we ensure everyone feels safe, including our communities of color? Also, consider needs and perspectives of trans and undocumented students.
    - If there is a problem with an officer, how is that handled?
    - What are we doing to create a culture where students feel safe to call UPD and/or CCN? If students do call, what is the response?
    - What can we do to lower people's stress levels and the trauma they are experiencing because school is stressful and that is compounded by food insecurity, housing security, responsibilities to care for others?
    - How do we decrease the number of issues that need to be addressed by UPD/SHCS?
- Models and data
    - What kind of data do we need, what data already exists, and who needs to be engaged in the conversation?
    - How do we get information from the community if there's a rising concern?
    - We need a three-pronged-approach: before, during & after.
    - How do we create a culture of Trauma Informed Care?
    - How do we support more Preventative and Early Intervention – are we doing enough classes and exercises for students and employees?

Charge 2: "Recommend next steps for creating a PERT team"
- Basics : What is PERT
    - What is a PERT and what are the typical hours that PERT teams respond? NPR article about what San Francisco is doing, similar to PERT: https://www.npr.org/2020/10/19/924146486/removing-cops-from-behavioral-crisis-calls-we-need-to-change-the-model
    - Need to educate: What is a 5150? (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC&sectionNum=5150
- What happens during an emergency and how would this Mental Health Profession fit in?

- o After PERT is called, how do we support and evaluate what we did? For example, sometimes UPD presence can trigger others in the surrounding area (for example, in the dorms).
  - o What role does/should Cougar Care Network (CCN) play in responses to emergencies?
- Issues relevant to hiring a Mental Health Professional as part of UPD
  - o Do we need to address the first charge before moving to PERT?
  - o What in-house resources can be shared?
  - o What is the role of budget in making recommendations?