

Presidential Task Force to Examine University Police Policies and Practices

FINAL REPORT AND RECOMMENDATIONS

MAY 2021



Table of Contents

1 Introduction

2 Overview of Activities/Approaches to Work

3 Task Force Recommendations

- Recommendation Themes
- Cornerstone Recommendation
- Recommendations by Theme

17 Appendix A

- Task Force Membership

18 Appendix B

- Campus Feedback and Recommendations

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The report can be accessed online at www.csuchico.edu/pres/_assets/documents/2021-university-policing-task-force-report.pdf

Introduction

Chico State began the search for a new police chief in the spring of 2020. Former University Police Department (UPD) Chief John Reid had announced his retirement effective at the end of May 2020. As the search committee reviewed candidates and finalists began the process of interviews and presentations with the campus community—a process conducted remotely due to the COVID-19 pandemic—the nation reeled in horror at the footage of George Floyd’s murder. This occurred in the wake of countless other deaths at the hands of law enforcement, including Sandra Bland, Desmond Phillips, Breonna Taylor, Stephon Clark, Philando Castile, Freddie Gray, Tony McDade, David McAtee, and many others.

A group of staff and faculty, through a widely circulated letter signed by more than 130 campus members, called for a halt to the chief search and an examination of the policies and practices of UPD. The issues described in the letter focused on our own University, but campus policing does not exist in a vacuum. The larger context of law enforcement plays a significant role in how we both understand and experience public safety at Chico State.

Institutional racism exists in American policing. The nation’s history of policing includes the explicit racism of Southern slave patrols, whose very existence served to perpetuate slavery. Early urban policing, modeled after the London Metropolitan Police, also deeply privileged white members of society and tyrannized persons of color. That foundation matters; it set in place patterns of practice, which are engrained in the character of law enforcement action to this day.

In 1967, the Presidential Commission on Law Enforcement and the Administration of Justice published [*The Challenge of Crime in a Free Society*](#), in which it found that the police did not serve the communities they policed, but rather played the role of an occupying force. The commission recommended diversity in recruiting and hiring, increased educational requirements, greater integration with community groups and the community, and increased training. The report, issued 54 years ago, is full of recommendations that unfortunately are still relevant in the United States today.

In response to the open campus letter regarding the police chief search, President Gayle Hutchinson made the decision to transition to a search for an interim police chief rather than a permanent one. During the summer of 2020, the Academic Senate began work on a resolution that included a call for a campuswide inquiry of public safety and policing. While the resolution was still in draft form, President Hutchinson moved to address the need for critical reflection by creating the Presidential Task Force to Examine University Police Policies and Practices (“Task Force”) on October 22, 2020. The Task Force received the following charge:

“The Presidential Task Force is charged with examining existing campus policing and public safety policies and practices, and thinking creatively about the most positive ways that the UPD can be fully integrated into the campus community. The Task Force also will analyze policing and public safety policies and practices for alignment with the University mission and strategic priorities.”

Overview of Activities/Approaches to Work

The Steering Committee of the Task Force began meeting in October 2020. After establishing an initial plan to complete the work contained within the charge, the Steering Committee called together the full Task Force (see Appendix A) in December 2020 to begin the process of reviewing campus policing and making recommendations for improvement and reform. The Task Force included more than 30 individuals representing Academic Affairs, Student Affairs, Business and Finance, University Advancement, and the Chico community, including many individuals who are engaged in conversations of equity, diversity, and inclusion (EDI) on our campus. The Steering Committee and Task Force were joined by an external facilitator, Reverend Jamie Washington, PhD, president of the [Washington Consulting Group](#), who continued to work with the Task Force throughout the spring semester.

The Task Force created six Pillar Groups that mirrored the pillars of the [The President's Task Force on 21st Century Policing report](#), which was initiated by President Barack Obama and completed in 2015. Critics of the *21st Century* report argue that reform is often an excuse to increase police funding, while ignoring critical structural issues, including those that maintain racist outcomes. With that in mind, the Task Force used the report as an organizational tool to begin our investigation but explicitly noted that any and all recommendations—whether or not they could be found in the *21st Century* report—would receive consideration. Each Pillar Group generated recommendations from February to April 2021, and the Steering Committee provided opportunities for all Task Force members to give feedback on the various recommendations in April and early May.

While the Task Force drew from a wide variety of constituencies, it was important to receive feedback from the larger campus community as well. To that end, the Task Force hosted several campus forums and solicited opinion through a form on the [Task Force webpage](#), and student members of the Task Force hosted an Instagram Live event to further capture student perspectives and ideas.

The three methods of soliciting campus community feedback led to the sharing of a wide range of opinions about UPD and public safety at Chico State. The spectrum of viewpoints stretched from those who seek to abolish campus law enforcement to those who believe that UPD is doing a good job serving the campus. In addition to calls to abolish the police, other recommendations included various versions of defunding or disarming the police. Many respondents called for increased attention to mental health support, including how calls for service related to mental health issues are handled.

Many participants shared their personal experiences—good and bad—in terms of interaction with UPD. Respondents also indicated very different levels of trust in UPD, with some indicating a substantial lack of trust, while others expressed high levels of confidence. Among those who reported low levels of trust, there were indications that UPD presence on campus can cause more fear and decrease feelings of safety. There were also concerns about racial profiling by UPD.

The feedback included calls for increased visible patrols on campus at night to make the campus safer, increases in the number of Blue Light phones (and ensuring they are operable), concerns about the regularity of bike theft on campus, and concerns about the enforcement of the bike riding ban in most campus areas.

More detailed descriptions of the feedback events and online form are found in Appendix B: Campus Feedback and Recommendations.

After seeking campus feedback and after reviewing the recommendations from the Task Force Pillar Groups, it was evident that the recommendations should be catalogued under five themes. Those themes are found at the start of the Task Force Recommendations section of this report.

Task Force Recommendations

We acknowledge that some of the recommendations within our report may require changes to current state law, Chancellor's Office policies, or collective bargaining agreements with respective unions. In those instances, our campus should take the lead in lobbying for change in those regulations to allow for the recommendations.

The recommendations below engendered significant debate and discussion among the Task Force members. In several instances, there remain differences among Task Force members in level of support for various recommendations. In the spirit of including as many points of view in our report, we erred on the side of honoring the work of each Task Force Pillar Group by choosing to include all recommendations, even while some recommendations are at odds with one another.

During the process of developing recommendations, five general themes and a cornerstone recommendation emerged from the work. The recommendations are grouped by these themes, with the understanding that there is significant overlap among both the themes and recommendations.

Recommendation Themes:

- Center Fairness and Respect
- Promote Wellness and Safety
- Strengthen the Relationships among UPD and the Larger Campus Community
- Increase Systems of Transparency and Accountability
- Reimagine Training, Professional Development, and Recruitment

Cornerstone Recommendation

The steering committee has identified a key recommendation that is critical to the successful implementation of all other recommendations. In addition, we highlight the immediate priorities for campus moving forward.

Establish a Police Accountability Board

Replace [EM 05-007](#) University Public Safety Advisory Committee with a University Police Accountability Board. Two examples of recently developed university police boards are the [UC Davis Police Accountability Board](#) and the [CSU Stanislaus University Policing Advisory Board](#). The new board's scope should include:

- Expansive membership that includes multiple student, faculty, and staff representatives.
- Ongoing assessment on building trust and legitimacy with the campus community including UPD, students, faculty, and staff.
- Oversight authority that includes, without limitation, developing and reviewing policies and procedures, setting training and education goals, reviewing staffing and hiring, budget and spending, community member complaints against officers, review of specific incidents while maintaining confidentiality, or hypothetical issues for recommendations from the board.
- The board will serve as the clearinghouse for tracking progress on reforms and will continue hearing suggestions for additional changes.
- The board should organize using working groups to accomplish goals (e.g. [Campus Sustainability Subcommittees](#)).

The Task Force strongly recommends the following immediate priorities for the Police Accountability Board, or any temporary implementation group¹:

- Mental health and crisis response (see recommendations A, B, C, D, and E in Theme 2, and recommendation B in Theme 4)
- New service model for the inner campus core (see recommendations D in Theme 5)
- Prioritizing equity, diversity, and inclusion in UPD hiring, training, and promotions (see recommendations A, B, C, D, and F in Theme 4)
- Reevaluate alternatives to 12-hour shifts (see recommendation H in Theme 2)
- Examine supplementing current policy language from Lexipol for UPD policies, including use-of-force policies (see recommendation S in Theme 3).
- Reconsider enforcement practices on campus (see recommendation B in Theme 1).

Theme One: Center Fairness and Respect

The history of policing in the United States is embedded within systems of structural racism present in our society. As a campus, we began a conversation about anti-racism through our selection of and events around this year's Book in Common, Ibram X. Kendi's *How to Be an Anti-Racist*. We must continue and expand these conversations if we want to reform campus law enforcement. Until we fully reckon with systemic racism, we cannot move to an equitable and respectful provision of public safety.

Recommendations

A. Address Systemic Bias and Racism through Interactive Engagement

Throughout the process of meeting as a Task Force, the knowledge that persistent systemic racism deeply influences policing and criminal justice was evident. The interconnectedness of these systems is without question. Many different voices within our community advocate for paths forward, and the conversations initiated during the work of the Task Force must continue. While these issues were raised during Task Force meetings, we never reached full resolution, in part because for some groups, discussion of these issues carries a heavy burden and there is at this point no identified space for creating the systemic changes.

We believe that the President should assemble a group of educators, facilitators, and administrators to consider how the campus can further commit to anti-racist practices. Our campus has knowledgeable content specialists across many disciplines, including political science, sociology, criminal justice, social work, public health and health administration, and multicultural and gender studies, to name a few. One such project could be a simulation exercise, providing an opportunity for people to walk a mile in the shoes of others. This requires strong facilitation, education, and preparation but would augment current efforts to engage members of the campus community through information distribution, lectures, readings, and conversations. There are already faculty and staff who lead large-scale programming of this nature who could inform and help facilitate this process, and they and anyone else who engages in this important work should be compensated and/or incentivized for being a part of this project. They would be able to create simulations to build empathy, understand others' lived experiences, and explore the intersections of varying identities. Campus conversations should be held on policing, race and criminal justice, and the disparate impact on the Black community and other marginalized populations. An interactive approach would provide access to learning in a way different from what has occurred on our campus in the past.

¹The establishment of a Police Accountability Board will involve multiple steps by several campus groups, including the President's Office and Academic Senate. While working toward the creation of the Police Accountability Board, we recommend that a temporary working group be named to begin this work, in much the same manner that the Task Force itself was created.

B. Decriminalize Offenses

Treat as many types of infractions as possible as non-judicial infractions. Instead, create an intentional partnership and make referrals to Student Conduct, Rights, and Responsibilities to more appropriately adjudicate minor offenses, or create and operate a Peer Court in partnership with the Associated Students. Examples of infractions include, but are not limited to, public drunkenness, minor in possession, vandalism, possession of paraphernalia, and bike riding on campus. UPD should explore a policy prohibiting community member stops altogether unless there is imminent risk of death or injury or when engaged in felony chases.

C. Review Past Practices

UPD should collaborate with campus researchers to conduct several audits of existing departmental data. The initial audits will focus on three sets of data: officer-initiated encounters since 2014; non-emergency calls/requests for service since 2014; and UPD's use of its case management system for pattern identification since 2014. Each audit will include an evaluation of the value or benefit of such activities, the approximate financial costs of such activities, and a discussion of the social implications of such activities.

D. Practice Restorative Justice

Mandate restorative justice training that is implemented equitably and involves students and people of color from the community. For a relevant campus example, see the [UC Davis model](#), which should be implemented at Chico State.

E. Communicate Responsibly

UPD chief and employees must learn and use language frequently and authentically that supports EDI principles when communicating, especially to the media or when responding to concerns that involve marginalized community members.

Theme Two: Promote Wellness and Safety

Our understanding of mental health issues is significantly more sophisticated than it was in the past, but campus responses to mental health crises are often insufficient, primarily because they rely on law enforcement intervention. Currently, emerging models that include mental health professionals with a trauma-informed and healing-centered focus provide a much more effective response. In addition, enhancing the well-being of campus employees, including UPD officers, across multiple dimensions (e.g., physical, emotional, relational, vocational) improves our ability to effectively serve students and ensure their safety.

Recommendations

A. Enhance Mental Health Crisis Response

Engage campus partners for mental health crisis situation planning and response. Develop partnerships with Social Work's Master of Social Work students, Psychology's Master of Marriage and Family Therapy students, and the WellCat Counseling Center for crisis and non-crisis situations. The University should establish closer ties to resources in the community as well (e.g., homelessness services, mental health, veteran services). UPD already participates in the Campus Assessment Response and Education (CARE) team, but the presence and role of the CARE team could be better publicized, and UPD should only complete CARE checks when absolutely necessary.

B. Strengthen Mental Health Systems of Support

This includes four recommendations to bolster support for mental health.

Increase WellCat Counseling Center Staff to provide a Counselor(s) in Residence

Create a Counseling Center position(s) that resides in University Housing, where a counselor can be on call during all shifts for crisis situations, such as Wellness checks, sexual assault and domestic violence reports, and mental health concerns.

Increase WellCat Counseling Center staff and assign to colleges to strengthen relationships between Academic and Student Affairs

Increase WellCat Counseling Center staff to embed a counselor(s) into each academic college and Meriam Library to offer support to faculty and staff who are supporting students. Assigned counselors can provide resources to faculty and staff so that they can better respond to student needs. These counselors would not be on call, but will be a resource and provide support as needed.

Embed a Student Support Case Management Team of four or five members throughout Student Affairs

This team would work directly with students experiencing mental health crises to identify resources and provide immediate and long-term support that address their individual needs using compassionate, trauma-informed practices. Service locations would include the Basic Needs program (currently staffed), Vice President for Student Affairs Office, University Housing, Off-Campus Student Services, and WellCat Services (including Health Center, Counseling, Safe Place, and Prevention).

Emphasize “I Can Help” Training

Coordinate campuswide unit/departmental “I Can Help” Training to provide tools for faculty and staff to support students’ mental health at the beginning of each semester.

C. Peer Support

Strengthen campus’s trauma support to potentially include peer support. Safe Place fills a key role by providing crisis counseling, and we must strengthen its work through a peer support program. Investigate developing a post-traumatic referral system and a trauma survivor group that would provide support for traumas including policing matters.

D. Mental Health Debriefs

Have a mental health service provider attend UPD staff meetings once a month (especially following a campus mental health or related public safety incident) for a team debrief and check-ins.

E. Expand Trauma Counseling

Offer faculty and staff mental health resources outside of the Employee Assistance Program (EAP); ideally collaborate with WellCat Counseling Center. Explore hiring an additional counselor whose caseload is allocated to campus employees consistently exposed to vicarious trauma.

F. Institute an Annual Campuswide Wellness Summit

Develop a day-long annual program for the campus community to engage in opportunities to enhance well-being. The summit will demonstrate our commitment to holistic well-being (i.e., emotional, environmental, financial, intellectual, physical, relational, spiritual, and vocational), and serve as an opportunity to build relationships and trust among various campus constituents. The summit may include a tabling fair with multiple vendors and available campus resources, and will allow campus employees (including UPD) and students to engage in activities while spending authentic, non-enforcement/work-related time with each other. The summit may serve as a model for additional summits to enhance well-being and safety, e.g., an annual campus Equity, Diversity and Inclusion Summit.

G. Physical Safety Improvements

In partnership with Facilities Management and Services (FMS) and other relevant units, conduct a Crime Prevention Through Environmental Design review of campus to including lighting and landscape design. This should expand upon the annual work of the Moonlight Safety Walk.

H. Reconsider 12-Hour Shifts

Conduct further analysis and consider alternatives to 12-hour shifts for UPD employees, such as 10- or 8-hour shifts, given the impact of 12-hour shifts on officer well-being, fatigue, exposure to vicarious trauma, and subsequent ability to effectively serve the community.

I. Provide Mindfulness Activities

Offer opportunities for all campus employees, especially those exposed to trauma, to engage in mindfulness activities (e.g., mindfulness-based stress reduction, yoga for first responders, tai chi), during work hours. Incorporate 'wellness breaks' and/or integrate programming into staff meetings for all shifts. Consider adding an emotional support animal to the UPD team.

J. Provide Nutrition Education and Counseling

Collaborate with graduate students and postbaccalaureate dietetic interns in the Department of Nutrition and Food Science to offer UPD and all campus employees one-on-one nutrition counseling and group nutrition education workshops on a variety of topics (e.g., quick and healthy recipe cooking demonstrations, menu planning on a budget, nutrition basics).

K. Provide Access to Physical Activity Opportunities

Offer opportunities for all employees to engage in physical activity. Consider the use of campus spaces such as the Wildcat Recreation Center and Acker Gym, as well as developing partnerships with local fitness centers. Explore utilizing the parking structure or a room in UPD to store equipment for officers to use before and/or after their shift. Additional officer physical well-being support may include providing loadbearing vests to prevent back injury.

L. Assess Organizational Culture

Develop a partnership between UPD and the Wildcats Thrive team, which can assess and consult on improving organizational culture components (e.g., departmental practices, supervision, team dynamics and campus relationships) as a means to enhance officer wellness across multiple dimensions. Require officers to participate in ongoing workshops centered around trauma-informed practices and healing centered engagement.

Theme Three: Increase Systems of Transparency and Accountability

For police to be fully effective, their actions must be transparent, and systems of accountability must have the confidence of the public. There is a deficit of trust in law enforcement today, especially among communities of color, and repairing that deficit requires both openness and disclosure on the part of UPD and an examination of historical UPD practices, under the direction of the Police Accountability Board.

Recommendations

A. Review and Update Use-of-Force Policies

UPD should have comprehensive policies on the use of force that include training, investigations, prosecutions, data collection, and information sharing. All policies, practices, and the [UPD Policy Manual](#) must be clear, concise, and openly available for public inspection and displayed prominently in a separate page on UPD's website.

- UPD policies for training on use of force should emphasize de-escalation, conflict mediation, cultural sensitivity, implicit bias, and alternatives to arrest or summons in situations where appropriate.
- Current UPD Policy (300.3, page 35) states, "Officers are involved on a daily basis in numerous and varied interactions and, when warranted, may use reasonable force in carrying out their duties." This should be changed to: "Use of force must be a last alternative, where officers have no reasonable choice but to use force to avoid injury to themselves or others."
- Current UPD Policy (300.3.5, page 37) states, "As time and circumstances reasonably permit, and when community and officer safety would not be compromised, officers should consider actions that may increase officer safety and may decrease the need for using force." This should be changed to: "Unless community or officer safety is immediately threatened, officers must engage in de-escalation techniques in all encounters."
- UPD officers must be trained in how to use nonlethal weapons in lieu of deadly force.
- These policies should also mandate external and independent criminal investigations and prosecutors in cases of police use of force—including officer-involved shootings—resulting in injury or death, or in-custody deaths or injuries.
- These policies must mandate progressive discipline for officers found to have used unreasonable or excessive force.
- Policies on use of force should also require UPD to collect, maintain, and report data to the federal and state governments on all officer-involved shootings, whether fatal or nonfatal, as well as any in-custody death.
- UPD policies on use of force should clearly state what types of information will be released, when, and in what situation.
- The University should establish a Serious Incident Review Board comprising sworn staff and community (students, faculty, and staff) members to review cases involving officer-involved shootings and other serious incidents that have the potential to damage community trust or confidence in the agency, including actions of officers while off duty. The purpose of this board should be to identify any administrative, supervisory, training, tactical, or policy issues that need to be addressed.
- The University should adopt a formal position on ending qualified immunity, which shields most government employees from civil lawsuits, for police officers in use-of-force situations. It should use University resources to lobby for this goal.

- The University should adopt a formal position on creating a national and statewide database on officer discipline and use University resources to lobby for this goal.

B. Non-discrimination

The UPD Policy Manual includes a section on discrimination (312.3.1). This policy should be reviewed to ensure inclusion of the prohibition of profiling and discrimination based on race, ethnicity, national origin, religion, age, gender, gender identity/expression, sexual orientation, immigration status, disability, housing status, occupation, or language fluency, and this policy should be prioritized and well-publicized.

C. Body-Worn Cameras (BWCs)

In consultation with the Police Accountability Board, UPD must develop a comprehensive campus policy on BWCs, per the mandate from the systemwide policy that each campus do so. The campus policy should balance the privacy interests of officers with the public's right to know about officer-community member encounters. This campus policy must include:

- restrictions on officers' discretion to turn off cameras
- provision that deletion of footage can only occur with two level-up reviews
- notification to community members and witnesses of the existence of BWCs, including posting prominently on UPD's website
- standards for storage, backup, and disclosure of the footage gathered by BWCs

This policy will affirm the rights of community members to record police conduct in all circumstances unless it jeopardizes public safety.

D. Explore Peer Review of Critical Incidents

UPD should consider implementing nonpunitive peer review of critical incidents separate from criminal and administrative investigations. These reviews, sometimes known as "near miss" or "sentinel event" reviews, focus on the improvement of practices and policy. Sentinel events can include episodes that are within policy but disastrous in terms of community relations, whether or not everyone agrees that the event should be classified as an error. Widespread and viral public attention should be considered a sentinel event.

E. Publicly Account for All Seizures and Detentions

Consistent with the Racial and Identity Profiling Act, UPD should collect, maintain, and analyze, under the supervision of the Police Accountability Board, demographic data on all detentions (stops, frisks, searches, summons, and arrests). The data should be disaggregated by on-campus and off-campus and student/non-student, as well as community members on campus and off campus. UPD shall request data from Chico Police Department on identified student off-campus interactions. This data should be published on the UPD website and as part of the University's annual security report in compliance with the Clery Act.

F. Eliminate Consent Searches

Persons frequently grant consent for an officer-initiated search without fully understanding their Constitutional protections. To protect the rights of the community, UPD officers should not request a consent search. If, in the opinion of an officer, they have cause to search, they should obtain a warrant, unless Fourth Amendment exceptions apply. As a bridge toward eliminating consent searches, written consent can be required for searches, and a requirement for officers to explain that a person has the right to refuse consent when there is no warrant or probable cause.

G. Search and Seizure Related to Sex Work

California law, as of 2019, prohibits the possession of condoms as evidence of prostitution. To the fullest extent possible, the University should advocate nationally for the adoption of the position that “possession of unused condoms cannot be used as evidence of vice (crime) under any circumstance.”

H. Require Full Officer Identification

UPD should adopt policies requiring officers to identify themselves by their full name, rank, and command (as applicable) and provide that information in writing to individuals they have stopped. In addition, policies should require officers to state the reason for the stop and the reason for the search if one is conducted. One example of how to do this is for law enforcement officers to carry business cards containing their name, rank, command, and contact information that would enable individuals to offer suggestions, commendations, or to file complaints with the appropriate individual, office, or board. These cards would be easily distributed in all encounters.

I. Mutual Aid

Without seeking additional University state-side funding, Chico State should provide technical assistance and support to UPD to encourage adjacent jurisdictions with police agencies to take steps towards shared services, regional training, and consolidation. UPD mutual aid or collaboration agreements should be publicly available on UPD’s website. The University should foster cross-training of UPD and neighboring policing or public health/safety agencies taught by certified trainers and educators with backgrounds in equity, diversity, and inclusion.

J. National Register of Decertified Officers

UPD should partner with national agencies to report to the National Decertification Index as appropriate. Potential UPD hires should be checked against the National Register of Decertified Officers.

K. Ensuring Safe Mass Demonstrations

UPD and Student Affairs have developed a robust plan for managing mass demonstrations on campus. In addition to these plans, UPD should create policies and procedures for policing mass demonstrations that employ a continuum of managed tactical resources that are designed to minimize the appearance of a military operation and avoid using provocative tactics and equipment that undermine community member trust. UPD should address procedures for implementing a layered response to mass demonstrations that prioritize de-escalation and a guardian mindset, rather than a warrior mindset. The University should create a well-publicized mechanism for community member complaints regarding inappropriate use of force and equipment during mass demonstrations.

L. Seek Accreditation

UPD should apply for acceptance into the Accreditation Program of the International Association of Campus Law Enforcement Administrators. Just as our academic departments regularly undergo an external review, and as our campus is regularly accredited by the Western Association of Schools and Colleges, we should seek external accreditation of UPD. Funding for this should come from the University, rather than adding it to UPD’s budget, in the same manner that other units’ accreditations are funded.

M. Door Opening

All requests for unlocking doors during business hours should be fielded by non-sworn and unarmed UPD or Facilities Management and Services personnel.

N. Improve UPD Web Presence and Systems

Review and update the [UPD website](#) with a goal to make it more usable, accessible, and informative. The website needs to use plain language and make content easy to find, with a focus on website users/students, as well as optimizing the site for search engines. The website should:

- identify what steps it is taking and what programs it is instituting to prevent tragedies to community members and/or officers from occurring or re-occurring at Chico State and our community. See [UC Davis' police website](#).
- identify what UPD is doing to build trust with Chico State students, faculty, and staff of color.
- include demographics of all UPD contacts with the community. This information can be used to identify needed additional or different training.
- include demographics of its department consistent with demographics provided on the Institutional Research [dashboard](#).

Implement a modern, web-based platform to provide data and information to the campus community to replace the [existing crime log](#). Create a robust and interactive campus safety dashboard. Investigate upgrading UPD systems to enable online crime reporting.

O. Evaluation Process for New Technology

All new technology, including all equipment and tools, under consideration by UPD should go through an assessment process to understand and evaluate the effectiveness, benefits, and risks of their use. A technology impact report for each new technology assessed should be created ([The ACLU surveillance impact report](#) can be used as a model) and shared with the Police Accountability Board.

P. Complete Campus Social Media Policy

Revise and improve the existing [campus social media policy](#) to provide guidelines and accountability for posts on behalf of University entities (e.g. a department social media account) and consider including guidelines for all employees, as allowed by law and collective bargaining agreements.

Q. Create UPD Social Media Plan

Create a UPD-specific plan for social media to improve department transparency and relations with students, faculty, staff, and the surrounding community. At a minimum, this plan should include monitoring social media, handling posts during a crisis, dealing with posts that need to be removed, and working with University Communications. It should include guidelines for UPD personnel use of social media on behalf of the department and personally, as allowed by law and collective bargaining agreements.

Additionally, UPD should create a marketing and social media campaign to foster an understanding of the roles of UPD officers and delineate the differences between University policing and other law enforcement, such as city, county, state, and federal law enforcement. This plan should also include police call and activity log information to keep the campus informed, and detail enforcement and engagement with non-campus affiliated populations.

R. Investigate Alternative to Default Lexipol Policy Language

The default language from the policy service provided by Lexipol should be modified for our campus context, or an alternate service should be considered.

S. Research-Informed Practice

Create a campus research consortium, with a membership that includes UPD members and campus researchers, to continually determine best practices for consideration to implement on campus. Relevant units may include but are not limited to: Political Science and Criminal Justice, Geography and Planning, Psychology, Child Development, Social Work, Sociology, Communication Studies, and the Geographical Information Center.

Theme Four: Reimagine Training, Professional Development, and Recruitment

Organizations are only as strong as the individuals who comprise them, making it necessary to carefully examine how UPD employees are recruited and selected, how they are developed over the course of their careers, and how they grow and respond to our evolving understanding of public safety. We demand a heightened critical consciousness related to issues of equity, diversity, and inclusion, in line with the University's strategic priorities and national conversations about systemic bias, racism, and disproportionate societal impacts as a result of our current modes of policing and the inequities of our larger criminal justice system.

Recommendations

A. Consistent and Mandatory EDI Training for All UPD Staff

Partner with campus or CSU professionals to provide effective EDI training. All UPD personnel should continuously learn about contemporary equity issues, including a history of policing; inclusive language; crowd control that focuses on EDI principles and practices; and rejection of colorblind models of interaction.

Training should also include biannual rotating topics related to student development (e.g., best practices for student engagement, Adverse Childhood Experiences, social and emotional learning, demographics of the student population), de-escalation, mental health first aid, autism spectrum disorder, toxic masculinity, vicarious trauma, trauma-informed practice, cultural competence, critical incident training, Safe Zone Ally Training, Diversity Academy or Diversity Certificate Program, and implicit bias.

All new officers should be required to attend EDI training before the end of their probationary period. Training on implicit bias should be provided by or in partnership with an outside trainer, whether the outside person is from the broader University or outside our organization. The content of this training should be reviewed annually by an objective body with knowledge in this area of training. It is essential that trainers be connected to Chico State or the CSU to provide relevant cultural context for the training material. Trainers must be familiar or have had work experience with Chico State, the campus community, and/or the CSU system. This work experience must be at a level that effectively addresses relevant issues faced by our students, faculty, and staff.

All UPD staff should complete in-person trainings, when available, for these topics and explore opportunities for collaboration within the North State.

B. Train for Crisis Intervention

Crisis intervention training should be mandatory for all officers and dispatchers, annually or biannually. Training may be provided by campus personnel or campus partners. It is important that trainers be connected to Chico State or the CSU in order to provide relevant cultural context for the training material. Trainers should know our campus culture and the issues that face our students, employees, and UPD.

C. Community Interaction Training

Implement training that teaches officers the fundamentals of starting a conversation with people on campus, how to approach people in a nonthreatening way, or the first thing to say to a student when approaching them that is nonthreatening and seeks to build a relationship.

D. Recruit and Hire for Success

As officers retire or positions are opened, UPD should actively recruit smart, motivated, ethical, and courageous officers. UPD personnel should look at every contact as a potential recruitment opportunity, and when they come into contact with smart, motivated, ethical, and courageous individuals who represent the diverse identities of our student body, they should encourage them to apply to UPD.

The UPD website should include a webpage identifying the type of officers we are looking for, similar to [UC Davis' police careers page](#), which notifies applicants that EDI is a top priority for the campus. No recruitments should move forward if significant, targeted recruitment efforts are not made to increase diversity of applicant pools. Conduct thorough and meaningful [background checks](#) that explore each candidate's demonstrated commitment to EDI, community and trust building, and restorative justice.

Intentional recruitment of UPD sworn/non-sworn positions that is consistent with equity-based best practices and includes:

- Recognizing recruiting as key in initial personnel development
- Considering sponsoring cadets to secure strong recruits
- Recruiting outstanding Community Service Officers
- Establishing a pipeline with relevant campus departments, community colleges, and other CSUs
- Focusing on attracting candidates who speak multiple languages
- Stressing the benefits of work at a CSU—tuition, fee waiver for dependents/partners, and lifetime medical
- Convening inclusive search committees
- Changing position descriptions to reflect the above-described required qualifications, skills, knowledge, and experience.
- Including interview questions regarding relationship building and experiences with diverse populations.

E. Minimum Education

Currently police officers are required to have a GED and complete a Peace Officer Standards & Training (POST) certificate. The University should require an associate's degree for new UPD officers, and make a bachelor's degree a preferred qualification for hiring or promotion.

F. Recognize Limitations of Eyewitness Identification

UPD is encouraged to adopt identification procedures that implement scientifically supported practices that eliminate or minimize eyewitness bias or influence.

Theme Five: Strengthen the Relationships among UPD and the Larger Campus Community

Officers' integration with the campus community may be significant for building trust and legitimacy. However, there was meaningful opposition, both on the Task Force and at our various forums, regarding further integration of UPD with the campus. This opposition is expressed by and in defense of individuals and communities who have experienced trauma by current systems of policing, and they do not want UPD in spaces they deem safe. Some do not want officers on campus at all. Concepts advanced by police abolitionists and others who demand alternatives to armed sworn officers on campus are worthy of research and consideration.

Recommendations

A. Annual Public Declarations: Past and Present

To recognize systemic issues, including racism and oppression, the history of racism in law enforcement, and the acknowledgement that UPD is here to serve the campus community, the department shall provide an acknowledgement of this history at yearly events, such as: New Student Orientation, Wildcat Welcome events, Choose Chico events, and University Housing orientation.

In addition, UPD should draft a Collective Commitment to Building Trust and Legitimacy statement—posted on social media, during new student orientation, at Choose Chico events, in Employee and Student Announcements, on relevant campus websites, and in flyers posted around campus. The letter would be a collective agreement to support the integration of UPD into the campus community and actively participate in activities, programs, and opportunities with the focus of building trust. The letter should address the following: UPD's guiding principles on a path forward; an acknowledgment of and plans to redress obstacles standing in the way of trust; a discussion of the history of bias in policing on a national level; a commitment to create consistent opportunities for building trust; and plans for transparency and accountability.

B. Increase Visibility, Decrease Enforcement

Emphasize non-enforcement patrols on campus to intentionally engage with the campus community as a whole. Focus on intentionally creating positive contacts not focused on enforcement. If an infraction occurs that impedes safety, and requires enforcement, then enforcement should be a priority.

C. Patrol and Dress for Approachability

Officers should wear a less formal uniform, such as polo shirts. Additionally, armed officers should have their guns be less visible when on campus to mitigate the fear that many have of firearms. UPD should explore ways to de-militarize policing in order to create a friendly and student-oriented posture, consistent with the University's educational mission. These include without limitation:

- UPD should require foot or bicycle patrols on campus as much as possible.
- These patrols should not carry lethal arms, and officers should be dressed in street clothing that identifies them as police and without bulletproof vests ("police casual").
- Whenever possible, UPD should pursue less-lethal weapons such as pepper spray, tasers, or lassos, and train police on the proper use of these weapons.

D. Safety Ambassadors in the Inner Campus Core

In an era of active shooter attacks, an armed law enforcement presence can provide a comfort to university communities. However, others may find the presence of armed law enforcement intimidating, uncomfortable, and trauma inducing. We need middle ground, balancing our need for security and the desire to keep our campus community safe with being conscious and aware of the impact that these forces can have on the community they are sworn to serve. To achieve an appropriate balance, the Inner Campus Core (as defined by the Police Accountability Board) should be served by trained and unarmed Safety Ambassadors, who are able to render first aid; provide security to students, staff, faculty, and administrators; and assist in the de-escalation of classroom incidents and other primarily nonviolent incidents. UPD Officers will continue to patrol the perimeter of campus, and be prepared to respond to calls for service throughout the campus.

E. Actively Include UPD with Campus Activities

While acknowledging that some campus members prefer less interaction to more, the Task Force was charged with better integrating officers with the campus community. In that vein, what follows are recommendations for integrating officers into the community with the goal of building authentic relationships and trust through collaborations, programs, and messaging that are meant to mitigate harm and increase transparency.

Officers should participate in campus events with students, faculty, and staff periodically, that increase officer visibility within non-enforcement interactions while in civilian clothing.

Invite UPD into a variety of campus spaces (e.g., Cross-Cultural Leadership Center, Gender and Sexuality Equity Coalition, and Student Transition and Retention Center) and programming (e.g., Chico Preview Day, Summer Bridge, Freshman Safe Start, and friendly sports competitions). UPD should be invited to serve on committees (e.g., Staff Council, Academic Senate subcommittees, University Diversity Council) and participate in campus affinity groups (e.g., First-Gen Faculty and Staff Association, Chicano/Latino Council) as part of their paid work time.

Create a Campus Community Officer who will intentionally build relationships with students. This position will focus on generating trust through empathy and collaborative efforts. The officer should be flexible about being in or out of uniform. The Campus Community Officer should attend programming meetings to explore possible collaborative efforts to build trust between UPD and the campus community; serve as an active member of campus committees that focus on EDI; build a relationship and opportunity for students to interact with UPD and other local law enforcement; oversee the Community Service Officer program; and provide flexibility and autonomy to strategize ways to create trust and legitimacy with the campus community. This role can also partner with the Counseling Center to make welfare checks in street clothing.

F. Prioritize Community Policing

Ensure that community policing principles are a key component of the curriculum in the Field Training Officer process, during the probationary period.

G. Listen to Campus

The Police Accountability Board shall regularly conduct public safety forums with the campus community. These forums should be facilitated by those with a background in developing and running forums with community norm guidelines, and should not be UPD personnel. The campus should have the opportunity

to pre-submit topics, and the Police Accountability Board will track issues raised in the forums and provide updates on progress at these forums. The forums are to occur at least once a semester, but preferably twice a semester and as needed.

These forums will allow both the community and UPD to identify and recommend areas of additional or different training for UPD. These sessions are also a way for participants, and specifically students of color, to discuss their experiences. Police officers will have the opportunity to listen to people in order to better understand their pain (as it relates to policing).

Additionally, campus should be surveyed on public safety issues and how campus members would like UPD officers to engage with them in a way that values identity and creates a sense of belonging. Potentially include questions in Campus Climate Surveys for staff and faculty.

H. Educate the Campus

Expand the current Community Service Officer program, and actively recruit students from all campus majors. Create a Civilian Academy for students, staff, and faculty. In addition, explore ways to get students more involved with UPD, such as interns and as a part of UPD tabling, and have UPD advertise that they want to send students to the Police Academy.

I. UPD Reporting Structure

Carefully consider the most appropriate administrative reporting hierarchy for UPD within the larger University context.

J. Promote Safety Messages

Strategize and initiate public safety and crime prevention campaigns in partnership with campus entities such as University Communications, Creative Media and Technology, Associated Students, and Tehama Group Communications.

K. UPD and Chico Police Department

Improve the relationship between UPD, Chico Police Department, and surrounding agencies. Increased collaboration should benefit students, faculty, staff, and the greater community.

Conclusion

These recommendations are only a starting point and represent the work and expertise of campus and community stakeholders. The conversations must continue from here. Whatever is implemented—including departmental policies, personnel practices, job descriptions, and employee evaluations—will need to be regularly evaluated at the individual and program level as appropriate. The Task Force is confident that President Hutchinson will carefully evaluate all these recommendations and the report will advance our resolve to move forward and to ensure University Police policies and practices are inclusive and representative of our community, are without bias or racism, and will align with the University's strategic priorities.

APPENDIX A

Task Force Members

- **Juanwon Anderson-Verdell**, Cross-Cultural Leadership Center representative
- **Paul Bailey**, Chicano/Latino Council Chair and Faculty in Mathematics and Statistics
- **Brooke Banks***, Chief of Staff
- **Kaylee Biedermann**, 2020–21 Associated Students Vice President of Facilities and Services
- **Elizabeth (Betsy) Boyd***, Academic Senate Chair
- **Jahi Corbin**, Student-Athlete Advisory Committee representative
- **Nandi Sojourner Crosby***, Faculty in Sociology
- **Bryce Davison**, UPD Sergeant
- **Pastor Loretta Dickerson**, Bethel AME, Chico
- **Matt Dillon***, UPD Interim Chief, Task Force Co-Chair
- **Herman Ellis**, Retired Associate Vice President of Student Life
- **Dawn Frank**, Black Faculty and Staff Association Chair and Director of the Student Learning Center
- **Claudia Sofia Garriga-Lopez**, Faculty in Multicultural and Gender Studies
- **Annabel Grimm**, Director in the Division of Business and Finance
- **Gloria Godinez**, Assistant Director of Labor Relations and Compliance, Title IX, Discrimination, Harassment, and Retaliation
- **Bre Holbert***, 2020–21 Associated Students President
- **Matt Jackson**, Retired Vice President for Instruction and Student Services at Butte College
- **Shelley Keener**, UPD Staff
- **Terence Lau**, Dean of the College of Business
- **Rachel McBride**, Director of Tribal Relations Office and Native American Staff and Faculty Association
- **Alix MacDonald**, Advocate, WellCat Safe Place
- **Malcolm McLemore**, Interim Associate Director of the STAR Center
- **Michelle Neyman Morris***, Faculty Diversity Officer and Faculty in Nutrition and Food Science
- **Robert Morton***, Title IX/DHR Investigator, Task Force Co-Chair
- **Juanita Mottley**, Director of WellCat Health Services
- **Sandy Parsons***, Interim Vice President for Student Affairs
- **Tawnie Peterson**, Chair of Staff Council
- **Kate Post**, Manager of Strategic Communications and Annual Giving
- **Tray Robinson**, Interim Chief Diversity Officer and Director of the Office of Diversity and Inclusion
- **Chunyan Song**, International Staff and Faculty Association Chair and Faculty in Sociology
- **Matt Thomas***, Faculty in Political Science and Criminal Justice
- **Krystle Tonga***, Associate Director of the Cross-Cultural Leadership Center

**Denotes Steering Committee Member*

APPENDIX B: Campus Feedback & Recommendations

The Task Force collected feedback from the campus in four primary ways; open forums, an online form, a student Instagram live, and via e-mail (UniPolicingTaskForce@csuchico.edu). In the open forums, online form, and student Instagram live, the following common set of questions was used:

- 1. On a scale of zero to 10, with 10 being the most trust, what is your level of trust with UPD, and what would it take to improve trust by 1 point?**
- 2. What sorts of public safety issues do you want UPD to concentrate on in the future?**
- 3. What is your understanding about officer training about working with and serving diverse communities? (This question was modified after the first open forum. In open forums 2 and 3 we asked, “What type of officer training do you feel is missing or could be expanded?”)**
- 4. On a scale of zero to 10, with 10 being the safest, what is your current rating of campus safety and what could increase your rating by one point?**
- 5. Is there any other feedback you would like to provide?**

Open Forums

The three open forums were held on April 7 from 10–11:30 a.m. and 5:30–7 p.m., and on April 13 from 2–3:30 p.m. Participation in the forums was approximately 47, 17, and 194 attendees, respectively. The forums were announced in an e-mail message from the Steering Committee to All Announce (faculty and staff) and all students on April 5, as well as via Employee Announcements and Student Announcements on April 6 and April 12.

These Zoom forums were established to be open so that any student, faculty, staff, or community member could join the session and share their perspective. While the open nature of the forums worked well for two of the sessions, the third open forum was disrupted in what is typically called “Zoom-bombing.” The session started normally at 1:57 p.m., with a large number of attendees arriving to the session at approximately 2:06 p.m. The disruption started with noises and music and progressed quickly to inappropriate images and hateful rhetoric. The first chat message identifying the disruption as a Zoom-bombing was at 2:08 p.m. and the meeting was ended at 2:10 p.m. Task force members did their best to react during the meeting and send out a new secure link, which resumed the meeting, but unfortunately the incident was deeply upsetting for attendees and it is unknown if all who wanted to participate returned.

Students, faculty, staff, and community members who participated in the open forums came to the discussion with a variety of experiences and interactions with UPD. Overall, there were many voices in favor of abolition, disarming, and defunding police. Below are a sample of the themes and suggestions received during the open forums when asked each of the five questions. These comments are intended to be a reflection of various points of view and sentiments. They have been edited slightly for clarity and/or brevity.

Question 1: On a scale of zero to 10, with 10 being the most trust, what is your level of trust with UPD, and what would it take to improve trust by 1 point?

- To increase trust, there needs to be a bigger distinction between Chico Police Department and UPD and their jurisdictions delineated; the whiteness of campus and community presents issues.
- Scary seeing militarized police presence on campus. Not unique to Chico State. National issue.
- No confidence in UPD protecting student interests, more like protecting private property and interests.
- Don't trust police are there to keep peace or increase safety. Don't like the toxic masculinity piece of what it means to present as police. Makes her feel unsafe and uncomfortable. Always victim blaming—"Why are you calling us? Why did you do this?"—rather than giving a sense they will help.
- Recognize the different lens that people come from. All students to be treated with respect, not profiled and treated unequally.
- Even when we have a Black or Latinx officer, it does not help when Black students are in trauma brain
- As a person of color, don't necessarily feel safe on campus. Always seeing an officer reaching for their belt, before even approaching them. Concern about access to lethal weapons. When serving students on a college campus, you won't need those weapons. Disarming would help with trust, access to less lethal (like tasers), maybe not batons (have seen batons used in local community), pepper spray would be better.
- Part of the problem is people don't understand the history and importance of intent vs. impact.
- Increase positive interactions between UPD and students, and improve town-gown relationships
- Recognize that the institution of police is deeply flawed in many places, and being good people individually isn't enough
- Increase diversity of UPD officers to create a broader perspective
- Divert funds from UPD and create office to assist students who are having a mental health crisis. Individuals to respond should not be in uniform
- Additional transparency, outreach. Positive interactions and participation on campus.
- Transparency, education on not profiling, not always focusing on what someone has done wrong, work on serving all students with respect and acknowledging that our students don't fit a mold.
- Increased transparency about how UPD does its job and the department goals. Operate in a public open nature.
- Recognize major acts of police violence across the country and how our force will prevent that from happening here

Question 2: What sorts of public safety issues do you want UPD to concentrate on in the future?

- Bike theft
- Robust conversations needed to address broader housing issues in Chico and how they affect our campus and students; housing insecurity of our students and community members.
- Better response to students' basic needs, as public safety is compromised when basic needs are not met.
- Concerns with dark spaces and lighting on campus at night, feelings of being unsafe
 1. Ensure well-lit spaces (especially streets around campus and on campus).

-
2. Walking path by the train tracks (cleanliness), unsafe for females at night due to limited lighting.
 3. Concerns with limited lighting by the Warrens Center
 4. Increased patrol/visibility in the area—doesn't have to always be the police—how can we engage other populations?
 5. Extra patrols on the bike paths
 6. Depending on the season the lighting will look different
- Safety at frat parties—how to work to ensure that these are safe interactions for women and people in general
 - Parking at a distance, walking alone to car. Have fear for safety. A lot of transients and drug paraphernalia on campus. Doesn't see officers present on campus
 - Standard for being a police officer is so low and training is so low that they are not able to appropriately handle situations.
 - Alcohol is still a major concern that the University needs to address.
 - Chased on campus by transient and had trouble finding an operable blue light phone
 - Students that are feeling singled out
 - We are only safe if the most vulnerable are safe
 - Students are fearful to be on campus at the end of the night. Perception that the police escort is not available and that they feel this is a waste of their (UPDs) time.
 - Concern with culture that UPD gets to decide when they respond. Lack of accountability. Multiple experiences of this nature as a person of color/woman that they were being let down.
 - Recognize and talk about racism as a public health and safety issue. How are police responding in a way that is trauma informed to make sure Black, Indigenous, and people of color (BIPOC) students are not further traumatized by police presence.

Question 3: What is your understanding about officer training about working with and serving diverse communities? (This question was modified after the first open forum. In open forums 2 and 3 we asked, "What type of officer training do you feel is missing or could be expanded?")

- Specific training to help individuals with mental health issues, National Behavioral Intervention Team Association (NABITA)
- Natural reaction of UPD is to come in and "control the space." Most likely students intimidated just by the uniform. Don't need the "extra" step to control room, presence is good enough. Physical cues are important to be thought through.
- Recognizing/understanding bias would help bring down barriers.
- Continual training and understanding of BIPOC students, continual work to understand diverse communities. Create space to allow for this to be the No. 1 priority.
- De-escalation training
- Shortsighted to think UPD is equipped to deal with every situation.
- Book in Common focused on anti-racism. Ongoing discussions needed.
- Recognizing a mental health issue and knowing how to deal with it.
- Not to use lethal force.

- Real history of policing, where it stems from. For a race perspective.
- Trauma-informed communication and practices
- Developmental psychology of young adults.
- Restorative justice
- Unconscious bias training
- Significant connection between higher levels of education and less use of force, consider requiring a higher degree for UPD officers.

Question 4: On a scale of zero to 10, with 10 being the safest, what is your current rating of campus safety and what could increase your rating by one point?

- They provided transportation through campus connection shuttle, and I felt safe not having to walk home alone at night
- Moving from a student to a professional staff. Limited places that felt safest as a student DREAM Center and CCLC. Feel like I have more privilege as a staff member and other spaces to go into.
- Experience with UPD office assisting to car late at night but concern when they initially saw officer.
- Implement better lights on the bike path
- Don't have worries about transients. Threats she feels are armed police officers on campus and the Republican club. Her threats are the "nice people."
- More police presence the better
- Information shared in a more responsive manner. How often are incident reports shared with community? Transparency of UPD calls received.
- Increase in bike-friendly campus
- I feel mostly safe personally, but I know that many of my students don't
- Stop bike patrol stops.
- Remove the biking policy on campus—breeding ground for profiling. Not a change that would hurt the police—just an opportunity to remove this role and lower interaction with police.
- Discontinue responsibility for lock-outs
- Crime prevention through environmental design—allow for natural surveillance, ways during the design to plan for visual allowance/limited hidden spaces
- De-weaponizing UPD: Weapons, body language, uniform—everything about it says "stay away from me, I am not safe"
- Inequity around policing of BIPOC/Latinx community; would feel safer with fewer police
- Blue lights on campus and shuttle and the presence of police on campus makes me feel safer
- Address and break the Code of Silence and protection of law enforcement.

Question 5: Is there any other feedback you would like to provide?

- Part of the problem is people in current role don't understand the history and importance of intent versus impact.
- What about psych evals? One and done or continuous? If you don't pass, then you move on.
- Need innovative solutions to what we are talking about. Need to figure out a workable solution that

meets the needs of students. Abolishing police is not just something that the institution can do unless they have a clear way to say this is what we are going to do if we have an active shooter on campus or if people are getting assaulted.

- Listen to BIPOC student voices within the task force work.
- Create opportunities for students to share out and for students to have opportunities to feel safe.
- UPD truck appears as wasteful spending, may be incorrect, but that's what students see
- Perception that UPD to protect our students/campus and that they have not fulfilled their duties. Concern with UPD officers shaking hands with Proud Boys.
- I really hope administration takes in all the work and makes an accurate decision.
- Concern that additional training will not affect the outcome and incidents will continue to happen
- Review of funding for UPD (reduction) and increase funding for mental health services.
- UPD is the only responder, far too wide of an overreach. Police are not trained in medical or mental health emergencies, safety issues, racial sensitivity issues.

Online Form

The online form was established and communicated to the campus community in the same message that announced the open forums on April 5. In the three weeks the online form was available, 57 responses were submitted. Here are the topics that different respondents shared in the form:

When asked what it would take to improve trust in UPD by 1 point, responses included:

- Stop racially profiling
- Disarm/abolish/defund
- Mental health responders
- De-escalation tactics
- Enforce campus rules
- More positive interaction on campus
- More Blue Light phones
- Increase officer diversity, and increase education and training requirements
- Better victim treatment
- Transparency and consistency

When asked about what sorts of public safety issues they want UPD to concentrate on in the future, responses included:

- Crimes, including bike theft, vandalism, sexual assault, and other violent crime
- Keep campus safe, including at night
- Build trust with the community
- Treat all victims with respect
- Equal enforcement
- Increase lighting on campus, and more Blue Light phones
- Ending racial profiling

- Accessibility
- Collaboration with campus for public safety

When asked about their understanding about officer training about working with and serving diverse communities, responses included:

- Many were unaware of this training
- Many expressed that the training is ineffective
- Training is only a rationale for increased funding
- Some indicated the training appears effective

When asked what could increase your rating of campus safety by 1 point, responses included:

- Decrease police, abolish
- Already feel safe
- Increase visibility
- Increase number of officers
- Improve crime alerts
- Casual dress for officers
- End profiling
- More community outreach, more foot/bike patrol
- Have alternatives to armed responses
- More lighting and evening patrols
- Increase transparency throughout UPD operations

When asked for any other feedback, responses included:

- Officers should be more accessible
- Request for an online reporting system
- CARE checks by mental health professionals, not officers
- Increase accountability in UPD
- Improve recruitment
- UPD does a good job
- Abolish, defund, disarm
- Decrease their enforcement role, and limit to campus
- Have more unarmed campus ambassadors
- A campuswide discussion of what campus safety means
- Continue the work begun this year for continual improvement

Instagram Live

The student-facilitated Instagram Live was hosted on the Chico State Instagram account on April 14, from 5:30–6:30 p.m. Approximately 100–110 individuals tuned in live to the event. As of May 11, the Instagram Live had over 4,000 views. The event centered around several prompts.

The first question posed asked participants to rate their level of trust in UPD on a scale of 1 to 10 (with 10 being the most trust). Responses hit each of the possible responses, as well as some responses beyond that range (e.g., “-10”, “-100”, “-1000”, and “10 I Love UPD”).

When asked what it would take to increase trust with UPD by 1 point, participants provided a range of answers, including:

- Removing them from campus, disarm, defund
- Servant model, instead of enforcer model
- Diversify
- Be nicer
- Appropriately handle sexual assault cases
- Don't be armed when it isn't necessary
- Increase outreach
- Communicate how they will improve, and follow through
- Deal with people experiencing homelessness on campus
- Foot patrols
- Fire those who abuse their power
- Increase campus profile
- Increase anti-bias training
- Ensure Blue Light phones are operable
- Better communication about recent crimes
- Involve social workers
- Support students, especially BIPOC and LGBTQ+ students
- They are doing their job well

When asked about what sorts of public safety issues do you want UPD to concentrate on, participants said that they should concentrate on a variety of things, including:

- Being more accessible at night, make students feel safe
- Review personnel for racism, and remove racists
- Hate crime, sexual assault
- Disarming/abolishing UPD
- People experiencing homelessness on campus
- De-escalation
- Mental health and wellness expertise
- Increasing training funding
- Ending excessive force
- Theft and bike theft
- Diversify UPD
- Active shooter training
- Not targeting students
- Greek life parties

When asked (on a scale of 1 to 10, with 10 being most safe) their rating of campus safety, participants again provided responses at each step of the scale, and one indicated feeling safer during the day than at night. Some of the participants noted specific safety concerns, including:

- Harassment from an older male student
- The threats posed by the white cisgender male campus population
- A mentally ill man on campus, targeting Black women
- People experiencing homelessness on campus
- Lack of lighting

When asked about their understanding of police training to serve diverse communities, participants indicated a variety of opinions:

- Some indicated that they were unaware of any such training
- Some did not believe that any occurred
- Some felt that there should be much more of such training
- Some believed that there is already extensive training

Still others indicated:

- Important, but worthless without a larger reevaluation of the role of policing
- Should have implicit bias training
- Doesn't help if bias is present
- Need mental health training
- Should serve everyone the same
- Would like UPD to communicate what they train on to the campus

Email

The email account was created and provided on the Presidential Task Force to Examine University Police Policies and Practices website in February 2021. As of May 17, 2021, four email messages from the campus community have come into the mailbox. One message shared thoughts and reactions related to the first campus Open Forum, two messages were related to the campus “A Failure to Grasp Campus Policing Problems” Google document, and the final message offered some recommendations to be considered by the Task Force.



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