



UNIVERSITY OF MARYLAND

TASK FORCE ON PUBLIC SAFETY AND COMMUNITY POLICING REPORT

November 2021

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EXECUTIVE SUMMARY

TASK FORCE CHARGE AND PROCESS

On September 29, 2021, President Darryll J. Pines charged the members of the Community Policing Task Force to:

- *provide recommendations to enhance public safety and community policing that helps the UMD campus move toward more collaborative and trusting partnerships between our public safety officials and the university community;*
- *examine community attitudes, experiences and values; policing structures, resources, practices and policies; and assess and benchmark UMD against peers;*
- *pay particular attention to progress or lack thereof in areas related to hate-bias training, racial profiling, and use of force, including those that result from our partnerships with other law enforcement agencies.*

Initially, he asked for a report by the end of December 2020 or early January 2021. At the request of the committee, citing the need for additional time to gather more complete information on community attitudes and increase time for responses from peer institutions, the deadline was extended to the end of the Spring 2021 semester with plans to deliver a report to the campus in October 2021.

The Task force divided its work among three work groups:

- Community Attitudes and Relations (Perla Guerrero & Tony Randall, Co-Chairs)
- Comparisons to Peer Departments (Laura Dugan & Gary LaFree, Co-Chairs)
- Contracts, Trainings and Policies (Kris Marsh, Chair)

The full task force held fifteen (15) meetings at which there were six (6) presentations by invited speakers (list of speakers and topics is Appendix A in the report). Work groups also conducted separate meetings. Between the work groups and the task force as a whole, data collection included a survey of peer institutions; surveys of community attitudes and relations on the UMD Campus and in the College Park Community; listening sessions among faculty/staff, students/recent alumni, the College Park community; meetings with student organizations; and interviews of current and former staff of the Office of Diversity and Inclusion (ODI) which was often a place where students, faculty and staff voiced their concerns particularly about policing and bias (through such programs as Bias Incident Support Services, Diversity & Inclusion Training, etc.). Survey and interview instruments along with detailed findings are located in the Appendices.

Background

In the wake of civil unrest and national discussions about police reform that followed the 2020 killings of George Floyd, Breonna Taylor, Ahmaud Arbery and others, municipalities, like UMD, and other colleges and universities began to ask questions and consider strategies for managing local and campus police departments in an effort to improve police-community relations, demilitarize police forces, re-examine university and municipal joint policing agreements, eradicate unwarranted and abusive policing, and find approaches that would ensure a greater sense of community safety and trust, particularly among members of underrepresented groups who were most vulnerable to discriminatory police actions. Despite different approaches nationwide, we concurred with the growing consensus around the need to better equip or remove an armed police presence from handling certain issues (such as mental health crises) or other smaller scale occurrences (such as building lockouts and noise

abatement). In this report, we support some existing proposals on campus from the UMD Counseling Center and the Department of Residential Life that begin to address these issues. We propose some new approaches designed to extend and improve community trust and engagement with campus police, and we have also explored additional models that think about community safety beyond police practice that locate the redress of harms and community protection in much broader terms. Some of the latter build on existing models of restorative justice already used here and on other college campuses to address issues of student conduct.

Our findings and the resulting set of recommendations focus on the goals of increasing a greater sense of safety for all members of the UMD community, while also creating greater transparency and clarity about policing practices and processes; reforming some duties and responsibilities where appropriate; and enhancing police-community relations with the campus and surrounding community. It is important to point out, however, that issues of public safety and community policing are seen quite differently by different members of the community and by different advocacy groups that are addressing these issues nationally. While some argue for the importance of retaining policing approaches to campus safety, introducing reforms that ameliorate some of its discriminatory and militaristic aspects and improving police community relations, others are challenging institutions to find ways of thinking about safety and harm that minimize or even eliminate police presence, placing greater emphasis upon restorative or transformative approaches to harm, safety and justice within the community.

Definitions of terminology used in the report:

Community policing, so-named, began to gain popularity in the early 1970s. It was a movement that grew in response to the limitations of the reforms early in the twentieth century that gave rise to professionalized policing. The assumptions that policing had a wider function than law enforcement and that the police should engage local communities became two, new cornerstones of policing philosophy. While a common assumption about community policing is that it is a “softer” approach to crime control, especially as compared to prior styles of policing, this is not always the case. Indeed, when broadening the function of police to include broader constructs such as “quality of life” and “public safety,” it likewise broadens the situations in which police may become involved. While there is empirical evidence that a number of the elements of the (idealized) community policing paradigm can, in fact, reduce crime and improve community relations, the implementation of certain tactics has also expanded police power and disproportionately focused on African Americans. Clearly, this is counter to the ideals often associated with the term *community*, and it raises the risk of perpetuating, if not exacerbating, poor relations between police and minority communities, as well as an unbalanced sense of who benefits from policing and who is “policed.”

Restorative Justice and Transformative Justice. In an effort to think broadly about public safety, the committee explored and gave consideration to notions of restorative and transformative justice. Unlike mainstream criminal justice approaches that focus on carceral punishments for specific acts, restorative and transformative justice focus on alternative responses to rule-breaking, harm, and accountability that are not anchored in state-based punishment.

Restorative justice requires those who have committed harm to be accountable for their actions to their broader community and emphasizes learning and healing, in favor of punishment. *Transformative justice* models emphasize an analysis of the history of concepts like “safety” and “harm,” showing, for example, what might provide a sense of safety for some can place others in harm’s way. These models address head-on one of the toughest questions posed to critics of policing: how, beyond police, do we respond to violence and violation (including sexual

violence) motivated by hate, be that racism, misogyny, religious persecution, and/or anti-LGBTQ+ sentiment?

History of University of Maryland Police Department (UMPD).

The presence of law enforcement on the University of Maryland Campus began in 1930 with the hiring of one “Uniformed Traffic Policeman.” Campus security became a Maryland State police assignment, and the Trooper’s primary duties included the monitoring of parking restrictions and basic traffic enforcement. The 1940s saw the creation of a Special Police Force dedicated strictly to campus, working hand-in-hand with the Maryland State police.

UMPD was officially acknowledged by the Maryland State legislature with Senate Bill 251, which took effect on July 1, 1975. This is the beginning of the department that we know today. Its growth parallels a process that began on many other campuses in the late 1960s and 70s largely in response to growing campus unrest of the period. During that time, this campus followed nationwide patterns that included organizing campus police forces similar to municipal police departments with increased training, preparation, military-like gear and professionalization. The first UMPD Police Academy occurred in 1975. At this time, UMPD earned full certification with the Maryland Police and Correctional Training Commission and began to regulate its own training within the Commission’s guidelines. CALEA (Commission on Accreditation for Law Enforcement Agencies) standards were adopted and implemented in 1996, furthering UMPD’s efforts to achieve excellence in law enforcement.

RECOMMENDATIONS

The recommendations below were derived from the individual work group reports and are based on their findings, which are summarized following the list of recommendations. The various group recommendations are combined and integrated here.

A. General Campus and Community Recommendations

Mental Health

We recommend that mental health personnel serve as first responders for mental health calls, unless some exigency exists in which police would be immediately necessary. We are aware of the proposal made by Dr. Chetan Joshi, Director of the UMD Counseling Center, and support the proposed partnership with the Sante group for after-hours coverage and transport and additional support for the Counseling Center to provide coverage and transport during business hours.

Office of Campus Safety

We recommend establishing a separate Office of Community Safety or Team of Community Safety Advocates who would be the first point of contact for safety issues that do not require a police presence. Staff of this office would serve as first responders to handle such things as office/residence hall lockouts; noise abatement; walking escort services; and may provide event security as appropriate based on policy. The current program of Student Police Aides should be coordinated with these Community Safety Advocates. The office/team would work closely with UMPD, the Counseling Center, the Health Center and other appropriate units in the Division of Student Affairs and serve as a central point of contact. The office/team will be charged with regularly reviewing campus safety issues and with developing responses/proposals for improvements. It will also be tasked with continuing to research and monitor national and local developments on issues of campus safety, as well as respond to innovative new approaches to this major campus concern.

Policy on Campus Event Security

We recommend that equitable, transparent and explicit policy, practices and guidelines be developed to determine how police and/or security personnel are assigned to various campus events. Such policies and practices should be clear and the parameters used in making these decisions should be available to all stakeholders. UMPD, the proposed Office of Campus Safety along with the Student Government Association (SGA), Student Affairs and other relevant stakeholders should be full participants in the development of these policies which should be reviewed by the University Senate.

Policing Review Board

We recommend the establishment of a Campus Police Review Board consisting of faculty, students, staff (including members of UMPD and Title IX representation) and community members. The board would review policies, budget and other operational issues including training protocols and provide advice to the University President and Chief of Police. It would also host community listening sessions at least once a semester. The board could independently receive and track complaints about UMPD and would report them immediately to the appropriate outside review board (in accordance with the newly passed Maryland Police Accountability Act which will go into effect in July 2022).

Division of Student Affairs & Police Relations

We recommend that the Division of Student Affairs and UMPD work together through a formalized process, perhaps governed by an MOU, to develop a student-centered approach to policing that ensures consistent coordination of effort, especially with regard to campus residence halls and enhances student-police relations. One goal would be for Student Affairs and campus police to find ways to move first contacts away from campus police and toward student affairs as appropriate. The proposed Office of Campus Safety, once established, would be involved in these discussions and have a role to play in coordinating student-police relations. A key goal of this recommendation is to include partnerships in the training of resident assistants (RAs) and community assistants (CAs), and greater engagement and shared participation in new student orientation. We recommend that these collaborative activities become a significant area of focus for the new Dean of Students position.

Police Community Relations

We recommend that UMPD enhance and more fully implement its existing community policing programs and structures and in addition, open new lines of systematic communication with campus community stakeholders, such as advocacy groups, campus administrators, faculty staff organizations, student government, local neighborhood and business groups, etc. We recommend that UMPD's student advisory committee continue to meet on a regularly scheduled basis throughout each semester and make the minutes of those meetings publicly available on both the UMPD and the SGA websites. The committee should work closely with the Office of the Chief and meet with the Chief of Police at least yearly.

Diversity, Equity and Policing

We recommend continuous diversity training for police officers and ongoing discussions and regularly scheduled forums on diversity, equity and safety. This would include such things as: pursuing diversity training for officers in an effort to reduce racial profiling; supporting programs already on campus and expanding others that promote minoritized and marginalized students' sense of safety, value and belonging. An independent equity consultant should be housed within UMPD, so diversity issues can be processed daily instead of on a case-by-case basis or only when a case is deemed high profile.

Transformative/Restorative Justice

We recommend that the campus establish a program of restorative/transformational justice that can offer alternative remedies and methods of reestablishing safety and community in the face of these different kinds of harm. This may be an area of particular focus for the new position of Dean of Students in the Division of Student Affairs and the Office of Campus Safety. It could begin with a working group charged to envision and propose new community-based alternatives to policing through a Restorative/Transformational Justice framework.

UMPD Mission Statement

We recommend a revision of the UMPD mission statement so that, like our peers, it aligns more closely with the mission of the University.

B. Recommendations for Police Training, Policies & Practices

Police Training

We recommend that UMPD officers undergo annual in-service training on de-escalation, anti-discrimination, anti-retaliation, anti-harassment, use of force, implicit bias, equity, diversity, inclusion as well as legislated and mandated additions. Current training practices should be reviewed by the Police Review Board with an eye toward enhancing existing training procedures and/or adding new modules or courses.

We recommend that UMPD require mental health screenings and assessments prior to hiring any officer and require officers to be reevaluated every three to five years (similar to the Maryland Police Training Commission) by a certified mental health professional that should be independent of UMD. A wellness program should be considered to supplement the ongoing psychological evaluations.

We recommend that UMPD provide a robust Defensive Tactics training program twice a year, to include:

- Psychological/physiological emotional distress training
- Responding to people with intellectual and developmental disabilities training
- Extensive de-escalation training
- Train the trainer modules

Police Department Contracts/Equipment

We recommend that UMPD work in conjunction with the county municipal police departments to create MOUs and develop coordinated protocols for cross-jurisdictional incidents; develop a uniform use of force training; and develop one use of force policy, where possible. Police departments and agencies in Prince George's County shall facilitate a coordinated response to incidents that might involve multiple agencies, such as Park Police and Metro Transit Police Department, to improve response time and enhance safety. A portion of this contract will include reviewing concurrent jurisdiction to better align it with where students live now and where student housing is being built.

We recommend that UMPD review the use of tasers, non-lethal weapons and the possibility of disarming police for routine patrols.

Policing Policies and Practices

We recommend that UMPD review current reporting procedures for reporting departmental statistics and implement an interactive website that allows the public to easily view and understand departmental statistics and data, such as, number of traffic stops and arrests, on a quarterly basis.

We recommend that UMPD implement policy and procedures to ensure better publicizing of departmental resources and reports, especially at the new student orientation. Orientation should particularly emphasize what the department does to protect minority and marginalized students. Both the Departmental Chief and officers should present at the new student orientation.

We recommend that UMPD review their mode of notifying campus and community members about incidents on and off-campus by sending or posting a summary after the all clear with as many details as possible, in order to be as transparent as possible.

We recommend a review of the number of blue light cameras and of campus lighting, especially in areas like Fraternity Row, Graduate Gardens and on Knox Road where students, faculty and staff report feeling unsafe.

We recommend that UMPD publicly report on their website and in their manual the contracts and MOUs that the department has with Prince George's County Police Department (PGPD), Maryland State Police (MSP) and any other police departments to the degree that this is legally allowable.

We recommend that UMPD contract with UMD to create a for-credit citizens academy on policing to bolster communication and knowledge between the department and the UMD community. The academy may run every semester. The ideal maximum size is no more than 20 people per academy class.

We recommend that UMPD consider developing contracts for temporary assignments for its officers with outside agencies to promote professional development, such as, FBI's Joint Terrorism Task Forces (an organization responsible for reactors and other sensitive areas of the campus, as well as investigations and safety involving students from abroad).

We recommend that UMPD implement a policy for uniform business cards. The front of the card should have identifiable information about the officer, and the back of the card could contain methods for complaints or compliments, as well as recruitment efforts. Business cards shall be provided on all official police business with community members.

FINDINGS

Policing at UMD Today

The UMPD is a professional law enforcement organization that at present employs 121 people (79 sworn officers; 42 civilians). It has an annual budget of nearly \$14 million (\$10M in state appropriation and \$4M from internal sales, included as Appendix J in the report). UMPD is the primary agency responsible for policing property owned, operated, leased by, or under the control of the University of Maryland System. The UMPD and related services (such as the 911 emergency system) compose the Department of Public Safety at UMD. In general, in this document we use these terms interchangeably, since the public safety department consists largely of the police department and the lead administrator, Chief David Mitchell, holds the title director and chief of police. UMPD police officers are State certified in accordance with Article

41, Section 4-201 of the Annotated Code of Maryland and have all the same powers and authority as any other sworn police officer in Maryland; each officer is empowered by State law to make arrests, investigate crimes, and carry firearms. Besides the sworn police officers and civilians, UMPD employs over 85 Student Police Aides who perform a wide variety of security and related tasks including patrolling the campus on foot and bicycle, providing walking escorts, working as contract security, and providing traffic direction and control at special events.

A key feature of the Campus Police is its jurisdictional responsibility. UMPD has entered into a "Concurrent Jurisdiction Agreement" with Prince George's County Police Department (PGPD) that, in addition to their statutory jurisdiction and authority, distributes enforcement authority to University Police Officers in certain areas of Prince George's County, in particular in College Park, MD. College Park does not have its own police department; therefore, one unusual feature of the responsibilities of UMPD is that they are the primary provider of police services in the town the University is located in. UMPD and PGPD have a mutual working relationship and provide assistance and expertise to each other as needed. Additionally, State law empowers University Police Officers to enforce laws throughout the State of Maryland in many circumstances.

The University of Maryland Department of Public Safety at College Park is also the only non-county organization State-wide to operate a full service 911 Emergency Communications Center. UMPD is the only university police department in the State and one of a relatively few police departments State-wide to offer a fully certified Entry Level Police Training Academy. Instructors from UMPD who teach in the Academy not only train individuals who will work as officers at UMPD, but also officers from law enforcement jurisdictions from around the State.

Contracts, Training and Policies

The Contracts, Training and Policies work group focused on producing recommendations about police contracts and training based on local and national suggested police reforms. They drew from model policies presented by the International Association of Chiefs of Police (ICAP) as well as discussions with current University of Maryland Police Department personnel, feedback from other UMD Presidential task force members as well as input from non-police members from the University community. They also drew extensively on personal experience in the field of policing as well as members of the campus community. Their recommendations identify a number of national best practices, some of which may already be in place in UMPD.

Comparisons to Peer Departments

The Comparisons to Peer Departments work group collected data from several different sources. Data from the Bureau of Justice Statistics (BJS, Reaves, 2015) survey of Campus Law Enforcement Agencies, collected in 2011-2012 focused primarily on agencies serving 4-year universities and colleges with a fall headcount enrollment of 2,500 or more students was compared to information about the organization and functioning of the UMPD in 2011 and in 2021. In addition, the work group prepared its own survey which was administered to all of the universities of the Big Ten Academic Alliance (Big 10) as well as four universities identified as having informative campus police departments (University of California-Berkeley, Northwestern University, Washington University in Saint Louis, University of Chicago, and Yale University). Finally, the group organized open-ended interviews with key informants at Northwestern University, Washington University in St. Louis, University of Minnesota, and the University of Maryland. Key informant interviews were conducted with police chiefs, directors of residential life, undergraduate and graduate student leaders, representatives from health and behavioral health centers, and community leaders.

The data from the BJS survey was summarized in eight tables in the findings section of the full report. These findings cover a wide range of questions relating to the make-up and budget of the departments, as well as their interactions with on campus groups and connections with other jurisdictions. Additional comparisons made in 2021 based on the survey conducted by the work group are summarized in an additional 23 tables. These findings focus on issues such as types of calls for service and community relations among other issues. The informant interviews are summarized at the end of the findings section on peer comparisons. More detailed summaries of these interviews are provided in the report appendix. We provide a few highlights of the findings of the peer comparison group in this executive summary.

Budget: The 2011 average budget for all universities was just \$2.8 million; for large universities (over 30,000 students) it was just over \$6 million; and for Big 10 universities it was a little over \$7 million. UMD, with an annual budget of nearly \$8.7 million, was on the high end of the distribution. UMD's total budget in 2021 was nearly \$14 million. This can be compared with some of the cases selected for study among the smaller group of universities surveyed in 2021. Rutgers for example had a total budget of \$15 million, while Illinois's budget was \$8 million. Purdue's budget was \$5.9 million. Variation in budgets was not linked just to enrollment numbers but also other factors such as location, personnel size and equipment.

Full-time Personnel: UMD Department of Public Safety (DPS) was near the top of the distribution with 139 full-time employees in 2011. This was more than three times larger than the full sample of universities. However, it is much closer to the four case study universities (110) and the universities with more than 30,000 in student enrollment (101). Interestingly, full-time personnel at UMD DPS actually decreased by 12% between 2011 and 2021. UMD DPS has no non-sworn officers, which is not always the case at other universities.

MOUs with Law Enforcement and other agencies: In general, Memorandums of Understanding (MOUs) are most common with state and local police departments. This is the situation for nearly 90% of the universities with larger enrollments, nearly 69% of all universities, and 11 out of 13 of the Big 10 universities. UMD DPS only reported an MOU with the local police department in both 2011 and 2021.

Review Boards: Relatively few departments reported having some sort of oversight review board. Notable exceptions were the University of Chicago and Michigan State University.

Duties and Responsibilities: An important issue raised by the task force was the appropriate range of responsibilities that should be taken on by the police department. One question asked in the subcommittee survey of the Big Ten universities and the four other larger universities was whether law enforcement or some other campus entity is responsible for different types of calls for service. Perhaps the most striking feature of this analysis is that for all calls listed, law enforcement is not the only responder. However, in four of the five campuses, law enforcement exclusively responds to mental health crises (Illinois, UNL, Chicago, and Purdue) and bias incidents (MSU, Chicago, Purdue, and Rutgers). When calls for service are made due to a mental health crisis, law enforcement responds for all seven universities. However, UMD, MSU, and Rutgers have both law enforcement and non-law enforcement respond to the call. UMD engages the Prince George's County Crisis Unit, the UMD Counseling Center, and the UMD Health Center. MSU engages counseling and psychiatric services, and Rutgers has a trained emergency services unit. For calls reporting bias incidents, UMD's campus police and facility management responds. Also, UMD has a hate bias committee that is supposed to respond, but they sometimes do not. Bias calls at Illinois and UNL are exclusively under the purview of Title IX, and law enforcement does not respond to these types of calls.

Overall, UMD DPS as a unit was on the large size as compared to other peers. They respond to a wide range of requests and have equipment and arms within the range of other departments.

They do not have a nonsworn group of personnel whom they can partner with to manage certain types of calls.

Community Attitudes and Relations

The Community Attitudes and Relations work group gathered information through a combination of listening sessions, interviews and a campus survey. The purpose was to understand how different constituencies—students, staff, faculty, and community members—understand and experience campus safety. Campus safety for these purposes included, but was not limited to, policing, police encounters, responses to mental health crises, general campus climate, and climate in surrounding neighborhoods. Five listening sessions were conducted with stakeholders including groups of staff and faculty; current undergraduate and graduate students; College Park community members; Black student leaders and recent alumni; and an Asian American student organization. Interviews were conducted with some ODI staff. Survey data was collected among faculty, staff, students and recent alumni, with a total of 2,545 respondents. A survey of College Park community members had a total of 49 respondents.

Listening Sessions: (Selected quotations from the listening sessions are included in Appendix E in the report.) The listening sessions were designed to provide a space for participants to share their experiences as part of the UMD community. Each group was asked to talk about:

- What makes you feel safe or unsafe on campus?
- What suggestions do you have to improve safety on campus?
- How would you describe your direct or indirect interactions with the police?
- When and how do you seek police support or assistance?

The number of participants per session varied widely and was distributed as follows: Staff and Faculty, 100; Undergraduate and Graduate Students, 30; Black Student Leaders and Alumni, 30; Asian American Student Group, 12; College Park Community Members, 5. In order to protect the participant's identities, the listening sessions were not recorded. However, they were transcribed, and all names and identifying information were removed from the transcripts to protect participants' identities.

Findings from the listening sessions yielded insights about the ways in which community members' lived experience with policing both on and off-campus shapes their views of UMPD. People of color reported being targeted or profiled by police officers, and UMD community members feel that there are patterns of UMPD treating victims and/or by-standers poorly. Black students and other students of color report that their events are over policed (when compared to other student groups) by UMPD, and there are no clear policies around how the number of officers is determined for any given event. In the student listening sessions, many students shared instances where the police showed up inside the dorms without much explanation as to why they were there, leading the students to feel unsafe. UMD students, especially students of color, report that there are areas of campus or near campus that are particularly unsafe. This can be due to poor lighting but also due to generalized student knowledge that they are more likely to be harassed in certain areas. Some students reported being unnerved by the campus alerts, especially when the results of incidents are vague. The committee learned that students often seek to resolve issues themselves to avoid calling UMPD in fear that police presence would escalate a situation and they, along with others in the community, want alternatives to

calling police in such situations as mental health crises; an area in which the need for additional police training was expressed.

Nevertheless, members of the UMD community wanted more regular engagement with UMPD so that they do not simply interact with police officers during crises. Many did not understand the full role/responsibilities of UMPD nor the police auxiliary and the role of students within it. They expressed an interest in learning more. Some people, primarily staff or faculty, also reported positive encounters with police on campus or nearby.

Staff Interviews: The interviews with members of the ODI staff confirmed some of the things heard in the listening sessions--especially with students. For example, the staff reported that the ODI Student Advisory groups indicated a need for greatly enhanced training of UMPD personnel around issues of identity and cultural competence. These conversations emphasized the need for diversity training to be ongoing for all police officers, not just at orientation for new recruits, and a belief that UMPD should process diversity issues every day instead of just in high profile cases. Staff described meetings facilitated between police and the student group where concerns about police imposing themselves in student conversations in ways that were culturally insensitive were a consistent theme. They also described student experiences of being followed by police on campus, which contributed to a sense among students that their identities, not just race, were a critical factor in the way they were treated. The student advocacy group also found the procedures for reporting complaints about the police problematic as those who experienced harassment were directed to the police to report the issue. They felt that there ought to be another method or office for filing complaints or reporting police harassment, besides directly to the police department.

ODI staff also shared that some people, more likely staff and faculty, reported positive encounters with police on campus or nearby. A general theme that arose from these interviews and is seen as a broader, campus-wide issue is to help the community understand how racism, sexism, antisemitism, etc. make people feel unsafe and can be traumatizing. In general, they saw the need within the police department but also campus-wide for a more informed understanding of trauma and harm that extends beyond legalistic notions of crime and safety and avoids re-traumatization.

Survey Data: The findings from the survey data supported many of the things said in the listening sessions and interviews but also provided a broader perspective about campus and community attitudes. Of the 2,545 people surveyed, 72% completed the survey; 39% of whom were staff; 34% students; 20% faculty; 4% alums, 2% other and 1% administrators. The demographic distributions are provided in the report yet follow closely to the general campus population.

Feel safe on campus: More than half of respondents always feel safe to express their gender, racial/ethnic, or religious identity on campus. Nine percent of respondents rarely or never feel safe to express their religious identity on campus. Nearly a quarter of respondents (23%) occasionally, rarely, or never feel emotionally safe on campus.

Responses to the question about whom they would consult around issues of safety, the majority (57%) of people responded that they would consult UMPD, more than a third of respondents would consult their department (44%) or an individual staff or faculty member (37%).

Seventy-one percent of respondents found *the presence of law enforcement on campus* assuring, yet between one-quarter and one-third (29%) of respondents reported that the presence of law enforcement on campus makes them feel somewhat or very anxious.

Two-thirds of respondents (66%) rated the *quality of their interactions with University of Maryland Campus Police* as positive or very positive; 24% were neutral; and 10% responded negative or very negative.

Additional questions about law enforcement found that almost half of respondents agreed or strongly agreed that most students on campus are treated differently by law enforcement officials based on racial appearance; and 27% of respondents thought this was true based on gender expression and based on religious identity (also 27%). When asked about times or places where students seem more at-risk or vulnerable to encounters with police, walking on campus at night; on Baltimore Avenue or off-campus and fraternity/sorority parties were identified by 40%-58% of respondents. The strategies that more than one-third of respondents employ to decrease difficult encounters with police include not walking on or coming to campus late at night. When asked specifically about how much interaction they had had with UMPD, 38% said an officer spoke to them, 32% attended an event where a UMPD officer made a presentation, 28% had called for non-emergency assistance and 28% reported having had no interactions with UMPD.

Many of the questions about overall safety were analyzed in relation to the demographic characteristics of the respondents. Among those findings were that one-fifth of Black/African American (21%), Asian or Asian American (20%), and Latinx/Chicanx/Hispanic (18%) respondents occasionally, rarely or never feel physically safe on campus. Male respondents are more than twice as likely to always feel physically safe on campus (50%) compared to female respondents (22%); and about one-third of respondents who identify as non-binary / third gender (32%) occasionally or rarely feel physically safe on campus. They also report variations in sense of safety based on sexual orientation and religion. Finally, respondents were asked about their feelings of emotional safety, with more than a quarter of students (28%) saying that they occasionally, rarely or never feel emotionally safe on campus. Respondents of color were two to three times as likely to rarely or never feel emotionally safe on campus (8-13%) compared to White/European American respondents (4%).

How Do UMD Community Members Recommend Improving Campus Safety?

The most requested improvement is for the police to engage in community-building activities. Many respondents want the police to meet face-to-face with those they serve, develop personal relationships, and interact socially outside of a law enforcement context. Participants suggested classroom presentations, support at student events, or coffee hours and ride-alongs. They argued that community-building would improve trust and make it more likely that campus policing will be proportionate and fair. The listening sessions indicated that Black students and staff feel especially strongly that police community-building would increase their safety on campus. The second most frequent recommendation involved changing university justice policies, especially the need for mental health experts to be available as first responders instead of or in addition to police officers. Many respondents felt that the campus police are not well-equipped to respond to crises like suicide attempts, and many fear involving law enforcement officers who might escalate these situations into an arrest or cause more harm to the person involved. Many of these respondents also called for better mental health training for the campus police.

The approximately 250+ people who responded to the open-ended questions on the survey were almost equally divided between those who believe the police should receive more resources and be more visible on campus versus those who support defunding the police or abolishing them entirely. Female and queer students and staff are more likely to support reduced policing around campus, and those who support reducing or defunding the police often prefer that resources be channeled to other forms of community intervention. However, those who believe policing should be maintained or increased argue that the campus police presence is central to their sense of safety around the university.

IMPLEMENTATION

The recommendations presented here are part of a report that is directed to the University President. He plans to share it with a number of different constituencies and through that process develop short-term and longer-term plans for implementation. We recognize that some recommendations can be implemented more quickly than others, and the fiscal and administrative impact of the recommendations varies greatly. We expect a number of offices across campus to be involved in this implementation, such as the Office of Diversity and Inclusion, the Division of Student Affairs, the Counseling Center, etc., to ensure that whatever actions are taken enhance public safety and policing at UMD.

I. INTRODUCTION

Task Force Charge and Process

On September 29, 2021, President Darryll J. Pines charged the members of the Community Policing Task Force to:

- *provide recommendations to enhance public safety and community policing that helps the UMD campus move toward more collaborative and trusting partnerships between our public safety officials and the university community;*
- *examine community attitudes, experiences and values; policing structures, resources, practices and policies and assess and benchmark UMD against peers;*
- *pay particular attention to progress or lack thereof in areas related to hate-bias training, racial profiling, and use of force, including those that result from our partnerships with other law enforcement agencies.*

Initially, he asked for a report by the end of December 2020 or early January 2021. At the request of the committee, citing the need for additional time to gather more complete information on community attitudes and increase time for responses from peer institutions, the deadline was extended to the end of the Spring 2021 semester with plans to deliver a report to the campus early in October 2021.

The Task force divided its work among three work groups:

- Community Attitudes and Relations, (Perla Guerrero & Tony Randall, Co-Chairs)
- Comparisons to Peer Departments (Laura Dugan & Gary LaFree, Co-Chairs)
- Contracts, Trainings and Policies (Kris Marsh, Chair)

The full task force held fifteen (15) meetings at which there were six (6) presentations by invited speakers (list of speakers and topics is in Appendix A in the report). Work groups conducted separate meetings. Between the work groups and the task force as a whole, data collection included a survey of peer institutions; surveys of community attitudes and relations on the UMD Campus and in the College Park Community; listening sessions among faculty/staff, students/recent alumni, the College Park community; meetings with student organizations and interviews of current and former staff of the Office of Diversity and Inclusion (ODI) which was often a place where students, faculty and staff voiced their concerns particularly about policing and bias (through such programs as Bias Incident Support Services, Diversity & Inclusion Training, etc.) Survey and interview instruments along with detailed findings are located in the Appendices.

II. BACKGROUND

In the wake of civil unrest and national discussions about police reform that followed the 2020 killings of George Floyd, Breonna Taylor, Ahmaud Arbery and others, municipalities, like UMD, and other colleges and universities began to ask questions and consider strategies for managing local and campus police departments in an effort to improve police-community relations, demilitarize police forces, re-examine university and municipal joint policing agreements, eradicate unwarranted and abusive policing, and find approaches that would ensure a greater sense of community safety and trust, particularly among members of underrepresented groups who were most vulnerable to discriminatory police actions. In some communities the approach has been to continue to invest in community policing strategies – despite their mixed record which is discussed below – with the hope that new research and approaches might finally make lasting change. Others have highlighted the need to try new

directions, including those that do not involve the police at all. The University of California campuses have been home to all of these approaches, leading to ongoing debate and discussion. Other campuses have had processes very similar to our own (e.g., UIUC, Washington University in St. Louis, University of Minnesota.)

Despite different approaches nationwide, we concurred with the growing consensus around the need to better equip or remove an armed police presence from handling certain issues (such as mental health crises) or other smaller scale occurrences (such as building lockouts and noise abatement). In this report, we support some existing proposals on campus from the UMD Counseling Center and the Department of Residential Life that begin to address these issues. We propose some new approaches designed to extend and improve community trust and engagement with campus police, and we have also explored additional models that think about community safety beyond police practice that locate the redress of harms and community protection in much broader terms. Some of the latter build on existing models of restorative justice already used here and on other college campuses to address issues of student conduct.

Our findings and the resulting set of recommendations focus on the goals of increasing a greater sense of safety for all members of the UMD community, while also creating greater transparency and clarity about policing practices and processes; reforming some duties and responsibilities where appropriate; and enhancing police-community relations with the campus and surrounding community. It is important to point out, however, that issues of public safety and community policing are seen quite differently by different members of the community and by different advocacy groups that are addressing these issues nationally. While some argue for the importance of retaining policing approaches to campus safety, introducing reforms that ameliorate some of its discriminatory and militaristic aspects and improving police community relations, others are challenging institutions to find ways of thinking about safety and harm that minimize or even eliminate police presence, placing greater emphasis upon restorative or transformative approaches to harm, safety and justice within the community. As a task force, we felt it important to look carefully and critically at both approaches, thus we begin with some background on each to begin this report.

A. Community Policing

Within these discussions, the language of community policing has often been used to convey a vision of enhanced community-police relations; it was with that in mind that this label was attached to the work of this Task Force. As a result, the Task Force took some time to learn about and better understand this policing paradigm and examine its applicability to our campus goals and mission.

Community policing, so-named, began to gain popularity in the early 1970s. It was a movement that grew in response to the limitations of the reforms early in the twentieth century that gave rise to professionalized policing. This movement stressed formal training for police officers, attempted to routinize tasks so as to limit discretion and defined the mission of the police as being related strictly to enforcing the law and maintaining a distance and distinction from the community. The primary tactics employed under this era of policing included random preventive car patrol, rapid response, and a focus on criminal apprehension. In the late 1960s and early 1970s several policy developments fostered change. President Lyndon Johnson's Kerner Commission published the Report of the National Advisory Commission on Civil Disorders in 1968. Best known as the Kerner Report, the commission concluded that the causes of uprisings in U.S. cities throughout that decade were due in part to an entrenched history of racial inequality that included police violence against African Americans. During that same year, the

Omnibus Crime Control and Safe Streets Act was passed, which established the Law Enforcement Assistance Administration (LEAA). The LEAA expanded federal police powers at the same time as it provided money for local anti-disorder initiatives, and it cemented a new emphasis on social research and victim-centered approaches in police practice. These programs were also joined by a federal War on Poverty that advocated for the participation of local communities in antipoverty programs. The LEAA and War on Poverty might be understood as two approaches to issues of crime and violence: the first anchored in revised police practices and the other addressing broader structures of social inequality.

These earlier developments are crucial to understanding the goals – and debates about – community policing today. The assumptions that policing had a wider function than law enforcement and that the police should engage local communities became two, new cornerstones of policing philosophy. In some cases, these developments would merge with other criminological theories gaining momentum in the 1970s, including the “broken windows” model developed by James Q. Wilson and George L. Kelling (1982) and problem-oriented policing, initially articulated by Herman Goldstein (1979). The broken windows approach argues that signs of physical and social disorder can set a process in motion that ultimately increases crime and encourages criminal behavior. The problem-oriented approach shifts the focus away from singular crime incidents and attempts to identify the underlying problems that are generating and sustaining risks to public safety. In its idealized form, community policing also included substantial changes to organizational structure of police agencies (towards decentralization), collaborative partnerships with citizens and various community groups, and a shift in what is considered policing success. The result, we learned, is that community-policing rarely means, or even is, just one thing and that there is substantial heterogeneity in what it “looks like” on the ground across agencies and locales.

While a common assumption about community-policing is that it is a “softer” approach to crime control, especially as compared to prior styles of policing, this is not always the case. Indeed, when broadening the function of police to include broader constructs such as “quality of life” and “public safety,” it likewise broadens the situations in which police may become involved. For example, New York City Police Commissioner William Bratton’s focus on “quality of life” in the 1990s and former President William J. Clinton’s Violent Crime Control and Law Enforcement Act of 1994, which dedicated \$30 billion to the Office of Community Oriented Policing Services (COPS), both grew the ranks of on-the-beat police officers and saw them interact with citizens more directly. Unfortunately, while there is empirical evidence that a number of the elements of the (idealized) community policing paradigm can, in fact, reduce crime and improve community relations, the implementation of certain tactics has also expanded police power and disproportionately focused on African Americans. Clearly, this is counter to the ideals often associated with the term *community*, and it raises the risk of perpetuating, if not exacerbating, poor relations between police and minority communities, as well as an unbalanced sense of who benefits from policing and who is “policed.”

Community policing merged with the concept of public safety in that a key aspect of broken windows policing as first described in 1982 is that it targets not actual rates of crime, but residents’ “sense of safety.” The policy’s architects offer that a decline in signs of social disorder and an increase of on-the-beat officers heightens one’s perception of being safe. Of course, not everyone experiences the presence of police the same way and the signs of disorder that Kelling and Wilson describe are “[n]ot violent people, nor, necessarily, criminals, but disreputable or obstreperous or unpredictable people: panhandlers, drunks, addicts, rowdy teenagers, prostitutes, loiterers, the mentally disturbed.”

These are not unfamiliar characters on college campuses, nor public spaces more generally. And, in fact, during these very same years, the presence of police – and the role of university governance in young people’s lives – were also undergoing major transformation.

B. Restorative Justice

In an effort to think broadly about public safety, several committee members suggested that we examine and give consideration not just to community policing but also to notions of restorative justice and transformative justice. While mainstream criminal justice approaches focus on carceral punishments for specific acts, scholars, policy makers, and activists have developed alternative responses to rule-breaking, harm, and accountability that are not anchored in state-based punishment. One of the most well-known is *restorative justice*, which requires those who have committed harm to be accountable to their actions and to their broader community. Restorative justice moves away from an emphasis on punishment in favor of learning and healing, and has been taken up by municipalities and schools, small communities and large criminal justice systems all across the United States. Its many strategies include mediation, structured dialogue, and supportive services.

It is no surprise that colleges and universities have been key locales for restorative justice programs, both as research centers and as applied programs to address student misconduct in particular. These include programs at Skidmore College, Brown University, Stanford University, University of San Diego, and Northwestern University, as well as public research universities like the University of Michigan, University of California-Berkeley, University of Minnesota, and the University of Colorado, Boulder, where the first ever program was instituted.

Transformative justice models emphasize an analysis of the history of concepts like “safety” and “harm,” showing, for example, that what might provide a sense of safety for some can place others in harm’s way. Transformative justice models address head-on one of the toughest questions posed to critics to policing: how, beyond police, do we respond to violence and violation (including sexual violence) motivated by hate, be that racism, misogyny, religious persecution, and/or anti-LGBTQ+ sentiment? This differential in how people see and experience policing and harm is a challenge that was made apparent in conversations with members of our campus community.

C. History of University of Maryland Police Department (UMPD)

According to J.J.Sloan, in an article in *Footnotes*: a publication of the American Sociological Association, the first recorded information about police officers patrolling a college campus in the USA occurred at Yale University in the late 1890s and their focus at that time was basic security (unlocked doors, forced entry, fire hazards). It wasn’t until the 1950s that “duties there expanded to include enforcing campus rules, reporting crime and detaining suspects.” (<https://www.asanet.org/news-events/footnotes/jul-aug-2020/features/race-violence-justice-and-campus-police>; accessed 7/8/2020)

The presence of law enforcement on the University of Maryland Campus began in 1930 with the hiring of one “Uniformed Traffic Policeman.” Campus security became a Maryland State police assignment, and the Trooper’s primary duties included the monitoring of parking restrictions and basic traffic enforcement. The 1940s saw the creation of a Special Police Force dedicated strictly to campus, working hand-in-hand with the Maryland State police. Since then, the University of Maryland Police Department (UMPD) has grown tremendously, employing over 100 dedicated officers and civilians, making it one of the largest University Police forces in the

country who are expected to uphold the UMPD Mission: To serve the University Community, protect life and property, and enforce the law.

The growth at UMD parallels a process that began on many other campuses in the late 1960s and 70s, according to Sloan, largely in response to growing campus unrest of the period. During that time, this campus followed nationwide patterns that included organizing campus police forces similar to municipal police departments with increased training, preparation, military-like gear and professionalization. UMPD was officially acknowledged by the Maryland State legislature with Senate Bill 251, which took effect on July 1, 1975. This is the beginning of the department that we know today. The first UMPD Police Academy occurred in 1975. At this time, UMPD earned full certification with the Maryland Police and Correctional Training Commission and began to regulate its own training within the Commission's guidelines. Since then, the UMPD Training Unit has hosted 36 academies and continues to be a critical function of the department. CALEA (Commission on Accreditation for Law Enforcement Agencies) standards were adopted and implemented in 1996, furthering UMPD's efforts to achieve excellence in law enforcement.

Over the years, the department has grown not only in numbers of personnel but also with levels of certification, including the addition of specialized units, to further support the overall mission. UMPD is one of the few agencies in the state, and the only University agency, to offer its own training academy for fully sworn police officers. UMPD trains not only its own officers but also officers for other departments in the classroom, EVOC, First Aid and Firearms aspects of the academy.

As UMPD grew larger, the Criminal Investigations Unit (CIU) was organized to create a dedicated team of officers responsible for investigating all types of crimes committed on campus. Today these detectives work hand-in-hand with patrol officers to investigate and close cases with a nexus to campus. To assist CIU in their direct mission, the Strategic Enforcement Response Team (SERT) was created in 2006. SERT consists of plainclothes investigators that work to enhance the proactive policing efforts of UMPD through advanced tactics and investigations. In 2001, Building Security Services was brought into the Police Department, and the department then became known as the Department of Public Safety.

In 2012, the K9 Explosive Detection Unit was created. This unit was the first of its kind and provides explosive detection during sporting events and other special events. UMPD's Motorcycle unit is one of the longest running units in the agency. The original officers in the department only having one car at their disposal, make motorcycles the primary mode of transportation.

UMPD has gone through its own physical changes as well. The original station was located at the North Gate House and contained a dispatch station and a record keeping room. Eventually a station was created in the Service Building 003, which was home to UMPD from 1970 to 2012. The Pocomoke Building 007 is the current home of UMPD and houses all departments within the department with the exception of the Training Division and Building Security Services (BSS). Training utilizes the Litton Building and contains several classrooms, the department's gym, and PT Room. BSS is located in the Severn Building, where it also maintains a secondary Security Operations Center.

On the technological front UMPD has progressed with the times and boasts some of the most cutting-edge equipment in the state. The original station consisted of a switchboard and a light on top of the gate house. When a call was received the dispatcher would activate the light and

the officers would have to phone into the station to be dispatched. Today, UMPD operates on its own dedicated radio frequency with top of the line portable radios. The 1990s saw the beginning of the installation of security cameras around campus. The original 24 cameras were installed in parking garages and high traffic areas. Now there are over 600 cameras on campus that help to deter and solve crimes committed on and around campus. The cameras are staffed at all times by a dedicated team of students and full-time employees, often providing real time vital information to officers on scene.

According to UMPD, the department has a rich history of events both good and bad, from riots and natural disasters, to groundbreaking units and procedures. The unit continues to grow and in their view is a staple in the State of Maryland in providing world class law enforcement to the community in which it serves.

As a committee, we hoped to find a more detailed documentation of the history of UMPD events, both good and bad, in the University archives but, according to the University Archivist whom we invited to provide information: "After weeks of investigation, it *appears* that there has been a significant lapse in the records that should be sent to University Archives for permanent retention. Records retention and disposition for the University of Maryland Department of Public Safety are scheduled separately from other campus units... University Archives will reach out to UMD Campus Police to establish channels of communication and will work to activate a transfer schedule, as it appears there have not been any transfers for more than a decade to the department. However, please note this is a campus-wide issue regarding the ongoing education of our campus stakeholders on our policies in this area. In addition, it would be worthwhile to collect more robust documentation of the changing history of policing on the University of Maryland campus from a variety of sources, including, perhaps a comprehensive review of the *Diamondback*, student organization records, and individual department files."

III. RECOMMENDATIONS

The recommendations below were derived from the individual work group reports and are based on their findings and are combined and integrated here.

A. General Campus and Community Recommendations

Mental Health

We recommend that mental health personnel serve as first responders for mental health calls, unless some exigency exists in which police would be immediately necessary. We are aware of the proposal made by Dr. Chetan Joshi, Director of the UMD Counseling Center, and support the proposed partnership with the Sante group for after-hours coverage and transport and additional support for the Counseling Center to provide coverage and transport during business hours.

Office of Campus Safety

We recommend establishing a separate Office of Community Safety or Team of Community Safety Advocates who would be the first point of contact for safety issues that do not require a police presence. Staff of this office would serve as first responders to handle such things as office/residence hall lockouts; noise abatement; walking escort services; and may provide event security as appropriate based on policy. The current program of Student Police Aides should be coordinated with these Community Safety Advocates. The office/team would work closely with UMPD, the Counseling Center, the Health Center and other appropriate units in the Division of Student Affairs and serve as a central point of contact. The office/team will be charged with

regularly reviewing campus safety issues and with developing responses/proposals for improvements. It will also be tasked with continuing to research and monitor national and local developments on issues of campus safety, as well as respond to innovative new approaches to this major campus concern.

Policy on Campus Event Security

There is a strong perception that events held by Black student organizations are policed more stringently than events held by white student groups.

We recommend that equitable, transparent and explicit policy, practices and guidelines be developed to determine how police and/or security personnel are assigned to various campus events. Such policies and practices should be clear and the parameters used in making these decisions should be available to all stakeholders. UMPD, the proposed Office of Campus Safety along with the Student Government Association (SGA), Student Affairs and other relevant stakeholders should be full participants in the development of these policies which should be reviewed by the University Senate.

We have been apprised of the new procedure in the Stamp Student Union that allows student groups to select the type of security to be provided for their event, and we endorse that policy change.

Policing Review Board

We recommend the establishment of a Campus Police Review Board consisting of faculty, students, staff (including members of UMPD and Title IX representation) and community members. The board would review policies, budget and other operational issues including training protocols and provide advice to the University President and Chief of Police. It would also host community listening sessions at least once a semester. The board could independently receive and track complaints about UMPD and would report them immediately to the appropriate outside review board (in accordance with the newly passed Maryland Police Accountability Act which will go into effect in July 2022).

Division of Student Affairs & Police Relations

We recommend that the Division of Student Affairs and UMPD work together through a formalized process, perhaps governed by an MOU, to develop a student-centered approach to policing that ensures consistent coordination of effort, especially with regard to campus residence halls and enhances student-police relations. One goal would be for Student Affairs and campus police to find ways to move first contacts away from campus police and toward student affairs as appropriate. The proposed Office of Campus Safety, once established, would be involved in these discussions and have a role to play in coordinating student-police relations. A key goal of this recommendation is to include partnerships in the training of resident assistants (RAs) and community assistants (CAs), and greater engagement and shared participation in new student orientation. We recommend that these collaborative activities become a significant area of focus for the new Dean of Students position.

Police Community Relations

We recommend that UMPD enhance and more fully implement its existing community policing programs and structures and in addition, open new lines of systematic communication with campus community stakeholders, such as advocacy groups, campus administrators, faculty staff organizations, student government, local neighborhood and business groups, etc.

We recommend that UMPD's student advisory committee continue to meet on a regularly scheduled basis throughout each semester and make the minutes of those meetings publicly available on both the UMPD and the SGA websites. The committee should work closely with the Office of the Chief and meet with the Chief of Police at least yearly.

Diversity, Equity and Policing

We recommend continuous diversity training for police officers and ongoing discussions and regularly scheduled forums on diversity, equity and safety. This would include such things as: pursuing diversity training for officers in an effort to reduce racial profiling; supporting programs already on campus and expanding others that promote minoritized and marginalized students' sense of safety, value and belonging. An independent equity consultant should be housed within UMPD, so diversity issues can be processed daily instead of on a case-by-case basis or only when a case is deemed high profile.

Transformative/Restorative Justice

We recommend that the campus establish a program of restorative/transformational justice that can offer alternative remedies and methods of reestablishing safety and community in the face of these different kinds of harm. This may be an area of particular focus for the new position of Dean of Students in the Division of Student Affairs and the Office of Campus Safety. It could begin with a working group charged to envision and propose new community-based alternatives to policing through a Restorative/Transformational Justice framework.

UMPD Mission Statement

We recommend a revision of the UMPD mission statement so that, like our peers, it aligns more closely with the mission of the University.

B. Recommendations for Police Training, Policies & Practices

Police Training

We recommend that UMPD officers undergo annual in-service training on de-escalation, anti-discrimination, anti-retaliation, anti-harassment, use of force, implicit bias, equity, diversity, inclusion as well as legislated and mandated additions. Current training practices should be reviewed by the Police Review Board with an eye toward enhancing existing training procedures and/or adding new modules or courses.

We recommend that UMPD require mental health screenings and assessments prior to hiring any officer and require officers to be reevaluated every three to five years (similar to the Maryland Police Training Commission) by a certified mental health professional that should be independent of UMD. A wellness program should be considered to supplement the ongoing psychological evaluations.

We recommend that UMPD provide a robust Defensive Tactics training program twice a year, to include:

- Psychological/physiological emotional distress training
- Responding to people with intellectual and developmental disabilities training
- Extensive de-escalation training
- Train the trainer modules

Police Department Contracts/Equipment

We recommend that UMPD work in conjunction with the county municipal police departments to create MOUs and develop coordinated protocols for cross-jurisdictional incidents; develop a uniform use of force training; and develop one use of force policy, where possible. Police departments and agencies in Prince George's County shall facilitate a coordinated response to incidents that might involve multiple agencies, such as Park Police and Metro Transit Police Department, to improve response time and enhance safety. A portion of this contract will include reviewing concurrent jurisdiction to better align it with where students live now and where student housing is being built.

We recommend that UMPD review the use of tasers, non-lethal weapons and the possibility of disarming police for routine patrols.

Policing Policies and Practices

Given that we are in a period of which there is extensive review on a national level of police practices and policies, the committee generated a diverse set of recommendations.

We recommend that UMPD review current reporting procedures for reporting departmental statistics and implement an interactive website that allows the public to easily view and understand departmental statistics and data, such as, number of traffic stops and arrests, on a quarterly basis.

We recommend that UMPD implement policy and procedures to ensure better publicity of departmental resources and reports, especially at the new student orientation. Orientation should particularly emphasize what the department does to protect minority and marginalized students. Both the Departmental Chief and officers should present at the new student orientation.

We recommend that UMPD review their mode of notifying campus and community members about incidents on and off-campus by sending a summary after the all clear with as many details as possible, in order to be as transparent as possible.

We recommend a review of the number of blue light cameras and of campus lighting, especially in areas like Fraternity Row, Graduate Gardens and on Knox Road where students, faculty and staff report feeling unsafe.

We recommend that UMPD publicly report on their website and in their manual the contracts and MOUs that the department has with Prince George's County Police Department (PGPD), Maryland State Police (MSP) and any other police departments to the degree that this is legally allowable.

We recommend that UMPD contract with UMD to create a for-credit citizens academy on policing to bolster communication and knowledge between the department and the UMD community. The academy may run every semester. The ideal maximum size is no more than 20 people per academy class.

We recommend that UMPD consider developing contracts for temporary assignments for its officers with outside agencies to promote professional development, such as, FBI's Joint Terrorism Task Forces (an organization responsible for reactors and other sensitive areas of the campus, as well as investigations and safety involving students from abroad).

We recommend that UMPD implement a policy for uniform business cards. The front of the card should have identifiable information about the officer, and the back of the card could contain methods for complaints or compliments, as well as recruitment efforts. Business cards shall be provided on all official police business with community members.

IV. FINDINGS

A. Policing at UMD Today

The UMPD is a professional law enforcement organization that at present employs 121 people (79 sworn officers; 42 civilians). It has an annual budget of nearly \$14 million (\$10M in state appropriation and \$4M from internal sales, included as Appendix J in the report). UMPD is the primary agency responsible for policing property owned, operated, leased by, or under the control of the University of Maryland System. The UMPD and related services (such as the 911 emergency system) compose the Department of Public Safety at UMD. In general, in this document we use these terms interchangeably since the public safety department consists largely of the police department and the lead administrator, Chief David Mitchell, holds the title director and chief of police. UMPD police officers are State certified in accordance with Article 41, Section 4-201 of the Annotated Code of Maryland and have all the same powers and authority as any other sworn police officer in Maryland; each officer is empowered by State law to make arrests, investigate crimes, and carry firearms. Besides the sworn police officers and civilians, UMPD employs over 85 Student Police Aides who perform a wide variety of security and related tasks including patrolling the campus on foot and bicycle, providing walking escorts, working as contract security, and providing traffic direction and control at special events.

A key feature of the Campus Police is its jurisdictional responsibility. UMPD has entered into a "Concurrent Jurisdiction Agreement" with Prince George's County Police Department (PGPD) that, in addition to their statutory jurisdiction and authority, distributes enforcement authority to University Police Officers in certain areas of Prince George's County, in particular College Park, MD. College Park does not have its own police department; therefore, one unusual feature of the responsibilities of UMPD is that they are the primary provider of police services in the town the University is located in. UMPD and PGPD thus have a mutual working relationship and provide assistance and expertise to each other as needed. Additionally, State law empowers University Police Officers to enforce laws throughout the State of Maryland in many circumstances

The University of Maryland Department of Public Safety at College Park is also the only non-county organization State-wide to operate a full service 911 Emergency Communications Center. UMPD is the only university police department in the State and one of a relatively few police departments State-wide to offer a fully certified Entry Level Police Training Academy. Instructors from UMPD who teach in the Academy not only train individuals who will work as officers at UMPD, but also officers from law enforcement jurisdictions from around the State.

B. Contracts, Training and Policies

This work group focused on producing recommendations about police contracts and training based on local and national suggested police reforms. They drew from model policies presented by the International Association of Chiefs of Police (ICAP). The premise of model policy is to provide officers with concrete guidance and directives by describing the manner in which actions, tasks, and operations are to be performed. To arrive at these recommendations, discussions took place with current University of Maryland Police Department personnel

regarding contracts, training, policies and procedures. Likewise, the group collected feedback from other UMD Presidential task force members as well as input from non-police members from the University community. They also drew extensively on personal experience in the field of policing as well as members of the campus community.

Methodology

Each committee member had an extensive background in policing in one way or another. Some committee members worked in the UMD police training academy. Others held current or retired leadership positions in various police departments. Some held leadership positions on campus and were able to have extensive conversations with UMD students. Others held political office and/or had social ties with the community and had extensive conversations on policing with Prince George's County community members and other Maryland residents across the state. Yet, still others were aware of some of the best practices promoted by the International Association of Chiefs of Police (IACP). All members had some knowledge of UMPD, as well as a vast knowledge base, ranging from tangential to extensive, on other police departments in the County, State, and Nation.

Each committee member, drawing from their own expertise and interaction with police, students, and community members, included their potential recommendations on a master Google spreadsheet. The original spreadsheet had more than 150 potential recommendations. Once all potential recommendations were included on the spreadsheet, each member had to provide feedback on the spreadsheet for each potential recommendation. Once each committee member provided their initial feedback on the potential recommendation, the group then discussed each potential recommendation as a committee. For the potential recommendations that had a consensus of the committee, the committee member that included the recommendation on the spreadsheet gave a brief overview of the origination and background of the potential recommendation. Once a potential recommendation was approved (or denied) and adopted by the committee, it moved from a potential recommendation to an accepted recommendation and was included in our final committee report.

For those potential recommendations that did not have a consensus or a majority vote (to approve or deny), the committee member that submitted the potential recommendation had to provide a detailed discussion of the potential recommendation. A dissenting committee member had to discuss their view on the potential recommendation. A committee-wide discussion occurred. After the discussion, the potential recommendation was either tabled for further discussion or a vote was taken. If the potential recommendation received a majority vote, it was approved for inclusion in the committee report. A brief synopsis of the discussion on the potential recommendations were included in the spreadsheet in case a committee member was absent and not privy to the conversations.

Once the first set of potential recommendations were approved, if committee members wanted to revisit any potential recommendations that they deemed necessary for more discussion, we revisited those potential recommendations. After a robust conversation and a vote was taken, a potential revisited recommendation could be accepted (or denied) and included in our committee report.

C. Comparisons to Peer Departments

The Comparisons to Peer Departments work group began its work by searching for data that would allow us to compare the UMD Department of Public Safety to other campus police departments around the country. The work group was especially interested in comparisons with

other large enrollment universities (over 30,000 students), other universities in the Big Ten and a group of four universities that were identified by committee members as having interesting experiences with campus policing. As the group began investigating these issues, they uncovered a major survey of campus law enforcement agencies that was conducted by the Bureau of Justice Statistics (BJS, Reaves, 2015). The survey of Campus Law Enforcement Agencies focused primarily on agencies serving 4-year universities and colleges with a fall headcount enrollment of 2,500 or more students. In addition, the survey included 2-year institutions with 2,500 or more students and a sample of 4-year institutions with 1,000 to 2,499 students. The work group report begins by comparing the results of this survey to the organization and functioning of the UMD Department of Public Safety in 2011 and in 2021. In addition to the earlier survey, the work group prepared its own survey which was administered to all of the universities of the Big Ten Academic Alliance (Big 10) as well as four universities identified by the work group members as having informative campus police departments (University of California-Berkeley, Northwestern University, Washington University in Saint Louis, University of Chicago, and Yale University). Finally, the group organized open-ended interviews with key informants at Northwestern University, Washington University in St. Louis, University of Minnesota, and the University of Maryland. Key informant interviews were conducted with police chiefs, directors of residential life, undergraduate and graduate student leaders, representatives from health and behavioral health centers, and community leaders. The work group first reviewed the results from the 2011-2012 BJS survey, then provided results from the survey that was conducted with Big 10 universities and the four universities specially selected. Following the quantitative comparisons, they reviewed the results of the key interviews. The work group offers integration of the results across the BJS results, the results of our own survey and the case study interviews. This section concludes with a summary of key observations.

Results from the 2011-2012 BJS Survey

The BJS 2011-2012 Survey of Campus Law Enforcement Agencies was initially conducted as a web-only data collection. Later follow-up efforts provided respondents with fax and mail-in response options. The final overall response rate was 90% for the core survey group of agencies serving 4-year campuses with 2,500 or more students. Campus crime statistics were compiled using data from the BJS survey, the FBI's Uniform Crime Reports, and the U.S. Department of Education's Campus Safety and Security Statistics Website at <https://ope.ed.gov/campussafety/>. All data in the tables in this section are from the 2011-2012 school year unless specifically noted.

In Table 1 we compare the operating budgets for the 443 college campuses in the BJS report from the survey, the 53 universities with enrollment greater than 30,000, the 13 Big 10 universities, and the three additional comparison universities (Yale is missing).

Table 1. Operating Budget of Police Departments on College Campuses in US Dollars

All Universities (n=443)	Universities with Enrollment > 30,000 (n=53)	Big 10 Universities (n=13)	Additional Comparable Campuses (n=3)	UMD 2011	UMD 2021
2,813,213	6,168,937	7,094,247	5,010,486	8,696,238	13,977,112

According to Table 1, the 2011 average for all universities was just \$2.8 million, while the average for large universities (over 30,000 students) was just over \$6 million and for Big 10 universities was a little over \$7 million. UMD, with an annual budget of nearly \$8.7 million, was on the high end of the distribution. Table 1 shows that UMD’s total budget in 2021 was nearly \$14 million.

In Tables 2a and 2b we report results about the types of groups that campus police departments reported that they had met with during the past year to discuss campus safety issues. Again, we compare all universities, those with over 30,000 students enrolled, the Big 10 and an additional set of three case studies. We also again report results for UMD at the time of the 2011 survey and in our 2021 survey. We use NA to indicate items that were included in the 2011 survey but not our 2021 survey.

Table 2a. Groups with Which Agencies Met to Discuss Campus Safety Issues

Comparison Group	Advocacy Group	Business Group	Campus Administration	Domestic Violence Prevention Groups
All universities (n=730)	0.552	0.330	0.974	0.600
Enrollment >= 30,000 (n=52)	0.808	0.538	0.981	0.788
Big 10* (n=12)	12/12	8/12	12/12	11/12
Additional 4 (n=4)	3/4	¾	4/4	3/4
UMD 2011	X	X	X	X
UMD 2021		NA	X	

Comparison Group	Faculty/Staff Organizations	Fraternity/Sorority Groups	Student Government	Local Public Officials
All universities (n=730)	0.867	0.532	0.796	0.642
Enrollment >= 30,000 (n=52)	0.885	0.788	0.846	0.673
Big 10* (n=12)	11/12	9/12	10/12	9/12
Additional 4 (n=4)	4/4	4/4	4/4	3/4
UMD 2011	X	X	X	X
UMD 2021	X	X	X	X

***Note: Indiana University – Bloomington does not provide data for these items.**

Perhaps the most striking result in Table 2a is just how diverse the campus police outreach is across the full sample of universities. Thus, more than 97% of campus police departments report meeting to discuss campus safety issues with the campus administration but only one-

third report meeting to discuss safety issues with business groups. In order of most to least consulted of the groups summarized in Table 2a are campus administrators, faculty/staff organizations, student government, local public officials, domestic violence prevention groups, advocacy groups, fraternities and sororities, and business groups. Outreach is more common among the Big 10 and our four case studies. The lowest rate at which Big 10 universities report reaching out is for business groups (8/12). Big 10 schools universally reported that they had met with advocacy groups and campus administrators. Among the four additional schools, reaching out on public safety issues was universal for campus administrators, faculty/staff organizations, fraternities/sororities and student government. Note that the UMD Public Safety Department reported meeting with all of these groups to discuss public safety issues in 2011. However, in our 2021 survey they did not report meeting with advocacy groups or domestic violence groups. In Table 2b we repeat the same analysis for campus police outreach to a different set of groups.

Table 2b. Groups with Which Agencies Met to Discuss Campus Safety Issues

Comparison Group	Neighborhood Associations	Other Law Enforcement Agencies	Religious Group	Sexual Violence Prevention Group	Student Housing Group
All universities (n=730)	0.403	0.927	0.249	0.686	0.863
Enrollment >=30,000 (n=52)	0.577	0.981	0.404	0.904	0.981
Big 10* (n=12)	7/12	12/12	5/12	12/12	12/12
Additional 4 (n=4)	4/4	4/4	0/4	4/4	3/4
UMD 2011	X	X	X	X	X
UMD 2021	X	NA			X

Comparison Group	Student Organizations	Student Health Services	Student Affairs Office	Victim Groups
All universities (n=730)	0.807	NA	NA	NA
Enrollment >=30,000 (n=52)	0.885	NA	NA	NA
Big 10* (n=12)	12/12	NA	NA	NA
Additional 4 (n=4)	4/4	NA	NA	NA
UMD 2011	X	NA	NA	NA
UMD 2021		X	X	

***Note: Indiana University – Bloomington does not provide data for these items.**

Again, note the wide variation in outreach. Campus police departments almost universally reported meeting with other law enforcement agencies but were considerably less likely to meet with neighborhood associations, or religious groups. Again, outreach percentages for the Big 10 and the four case studies were generally higher than for the sample as a whole. And again, the UMD Department of Public Safety reported meeting with all of the organizations that were included in the 2011 survey but only two of the organizations in the 2021 survey. Thus, in the 2021 survey the UMD DPS no longer reports having met with religious groups, sexual violence prevention groups or student groups. However, UMD DPS did report that they had met with two of the three groups that we added to our survey: student health services and student affairs. They did not report having met with crime victim groups.

We next turn to comparisons of full-time personnel across the campus police departments surveyed. Table 3a shows total full-time personnel across the police departments in the BJS survey. UMD DPS was near the top of the distribution with 139 full-time employees in 2011. This was more than three times larger than the full sample of universities. However, it is much closer to the four case study universities (110) and the universities with more than 30,000 in student enrollment (101). Interestingly, full-time personnel at UMD DPS actually decreased by 12% between 2011 and 2021.

Table 3a. Total Full-Time Personnel

	All Universities (n=860)	Enrollment >30,000 (n=59)	Big 10 (n=13)	Additional 4 (n=4)	UMD 2011	UMD 2021
Total Personnel	36.908	101.339	93.462	110.5	139	122

In Table 3b, we break-down total campus police personnel by full-time sworn and nonsworn and student. Sworn officers generally have arrest power and are authorized to carry weapons. As for total personnel, UMD DPS in 2011 had a larger number of full-time sworn officers than any of the other comparison groups—about twice the size of other large universities or the Big 10. But again, full time-sworn officers at UMD DPS dropped between 2011 and 2021—in this case by 20 percent.

Table 3b. Full-time Personnel by Type

	All Universities (n=860)	Enrollment >30,000 (n=59)	Big 10 (n=13)	Additional 4 (n=4)	UMD 2011	UMD 2021
Full-time Sworn	16.834	49.898	49.796	65.25	99	79
Full-time nonsworn	12.663	27.678	11.615	21	0	0
Civilian	6.073	19.254	18.615	22	40	42
Student	1.338	4.508	13.462	2.25	0	0

	All Universities (n=860)	Enrollment >30,000 (n=59)	Big 10 (n=13)	Additional 4 (n=4)	UMD 2011	UMD 2021
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Full-time Sworn	16.834	49.898	49.796	65.25	99	79
Civilian	9.368	23.466	15.115	21.5	40	42
Student	1.338	4.508	13.462	2.25	0	0

In the second part of Table 3b we combine full-time nonsworn officers with civilian officers. UMD had a smaller number of full-time nonsworn employees than other large enrollment universities but about the same number as the four universities in the case studies. Unlike sworn officers, civilian officers grew slightly (by two) for UMD DPS between 2011 and 2021. All of the comparison groups report some student employees. Student employees were most common among Big 10 universities with more than 13 on average. UMD DPS reported no student employees in either 2011 or 2021.

In Table 4, we show the number of campus police departments that have memos of understanding (MOUs) with various law enforcement and other agencies. In general, MOUs are most common with state and local police departments. This is the situation for nearly 90% of the big enrollment universities, nearly 69% of all universities and 11 out of 12 Big 10 universities. UMD DPS only reported an MOU with the local police department in both 2011 and 2021.

Table 4. With Whom the Department has MOU

Comparison Group	State Law Enforcement Agency	Local Police Department	Sheriff's Office/ Department	Other Campus Law Enforcement Agency
All Universities (n=747)	0.242	0.689	0.391	0.228
Enrollment >30,000 (n=54)	0.426	0.889	0.667	0.407
Big 10 (n=13)	5/13	11/13	8/13	2/13
Additional 4 (n=4)	1/4	4/4	1/4	1/4
UMD 2011		X		
UMD 2021		X		

Comparison Group	Other Campus Agency, Not Law Enforcement	State or Local Courts	Other Agency Not Listed (yes or no)
All Universities (n=747)	0.107	0.107	0.071
Enrollment >30,000 (n=54)	0.185	0.167	0.185
Big 10 (n=13)	2/13	1/13	1/13
Additional 4 (n=4)	1/4	0/4	1/4
UMD 2011			
UMD 2021			

In Table 5 we compare campus police departments in terms of whether they screen new sworn and unsworn applicants using a psychological evaluation. The practice is far more common for sworn than nonsworn officers. For big universities sworn officers are almost universally screened using psychological evaluations (98%) and this is true of nearly 80% of all universities in the sample. It was also true of all the Big 10 universities and all but one of the four case studies. Nearly one-third of big enrollment universities also use psychological evaluations to screen their nonsworn employees. UMD DPS reported using psychological screening for sworn officers but not for nonsworn officers in the 2011 survey. The 2021 survey of UMD asked only whether psychological evaluation was required for full-time officers and did not distinguish sworn from nonsworn. In 2021, UMD DPS also reported mandatory psychological evaluations for all employees facing a “critical” law enforcement incident or a mental health issue.

Table 5. Psychological Evaluation

Comparison Group	Screen New Applicants Using Psychological Evaluation (sworn)	Screen New Applicants Using Psychological Evaluation (nonsworn)
All Universities	0.789 (n=517)	0.208 (n=471)
Enrollment >30,000	0.980 (n=51)	0.314 (n=35)
Big 10	12/12	4/7
Additional 4	¾	0/3
UMD 2011	X	
UMD 2021	X	NA*

*The 2021 survey did not distinguish between sworn and nonsworn officers, so this value is uncertain.

In Table 6, we examine three measures of community policing practices across college campuses. SARA is the acronym for Scanning, Analysis, Response and Assessment. It is essentially a rational method to systematically identify and analyze problems, develop specific responses to individual problems and subsequently assess whether the response has been successful (Weisburd et al. 2008). About half of all university’s police departments encourage their officers to use SARA. Three-quarters of the Big 10 campus police departments encourage their officers to use SARA. A little less than a third of all the universities in the survey have a formal written community policing plan while half of the Big 10 universities report such a plan. Nearly 80% of the campus police departments and three-quarters of the Big 10 campus police departments explicitly incorporate community policing principles into their security policy. UMD’s DPS encouraged its officers to engage in SARA, had a formal written community policing plan and incorporated community policing into its campus security policy in both the 2011 and the 2021 surveys.

Table 6. Community Policing Practice

Comparison Group	Encourage Officers Engage in SARA	Department w/Formal Written Community Policing Plan	Department Incorporate Community Policing into Campus Security Policy
All Universities (n=451)	0.508	0.326	0.794
Enrollment >30,000 (n=52)	0.769	0.519	0.788

Big 10 (n=12)	9/12	6/12	9/12
Additional 4 (n=4)	¾	0/4	4/4
UMD 2011	X	X	X
UMD 2021	X	X	X

In Table 7 we explore the types of weapons that full-time campus police officers are allowed to carry. Semi-automatic side arms are nearly universal, authorized for nearly 94% of all university campus police departments and over 98% of universities with large enrollments. Rifles, shotguns, collapsible batons, and chemical or pepper sprays are also common authorized options. In 2011 the UMD DPS reported that its officers were authorized to carry automatic side arms, rifles, shotguns, collapsible batons, chemical or pepper spray, bean bag rifles and rubber bullets. In the 2021 UMD DPS dropped bean bag rifles and rubber bullets from the list of authorized weapons.

Table 7. Types of Weapon Full-time Officer Allowed to Carry

Comparison Group	Sidearm, semi-automatic	Sidearm, revolver	Rifle	Shotgun	Traditional Baton	PR-24 Baton
All Universities	0.938 (n=565)	0.147 (n=565)	0.699 (n=528)	0.647 (n=529)	0.250 (n=528)	0.146 (n=527)
Enrollment >30,000	0.982 (n=57)	0.193 (n=57)	0.868 (n=53)	0.736 (n=53)	0.415 (n=53)	0.170 (n=53)
Big 10	13/13	2/13	12/12	5/12	5/12	0/12
Additional 4	4/4	0/4	2/4	3/4	1/4	0/4
UMD 2011	X		X	X		
UMD 2021	X		X	X		

Comparison Group	Collapsible Baton	Chemical/ Pepper Spray	Conducted Energy Device	Bean Bag Rifle	Rubber Bullets	Flash/Bang Grenade
All Universities	0.904 (n=529)	0.936 (n=529)	0.399 (n=529)	0.176 (n=527)	0.068 (n=527)	0.085 (n=528)
Enrollment >30,000	0.962 (n=53)	0.962 (n=53)	0.547 (n=53)	0.528 (n=53)	0.189 (n=53)	0.208 (n=53)
Big 10	11/12	12/12	6/12	8/12	4/12	6/12
Additional 4	4/4	4/4	¼	2/4	1/4	1/4
UMD 2011	X	X		X	X	
UMD 2021	X	X				

In the five parts of Table 8, we examine a wide range of duties performed by campus police departments. For each of these duties we indicate whether the police are regularly responsible,

occasionally responsible or not responsible. In Table 8a we compare a set of duties centered around access to buildings, control of building keys and surveillance. According to Table 8a, there is wide variation across campus police departments on these duties. Responsibility for building lockup, access to buildings and central alarm monitoring are most common. Key control and executive protection are least common. Compared to the various university samples, the UMD DPS performs a wide range of these campus policing activities. In the 2011 survey, UMD indicated that it regularly performed all of the activities in Table 8a except executive protection, which it performed occasionally. In the 2021 survey UMD again reported regularly performing access control, building lockup and central alarm monitoring. The 2021 survey did not record information from UMD on the other activities listed in Table 8a.

*Table 8a. Frequencies Performing Certain Duties
(1=Not responsible; 2=Occasionally; 3=Regularly)*

	All Universities (n between 777 and 782)			Enrollment > 30,000 (n=56)			Big 10 (n=13)		
	1	2	3	1	2	3	1	2	3
Access Control	0.141	0.159	0.70	0.268	0.250	0.482	6/13	3/13	4/13
Building Lockup/Unlock	0.056	0.119	0.825	0.250	0.196	0.554	5/13	4/13	4/13
Central Alarm Monitoring	0.163	0.073	0.764	0.143	0.089	0.768	5/13	1/13	7/13
Key Control	0.428	0.142	0.430	0.589	0.125	0.286	10/13	2/13	1/13
Monitoring Surveillance Cameras	0.127	0.218	0.656	0.232	0.304	0.464	4/13	3/13	6/13
Executive Protection	0.147	0.577	0.275	0.054	0.429	0.518	0/13	5/13	8/13

	Additional 4 (n=4)			UMD 2011			UMD 2021		
	1	2	3	1	2	3	1	2	3
Access Control	1/4	1/4	2/4			X			X
Building Lockup/Unlock	0/4	2/4	2/4			X			X
Central Alarm Monitoring	1/4	0/4	3/4			X			X
Key Control	2/4	1/4	1/4			X			NA
Monitoring	0/4	1/4	3/4			X			NA

Surveillance Cameras									
Executive Protection	0/4	2/4	2/4		X				NA

In Table 8b, we compare the campus police departments in terms of duties centered around responsibility for security in specific types of events and facilities. Again, we see a wide range of responsibilities by type of event and size of university. For example, among large universities, nearly all campus police departments are responsible for arena, auditorium and stadium events, however, a relatively small minority are responsible for daycare facilities. The UMD DPS also shows wide variation across the sample of duties in Table 8b. In the 2011 survey, UMD reports regular responsibility for arena, stadium and auditorium events and for policing nuclear, radioactive, biological or chemical materials. They report having occasional responsibility for library or cultural facilities. In the 2021 survey, UMD reported fewer areas of regular responsibility but more areas of occasional responsibility. Dropped from regular responsibility were policing nuclear, radioactive, biological or chemical materials. Moved from not responsible to occasionally responsible were daycare and medical facilities.

*Table 8b. Frequencies Performing Certain Duties
(1=Not responsible; 2=Occasionally; 3=Regularly)*

	All Universities (n between 777 and 782)			Enrollment > 30,000 (n=56)			Big 10 (n=13)		
	1	2	3	1	2	3	1	2	3
Arena Events	0.147	0.224	0.628	0.018	0.071	0.911	0/13	2/13	11/13
Auditorium Events	0.022	0.371	0.607	0.000	0.179	0.821	0/13	4/13	9/13
Library or Cultural Facilities	0.178	0.423	0.399	0.089	0.446	0.464	1/13	8/13	4/13
Daycare Facilities	0.680	0.158	0.162	0.571	0.232	0.196	9/13	3/13	1/13
Educational Facilities	0.852	0.064	0.084	0.786	0.107	0.107	12/13	1/13	0/13
Medical Facilities	0.655	0.167	0.178	0.411	0.232	0.357	5/13	5/13	3/13
Nuclear/ Radioactive Materials	0.779	0.106	0.114	0.446	0.268	0.286	3/13	6/13	4/13
Hazardous Biological/ Chemical Materials	0.543	0.255	0.202	0.339	0.304	0.357	3/13	6/13	4/13
Stadium Events	0.246	0.198	0.556	0.125	0.071	0.804	0/13	1/13	12/13

	Additional 4 (n=4)			UMD 2011			UMD 2021		
	1	2	3	1	2	3	1	2	3
Arena Events	2/4	1/4	1/4			X			X
Auditorium Events	0/4	1/4	3/4			X			X
Library or Cultural Facilities	0/4	2/4	2/4		X			X	
Daycare Facilities	3/4	1/4	0/4	X				X	
Educational Facilities	3/4	0/4	1/4	X			X		
Medical Facilities	2/4	0/4	2/4	X				X	
Nuclear/ Radioactive Materials	1/4	1/4	2/4			X		X	
Hazardous Biological/ Chemical Materials	1/4	1/4	2/4			X		X	
Stadium Events	1/4	1/4	2/4			X			X

Table 8c lists a series of police responsibilities centered on more technical types of law enforcement duties, such as bomb disposal, tactical operations and underwater recovery. In the 2011 survey, the UMD DPS noted that they occasionally dealt with search and rescue and task force participation but were not responsible for the other tasks. In the 2021 survey, UMD added to their list of occasional tasks: bomb disposal or detection and tactical operations.

*Table 8c. Frequencies Performing Certain Duties
(1=Not responsible; 2=Occasionally; 3=Regularly)*

	All Universities (n between 777 and 782)			Enrollment > 30,000 (n=56)			Big 10 (n=13)		
	1	2	3	1	2	3	1	2	3
bomb/ explosive disposal or detection	0.828	0.118	0.054	0.464	0.214	0.321	4/13	2/13	7/13
search and rescue	0.715	0.246	0.038	0.643	0.357	0.000	9/13	4/13	0/13
tactical	0.798	0.155	0.046	0.554	0.250	0.196	4/13	3/13	6/13

operations									
task force participation	0.519	0.317	0.164	0.125	0.375	0.500	0/13	4/13	9/13
underwater recovery	0.990	0.009	0.001	0.964	0.018	0.018	13/13	0/13	0/13

	Additional 4 (n=4)			UMD 2011			UMD 2021		
	1	2	3	1	2	3	1	2	3
bomb/explosive disposal or detection	2/4	0/4	2/4	X				X	
search and rescue	4/4	0/4	0/4		X			X	
tactical operations	1/4	1/4	1/4	X				X	
task force participation	2/4	2/4	0/4		X			X	
underwater recovery	4/4	0/4	0/4	X			X		0

Activities in Table 8d generally deal with parking and transportation systems. In the 2011 survey, UMD DPS reported that they were regularly involved in traffic accident investigation, traffic control, and traffic law enforcement. In the 2021 survey UMD claimed regular responsibility only for traffic law enforcement.

Table 8d. Frequencies Performing Certain Duties (1=Not responsible; 2=Occasionally; 3=Regularly)

	All Universities (n between 777 and 782)			Enrollment > 30,000 (n=56)			Big 10 (n=13)		
	1	2	3	1	2	3	1	2	3
parking administration	0.301	0.050	0.649	0.786	0.054	0.161	11/13	0/13	2/13
parking enforcement	0.082	0.165	0.753	0.250	0.393	0.357	3/13	3/13	7/13
traffic accident investigation	0.086	0.165	0.749	0.036	0.089	0.875	0/13	0/13	13/13
traffic direction and control	0.028	0.226	0.746	0.000	0.107	0.893	0/13	1/13	12/13
traffic law enforcement	0.186	0.123	0.691	0.036	0.036	0.929	0/13	1/13	12/13

transportation system management	0.650	0.124	0.225	0.839	0.054	0.107	12/13	1/13	0/13
vehicle registration for on-campus use	0.438	0.027	0.535	0.857	0.000	0.143	11/13	0/13	2/13

	Additional 4 (n=4)			UMD 2011			UMD 2021		
	1	2	3	1	2	3	1	2	3
parking administration	3/4	0/4	1/4	X			X		
parking enforcement	0/4	2/4	2/4	X			X		
traffic accident investigation	0/4	0/4	4/4			X		X	
traffic direction and control	0/4	2/4	2/4			X		X	
traffic law enforcement	0/4	1/4	3/4			X			X
transportation system management	3/4	0/4	1/4	X			X		
vehicle registration for on-campus use	3/4	0/4	1/4	X			X		

In Table 8e, we look at a variety of policing duties centered around various types of emergencies and safety issues.

In the 2011 survey, UMD DPS reported that they had regular responsibility for dispatching calls for service. This duty remained the same in the 2021 survey. In addition, the 2021 survey indicated that UMD had occasional responsibility for emergency fire and medical service and safety fire inspection.

Table 8e. Frequencies Performing Certain Duties (1=Not responsible; 2=Occasionally; 3=Regularly)

	All Universities (n between 777 and 782)			Enrollment > 30,000 (n=56)			Big 10 (n=13)		
	1	2	3	1	2	3	1	2	3
animal control	0.491	0.442	0.067	0.661	0.321	0.018	9/13	4/13	0/13
dispatching calls for service	0.061	0.035	0.904	0.071	0.000	0.929	4/13	0/13	9/13

emergency fire services	0.590	0.181	0.229	0.821	0.107	0.071	11/13	2/13	0/13
emergency medical services	0.410	0.274	0.316	0.661	0.196	0.143	9/13	4/13	0/13
environmental health/safety	0.532	0.283	0.185	0.768	0.143	0.089	12/13	1/13	0/13
fire inspection	0.629	0.136	0.236	0.857	0.018	0.125	11/13	0/13	2/13
fire prevention education	0.508	0.245	0.247	0.786	0.107	0.107	10/13	2/13	1/13
emergency management	0.098	0.284	0.618	0.179	0.196	0.625	3/13	2/13	8/13

	Additional 4 (n=4)			UMD 2011			UMD 2021		
	1	2	3	1	2	3	1	2	3
animal control	4/4	0/4	0/4	X			X		
dispatching calls for service	0/4	0/4	4/4			X			X
emergency fire services	3/4	0/4	1/4	X				X	
emergency medical services	3/4	0/4	1/4		X			X	
environmental health/safety	3/4	0/4	1/4	X				X	
fire inspection	4/4	0/4	0/4	X			X		
fire prevention education	4/4	0/4	0/4	X			X		
emergency management	2/4	0/4	2/4			X		X	

Results from the 2021 UMD Policing Task Force Survey

On February 23, 2021, the Comparisons to Peer Departments work group sent its survey to the Campus Police Chiefs of the Big 10 universities in addition to the University of California-Berkeley, University of Chicago, Washington University-St. Louis, and Yale University. The request came from UMD's Chief David Mitchell, and the departments were asked to complete the surveys by the end of the day on March 9, 2021. Reminders were sent one week and one day before the deadline. As of March 11, 2021, seven universities (including the University of Maryland) completed the survey (University of Maryland, University of Illinois, Michigan State University, University of Nebraska-Lincoln, University of Chicago, Purdue University, and Rutgers University. Indiana University submitted an incomplete survey on March 2, 2021 and were asked to resubmit a complete survey. (Survey questions are found in Appendix D).

The report below provides survey response materials for the seven universities who returned the surveys by March 11, 2021.

Part 1. Basic information of each campus police department

The tables in this section report about the general infrastructure of the Campus Police Departments. Here we report on the locations, personnel, budgets, and jurisdictions.

Tables 9 and 10 describe the area surrounding the campus, whether the police department is located on or off campus, and the type of full-time personnel employed by each department. We see in Table 9 that in addition to UMD, two other universities are located in suburban settings (University of Illinois and Michigan State University) while the other four are urban campuses. All police departments are located on campus, except for Rutgers University Police Department, which is located off campus.

Table 9. Location of the Campus and the Department

Name of University	Please choose the best description of the area surrounding your University's campus.	Is your department located on or off campus?
University of Maryland (UMD)	Suburban	On campus
University of Illinois (Illinois)	Suburban	On campus
Michigan State University (MSU)	Suburban	On campus
University of Nebraska-Lincoln (UNL)	Urban	On campus
University of Chicago (Chicago)	Urban	On campus
Purdue University (Purdue)	Urban	On campus
Rutgers University (Rutgers)	Urban	Off campus

Table 10 presents the composition of full-time personnel for all seven universities. Here we see that MSU employs the most personnel, totaling 530, however, 78% of their personnel (414) are student employees. Other universities have between zero and twenty student personnel, demonstrating that Michigan State follows an unusual model in this group. Having said that, MSU also employs the most sworn officers at 86, whereas Chicago and UMD follow with 80 and 79 sworn officers, respectively. UMD PD employs no full-time students or nonsworn officers, although they employ the most civilian personnel in the group with 42. UNL employs 41 civilian personnel, and the others range from 13 to 35. It is interesting to note that half of UNL's 82 full time employees are civilians. In fact, they only employ 27 sworn officers, compared to their 41 civilian employees.

Table 10. Number of Full-time Personnel

Name of University	Sworn Police Officers	Nonsworn Security Officers	Civilian Personnel	Student Personnel	Total Personnel
UMD	79	0	42	0	121
Illinois	64	10	20	20	114

MSU	86	-	30	414	530
UNL	27	11	41	3	82
Chicago	80	7	13	0	100
Purdue	45	0	18	20	83
Rutgers	75	40	35	20	230

Table 11 presents budget information for five of the seven universities. Here we see that Rutgers and UMD have the largest budgets at \$15 and \$13.9 million, respectively. Illinois, Purdue, and UNL follow with \$8, \$5.9, and \$2.3 million, respectively. It could be that these differences reflect student enrollment. When we compare enrollment from the 2011 BJS survey, it shows that MSU had the largest enrollment at 47,954, followed by Illinois at 44,407, Purdue at 40,849, Rutgers at 39,950, UMD at 37,631, UNL at 24,593, and Chicago at 15,005. These comparisons suggest that enrollment is not the only driver of university police budgets.

The largest portion of the budget for all four universities is for personnel. After that it differs, although the remaining items are in the hundreds of thousands rather than the millions. UMD budgets its next highest amount for facilities management, while Rutgers and UNL budget their next highest amounts to vehicles. Purdue spends its next highest amount on equipment, maintenance, and repairs. All budgets either remained the same or increased by less than 20% over the last ten years. All three departments that increased, report that their increases were mostly in personnel. Six of the seven universities responded to the question about their most pressing budgetary need for future increase. Of those, three reported a need for more personnel and the other three reported a need for more money for equipment.

Table 11. Budget

Name of University	Total Budget	Budget for Total Wages and Salary	Budget for Vehicles	Budget for Equipment, Maintenance, and Repair	Budget for Facilities Management
UMD	13,977,112	11,656,636	119,300	27,180	228,000
Illinois	8,000,000	-	-	-	-
MSU	-	-	-	-	-
UNL	2,300,000	2,000,000	150,000	50,000	50,000
Chicago	-	-	-	-	-
Purdue	5,978,641	3,928,204	0	318,859	0
Rutgers	15,000,000	13,500,000	400,000	200,000	200,000

Name of University	Budget for Staff Development	Budget for Office Supplies and Telecom Equipment	Compared to 2010, How Does Your Current Budget Differ?	If Budget Grows, Where Were the Greatest Increases?	Most Pressing Need for Future Budget Increases

UMD	36,851	164,000	Higher by less than 20%	Personnel costs	Equipment
Illinois	-	-	-	-	Equipment
MSU	-	-	-	-	Personnel
UNL	20,000	30,000	The budgets are equal	-	Personnel
Chicago	-	-	-	-	-
Purdue	56,092		Higher by less than 20%	Personnel costs	Equipment
Rutgers	10,000	250.000	Higher by less than 20%	Personnel costs	Personnel

Tables 12 a and b show the arrest and patrol jurisdictions for each department. We observe some variation with arrest jurisdiction, as Illinois, Purdue, and Rutgers are able to make arrests anywhere in the state, while arrest jurisdiction for the other universities are more limited. UMD, MSU, Purdue, and Rutgers, have MOUs with off-campus jurisdictions allowing for arrest. Five of the seven university departments also have MOUs that allow for patrolling in other jurisdictions. MSU and UNL have no patrolling MOUs, although MSU is able to patrol properties outside of the area adjacent to campus. UNL has the most limited patrol area.

Table 12a. Arrest Jurisdiction

Name of University	Properties Adjacent to Campus	Properties Outside the Area Surrounding Campus	Off-campus Jurisdiction Defined and Carried Out Through a Memorandum of Understanding (MOU) or Mutual Aid Agreement	state-wide jurisdiction
UMD	X	X	X	
Illinois	X	X		X
MSU	X		X	
UNL	X	X		
Chicago	X	X		
Purdue	X	X	X	X
Rutgers	X	X	X	X

Table 12b. Patrol Jurisdiction

Name of University	Campus Property	Properties Adjacent to Campus	Properties Outside Area Surrounding Campus	Off-campus Jurisdiction Defined and Carried Out Through MOU
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UMD	X	X	X	X
Illinois	X	X	X	X
MSU	X	X	X	
UNL	X	X		
Chicago	X	X	X	X
Purdue	X	X	X	X
Rutgers	X	X	X	X

Part 2. Partnerships with the University and Other Agencies

The following tables describe the University Police Departments' relationships with others in the campus community. Table 13 lists the administrative home for those departments that report to a division of the university. Three of the four campus police departments, including UMD, report to Administration and Finance. The University of Chicago Police report to the General Council and the Purdue University Police Department reports to Environmental Health and Public Safety.

Table 13. Administrative Home in University

Name of University	Administrative Home in a University Division	If Yes, Which Division?
UMD	Yes	Administration
Illinois	Yes	Administration and Finance
MSU	-	-
UNL	Yes	Administration and Finance
Chicago	Yes	General Council
Purdue	Yes	Environmental Health and Public Safety
Rutgers	No	

Table 14 lists the mission statements for those departments that have them. The mission of UMD PD is to serve the university community, protect life and property, and enforce the law. The mission statements of UMD peers are more likely to include the values of the university in their statement by emphasizing collaborative partnerships with the campus community, respect and integrity. Also, the other university statements reference the goal of creating a space where the university goals of education, research and public service can flourish.

Table 14. Mission Statement

Name of University	Have mission statement?	What is the mission statement?
UMD	Yes	The mission of the University of Maryland, College Park Department of Public Safety is to serve the university community, protect life and property, and enforce the law.

Illinois	Yes	<p>Vision To continue to be a leader in policing and public service to strengthen our position as an integral part of the university and extended community.</p> <p>Mission To promote a safe and secure environment where education, research and public service can flourish.</p> <p>Values Based on the ideal of community-based public safety: justice, respect and integrity.</p>
MSU	Yes	The mission of the Department is to enhance the quality of life on campus, by building relationships, strengthening stewardship, and working collaboratively within our diverse community to reduce crime, enforce laws, preserve peace, and provide for a safe environment.
UNL	Yes	The mission of the University Police Department is to provide an environment of safety and security which ensures a peaceful quality of life in the university community by establishing collaborative partnerships with students, faculty, staff and visitors.
Chicago	Yes	<p>The Department of Safety & Security is dedicated to promoting a safe and secure environment in which knowledge may be freely and rigorously pursued.</p> <p>To achieve this mission, we call upon our collective skills and expertise to provide an integrated safety program through collaborative partnerships, while adhering to our core values of:</p> <p>Respect - Engage members of the diverse community with dignity and compassion Integrity - Perform our duties with an unwavering commitment to a code of honesty Service - Serve with creativity and competence, and actively contribute to the well-being of our community through the understanding of its needs, values, and goals Excellence - Strive for the highest of standards in our work every day</p>
Purdue	No	
Rutgers	Yes	To support a learning environment through the fair treatment of others and enforcement of law.

Table 15 focuses on each Police Departments’ relationship to other criminal justice agencies. It lists the specific MOUs between other law enforcement agencies, courts, or non-law enforcement agencies. Here we see that all departments have formal MOUs with the local police department. However, four others have MOUs with the sheriff’s office, and two others have MOUs with the state police. Finally, Illinois also has an MOU with the FBI, and MSU police has an MOU with the East Lansing Fire Department. None of our university police departments have MOUs with state or local courts.

Table 15. With Whom the Department has MOU

Name of University	State Law Enforcement Agency	Local Police Department	Sheriff's Office/ Department	Other Campus Law Enforcement Agency
UMD		X		
Illinois		X	X	
MSU	X	X	X	
UNL		X	X	
Chicago		X		
Purdue		X	X	
Rutgers	X	X		

Name of University	State or Local Courts	Other Campus Agency, Non-law Enforcement	Other Agency Not Listed Above
UMD			
Illinois			FBI
MSU			East Lansing Fire Department
UNL			
Chicago			
Purdue			
Rutgers			

Tables 16 a and b list the groups with which the police agencies meet to discuss campus safety issues. Here we see that all departments meet with campus administrators, student government, and the student affairs office. Nearly all meet with faculty/staff organizations, fraternity/sorority groups, and student housing groups. UMD and others meet with student health services, neighborhood associations, and local public officials. Some of the other departments also meet with advocacy groups, domestic violence prevention groups, sexual violence prevention groups, and student organizations. Only the MSU police department meets with victim groups, and none of the police departments meet with religious groups.

Table 16a. Groups with which Agencies Meet to Discuss Campus Safety Issues

Name of University	Advocacy Groups	Campus Administrators/ Officials	Domestic Violence Prevention Groups	Faculty/ Staff Organizations
UMD		X		X
Illinois	X	X		
MSU	X	X	X	X
UNL	X	X		X

Chicago		X	X	X
Purdue		X	X	X
Rutgers		X		X

Name of University	Fraternity/Sorority Groups	Student Government	Religious Groups
UMD	X	X	
Illinois	X	X	
MSU	X	X	
UNL	X	X	
Chicago	X	X	
Purdue	X	X	
Rutgers		X	

Table 16b. Groups with which Agencies Met to Discuss Campus Safety Issues (continued)

Name of University	Sexual Violence Prevention Groups	Student Housing Groups	Student Health Services	Student Organizations
UMD		X	X	
Illinois		X		
MSU	X	X	X	X
UNL	X	X		X
Chicago			X	X
Purdue	X	X	X	X
Rutgers	X			

Name of University	Student Affairs Office	Neighborhood Associations	Local Public Officials	Victim Groups
UMD	X	X	X	
Illinois	X	X		
MSU	X	X	X	X
UNL	X			
Chicago	X	X		
Purdue	X			
Rutgers	X		X	

Table 17 lists campus entities with which the campus police departments have formal liaisons. Here we see that UMD campus police have formal liaisons with at least eight other entities on

campus. Rutgers lists three, Chicago lists two, and Illinois and Purdue both list one. UNL states that they have no formal liaisons with other entities on campus. Compared to its peers, UMD stands out for having an exceptionally large number of liaisons.

Table 17. With whom the Department Has Liaison

Name of University	Liaison or Not	If Yes, With Whom?
UMD	Yes	Office of Student Conduct, Title IX, Hate Bias Committee, Resident Life, Behavioral Evaluation and Threat Assessment (BETA), Health Center, Emergency Management, Community Involvement/Engagement, etc.
Illinois	Yes	Student Affairs
MSU	Yes	-
UNL	No	N/A
Chicago	Yes	Student Affairs/ Dean of Students
Purdue	Yes	I have a lieutenant that sits on the Student Behavioral Intervention Team (SBIT) that is run by the Dean of Students.
Rutgers	Yes	Labor relations, Student affairs, Student government

The survey included a question to see whether campus police departments have sought to reduce their community interactions as a way to reduce tensions between members of the campus community and the police. Only MSU, Chicago, and Rutgers reported an effort to reduce such interactions. While Chicago provided no detail on their efforts, MSU reported that it relies on student employees to respond to people being locked out of offices, and they use a licensed social worker who is also a sworn officer in conjunction with the University Counseling and Psychiatric services to respond to calls for mental health and welfare checks. Finally, Rutgers created an online reporting system for minor crimes.

Table 18. Made Changes to Lessen Police-Community Interaction

Name of University	If Ever, Lessen Police Community Interaction	If Yes, In What Ways?
UMD	No	N/A
Illinois	No	N/A
MSU	Yes	Student employees responding to people locked out of offices Use of our licensed social worker, who is also a sworn officer, in conjunction with the University Counseling and Psychiatric services to respond to calls for mental health welfare checks
UNL	No	N/A
Chicago	Yes	-
Purdue	No	N/A
Rutgers	Yes	Online reporting system for minor crimes

Table 19 reports which university police departments hold social events with the students. Of the seven universities, only two hold social events, MSU holds such events more than once per semester, and Chicago holds an event once a year.

Table 19. Social Events with Students

Name of University	Hold Social Events w/Students	If Yes, How Often?
UMD	No	N/A
Illinois	No	N/A
MSU	Yes	More than once per term/ semester
UNL	No	N/A
Chicago	Yes	Once a year
Purdue	No	N/A
Rutgers	No	N/A

The 2021 survey also asked whether each agency had a review board that provided oversight. Table 20 shows that of the seven university departments, only two had oversight review boards. MSU and Chicago are subject to review by the university faculty, staff, administration, and students. It is worth noting that both of these universities also have made an effort to reduce police-community interaction and to hold social events with students. All of these efforts may be part of a larger strategy to improve police-community relations.

Table 20. Review Board

Name of University	Review Board Provide Oversight to the Department	If Yes, Review Board Consists of Whom?
UMD	No	N/A
Illinois	No	N/A
MSU	Yes	University faculty, University staff, University administration, Students
UNL	No	N/A
Chicago	Yes	University faculty, University staff, University administration, Students
Purdue	No	N/A
Rutgers	No	N/A

Part 3. Community Policing

This section is the first that examines the purview of tasks in which each department engages. We begin by assessing whether the department engages in SARA and how integral community policing elements are in their practices. We see from the table below that only three campus police departments, including UMD's, encourage officers to engage in SARA (scanning, analysis, response, and assessment). In the earlier BJS 2011 survey all seven university police

departments reported engaging in SARA practices. Two of these departments, including UMD, have formal written plans of community policing. Despite that low number, all but UNL incorporate elements of community policing into their campus security policy. Four departments, including UMD, have personnel assigned to be the full-time community policing person or unit. UNL and Chicago conduct community policing “as needed,” and Purdue reported that, “It is embedded in our General Orders. We do not have a policy about Community Policing, it is a way of life for our department.” Note that despite nearly all departments report engaging in community policing, only two receive additional funding to support the initiatives, Chicago and Rutgers.

Table 21. Information about Community Policing Practices

Name of University	Encourage Officers to Engage in SARA	Department with Formal Written Community Policing Plan	Incorporate Community Policing Elements into Campus Security Policy?	Use of Personnel to Address the Issue of Community Policing	Receive Funding to Support Community Policing Initiatives
UMD	Yes	Yes	Yes	Unit with personnel assigned full time	No
Illinois	No	No	Yes	Unit with personnel assigned full time	No
MSU	-	-	Yes	Unit with personnel assigned full time	-
UNL	Yes	No	No	Designated personnel as needed	No
Chicago	Yes	Yes	Yes	Designated personnel as needed	Yes
Purdue	No	No	Yes	It is integrated into all parts of daily life	No
Rutgers	No	No	Yes	Unit with personnel assigned full time	Yes

When asked to describe the specific strategies that personnel have implemented to address the issue of community policing, only UMD listed specific items.

The agency’s community involvement functions may include, but are not limited to:

1. *Establishing liaison with existing community organizations or establishing community groups where they are needed;*
2. *Developing community involvement policies for the agency;*
3. *Publicizing agency objectives, community problems, and successes;*
4. *Conveying relevant information received from community members and organizations;*
5. *Improving agency practices bearing on police community inter-action;*
6. *Identifying training needs through interviews with citizen representatives, consultations with those involved in internal investigations, and conferences with supervisors; and*
7. *Developing problem oriented or community policing strategies, if any.*

Part 4. Duties and Responsibilities

Tables 22 through 23 describe the different responsibilities of each campus police department. Table 22 begins by examining whether law enforcement or some other campus entity is responsible for different types of calls for service. When a department reported that someone other than law enforcement was responsible or was also responsible for responding to these calls, the specific responder is listed in Table 23. Perhaps the most striking feature of this analysis is that for all calls listed, law enforcement is not the only responder. However, in four of the five campuses, law enforcement exclusively responds to mental health crises (Illinois, UNL, Chicago, and Purdue) and bias incidents (MSU, Chicago, Purdue, and Rutgers). When calls for service are made due to a mental health crisis, law enforcement responds for all seven universities. However, UMD, MSU, and Rutgers have both law enforcement and non-law enforcement respond to the call. UMD engages the Prince George's County Crisis Unit, the UMD Counseling Center, and the UMD Health Center. MSU engages counseling and psychiatric services, and Rutgers has a trained emergency services unit. For calls reporting bias incidents, UMD's campus police and facility management responds. Also, UMD has a hate bias committee that is supposed to respond, but they sometimes do not. Bias calls at Illinois and UNL are exclusively under the purview of Title IX, and law enforcement does not respond to these types of calls.

Table 22a. Respondents to Types of Calls for Services (Law Enforcement or Non-Law Enforcement)

Name of University	Mental Health Crisis	General Student Problems	Bias Incidents	Locked Out of Office or Building
UMD	both	Both	both	Law enforcement
Illinois	Law enforcement	Non-Law Enforcement	Non-Law enforcement	Law enforcement
MSU	both	Both	Law Enforcement	both
UNL	Law Enforcement	Law Enforcement	Non-Law Enforcement	Law Enforcement
Chicago	Law Enforcement	Law Enforcement	Law Enforcement	Non-Law Enforcement
Purdue	Law Enforcement	Law Enforcement	Law Enforcement	Law Enforcement
Rutgers	both	Non-Law Enforcement	Law Enforcement	Non-Law Enforcement

Table 22b. Specific Non-Law Enforcement Responsible for Calls for Service

Name of University	Mental Health Crisis	General Student Problems	Bias Incidents	Locked Out of Office or Building
UMD	PG Crisis Unit, Counseling Center, Health Center	Resident Life	Facilities Management, Hate Bias Committee (do not always respond)	N/A
Illinois	N/A	-	Title 9	N/A
MSU	Counseling and Psychiatric Services	Residence Hall Staff	-	Student employees generally, law enforcement responds if none available
UNL	N/A	N/A	Title IX	N/A
Chicago	N/A	N/A	N/A	Community Service Officers
Purdue	N/A	N/A	N/A	N/A
Rutgers	Trained emergency services unit	-	N/A	Security

Calls for service related to general student problems are handled exclusively by law enforcement at UNL, Chicago, and Purdue. Law enforcement also responds to these calls at UMD and MSU, but so does Resident Life (UMD) or Resident Hall staff (MSU). Someone other than law enforcement responds to these calls at Illinois and Rutgers, although neither university elaborated on who responds. Finally, when someone is locked out of their office or building, Law enforcement is the only entity responsible for four of the seven universities (UMD, Illinois, UNL, and Purdue). Student employees generally respond to these calls at MSU, but if none is available, law enforcement will show up. Community Service Officers show up for locked doors at Chicago; and security shows up at Rutgers.

In Tables 23a-e, each campus police department responded to specific duties as to whether during a more typical non-pandemic year they never performed the task (0, or N/A), rarely performed the task (1), periodically performed it (2), or frequently performed it. For these tables, we focus on the variation in duties across the tasks, keeping in mind that high variation either indicates a variation in demand for services or differences in how responsibilities are delegated across the seven campuses.

According to Table 23a, all campus police departments, with the exception of Illinois monitor the central alarm system. UMD and MSU are frequently controlling accesses to buildings and offices on campus, while Chicago and Rutgers rarely perform those duties. UMD and MSU are also the only police units that frequently unlock doors, while three others periodically do it, UNL rarely does it, and Illinois never does it. These responses are misaligned with UNL’s and Illinois’ responses in Table 22a, as both universities reported that only Law Enforcement unlocks buildings and offices. It is unlikely that this discord is due to lack of demand.

Table 23a. Frequencies Performing Certain Duties – Campus Property (0 = Never or N/A, 1=Rarely, 2=Periodically, 3=Frequently)

Name of University	Access Control (including electronic access)	Building Lock-up/Unlock	Central Alarm Monitoring
UMD	3	3	3
Illinois	2	0	1
MSU	3	3	3
UNL	2	1	3
Chicago	1	2	3
Purdue	2	2	3
Rutgers	1	2	3

According to Table 23b, nearly all campus police departments frequently perform on-site security at arena and stadium events. All of them also either frequently or periodically provide on-site security for auditorium events. It is less common to see on-site security at library or cultural events; exceptions are Rutgers or periodically at UNL and Chicago. Similarly, only UNL and periodically Chicago provides on-site security for daycare facilities. In fact, Chicago frequently provides security at its K-12 educational facilities, medical facilities, at sites with nuclear or radioactive materials, and other hazardous biological or chemical materials. Rutgers and Purdue have sensitive locations for which campus police provide security.

Table 23b. Frequencies Performing Certain Duties – On-site Security (0 = Never or N/A, 1=Rarely, 2=Periodically, 3=Frequently)

Name of University	On-site security: arena events	On-site security: stadium events	On-site security: auditorium events	On-site security: library or cultural facilities	On-site security: daycare facilities
UMD	3	3	3	1	1
Illinois	2	2	2	1	0
MSU	3	3	2	0	0
UNL	3	3	2	2	3
Chicago	3	3	3	2	2
Purdue	3	3	3	1	1
Rutgers	3	3	3	3	1

Name of University	On-site security: educational (K- 12) facilities	On-site security: medical facilities	On-site security: nuclear/ radioactive materials	On-site security: hazardous biological/ chemical materials
UMD	0	1	1	1
Illinois	0	0	0	0
MSU	0	0	3	0
UNL	0	0	0	0

Chicago	3	3	3	3
Purdue	0	2	2	1
Rutgers	0	3	1	1

In Table 23c we see the most variation with bomb/explosive disposal and detection, where MSU police frequently perform this duty, UMD, Illinois, and Purdue periodically perform it, UNL and Rutgers rarely perform it, and UNL never does. Most campus police departments rarely perform tactical operations, although Illinois and MSU periodically do. MSU frequently participates in task forces, while UMD, Illinois, and Purdue periodically do. The others either never participate in task forces or rarely do. Finally, all rarely or never perform search and rescue missions, while none ever conducted an underwater recovery mission.

Table 23c. Frequencies Performing Certain Duties - Search, Rescue, and Recovery Duties (0 = Never or N/A, 1=Rarely, 2=Periodically, 3=Frequently)

Name of University	Tactical operations (SWAT)	Bomb/explosive disposal or detection	Search and rescue	Task force participation	Underwater recovery
UMD	1	2	1	2	0
Illinois	2	2	1	2	0
MSU	2	3	1	3	0
UNL	0	1	0	0	0
Chicago	1	0	1	1	0
Purdue	1	2	1	2	0
Rutgers	1	1	1	1	0

Table 23d reports how often campus police perform certain traffic and transportation duties. Here we see that all of them frequently or periodically direct and control traffic, enforce traffic laws, and investigate traffic accidents. The other duties are all frequently performed by MSU campus police and most of them are performed by Rutgers police. UMD is never involved with parking administration, parking enforcement, transportation system management, and vehicle registration.

Table 23d. Frequencies Performing Certain Duties – Traffic and Transportation (0 = Never or N/A, 1=Rarely, 2=Periodically, 3=Frequently)

Name of University	Parking administration	Parking enforcement	Traffic accident investigation	Traffic direction and control
UMD	0	0	2	2
Illinois	0	1	3	3
MSU	3	3	3	3
UNL	0	0	2	2
Chicago	0	1	2	2

Purdue	0	3	3	3
Rutgers	1	3	3	3

Name of University	Traffic Law Enforcement	Transportation system management	Vehicle registration for on-campus use
UMD	3	0	0
Illinois	3	0	0
MSU	3	3	3
UNL	2	0	0
Chicago	2	0	3
Purdue	3	0	0
Rutgers	3	1	1

The other emergencies listed in Table 23e appear to be performed rarely or never with a few exceptions. UMD, UNL, and Chicago frequently dispatch calls for service, while the others rarely or never perform that duty. All but Chicago or Purdue either frequently or periodically perform emergency management. MSU and Rutgers police frequently or periodically perform environmental health/safety, fire inspections, and fire prevention education. Rutgers police also frequently participate in emergency fire and medical services.

Table 23e. Frequencies Performing Certain Duties – Other Emergencies (0 = Never or N/A, 1=Rarely, 2=Periodically, 3=Frequently)

Name of University	Animal control	Dispatching calls for service	Emergency fire services	Emergency medical services
UMD	0	3	1	2
Illinois	1	1	1	1
MSU	0	0	0	0
UNL	0	3	0	0
Chicago	0	3	0	1
Purdue	0	0	0	0
Rutgers	0	0	3	3

Name of University	Environmental health/ safety	Fire inspection	Fire prevention education	Emergency management
UMD	1	0	0	2
Illinois	0	0	0	2
MSU	3	3	2	3
UNL	0	0	0	2

Chicago	0	0	0	0
Purdue	0	0	0	0
Rutgers	2	3	3	3

Table 24 reports answers to questions about protests on campus. All universities have specific policies on how to manage such protests. UMD and Chicago require that the protestors obtain a permit, while the others do not. Finally, four of the seven universities, including UMD, only allow protests in previously designated areas.

Table 24. Regulations Regarding Protests

Name of University	Specific policies related to management of protests on campus	Permit required before protest	Protests only allowed in specified locations
UMD	Yes	Yes	Yes
Illinois	Yes	No	No
MSU	Yes	No	No
UNL	Yes	No	Yes
Chicago	Yes	Yes	Yes
Purdue	Yes	No	Yes
Rutgers	Yes	No	No

Part 5. Emergency Alert System

Tables 25 and 26 summarize the responses to questions about the universities' emergency alert systems. According to Table 25, all seven universities have them and notify the community through text messaging and email. Chicago and Purdue have a specialized app so that users can learn about emergency situations. MSU also calls over the telephone. All universities except for MSU notify the community when a resolution is reached.

Table 25. Media of Emergency Alert Delivery

Name of University	Emergency alert system to notify about threats?	Text message	Email	Specialized app	Other (specify)	Notify the community about how resolution was reached
UMD	Yes	X	X			X
Illinois	Yes	X	X			X

MSU	Yes	X	X		phone	
UNL	Yes	X	X			X
Chicago	Yes	X	X	X		X
Purdue	Yes	X	X	X		X
Rutgers	Yes	X	X			X

Table 26 reports the content of the emergency alert systems. All universities rely upon these alerts to instruct the community to shelter in place during an emergency. Nearly all provide descriptions of suspects and the general location of suspects when a crime event is still active.

Table 26. Information Provided in Emergency Alerts

Name of University	Suspect description	Suspect location	Instructions for shelter in place	Other
UMD	X	X	X	We give general location and suspect description but not exact details. We also provide general safety information.
Illinois	X	X	X	location of fire or natural event
MSU	X	X	X	An emergency alert is sent out immediately indicating the location and type of threat. Follow-up messages would include suspect description and other pertinent information.
UNL		X	X	
Chicago			X	general information
Purdue	X		X	Type of incident and all other requirements by DOE for Emergency notifications and Timely Warnings
Rutgers	X	X	X	

Part 6. Psychiatric Evaluation

Table 27 reports the responses to questions about the psychological and psychiatric support provided and received by campus police departments. Only Illinois has a trained psychologist as part of the policing staff. All personnel receive psychiatric evaluations during the hiring process, but only UMD and Purdue provide psychiatric evaluations at other times when needed.

Table 27. Information about Psychiatric Evaluation in the Department

Name of University	Department having a trained clinical psychologist staff?	How often receive psychiatric evaluation
UMD	No	During the hiring process and also when/if a critical incident or mental health issue occurs.
Illinois	Yes	Only during recruitment
MSU	No	Only during recruitment
UNL	No	Only during recruitment
Chicago	No	Only during recruitment
Purdue	No	When hired and as needed based on our General Orders
Rutgers	No	Only during recruitment

Part 7. Weapons and Equipment

Tables 28 through 31 address the types of weapons used by campus law enforcement. Tables 28a and b list the weapons that each unit is authorized to use. All departments are authorized to carry semi-automatic sidearms and chemical/pepper spray. All but Chicago are authorized to use rifles. All but UMD and UNL are authorized to carry conducted energy devices (e.g., Tasers). All but MSU and UNL are authorized to carry collapsible batons. Only UMD, UNL, and Chicago are authorized to use shotguns; UNL, Chicago, and Purdue are able to use bean bag rifles. Further, only Illinois campus police are authorized to carry revolver sidearms and only Purdue police are able to carry traditional batons. Finally, Purdue officers are also authorized to carry flash/bang grenades and gas.

Table 28a. Weapons Authorized to Use

Name of University	Sidearm, semi-automatic	Sidearm, revolver	Rifle	Shotgun	Traditional baton	PR-24 baton	Collapsible baton
UMD	X		X	X			X
Illinois	X	X	X				X
MSU	X		X				
UNL	X		X	X			
Chicago	X		X				X
Purdue	X		X		X		X
Rutgers	X			X			X

Table 28b. Weapons Authorized to Use (Continued.)

Name of University	Chemical/pepper spray	Conducted energy device	Bean bag rifle	Rubber bullets	Flash/bang grenade	Other
UMD	X					
Illinois	X	X				
MSU	X	X				40mm Exact impact munitions used only by trained and certified officers
UNL	X		X			
Chicago	X	X	X			
Purdue	X	X	X	X	X	Gas
Rutgers	X	X				

While we just listed the weapons that university police have authority to carry, this does not mean that law enforcement will necessarily choose to carry these weapons. However, according to Table 29, law enforcement for all universities in our sample do choose to carry weapons.

Table 29. Whether Officers Regularly Carries Weapons

Question	UMD	Illinois	MSU	UNL	Chicago	Purdue	Rutgers
Officers regularly carry weapons when on duty	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Tables 30a and b show that law enforcement for all universities most commonly carry automatic sidearms and chemical/pepper spray. All but UMD and UNL also choose to regularly carry conducted energy devices; and all but MSU and UNL regularly carry collapsible batons. Finally, a few of the campus police units carry rifles or bean bag rifles.

Table 30a. Weapons most commonly carried

Name of University	Sidearm, Semi-automatic	Sidearm, revolver	Rifle	Shotgun	Traditional baton	PR-24 baton
UMD	X					
Illinois	X		X			
MSU	X		X			
UNL	X					

Chicago	X					
Purdue	X		X			
Rutgers	X					

Table 30b. Weapons most commonly carried (continued)

Name of University	Collapsible baton	Chemical/pepper spray	Conducted energy device	Bean bag rifle	Rubber bullets	Flash/bang grenade
UMD	X	X				
Illinois	X	X	X			
MSU		X	X			
UNL		X				
Chicago	X	X	X			
Purdue	X	X	X			
Rutgers	X	X	X			

Finally, we asked all campus police departments whether they are currently in possession of equipment or vehicles acquired through the DOD's 1033 program. Of the seven, only Illinois, MSU, and Purdue participate in that program.

Table 31. Military equipment

Question	UMD	Illinois	MSU	UNL	Chicago	Purdue	Rutgers
Is your department currently in possession of equipment or vehicles acquired through the Department of Defense's 1033 program that provides excess military equipment to local police departments?	No	Yes	Yes	No	No	Yes	No

Summary of interviews conducted by the Comparisons to Peer Departments work group

As part of this project, the work group on Comparisons to Peer Departments interviewed key persons at up to four different universities: the University of Maryland (UMD), University of Minnesota (UMN), Northwestern University (NU), and Washington University at Saint Louis (WashU). Given the shortened period of time, and because many of the persons with whom they wanted to speak were busy managing the Covid crisis on their campus, they were only able to interview subsets of these constituencies for each university. Those interviewed and some highlights of their meetings will be listed here. However, it is important to note that detailed summaries of these key interviews are available in Appendix C.

The work group interviewed four different groups: Police Chiefs; Residential Life Directors and Dean of Students; Student Government Representatives and LGBT Equity Offices.

For Police Chiefs, only Chief David Mitchell agreed to an interview. He covered a wide range of topics including the value of the CMAST (The City Multiagency Service Team) program that allows student conduct issues to be resolved both on campus and in the community by using the agency that is most relevant to the problem rather than the UMPD per se. He talked about the value of developing a Crisis Intervention Team (CIT) program with the student health service to address mental health issues. He also commented on some budgetary issues such as the reduced size of the number of sworn officers and the desire to have additional funds for police training.

The work group was able to interview Valronica Scales, the Director of Resident Life at the University of Maryland (UMD), Susan Stubblefield, the Interim Director of Housing and Residential Life at the University of Minnesota (UMN), and Mona Dugo, Interim Dean of Students at Northwestern. One theme that emerged is the extreme importance of residential life in managing student conduct issues on all campuses, as its staff are often the first contact residential students have when they experience problems. The importance of integrating residential life and the police department in constructive ways is another area that was considered to be a significant factor in having a healthy social climate on campus. For example, at Northwestern, the Office of Student Life, along with the Dean of Students, the counseling center and the police meet up to three times a year to review crisis intervention procedures. At UMD and UMN the police work with the community to minimize potential conflicts that might occur during moving in or out days

UMD's Student Government President interviewed the Student Government Presidents at Northwestern University (NU) and the University of Minnesota (UNM). Overall, the summary of the interviews is that student governments and campus police often have little interaction, yet more is often sought. A lack of information and lack of communication often results in negative perceptions. Student governments believe they have a duty to help, yet often do not feel like they are met with partnership from the campus administration or campus police.

A faculty member on the work group spoke with the Directors of UMD's Equity Center and the Associate Director of Washington University's Center for Diversity and Inclusion (who until recently was Assistant Director of LGBTQIA Student Involvement and Leadership). She also emailed with the Director of the Gender and Sexuality Center for Queer and Trans Life at the University of Minnesota. A key theme that emerged from these discussions was that communication lines with campus police were inconsistent and could improve. Another issue that arose is that students' sense of safety on campus is strongly influenced by issues that happen off-campus and that more forceful acknowledgement of these issues by administrative leadership would be helpful. There was also a consensus that students are looking for people to call for mental health crisis intervention beyond the police.

D. Community Attitudes and Relations

The Community Attitudes and Relations work group's task was to gather information about how different constituencies—students, staff, faculty, and community members—understand and experience campus safety. Campus safety includes but is not limited to policing, police encounters, responses to mental health crises, general campus climate, and climate in surrounding neighborhoods.

To hear from different constituencies, the work group organized a series of listening sessions and administered two surveys. A total of five listening sessions with stakeholders included: staff and faculty; current undergraduate and graduate students; College Park community members; Black student leaders and recent alumni; and an Asian American student organization. Though attempts were made to meet with additional groups, the COVID-19 pandemic affected their availability.

At each listening session participants were provided an overview of the taskforce and the intended goal of the listening session. Each group was asked to talk about:

- What makes you feel safe or unsafe on campus?
- What suggestions do you have to improve safety on campus?
- How would you describe your direct or indirect interactions with the police?
- When and how do you seek police support or assistance?

The goals for the listening sessions were described as providing a space for participants to share their experiences as part of the Maryland community. It was made clear that the Task Force would not offer answers to questions during these sessions but would instead focus on listening to participants. The number of participants per session varied widely and was distributed as follows: Staff and Faculty, 100; Undergraduate and Graduate Students, 30; Black Student Leaders and Alumni, 30; Asian American Student Group, 12; College Park Community Members, 5.

All of the listening sessions were not recorded, and all names and identifying information were removed from the transcripts to protect participants. To analyze the data from the listening sessions, each member of the work group engaged in discourse analysis to identify the themes from all the listening sessions. Once done, the work group reconvened to discuss the themes identified by individuals to come up with an agreed upon list of themes which are discussed below.

With the help of IRPA, a survey was conducted for current undergraduate, graduate students and alumni who graduated within five years, plus staff and faculty. This survey was in the field for fourteen days and had a total of 2,545 respondents. A second survey for College Park community members was in the field for eleven days and had a total of 49 respondents. Interviews were also conducted with current and three (3) former members of the ODI staff.

Findings from the listening sessions yielded the following insights (selected quotations from the listening sessions are included in Appendix E)

- UMD community members draw from their lived experience on- and off-campus which shapes how they view UMPD; their experiences are often structured by race and gender, for better or worse.
- People of color reported being targeted or profiled by police officers as they are engaging in everyday activities.
- UMD community members report feeling there are patterns of UMPD treating victims and/or by-standers poorly.
- Students reported trying to solve any issues that arose in order to avoid calling UMPD for fear that the police would escalate the situation. They attempt to problem solve until they have no other option but to call the police.
- Members of the UMD community want alternatives to calling the police when various situations occur, and they need assistance. Many brought up the need for alternatives

for people experiencing mental health crises; they want another option that is not linked with the police department.

- More training is needed to equip police to respond appropriately to people in mental health crises or otherwise needing assistance.
- Many also did not know the role of police auxiliary and questioned if it was necessary to have students function as police. Students who brought this up were particularly troubled that their peers could hold such positions on campus.¹
- Members of the UMD community did not understand in full the role of UMPD and wanted more education about their various functions on campus.
- Some members of the UMD community wanted more regular engagement with UMPD so that they do not simply interact with police officers during crises. Their suggestions include monthly meetings with the departments or student organizations so that students, staff, and faculty get to know police officers and vice versa. They expressed that knowing each other better might contribute to establishing a better sense of community.
- Many UMD community members want a redistribution of resources from the UMPD budget to support services such as increasing the budget of the counseling center, victim services, mental health transports, Nyumburu, and scholarships for Black students and other students of color.
- Black students and other students of color report that their events are overly policed (when compared to other student groups) by UMPD, and there are no clear policies around how the number of officers is determined for any given event.
- In the student listening sessions, many students shared instances where the police showed up inside the dorms without much explanation as to why they were there and that this made them feel very unsafe. In some instances, police told students someone reported drinking or weed on the premises, but students felt the police presence was escalating the situation.
- UMD students, especially students of color, report that there are areas of campus or near campus that are particularly unsafe. This can be due to poor lighting but also due to generalized student knowledge that they are more likely to be harassed in certain areas.
- Students were unnerved by the campus alerts, especially when the results of incidents are vague.
- Some raised concerns about police culture, and the possibility that police may not be forthcoming about problems.
- Some people also reported positive encounters with police on campus or nearby, but they tended to be staff or faculty (as opposed to students).

Findings from interviews with ODI Staff (selected quotations from the ODI interviews are included in Appendix D)

Examples of student experiences that were reported to ODI and/or discussed by the ODI Student Advisory Group indicated a need for greatly enhanced training around issues of identity and cultural competence. Staff described meetings facilitated between police and the student group where concerns about police imposing themselves in student conversations in ways that

¹ It was later noted that Student Police Auxiliary personnel do not have police powers. They assist with additional duties and or campus events such as Football Games, Commencements, Gates, Foot Patrols and serve as extra eyes and ears to help keep the campus community safe. In addition, this is a paid position for students to learn and get some policing experience as a lot of them are Criminal Justice majors and use this as an opportunity to see what day to day operations look like for policing.

were culturally insensitive were a consistent theme. They also described student experiences of being followed by police on campus, which contributed to a sense among students that their identities, not just race, were a critical factor in the way they were treated.

These conversations emphasized the need for diversity training to be ongoing for all police officers, not just at orientation for new recruits, and a conviction that UMPD should process diversity issues every day instead of just in high profile cases.

The student advocacy group also found it problematic that those who experienced harassment were directed to the police to report the issue. They felt that there ought to be another method or office for filing complaints or reporting police harassment, besides directly to the police department.

Related to this concern was the thought that there should be a separate Community safety office or organization that is separate from the police particularly with regard to wellness checks.

Staff shared that some people also reported positive encounters with police on campus or nearby; generally, these positive reports were more likely to be from staff or faculty (as opposed to students).

A general theme that arose from these interviews and is seen as a broader, campus-wide issue is to help the community understand how racism, sexism, antisemitism, etc. make people feel unsafe and can be traumatizing. In general, they saw the need for a greater understanding within the police department but also campus-wide for a more informed understanding of trauma and harm that extends beyond legalistic notions of crime and safety and avoids re-traumatization.

Findings from the Surveys

The first survey we launched was for current undergraduate and graduate students as well as alumni who graduated within five years, plus staff and faculty. This survey was in the field for fourteen days and had a total of 2,545 respondents. The second survey was for College Park community members and was in the field for eleven days and had a total of 49 respondents.

Each survey had a total of 23 questions, four of which were open ended questions and asked the following (see Appendix F for survey questions):

- What actions, if any, do you take to feel/be safer (physically, mentally, or emotionally) while on the UMD campus or in the surrounding community?
- What, if any, areas of campus or the surrounding College Park community make you feel less safe because of your racial, ethnic, gender, or religious identity? (Please be as specific as possible about which identity markers you are referencing in your response.)
- How do you think the University of Maryland can improve campus and community safety, for you personally and for other members of the UMD community (e.g., race, sexuality, gender identity, ability)?
- We would like to hear from you. If you have had an encounter with University of Maryland Campus Police, please tell us about your experience. You are not required to give your name or that of the officer(s) involved. All responses will be kept confidential and will be used for data and presentation purposes only.

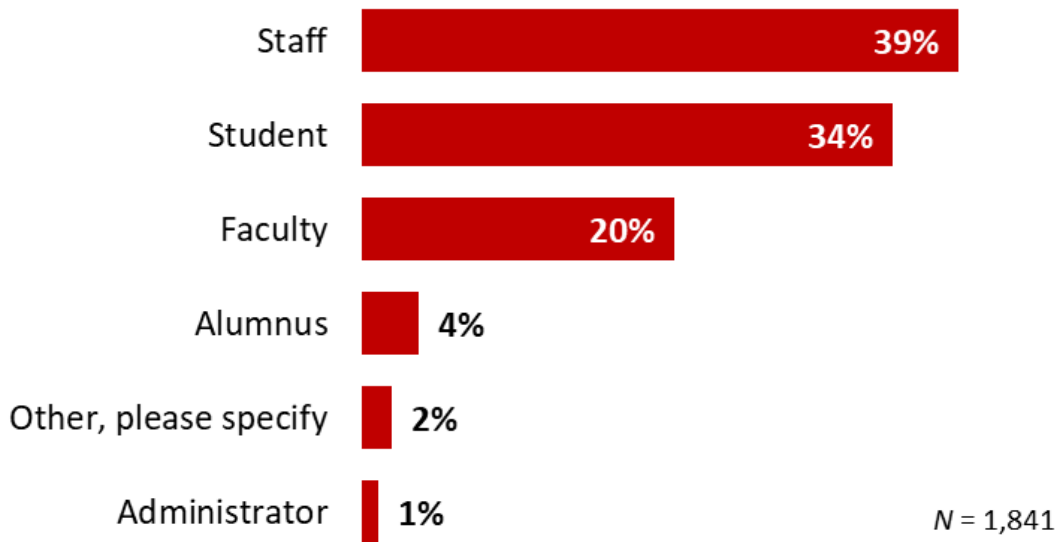
Findings from the Quantitative Surveys

What is presented in this section are only a few findings. For the full results, please see Appendix G, “Quantitative Results,” Appendix H, “Quantitative Results – Overall Safety Items by Demographics,” and Appendix I, “Qualitative Analyses from Surveys & Listening Sessions.”

In the quantitative analysis, all responses will be included on a per-question basis; as a result, the *N*-size per question may vary but will be displayed for each item.

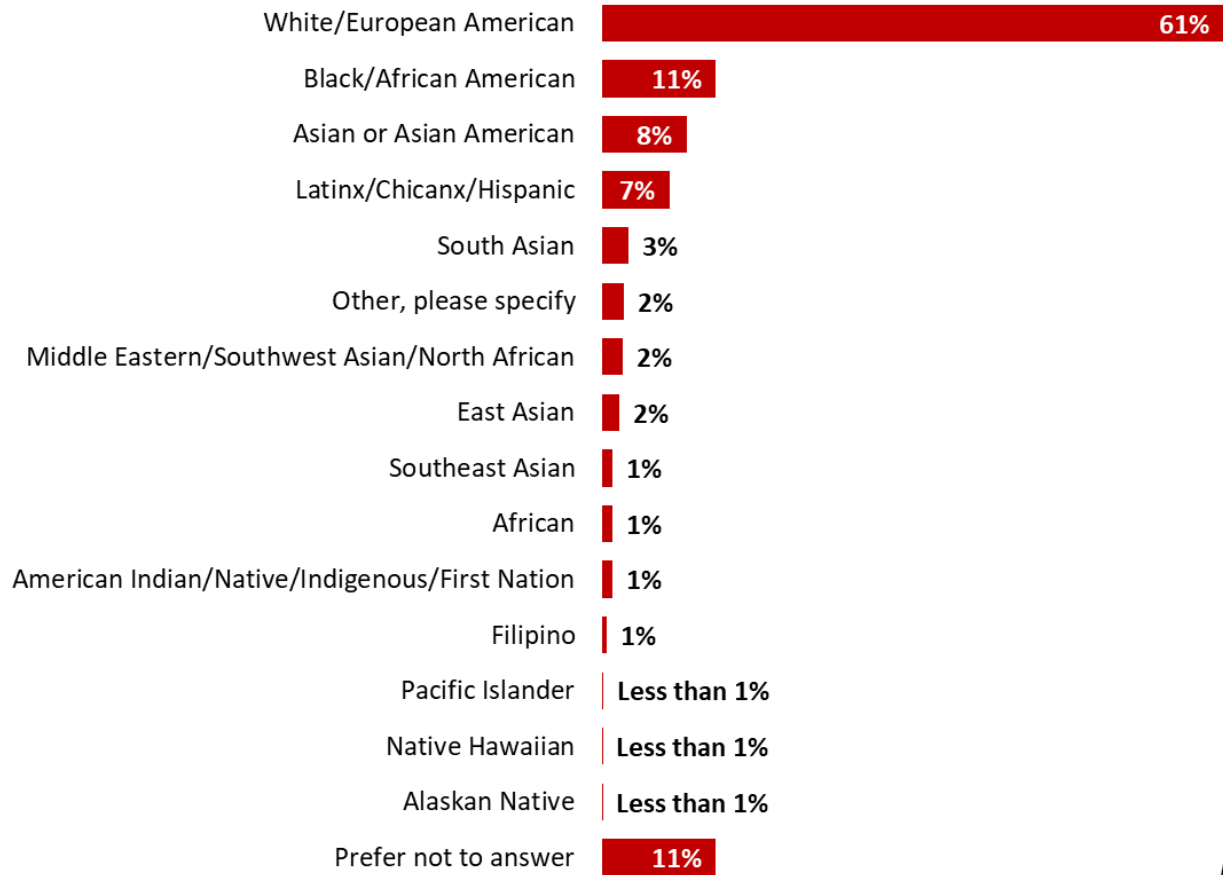
- A total of 2,545 responded to the survey with 1,827 (72%) completing the survey.

What is your primary affiliation with the University of Maryland?



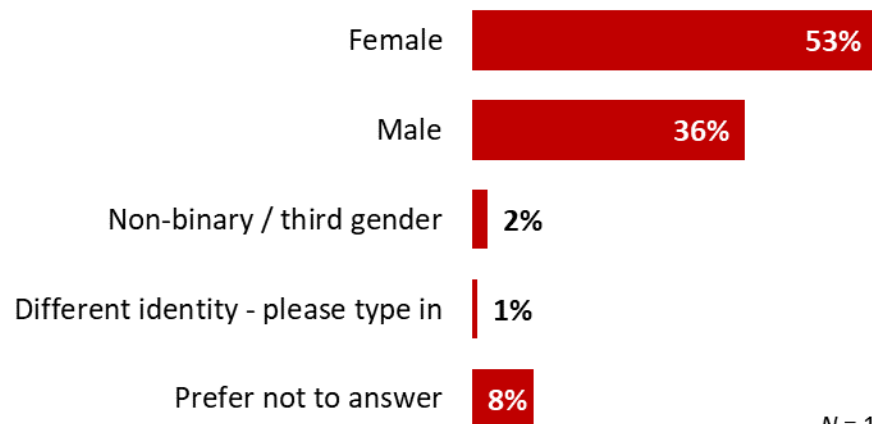
What of the following best represents your racial and/or ethnic heritage?

Check all that apply



N = 1,830

What is your gender identity?

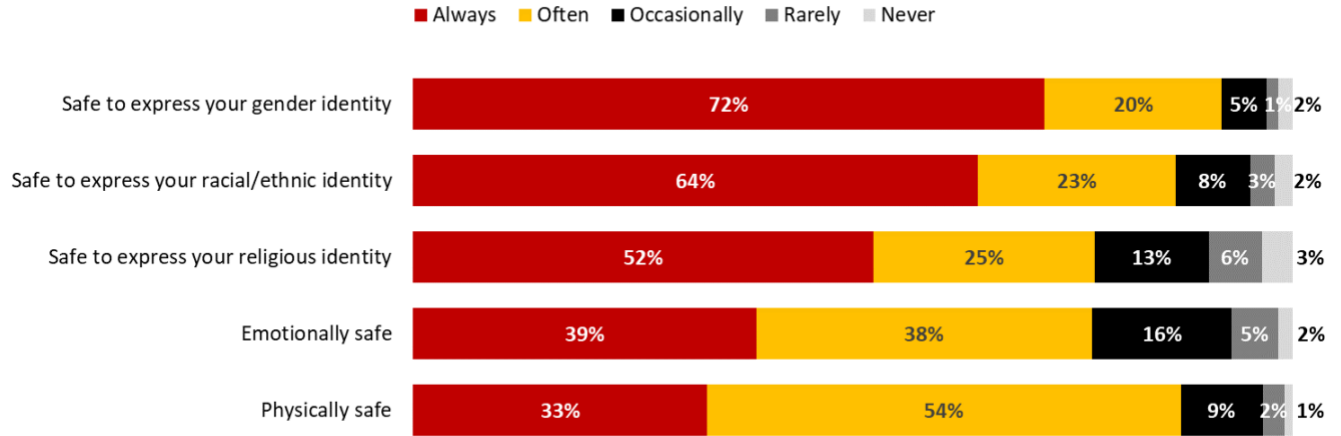


N = 1,827

Feeling Safe on Campus

Respondents were asked a number of questions about their sense of safety on campus. Data from several of the survey questions addressing these issues are shown below.

While on the University of Maryland campus, how frequently do you feel each of the following?



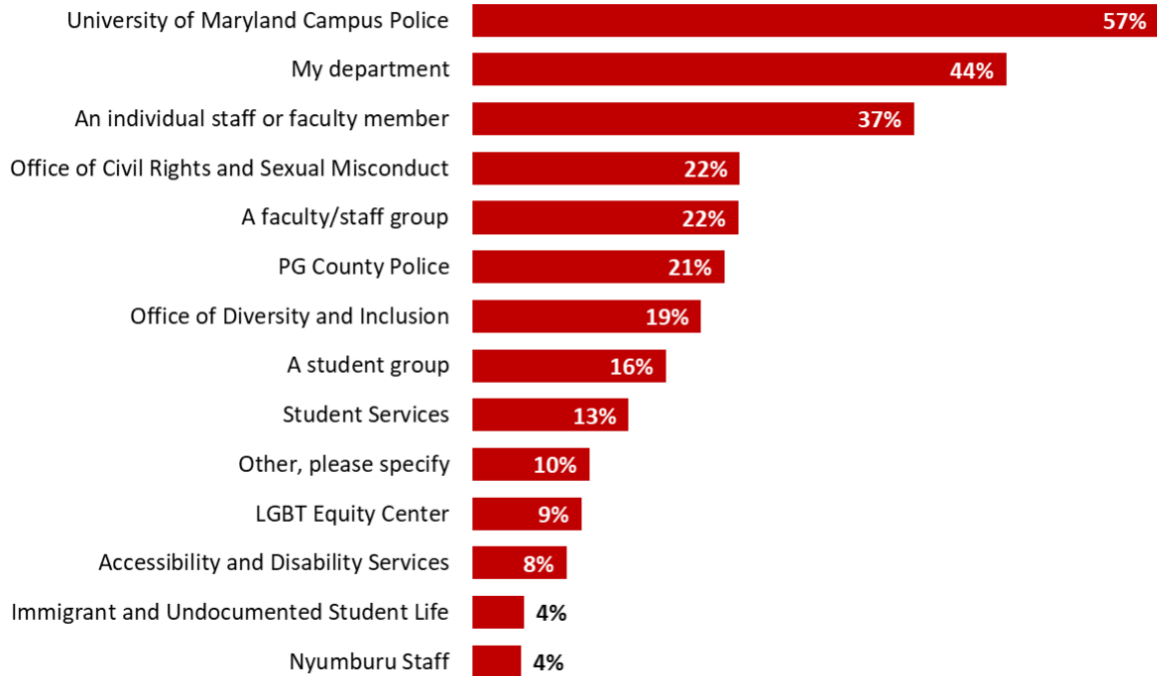
N = 2,503 - 2,532

- More than half of respondents always feel safe to express their gender, racial/ethnic, or religious identity on campus.
- Nine percent of respondents rarely or never feel safe to express their religious identity on campus.
- Nearly a quarter of respondents (23%) occasionally, rarely, or never feel emotionally safe on campus.

Who do people look to when they face an issue of safety?

Which of the following are you likely to consult to address issues of safety on campus?

Check all that apply

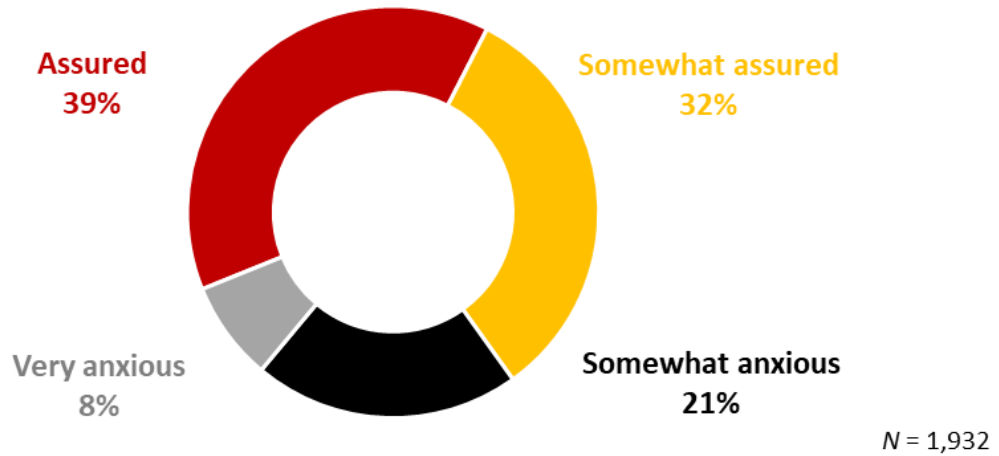


N = 1,922

- While the majority of people responded that they would consult UMPD, more than a third of respondents would consult their department (44%) or an individual staff or faculty member (37%).

Survey questions also sought to gain information about beliefs, experiences and encounters with Law enforcement in general and UMPD in particular.

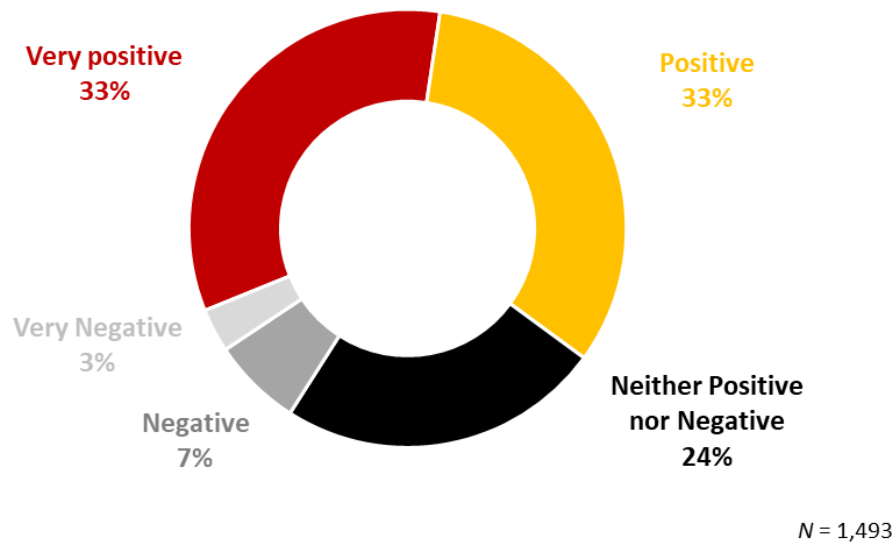
The presence of law enforcement on campus makes me feel



- Seventy-one percent of respondents found the presence of law enforcement on campus assuring, yet between one-quarter and one-third (29%) of respondents reported that the presence of law enforcement on campus makes them feel somewhat or very anxious.

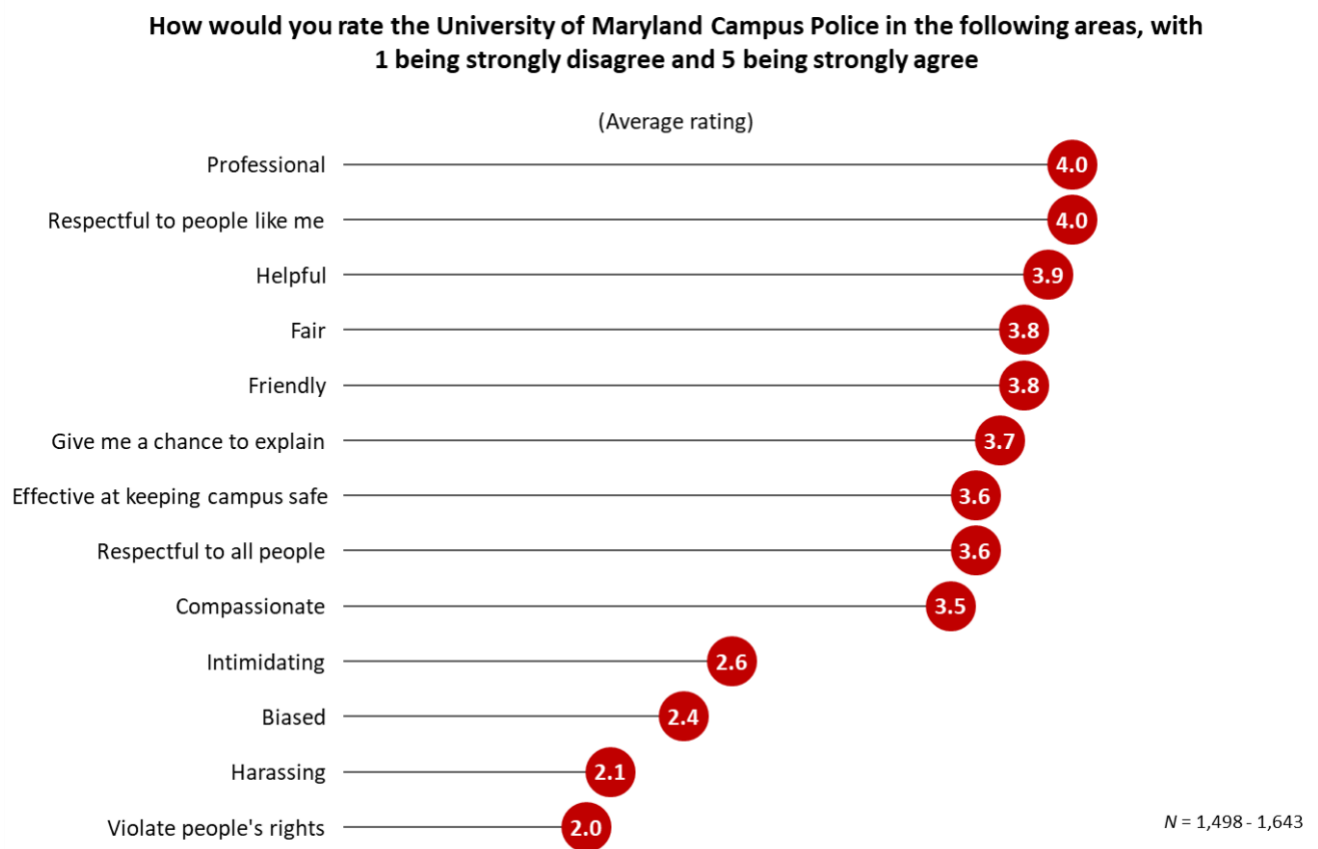
Overall, how would you rate the quality of your interactions with University of Maryland Campus Police?

(Excluding responses of "No interactions")



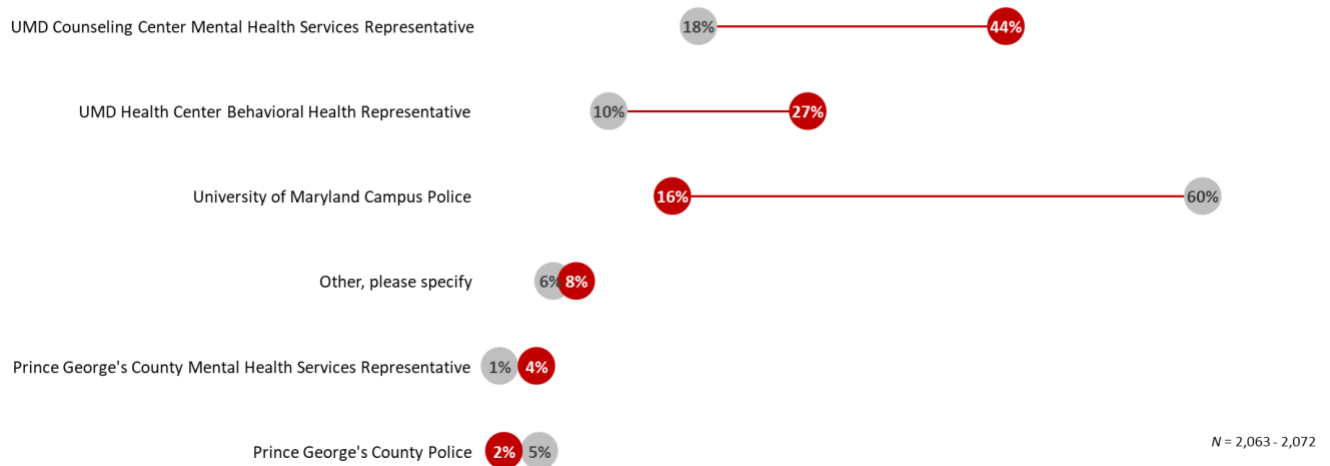
- Two-thirds of respondents (66%) rated the quality of their interactions with University of Maryland Campus Police as positive or very positive.

Additional questions about law enforcement found that almost half of respondents agreed or strongly agreed that most students on campus are treated differently by law enforcement officials based on racial appearance; and 27% of respondents thought this was true based on gender expression and based on religious identity (also 27%). When asked about times or places where students seem more at-risk or vulnerable to encounters with police, walking on campus at night; on Baltimore Avenue or off campus along with off-campus and fraternity/sorority parties were identified by 40% - 58% of respondents. The strategies that more than one-third of respondents employ to decrease difficult encounters with police include not walking on or coming to campus late at night. When asked specifically about how much interaction they had had with UMPD, 38% said an officer spoke to them, 32% attended an event where a UMPD officer made a presentation, 28% had called for non-emergency assistance and 28% reported having had no interactions with UMPD. In addition, respondents were asked to rate UMPD in a number of areas.



- On a scale with 1 being strongly disagree and 5 being strongly agree, respondents rated, on average, the University of Maryland Campus Police around a 4 for professionalism and respect to people like the respondent. On the other hand, the average response was lower for respect to all people (3.6). The Campus Police had marks around 3.5 or above in all the other positive areas.
- Respondents, on average, disagreed (around a 2 on the 1-5 scale) that Campus Police were harassing or violated people's rights. However, respondents were more neutral in their agreement with whether the Campus Police were intimidating (2.6) or biased (2.4).

Which unit or agency do you [EXPECT / PREFER] to be the first responder for someone experiencing mental distress?



- The majority of respondents **expect** the University of Maryland Campus Police (60%) to be the first responder for someone experiencing mental distress, but only 16% prefer campus police to respond in this situation.
- The majority of respondents **prefer** that either a UMD Counseling Center Mental Health Services Representative (44%) or a UMD Health Center Behavioral Health Representative (27%) be the first responder in these situations, but far less (18% and 10%, respectively) expect it.
- Respondents' expectations and preferences were more aligned regarding Prince George's County Mental Health Services Representatives and Prince George's County Police.

Many of the questions about overall safety were analyzed in relation to the demographic characteristics of the respondents. Among those findings were that one-fifth of Black/African American (21%), Asian or Asian American (20%), and Latinx/Chicanx/Hispanic (18%) respondents occasionally, rarely or never feel physically safe on campus. Male respondents are more than twice as likely to always feel physically safe on campus (50%) compared to female respondents (22%); and about one-third of respondents who identify as non-binary / third gender (32%) occasionally or rarely feel physically safe on campus. They also report variations in sense of safety based on sexual orientation and religion. Finally, respondents were asked about their feelings of emotional safety, with more than a quarter of students (28%) saying that they occasionally, rarely or never feel emotionally safe on campus. Respondents of color were two to three times as likely to rarely or never feel emotionally safe on campus (8-13%) compared to White/European American respondents (4%). (For full data, See Appendix H)

The open-ended questions in the survey produced additional information. What follows is a summary of the main findings of the open-ended questions. It describes spaces that members of the community believe are unsafe; strategies they use to improve their safety; and common encounters with campus police. For the complete report, see Appendix I.

What Areas Around Campus Aren't Safe?

UMD community members were asked to describe areas on and around campus where they feel unsafe due to their personal identity. More than a quarter of respondents reported feeling unsafe on campus itself (n=205). They often expressed concerns about robbery and physical assault on campus, especially around the parking lots and parking garages (n=41). Many individuals made a point of noting that they feel unsafe anywhere on campus after dark (n=137) and when alone (n=62). This was particularly the case for women. A common sentiment was that "any area of campus or surrounds seems less safe at night to me because I am a woman," and many women avoid the area after dark. Other respondents said they feel unsafe or persecuted on campus because the climate is hostile to them. They offered a wide range of causes for that persecution, including threat to minority identities (non-white, female, or queer) (n=214) as well as threat to majority identities (white, male, or straight) (n=33).

Many respondents report feeling unsafe in the neighborhoods surrounding the university (n=154). For example, some report feeling unsafe around Old Town, the Metro station, and the bars along Route 1 in the evenings when people are out drinking. Others, predominantly female and non-white respondents, consider the areas around Greek housing dangerous because of the risk of sexual assault or racial harassment (n=50). Women tended to describe the Paint Branch trail system and the paths around Lake Artemisia as unsafe, poorly lit, and isolated.

What Strategies Do UMD Community Members Use to Feel Safe?

UMD community members were asked to describe the strategies they currently use to feel safe on and around campus. The most commonly reported strategy is *avoidance*, or staying away from potentially dangerous people and places (n=319). Many members of the campus community report that they actively avoid coming to campus after dark, and if they must be on campus, they use a buddy system or travel in groups (n=123). Women are more likely than men to feel the need to practice avoidance on campus. Many respondents also rely heavily on the university's *security systems* like blue light phones, security cameras, and walking escorts (n=198). Individuals who feel threatened because of their gender or minority racial identity are more likely to rely on campus security systems. Streetlamps and other lighting systems are central to many individuals' sense of safety on campus, and many say that they would feel safer if there was better lighting around campus, especially in areas like the parking lots. Regardless of identity, many respondents actively try to mitigate danger by avoiding campus, travelling with friends, or staying close to lights and cameras.

How Do UMD Community Members Interact with the Campus Police Department?

UMD community members were asked to describe previous encounters with the campus police department. Nearly half of the individuals who responded characterized their encounters with UMPD as positive experiences (n=207). Campus officers were typically described as polite, professional, and helpful. However, a quarter of respondents characterized their interactions with campus police as negative, unfair, or traumatizing (n=114). Black, bisexual, and gay respondents were more likely to report negative than positive encounters. Some also report experiencing prejudice or discrimination from the campus police (n=33). These include accounts of the racial profiling of Black individuals or questioning their right to be on campus.

How Do UMD Community Members Recommend Improving Campus Safety?

UMD community members were asked how the university and the police department can improve campus safety. The most requested improvement (n=164) is for the police to engage in community-building activities. Many respondents want the police to meet face-to-face with those they serve, develop personal relationships, and interact socially outside of a law enforcement context. Participants suggested classroom presentations, support at student events, or coffee hours and ride-alongs. They argued that community-building would improve trust and make it

more likely that campus policing will be proportionate and fair. The listening sessions indicated that Black students and staff feel especially strongly that police community-building would increase their safety on campus. The second most frequent recommendation involved changing university justice policies (n=138), especially the need for mental health experts to be available as first responders instead of or in addition to police officers. Many respondents felt that the campus police are not well-equipped to respond to crises like suicide attempts, and many fear involving law enforcement officers who might escalate these situations into an arrest or cause more harm to the person involved. Many of these respondents also called for better mental health training for the campus police.

The UMD community is nearly equally split between those who support defunding the police or abolishing them entirely (n=134) and those who believe the police should receive more resources and be more visible on campus (n=138). Female and queer students and staff are more likely to support reduced policing around campus. Those who support reducing or defunding the police often prefer that resources be channeled to other forms of community intervention. However, those who believe policing should be maintained or increased argue that the campus police presence is central to their sense of safety around the university.

V. APPENDICES

APPENDIX A: Summary Presentations to the task force

The six presentations to the task force as described below:

1. October 23, 2020 presentation by the UMD Department of Public Safety, to provide an overview of the department and its services. Chief David Mitchell, Director of Public Safety and UMPD Police Chief, is the main guest speaker.
2. November 11, 2020 presentation by Dr. Jean McGloin, Professor in the Department of Criminology and Criminal Justice at the University of Maryland, and Dr. Rod Brunson, Thomas P. O'Neill Jr. Chair of Public Life and Professor of Criminology and Criminal Justice and Political Science at Northeastern University, on the history of policing and the concept of community policing. Dr. Brunson joined the faculty in the UMD Department of Criminology and Criminal Justice at UMD in August 2021
3. December 18, 2020 presentation by Judge Alexander Williams, Jr., Chair of the Commission to Restore Trust in Policing and a member of the 2020 Prince George's County Police Reform Work Group, and Dr. Kris Marsh, also a member of the 2020 Prince George's County Police Reform Work Group, to summarize findings and recommendations in these two reports.
4. January 29, 2021 presentation by UMD Department of Public Safety on their departmental budget. Chief David Mitchell is the main guest speaker along with Ms. Glenda Agorsor, Director in the Division of Administration who manages the budget for the Department of Public Safety.
5. March 26, 2021 presentation and Transformative Justice 101 workshop by Dr. Xhercis Méndez, who is the Founder and Facilitator of The Campus Transformative Justice Project.
6. April 23, 2021 presentation by Dr. Chetan Joshi, Director of the University Counseling Center, on mental health emergency and transport and other interfaces between the campus police and community members experiencing mental health issues.

Appendix B: Interview questions of the Comparisons to Peer Departments work group

1. Name and position
2. How long have you been at the University?
3. What, if any, role do you or your unit play in contributing to issues of campus safety?
4. Do you or your unit have a formal relationship with the campus police? If yes, how would you characterize this relationship? If not, why? In general, how do you feel about your campus police department?
5. Discuss any specific programs that you participate in to contribute to campus safety. Please describe if these programs involve campus police or not; other campus partners; and if you see them as preventative, restorative, or otherwise directed.
6. Do you or your unit include non-University community members in these programs or other related initiatives? If so, how? If not, why?
7. If a member of the University or surrounding community had a safety issue related to the mission of your unit, who would they first contact?
8. Does your unit have a relationship with some kind of police oversight body? If so, describe.
9. What forms of proactive preventative measures does your campus police department take for public safety?
10. What unique programs does your campus police department take to reach out to the wider community?

11. Does your campus police department also have jurisdiction in areas that are off-campus?
12. Does your campus police department participate in community policing efforts with other police departments?
13. Is there a conflict of interest between campus police and county/state officers in terms of hiring process or cross onboarding component?
14. Does your campus police department include a faculty/staff oversight board?
15. If someone on campus has a problem with the police, who would they normally report to?

APPENDIX C: Summary of the interview responses of the Comparisons to Peer Departments work group

As part of this project, we interviewed key persons at up to four different universities: the University of Maryland (UMD), University of Minnesota (UMN), Northwestern University (NU), and Washington University in Saint Louis (WashU). Given the shortened period of time, and because many of the persons with whom we wanted to speak were busy managing the Covid crisis on their campus, we were only able to interview subsets of these universities for each constituency.

Police Chiefs

Only Chief David Mitchell of UMD responded to our request for an interview.

Chief Mitchell highlighted many of the forms of preventative policing practiced by the UMD campus police department. For example, he stressed their reliance on the SARA (scanning, analysis, response, and assessment) method. He also noted that “CMAST is alive and well after ten years.”

CMAST (The City Multiagency Service Team) allows police to analyze data about reported problems and target areas which may need help from agencies other than the criminal justice system. CMAST involves a collaboration between University Police and several agencies, including the Prince George’s County Police Department, the College Park Fire Department, the City of College Park, the County Liquor Board, the State’s Attorney’s Office and the University’s Office of Student Conduct. The idea is that instead of automatically labeling all problems police problems, there is an effort to use the most appropriate agency for problem solving. Chief Mitchell noted that before CMAST, authority to deal with student issues “used to stop at the border of the campus. “Following the creation of CMAST, the university was allowed to deal with student issues in the community. For example, the Office of Student Conduct (OSC) extended jurisdiction to wherever the student was located—not just on campus. This gave the campus the ability to intervene in student conduct issues wherever students were located.

Mitchell noted:

Truthfully, students are more concerned about sanctions from the OSC than from the police. With OSC sanction you can be expelled from school. Take an open container case for example. Bringing up a student for an open container charge to a judge—case is likely to be thrown out of the courtroom. However, the OSC might take it very seriously.

I also asked Chief Mitchell about any unique programs that allow the campus police department to reach out to the wider community. He noted that:

We have a great partnership with the university health center. We have been working with the health center to develop a Crisis Intervention Team (CIT) program to respond to mental health issues. Important to take a hard look at mental health calls. Not all mental health calls need an officer—however, suicide attempts probably do.

Mitchell went on to point out that CIT is very expensive and that it may be “difficult to support given that you likely only have 40-60 calls of this type per year.”

I asked Chief Mitchell about support for specialized training in the campus police department. He noted that, “we could use resources for more training. We try and work with the student government association. We also have regular contact with the Nyumburu Cultural Center at UMD.” He said that he likes, “to send officers out more frequently to meet with students.” He pointed out that:

Student interest rises and falls over time. Have to remember that a college campus has a 25% turnover rate every year. Lots of interest after the George Floyd case, but interest always drops off.

I asked Chief Mitchell about other innovations being introduced by the campus police department. He pointed to their adoption of “shot spotter” technology and that UMD DPS was an early adopter of body cameras. We have been one of the first police departments to have body cams for everyone.

During the interview Chief Mitchell returned to budget issues several times. He noted that the department has been under full strength for many years:

We are about 26 officers short right now—need to do this to balance the budget. We would love to add a community policing unit. Budget issues are always there. Using a percentage of tickets to support the police has problems—as we saw in the Ferguson case. There should be a fixed police department budget. One option that might work is to have every unit on campus pay a fee for police services.

He argued that the campus police need more financial support for training. “Right now, hard to justify travel to attend meetings like those held by the IACP. Continuing education is very important. Our IT budget is inadequate.”

He also noted that campus police salaries were not keeping pace with the market: “Right now the 911 call center is down four dispatchers. Would like to have more officers assigned to residence halls, but right now we do not have enough staff.” Chief Mitchell claimed that the budget issues right now have been less noticeable because during COVID there are far fewer people on campus. He expects understaffing to be more obvious when the campus returns to normal. He also related budget issues to the ability of campus police to keep employees. He noted that UMD recruits a lot of student officer, “however, we lose diversity because our officers get picked off by other agencies in the area—other departments or federal agencies like Secret Service and the FBI.

Residential Life Directors and Dean of Students

We were able to interview Valronica Scales, the Director of Resident Life at the University of Maryland (UMD), Susan Stubblefield, the Interim Director of Housing and Residential Life at the University of Minnesota (UMN), and Mona Dugo, Interim Dean of Students at Northwestern. Ms. Scales joined UMD in August 2019, just six months prior to the beginning of the 2020 pandemic. Prior to that, she was at Northwestern. Ms. Stubblefield also began her current position at the beginning of the 2019 fall semester. However, she had been involved in housing and residential life at UMN since 1993. Ms. Dugo has been at NU for eight years, starting as an assistant Dean, then an Associate Dean, and currently the Interim Dean of Students.

Role on Campus Safety

It is clear that residential life is extremely important on all campuses, as its staff are often the first contact residential students have when they experience problems. The RAs at UMD conduct rounds every night, walking every hallway and checking every door. UMN has cameras in the public spaces, and has 24 hours information desks to monitor the buildings. Depending on the situation, the RAs at UMD will reach out to different persons. If someone is in distress, they might call the counseling center. If there is a party, they call their supervisors. The supervisor decides whether they need to call UMPD. If there is a threat or drugs involved, then UMPD is called immediately. UMN has a campus security staff who also assist with monitoring. These are student staff who are uniformed but carry no weapons.

The Dean of Students from Northwestern did not speak directly about resident life, although she mentioned that they are the first point of contact for students living in campus housing. She did speak of an important role her office has with campus safety. The Dean of Students sits on the Northwestern Threat Assessment Team that is run by the Deputy Chief of Police. She receives all of the reports that come to the team (Wild Cat reports) and is involved in all interventions that are relevant to students. They try very hard to only use police responses as a last resort. The Threat Assessment Team also receives concerns about faculty and staff (e.g., if a professor has a psychotic break in a lab), but she only consults on those cases, and someone else intervenes. The Dean of Students also meets with the Deputy Chief of Police weekly (and speaks to him at least four times a week), to make sure that they are coordinated around campus safety. For example, a student had a psychotic break last week, and someone called the police. While the police were there, the student got agitated and took a swing at an officer. After arresting the student, the Deputy Chief called the Dean, and she is hoping to assure that they address the student's mental health needs rather than pursuing a criminal justice response, given that the student would likely not have swung at the police had there not been a psychotic break. Northwestern also has a Dean on Call program, so that when the police are managing an incident involving a student that is not part of the residential halls (e.g., transporting a student to the hospital for alcohol poisoning), they call the Dean who is on call. This allows the Dean to conduct a follow-up with the student.

One of our things that Northwestern is wrestling with is that they have students who are active avoiders. These students stop responding to professors and stop showing up to class, they may or may not have mental health issues. However, the Deans are nervous that the students might be suicidal, as they have had a string of 7 student deaths in a 2-year period. The Dean of Students along with the Police Commander of Operations developed a rubric to respond to these cases because they didn't want the police to automatically knock on their doors. If they are missing more than one class (especially if it is all of them) they are concerned. The academic Dean or advisor is the first to attempt to get hold of them. If the student does not respond, then it goes to the Dean of Students' office who sends a text, calls, and emails the student to let them know that they are initiating a health and safety check and if they do not hear

from them, they will contact your emergency contact person. If the student lives in a resident hall, they have the RA go to the student's door. But when the student lives off campus, it is trickier. The contact from the Dean of Students usually produces a student. If it doesn't, then they reach out to the emergency contact. That has sometimes produced an unintentionally good consequence. The families have become interested in partnering with the Dean to help the student. That has been one of the things that they have done that has had a positive outcome. Since doing this they only had to send police to the door once. The time they did, the student was overtly suicidal and speaking as if she were not coherent. So, they sent EMS to her door.

Comment by UMD's Major Philip Tou: After hearing this description, UMD police are more similar to Northwestern than the other descriptions. Major Philip Tou talks to Dennis Passarella-George, the Senior Associate Director of University Housing Partnerships on a daily basis. He also speaks regularly with Laura Tan, the Associate Director for Communities. For cases that are relevant to the disciplinary side of cases, he speaks with Keira Martone, the Assistant Director of Resident Life for Student Conduct. He has periodic contact with different RDs, and when incidents arise, he talks to them regularly. When an incident occurs in resident halls, the protocol is to reach out to the RA on duty so that they can get the relevant information and report it up through their chain of command. If they cannot reach the RA, they will reach out to the on call RD. When bad things happen in the middle of the night, he will get woken up, and chances are he will call Dennis and wake him up. If needed, he will reach out to Dr. Goodwin, James Bond, or Vanessa Taft from Student Conduct. In working with Student Conduct, UMPD has served interim suspensions on behalf of Student Conduct. As a matter of protocol, with the office of the Vice President of Student Affairs, UMPD also notifies parents and resident life when they are involved and when the incident involves an emergency psychiatric petition. Also, UMPD's threat assessment officer is part of UMD's Beta team. Major Tou explained that they respond often for calls about students of concern. They are asked to key into rooms, and they sometimes do welfare calls. Major Tou likes the protocol that was developed by Northwestern where the police are only involved as a last resort. Along those lines, he sees how important it would be to have a Dean of Students who takes a central role in developing these types of protocols.

Relationship with Campus Police

UMD residential life characterizes its relationship with campus police as very formal. RNJ has a police task force committee. In fact, there are several committees that meet regularly, which is a very formal relationship. Last year there was a committee to address bias on campus, but it did not go anywhere because of the pandemic. There is also a rights and responsibilities committee through the office of student conduct. This is a first stop for student conduct with the residents' halls, and then it goes to student conduct. However, in recent years, things have changed. The police used to come to training events and be more integrated. Having said all of this, the relationship between campus police and resident life needs work. Whenever they bring forth the concerns of students and staff to the campus police, they are met with criticism about things that they didn't do rather than listening to the concern and consider that they might need to assess how they are doing, and consider that their approach might cause some problems. The director had a previous experience at Northwestern where the campus police wanted to work with Student Affairs because they knew that they could not do their jobs effectively without Student Affairs. This is a big contrast to that experience. The police department here insists on taking the lead and expects student affairs to follow them, which does not work well with the students. It is especially exacerbated with all of the social justice issues arising across the country. It is very difficult for student affairs to have the backs of the campus police when they are unwilling to have a united front and seem disinterested in engaging. The staff struggles with the way that police are treating them. RAs have quit because they do not feel supported by student affairs.

Because the police do not report to student affairs, they do not have the type of integrated built-in relationship that is needed. She never had a meet and greet because it kept being rescheduled. The police seem to have no incentive to be more integrated with student affairs. It seems like they are doing just what is needed to look good on paper.

At UMN, the director called the relationship between her unit and campus police as cordial and collaborative. The larger umbrella unit is called Public Safety and it incorporates both the campus police department and campus safety unit. Residential life has a relationship with all parts of Public Safety. Over the years they have developed a regular relationship with campus police. The Chief of Police serves as the head of Public Safety. In recent years it has been harder for student security staff to patrol all of the shifts, so they reach out to UMPD for help. The staff is also encouraged to call 911 right away when a crisis arises. They also meet with the police lieutenants and the Chief to talk about how things are going. While she reports that the police do a good job responding to needs, they do have staff of color who are hesitant to call the police unless it is absolutely necessary. They also find that the presence of the police can cause stress for students of color. She did not discuss any effort to try to mitigate that, although Chief Clark has proactively created bias awareness training for his officers.

At Northwestern, the Dean of Students has both a formal and informal relationship with the Deputy Chief of Police. As mentioned above, they meet weekly and talk at least four times a week to coordinate safety issues. Informally, they speak all of the time. As anything comes up, they make sure to coordinate their activities. There has been a real shift to moving things from the police's purview to putting it under the purview of student affairs. She has a strong relationship with the Deputy Chief and with the Police Commander. She respects them and trusts them. She has less trust in some of the officers on the ground. Many of them have been with the department for a long time and are attached to an older way of doing things. Once in a while, one of them will say something that really upsets the students. In fact, while there have been officers of color and women officers, most of them leave soon after joining the force, which says a lot. While the Police Chief is a black man and the Deputy Chief is Asian, many of the officers on the ground are white men.

Comment by UMD's Major Philip Tou: Major Tou has been at UMD for 27 years. When he first started the UMPD gave safety and security presentations to every floor in each resident hall. After a while, floors were combined, and then they gave it to each building, grouping all of the floors. Eventually, resident life stopped asking them to give these presentations. In essence, Major Tou said that they are happy to come when invited, but they are not going to impose their programming unless asked. Usually they are invited if there is a specific issue that they want to have addressed. Other programs they used to run were moved to other units on campus. Drug and alcohol education was moved to the health center. In fact, the health center uses a different philosophy than the police department by teaching them how to use alcohol responsibly rather than not using it illegally. So, perhaps these changes are for the better. Also, they used to be more involved with sexual assault presentations. That task has since been handled by the University Health Center, through CARE. CARE also handles Campus related follow up on Domestic Violence Lethality Screenings submitted by UMPD, in lieu of the County. Finally, a women's self-defense class that UMPD used to teach, was taken over by the Department of Kinesiology.

UMPD is involved with the criminal investigation of Sexual Assault, Hate Crime and Hate Bias Incidents on Campus. For Sexual Assault cases, UMPD has a good working relationship with the Office of Civil Rights and Sexual Misconduct (OSCRM). They have a clear delineation of tasks, where UMPD is responsible for any Criminal Investigation, and OSCRM is responsible,

under Title IX, for any administrative investigation. They have a Memorandum of Understanding (MOU) with OSCRM as a criminal case slightly superseding an administrative case. However, they do have competing interests. OSCRM would conduct an independent administrative investigation and follow-up with impacted persons; as appropriate. Their MOU calls for cross training, so both entities are familiar with and meet the ever-changing requirements of Title IX.

There is also a delineation of tasks with the Office of Diversity and Inclusion (ODI). ODI has no investigative authority, but they receive reports of incidents. This would include incidents reported to UMPD, or incidents only reported to ODI. UMPD conducts the Criminal Investigation based on definitions under State Law, whether it's a Hate Crime or Hate Bias incident. ODI is tasked with support to impacted individuals.

UMPD looks at hate crimes, or hate bias incidents as defined by UCR, State Law and the Clery Act. All three entities use different definitions. UMPD does the reporting to the FBI, State Police and Department of Education; respectively. Major Tou is part of that group that reviews the cases, as is the Captain Moss, who oversees our Criminal Investigations Unit. Given the sensitivity of a Hate Crime, just like any Sexual Assault investigation, they would bring these cases for screening or review with the State's Attorney's Office. UMPD would bring an administrative case before the Office of Student Conduct for any case that meets the criminal definitions, or any administrative violations (which can be broader). At times, there is a concern by UMPD that there is an apparent conflict because of the difference in purpose between UMPD and ODI. When the support being offered by ODI runs contrary to investigative findings or prosecutorial decisions, UMPD is often left looking like they don't care or are insensitive to the issue at hand; which is far from the case. When this occurs, in essence, we have two Units within the same State agency, not running in complement of each other. It's subtle, but the differences are apparent at times.

Specific Programs that Contribute to Campus Safety

At UMD, the Student Government Association leads a safety walk that includes the participation of some members of UMPD. This year it was virtual. This was the most that the Director has interacted with campus police in a way that contributes to campus safety. She is disappointed that she is not more engaged with law enforcement and thinks that if UMD had a Dean of Students Office that the university would be able to address public safety from a more holistic approach.

At UMN a public safety partners group meets monthly. It includes all major constituencies on campus (university housing, etc.). In this meeting all participants give updates on what is happening in their area on campus and what the public safety needs are. This allows for advance planning (e.g., additional security if a controversial speaker is coming to campus). There is also a monthly off campus housing virtual meeting. The police participate in this meeting. They discuss issues of homelessness, parties, etc.

In a normal year, key units (e.g., resident life, dean of students' office, counseling center, police) at Northwestern come together three times a year (once a year during Covid) to go through emergency and crisis response training. They make sure to coordinate across offices. This includes table top exercises, and ends with a barbeque. The point is that they want to make sure that everyone knows who each other are, so that when they call on each other for help, they are familiar with them.

Comment by UMD's Major Philip Tou: UMPD gets about 20 minutes to present during orientation each year. It sounds like he would like more time, but understands that everyone is

pressed for time. He does sound open to other community programs to help improve student-police relations.

It seems as if the campus police at UMN and Northwestern are better integrated with the larger campus and off campus community than at UMD.

Involvement of non-University Community Members

UMN and UMD campuses have ongoing initiatives with campus police and the community. UMD has a Town and Gown committee that works together to compare what is happening on campus to what is happening in College Park. Andrea Goodwin, Dennis, and Chief Mitchell are involved. They recently met about the pandemic and it was very useful. UMN has the off-campus housing virtual meetings mentioned above. They also coordinate with the local community twice a year on moving in and moving out periods. They also meet with Minnesota agencies once or twice a year to address off campus parties that are being held in leased houses. The Dean of Students at Northwestern was unfamiliar with any effort to formally involve the surrounding community.

If a Member of the Surrounding Community had a Safety Issue Related to Residents Life

The residents' life directors at UMN and UMD stated that these issues are first addressed by their office. At UMD, the issues would go directly to the director. They could also go to the Residence Hall Association (RHA), which is an all student governing body. At UMN they would be sent to an email to the building where the student issues are being raised. If there is no specific person, then it would go to a central number. If a parent hasn't heard from their child, they might call UMPD.

At Northwestern, the Dean reported that it depends on whether it is an imminent threat. If it is, they call 911. Northwestern has an MOU with the Evanston police, so if 911 is called and it is about a student issue, campus police will arrive on the scene with Evanston police, and campus police would take the lead. If a community member wants to report student behavior, NU has a form on the university website so that people can submit concerns that go to the Dean of Students. She will respond directly to the submitter and then we decide how to intervene. Her office keeps a running list of the "hot houses" off campus (party houses). During the Covid crisis they talked to all of the hot houses to put them on notice and asked them to adhere to the Covid regulations. We went into the community and passed things out to neighbors to do community relations and intervention work. It seemed really successful.

Police Oversight Group

At UMD, the RHA police group meets every week to discuss issues. UMN has no oversight body. Northwestern has a committee that oversees the police, but it has nothing to do with her office.

Proactive Preventive Measures by Campus Police

At UMD they do rounds, but she knows of nothing else they do. At UMN the police are pretty involved with student orientation. They incorporate public safety messages into the program. In fact, they have a division called the community engagement team that does outreach on campus and in the neighborhood community. Currently at Northwestern, the Dean is unfamiliar with anything they currently do. However, she said that the former Deputy Chief used to have the police do community outreach. They had programs like Popcorn with the Police (social event with students) and they would perform role calls outside of resident halls and invite the students to come out and watch them.

To Whom Would Someone Report a Problem with the Police

Problems would be reported to Phil, Dave Lloyd, or Chief Mitchell. They always respond to concerns, but things do not change. At UMN, people can report on Ureports, which is an anonymous reporting system. Also, her staff would talk to campus police if someone reported a concern to them. At NU, people would report to the Senior Vice President in charge of police, Craig Johnson.

Comment by UMD's Major Philip Tou: UMPD looks into every complaint. If it rises to the level of internal affairs, then anyone can go to the online portal to get a status update. When reports are anonymous, it is more difficult to follow up because they need details (e.g., date, time, location) in order to look up the incident on the officer's body camera. Whenever there is an arrest or a use of force, they automatically review the body camera and assess how things were handled to see if there was a violation of policy, or a need for further training. They also assess the tactics that were used and discuss how they can do better. Since they started using body cameras, complaints have dropped. Every time resident life presents a complaint, they go straight to the body camera footage and follow up with them.

Final Comment by Major Philip Tou: He thinks that it would be a really good idea to have a Dean of Students at UMD who could coordinate programs. UMPD is not budgeted to run programs on campus, but he likes the idea of moving things out of the purview of the police department and back onto campus. He also thinks it would be a great idea to organize social events to improve police-community relations.

Student Government Representatives

UMD's Student Government President interviewed the Student Government Presidents at Northwestern University (NU) and the University of Minnesota (UNM).

Student Government and Campus Police Interaction

Both Student Body Presidents believed that, although their student population is largely not in favor of partnerships with the campus police, their student government should be a mediator to make things better. At the same time, both felt that their campus police were not responsive to their questions, did not actively make an effort to engage students, and often made situations more uncomfortable for students.

In particular, and this is an issue we have at UMD as well, when they would ask a question to their campus police, they often would not get an answer. Instead, they would have to go to the Office of the President or the Vice President that the campus police sits under (which for both schools is the equivalent to our Vice President and Chief Administrative Officer, Carlo). UMN had to file a FOIA if they wanted to get information, while NU does not have that option because they are a private institution.

There is no formal relationship and instead things are often reactive and informal when working with their campus police. The proactive measures taken by the student governments involve light walks, town halls, training with students, and other general safety conversations.

Campus Police Community Policing Methods

At both institutions, this was minimal. Both mentioned that campus police are separate from student life and when they do have events, they are often surface level such as "Coffee and Cops." Both mentioned that community policing is more so done at the individual level rather than a formal initiative by the department.

Complaint Process

At both institutions, the complaint process was both not clear and was through the department itself. If a complaint were to go outside of the department it would go to the Vice President's office that oversees the department, which, to the students, is still internal.

Campus Police Oversight

Neither of the institutions had their own oversight board. There are some informal police advisory boards that seem to be long-term and conversation-based rather than action oriented. Both UMN and NU are not aware of any faculty or staff board either.

Summary

Student governments and campus police often have little interaction, yet more is often sought out. A lack of information and lack of communication often results in negative perceptions. Student governments believe they have a duty to help, yet often do not feel like they are met with partnership from the campus administration or campus police.

LGBT Equity Offices

A faculty member on the work group spoke with the Directors of UMD's Equity Center and the Associate Director of Washington University's Center for Diversity and Inclusion (who until recently was Assistant Director of LGBTQIA Student Involvement and Leadership). She also emailed with the Director of the Gender and Sexuality Center for Queer and Trans Life at the University of Minnesota.

Communication

A key theme was that communication lines with campus police were inconsistent and could improve. Most people I talked to also indicated that in recent years students associated with their offices had expressed more distrust and hesitation about involving or engaging with the police. As a result, they all agreed that these forms of communication needed to be at once consistent (and not based only on who currently was in various staff or student leadership positions) and flexible (to account for changing student needs). For example, one person mentioned that meet-and-greets with large groups of uniformed officers were intimidating and/or off-putting to students and as a result some students preferred outreach meetings with just one or two officers while others preferred no formal meeting mechanisms. They all emphasized the positive if uneven participation of officers attending Safe Zone-type training and encouraged more proactive efforts. One person also indicated that the presence of multiple police forces near campus could be confusing and intimidating to students. Related to the issue of communication is transparency; one person indicated that students had expressed wanting clearer access (such as on a website) to university data about campus police as a way to build trust.

Climate

Everyone I spoke with emphasized that they were on the front line of fielding student concerns about safety issues, broadly defined, on campus. They all suggested or directly expressed that students' sense of safety on campus is strongly influenced by issues that happen off-campus and one person suggested that more forceful acknowledgement of these issues by administrative leadership was key. This included the impact of high-profile suicides and murders, but also the effect of the general rise of racist, misogynistic, and anti-LGBT rhetoric and violence. They emphasized the key role their units play as a respite or safe space for students overwhelmed by issues on campus and off, and the key role that played in addressing harm across scales. Other issues that came up as contributing to climate included: 1) the

ignoring of hateful graffiti and targeted vandalism; 2) Title IX non-compliance; 3) microaggressions between students and by faculty to students.

Alternatives to the Police

Everyone discussed that students are looking for people to call for mental health crisis intervention beyond the police. One person emphasized expanding this role among residential hall staff. This same person discussed expanding the restorative justice program associated with their office of student conduct and using them to facilitate broader conversations on campus. Another model that was named was the Collective Action for Safe Spaces, and other programs that facilitate student autonomy. Other issues that came up include looking for alternatives to address street safety, safety at events, and even interpersonal harms. One person suggested that even active shooter training would benefit from non-police sponsored training. Other possible solutions named included hiring more psychologists to address long wait lists for counseling services, establishing a Dean of Students, or founding an auxiliary crisis unit that is not part of the police department.

Continuous Process

One campus that had already completed their own Public Safety review noted a few lessons from that process that might be useful here: 1) the need to immediately follow recommendations with an on-going committee tasked with continuing to collect feedback from students and other stakeholders, to revise and help implement reforms, and to keep open lines of communication for those dissatisfied with the outcomes of the review; 2) the full integration of a range of students in the process; 3) the need to hire outside people familiar with the university to be available for ongoing solicitation and review so as to protect those who want to share who fear retaliation.

Appendix D: Survey questions of the Comparisons to Peer Departments work group

Peer Institution Survey administered in January 2021

As part of University of Maryland's President Darryll Pines' Task Force on Community Policing we are collecting information from other institutions of higher education. This information will help guide recommendations for improving University of Maryland campus police practices. Thank you in advance for your participation.

Q1 Please provide the following information:

- Name of University
- Name of Department
- Name of primary person completing this survey
- Position of primary person completing this survey

Q2 Where is your department located?

- City
- State
- County

Q3 Please choose the best description of the area surrounding your University's campus.

- a. Urban
- b. Suburban
- c. Rural

- Q4 Is your department located on or off campus?
- On campus
 - Off campus
 - Both
- Q5 Please indicate the total number of full-time personnel employed in the following positions as of July 1, 2020.
- Sworn police officers
 - Nonsworn security officers
 - Civilian personnel
 - Student personnel
- Q6 What was your department's total police and security services operating budget for the fiscal or calendar year that includes July 1, 2020? Please exclude single year expenses like construction or major equipment costs.
- Q7 Please indicate the allocated budget for the following items for the fiscal or calendar year that includes July 1, 2020:
- Total wages and salary
 - Vehicles
 - Equipment, maintenance, and repair
 - Facilities management
 - Staff development
 - Office supplies and telecom equipment
- Q8 Compared to 2010, how does your current budget differ?
- Higher by more than (or equal to) 20%
 - Higher by less than 20%
 - Lower by less than 20%
 - Lower by more than (or equal to) 20%
 - The budgets are equal

Display this question -

If Compared to 2010, how does your current budget differ? = Higher by more than (or equal to) 20%

OR Compared to 2010, how does your current budget differ? = Higher by less than 20%

- Q9 If your budget has grown, where were the greatest increases?
- Personnel costs
 - Equipment costs
 - Other (please specify):
- Q10 Where do you see the most pressing need for future budget increases?
- Personnel
 - Equipment
 - Other (please specify):
- Q11 Do sworn officers in your agency have arrest jurisdiction for any of the following? Please select all that apply.
- Properties adjacent to campus

- b. Properties outside the area surrounding the campus
- c. Off-campus jurisdiction defined and carried out through a Memorandum of Understanding (MOU) or mutual aid agreement
- d. State-wide jurisdiction

Q12 Do any full-time officers in your agency have patrol jurisdiction for any of the following?
Please select all that apply.

- a. Campus property
- b. Properties adjacent to campus
- c. Properties outside area surrounding the campus
- d. Off-campus jurisdiction defined and carried out through MOU or mutual aid agreement

Q13 Does your department have an administrative home in a University division?

- a. Yes
- b. No

Display this question -

If Does your department have an administrative home in a University division? = Yes

Q14 Please specify which University division houses your department:

- a. Student Affairs
- b. Administration and finance
- c. Other (please specify):

Q15 Does your department have a formal mission statement?

- a. Yes
- b. No

Display this question -

If Does your department have a formal mission statement? = Yes

Q16 Please summarize your department's mission statement in your own words or copy and paste the language below.

Q17 Please select all of the following agencies with whom your department currently has a Memorandum of Understanding (MOU) or Mutual Aid Agreement:

- a. State law enforcement agency
- b. Local police department
- c. Sheriff's department/County Police
- d. Other campus law enforcement agency
- e. State or local courts
- f. Other campus agency (non-law enforcement, please specify):
- g. Other agency not listed above (please specify):

Q18 Please select all of the following groups with whom your department regularly meets to discuss campus safety issues?

- a. Advocacy groups
- b. Campus administrators/officials
- c. Domestic violence prevention groups
- d. Faculty/Staff organizations
- e. Fraternity/Sorority groups
- f. Student government

- g. Religious groups
- h. Sexual violence prevention groups
- i. Student housing groups
- j. Student health services
- k. Student organizations
- l. Student affairs office
- m. Neighborhood associations
- n. Local public officials
- o. Victim groups

- Q19 Does your agency have a formal liaison with any campus unit (e.g., student affairs)?
- a. Yes
 - b. No

Display this question -

If Does your agency have a formal liaison with any campus unit (e.g., student affairs)? = Yes

- Q20 Please specify the unit(s) with which your department has a formal liaison:

- Q21 Has your department made changes to lessen police-community interactions (e.g., have another entity respond to mundane calls like lock-outs)?
- a. Yes
 - b. No

Display this question -

If Has your department made changes to lessen police-community interactions (e.g., have another enti... = Yes

- Q22 Please explain the types of changes your department has made to reduce police-citizen contact:

- Q23 Does your agency hold regular social events between officers and students?
- a. Yes
 - b. No

Display this question -

If Does your agency hold regular social events between officers and students? = Yes

- Q24 How often do you hold social events between officers and students?
- a. Less than once a year
 - b. Once a year
 - c. Once per term/semester
 - d. More than once per term/ semester

- Q25 Does a review board provide oversight to your department?
- a. Yes
 - b. No

Display this question -

If Does a review board provide oversight to your department? = Yes

- Q26 Please specify who comprises your department's review board. Select all that apply.
- a. University faculty
 - b. University staff
 - c. University administration

- d. Students
- e. Community members
- f. Officers from your Department
- g. Officers from other Departments
- h. Other (please specify):

Q27 Please indicate the categories of personnel who respond to the following calls for service.

	Law Enforcement	Non-Law Enforcement (Detail to be provided in next question)
Mental health crises	<input type="checkbox"/>	<input type="checkbox"/>
General student problems	<input type="checkbox"/>	<input type="checkbox"/>
Bias incidents	<input type="checkbox"/>	<input type="checkbox"/>
Locked out of office or building	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question -

If Please indicate the categories of personnel who respond to the following calls for service. =

Mental health crises [Non-Law Enforcement (Detail to be provided in next question)]

OR Please indicate the categories of personnel who respond to the following calls for service.

= General student problems [Non-Law Enforcement (Detail to be provided in next question)]

OR Please indicate the categories of personnel who respond to the following calls for service.

= Bias incidents [Non-Law Enforcement (Detail to be provided in next question)]

OR Please indicate the categories of personnel who respond to the following calls for service.

= Locked out of office or building [Non-Law Enforcement (Detail to be provided in next question)]

Q28 Please identify the specific non-law enforcement personnel that respond to each call type

- a. Mental health crises
- b. General student problems
- c. Bias incidents
- d. Locked out of office or building

Q29 Does your department have a trained clinical psychologist on staff?

- a. Yes
- b. No

Q30 How often do officers in your department receive psychiatric evaluations?

- a. Never
- b. Only once during recruitment
- c. Annually
- d. Other (please specify):

- Q31 Does your department use an emergency alert system to notify the campus community about potential threats to public safety (e.g., text messaging, email)?
- a. Yes
 - b. No

Display this question -

If Does your department use an emergency alert system to notify the campus community about potential... = Yes

- Q32 What modalities does your department use for the emergency alert system?
- a. Text messaging
 - b. Email
 - c. Specialized App
 - d. Other (please specify):
- Q33 In the event of a crime or public safety threat, what information is provided to the campus community through your department's emergency alert system? Please select all that apply.
- a. Suspect description
 - b. Suspect location
 - c. Instructions for shelter in place (if deemed necessary)
 - d. Other (please describe):
- Q34 When the emergency is resolved, do you notify the campus community about how the resolution was reached (e.g., suspect has been arrested)?
- a. Yes
 - b. No
- Q35 Please select the frequency at which your department performs the following functions (during a typical, non-pandemic year):

	Never	Rarely	Periodically	Frequently
Access control (including electronic access)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building lock-up/unlock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central alarm monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: arena events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: stadium events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On-site security: auditorium events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: library or cultural facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: daycare facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: educational (K-12) facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: medical facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: nuclear/ radioactive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site security: hazardous biological/chemical materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tactical operations (SWAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bomb/explosive disposal or detection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search and rescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task force participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underwater recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traffic accident investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Traffic direction and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traffic law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation system management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vehicle registration for on-campus use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animal control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dispatching calls for service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency fire services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency medical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental health/safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire prevention education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Q36 Does your department have specific policies related to the management of protests on or around campus?
- a. Yes
 - b. No

Display this question -

If Does your department have specific policies related to the management of protests on or around ca... = Yes

- Q37 Are protestors required to obtain a permit before their event?
- a. Yes
 - b. No

Display This Question -

If Does your department have specific policies related to the management of protests on or around ca... = Yes

- Q38 Are protestors only allowed in specified locations on campus?
- Yes
 - No
- Q39 Which of the following types of weapons/actions does your department authorize officers to use? Please select all that apply.
- Sidearm, semi-automatic
 - Sidearm, revolver
 - Rifle
 - Shotgun
 - Traditional baton
 - PR-24 baton
 - Collapsible baton
 - Chemical/pepper spray
 - Conducted energy device (e.g., taser)
 - Bean bag rifle
 - Rubber bullets
 - Flash/bang grenade
 - Other (please specify):
- Q40 Do all sworn officers routinely carry weapons when on duty?
- Yes
 - No

Carry Forward Selected Choices from "Which of the following types of weapons/ actions does your department authorize officers to use? Please select all that apply:"

- Q41 Please specify which weapons are most commonly carried:
- Sidearm, semi-automatic
 - Sidearm, revolver
 - Rifle
 - Shotgun
 - Traditional baton
 - PR-24 baton
 - Collapsible baton
 - Chemical/pepper spray
 - Conducted energy device (e.g., taser)
 - Bean bag rifle
 - Rubber bullets
 - Flash/bang grenade
 - Other (please specify):
- Q42 Is your department currently in possession of equipment or vehicles acquired through the Department of Defense's 1033 program that provides excess military equipment to local police departments?
- Yes
 - No
- Q43 Does your agency encourage officers to engage in Scanning-Analysis-Response-Assessment (SARA)-type problem-solving projects?
- Yes

b. No

Q44 Has your agency created a formal, written community policing plan?

a. Yes

b. No

Q45 In typical (non-pandemic) operations, does your department incorporate community policing elements into campus security policy?

a. Yes

b. No

Display this question -

If In typical (non-pandemic) operations, does your department incorporate community policing element... = Yes

Q46 Please describe the specific strategies that personnel have implemented to address the issue of community policing:

Q47 Which of the following best describes your department's use of personnel to address the issue of community policing?

a. Unit with personnel assigned full time

b. Designated personnel as needed

c. Not officially addressed

Q48 Does your department receive funding to support new or existing community policing initiatives?

a. Yes

b. No

Display This Question -

If Does your department receive funding to support new or existing community policing initiatives? = Yes

Q49 About how much funding does your department receive to support community policing in a typical (non-pandemic) year?

Appendix E: Community Attitudes and Relations work group findings with quotations from listening sessions and interviews

Findings from the listening sessions

- UMD community members draw from their lived experience on- and off-campus which shapes how they view UMPD; their experiences are often structured by race and gender, for better or worse.
 - *"I never had a bad experience with UMPD but I don't exactly feel that, I don't feel safer with them either. But I think that comes from being part of the Black community. So that trust isn't always there, so sometimes their presence can make me feel more uneasy than safer, but at the same time, I know that, I guess, they are there to protect and serve and all of that stuff."*
 - *"I kind of do feel like there's very little they can truly do to fix this relationship since UMPD is part of it, it's also the national level, so like, students who haven't been on UMD's campus are probably going to be wary of UMPD just because they are a*

police force of some sort and, in a way, it does feel like there's really so little that can be done to fix that relationship.”

- People of color reported being targeted or profiled by police officers as they are engaging in everyday activities.
 - *“Anyway, my run-ins with police have never been escalated to the point like any stories we have talked about so far, but I will say they are only happening when I am hanging out with my friends at home who are all Black and Hispanic. I will also say that it doesn't make me feel safe to see police ever, just because of those experiences I have shared with my friends.”*
 - *“I witnessed former partners get racially profiled by police for walking with me as a white woman.”*
 - *“In the fall semester I was having a mental health breakdown and I went to the counseling center to meet with my therapist and so then I left; I was feeling anxious because, you know, it's a significant event to happen and it was outside of Stamp, so I'm walking back towards Cole Field House and it was dark outside. It was also cold, so it was November, so I put my hoodie on-- and there was a white student in front of me-- and once I did that, they started walking faster, like ahead of me because they seem, like they got scared; I was like whatever. Then there was a police car beside me and they stopped and they started to kind of trail me to where I was going and then once I eventually walked in, because my dorm was across from Cole Field House. Once I eventually went into my dorm, they let it be and realized I was a student. It really felt like they were just trailing me because the car was like right beside me and I had a hoodie on, it was just very uncomfortable.”*
 - *“I was also thinking about having been in this role for the past two and a half years, thinking about the number of instances where police have been called to fraternity and sorority as a result of a Black person being in that space and how policing has been used as a weapon against those Black bodies in those spaces and, come to find out, it was unnecessary but there have been real traumatic effects on those people.”*
- UMD community members report feeling there are patterns of UMPD treating victims and/or by-standers poorly.
 - *“A large part of the problem is that when you call them, you almost become the problem, so you don't want to call them. Like, I have known, several of my friends have been called out on their name or haven't been addressed properly when they were the ones that called the police. Just those interactions might never happen to you but the fear, knowing that could happen stops you from calling the police.”*
 - *“I have had one encounter like a personal encounter with UMPD and I personally didn't feel like it was a positive encounter. There was an incident on campus where I was involved and I had to contact UMPD to report it and they kind of swung open the door into my chem lab class, and they were like “who called the police?” and I was like “I did.” It was just uncomfortable and kind of put a spotlight on me when I told them the situation.”*
 - *“On the morning in question I was loading some recyclables in my car. We had the car on the sidewalk so we wouldn't impede the traffic and as we finished, I noticed a campus police car behind me. Didn't think anything of it. Pulled out into the street and the lights came on. And me being on campus doing my job with recycling, I misread the situation and it escalated into a traffic stop where the officer accused me of having a stolen vehicle and all sorts of other things and called back up on me. That affected me for quite some time. I never reported it to anyone. Because I didn't*

- know if my name would end up with someone that could get me fired or be on a data base. The lasting effects over the last ten years is I really am frightened any time I saw the police especially campus police.”*
- *“I have a residential position on this campus and my husband who also lives in the residential building is Black. We had a situation where I was away, and he was home and had to call UMPD. He didn't feel comfortable in the conversation and another staff member had to come out and support his statement because he doesn't look like the other people in his building.”*
 - Students reported trying to solve any issues that arose in order to avoid calling UMPD for fear that the police would escalate the situation. They attempt to problem solve until they have no other option but to call the police.
 - *“My interaction with UMPD was two years ago-- someone burglarized my room in Oakton Hall and, in that moment, I didn't call UMPD and instead called family and I think part of that was because I trusted family more. I did manage to remove the individual from my room but while I waited and called family during that time, they wept [?] and burglarized another students room and so in hindsight I definitely felt a little bit bad that I didn't call UMPD quicker and certainly wouldn't want anything negative, to have another student, because I was hesitant to call UMPD in that instance.”*
 - *“More recently I have been stalked. I am so scared that they are going to hurt a person of color that I reported it with the school instead of the police.”*
 - *“I know myself; I definitely don't trust UMPD. Every time I have heard of an incident with UMPD and the student it's seemed to be negative. I haven't had that much experience on campus since I just didn't have many personal experiences with them, from what others told me, specifically other Black students, it's always been negative experiences. And that's kind of made me think, even though they were so close to me when I was on campus, I don't want to even talk to them if I see them. I don't want to use them as a resource. I would rather try and avoid them as much as possible to keep myself safe. I wouldn't want to use them unless it was an extremely dire situation.”*
 - *“I remember hearing from students they were concerned about calling the police and because they were concerned with having police at events where they were because of having firearms in a queer community, so there was a strain in the relationship with them.”*
 - Members of the UMD community want alternatives to calling the police when various situations occur, and they need assistance. Many brought up the need for alternatives for people experiencing mental health crises; they want another option that is not linked with the police department.
 - *“I am wondering about ways to double police from like a safety measure such as having a companion moving across campus and wondering why the campus police need to be in that role of who a student needs to call to accompany them in an unsafe situation... it seems like there's a way to reorganize resources so that those concerns about physical safety, especially being a student of color, and a space where you see all white students around and don't feel physically safe. There should be options where someone can call a resource that's not a police officer.”*
 - *“I feel like it would be really helpful during orientation, once students transfer, they get a list of options they can call, and they know, and they are well aware of who they can call besides the police. A lot of issues you might feel uncomfortable just calling the police.”*

- *“In mental health crises I don't think the police should be the number one person to be called in those situations. I feel like it really heightens the anxiety and the tension in the situation especially if you are putting this person in handcuffs, it's like I don't think it's the best solution to the situation at all.”*
- *“I think anything to do with mental health and I think that there's lots of roles where there's specific training that doesn't need the police to be in that role.”*
- *“I think students with mental health problems-- a threat even to college reputations, police presence in these types of situations can only do more harm.”*
- *“I agree with everyone's sentiment that police should not be involved in those types of events and, especially, when you are dealing with someone who is Black or Black and Brown. If they are going through something of that magnitude or they are already being put into a scenario, again, where they feel at risk, that's perpetuating an emotional struggle. I think that the best thing is to have mental health professionals.”*
- *“And I think we have to think of more strategies where campus police are not first responders.”*
- *“Unlike others have expressed, I don't value police involvement in unlocking doors and bike safety. I feel highly uncomfortable dealing with armed individuals in any scenario but especially things that could be done by other university staff.”*
- *“I really hope the task force will focus on what we need to uproot and include safety. Including abolishing policing on campus. Students don't feel safe with UMPD. It's not clear that officers have reckoned with their own racism, homophobia. We should be able to be out at night not worrying, we have to expect better.”*
- *“Culturally specific response to mental health; triggers are very different. American Studies could host through ethnic students' lens; multicultural psychology; a great way to learn more about caring for others.”*
- More training is needed to equip police to respond appropriately to people in mental health crises or otherwise needing assistance.
 - *“The disproportionate impact on students of colors is felt with UMPD. Delving in the police ideas of white supremacy. Do work and not just the words of inclusion. What training do current police officers go through with the current training?”*
 - *“Finding ways to create training to help officers to display empathy even if something may not be a crime. Even with best intentions, it may not come across as empathy and best recognition of impact.”*
 - *“But I do think there could also be -- we could benefit from having trauma informed communication training for our communications training. Being able to use trauma to talk about how there could be a crime or dangerous events on campus could be useful because there's something in the language that people use, that communicators use, that could help with reestablishing a sense of safety when the community has been threatened or terrorized when there's trauma with people. So, I think people receive some training and trauma communication.”*
- Many also did not know the role of police auxiliary and questioned if it was necessary to have students function as police. Students who brought this up were particularly troubled that their peers could hold such positions on campus.
 - *“I have often found the police auxiliary to be under trained. You know the worst problem I personally ever had with them is they told me my ID wasn't valid because of how worn out it is. I have been here for a long time. I have had other people in my lab that were kicked out of their own offices because the police didn't think they*

- belonged, that's people of all ethnicities and skin tones. I think that they are not necessarily trained enough."*
- *"I will say that, like, my honest opinion on police auxiliary: I don't see the point having students running around campus policing other students, that feels weird, especially people your age, like, policing you. A majority of the people policing the area have been white and-- looking at power structures at the school and racial biases-- a lot of time those students would, Black students will get targeted, especially undergraduate students who haven't really had guidance training or experience of a lot of people of different racial ethnicities on campus. There's no point, that shouldn't be part of the police, policing other students at all."*
 - Members of the UMD community did not understand in full the role of UMPD and wanted more education about their various functions on campus.
 - *"People are like that's the University police, but do you guys know what they actually do? What their jurisdiction is? Do you think that we should have something that's like the presentation multiple times a year? Do you think there should be a pamphlet sent out for us? To have, what does your UMPD do and is there a way to get information?"*
 - *"I would like to learn more about their role to begin with. I feel their actions and responsibilities aren't made very apparent to the general student body."*
 - Some members of the UMD community wanted more regular engagement with UMPD so that they do not simply interact with police officers during crises. Their suggestions include monthly meetings with the departments or student organizations so that students, staff, and faculty get to know police officers and vice versa. They expressed that knowing each other better might contribute to establishing a better sense of community.
 - *"If they could send out town hall [announcements] students can attend. They can do it monthly. I think it would improve their job tremendously. Frankly, let people know what they are doing, they don't have anything like that in place and yeah I think that definitely needs to happen."*
 - *"I think one of the most important things about first responders, especially when it comes to policing, is for them to know their community and to know who they are serving...So if we were going to allocate more funds to the police or a lot of funds are being allocated already from the police department is—from what I am hearing—if those funds could be to allow the community to interact and get to know the police so these sorts of problems don't happen."*
 - *"The one thing that my interaction with UMPD has led me to think about is that I would have appreciated more opportunities to interact with UMPD. I know that this won't be necessarily something everyone would want; in my instance I think it would have been helpful for me."*
 - *"Like, I haven't heard of any actual person who is part of UMPD like really reach out to the community. I have only ever seen organizations or people speaking around them or speaking for them. I have never really seen them actually speak or go to community events or anything like that. I don't see them at all in any other light than the negative light because they don't really even go around and do anything with the community. I understand that you have a job to do, but when students are feeling unsafe in your presence then maybe there's a problem and maybe you should try and do more as part of the community that you are supposedly serving."*
 - *"I feel like during orientation they come in and talk to us, as we know, but that's something that as a junior that was three years ago. So, maybe something where they are interacting with the students more in some way, shape or form that doesn't*

- involve canines or policing an event or when something, when they are put into attention for something wrong, they did because also that's how you build a better relationship with students on campus and building that trust."*
- *"I was thinking about if you guys heard this series called Middle Ground... I was thinking about doing it with another organization, but this can also be used in this sense with police having a conversation with, you know, minority students and speak upon their experiences at Maryland....that's one way we can hear some testimonies that actually happen and accounts and see if they can see a better understanding of where the police, to think about some scenarios and with us."*
 - *"I think based on what you were saying, I think the communication piece is lacking. And a strong, important part in connecting all of us-- police and the UMD community. Like the middle ground thing I think that's really cool. The fact they talk to us for like an hour or so, you don't really see them. I do think implementing them more into the community will help us establish some type of relationship and trust."*
 - *"I feel like there is definitely we need to have more students and police officers, students of color in more conversations with UMPD and also them doing it for the sake of, you know, gaining more knowledge instead of making it a check off of their list that, "Oh yeah, we are just talking to them, just trying to provide them comfort." But sometimes we can read through if it's genuine or not."*
 - *"Been working 24 years now. Public safety has been a strong partner in the community and it's key to continue a relationship with the city and students living outside of the city. I'm a resident. It's important that the police officers offer that trust and relationship, and we are here to continue to work with the group but I think it's something we need to put in more effort for funding support."*
 - *"I work in the department of resident life which is the division of student affairs, and I've been at the university eight years...one thing that can be improved is how they [police officers] interact with our students-- whether they are being called for a conduct related matter or assistance matter-- there have been situations where they [students] felt that campus police was not kind to them and I have shared with them the appropriate reporting structure but I feel the campus police can work on that and it ties into how students feel with the campus police."*
- Many UMD community members want a redistribution of resources from the UMPD budget to support services such as increasing the budget of the counseling center, victim services, mental health transports, Nyumburu, and scholarships for Black students and other students of color.
 - *"I think, for me, improving a relationship would be shifting power and resources to other resources on campus that fulfills some of the roles that police are wrongly in on some of that, for me includes safety."*
 - *"So Black Terps Matter says there's a couple of things we are not okay with...specifically though, our second and third demands—of the ten that we delivered to the administration on July 17—our second and third one has to do with UMPD. Our second one is reevaluating the budget...we want to know why they have to get so much money if they are not solving problems in the community."*
 - *"Okay so I was just like reiterating the point of the budget—that UMPD has, I looked it up, and UMPD police forces budget is larger than any other police source in PG county—and I think that money can go toward other things.... A lot of that [policing] money can be allocated towards scholarships for students or resources to support and provide safe[ty] for students so they can be more comfortable on campus."*
 - *"I can say something regarding resources from UMPD. I personally think that there can be better allocation for a set of resources."*

- *“I would like to see the money reallocated to welfare services such as counseling, victims’ advocates, student scholarship, medical services library services. The idea of fear based, of crime through policing is clearly not working.”*
- *“Thinking about training and education related, being someone who is working with the Terrapin Strong Initiative thinking about resource allocation when it comes to the training on the campus. So, the bystander interventions that come out of the health center that go into some classrooms and not all. How do we allocate more resources to make it possible to have more access to training?”*
- Black students and other students of color report that their events are overly policed (when compared to other student groups) by UMPD and there are no clear policies around how the number of officers is determined for any given event.
 - *“I would like to see more fair enforcement of policies. I think before COVID it felt like parties or events by Black students were mostly shut down or have heavy police presence when other parties were not. I have seen that.”*
 - *“And also, even though they say they are not doing, I guess, favoritism, toward our whiter counterparts, it is definitely shown-- and in the day, Black students do have a different experience being at Maryland than a white student. Like, still there's parties happening on frat row-- are they being fined? I don't really know.... But yeah, just feel like there definitely needs to be a better job in just treating and giving all students the same treatment.”*
 - *“I also remember back to sitting with a group of Black students in the aftermath of the police going into a Black student graduation party back in 2016 and sitting in that room as a psychologist trying to facilitate a conversation, and what I heard repeatedly from the Black students was they didn't feel their humanity was respected by police officers.”*
 - *“I hear about disproportionate policing of Black and Brown groups and one of the criticisms is about disproportionate policing [of] student events where they may be identity or culturally-based organizations. One of the things we try to do is look at a rubric. I'm not sure they could verbalize a true rubric so it's up to the officer's or officers' viewpoint.... How do we assign staff to those events?”*
- In the student listening sessions, many students shared instances where the police showed up inside the dorms without much explanation as to why they were there and that this made them feel very unsafe. In some instances, police told students someone reported drinking or weed on the premises, but students felt the police presence was escalating the situation.
 - *“We are watching a documentary and the police come and it's two police officers and when he opens the door the police officers which are UMPD have their hands on their guns. So, me, as a student who is a Black woman, I felt very scared just off of that, it wasn't late at night. It might have been nine or ten o'clock but them coming to the door with their hands on their guns because someone reported us watching a documentary as a party, I don't think that's right.”*
 - *“I just wanted to voice my concern about students being harassed by the police and other students in the dorms which is just people's homes. I know multiple students who have shared with me similar stories of like playing music or being harassed for living in their home and had campus police show up at their door, and all the students that have spoken to me about that. I want to note that the institution needs to pay attention to that immediately.”*
 - *“There were like three guys in our dorm, I was there by myself and my roommate was there; I was watching a movie and eating food. I heard really loud knocking, I see three police officers right behind my door and they start asking me what I am*

- doing. “Are you smoking weed?” They said they got a call that someone from our room was smoking weed. I know a lot of people that were white, they do a lot of hard-core drugs in the building; I was surprised why they were at any door. They didn’t come in but one of them made a joke and said, “Narcos? What a good show” and left...I don’t think there should have been three police officers—I think the RA should have been at my door in the first place, that’s really what I want to say to keep it short.”
- “UMPD has never made me feel safe, in fact, they have made me feel less safe on a regular basis. I had an incident where I was scared to leave my apartment and there were drunk people outside of my apartment. After they screamed at the people, they told me there was no one out there.”
 - “I used to be a community assistance [person], I would work at the front desk, so we did interact with UMPD sometimes.... There was a student situation when I worked in Leonardtown--they would walk through very intensely and they never communicated with the student workers who had to be there and we were also supposed to be in the cycle of communication making sure the community is safe, but I felt like there was never really like any desire to communicate with us and, of course, by keeping student information confidential like if someone is going through something. I think it would be important to be like, “I’m here to check in on a student” or “I’m here to do this.”
- UMD students, especially students of color, report there are areas of campus or near campus that are particularly unsafe. This can be due to poor lighting but also due to generalized student knowledge that they are more likely to be harassed in certain areas.
 - “I don’t know if everyone is familiar with Guilford Drive it goes from Terrapin Road up to Lot 1 and then the new Cole Field House. A lot of people that live down here on Knox, we run outside now because it’s not safe to go to the gym, now that it’s getting dark if you go any time after five it’s not well lit at all. It’s a weird spot on the edge of campus.”
 - “In particular like at nighttime on campus because, like, the campus is so dark there’s barely any lights anywhere. The campus doesn’t feel safe at all, it’s too dark and there’s always a report of someone getting robbed or something.”
 - “Like the first or second person who spoke, I too live on Knox Road. I would too like to go out running or jogging sometime but as I’m a Black woman, I don’t contemplate or consider doing things like that because I live behind Frat Row and I don’t think it’s safe. I don’t bring my friends to College Park because I don’t want to put them in harm’s way but, specifically right now, living on Knox Road around a lot of fraternity houses I realize that, just in general, it gets pretty reckless at night. Most days of the week people in the frat houses are over here, are actually having parties still outside. It’s just like as a Black person I choose, it’s not obviously, no one is telling me not to come outside or anything, I don’t want to get mixed up into that because there aren’t any other Black people that I see around me over here in Knox Road at all. I try to stay out of harm’s way.”
 - “I have also lived on Knox Road—I’m not staying in College Park at this point due to COVID--, I felt most unsafe there especially on the weekends. It seems like when my white counterparts end up getting drunk, not all, but some end up getting drunk, they feel more confident in saying more racial slurs and being a little bit more aggressive, and I have heard them, I heard one at Dominos near Route 1, it was like a white guy, the N word, I heard that. I think that area, especially on the weekends, especially when alcohol is mixed into things, I have seen how aggressive and uncomfortable it can be. And it seems like in that area where certain people wouldn’t feel comfortable

saying or doing certain things, they feel comfortable over there, the closer you get to Route 1 and once you go to Frat Row and stuff, the more it's a different area and it does not feel like a place that's meant for anyone but white people."

- Students were unnerved by the campus alerts, especially when the results of incidents are vague.
 - *"I think for me I definitely have to say something about the notifications that we get from UMPD. It doesn't make me feel comfortable because like in the next ten minutes you get an alert then ten minutes later it's gone it's all cleared or something. I know they are trying not to start a panic. I understand that but some situations like rape or something, or there's being shots fired or something, is really concerning especially when it's two minutes away from us. It's like dismissive. I am not saying they don't care about us. I am hoping they are trying to do their best but just making sure-- we need to do better, like with transparency as much as we can. I understand in some cases those are like limited."*
 - *"One of the other pieces that I heard from students is how they receive communication on campus with regard to safety related issues. I agree with X, being an intern to now, the way that UMPD uses technology to communicate has changed drastically, as talking out race and gender-- that is not necessary. But I do think there could also be -- we could benefit from having trauma informed communication, training for our communications training. Being able to use trauma to talk about how there could be a crime or dangerous events on campus could be useful because there's something in the language that people use, that communicators use, that could help with reestablishing a sense of safety when the community has been threatened or terrorized when there's trauma with people. So, I think people receive some training and trauma communication."*
- Some raised concerns about police culture, and the possibility that police may not be forthcoming about problems.
 - *"I think that would mean a lot in those orientations to be explaining what those stereotypes are and issues, the fact that there are horrible incidents within the police department. A lot of times they are always constantly protecting each other and to be honest and, hope and, saying that there are bad apples and this is what we are going to do, you know, having implicit training."*
 - *"My experience has been, I've only worked with the UMD officers, and some of the faculty may have worked with the other police officers. Police culture is very unique. It's different from going to the archeology department or business department. So, they are having conversations about bringing in outside expertise. Former police officers but the fact of the matter remains is that from top to bottom there's a need for more conversation about diversity related issues and I've been in conversation with the police chief who has made stereotypical comments about issues with sexual harassment--sorority girls having regrets after it, calling it rape; and making declarations that something is not about racism--so it feels misguided and created alarm in the community. So, I think they need to overhaul, as well as ongoing training that different people are affected by issues like crime and race and racism and sexual mediation."*
- Some people also reported positive encounters with police on campus or nearby, but they tended to be staff or faculty (as opposed to students).
 - *"Literally, my car broke down at the weirdest spot. They came [at the] perfect time and they did help me out a lot so I guess, like, not to say that what they do is always*

bad because they did help me and they said they were going to check on me every lap they take around the University, make sure I am getting the tow and stuff like that. I appreciate that.”

- *“I’ve been executive assistant for two years now... from what I’ve seen, the campus police are pretty responsive and move quickly in the service building. When you are trying to fix something and put an additional one when you try to call 911. My interaction has always been a courteous one, a helpful one.”*
- *“I’ve been on campus 21 years. And my interactions with the police have always been positive and professional.”*
- *“I just wanted to say my experience with the campus police has been positive. One time not so much because they pulled me over because I did a rolling stop but they were very professional and I appreciate the campus police presence from me as simple as locking myself out of the office.”*

Findings from interviews with staff from the Office of Diversity and Inclusion

- Student experiences as reported to ODI and/or discussed by ODI Student Advisory group
 - *“I’ll cite a few things with their permission about their on-campus experiences. But one of the things that I did early on in our student advisory group training orientation was to invite a police officer to come in and just have a Q and A open conversation with our students to talk about what is their role, what is their responsibility around hate crimes, but also student advisory group giving them some suggestions. One of the overarching themes in that conversation was how police officers would be often called upon or even themselves impose themselves in conversations with students, especially marginalized students, in ways that just weren’t culturally sensitive, that specifically felt like they were targeted about getting their ID or following them to class and to, and from as if they are not in the right place, even though as a Black or Brown student or Muslim student they’re just going to class, but they would feel followed by the police.”*
 - *“More specifically from the student advisory group, some of their experiences have been anywhere from this kind of casual I’m walking to class, or I’m just going to the dining hall and I’m being followed. And just seems weird all the way up to folks who have been, you know, pulled out of their cars based on what they perceive as a racial profiling. And they didn’t have a stop. It wasn’t even that they had a rolling stop or anything that was serious. It was why are you on this campus? We’re concerned about you and feeling targeted. And there were no guns drawn or anything like that to that degree, but students who have felt directly like I’m just driving here to park and you’re harassing me. You just didn’t happen to see the data sticker. And it just happened to be that I got a new car, it was borrowing her car. So those situations and everywhere in between where folks have felt all their identities, not just race, that it’s sometimes their gender, their sexuality at play. And in conversations with police officers with me, I can certainly see where even though police officers have training around sensitivity and around approaching the public, that that needs to be amplified much more so, and to ensure that folks are being validated and heard when these experiences happen.”*
- That diversity training be ongoing for all police officers, not just at orientation for new recruits.
 - *“The culture of police training on our campus needs to be examined. Diversity training for new recruits should be ongoing rather than a one session approach. Training should focus on not only helping police to understand their own biases, but*

also to understand what it's like to interact with people of color, with women, with queer folk . . . the stories that I would hear from those populations would be harrowing."

- UMPD should process diversity issues every day instead of just in high profile cases.
 - In addition to ongoing training *"our police need some type of ongoing consultation around diversity related issues. It feels like when they need consultation around something that becomes high profile or something that is so blatantly racist or sexist that somebody from our office might be involved. But I don't [see that] around just day-to-day functioning how it is that they would be processing diversity related issues. And I think that is probably really important that they are processing these things when they are not in these high stress situations but when it feels more pedestrian for them."* Recommend *"somebody on their staff who would not be co-opted into the police department, who could have an independent voice and be able to develop relationships with the police officers and help people to see how their biases might be negatively impacting the work that they're doing or how it might actually be privileging some who don't need to be privileged."*
- Have another method or office for filing complaints or reporting police harassment besides the police department.
 - A May 2020 university wide message addressing the deaths of George Floyd and Breonna Taylor and recognizing issues of police accountability nationwide, indicated that anyone who had questions about policing policy and issues on campus should contact the Chief of Police. Two months later in a webinar on inclusion and free speech with panel members representing the general counsel office, the provost office, and the campus police, a Black Muslim woman who spoke of continual harassment by campus police was informed their avenue of address was to report this to the campus police. Interviews with ODI staff referenced these and included concerns raised by their student advocacy group that those who experienced harassment were directed to the police to report the issue.
 - *"How likely is it for somebody who is hurt by the police to report to the police? Some other resource would be best, some other place that somebody could report a concern about police behavior. And that, of course, I do agree that the police should have some insight before it just becomes a public information, but to rely on an internal investigation for themselves about themselves, we know across the country that hasn't worked, that frankly speaking, either folks cover for each other, there's at least a benefit of the doubt that's given. Even if it's done objectively, it still is perceived from a broader community. It's not being very helpful and not being objective even when it's intended to be. And so, a lot of the students of color that I've talked to said, it's just, no, there's no reason for us to engage with police any further. Why would we go to them again after we've been harmed?"*
- Community safety office or organization that is separate from the police.
 - *"We should have our own community safety organization or community safety officers or community safety advocates so that if a wellness check is to be conducted, for example, a person with a gun doesn't need to show up thus further alienating and maybe even criminalizing the person who may just be sick. How do we have our own safety advocates within the community who could take on those types of roles."*

- **In general, understand harm and safety beyond crime.**
 - *“This is probably campus wide. This is not related just to the police. People don’t understand how racism, sexism, antisemitism makes people feel unsafe. This is a fundamental place where we fail on our campus.”*
 - *“The UMPD are not very trauma-informed in the way that they interact with people who experience bias or hate. They operate from a very legalistic definition of harm. And so, when things did not meet the criminal definition of like a hate crime it would end up them saying “well this isn’t a crime” and just dismissing it. So often people of color, in particular students, were invalidated and that hurt. Their pain is invalidated and that contributed to their traumatization. I think that is definitely one of the biggest things, not understanding and being able to address emotional violence. Not having proper understanding of harm and trauma and not knowing the importance of being able to navigate those situations. So, people who had a traumatic experience with harm, hate crime, etc. would be retraumatized, there is just a lot of that retraumatization.”*

Appendix F: Survey questions of the Community Attitudes and Relations work group

Safety

While on the University of Maryland campus, how frequently do you feel each of the following?

- Safe to express your gender identity
- Safe to express your racial/ethnic identity
- Safe to express your religious identity
- Emotionally safe
- Physically safe

Which of the following are you likely to consult to address issues of safety on campus?

- University of Maryland Campus Police
- My department
- An individual staff or faculty member
- Office of Civil Rights and Sexual Misconduct
- A faculty/staff group
- Prince George’s County Police
- Office of Diversity and Inclusion
- A student group
- Student services
- Other, please specify
- LGBT Equity Center
- Accessibility and Disability Services
- Immigrant and Undocumented Student Life
- Nyumburu Staff

What actions, if any, do you take to feel/be safer (physically, mentally, or emotionally) while on the UMD campus or in the surrounding community?

What, if any, areas of campus or the surrounding College Park community make you feel less safe because of your racial, ethnic, gender, or religious identity? (Please be as specific as possible about which identity markers you are referencing in your response.)

How do you think the University of Maryland can improve campus and community safety, for you personally and for other members of the UMD community (e.g. race, sexuality, gender identity, ability)?

Law Enforcement

In general, I believe that most students on campus are treated differently by law enforcement officials based on their

- Racial appearance
- Gender expression
- Religious identity

The presence of law enforcement on campus makes me feel

- Assured
- Somewhat assured
- Somewhat anxious
- Very anxious

To your knowledge, are there times or places where students seem more at risk or more vulnerable to encounters with police? (check all that apply)

- Walking on campus at night
- Off-campus house parties
- Hanging out on Baltimore Avenue
- Walking off campus
- Fraternity or sorority party
- After a sporting event
- On-campus student party
- Weekends
- Driving on streets near campus
- Driving on campus
- Other, please specify
- On-campus student event
- Walking on campus during the day
- In class

What strategies, if any, do you or others use to decrease difficult encounters with the police? (check all that apply)

- Not walking on campus late at night
- Trying to be extra friendly/seem likeable
- Walking in groups, avoid walking alone
- Trying to be invisible/blend in
- Not coming to campus late at night
- Avoiding certain off-campus hang-out spots
- Other, please specify
- Trying to be extra quiet
- Avoiding locations where police are usually stationed
- Reading up on my rights
- Avoiding certain on-campus hang-out spots
- Wearing university logo attire to identify myself with the university
- Finding alternative numbers of people to call when I need help/assistance
- Avoid walking off campus
- Not attending large on-campus activities

- Coming to campus as infrequently as possible
- Altering my attire or appearance in some way, please specify
- Walking alone, not in a group
- Requesting police not monitor my group's events

University of Maryland Campus Police

Which interactions have you had with the University of Maryland Police? (check all that apply)

- An officer spoke to me
- I attended an event where officers made a presentation
- I have had no interactions with the UMD Campus Police
- I called university police for non-emergency assistance
- I requested information/service for myself
- An officer questioned me
- I was pulled over
- I was interviewed about a crime/incident
- Other, please specify
- I received a warning/citation
- I requested information/service for others
- I utilized UMD Police Lost and Found
- I spoke to police for emergency assistance
- I was a victim of a crime
- I was involved in a traffic accident
- I required medical/crisis assistance
- I utilized police services such as Victim Services

Overall, how would you rate the quality of your interactions with University of Maryland Campus Police?

- Very positive
- Positive
- Neither positive nor negative
- Negative
- Very negative
- No interactions

How would you rate the University of Maryland Campus Police in the following areas, with 1 being strongly disagree and 5 being strongly agree

- Professional
- Respectful to people like me
- Helpful
- Fair
- Friendly
- Give me a chance to explain
- Effective at keeping campus safe
- Respectful to all people
- Compassionate
- Intimidating
- Biased
- Harassing
- Violate people's rights

We would like to hear from you. If you have had an encounter with University of Maryland Campus Police, please tell us about your experience. You are not required to give your name or that of the officer(s) involved. All responses will be kept confidential and will be used for data and presentation purposes only.

First Responder for Mental Distress

Which unit or agency do you [expect/prefer] to be the first responder for someone experiencing mental distress?

- UMD Counseling Center Mental Health Services Representative
- UMD Health Center Behavioral Health Representative
- University of Maryland Campus Police
- Other, please specify
- Prince George's County Mental Health Services Representative
- Prince George's County Police

Demographics

What is your primary affiliation with the University of Maryland?

- Staff
- Student
- Faculty
- Alumnus
- Other, please specify
- Administrator

What of the following best represents your racial and/or ethnic heritage? (check all that apply)

- White/European American
- Black/African American
- Asian or Asian American
- Latinx/Chicanx/Hispanic
- South Asian
- Other, please specify
- Middle Eastern/Southwest Asian/North African
- East Asian
- Southeast Asian
- African
- American Indian/Native/Indigenous/First Nation
- Filipino
- Pacific Islander
- Native Hawaiian
- Alaskan Native
- Prefer not to answer

What is your gender identity?

- Female
- Male
- non-binary /third gender
- Different identity - please type in
- Prefer not to answer

What is your sexual orientation?

- Heterosexual/straight

- Bisexual
- Gay
- Something else (please specify)
- Lesbian
- Prefer not to answer

How do you identify religiously, if at all?

- Christian
- Agnostic
- Atheist
- Nothing in particular
- Spiritual, but not religious
- Jewish
- Something else, please specify
- Hindu
- Buddhist
- Muslim
- Jehovah's Witness
- Pagan
- Secular humanist
- Pagan
- Taoist
- Druid
- Confucianist
- Wiccan
- Shinto
- Baha'i
- Jain
- Tenrikyo
- Rastafarian
- Scientologist
- Native American traditional practitioner
- Prefer not to answer

Disability Status

- Psychological or mental health condition
- ADD/ADHD
- Chronic medical condition or chronic diagnosis
- Physical condition that affects walking
- Something else
- Learning difference or disability
- Reduced vision or without vision
- Limitations with hearing or deaf
- Physical condition that does not affect walking
- Autism spectrum disorder
- Speech or communication disorder
- Alcohol or substance abuse recovery
- Acquired/Traumatic brain injury
- Prefer not to answer

Research Note: Appendix Sample Variation for Appendices G, H, and I

Appendices G and H display a different survey sample than Appendix I. Several factors account for this discrepancy. The differences in describe samples do not significantly alter the findings described across appendices. The following note describes and accounts for the sample variation across appendices.

Sample Variation

Appendices G and H follows the definition of the total survey sample as described in Appendix G, “In total, 3,219 responses were started between March 9 and 26. Eight were from the survey preview before the survey officially opened, with two being kept. The rest were from March 12 to 26. Blank responses (674) were removed, leaving 2,545.”

Appendix I follows the definition of the total survey sample described within that appendix, “A total of 3,246 participants responded to the survey. All participants were affiliated with UMD in some capacity. Participants are Students (n=634), Faculty/Staff (n=1103), Alumnus (n=68), and Area Residents (n=34).”

Variation between appendix sample definitions is present. The total survey samples described in Appendix G and Appendix I vary by the total number of responses collected and the number of responses defined as “non-blank”.

Appendix G states the total sample size is 3,219 whereas Appendix I states the total sample size is 3,246. Appendix G defines the exclusion of 674 “blank responses” while Appendix I does not define or exclude “blank responses”. Appendix I specifies the affiliation status of respondents accounting for 1,848 participants reporting affiliation. As such 1,398 participants did not report affiliation according to Appendix I.

Within defined samples, demographic breakdowns display variation. For instance, Appendix G defines the proportion of female respondents as 53% whereas Appendix I defines the proportion of female respondents as 58.2%. Similar variation is present across race, sexuality, and religion demographic reports.

Sources of Variation

Authorship, data availability, definition of blank response, response categorization, and analytic strategy across appendices account for the reported differences in the total sample size and within-sample characteristics. The following sections describe how each of these sources of variation influenced differences in sample reports.

1. Authorship

Appendices G and H were produced by separate analysts than Appendix I. Authors had no communication in analyses or reporting. Authorship is a high-level difference which resulted in a host of specific sources of variation. Analysts were provided separate, although similar, data sets. With those slightly different data sets, analysts made different, although reasonable, choices in terms of data inclusion (the definition of “blank response”), data transformation (collapsing and sorting of within-sample categories), and analytic strategy (how data is evaluated and reported).

2. Data Availability

Appendices G and H utilize data from Data Set 1 provided by the Policing Task Force. Appendix I utilizes data from Data Set 1 and Data Set 2 provided by the Policing Task Force.

Data Set 1 includes survey responses from Students, Faculty/Staff, and Alumnus with 3,219 total responses (8 of which are from survey preview). Data Set 2 includes survey responses from Area Residents with 35 total responses. Despite target population, survey measures were consistent across data sets.

Data availability accounts for the difference in total sample size reporting across appendices. Consistent with Data Set 1, Appendix G describes the total sample size as 3,219. Consistent with combined Data Set 1 and Data Set 2, Appendix I describes the total sample size as 3,246 (3,219 Data Set 1 Respondents – 8 Data Set 1 Survey Preview Respondents + 35 Data Set 2 Respondents = 3,246 Total Respondents).

3. Definition of “Blank Response”

Appendices G and H exclude 674 “blank responses” from the total sample description (Appendices G and H total sample after “blank response” exclusion = 2,545). Appendix I does not define or exclude “blank responses” (Appendix I, no exclusion, total sample size = 3,246).

The definition of “blank response” used by the analyst of appendices G and H is undetermined. A review of Data Set 1 shows 590 participants with a survey completion of less than 10%. While it is reasonable to drop some respondents as showing insufficient survey response, it is unclear how the analyst of Appendices G and H performed this exclusion.

No responses are defined as “blank” within Appendix I. Rather, exclusion is performed in descriptions of sample characteristic, i.e., demographics reporting. Appendix I treats non-response as “Prefer Not to Answer”. As such, demographics tables in Appendix I show relatively high rates of “Prefer Not to Answer” compared to demographic reports in Appendices G and H. For instance, Appendix G shows 146 respondents who preferred not to report their gender, while Appendix I shows 1544 respondents who preferred not to report their gender.

4. Collapsing and Sorting Response Categories

Data transformations conducted by analysts compounded variations derived from differing data set access and definition/treatment of “blank responses.” Specific data transformation actions include the collapsing of categories and sorting of text responses to demographic measures.

Category collapsing refers to the practice of combining several response categories into a single category. Category collapsing is most apparent in the religious and racial identification measures. In Appendix G religion demographic reports include 25 unique religion categories. Appendix I includes 11 unique religion categories. Appendix I collapses religion categories with less than 1% of the response frequency into the “Other” category. In the racial/ethnic heritage measure, Appendix G defines four unique Asian ethnic categories (Asian American, South Asian, East Asian, Southeast Asian). Appendix I collapses these categories into a unified “Asian” category.

Sorting of text responses refers to the practice of coding “Other, please specify” text input and sorting respondents into existing categories. Appendix G reports “Other, please specify” and “Different Identity – Please type in” as a unique response category; those responses are not visible in Appendix I because they were sorted into existing categories.

5. Analytic Strategy

In Appendix G, “Prefer not to answer” only refers to those respondents who selected “Prefer not to answer”. In Appendix I, “Prefer not to answer” includes respondents who selected “Prefer not to answer” and respondents who skipped the question. In reporting, Appendix G includes

“Prefer not to answer” in the distribution. In Appendix I, “Prefer not to answer” is excluded from the distribution. That is, “Prefer not to answer” influences percentages in demographic reporting in Appendix G, but not in Appendix I. Consequently, the demographic proportions of respondents appear smaller in Appendix G than Appendix I.

6. Conclusion

Total reported sample and sample characteristics differ between Appendices G and H and Appendix I. These differences are attributable to authorship, data availability, definition of “blank response”, collapsing and sorting response categories, and analytic strategy.

The most significant effect of these differences is on the specification of the total sample size. Appendices G and H display a relatively conservative account of valid response from Data Set 1, Appendix I displays a relatively liberal account of valid response from combined Data Set 1 and Data Set 2. These differences influence mild variation in demographic reporting.

These descriptive differences do not significantly impact the findings reported in Appendices G, H and I.

Appendix G: Quantitative results from the Community Attitudes and Relations surveys

See Research Note: Appendix Sample Variation for Appendices G, H, and I

University of Maryland Campus and Community Safety Survey

Quantitative Results

April 23, 2021

*Prepared by Jamie Edwards, Research & Assessment Analyst
Office of Institutional Reporting, Planning and Assessment*

In March 2021, the University of Maryland community was invited to complete the Campus and Community Safety Survey. This report provides initial results to the quantitative items from the survey. Additional analysis will be conducted based on conversations and feedback from the committee.

Survey Administration

The survey was administered online between March 12 and March 26, 2021. Email invitations were sent to 53,086 current campus community members and 26,894 recent alumni for a total of 79,980. From these, there were 2,545 responses.²

Response rate: 2,545 people responded, resulting in a 3.2% response rate.

Completion rate: Of the respondents, 1,827 (72%) completed the survey. In the analysis, all responses will be included on a per-question basis; as a result, the N-size per question may vary but will be displayed for each item.

Duration: The median response time was 8.6 minutes.

Quantitative Results

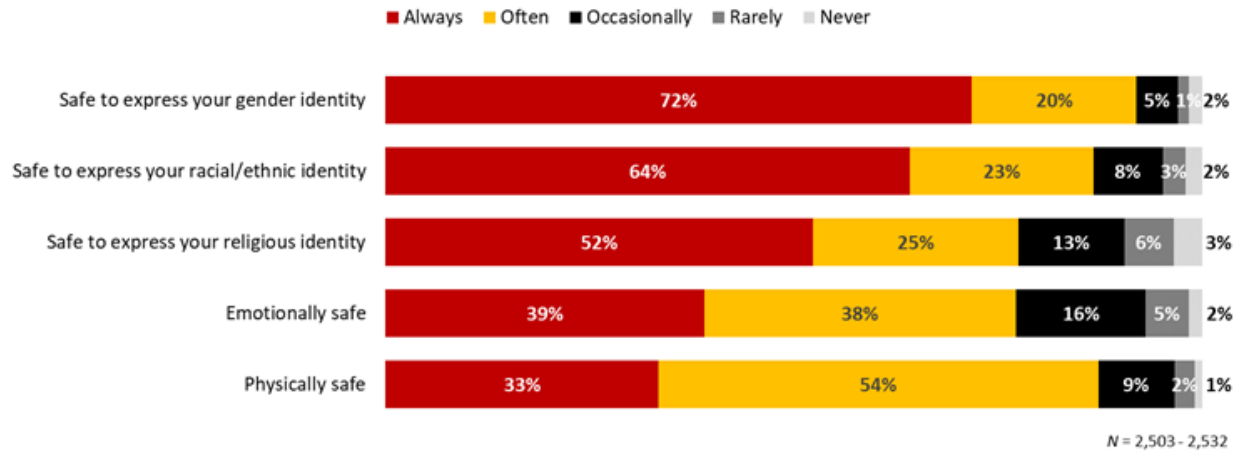
For most of the survey items, this document presents the percent of respondents who selected each response option. Non-responses were removed from the percentage calculation.

² In total, 3,219 responses were started between March 9 and 26. Eight were from the survey preview before the survey officially opened, with two being kept. The rest were from March 12 to 26. Blank responses (674) were removed, leaving 2,545.

Percentages may not always sum to 100%, due to rounding. All percentage figures are rounded to the nearest integer. The number of respondents is displayed below each graphic.

SAFETY

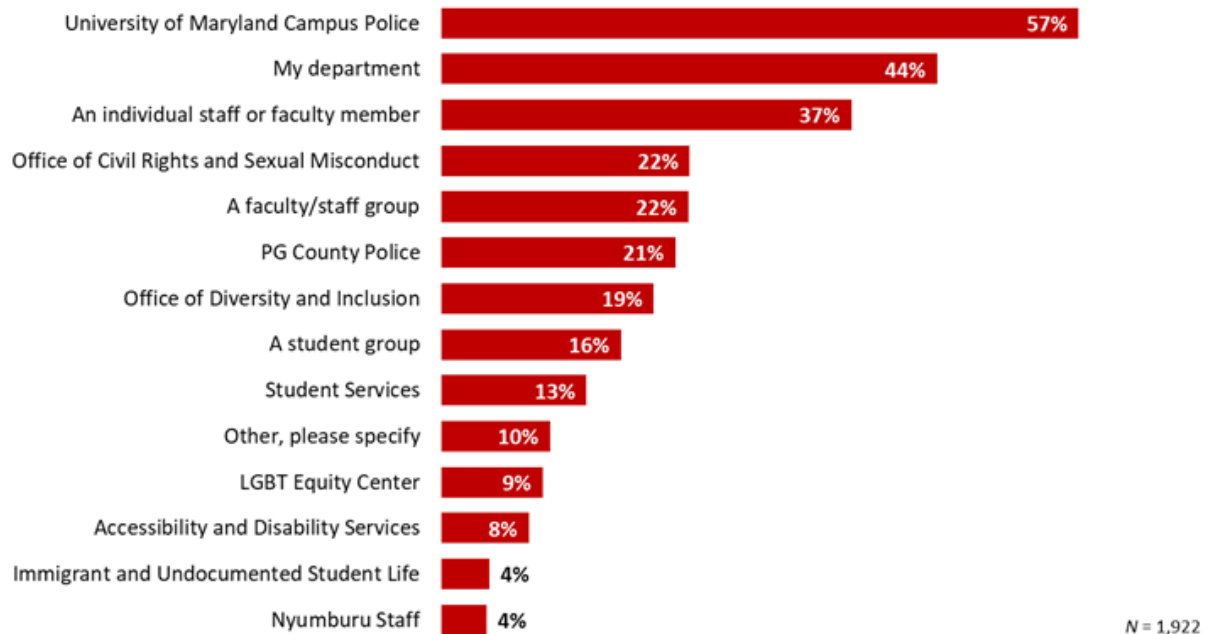
While on the University of Maryland campus, how frequently do you feel each of the following?



- More than half of respondents always feel safe to express their gender, racial/ethnic, or religious identity on campus.
- Nine percent of respondents rarely or never feel safe to express their religious identity on campus.
- Nearly a quarter of respondents (23%) occasionally, rarely, or never feel emotionally safe on campus.

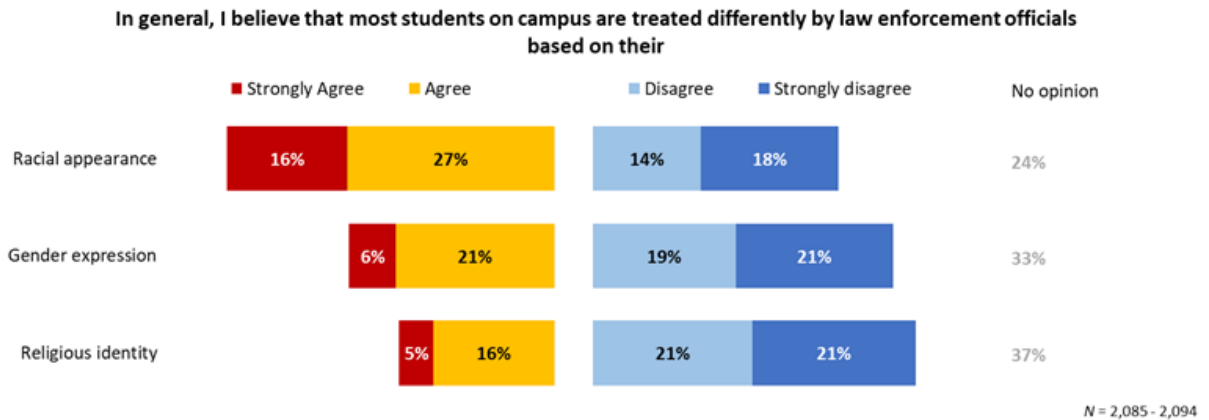
Which of the following are you likely to consult to address issues of safety on campus?

Check all that apply



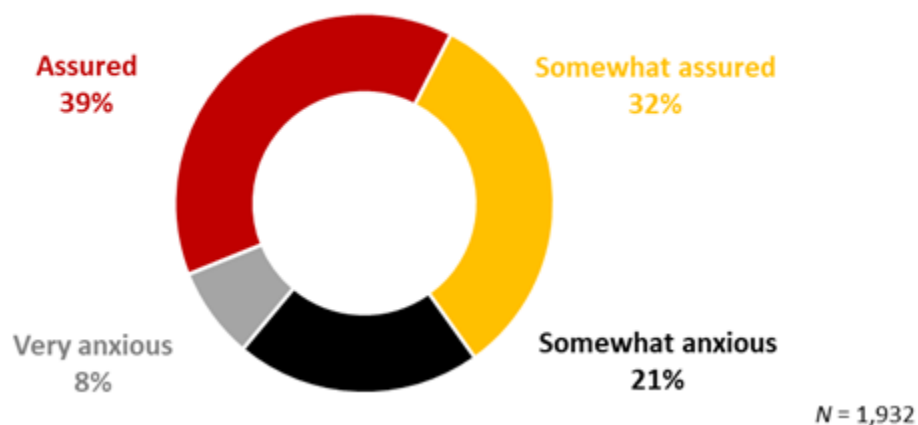
- More than half of respondents (57%) said they were likely to consult UMPD in regard to issues of safety on campus.
- More than a third of respondents would consult their department (44%) or an individual staff or faculty member (37%).

LAW ENFORCEMENT



- Nearly half of respondents (43%) agree or strongly agree most student on campus are treated differently by law enforcement officials based on their racial appearance.
- Twenty percent or more of respondents agree or strongly agree most students are treated differently by law enforcement officials based on their gender expression (27%) or religious identity (21%).
- A quarter to about a third of respondents said they had no opinion on these statements.

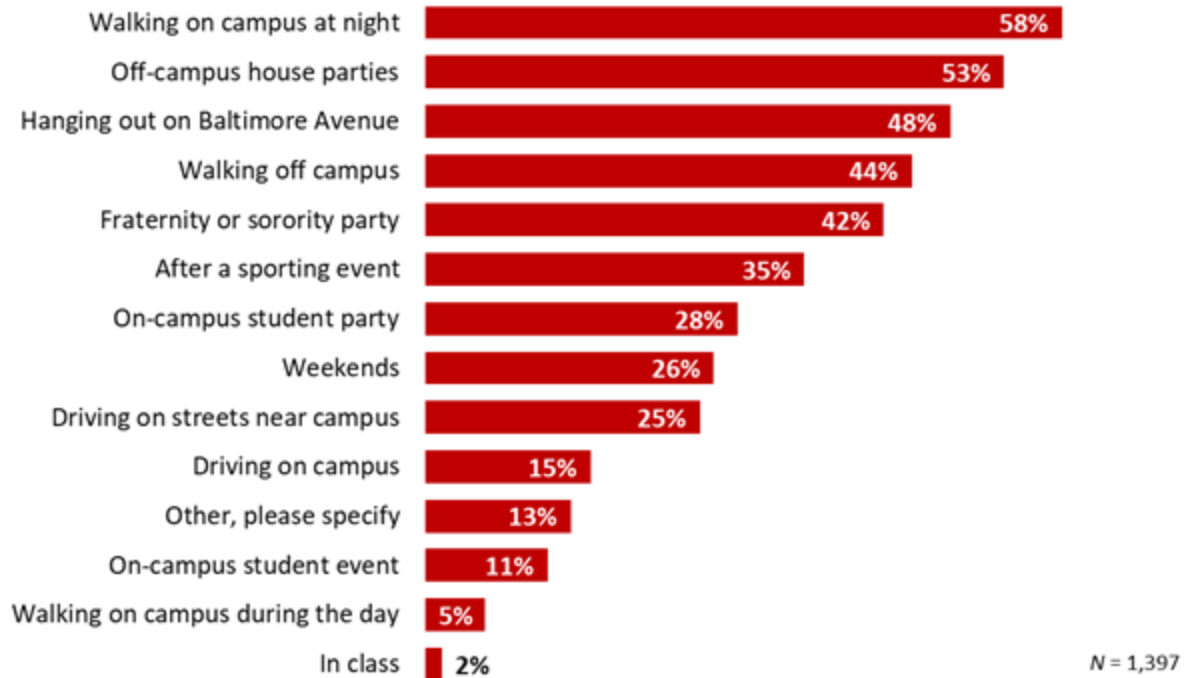
The presence of law enforcement on campus makes me feel



- Nearly a third (29%) of respondents report the presence of law enforcement on campus makes them feel somewhat or very anxious.

To your knowledge, are there times or places where students seem more at risk or more vulnerable to encounters with the police?

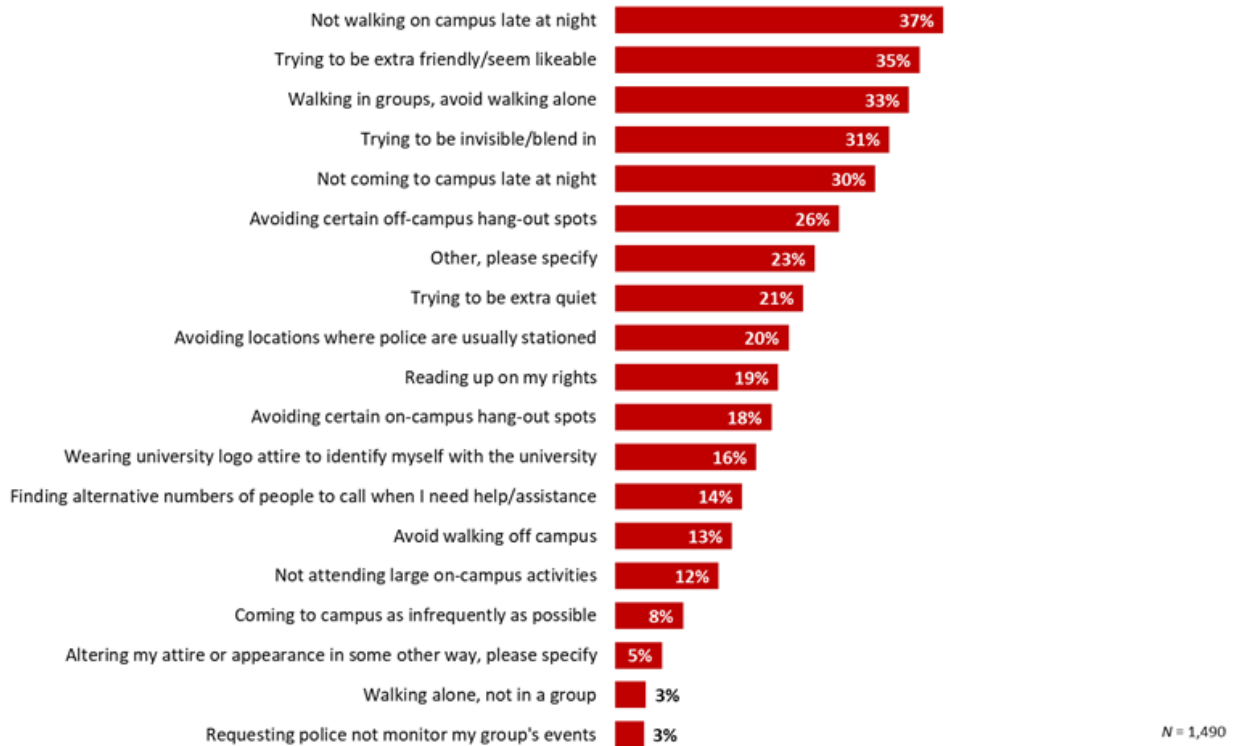
Check all that apply



- More than half of respondents (58%) indicate walking on campus at night can make students seem more at risk or more vulnerable to encounters with the police. Other places of risk included hanging out on Baltimore Avenue (48%) and walking off campus (44%).
- When asked about social events, many respondents identified parties (53% for off-campus parties, 42% for fraternity or sorority parties, and 28% for on-campus student parties) as places where students are more likely to encounter police.

What strategies, if any, do you or others use to decrease difficult encounters with the police?

Check all that apply

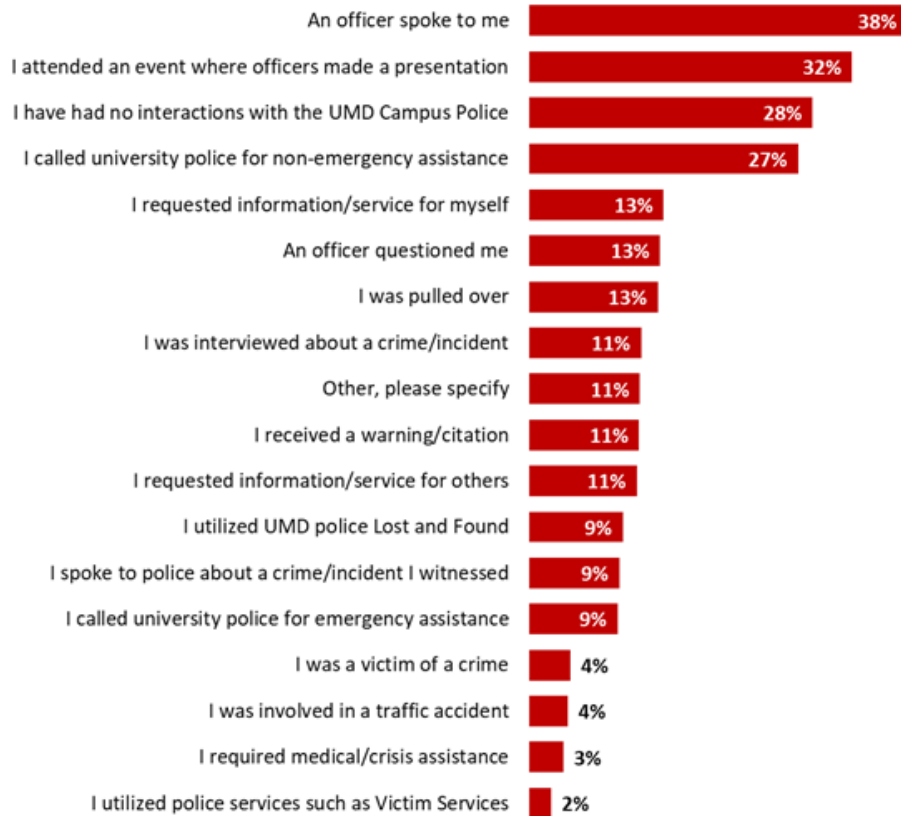


- Respondents identified strategies related to late night encounters including not walking on campus late at night (37%) and not coming to campus late at night (30%) as strategies to decrease difficult encounters with police.
- Respondents identified several social strategies such as trying to be extra friendly or seem likeable (35%), walking in groups or avoiding walking alone (33%), trying to be invisible or blending in (31%), and trying to be extra quiet (21%).

UNIVERSITY OF MARYLAND POLICE

Which interactions have you had with the University of Maryland Campus Police?

Check all that apply

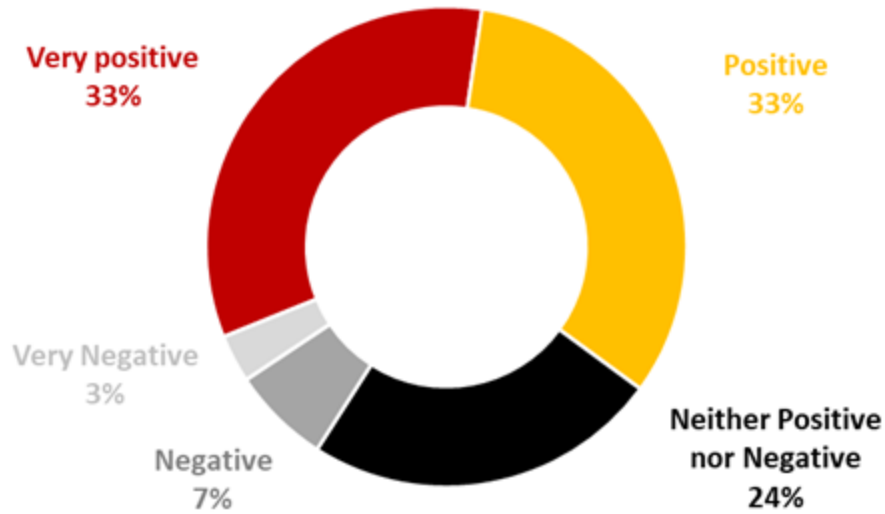


N = 1,907

- More than a third of respondents (38%) reported an officer spoke to them.
- More than a quarter of respondents (27%) called university police for non-emergency assistance.
- More than a quarter of respondents (28%) reported having no interactions with the UMD Campus Police.
- [Note: Some respondents chose the “I had no interactions with the UMD Campus Police” while also choosing other options such as “I attended an event where officers made a presentation.”]

Overall, how would you rate the quality of your interactions with University of Maryland Campus Police?

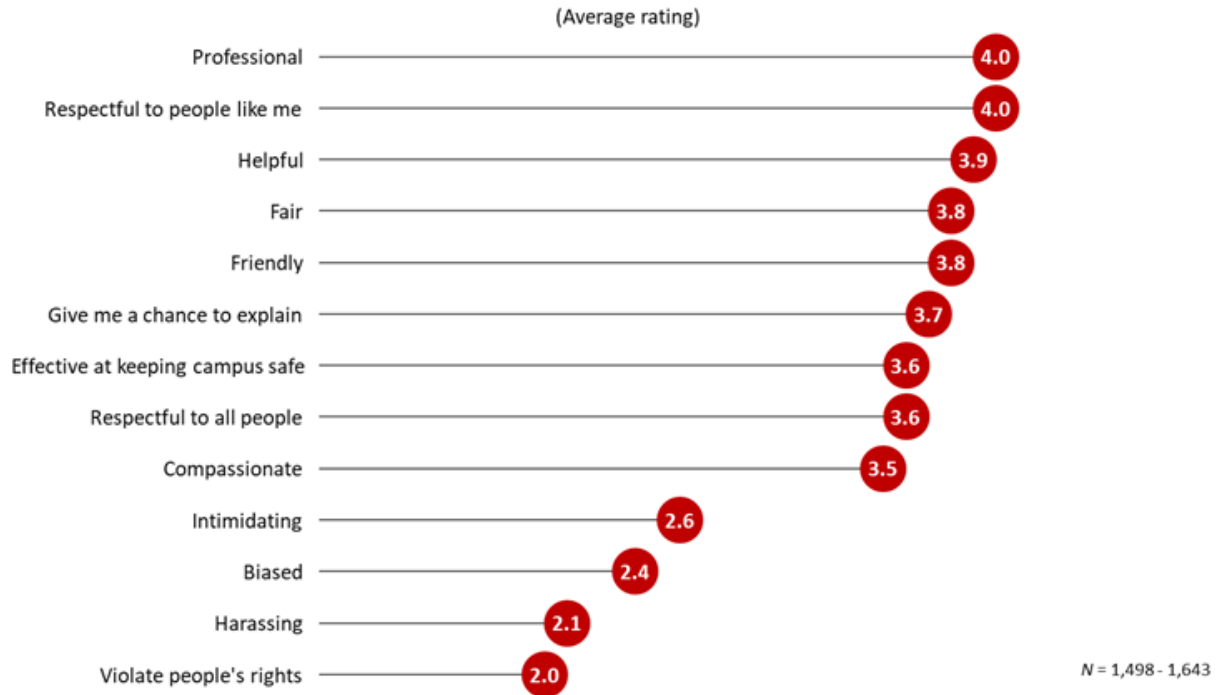
(Excluding responses of "No interactions")



N = 1,493

- Two-thirds of respondents (66%) rated the quality of their interactions with University of Maryland Campus Police as positive or very positive.

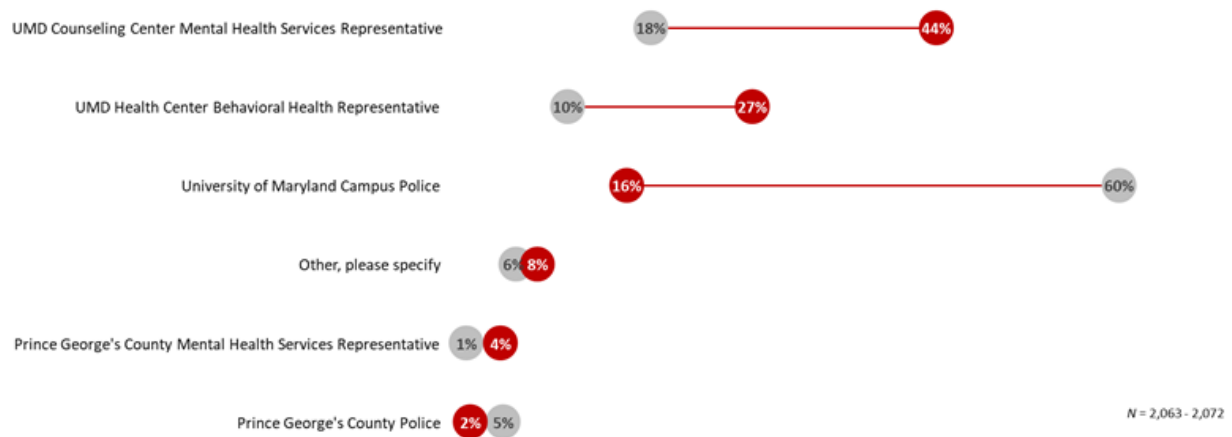
How would you rate the University of Maryland Campus Police in the following areas, with 1 being strongly disagree and 5 being strongly agree



- On a scale with 1 being strongly disagree and 5 being strongly agree, respondents rated, on average, the University of Maryland Campus Police around a 4 for professionalism and respect to people like the respondent. On the other hand, the average response was lower for respect to all people (3.6). The Campus Police had marks around 3.5 or above in all the other positive areas.
- Respondents, on average, disagreed (around a 2 on the 1-5 scale) that Campus Police were harassing or violated people's rights. However, respondents were more neutral in their agreement with whether the Campus Police were intimidating (2.6) or biased (2.4).

FIRST RESPONDER FOR MENTAL DISTRESS

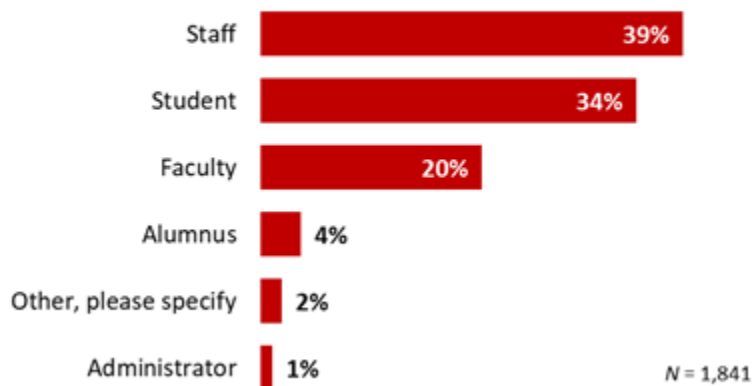
Which unit or agency do you [EXPECT / PREFER] to be the first responder for someone experiencing mental distress?



- The majority of respondents expect the University of Maryland Campus Police (60%) to be the first responder for someone experiencing mental distress, but only 16% prefer campus police to respond in this situation.
- The majority of respondents prefer that either a UMD Counseling Center Mental Health Services Representative (44%) or a UMD Health Center Behavioral Health Representative (27%) be the first responder in these situations, but far less (18% and 10%, respectively) expect it.
- Respondents' expectations and preferences were more aligned regarding Prince George's County Mental Health Services Representatives and Prince George's County Police.

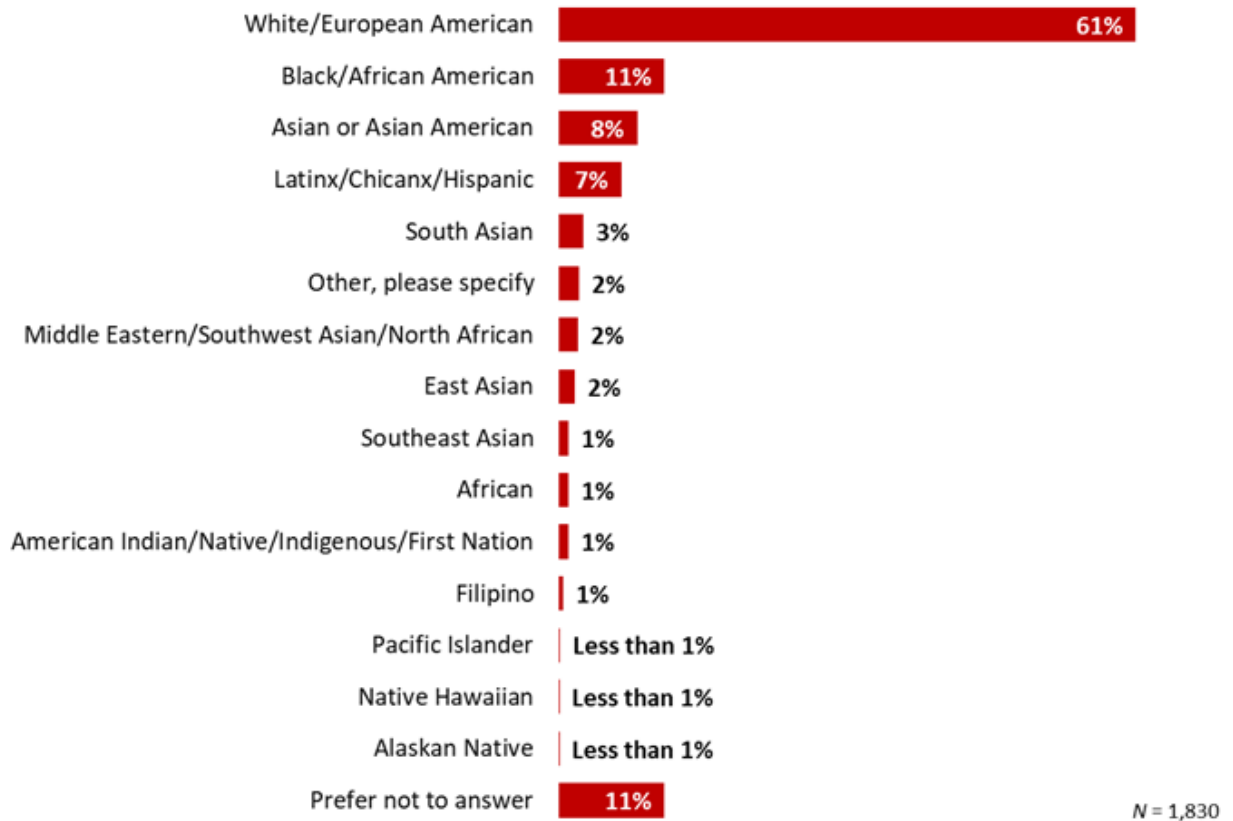
DEMOGRAPHICS

What is your primary affiliation with the University of Maryland?

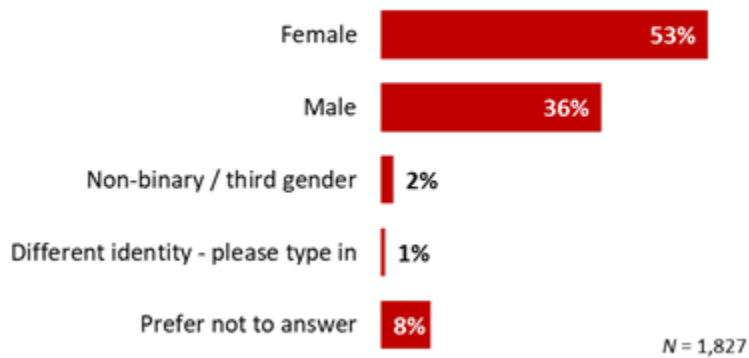


What of the following best represents your racial and/or ethnic heritage?

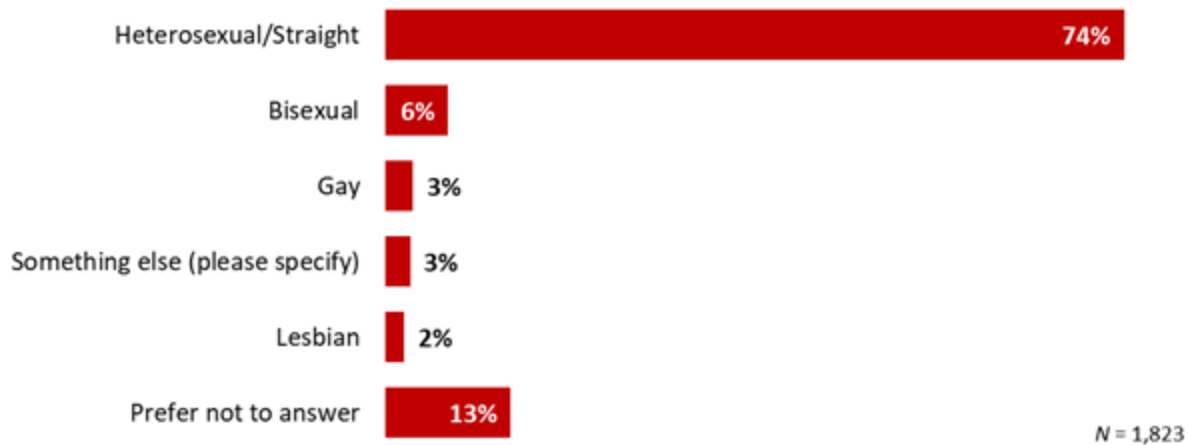
Check all that apply



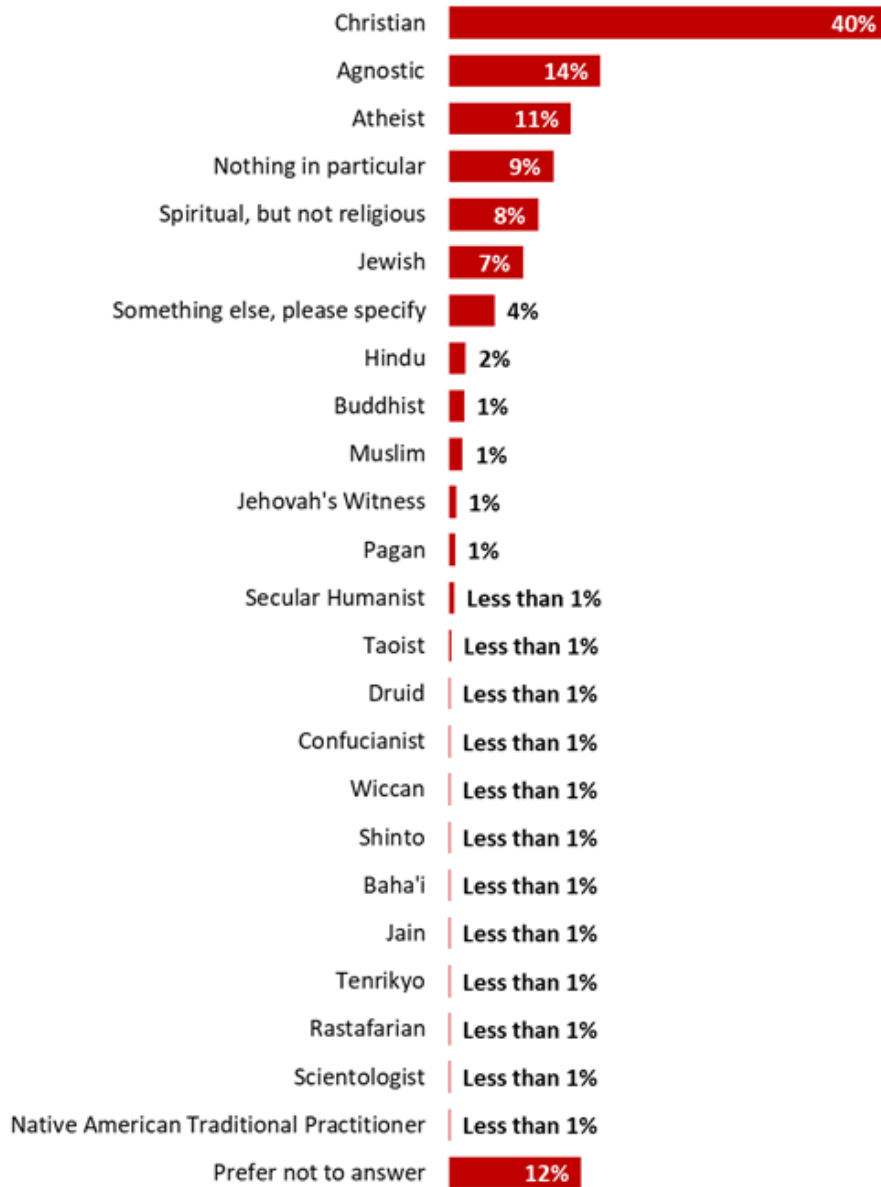
What is your gender identity?



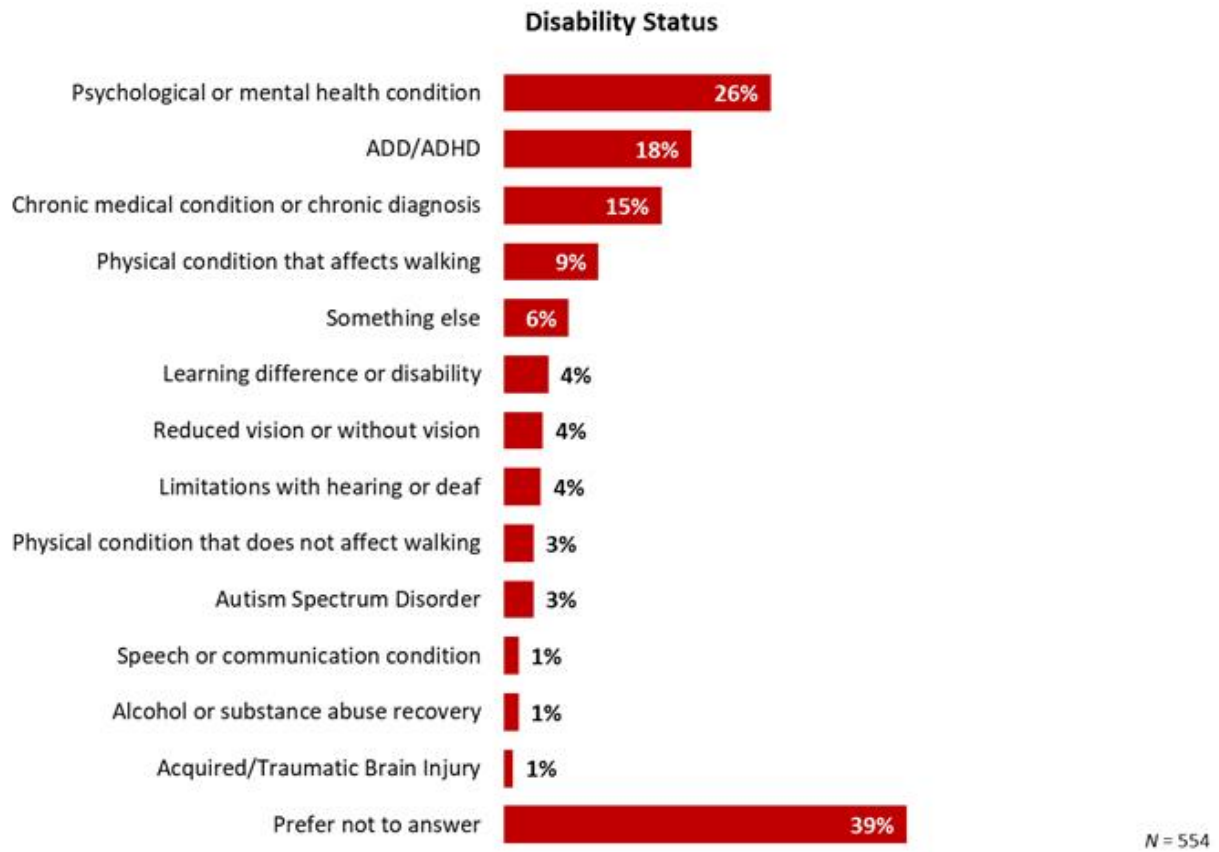
What is your sexual orientation?



How do you identify religiously, if at all?



N = 1,820



Appendix H: Quantitative results – overall safety items by demographics – from the Community Attitudes and Relations surveys

See Research Note: Appendix Sample Variation for Appendices G, H, and I

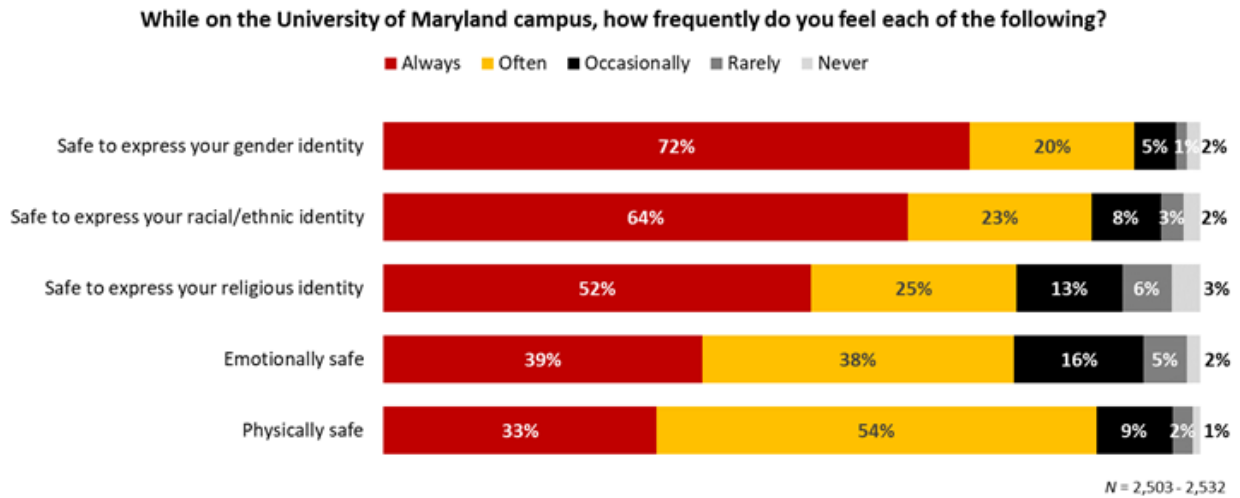
University of Maryland Campus and Community Safety Survey
 Quantitative Results – Overall Safety Items by Demographics
 May 7, 2021

*Prepared by Jamie Edwards, Research & Assessment Analyst
 Office of Institutional Reporting, Planning and Assessment*

The first five items of the survey regarding physical and emotional safety, and safety to express different identities of the respondents were cross tabulated with demographic items from the survey. The demographic items included in this report are affiliation, racial/ethnic identity, gender identity, sexual orientation, and religious identity. The first section provides the overall distribution of responses for each of the five safety items. The cross-tabulated results following that are organized by the safety item and then the demographic slice.

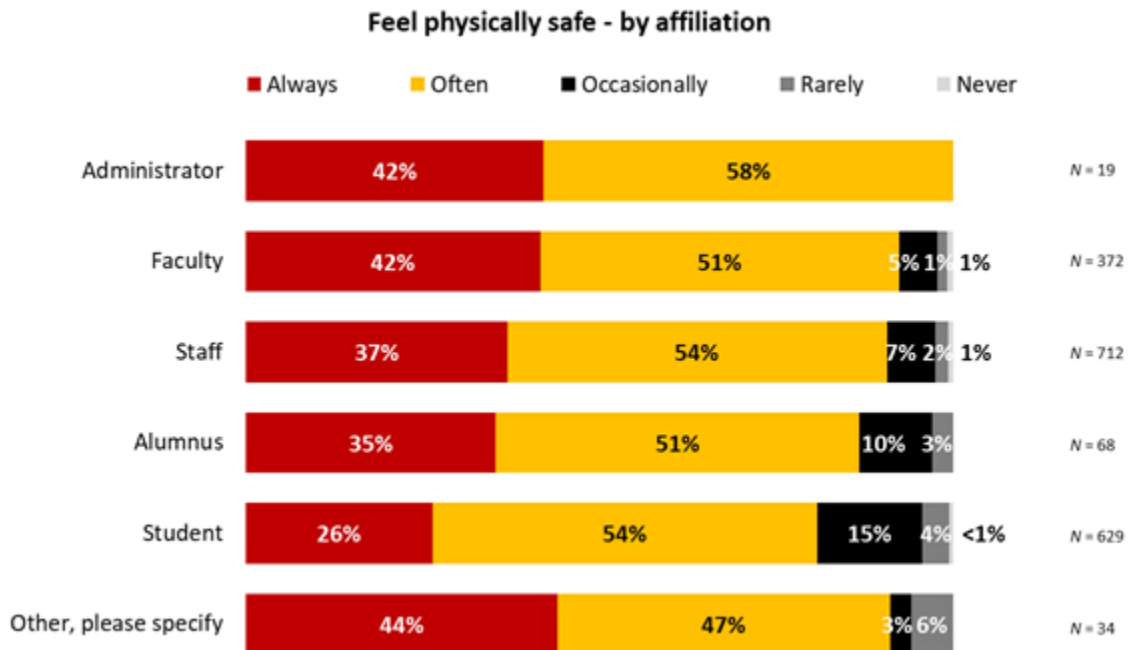
For these survey items, this document presents the percent of respondents who selected each response option. Non-responses were removed from the percentage calculation. Percentages may not always sum to 100% due to rounding. All percentage figures are rounded to the nearest integer. The number of respondents is displayed in each graphic. Each graphic is sorted by the “Always” response option, except for “Other” and “Prefer not to answer” which are placed at the bottom.

OVERALL SAFETY



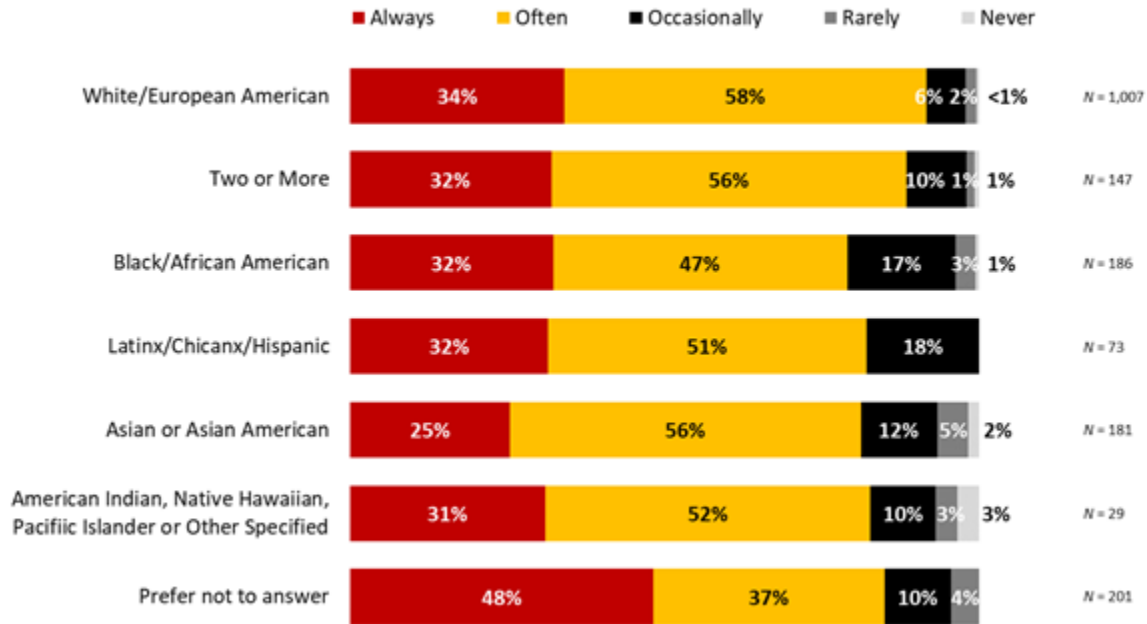
- More than half of respondents always feel safe to express their gender, racial/ethnic, or religious identity on campus.
- Nine percent of respondents rarely or never feel safe to express their religious identity on campus.
- Nearly a quarter of respondents (23%) occasionally, rarely, or never feel emotionally safe on campus.

PHYSICAL SAFETY



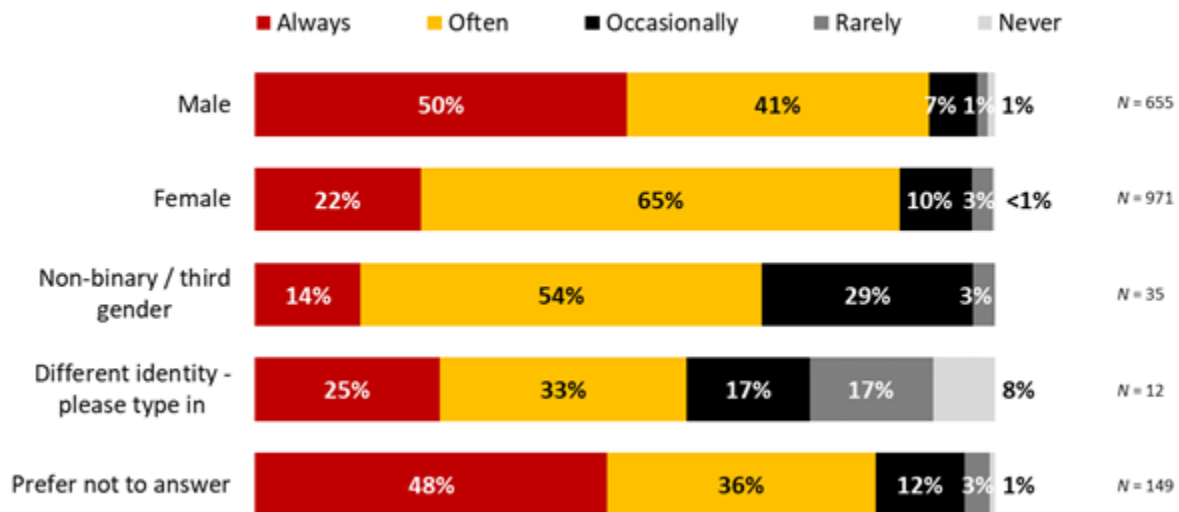
- About 20% of student respondents occasionally, rarely, or never feel physically safe on campus.

Feel physically safe - by racial/ethnic identity



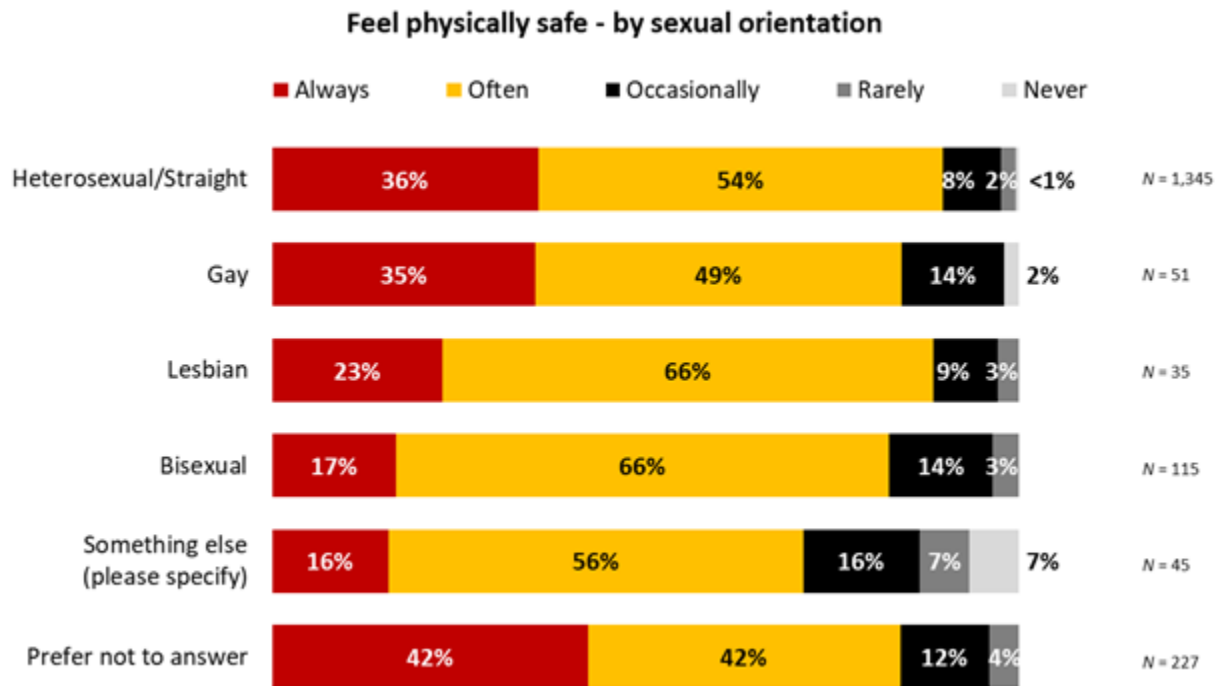
- Around one-fifth of Black/African American (21%), Asian or Asian American (20%), and Latinx/Chicanx/Hispanic (18%) respondents occasionally, rarely, or never feel physically safe on campus.
- Six percent of Asian or Asian American respondents rarely or never feel physically safe on campus.

Feel physically safe - by gender identity



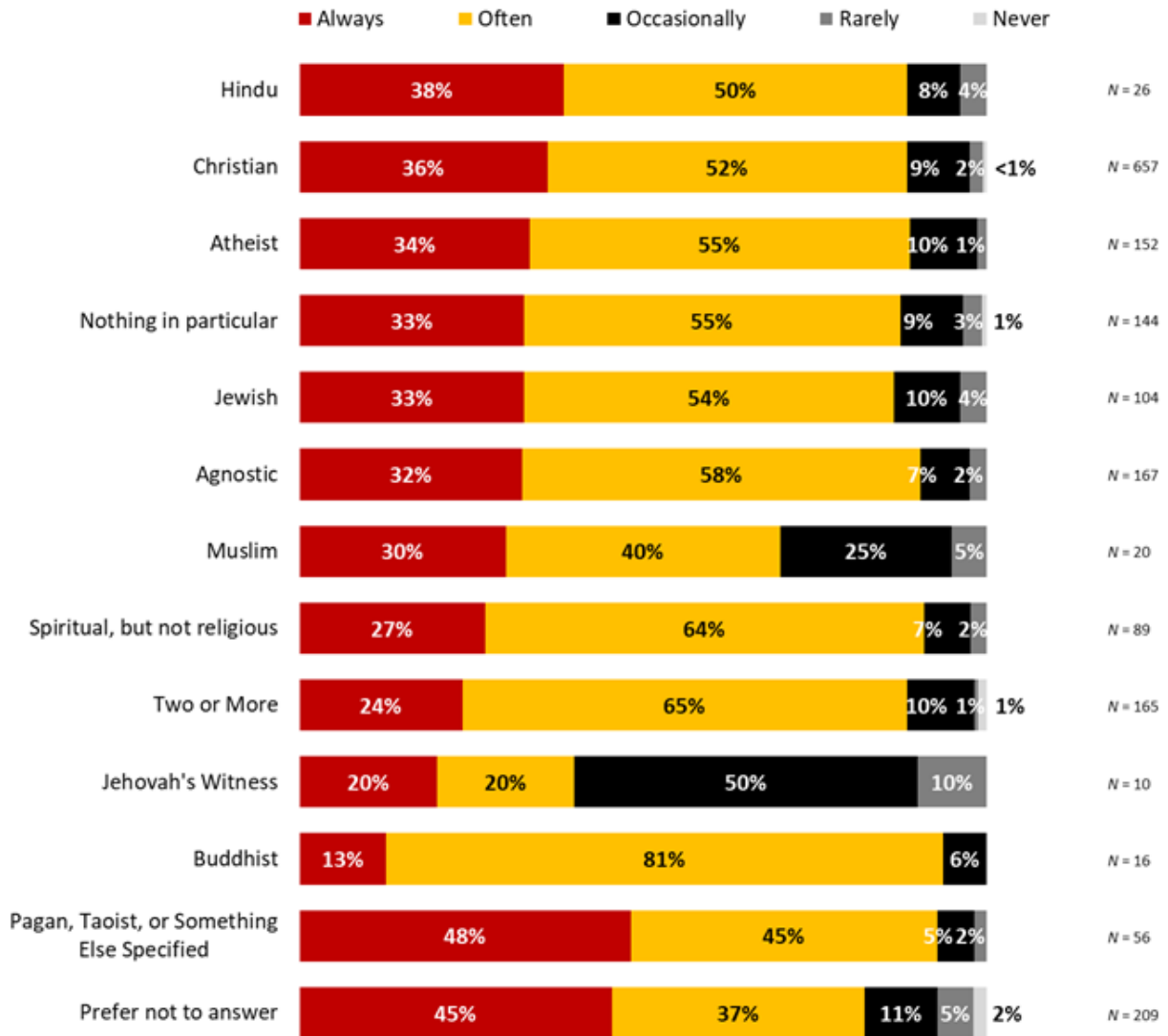
- Male respondents are more than twice as likely to always feel physically safe on campus (50%) compared to female respondents (22%).

- About a third of respondents who identify as non-binary/third gender (32%) occasionally or rarely feel physically safe on campus.



- Heterosexual/Straight (36%) and Gay (35%) respond at similar rates in always feeling physically safe on campus and were higher than Lesbian (23%) and Bisexual (17%) respondents.
- Fourteen percent of respondents who chose “Something else” as their sexual orientation rarely or never feel physically safe on campus, while all others were 4% or less.

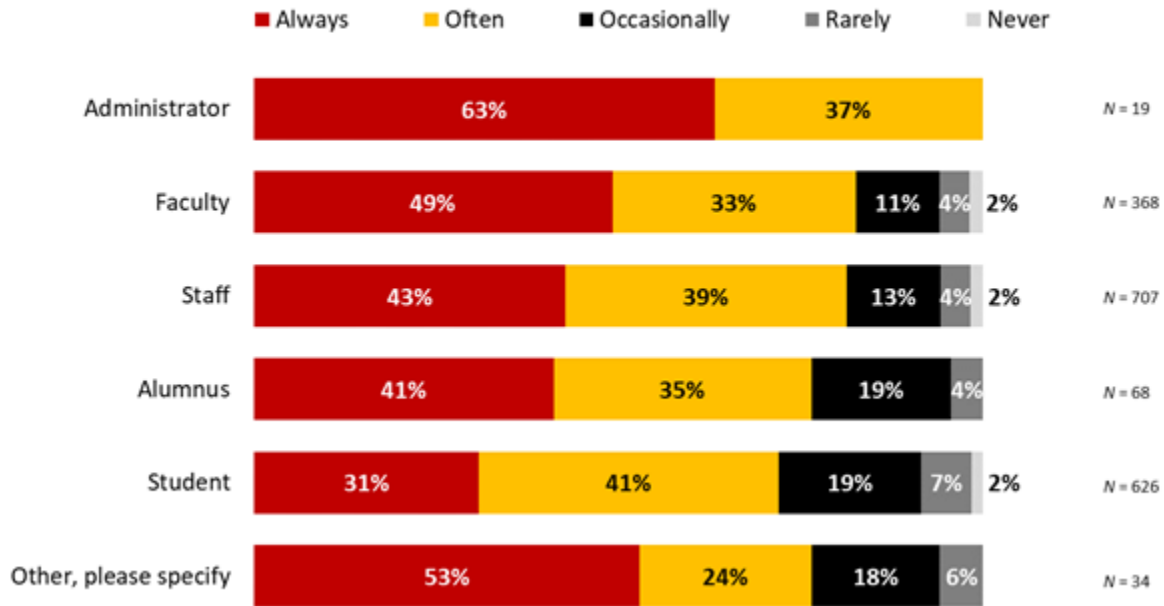
Feel physically safe - by religious identity



- Only about a quarter of respondents who chose two or more religious identities (24%) always feel physically safe on campus.
- Although from small samples, Muslim (70%) and Jehovah's Witness (40%) respondents indicate lower levels of feeling always or often physically safe on campus compared to 87% of all respondents.

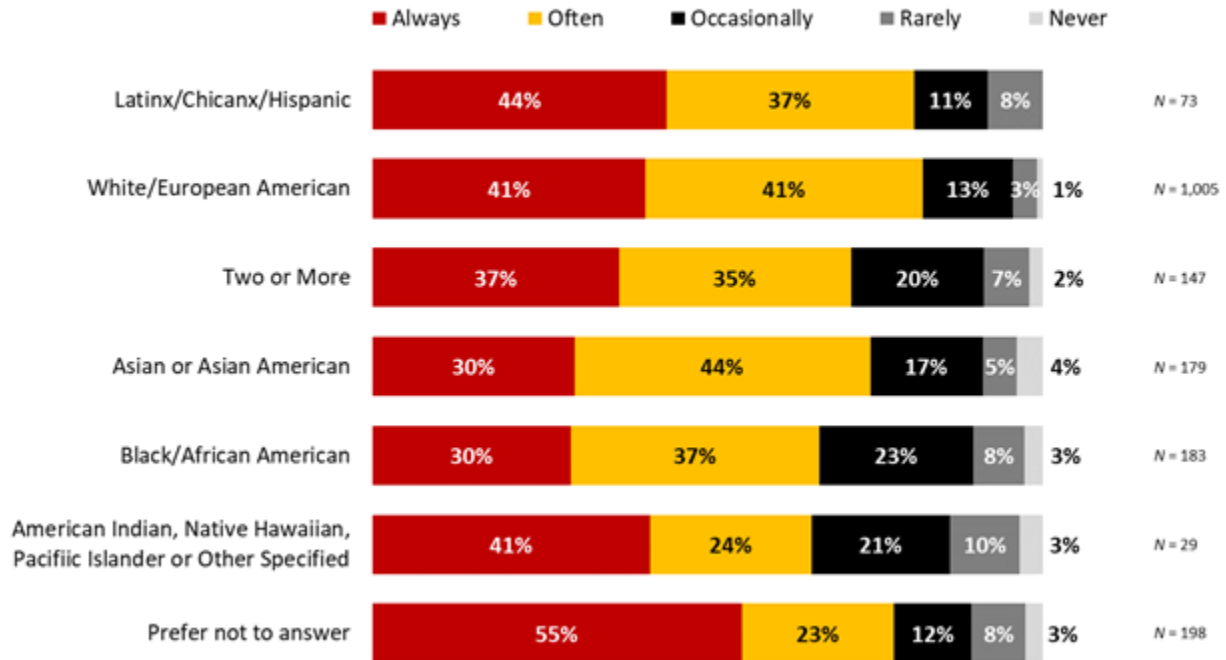
EMOTIONAL SAFETY

Feel emotionally safe - by affiliation

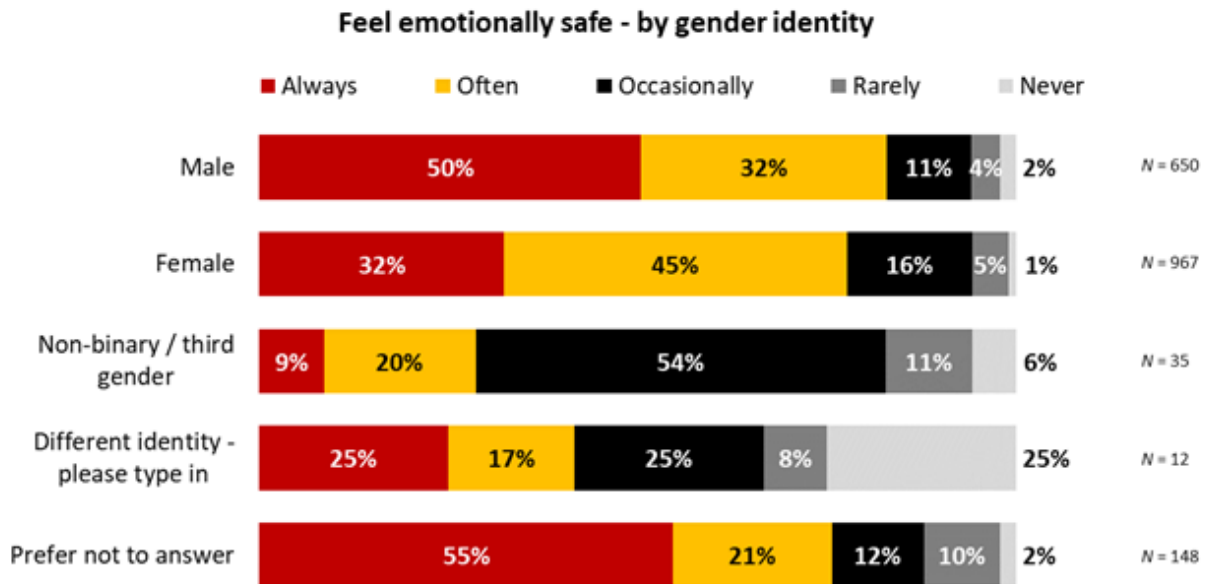


- More than a quarter of students (28%) occasionally, rarely, or never feel emotionally safe on campus.

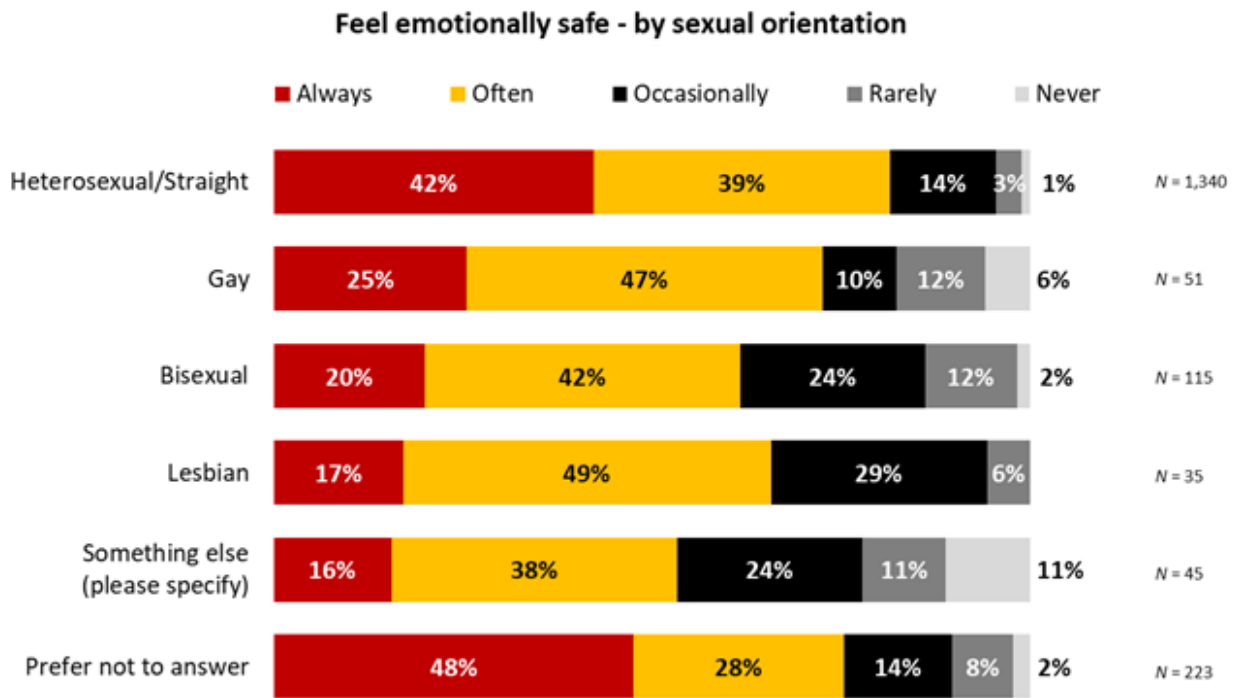
Feel emotionally safe - by racial/ethnic identity



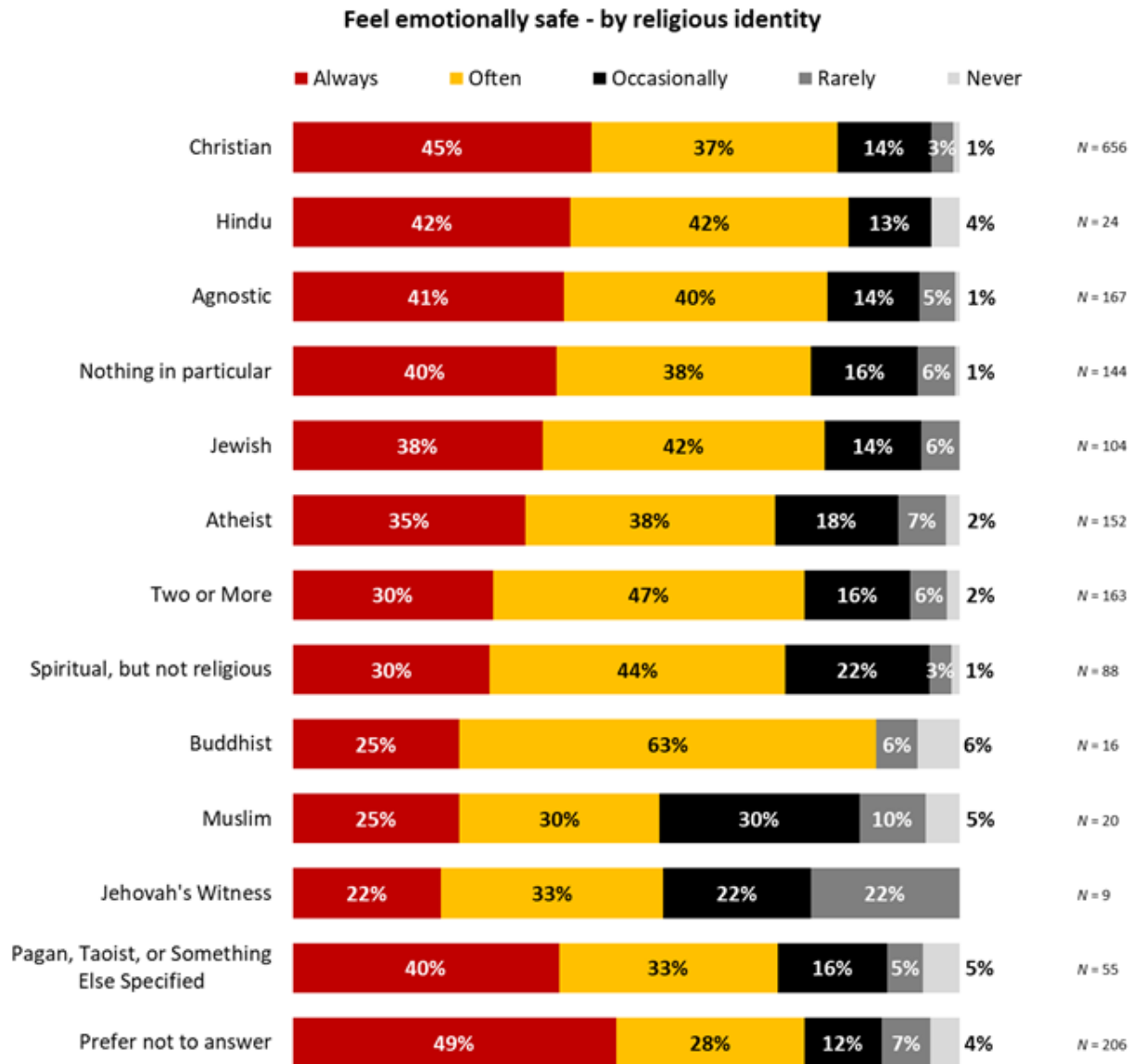
- Respondents of color are two to three times as likely to rarely or never feel emotionally safe on campus (8-13%) compared to White/European American respondents (4%).



- Male respondents are much more likely to always feel emotionally safe on campus (50%) compared to female respondents (32%).
- Close to three-quarters of respondents who identify as non-binary/third gender (71%) occasionally, rarely, or never feel emotionally safe on campus.



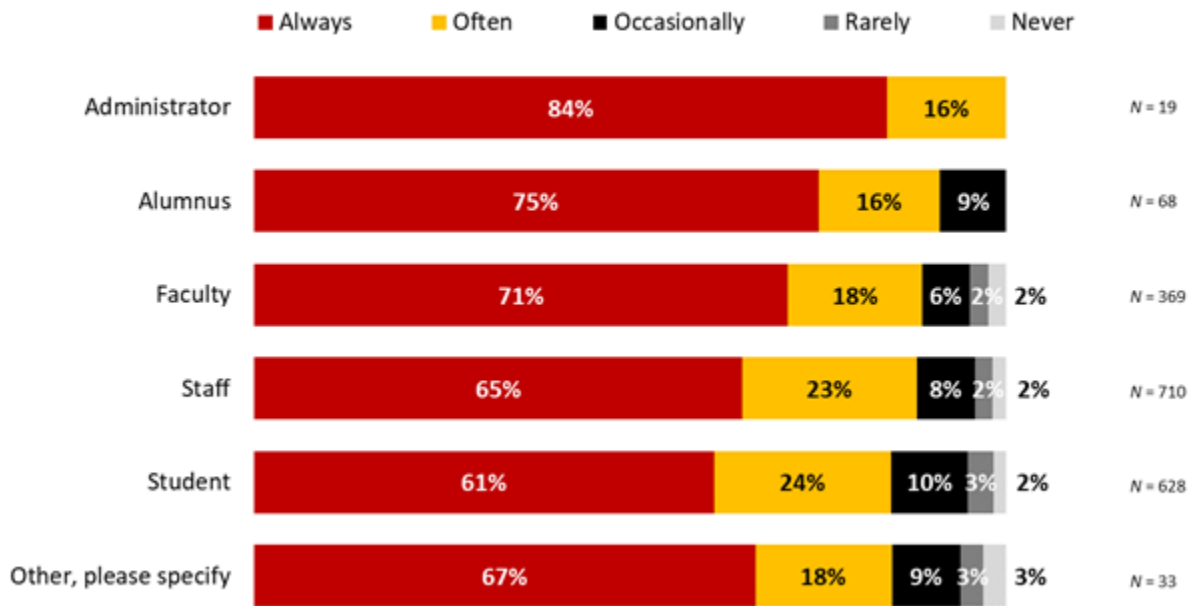
- Heterosexual/Straight respondents (42%) report much higher levels of feeling always emotional safe on campus compared to Gay (25%), Bisexual (20%), and Lesbian (17%) respondents.
- Gay (18%) and Bisexual (14%) respondents report much higher levels of feeling rarely or never emotionally safe on campus compared to 4% of Heterosexual/Straight respondents.



- Christian respondents (45%) report the highest level of always feeling emotionally safe on campus.
- Although from small samples, Muslim (55%) and Jehovah's Witness (55%) respondents indicate lower levels of feeling always or often emotionally safe on campus compared to 77% of all respondents.

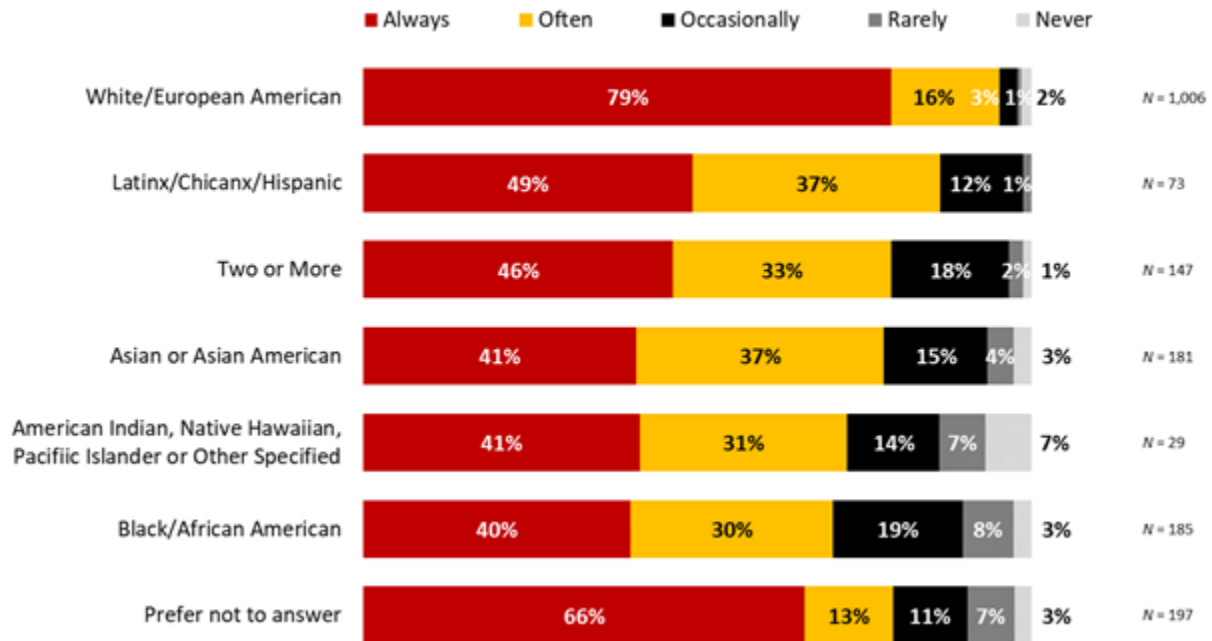
SAFETY TO EXPRESS RACIAL/ETHNIC IDENTITY

Feel safe to express racial/ethnic identity - by affiliation

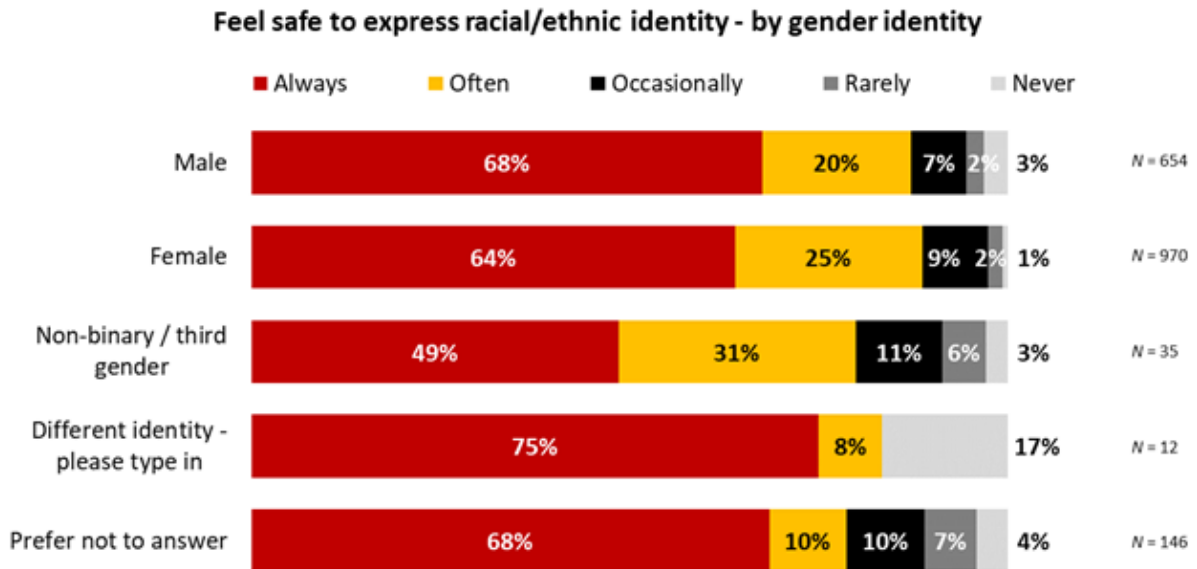


- Students report the lowest amount (61%) of always feeling safe to express their racial/ethnic identity.

Feel safe to express racial/ethnic identity - by racial/ethnic identity

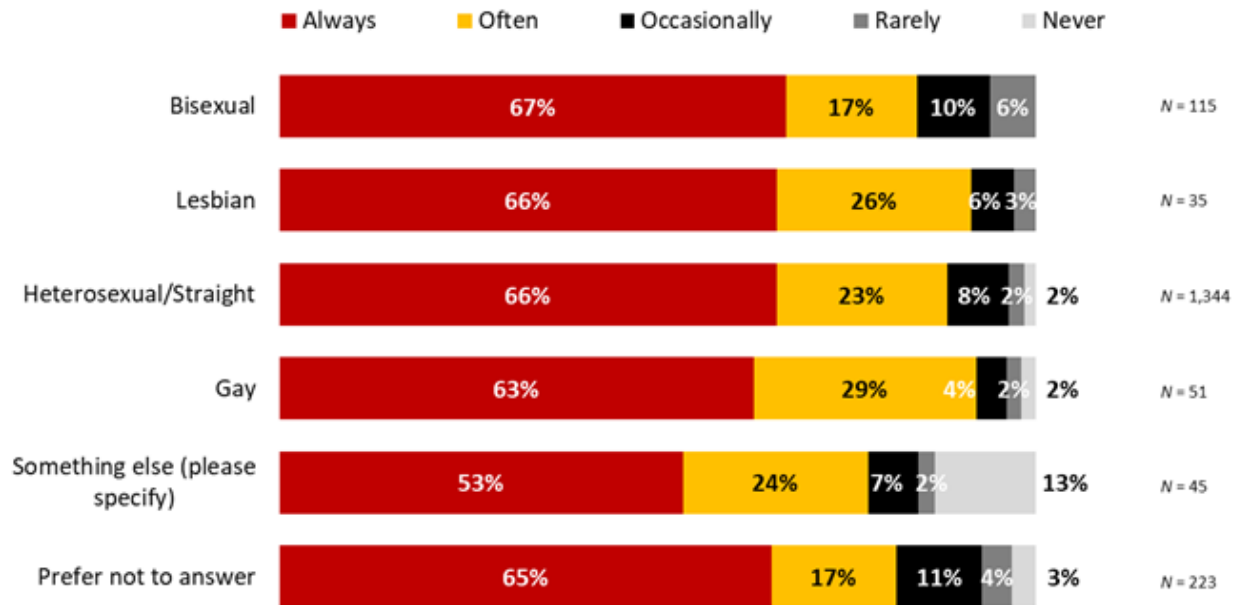


- Seventy-nine percent of White/European American respondents always feel safe to express their racial/ethnic identity on campus which is about double that of Black/African American (40%) and Asian or Asian American (41%) respondents.
- Eleven percent of Black/African American respondents feel rarely or never safe to express their racial/ethnic identity on campus compared to just 3% of White/European American respondents.



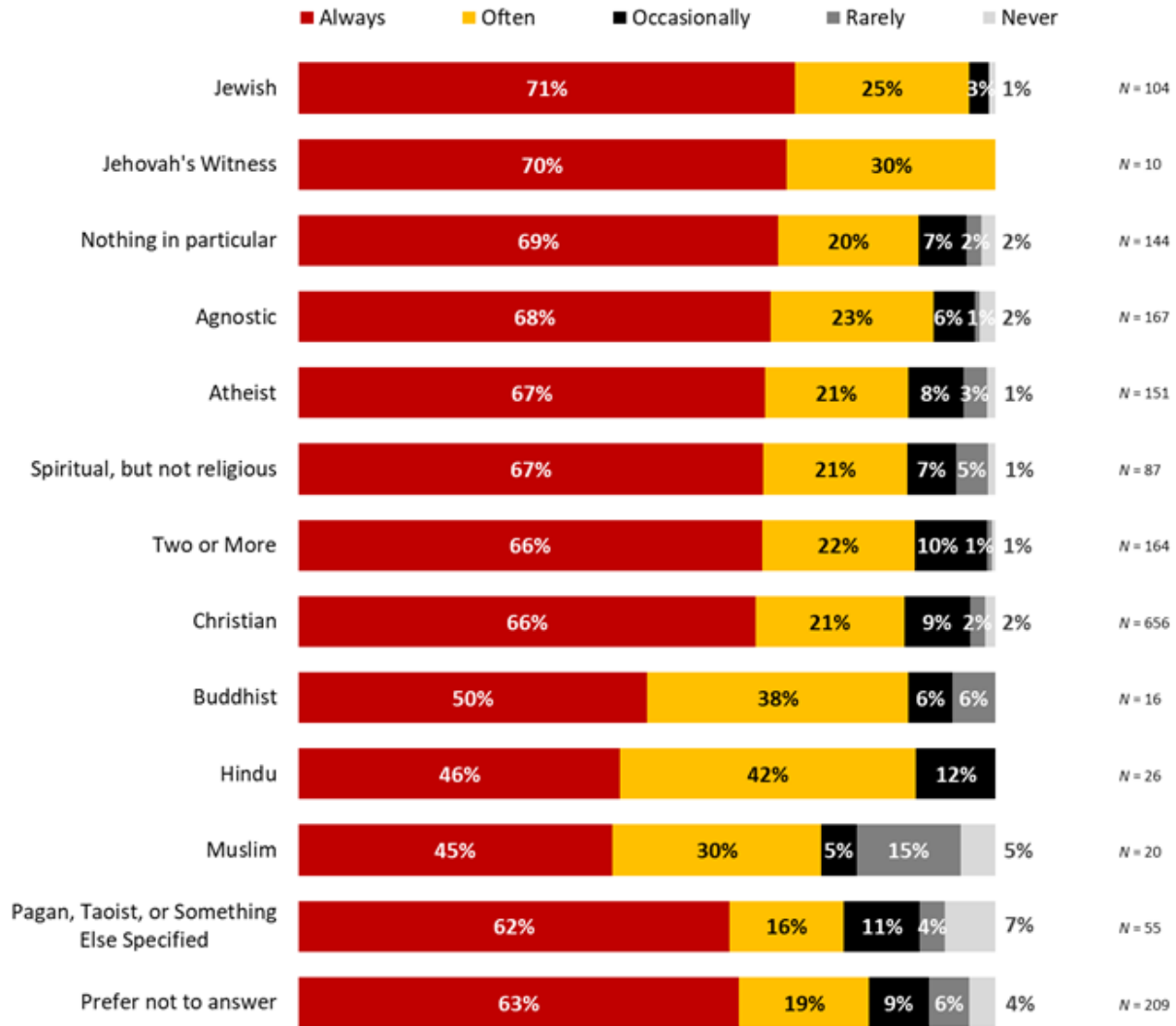
- Male (68%) and female (64%) respondents report similar levels of always feeling safe to express their racial/ethnic identity on campus.
- One-fifth of respondents who identify as non-binary/third gender occasionally, rarely, or never feel safe to express their racial/ethnic identity on campus.

Feel safe to express racial/ethnic identity - by sexual orientation



- Most groups report similar levels, around two-thirds, of always feeling safe to express their racial/ethnic identity on campus.

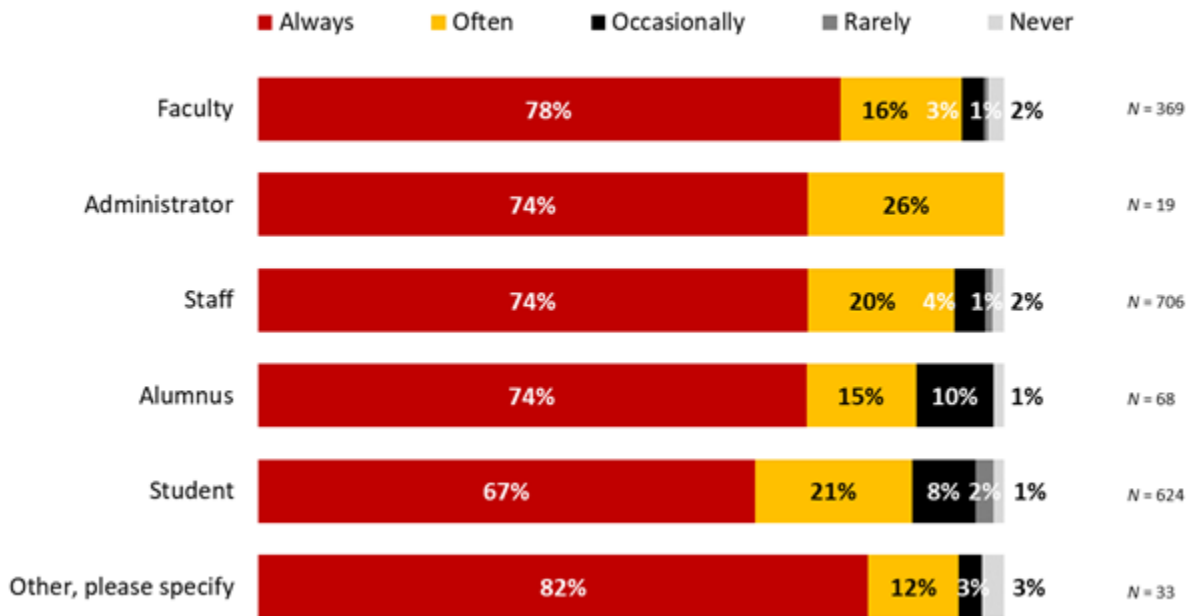
Feel safe to express racial/ethnic identity - by religious identity



- Most groups have about two-thirds or more that always feel safe to express their racial/ethnic identity on campus. However, half, or less of Buddhist (50%), Hindu (46%), and Muslim (45%) respondents feel the same.
- One-fifth of Muslim respondents rarely or never feel safe to express their racial/ethnic identity on campus.

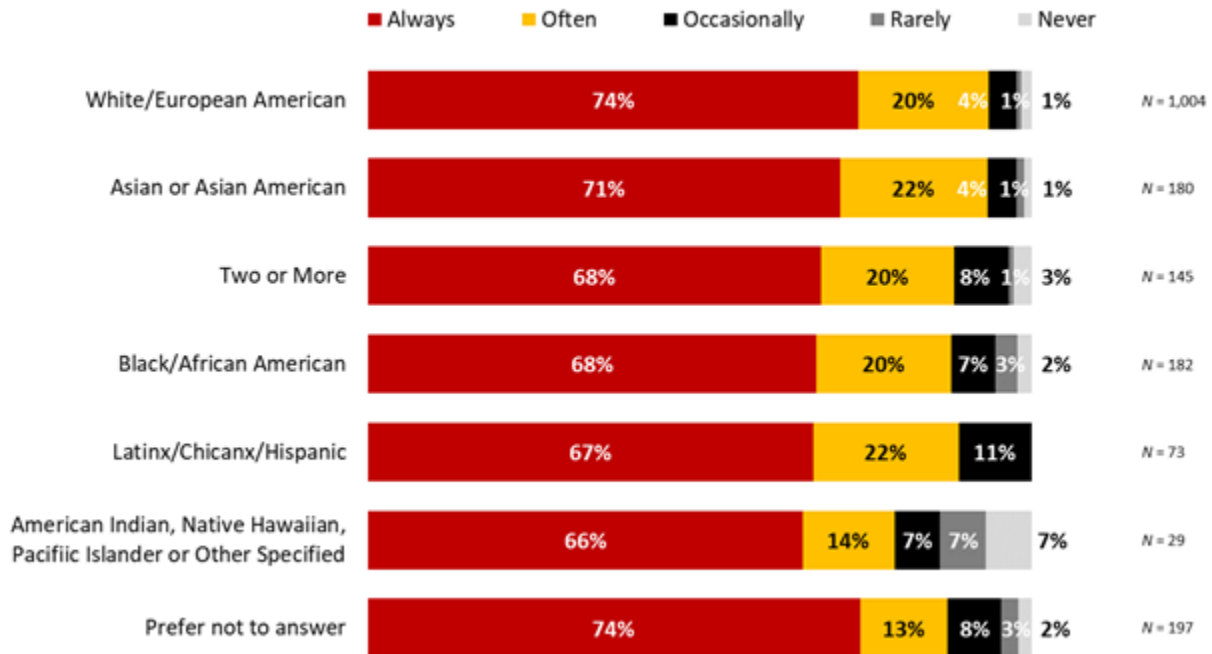
SAFETY TO EXPRESS GENDER IDENTITY

Feel safe to express gender identity - by affiliation

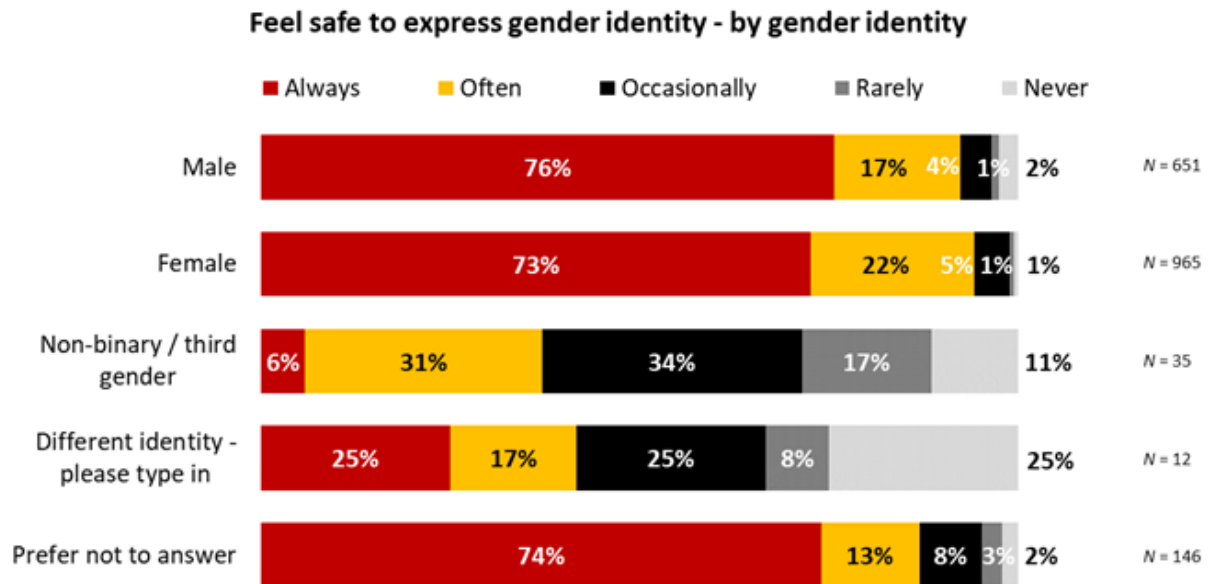


- Students report the lowest amount (67%) of always feeling safe to express their gender identity.

Feel safe to express gender identity - by racial/ethnic identity

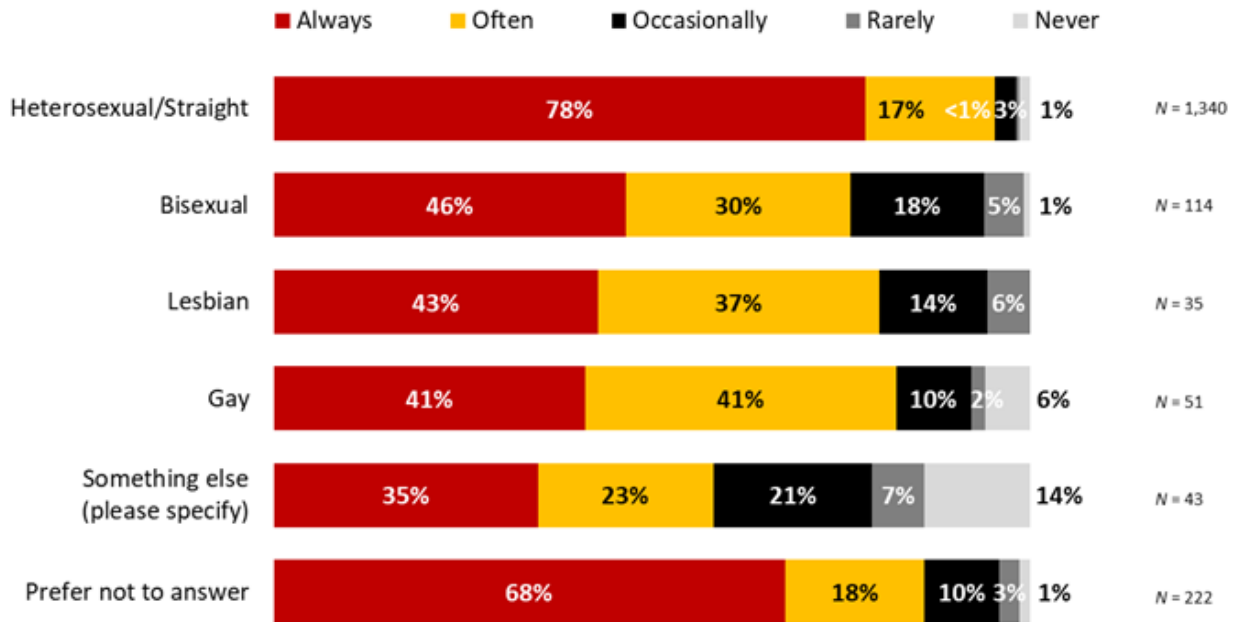


- White/European American respondents report the highest levels (74%) of always feeling safe to express their gender identity on campus, but all other groups are close with at least two-thirds.



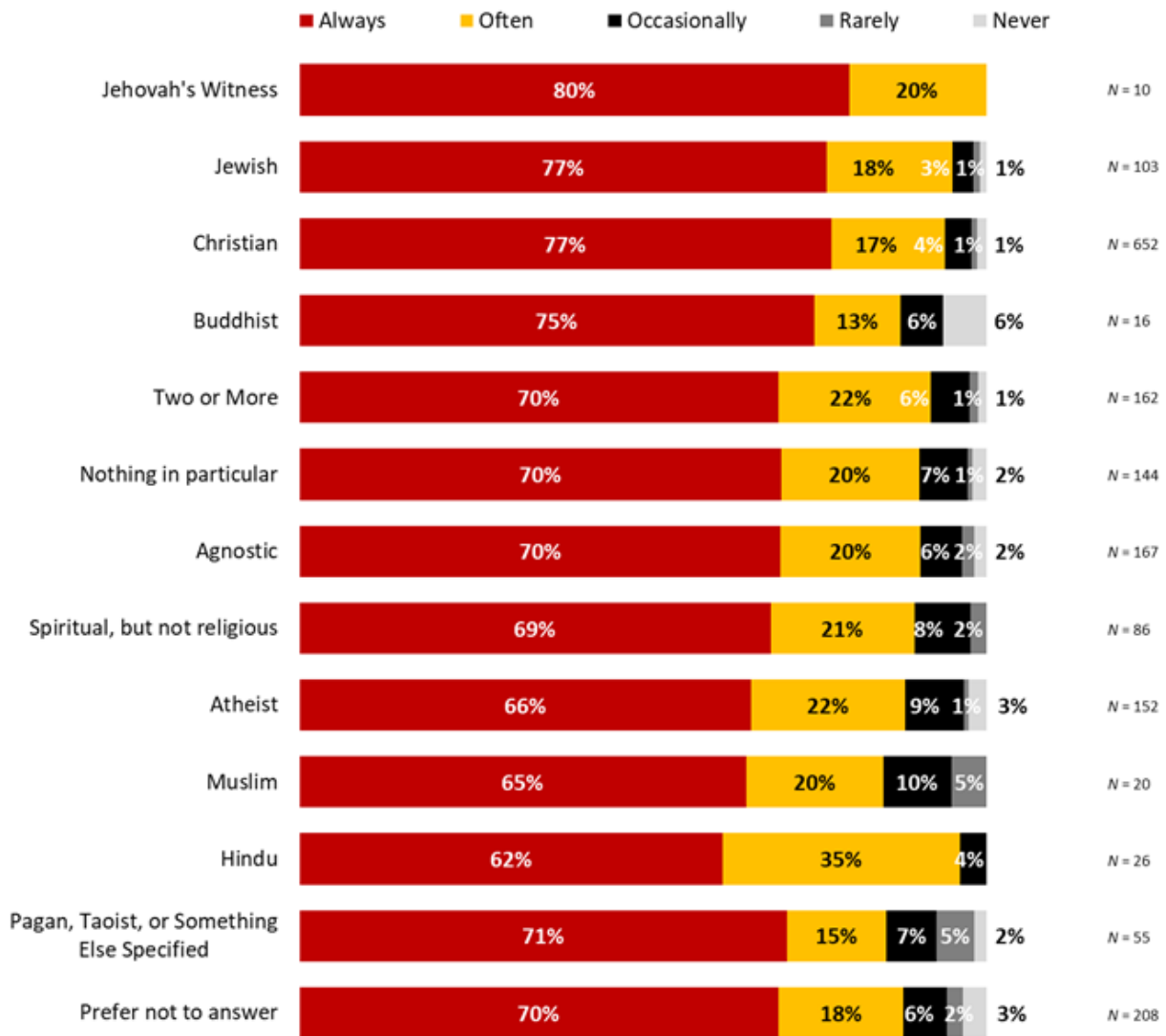
- Male (76%) and female (73%) respondents report similar levels of always feeling safe to express their gender identity on campus.
- More than a quarter of respondents who identify as non-binary / third gender (28%) rarely or never feel safe to express their gender identity on campus.

Feel safe to express gender identity - by sexual orientation



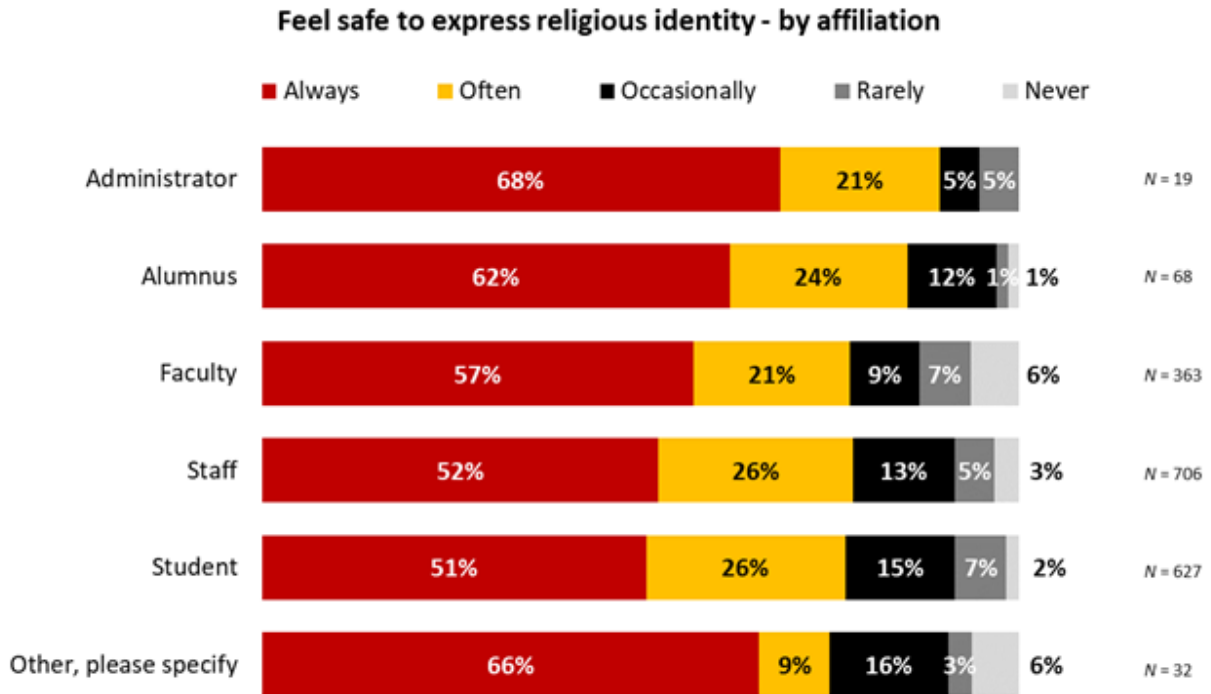
- Heterosexual/Straight respondents (78%) report nearly double the levels of always feeling safe to express their gender identity on campus compared to Bisexual (46%), Lesbian (43%), and Gay (41%) respondents.

Feel safe to express gender identity - by religious identity



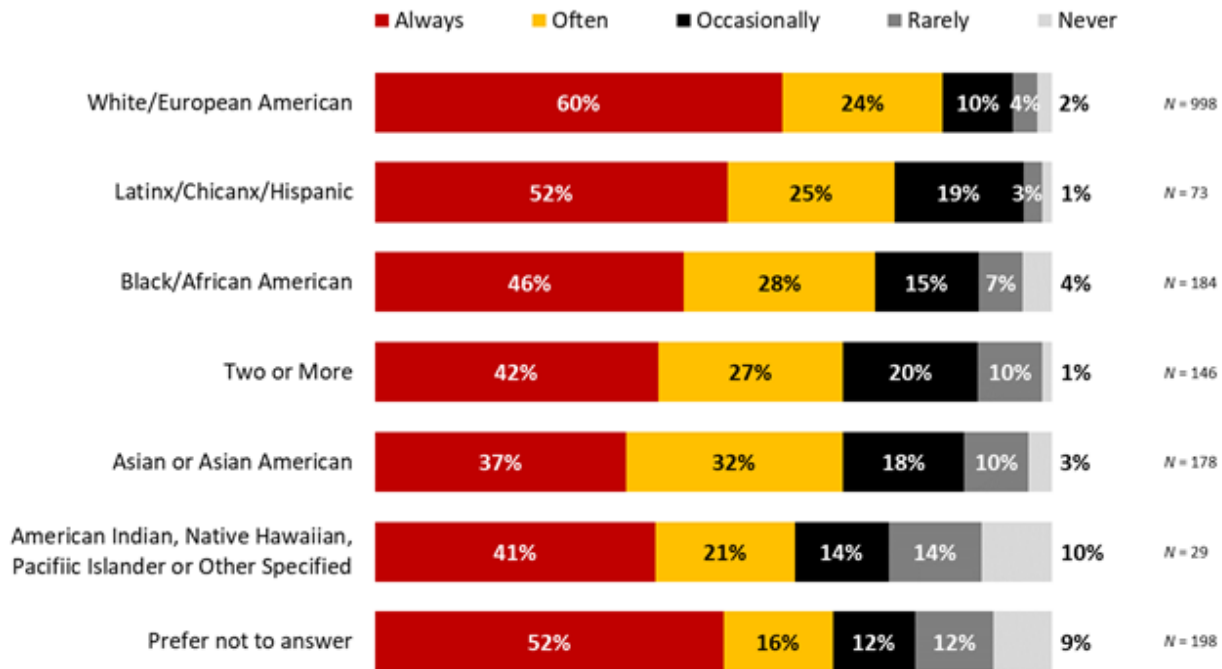
- Most groups report similar levels of feeling safe to express their gender identity on campus.

SAFETY TO EXPRESS RELIGIOUS IDENTITY



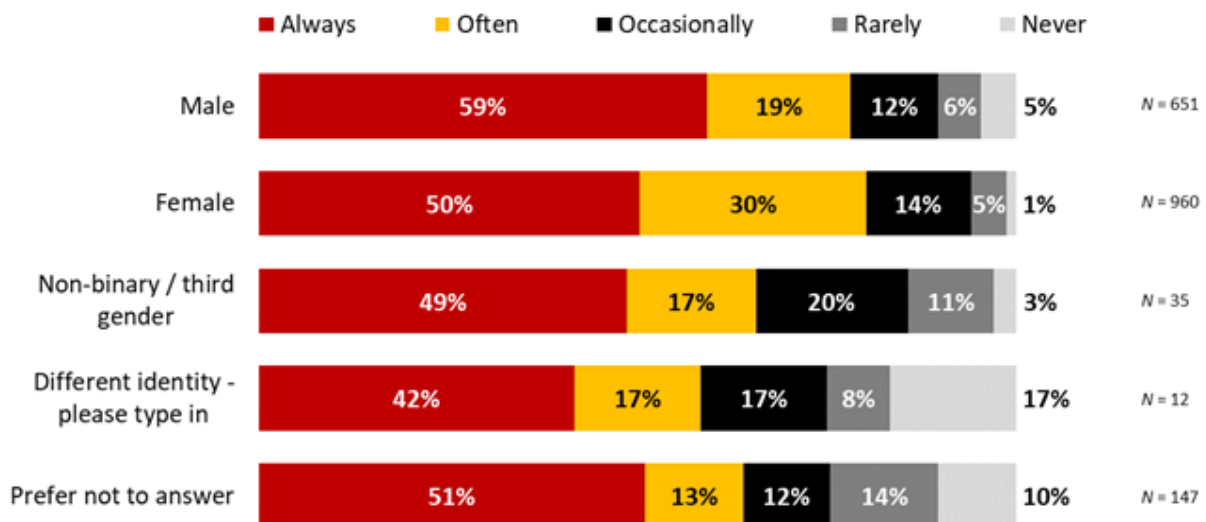
- Students report the lowest amount (51%) of always feeling safe to express their religious identity.
- Faculty report the highest amount (13%) of rarely or never feeling safe to express their religious identity.

Feel safe to express religious identity - by racial/ethnic identity



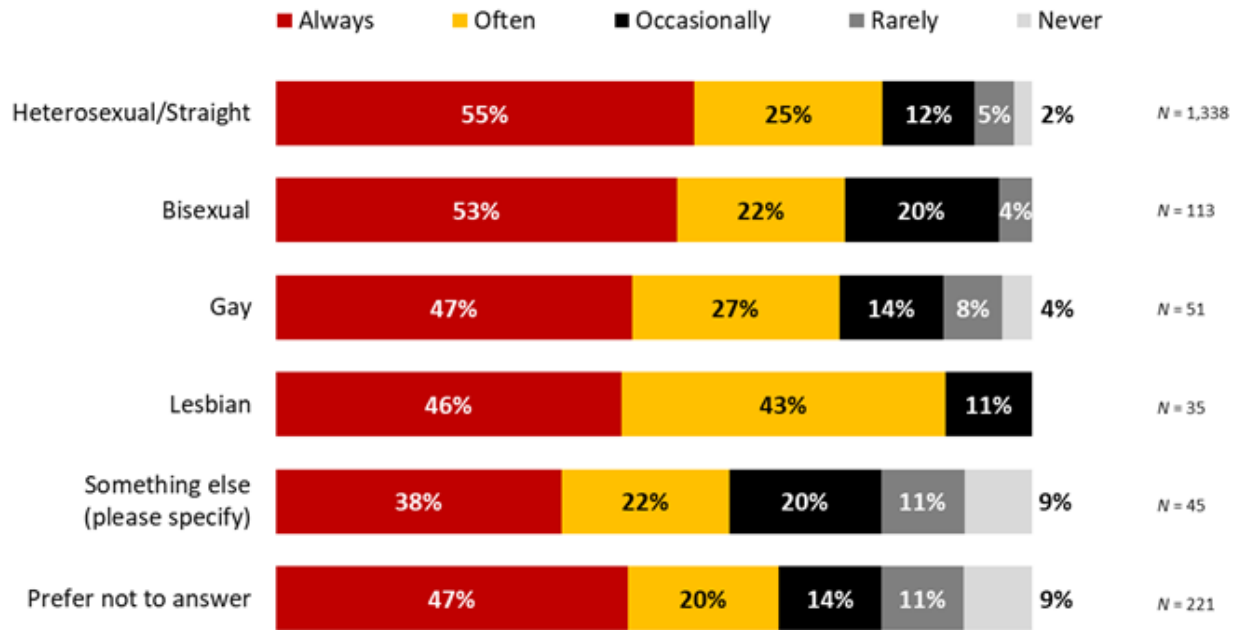
- White/European American respondents report the highest level (60%) of always feeling safe to express their religious identity on campus. Asian or Asian American respondents report the least (37%).

Feel safe to express religious identity - by gender identity



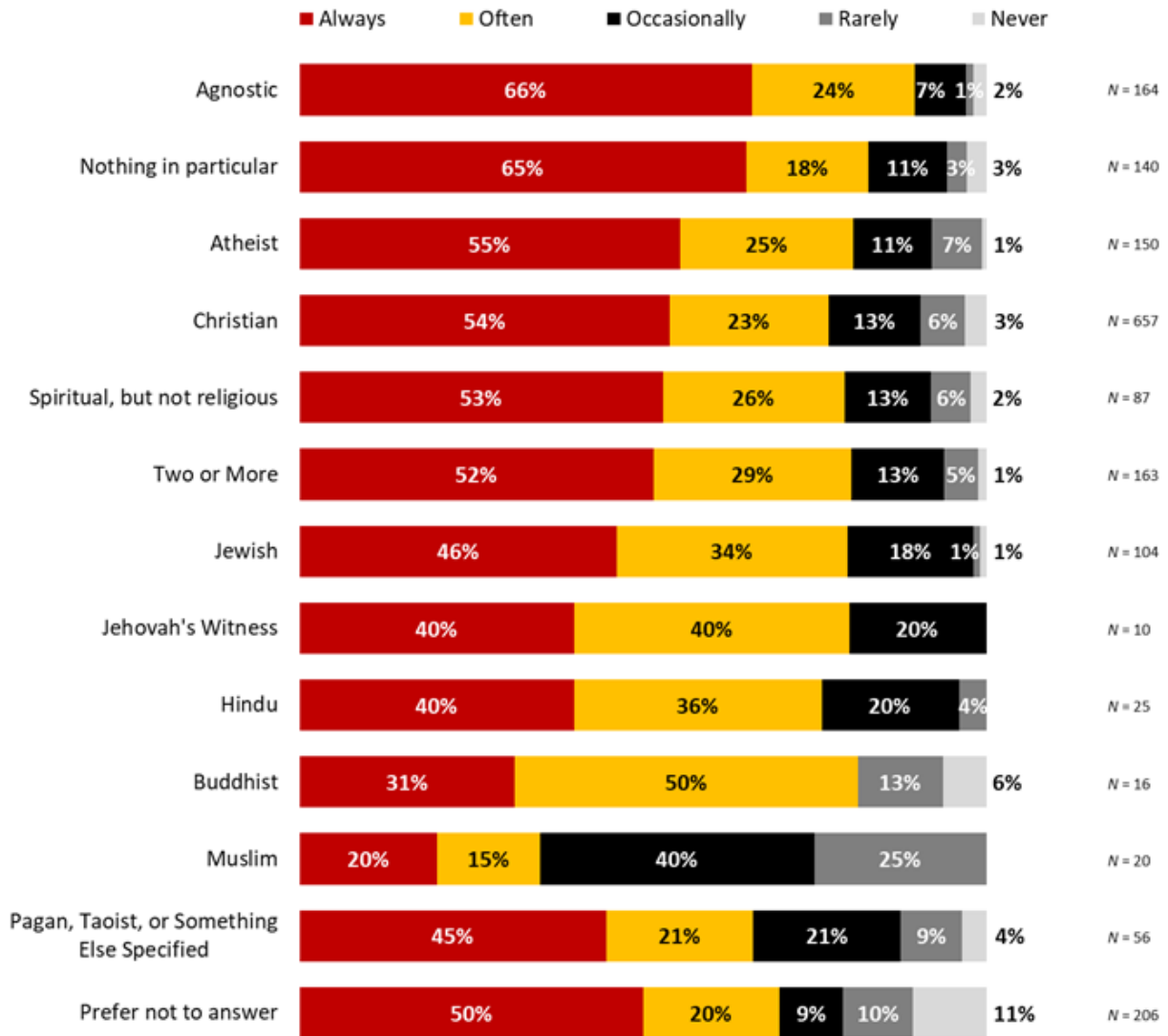
- Male respondents report feeling safe to express their religious identity at a higher rate (59%) than female respondents (50%).

Feel safe to express religious identity - by sexual orientation



- Most groups respond at similar rates in feeling safe to express their religious identity on campus.

Feel safe to express religious identity - by religious identity



- More than half of respondents who chose Christian (54%), two or more religions (52%), and various non-religious options (53-66%) always feel safe to express their religious identity on campus.
- Muslim respondents (35%) were far less likely to feel always or often safe to express their religious identity compared to all other groups (66-90%).

Notes

Responses and visualizations

The charts are set up so that the Never responses are listed to the right of the bars.

If it makes it easier to read, I can make the Never and Rarely bars transparent and list both in columns to the right. This would put the focus on the other response options. However, several

of the charts have compelling results for Never and Rarely and removing the bars would make it harder to see those.

Another visualization option would be to use divergent bar charts. I could put Occasionally in the middle and have Always and Often to the left and Never and Rarely to the right. Also, I could group Always and Often and then Rarely and Never to have three response groupings. However, many of the differences in the Always results are lost when combined with Often.

Race and religion groupings

These two demographic items are “check all that apply.” I grouped responses that chose two or more options for both race and religion with a few exceptions. For race, I grouped similar racial/ethnic identities to be closer to the race/ethnicity groups, we use for reporting on campus and externally. However, in our standard reporting, we break out foreign/international from U.S. citizens in the various race/ethnicity groups. We cannot tell from the survey responses whether respondents intended their racial/ethnic identity choices as being international or not. So, I included African with Black/African American, and the various Asian groups with Asian or Asian American.

Please see below for more details on the race and religion groupings. Let me know if you there are more appropriate groupings for this work.

Race

Two or More: This includes any responses where respondents selected two or more options for race with the exceptions below.

Black/African American: African, Black/African American, or the combination of these
Asian or Asian American: Asian or Asian American, East Asian, Filipino, South Asian, Southeast Asian, or combinations of these

American Indian, Native Hawaiian, Pacific Islander, or Other Specified: American Indian/Native/Indigenous/First Nation, Native Hawaiian, Pacific Islander, or Other (please specify)

In the last group, American Indian was less than five. The combination of Native Hawaiian and Pacific Islander (which is a group in our standard reporting) was also less than five. I decided to combine these with the Other category so we would not have to leave them out because of the small cell sizes and potential to identify individuals.

Religion

Two or More: This includes any responses where respondents selected two or more options for religion.

Pagan, Taoist, or Something Else Specified: Pagan, Taoist, or Something else (please specify)

In the last group, Pagan and Taoist were each less than five. Combined these with the Something else category.

Appendix I: Qualitative analyses from Community Attitudes and Relations surveys and listening sessions

See Research Note: Appendix Sample Variation for Appendices G, H, and I

University of Maryland Campus and Community Safety Survey
Qualitative Analyses from Surveys & Listening Sessions

By Kahlin Ann McKeown, Connor Powelson, and Patrick Rivera

Introduction

The following report details the findings from an analysis of data collected by a UMD President's Task Force on Public Safety and Community Policing subcommittee in academic year 2020-2021.

The analysts are non-primary investigator UMD graduate students from the Anthropology, Education, and Sociology departments. Analysts were hired by the President's Task Force Community Relations and Attitudes subcommittee for data analysis. Analysts did not participate in data collection.

Data and Methods

Data from this report comes from an online survey and five focus group interviews referred to as "listening sessions". Both the online survey and listening sessions were conducted by a UMD President's Policing Task Force subcommittee in March 2021. Participation in both programs was voluntary and no compensation was offered. Participants were able to skip any questions and terminate participation at any time.

A total of 3,246 participants responded to the survey. All participants were affiliated with UMD in some capacity. Participants are Students (n=634), Faculty/Staff (n=1103), Alumnus (n=68), and Area Residents (n=34). Participants reported demographic information and responded to attitudinal measures about safety on campus and the UMPD. This report focuses on the open-ended responses and is informed by demographic responses. Four open-ended responses include:

Q3: *What actions, if any, do you take to feel/be safer (physically, mentally, or emotionally) while on the UMD campus or in the surrounding community?*

Q4: *What, if any, areas of campus or the surrounding College Park community make you feel less safe because of your racial, ethnic, gender, or religious identity? (Please be as specific as possible about which identity markers you are referencing in your response.)*

Q15: *How do you think the University of Maryland can improve campus and community safety, for you personally and for other members of the UMD community (e.g. race, sexuality, gender identity, ability)?*

Q16: *We would like to hear from you. If you have had an encounter with University of Maryland Campus Police, please tell us about your experience. You are not required to give your name or that of the officer(s) involved. All responses will be kept confidential and will be used for data and presentation purposes only.*

Five listening sessions were conducted (n ≈142). Sessions used targeted random sampling by subpopulation: students (n = unknown), faculty/staff (n ≈ 100), Black students and organizations (n ≈ 30), and Asian American students and organizations (n ≈ 12). These sessions were hosted via Zoom online conferencing. Each session was recorded and transcribed. Identifiable information including names, organizations, and specific occupations, were censored for confidentiality.

The listening sessions allowed participants to answer questions about their perceived safety on campus and experiences with UMPD. The listening session questions were not standardized

between each session. Moderators facilitated the conversation as they saw fit for that particular session.

Coding

Three analysts reviewed each response to each open-ended survey measure and listening session to identify unified themes. Similar words, sentences, and meanings were labeled with codes (Graneheim & Lundman, 2004).

Initially, each analyst independently reviewed and labeled each response to each open-ended question with open codes. Open codes are codes that label response words, sentences, and meanings without reference to other responses (Strauss and Corbin, 1990). After each analyst independently open-coded the responses, each analyst identified a set of thematic codes for each question and listening session. Thematic codes sort open codes into similar categories based on a comparison of words, sentences, and meanings across responses (Gibbs, 2007).

Analysts met and discussed the open and thematic codes that they developed independently in order to develop a unified thematic code set. The analysts compared the independently identified thematic codes, identified similarities, and defined unified thematic codes. The unified codebook with codes and definitions can be found in the Part 3 of this document.

Using the unified thematic code sets, the analysts re-coded all open-ended survey response and listening session data. The result was three sets of coded data (one from each analyst) for all survey responses and listening sessions.

The analysts conducted a cross-analyst comparison of code sets to determine the final coded data set. For each survey response and listening session, if a code was identified as “present” by at least two analysts, the code was defined as “present”. If only one analyst identified a code as present to any given response, the code was defined as “not present”.

The final result of coding was a data set that defined codes as variable labels, code presence as 1 and code absence as 0. Merging this coded data set with the rest of the survey data enables comparison of codes by demographic survey responses.

Content and Regression Analysis

The following report presents two sets of analyses. Analysis 1 reports survey sample demographics, then details content and regression analyses for each code of each open-ended question. Analysis 2 details a content analysis of the listening sessions.

The content analyses describe the response distributions and themes that emerged out of coding. Regression analyses uses binomial ordinal logistic regression to compare codes by coded identity threat categories, and codes by demographics (race, gender, sex, religion, UMD status).

Results show how participants responded to each question and how those responses varied by demographics. In analysis 1, a discussion of the findings from each question is provided at the end of each questions section. In analysis 2, a discussion is provided after the report of each listening session. A summary of the findings can be found in the executive summary or Part 2 of this document.

Executive Summary of Open-Ended Survey and Listening Session Findings

What Areas Around Campus Aren't Safe?

UMD community members were asked to describe areas on and around campus where they feel unsafe due to their personal identity. More than a quarter of respondents reported feeling unsafe on campus itself (n=205). They often expressed concerns about robbery and physical assault on campus, especially around the parking lots and parking garages (n=41). Many individuals made a point of noting that they feel unsafe anywhere on campus after dark (n=137) and when alone (n=62). This was particularly the case for women. A common sentiment was that "any area of campus or surrounds seems less safe at night to me because I am a woman," and many women avoid the area after dark. Other respondents said they feel unsafe or persecuted on campus because the climate is hostile to them. They offered a wide range of causes for that persecution, including threat to minority identities (non-white, female, or queer) (n=214) as well as threat to majority identities (white, male, or straight) (n=33).

Many respondents report feeling unsafe in the neighborhoods surrounding the university (n=154). For example, some report feeling unsafe around Old Town, the Metro station, and the bars along Route 1 in the evenings when people are out drinking. Others, predominantly female and non-white respondents, consider the areas around Greek housing dangerous because of the risk of sexual assault or racial harassment (n=50). Women tended to describe the Paint Branch trail system and the paths around Lake Artemisia as unsafe, poorly lit, and isolated.

What Strategies Do UMD Community Members Use to Feel Safe?

UMD community members were asked to describe the strategies they currently use to feel safe on and around campus. The most commonly reported strategy is *avoidance* or staying away from potentially dangerous people and places (n=319). Many members of the campus community report that they actively avoid coming to campus after dark, and if they have to be on campus, they use a buddy system or travel in groups (n=123). Women are more likely than men to feel the need to practice avoidance on campus. Many respondents also rely heavily on the university's *security systems* like blue light phones, security cameras, and walking escorts (n=198). Individuals who feel threatened because of their gender or minority racial identity are more likely to rely on campus security systems. Streetlamps and other lighting systems are central to many individuals' sense of safety on campus, and many say that they would feel safer if there was better lighting around campus, especially in areas like the parking lots. Regardless of identity, many respondents actively try to mitigate danger by avoiding campus, travelling with friends, or staying close to lights and cameras.

How Do UMD Community Members Interact with the Campus Police Department?

UMD community members were asked to describe previous encounters with the campus police department. Nearly half of the individuals who responded characterized their encounters with UMPD as positive experiences (n=207). Campus officers were typically described as polite, professional, and helpful. However, a quarter of respondents characterized their interactions with campus police as negative, unfair, or traumatizing (n=114). Black, bisexual, and gay respondents were more likely to report negative than positive encounters. Some also report experiencing prejudice or discrimination from the campus police (n=33). These include accounts of the racial profiling of Black individuals or questioning their right to be on campus.

How Do UMD Community Members Recommend Improving Campus Safety?

UMD community members were asked how the university and the police department can improve campus safety. The most commonly requested improvement (n=164) is for the police to engage in community-building activities. Many respondents want the police to meet face-to-face with those they serve, develop personal relationships, and interact socially outside of a law enforcement context. Participants suggested classroom presentations, support at student

events, or coffee hours and ride-alongs. They argued that community-building would improve trust and make it more likely that campus policing will be proportionate and fair. The listening sessions indicated that Black students and staff feel especially strongly that police community-building would increase their safety on campus. The second most frequent recommendation involved changing university justice policies (n=138), especially the need for mental health experts to be available as first responders instead of or in addition to police officers. Many respondents felt that the campus police are not well-equipped to respond to crises like suicide attempts, and many fear involving law enforcement officers who might escalate these situations into an arrest or cause more harm to the person involved. Many of these respondents also called for better mental health training for the campus police.

The UMD community is nearly equally split between those who support defunding the police or abolishing them entirely (n=134) and those who believe the police should receive more resources and be more visible on campus (n=138). Female and queer students and staff are more likely to support reduced policing around campus. Those who support reducing or defunding the police often prefer that resources be channeled to other forms of community intervention. However, those who believe policing should be maintained or increased argue that the campus police presence is central to their sense of safety around the university.

ANALYSIS 1: SURVEY

Demographics

A total of 3,246 individuals responded to the survey. Each respondent was asked to respond to a series of demographics measures. The demographic measures included UMD status, race, gender, sexual orientation, and religion. The tables in this section present the breakdown of responses for each demographic category.

Each question included a “Prefer not to answer” option and respondents were permitted to skip the question. Missing (skipped) responses were collapsed into the “Prefer not to answer” category. To better represent the distribution of known demographic information, percent breakdowns exclude the “Prefer not to answer” category.

UMD Status	Count	Percent
Student	634	34.5%
Faculty/Staff	1103	59.9%
Alumnus	68	3.7%
Area Resident	34	1.8%
Prefer not to answer	1406	
Total	3246	100%

The distribution of respondents by reported UMD status is displayed above. The UMD status question measured respondents’ affiliation with UMD. Respondents were either UMD Students (n=634, 34.5%) Faculty/Staff (n=1103, 59.9%), Alumnus (n=68, 3.7%), or Area Residents (n=34, 1.8%). An “Other” option was available with text write-in. Respondents who selected that option were either sorted into a category or dropped from the survey.

Race	Count	Percent
White	1035	62.8%
Black	190	11.5%
Asian	183	11.1%
Hispanic	112	6.8%
Mixed	69	4.2%
Indigenous	20	1.2%
Middle Eastern	16	1%
Other	24	1.5%
Prefer not to answer	1597	
Total	3246	100%

The distribution of respondents by reported race is displayed above. The majority of respondents were White (n=1035, 62.8%), followed by Black (n=190, 11.5%), Asian (183, 11.1%), and Hispanic (n=112, 6.8%). Respondents were permitted to select more than one racial category, participants who selected more than one race were collapsed into the “Mixed” category.

Gender	Count	Percent
Female	991	58.2%
Male	663	39%
Other	48	2.8%
Prefer not to answer	1544	
Total	3246	100%

The distribution of respondents by reported gender is displayed above. The majority of respondents were Female (n=991, 58.2%) followed by Male (n=663, 39%). The Other category includes respondents who identified as Transgender, Gender Non-Binary, Gender Queer, Third-Gender, or Other.

Sexual Orientation	Count	Percent
Heterosexual	1363	84.4%

Bisexual	117	7.2%
Gay / Lesbian	88	5.5%
Other	46	2.9%
Prefer not to answer	1632	
Total	3246	100%

The distribution of respondents by reported sexual orientation is displayed above. The majority of respondents were Heterosexual (n=1363, 84.4%) followed by Bisexual (n=117, 7.2%), and Gay/Lesbian (n=88, 5.5%). The Other category includes respondents who identified as Asexual, Pansexual, Demisexual, Queer, and Other.

Religion	Count	Percent
Christian	721	44.4%
Agnostic	249	15.3%
Atheist	165	10.2%
Nothing in Particular	148	9.1%
Jewish	116	7.1%
Spiritual	101	6.2%
Hindu	26	1.6%
Buddhist	21	1.3%
Muslim	21	1.3%
Other	56	3.4%
Prefer not to answer	1622	
Total	3246	100%

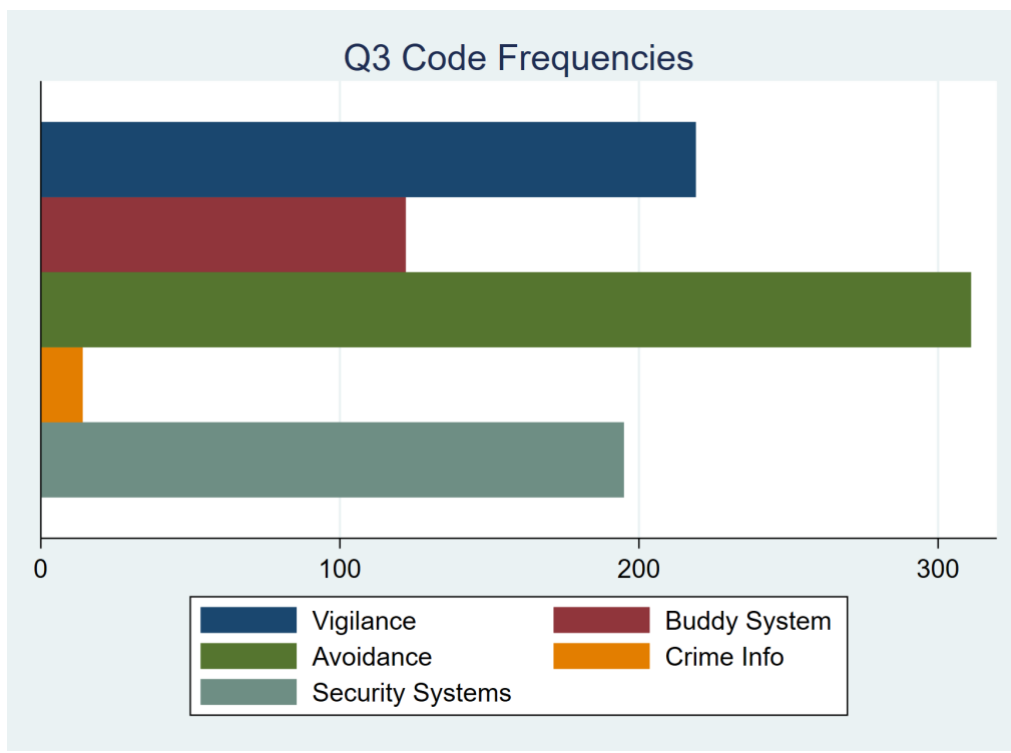
The distribution of respondents by reported religion is displayed above. The majority of respondents were Christian (n=721, 44.4%) followed by Agnostic (n=249, 15.3%), Atheist (n=165, 10.2%), Nothing in particular (n=148, 9.1%), Jewish (n=116, 7.1%), and Spiritual (n=101, 6.2%). The Other category includes respondents who identified as Pagan, Wiccan, Druid, Secular Humanist, Jain, Taoist, or Other. Besides the “Other” category, these categories each represented less than 1% of the religion distribution.

Question 3: Personal Safety Strategies

Q3: *What actions, if any, do you take to feel/be safer (physically, mentally, or emotionally) while on the UMD campus or in the surrounding community?*

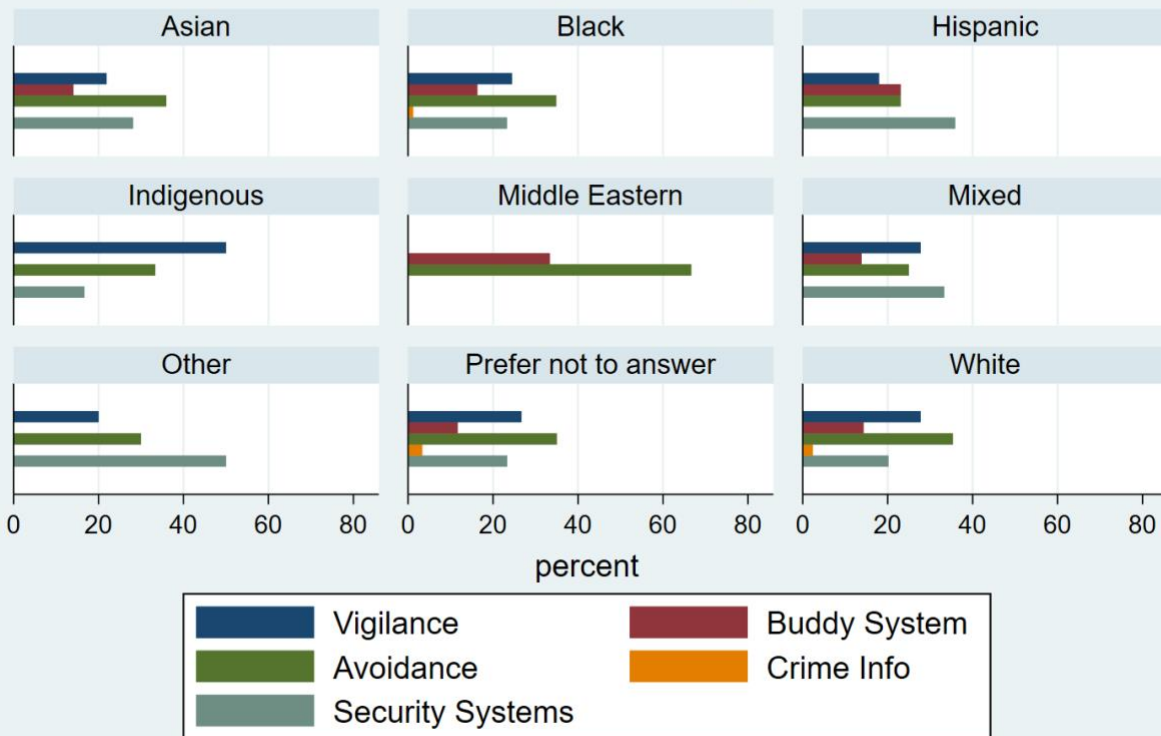
The first open-ended question on the survey was Question 3. This question asked respondents to describe the actions they take to feel safer on and around campus. A total of 1,064 respondents gave written answers to this question. The primary strategies that UMD students and staff report using to feel safe include avoiding spaces and situations perceived as unsafe (n=319), making an effort to stay vigilant when in potentially dangerous situations (n=228), taking advantage of campus security infrastructure like cameras, blue lights, and social networks (e.g. friend groups and student organizations) (n=198), using a buddy system to avoid being alone in potentially unsafe spaces (n=123), and use of crime information (n=14) (i.e. using UMPD safety alerts and information found on UMPD’s website).

An emergent theme found in responses to this question was a distinction between respondents who felt unsafe because of a marginalized racial, religious, or gender identity, and respondents who reported feeling unsafe or because of being white, Christian, straight, and/or male. These responses were coded as Minority Identity Threat (n=39) and Majority Identity Threat (n=27) respectively.



The *Q3 Code Frequencies* chart above displays the frequency distribution of codes for this question. Avoidance was the most frequently described strategy used to feel safer on and around campus, followed by vigilance, reliance on security systems, use of the buddy system, and use of crime information.

Q3 Code Proportions by Race



Graphs by race

The above *Q3 Code Proportion by Race* chart displays the proportional frequency of coded responses by race for this question (what actions do you take to feel safer). Asians, Blacks, Whites, Mixed, and those who prefer not to racially identify demonstrate similar response distributions. Generally, these groups rely on avoidance, vigilance, buddy systems, and security systems in that order. Hispanics appear to rely slightly more on security systems and the buddy system than vigilance. Small response frequency from Middle Eastern and Indigenous participants weaken the results displayed in this chart. Additional analysis by race is provided for each code below.

Strategy 1: Avoidance (n=319)

The most common strategy used by UMD students and staff to feel safer is to avoid people or places, on and around campus, that are perceived as threatening or unsafe. Avoidance also includes attempts to avoid speaking, acting, or presenting oneself in ways that could provoke a hostile reaction—for example, some respondents reported hiding a particular aspect of their identity to avoid potential harassment from others.

Some spaces and situations were repeatedly mentioned as places that students and staff avoid in order to feel safe. Unlit areas of campus were especially prominent: many respondents reported avoiding these areas or staying away from campus altogether at night. “I avoid walking around campus alone at night or when there aren’t many people around,” one respondent reported (R38). “Stay in lit areas,” another advised (R26).

Some respondents report that they avoid discussion of controversial subjects like religion and politics in order to feel safe. “I refrain from expressing my religious identity and my emotions,” one wrote (R120). “I feel threatened both physically and emotionally if I were to make my religion known,” another reported (R133). Some expressed fear that their perspectives on topics like race and gender are not popular on campus and could lead to rejection and harassment. Many of these responses cited conservative Christian identities and beliefs. Others reported that they hid minority identities from their peers to feel safe, for example, by “keeping my identities (Jewish, disabled) to myself” (R323). However, many responses did not clarify what identities participants felt compelled to avoid sharing.

Other spaces and situations that students and staff report avoiding include fraternity houses and Greek life, individuals who do not wear masks, and gendered restrooms.

Q3 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Avoidance

Avoidance	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat*	1.09	.47	2.33	.020	.17	2.01
Minority Threat***	1.98	.33	5.98	.000	1.33	2.63
Cons.	-2.34	.06	-38.04	.000	-2.46	-2.22

* $p < .05$, ** $p < .01$, *** $p < .001$

The use of avoidance strategies was significantly correlated both with reports of minority identity threat ($B=1.98$, $R^2=.016$, $p<.001$) and majority identity threat ($B=1.09$, $R^2=.016$, $p=.020$). However, reports of minority threat correlate more strongly with avoidance behaviors: this may reflect the large number of female students and staff who avoid unlit areas of campus at night or when alone. Likewise, members of dominant groups were more likely to avoid expressing their political views rather than to report avoiding particular spaces on campus in order to feel safe.

The *Q3 Multiple Binary Logistic Regression Model of Demographics on Avoidance* table below compares reports of avoidance by demographics. The analysis demonstrates that females are significantly more likely than males to report the use of avoidance ($B=.41$, $R^2=.0259$, $p<.05$). No other differences in reports of avoidance by race, gender, sex, religion, or UMD status were found.

Q3 Multiple Binary Logistic Regression Model of Demographics on Avoidance

Avoid	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.23	0.31	-0.72	0.471	-0.84	0.39
Black	-0.07	0.25	-0.30	0.766	-0.56	0.42
Hispanic	-0.65	0.39	-1.65	0.098	-1.42	0.12
Indigenous	-0.50	0.83	-0.60	0.546	-2.12	1.12
ME	0.33	0.98	0.34	0.735	-1.59	2.25
Mixed	-0.40	0.41	-0.97	0.332	-1.21	0.41
Other	-0.88	0.67	-1.32	0.188	-2.19	0.43
Prefer not to answer	-0.69	0.41	-1.68	0.093	-1.49	0.12
Gender (ref male)						
Female*	0.41	0.18	2.28	0.022	0.06	0.77
Other	0.07	0.49	0.15	0.881	-0.89	1.04
Prefer not to answer	0.32	0.49	0.66	0.512	-0.64	1.29
Sexuality (ref hetero)						
Bisexual	0.19	0.32	0.60	0.55	-0.44	0.83
Gay/Lesbian	0.36	0.34	1.05	0.294	-0.31	1.03
Other	0.46	0.43	1.08	0.279	-0.38	1.30
Prefer not to answer	0.22	0.36	0.62	0.538	-0.48	0.93
Religion (ref christian)						
Agnostic	-0.12	0.24	-0.50	0.62	-0.60	0.36
Atheist	-0.10	0.28	-0.37	0.715	-0.65	0.44
Buddhist	0.28	0.69	0.40	0.691	-1.08	1.63
Hindu	1.33	0.83	1.59	0.111	-0.30	2.96
Jewish	0.07	0.33	0.22	0.829	-0.58	0.73
Muslim	-0.99	1.14	-0.87	0.385	-3.21	1.24
Nothing in particular	0.00	0.31	-0.02	0.988	-0.61	0.60
Other	-0.15	0.42	-0.36	0.716	-0.98	0.68
Prefer not to answer	-0.26	0.33	-0.80	0.425	-0.91	0.38
Spiritual	-0.33	0.34	-0.96	0.338	-1.00	0.34
UMD Status (ref students)						
Alumnus	-0.21	0.40	-0.54	0.59	-1.00	0.57
Area Resident	0.53	0.50	1.07	0.284	-0.44	1.51
Faculty/Staff	0.22	0.18	1.25	0.212	-0.13	0.57
Prefer not to answer	0.53	0.46	1.14	0.255	-0.38	1.44
cons	-1.08	0.24	-4.58	.000	-1.54	-0.62

* $p < .05$, ** $p < .01$, *** $p < .001$

Strategy 2: Vigilance (n=228)

The strategy of vigilance includes paying close attention to surroundings while on and around campus. This may involve removing sensory distractions like headphones in order to be more aware of the environment or taking precautions to avoid conflict like moving away from potential danger or trying to walk with a purpose and look less like a potential victim. When students and staff adopt strategies of vigilance it suggests that they feel unsafe and are concerned about suffering harassment or violence on campus.

Many students and staff reported adopting vigilance strategies around campus at night. These often involved removing distractions to be aware of potential threats. One wrote that they “don't walk alone after dark, don't wear headphones or talk on the phone so I can hear people around me, park under a light, stay constantly aware of what is happening around me” (R377). Another advised to “scan surroundings constantly” (R393).

Another common vigilance strategy involves keeping a mobile phone at the ready: phones could be used to call for emergency assistance in the event of a crisis. Other students and staff reported keeping their keys in their fist while walking on campus at night, presumably to use as a weapon in case of an assault or altercation (e.g., R412).

Q3 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Vigilance

Vigilance	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	empty					
Minority Threat*	.97	.45	2.15	.031	.09	1.85
Cons.	-2.67	.07	-37.73	.000	-2.81	-2.53

* $p < .05$, ** $p < .01$, *** $p < .001$

The table above displays results of logistic regression analysis of minority and majority threat on reported vigilance. Results show a weak but significant positive correlation between reports of minority identity threat and the use of vigilance strategies to stay safe ($B = .97$, $R^2 = .0015$, $p = .024$). No participants reported both majority identity threat and the use of vigilance to this question.

The table below displays results of a logistic regression analysis of demographics on reported vigilance. The results indicate that females are significantly more likely than males to report the use of vigilance as a strategy to stay safe on and around campus ($B = .66$, $R^2 = .0421$, $p < .001$). Area Residents were more likely than Students to report the use of vigilance to feel safe on campus ($B = 1.06$, $R^2 = .0421$, $p < .05$). No other differences in reported vigilance by demographics were found.

Q3 Multiple Binary Logistic Regression Model of Demographics on Vigilance

Vigilance	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.34	0.36	-0.95	0.341	-1.04	0.36
Black	-0.19	0.28	-0.69	0.491	-0.74	0.35
Hispanic	-0.85	0.46	-1.85	0.065	-1.75	0.05
Indigenous	0.42	0.75	0.56	0.579	-1.05	1.88
ME	0.00	(empty)				
Mixed	0.51	0.39	1.29	0.195	-0.26	1.28
Other	-0.90	0.79	-1.14	0.255	-2.44	0.65
Prefer not to answer	-0.24	0.43	-0.55	0.58	-1.09	0.61
Gender (ref male)						
Female**	0.66	0.20	3.24	0.001	0.26	1.06
Other	-0.07	0.64	-0.11	0.913	-1.32	1.18
Prefer not to answer	0.23	0.53	0.42	0.672	-0.82	1.27
Sexuality (ref hetero)						
Bisexual	-0.73	0.41	-1.79	0.074	-1.53	0.07
Gay/Lesbian	-0.09	0.39	-0.23	0.822	-0.86	0.68
Other	-0.08	0.50	-0.16	0.872	-1.06	0.90
Prefer not to answer	-0.04	0.40	-0.10	0.918	-0.83	0.75
Religion (ref christian)						
Agnostic	0.03	0.26	0.11	0.912	-0.48	0.54
Atheist	0.02	0.30	0.06	0.952	-0.57	0.61
Buddhist	-0.32	0.83	-0.38	0.705	-1.95	1.32
Hindu	0.47	0.92	0.52	0.606	-1.33	2.28
Jewish	-0.25	0.37	-0.66	0.508	-0.98	0.48
Muslim	-0.23	1.14	-0.20	0.84	-2.46	2.00
Nothing in particular	-0.38	0.37	-1.03	0.301	-1.10	0.34
Other	-0.53	0.52	-1.02	0.308	-1.56	0.49
Prefer not to answer	-0.15	0.36	-0.41	0.68	-0.85	0.56
Spiritual	0.14	0.35	0.41	0.682	-0.54	0.82
UMD Status (ref students)						
Alumnus	0.11	0.42	0.25	0.802	-0.71	0.92
Area Resident*	1.06	0.50	2.11	0.035	0.07	2.05
Faculty/Staff	0.20	0.19	1.02	0.306	-0.18	0.58
Prefer not to answer	0.49	0.50	0.99	0.32	-0.48	1.46
cons	-1.53	0.26	-5.81	0	-2.04	-1.01

* $p < .05$, ** $p < .01$, *** $p < .001$

Strategy 3: Security Systems (n=198)

Another common strategy that students and staff use to feel safe is to rely on campus security systems. These include lights around campus, security cameras, blue light phones, door locks, building entry systems, NITE Ride, campus shuttles and walking escorts, and safety recommendations from UMD. This strategy also includes relying on social networks, the campus community, and the presence of the police to stay safe.

One of the most common security systems that students and staff rely on are the streetlamps and other lights around campus. These help members of the community feel safe, especially at night. Many respondents reported staying close to well-lit areas, a counterpart to the strategy of avoiding dark spaces at night. Indeed, many respondents answered this question not just by noting that they use lights to feel safe, but by suggesting that campus needs even more lighting. "I would appreciate better lighting along the campus sidewalks," one respondent noted (R616), and "the parking lot in between could be lit up more." Students and staff recommending more lighting on campus was a recurrent theme in the survey responses.

Many students and staff report that the blue light phones are important to their sense of safety on campus. One respondent noted that they try to "[b]e aware of the nearest blue light systems when I am out at night" (R456). Another common strategy is to make use of social networks to help create a sense of safety, both on and off campus. Students and staff rely on supportive groups of friends for both physical and emotional well-being. One respondent's strategy for staying safe was to "[b]e around people like me" (R1941). Family members, counselors and mental health experts, and campus security were other sources of support.

Other security systems that students and staff report using include the police escort system at night, security cameras around buildings and parking lots, and locks on their buildings or doors.

Q3 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Security Systems

Security Systems	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	.74	.62	1.20	.228	-.47	1.95
Minority Threat**	1.30	.42	3.07	.002	.47	2.13
Cons.	-2.82	.76	-37.30	.000	-2.97	-2.67

* $p < .05$, ** $p < .01$, *** $p < .001$

Results of logistic regression analysis of majority and minority threat on reported use of security systems to feel safe demonstrate that reliance on security systems is significantly and positively correlated with reports of threat linked to minority identity ($B=1.3$, $R^2=.0056$, $p<.001$). On the other hand, there is no correlation between the use of campus security systems and report of threat based on majority identity ($p=.228$).

The table on the following page displays results from a logistic regression analysis of demographics on the reported use of security systems to feel safe. Race and UMD status informed security system use response rate:

Mixed race respondents reported more use of security systems than Whites ($B=.1.01$, $R^2=.0469$, $p=.01$).

Faculty and Staff reported less use of security systems than Students ($B = -.46$, $R^2 = .0469$, $p < .05$).

No other differences in reliance on security systems were found by demographics.

Q3 Multiple Binary Logistic Regression Model of Demographics on Security Systems

Security Systems	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.49	0.33	1.47	0.143	-0.16	1.14
Black	0.31	0.30	1.06	0.288	-0.27	0.89
Hispanic	0.64	0.36	1.78	0.075	-0.06	1.35
Indigenous	-0.39	1.09	-0.36	0.72	-2.52	1.74
ME	0.00	(empty)				
Mixed*	1.01	0.39	2.58	0.01	0.24	1.77
Other	0.99	0.58	1.70	0.09	-0.15	2.13
Prefer not to answer	0.23	0.45	0.52	0.604	-0.65	1.11
Gender (ref male)						
Female	0.38	0.21	1.79	0.073	-0.04	0.80
Other	0.15	0.54	0.27	0.788	-0.92	1.21
Prefer not to answer	-0.87	0.56	-1.56	0.118	-1.97	0.22
Sexuality (ref hetero)						
Bisexual	-0.13	0.36	-0.36	0.718	-0.84	0.58
Gay/Lesbian	0.09	0.41	0.22	0.823	-0.71	0.90
Other	0.07	0.48	0.15	0.877	-0.87	1.02
Prefer not to answer	0.70	0.39	1.80	0.073	-0.06	1.47
Religion (ref christian)						
Agnostic	0.07	0.29	0.24	0.811	-0.49	0.63
Atheist	0.02	0.32	0.07	0.945	-0.61	0.66
Buddhist	0.23	0.75	0.31	0.755	-1.23	1.70
Hindu	0.00	(empty)				
Jewish	0.52	0.36	1.43	0.153	-0.19	1.23
Muslim	-0.35	1.14	-0.31	0.757	-2.59	1.88
Nothing in particular	0.46	0.33	1.36	0.173	-0.20	1.11
Other	0.00	0.49	0.00	0.997	-0.97	0.96
Prefer not to answer	-0.41	0.40	-1.03	0.303	-1.19	0.37
Spiritual	0.07	0.38	0.17	0.862	-0.67	0.80
UMD Status (ref students)						
Alumnus	0.42	0.38	1.08	0.28	-0.34	1.17
Area Resident	-0.58	0.68	-0.86	0.391	-1.92	0.75
Faculty/Staff*	-0.46	0.20	-2.28	0.023	-0.85	-0.06
Prefer not to answer	-0.11	0.55	-0.21	0.837	-1.20	0.97
cons	-1.64	0.27	-6.04	0	-2.17	-1.11

* $p < .05$, ** $p < .01$, *** $p < .001$

Strategy 4: Buddy System (n=123)

Various forms of buddy system are commonly used by students and staff to stay safe. These include walking with a friend or in a group, as well as intentionally calling a friend or family member and staying on the phone with them while passing through a potentially unsafe area.

Many respondents noted that they avoid walking around campus alone, especially at night, and prefer to travel with a friend or in groups. "I always travel with a buddy, especially at night," one wrote (R8). "Walk in a group," another advised (R69). Like the strategy of avoiding unlit areas and the strategy of staying close to streetlamps, the use of the buddy system suggests that campus and the immediately surrounding area are perceived as unsafe at night by many members of the campus community.

Another use of the buddy system involves staying on the phone with someone so they can call for help if needed. One respondent noted that, when walking alone to their car in the dark, they "often call my husband or another family member and walk and talk on the phone while remaining cognizant of my surroundings" (R432). Another reported that they "[c]all people when walking on campus later in the day" (R479).

Q3 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Buddy System

Buddy System	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	empty					
Minority Threat	.36	.73	.49	.62	-1.08	1.79
Cons.	-3.28	.09	-35.23	.000	-3.46	-3.09

* $p < .05$, ** $p < .01$, *** $p < .001$

The table above displays results of a logistic regression analysis of majority and minority threat on reported use of buddy systems. Use of buddy systems does not correlate with minority identity threat. No participants reported both majority identity threat and the use of buddy systems.

The table on the following page displays results of a logistic regression analysis of demographics on reported use of buddy systems. Results demonstrate that gender and UMD status informed response rates:

Females and Other genders (not males) were significantly more likely to report use of buddy systems than Males (Females, $B=1.22$, $R^2=.1136$, $p<.001$; Other genders, $B=1.33$, $R^2=.1136$, $p<.05$).

Alumnus were significantly more likely to report the use of buddy systems than Students ($B=.87$, $R^2=.1136$, $p<.05$). Faculty and Staff were significantly less likely to report the use of buddy systems compared to Students ($B=-1.06$, $R^2=.1136$, $p<.001$).

Q3 Multiple Binary Logistic Regression Model of Demographics on Buddy System

Buddy Systems	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.24	0.46	-0.51	0.61	-1.15	0.67
Black	0.11	0.36	0.31	0.757	-0.59	0.81
Hispanic	0.08	0.47	0.17	0.867	-0.85	1.01
Indigenous	0.00	(empty)				
ME	-0.51	1.30	-0.39	0.693	-3.07	2.04
Mixed	-0.07	0.53	-0.13	0.894	-1.11	0.97
Other	0.00	(empty)				
Prefer not to answer	-0.45	0.63	-0.71	0.476	-1.68	0.78
Gender (ref male)						
Female***	1.22	0.32	3.81	0.000	0.59	1.85
Other*	1.33	0.62	2.16	0.031	0.12	2.54
Prefer not to answer	0.48	0.81	0.58	0.559	-1.12	2.07
Sexuality (ref hetero)						
Bisexual	0.43	0.38	1.12	0.263	-0.32	1.18
Gay/Lesbian	-0.14	0.59	-0.23	0.817	-1.29	1.02
Other	0.39	0.54	0.71	0.475	-0.68	1.46
Prefer not to answer	-0.13	0.57	-0.22	0.823	-1.24	0.99
Religion (ref christian)						
Agnostic	-0.17	0.34	-0.50	0.615	-0.84	0.50
Atheist	-0.41	0.40	-1.01	0.314	-1.20	0.38
Buddhist	0.00	(empty)				
Hindu	0.87	1.03	0.84	0.399	-1.15	2.88
Jewish	-0.49	0.48	-1.02	0.306	-1.42	0.45
Muslim	1.35	1.11	1.22	0.224	-0.82	3.52
Nothing in particular	-0.12	0.44	-0.28	0.783	-0.98	0.74
Other	-0.59	0.78	-0.76	0.45	-2.11	0.94
Prefer not to answer	-0.23	0.52	-0.45	0.654	-1.24	0.78
Spiritual	-0.62	0.53	-1.16	0.246	-1.66	0.43
UMD Status (ref students)						
Alumnus*	0.87	0.39	2.22	0.026	0.10	1.64
Area Resident	-1.50	1.06	-1.42	0.157	-3.57	0.57
Faculty/Staff***	-1.06	0.26	-4.06	0.000	-1.57	-0.55
Prefer not to answer	0.68	0.58	1.17	0.242	-0.46	1.83
cons	-2.25	0.37	-6.11	0.000	-2.97	-1.53

* $p < .05$, ** $p < .01$, *** $p < .001$

Discussion

There are certainly themes that emerge when respondents describe the actions they take on campus to feel safe. There is a nuance to the answers provided in this question, as answers provided were often correlated with the identity(ies) of the respondent. For example, gender significantly impacted the strategies used to feel safer on campus. Females reported using

almost all identified strategies to feel safer on campus, including avoidance, vigilance, security systems, and use of a buddy system. Females used all of these strategies much more frequently than males, and often mentioned their identity as female in their response. Those who reported a gender identity that was not male were significantly more likely to utilize the buddy system to feel safe.

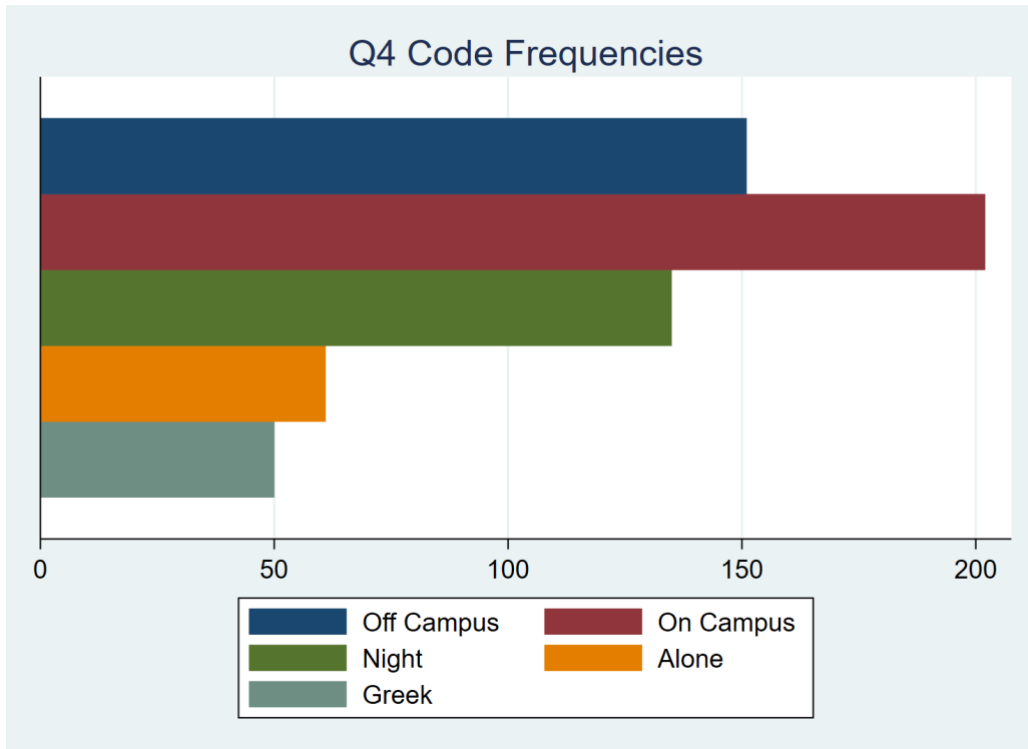
Only a few findings are notable when breaking down racial identity and correlation to actions they take to feel safe. Hispanic respondents were not likely to report use of avoidance as compared to other racial groups, and mixed-race respondents relied more on security systems than white respondents.

Minority and majority threat was also nuanced throughout responses to this question, as respondents who reported minority threat also indicated relying on actions such as vigilance, avoidance, or use of safety systems on or around campus to feel safer. Additionally, those who reported feeling majority threat also used avoidance quite often to feel safer on campus. Largely this resulted in those who feel majority threat avoiding talking about subjects they might feel are controversial or unwelcome on campus, or perhaps refraining from divulging personal information about their identities.

Question 4: Unsafe Spaces On and Around Campus

Q4. What, if any, areas of campus or the surrounding College Park community make you feel less safe because of your racial, ethnic, gender, or religious identity? (Please be as specific as possible about which identity markers you are referencing in your response.)

Question 4 asked respondents to report which areas on and around campus make them feel unsafe because of their identity. A total of 799 respondents gave written answers to this question. Of these, 205 reported feeling unsafe in various spaces on campus, and 154 reported feeling unsafe off campus. However, many respondents (n=137) made a point of mentioning that this was mostly the case at night rather than during the day, and especially while alone (n=62). This was particularly the case for female respondents: one of the strongest themes to emerge from this question was that female students and staff often feel unsafe when alone at night, both on and off campus. A common sentiment was that "[a]ny area of campus or surrounds seems less safe at night to me because I am a woman" (R387).



The *Q4 Code Frequencies* bar chart above displays the total count of each code for Q4 (unsafe areas). The most frequently coded response was feelings of unsafety on campus, followed by off campus, at night, alone, and around Greek housing.

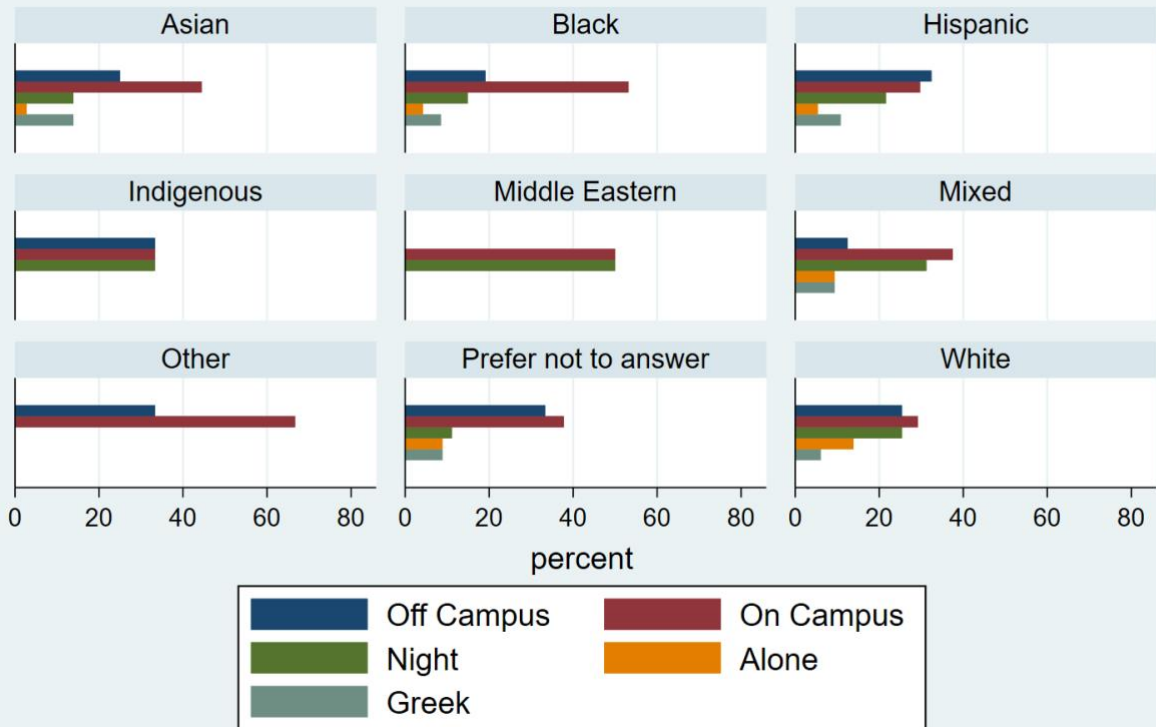
Results of a logistic regression analyses of feeling unsafe alone and feeling unsafe at night on feeling unsafe on campus are displayed below. Reports of feeling unsafe at night are significantly and positively correlated with reports of feeling unsafe on campus ($B=2.82$, $R^2=.091$, $p<.001$). Reports of feeling unsafe alone do not significantly correlate with reports of feeling unsafe on campus. A similar analysis (not shown) was conducted on feeling unsafe off campus and near Greek housing. All models display similar results: positive and significant correlation with feeling unsafe at night, but no correlation with feeling unsafe while alone.

Q4 Multiple Binary Logistic Regression Model of Alone/Night on unsafe On Campus

On Campus	Coef.	SE	Z	P> Z	95% Conf. Interval	
Alone	.63	.35	1.83	.068	-.046	1.31
Night***	2.82	.22	12.94	.000	2.40	3.25
Cons.	-3.11	.09	-35.75	.000	-3.28	-2.94

* $p<.05$, ** $p<.01$, *** $<.001$

Q4 Code Proportions by Race



Graphs by race

The *Q4 Code Proportions by Race* chart above displays proportions of responses coded by race for Q4 (where do you feel unsafe?). Asians, Blacks, Indigenous, and Others appear to report feeling unsafe on campus relatively more frequently than Whites. Hispanics are the only group that reported feeling unsafe off campus relatively more frequently than other locations.

Q4 Specific Unsafe Locations

Location	Freq
Greek Housing	50
Baltimore Ave	36
Paths/Trails	23
Metro	21
Old Town	21
Around Police	19
At work (ambiguous)	14
Campus Buildings (ambiguous)	11
Bars / Restaurants	10
Off Campus Housing	9
In Class	9
STAMP	8
Recreation Center	7
Sporting Events	6
Lakeland Road	5
Knox Road	4
McKeldin Library	4
Berwyn Heights	4
On Campus Housing	4
Bus / Shuttle	4
Other (22 categories, ≤3 freq)	39

The *Q4 Specific Unsafe Locations* table above displays the frequency of specific locations where the participant reported that they feel unsafe. The list includes housing (on and off campus), roads (Baltimore Avenue, Knox, Lakeland), towns (Old Town, Berwyn Heights), events (sporting events), campus areas (Class, STAMP, Library, Gym), and services. (Bus, Metro, Bars/Restaurants). “Around police” refers to people who reported feeling unsafe whenever police are present. Within the paths/trails category, Paint Branch Trail was mentioned frequently. Metro refers specifically to the College Park Metro, although few respondents did mention safety concerns regarding the new on-campus metro station under construction. 22 categories were excluded from this list, those categories received three or fewer mentions each.

Note, the table excludes ambiguous on campus and off campus responses (i.e. “I feel unsafe on campus” “I feel unsafe off campus”, no specific location). Ambiguous on campus and off campus reports are captured in the on and off campus codes reported below (on campus n = 205, off campus n = 154). The on campus and off campus codes are inclusive of both ambiguous and unambiguous reports.

Unsafe On Campus (n=205)

Of the 205 respondents who reported feeling unsafe on campus, 106 did not specify any particular location: very often these comments referred to campus in general at night. One respondent described feeling unsafe in “[t]he exterior areas of campus, primarily where it’s more isolated and less lit at night” (R523). The most common specific place students and staff report feeling unsafe is in the parking lots and parking garages around campus (n=41). These were often described as poorly lit, empty, and potentially menacing. Other locations on campus that

were described as unsafe include campus buildings (n=32), Stamp student union (n=8), and the library (n=6). Some students and staff reported feeling unsafe in classrooms (n=9). This was usually linked to a concern that they would be rejected or harassed if they expressed their religious or political sentiments. "Classrooms make me feel less safe expressing my religious identity," one respondent noted (R499). Respondents who reported feeling threatened on account of being white, conservative, Christian, and/or heterosexual reported feeling unsafe in classroom contexts because of a perceived hostile climate. "I'm a religious, white, straight male, so basically I can't express opinions," one respondent wrote (R420).

Q4 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Feeling Unsafe On Campus

On Campus	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat***	3.06	.38	8.03	.000	2.31	3.81
Minority Threat***	3.15	.17	18.21	.000	2.81	3.49
Cons.	-3.44	.10	-33.36	.000	-3.64	-3.24

* $p < .05$, ** $p < .01$, *** $p < .001$

The table above displays results from a logistic regression analysis of majority and minority threat on feeling unsafe on campus. Both minority identity threat ($B=3.15$, $R^2=.030$, $p<.001$) and majority identity threat ($B=3.06$, $R^2=.030$, $p<.001$) are significantly and positively correlated with reports of feeling unsafe on campus.

The table below shows results from a logistic regression analysis of demographics on reports of feeling unsafe on campus. Females and Other (non-male) genders were significantly more likely to report feeling unsafe on campus than Males (Females $B=1.01$, $R^2=.0491$, $p<.001$; Other genders, $B=1.18$, $R^2=.0491$, $p<.05$). No other differences in the reports of feeling unsafe on campus by demographics were found.

Q4 Multiple Binary Logistic Regression Model of Demographics on Feeling Unsafe On Campus

On Campus	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.13	0.36	0.37	0.712	-0.57	0.83
Black	0.15	0.29	0.51	0.609	-0.43	0.73
Hispanic	-0.41	0.41	-1.00	0.317	-1.22	0.40
Indigenous	-0.91	1.13	-0.80	0.423	-3.12	1.31
ME	-1.23	1.21	-1.02	0.31	-3.61	1.15
Mixed	0.32	0.40	0.81	0.42	-0.46	1.10
Other	0.43	0.69	0.62	0.536	-0.92	1.78
Prefer not to answer	-0.45	0.49	-0.92	0.357	-1.41	0.51
Gender (ref male)						
Female***	1.01	0.24	4.20	0.000	0.54	1.48
Other*	1.18	0.54	2.21	0.027	0.13	2.23
Prefer not to answer	0.08	0.60	0.13	0.894	-1.09	1.25
Sexuality (ref hetero)						
Bisexual	-0.44	0.39	-1.13	0.26	-1.19	0.32
Gay/Lesbian	0.23	0.40	0.56	0.574	-0.56	1.02
Other	-0.17	0.49	-0.36	0.721	-1.12	0.78
Prefer not to answer	0.77	0.42	1.85	0.064	-0.05	1.59
Religion (ref christian)						
Agnostic	-0.05	0.31	-0.17	0.864	-0.66	0.55
Atheist	0.40	0.33	1.23	0.22	-0.24	1.04
Buddhist	-0.71	1.15	-0.61	0.541	-2.97	1.55
Hindu	-0.03	1.34	-0.02	0.982	-2.66	2.61
Jewish	-0.38	0.42	-0.92	0.358	-1.20	0.43
Muslim	0.45	0.80	0.57	0.571	-1.12	2.03
Nothing in particular	-0.24	0.38	-0.63	0.526	-1.00	0.51
Other	0.30	0.51	0.59	0.553	-0.70	1.30
Prefer not to answer	0.57	0.35	1.62	0.106	-0.12	1.26
Spiritual	0.23	0.37	0.63	0.527	-0.49	0.95
UMD Status (ref students)						
Alumnus	-0.22	0.45	-0.48	0.628	-1.10	0.67
Area Resident	0.00	(empty)				
Faculty/Staff	-0.06	0.21	-0.31	0.758	-0.47	0.34
Prefer not to answer	-0.38	0.57	-0.67	0.501	-1.50	0.73
cons	-1.78	0.30	-5.83	0.000	-2.37	-1.18

* $p < .05$, ** $p < .01$, *** $p < .001$

Unsafe Off Campus (n=154)

Of the 154 respondents who reported feeling unsafe off campus, 138 provided more detailed location information. Thirty-six students and staff mentioned feeling unsafe on Baltimore

Avenue/Route 1. "I have felt slightly less safe on route 1 as a woman," one noted (R163). Many female, queer, and non-white students and staff report feeling especially unsafe in the bar area around Cornerstone (n=10), which they note is filled with potentially aggressive and drunk young white men at night and is poorly policed. "I'm a woman. I'm not going to feel as safe in the bar area down by Turf/Cornerstone where I know men are drinking," one wrote (R1663). Others reported having been harassed or attacked in the area. "I've been spat on and called a fag, and I've heard that directed toward several of my friends over there... Generally, I don't like going over that way at night" (R264). Other off-campus regions that were reported as unsafe include the College Park Metro Station (n=21) and the nearby Old Town area (n=21). These areas were often described as unsafe places to be alone at night, especially for women. One respondent explained feeling unsafe in "Old town by the metro because creeps prey on girls" (R20).

Another location that many students and staff perceive as unsafe is the Paint Branch Trail system and the paths around Lake Artemisia. These were often noted for being unlit, poorly patrolled, and dangerous at night. "I... feel very unsafe on the Paint Branch Trail in the dark," wrote one respondent (R458). Another explained that "As a woman, I will never walk the Paint Branch Trail or Lake Artemisia area... I have heard too many stories or seen campus alerts about unsafe or uncomfortable encounters women have experienced" (R2001). Some students and staff also report feeling unsafe in off-campus housing (n=8). Others report feeling unsafe in the presence of campus police (n=19).

Q4 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Feeling Unsafe Off Campus

Off Campus	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	.70	.65	1.09	.277	-.56	1.97
Minority Threat***	2.25	.19	11.86	.000	1.88	2.63
Cons.	-3.43	.10	-33.50	.000	-3.63	-3.23

* $p < .05$, ** $p < .01$, *** $p < .001$

Results of a logistic regression analysis of majority and minority identity threat on feeling unsafe off campus are displayed above. Results show a significant positive correlation between feeling unsafe off campus and reporting minority identity threat ($B=2.25$, $R^2=.0905$, $p<.001$). In contrast, there is no correlation between feeling unsafe off campus and reporting majority identity threat ($B=.7$, $R^2=.0905$, $p=.277$).

The table below displays results of a logistic regression analysis of demographics on reporting of feeling unsafe off campus. Black respondents were less likely to report feeling unsafe off campus than White respondents ($B=-.80$, $R^2=.0293$, $p<.05$). No other differences in reports of feeling unsafe off campus by demographics were found.

Q4 Multiple Binary Logistic Regression Model of Demographics on Feeling Unsafe Off Campus

Off Campus	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.33	0.42	-0.78	0.436	-1.15	0.50
Black*	-0.80	0.39	-2.07	0.038	-1.56	-0.04
Hispanic	0.27	0.39	0.70	0.481	-0.49	1.03
Indigenous	-0.39	1.14	-0.34	0.731	-2.62	1.84
ME	0.00	(empty)				
Mixed	-0.84	0.56	-1.50	0.133	-1.93	0.25
Other	-0.01	0.84	-0.01	0.99	-1.67	1.64
Prefer not to answer	-0.21	0.54	-0.39	0.698	-1.28	0.86
Gender (ref male)						
Female	-0.03	0.23	-0.12	0.907	-0.48	0.43
Other	-0.60	0.62	-0.97	0.331	-1.82	0.61
Prefer not to answer	0.27	0.65	0.42	0.674	-1.00	1.55
Sexuality (ref hetero)						
Bisexual	0.42	0.39	1.07	0.285	-0.35	1.18
Gay/Lesbian	-0.15	0.45	-0.34	0.732	-1.04	0.73
Other	0.83	0.49	1.71	0.087	-0.12	1.78
Prefer not to answer	0.22	0.45	0.49	0.624	-0.66	1.10
Religion (ref christian)						
Agnostic	0.31	0.31	1.00	0.316	-0.29	0.91
Atheist	0.45	0.34	1.33	0.185	-0.22	1.13
Buddhist	0.00	(empty)				
Hindu	0.92	1.30	0.70	0.482	-1.64	3.47
Jewish	-0.12	0.44	-0.28	0.778	-0.98	0.73
Muslim	0.00	(empty)				
Nothing in particular	0.12	0.38	0.32	0.746	-0.63	0.88
Other	0.22	0.51	0.43	0.667	-0.78	1.22
Prefer not to answer	-0.18	0.42	-0.43	0.669	-0.99	0.64
Spiritual	-0.34	0.46	-0.74	0.458	-1.23	0.55
UMD Status (ref students)						
Alumnus	0.24	0.48	0.49	0.621	-0.70	1.18
Area Resident	0.06	0.68	0.09	0.93	-1.28	1.40
Faculty/Staff	0.12	0.23	0.52	0.606	-0.33	0.57
Prefer not to answer	-0.61	0.67	-0.90	0.367	-1.92	0.71
cons	-1.42	0.30	-4.76	0.000	-2.00	-0.83

* $p < .05$, ** $p < .01$, *** $p < .001$

Unsafe Near Greek Housing (n=50)

Fifty students and staff reported feeling unsafe in and around Greek housing, both on-campus and in the nearby Old Town neighborhood. Both women and non-white racial groups reported Greek life as unsafe. For example, one person wrote that "The white frat boys who move around in groups shouting slurs also make me feel very unsafe (which is why I avoid the roads around frat houses)" (R148). The potential for sexual violence was a significant concern for many students and staff. "My racial and gender identity is threatened by Frat Row (which is full of rapists)" wrote one respondent (R435).

Q4 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Feeling Unsafe Near Greek Housing

Greek	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	empty					
Minority Threat***	3.16	.30	10.65	.000	2.58	3.74
Cons.	4.99	.22	-22.81	.000	-5.42	-4.56

* $p < .05$, ** $p < .01$, *** $p < .001$

The table above displays the results of a logistic regression analysis of majority and minority threat on reports of feeling unsafe near Greek housing. No participants reported both majority threat and feeling unsafe near Greek houses. However, reports of minority identity threat significantly and positively correlate with reports of feeling unsafe near Greek housing ($B = .3.16$, $R^2 = .1894$, $p < .001$).

The table on the following page shows results of a logistic regression analysis of demographics on reports of feeling unsafe near Greek housing. Results show that sexuality, religion, and UMD status each inform participant response of feeling unsafe near Greek housing.

Gay and Lesbian respondents were significantly more likely to report feeling unsafe near Greek housing than heterosexuals ($B = 1.2$, $R^2 = .192$, $p < .05$).

Muslims, Agnostics, and people with no religion in particular were significantly more likely to report feeling unsafe near Greek housing than Christians (Muslims, $B = 2.45$, $R^2 = .192$, $p < .05$; Agnostic, $B = 1.39$, $R^2 = .192$, $p = .01$; Nothing in particular, $B = 1.32$, $R^2 = .192$, $p < .05$).

Faculty and Staff were less likely than students to report feeling unsafe near Greek housing ($B = -1.61$, $R^2 = .192$, $p < .001$).

Q4 Multiple Binary Logistic Regression Model of Demographics on Feeling Unsafe Near Greek Housing

Greek Housing	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.41	0.64	0.64	0.521	-0.84	1.66
Black	0.24	0.64	0.37	0.711	-1.01	1.48
Hispanic	0.65	0.64	1.01	0.312	-0.61	1.91
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	0.25	0.71	0.35	0.728	-1.15	1.64
Other	0.00	(empty)				
Prefer not to answer	0.91	0.91	1.00	0.318	-0.88	2.71
Gender (ref male)						
Female	0.05	0.45	0.10	0.918	-0.83	0.92
Other	1.22	0.77	1.60	0.111	-0.28	2.73
Prefer not to answer	-1.63	1.49	-1.10	0.273	-4.55	1.28
Sexuality (ref hetero)						
Bisexual	-0.10	0.57	-0.18	0.861	-1.22	1.02
Gay/Lesbian*	1.20	0.57	2.11	0.035	0.09	2.32
Other	-0.21	0.87	-0.24	0.813	-1.91	1.50
Prefer not to answer	0.25	0.90	0.27	0.785	-1.52	2.02
Religion (ref christian)						
Agnostic*	1.39	0.54	2.59	0.01	0.34	2.44
Atheist	0.66	0.65	1.02	0.309	-0.61	1.93
Buddhist	1.73	1.39	1.25	0.213	-0.99	4.45
Hindu	0.00	(empty)				
Jewish	0.00	(empty)				
Muslim*	2.45	1.09	2.23	0.025	0.30	4.59
Nothing in particular*	1.32	0.59	2.26	0.024	0.18	2.47
Other	0.00	(empty)				
Prefer not to answer	0.28	0.93	0.31	0.758	-1.53	2.10
Spiritual	0.35	0.86	0.40	0.687	-1.33	2.03
UMD Status (ref students)						
Alumnus	0.62	0.65	0.95	0.341	-0.65	1.89
Area Resident	0.00	(empty)				
Faculty/Staff***	-1.61	0.45	-3.54	0.000	-2.50	-0.72
Prefer not to answer	-1.28	1.27	-1.01	0.314	-3.78	1.21
cons	-3.10	0.58	-5.31	0.000	-4.24	-1.95

* $p < .05$, ** $p < .01$, *** $p < .001$

Q4 Minority Threat (n=231) vs. Majority Threat (n=45)

The distinction between the minority threat experience and the majority threat experience was especially prominent in the responses to Question 4. Students and staff who identified themselves as female, queer, Black, Latinx, and Asian were far more likely to report feeling physically unsafe on and around campus, especially at night, along Route 1, and on the various trail systems around campus. For example, one respondent wrote that "As a woman, I always feel endangered when I'm walking alone at night or am in a building by myself, because I'm afraid I'll be attacked, and no one will hear it happening" (R1). Another reported that "I am often very nervous walking around campus as a woman and around Fraternity Row as a Black student" (R840). However, other participants (n=45) reported feeling unsafe because of being white, Christian, conservative, and/or heterosexual. For example, one respondent described feeling unsafe "[o]n campus, because most college students and professors are encouraged to denigrate religious white people" (R282). Another wrote that "I do feel apprehensive of expressing my political viewpoints (which lean heavily conservative)" (R2293). Majority Threat responses were correlated with concerns about classroom interactions and job security rather than perceived physical threat at locations on- and off-campus.

Safety on and around campus (Q4): Majority/Minority Identity threat by identity category stated in open-ended response (not close-ended demographic measure)

Q4	Majority ID Threat	Minority ID Threat
Gender	8 (5%)	150 (95%)
Race	18 (28%)	46 (72%)
Political Affiliation	7 (100%)	0 (0%)
Religion	10 (39%)	16 (61%)
Sexuality	2 (14%)	12 (86%)
Age	0 (0%)	2 (100%)
Nationality	0 (0%)	2 (100%)
Disability	0 (0%)	3 (100%)
Total	45	231

Percentages indicate proportions of majority/minority identity threat within identity categories.

The table above displays the frequency distribution of identity category reports by reports of majority or minority identity threat for question 4 (unsafe locations). A total of 231 individuals reported feeling unsafe in areas due to a minority identity threat, 45 individuals reported feeling unsafe in areas due to a majority identity threat. Specifically, 150 individuals report feeling unsafe due to a minority gender identity (non-male, including females and other gender identities) and 46 individuals reported feeling unsafe due to a minority racial identity (non-white). 18 individuals report feeling unsafe due to majority racial identity (white), 10 individuals report feeling unsafe due to a majority religious identity (Christian).

Discussion

Several significant themes emerged in the responses to where respondents felt most unsafe on or around campus, and if their answer was because of a certain identity of theirs. The strongest theme in answers to this question was that female students, faculty, and staff feel unsafe on or around campus particularly at night. Further, feeling unsafe at night is significantly correlated to feeling unsafe alone, but just because a respondent reported feeling unsafe alone does not mean they always feel unsafe.

Racial identity also played a role in respondents feeling unsafe on campus, as Asian, Black, Indigenous, Middle Eastern, and those categorized as “other race,” reported feeling unsafe more frequently than White respondents. Hispanic respondents are the only racial group that reported feeling unsafe off campus more frequently than in other locations. Both majority and minority threat are significantly and positively correlated with feeling unsafe on campus, and those with non-male gender identity were significantly more likely to report feeling unsafe on campus compared to males.

Of those who specifically reported locations where they feel unsafe, around Greek housing was the most frequently reported, followed by the Route 1/Baltimore Avenue area. Those who indicated minority threat significantly and positively correlated with reports of feeling unsafe near Greek housing. Respondents who had a gender identity of “other,” those who identified as gay, and those who identified as Muslim were all significantly more likely to report feeling unsafe near Greek housing. There were also frequent mentions of feeling unsafe by the paths and trails just off campus by Lake Artemesia, the area near the metro, and specifically in Old Town. Demographically, the only identity group to significantly report feeling unsafe generally off campus compared to other groups was those who reported “other” sexual identity (those who do not identify as heterosexual, homosexual, or bisexual).

Majority and minority threat was especially prominent in responses to this question, as noted previously. The most common identities disclosed within the open-ended responses to this question who reported experiencing minority threat were gender minority (mostly female), and racial minority (non-white). Overall, 231 respondents indicated they experienced minority threat and 45 respondents indicated they experienced majority threat.

Question 15: Strategies to Improve Campus and Community Safety

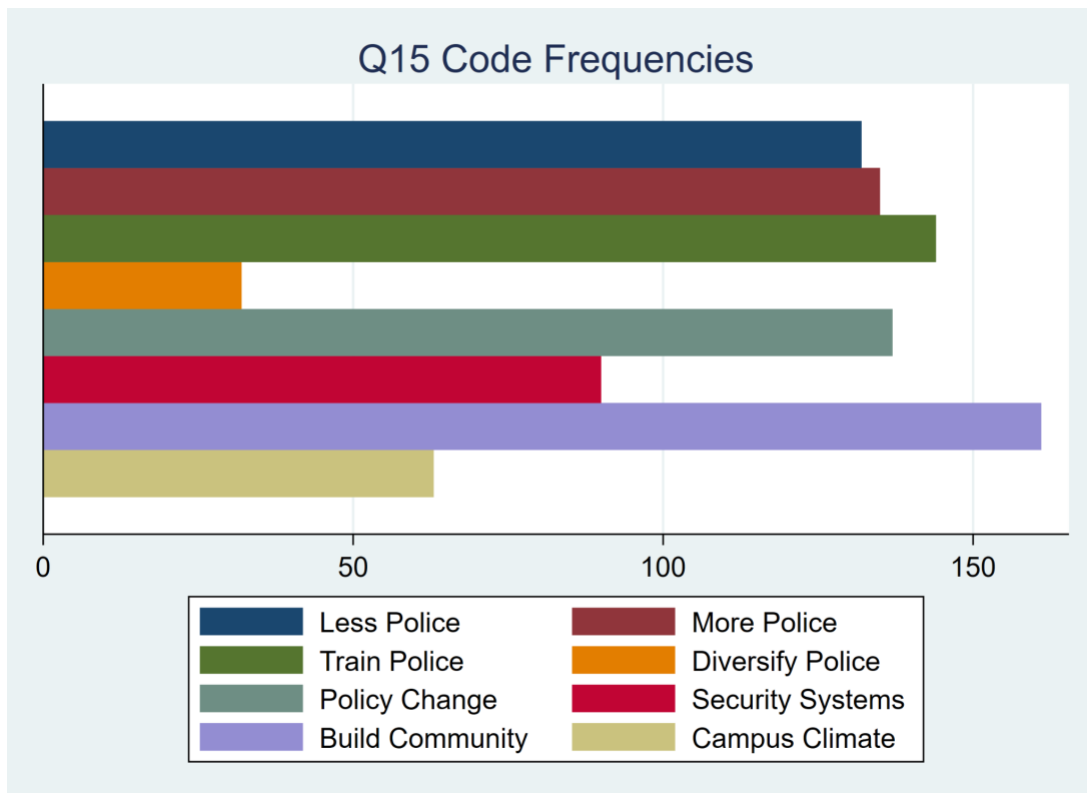
Q15: How do you think the University of Maryland can improve campus and community safety, for you personally and for other members of the UMD community (e.g. race, sexuality, gender identity, ability)?

Question 15 asked students and staff to describe how they think safety could be improved, especially in the context of their positionality. A total of 833 respondents provided written answers to this question. The most common strategy that respondents recommended was for UMPD to do a better job engaging in community-building activities like town halls, classroom presentations, and informal social events (n=164). The next most popular strategy that students and staff asked for was better training for the UMPD police force, especially as regards to racial bias, sexual assault prevention, and de-escalation (n=147). Another common recommendation was for UMD to modify campus policies regarding policing, justice, and crisis intervention (n=138). In particular, many respondents called for greater funding for mental health interventions, more mental health services, and for trained experts to respond to mental health crises rather than the police.

The campus community is nearly equally divided as to whether the police force should be defunded or abolished (n=134) or if UMPD should, in fact, receive more funding, hire more

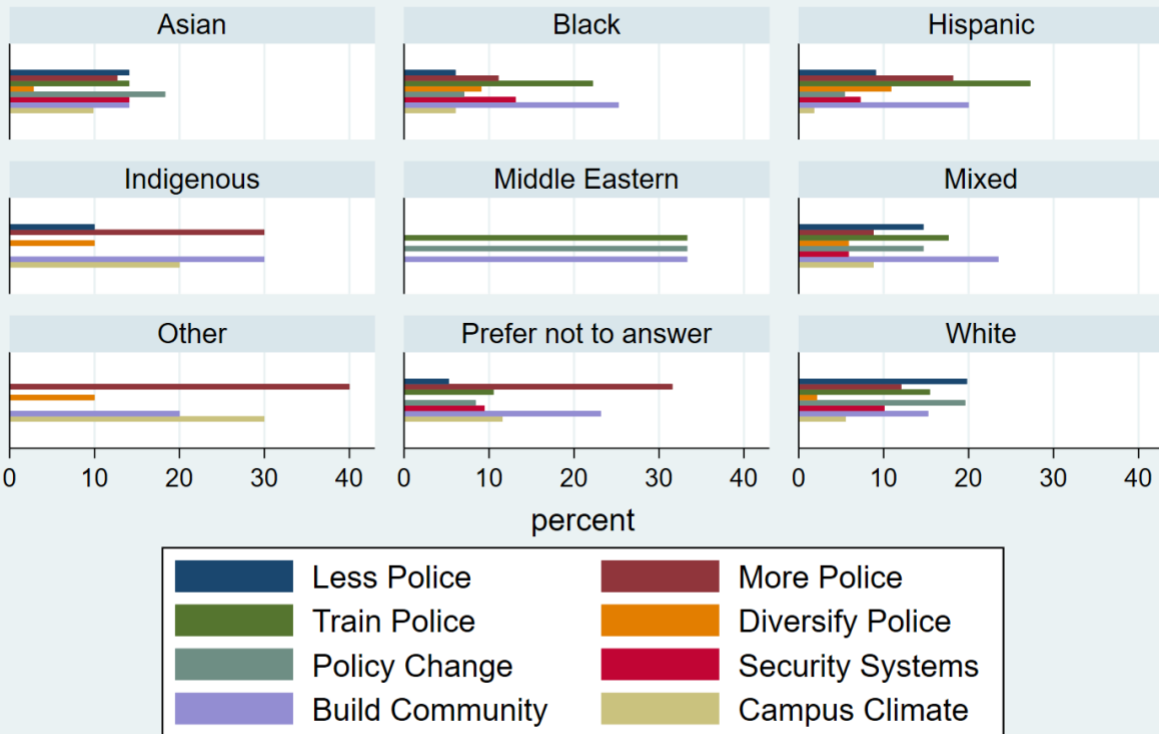
officers, and increase policing activities on campus (n=138). Some students and staff recommended that the UMPD police force be diversified so that the police reflect the demographic makeup of the campus community (n=32).

Finally, some respondents pointed to an unsafe or unwelcoming climate on campus (n=63). A few argued that campus needs to be more welcoming and open to conservative political viewpoints and Christian religious beliefs; however, others called for more inclusive spaces for female, trans, queer, and BIPOC members of the campus community.



The *Q15 Code Frequencies* bar chart above displays the total count of each code for all responses to question 15 (safety improvement strategies). Community building between UMPD and the rest of the campus community was the most frequently mentioned strategy, followed by more/better police training, changing policies, increasing police presence, and decreasing police presence. Less frequently, but still regularly mentioned, strategies included improving campus security systems, addressing campus climate, and diversifying UMPD.

Q15 Code Proportions by Race



Graphs by race

The above *Q15 Code Proportions by Race* bar chart display code response proportions for Q15 (safety improvement strategies). The most frequently suggested strategies among Whites included decreasing police and changing policies. The most frequently suggested strategies among Black, Hispanic, and Mixed respondents were to improve police training and build community.

Q15 Frequency: Improvement Strategies by Minority and Majority Threat

	Minority Threat	Majority Threat	Total
Less Police	12 (21%)	1 (13%)	13
More Police	1 (2%)	2 (26%)	3
Train	13 (23%)	0 (0%)	13
Diversify	1 (2%)	0 (0%)	1
Policy	9 (16%)	1 (13%)	10
Security Systems	2 (4%)	0 (0%)	2
Build Community	4 (7%)	0 (0%)	4

Campus Climate	15 (26%)	4 (50%)	19
	57	8	

Percentages indicate proportion of respondents by strategy within threat category. The table above breaks down the frequency and proportion of coded safety improvement strategies by those who reported minority and majority identity threat. The most frequently suggested strategies by those who reported minority identity threat include addressing campus climate, more/better police training, decreasing police, and policy change. Those who reported majority identity threat most frequently reported addressing campus climate and increasing police.

Community-Building (n=164)

The most common strategy that students and staff recommended to improve safety on campus was for the UMPD police force to make more effort to engage the community and build positive relationships. Recommended activities included police involvement with those on campus, informal meet and greet activities, and classroom presentations. Respondents suggested more police on foot and out of their vehicles to build community, “increased presence of foot officers that speak in friendly ways to all people asking how they are with no judgment or intent to investigate” (R22). Another common suggestion was to have police get to know campus community members more personally to discuss issues or humanize those on campus, “Engage more community, police, campus interactions with regard to all these areas - the more people interact, the less fear of the unknown” (R290) and “Engage with the community more by meeting with different students and faculty groups” (R332). There were also suggestions about general demeanor and approachability of police, and discussion about issues with policing and safety on campus. Respondents wanted officers to be more “friendly” (R272) or “less intimidating” (R270,617). Overall, respondents cited building community as a key suggestion to improve campus and community safety and many seem to want more friendly police interaction or discussion to help them feel safer.

Q15 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Support for Building Community

Build Community	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	empty					
Minority Threat	1.05	.54	1.95	.051	-.01	2.12
Cons.	-3.00	.08	-36.70	.000	-3.16	-2.84

* $p < .05$, ** $p < .01$, *** $p < .001$

The table above displays results from a logistic regression analysis of majority and minority identity threat on support for building community. No respondents who reported majority identity threat in this question also reported a preference for building community. Reports of minority identity threat correlated positively, albeit weakly and marginally significantly, with recommendations of building community as a means to improve UMD community safety ($B=1.05$, $R^2=.0013$, $p=.051$).

The table on the following page displays results from a logistic regression analysis of demographics on support for building community. Religion and UMD status each informed difference in support for building community. Race marginally informed support for building community.

Buddhist respondents were more likely to suggest building community than Christians respondents ($B=1.78$, $R^2=.0557$, $p<.05$). Note, this finding may be an artifact of small Buddhist sample response size.

Faculty and Staff were significantly more likely than Students to suggest building community as a strategy to improve safety ($B=.8$, $R^2=.0557$, $p=.001$)

Black respondents were marginally more likely than White respondents to suggest building community as a strategy to improve safety ($B=.54$, $R^2=.0557$, $p=.052$).

Q15 Multiple Binary Logistic Regression Model of Demographics on Building Community

Build Community	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.01	0.42	-0.03	0.978	-0.83	0.81
Black	0.54	0.28	1.94	0.052	0.00	1.09
Hispanic	0.44	0.38	1.14	0.253	-0.31	1.19
Indigenous	1.03	0.76	1.36	0.174	-0.45	2.51
ME	1.02	1.29	0.80	0.427	-1.50	3.55
Mixed	0.52	0.44	1.18	0.239	-0.34	1.37
Other	-0.18	0.82	-0.22	0.826	-1.79	1.43
Prefer not to answer	0.44	0.42	1.06	0.29	-0.38	1.26
Gender (ref male)						
Female	-0.12	0.21	-0.56	0.578	-0.53	0.29
Other	0.05	0.60	0.08	0.939	-1.13	1.22
Prefer not to answer	0.22	0.50	0.45	0.654	-0.76	1.21
Sexuality (ref hetero)						
Bisexual	-0.05	0.43	-0.12	0.901	-0.90	0.79
Gay/Lesbian	0.21	0.39	0.55	0.579	-0.54	0.97
Other	-0.91	0.69	-1.33	0.183	-2.26	0.43
Prefer not to answer	-0.11	0.40	-0.26	0.795	-0.90	0.69
Religion (ref christian)						
Agnostic	0.19	0.29	0.64	0.521	-0.39	0.77
Atheist	-0.14	0.38	-0.38	0.707	-0.88	0.60
Buddhist*	1.78	0.81	2.19	0.029	0.19	3.38
Hindu	0.00	(empty)				
Jewish	-0.19	0.48	-0.39	0.694	-1.13	0.75
Muslim	0.00	(empty)				
Nothing in particular	0.13	0.41	0.31	0.757	-0.67	0.92
Other	-0.87	0.64	-1.36	0.173	-2.12	0.38
Prefer not to answer	-0.38	0.35	-1.09	0.275	-1.07	0.30
Spiritual	0.42	0.37	1.13	0.257	-0.31	1.15
UMD Status (ref students)						
Alumnus	-0.03	0.53	-0.06	0.949	-1.07	1.00
Area Resident	0.63	0.70	0.90	0.368	-0.74	2.00
Faculty/Staff**	0.80	0.23	3.42	0.001	0.34	1.26
Prefer not to answer	-1.46	1.08	-1.35	0.176	-3.57	0.65
cons	-1.98	0.29	-6.75	0	-2.56	-1.41

* $p < .05$, ** $p < .01$, *** $p < .001$

Police Training (n=147)

Many students and staff reported that they would feel safer if campus police were to receive more training in a variety of areas. Most commonly, respondents suggested anti-bias training, and some specifically noted anti-racism as a part of what that training might include. “More education related to anti-racism, anti-Semitism” (R2093) and “Maybe having more training on cultural diversity and sensitivity” (R1723).

Other participants cited the need for de-escalation training, “[Police] should take extensive training on how to escalate conflict non-violently. They should also take training on racial bias or whatever other trainings can sensitize them to how Black people tend to be policed unnecessarily and sometimes violently” (R2) and “increased training for the police department specifically around non-lethal or aggressive response tactics and racial bias training” (R1790).

Q15 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Support for Police Training

Train Police	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	empty					
Minority Threat***	2.81	.37	7.58	.000	2.08	3.54
Cons.	-3.19	.09	-35.78	.000	-3.161	-3.02

* $p < .05$, ** $p < .01$, *** $p < .001$

Results of a logistic regression analysis of majority and minority identity threat on support for police training are displayed above. Respondents who reported minority identity threat were significantly and positively correlated with recommendations to provide UMPD with more and better training ($B=2.81$, $R^2=.0347$, $p<.001$). No participants reported both majority identity threat and a suggestion to improve police training.

Results from a logistic regression analysis of demographics on support for police training are displayed on the following page. Both race and gender informed whether respondents suggested police training as a strategy to improve campus safety:

Hispanic participants were more likely to support police training as a safety improvement strategy than White participants ($B=.83$, $R^2=.0513$, $p<.05$).

Females were significantly more likely to suggest police training as a strategy to improve safety compared to Males ($B=.81$, $R^2=.0513$, $p=.001$).

Q15 Multiple Binary Logistic Regression Model of Demographics on Police Training

Train Police	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.03	0.41	-0.08	0.934	-0.85	0.78
Black	0.52	0.29	1.80	0.071	-0.04	1.09
Hispanic*	0.83	0.36	2.34	0.019	0.14	1.53
Indigenous	0.00	(empty)				
ME	0.68	1.28	0.53	0.594	-1.82	3.19
Mixed	-0.09	0.48	-0.18	0.858	-1.02	0.85
Other	0.00	(empty)				
Prefer not to answer	-0.46	0.51	-0.90	0.367	-1.46	0.54
Gender (ref male)						
Female**	0.81	0.24	3.32	0.001	0.33	1.29
Other	0.66	0.54	1.21	0.226	-0.41	1.73
Prefer not to answer	0.69	0.59	1.16	0.246	-0.48	1.86
Sexuality (ref hetero)						
Bisexual	0.40	0.37	1.08	0.28	-0.32	1.12
Gay/Lesbian	0.62	0.39	1.60	0.11	-0.14	1.39
Other	0.05	0.53	0.10	0.918	-0.99	1.10
Prefer not to answer	-0.06	0.44	-0.15	0.885	-0.93	0.80
Religion (ref christian)						
Agnostic	0.19	0.30	0.65	0.518	-0.39	0.77
Atheist	-0.19	0.38	-0.50	0.616	-0.94	0.56
Buddhist	-0.42	1.12	-0.37	0.709	-2.62	1.78
Hindu	-0.12	1.17	-0.10	0.921	-2.41	2.18
Jewish	-0.34	0.49	-0.71	0.478	-1.30	0.61
Muslim	0.58	1.24	0.47	0.64	-1.85	3.01
Nothing in particular	-0.23	0.44	-0.52	0.602	-1.10	0.64
Other	-0.55	0.64	-0.87	0.385	-1.81	0.70
Prefer not to answer	-0.04	0.38	-0.11	0.911	-0.79	0.71
Spiritual	0.31	0.38	0.82	0.41	-0.43	1.05
UMD Status (ref students)						
Alumnus	0.48	0.43	1.14	0.256	-0.35	1.32
Area Resident	0.25	0.70	0.36	0.72	-1.12	1.61
Faculty/Staff	-0.01	0.23	-0.05	0.962	-0.46	0.44
Prefer not to answer	-0.03	0.67	-0.04	0.97	-1.34	1.29
cons	-2.24	0.31	-7.12	0	-2.86	-1.62

* $p < .05$, ** $p < .01$, *** $p < .001$

Policy Modification (n=138)

One of the most common strategies that respondents identified to increase their feeling of safety on campus was for UMD to modify policies surrounding justice and crisis intervention. The most commonly recommended policy change revolved around mental health services and the need for trained responders who are not law enforcement officers. Many students and staff wrote that they would like trained mental health professionals to be available to respond to student crises. These responses tended to report feeling uncomfortable having to rely on police officers whose presence might escalate a situation to the point of violence, or cause someone to be arrested. "If someone is at risk of suicide, a mental health professional should be sent," one respondent recommended (R86). Many students and staff recommended funding mental health professionals at the expense of the police force or shifting resources away from the police to fund alternative responders. For example, one respondent recommended "putting resources into mental health resources and other forms of crisis intervention instead of on campus police" (R181). The desire by members of the campus community to have mental health professionals available to respond to crises was a common theme in the survey responses.

Other recommended policy modifications involved the priorities of the UMPD police department. Some respondents suggested that UMPD over-police students, and especially students of color, for relatively minor infractions like smoking marijuana. One respondent referred to the "disproportionate police response to a Black event" (R1410). At the same time, some argued that the campus police have a poor track record of responding to or solving more serious crimes like sexual assault and robbery. These respondents called for UMPD to prioritize preventing violent crime and characterized their treatment of students as verging on harassment. "[G]et your priorities straight," one respondent suggested. "Fighting sexual assault and preventing assault/robbery should come before searching dorms twice a week for weed" (R627). Another wrote "Center efforts on actual negative things happening in College Park (human trafficking, sexual assault and abuse) rather than students partying" (R34).

Q15 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Support for Policy Modification

Change Policy	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	.39	1.03	.38	.71	-1.64	2.41
Minority Threat***	2.28	.40	5.66	.000	1.49	3.07
Cons.	-3.22	.09	-35.61	.000	-3.40	-3.04

* $p < .05$, ** $p < .01$, *** $p < .001$

Results of a logistic regression analysis of majority and minority threat on reported support for policy modification are presented above. Respondents who reported minority identity threat were significantly and positively correlated with reported recommendation to change UMD/UMPD policy to improve safety for the UMD community ($B=2.28$, $R^2=.0193$, $p<.001$). Reported majority identity threat did not correlate with policy modification suggestions.

The table below displays results of a logistic regression analysis of demographics on reported suggestions for policy modification. Participants' race, gender, religion, and UMD status informed their likelihood of suggesting policy modification:

Hispanic respondents were *less* likely to suggest policy changes to improve safety than White respondents ($B=-1.33$, $R^2=.1138$, $p<.05$).

Females and Other genders were *more* likely to suggest policy modification than Males (Female, $B=.55$, $R^2=.1138$, $p<.05$; Other genders, $B=1.71$, $R^2=.1138$, $p=.001$).

Atheist participants were *more* likely to suggest policy modification than Christians ($B=.77$, $R^2=.1138$, $p<.05$).

Faculty and Staff were *less* likely to suggest policy modification than Students ($B=-.58$, $R^2=.1138$, $p<.05$).

Q15 Multiple Binary Logistic Regression Model of Demographics on Policy Modification

Policy Change	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.07	0.39	0.17	0.866	-0.70	0.83
Black	-0.76	0.41	-1.85	0.064	-1.56	0.05
Hispanic*	-1.33	0.64	-2.07	0.039	-2.59	-0.07
Indigenous	0.00	(empty)				
ME	0.98	1.36	0.72	0.474	-1.69	3.65
Mixed	-0.83	0.54	-1.56	0.119	-1.88	0.22
Other	0.00	(empty)				
Prefer not to answer	-1.10	0.56	-1.96	0.05	-2.21	0.00
Gender (ref male)						
Female*	0.55	0.25	2.21	0.027	0.06	1.04
Other**	1.71	0.52	3.28	0.001	0.69	2.73
Prefer not to answer	0.35	0.67	0.52	0.602	-0.96	1.66
Sexuality (ref hetero)						
Bisexual	0.48	0.34	1.40	0.163	-0.19	1.16
Gay/Lesbian	0.63	0.39	1.62	0.104	-0.13	1.40
Other	-0.49	0.55	-0.90	0.369	-1.56	0.58
Prefer not to answer	0.14	0.48	0.28	0.776	-0.80	1.07
Religion (ref christian)						
Agnostic	0.55	0.31	1.79	0.073	-0.05	1.14
Atheist*	0.77	0.34	2.28	0.022	0.11	1.43
Buddhist	0.00	(empty)				
Hindu	-0.13	1.16	-0.11	0.913	-2.40	2.14
Jewish	0.46	0.42	1.09	0.275	-0.37	1.29
Muslim	0.00	(empty)				
Nothing in particular	-0.59	0.54	-1.08	0.278	-1.66	0.48
Other	0.17	0.58	0.29	0.772	-0.97	1.31
Prefer not to answer	0.21	0.44	0.47	0.637	-0.66	1.08
Spiritual	0.75	0.41	1.84	0.065	-0.05	1.54
UMD Status (ref students)						
Alumnus	-0.47	0.51	-0.92	0.355	-1.46	0.53
Area Resident	-1.31	1.08	-1.21	0.224	-3.43	0.80
Faculty/Staff*	-0.58	0.23	-2.56	0.011	-1.03	-0.14
Prefer not to answer	-0.14	0.68	-0.21	0.837	-1.47	1.19
cons	-1.78	0.31	-5.75	0	-2.39	-1.17

* $p < .05$, ** $p < .01$, *** $p < .001$

Police Force Diversification (n=32)

Another strategy that was identified to improve safety on campus was for UMPD to diversify its police force and emphasize diversity in its hiring practices. Many students and staff report a desire to see the police force reflect the diversity of the campus community, in terms of race, gender, and sexuality. Some respondents suggested that a more diverse police force would be able to interact more effectively, and more equitably, with members of the university community. "Diversify campus police and focus on getting to know all community members," one recommended (R207). Another suggested "[m]ake the department diversity consistent with campus ratio of diversity" (R211). Some students and staff recommended a quota based on the makeup of the student body, for example, "if the university has a goal to increase African Americans to 20% of [the] student population, then police recruitment goals should match that goal" (R801).

Q15 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Support for Police Diversification

Diversify	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	empty					
Minority Threat	1.23	1.03	1.19	.234	-.79	3.25
Cons.	-4.66	.18	-25.84	.000	-5.02	-4.31

* $p < .05$, ** $p < .01$, *** $p < .001$

Results from a logistic regression analysis of majority and minority threat on reported support for police diversification are displayed above. No participants simultaneously reported majority identity threat and support for police diversification. Reported minority identity threat did not correlate with support for police diversification.

Results from a logistic regression analysis of demographics on reported support for police diversification are displayed on the following page. Participant race and religion informed differential report for support of police diversification:

Black, Hispanic, and Other race participants reported significantly greater support for police diversification compared to White participants (Black, $B=1.86$, $R^2=.1371$, $p < .01$; Hispanic, $B=2.14$, $R^2=.1371$, $p < .001$; Other race, $B=2.73$, $R^2=.1371$, $p < .05$).

Atheists reported significantly greater support for police diversification compared to Christians ($B=2.04$, $R^2=.1371$, $p < .01$).

Q15 Multiple Binary Logistic Regression Model of Demographics on Diversification

Diversity Police	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.75	0.85	0.88	0.377	-0.92	2.42
Black**	1.86	0.59	3.15	0.002	0.70	3.01
Hispanic***	2.14	0.61	3.50	0.000	0.94	3.33
Indigenous	2.28	1.20	1.89	0.058	-0.08	4.64
ME	0.00	(empty)				
Mixed	1.27	0.85	1.50	0.134	-0.39	2.94
Other*	2.73	1.23	2.22	0.026	0.33	5.13
Prefer not to answer	0.00	(empty)				
Gender (ref male)						
Female	0.15	0.42	0.35	0.73	-0.68	0.98
Other	0.00	(empty)				
Prefer not to answer	16.41	818.59	0.02	0.984	-1587.99	1620.81
Sexuality (ref hetero)						
Bisexual	0.00	(empty)				
Gay/Lesbian	0.00	(empty)				
Other	0.00	(empty)				
Prefer not to answer	-15.80	818.59	-0.02	0.985	-1620.20	1588.60
Religion (ref christian)						
Agnostic	0.82	0.65	1.26	0.207	-0.46	2.11
Atheist**	2.04	0.68	3.00	0.003	0.71	3.36
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	0.00	(empty)				
Muslim	0.00	(empty)				
Nothing in particular	0.63	0.85	0.74	0.457	-1.03	2.29
Other	1.61	0.88	1.82	0.068	-0.12	3.34
Prefer not to answer	-0.60	1.08	-0.56	0.577	-2.73	1.52
Spiritual	0.81	0.73	1.12	0.263	-0.61	2.23
UMD Status (ref students)						
Alumnus	0.19	0.85	0.22	0.825	-1.49	1.86
Area Resident	0.00	(empty)				
Faculty/Staff	-0.01	0.45	-0.02	0.984	-0.89	0.87
Prefer not to answer	0.00	(empty)				
cons	-4.17	0.65	-6.46	0	-5.43	-2.90

* $p < .05$, ** $p < .01$, *** $p < .001$

Increasing Policing (n=138) vs. Defunding the Police (n=134)

Respondents were nearly equally split between recommending that the police be defunded or abolished or recommending that the police receive more resources and increase their policing activities around campus.

Some students and staff recommend defunding campus police or abolishing them entirely. Many of these respondents reported that the presence of the police makes them feel unsafe; others argued that policing is inherently racially prejudiced and results in further harm to marginalized communities. One respondent suggested to "[a]bolish the police and adopt public welfare services THAT ACTUALLY HELP PEOPLE. The institution of policing is invested in maintaining segregation between the races" (R646). Calls to defund or abolish the police often corresponded with suggestions to shift funding to community support services or mental health professionals. One respondent recommended to "[d]efund the police and resource other areas of campus (mental health services, public event management, etc.)" (R80). Another suggested "[d]efund the police. Return those monies to things that actually keep students safe, like counseling services" (R435). Among respondents who desired to see the UMPD force reduced or abolished, a general theme was that police resources would be better spent on other forms of community intervention.

Conversely, many students and staff reported that the presence of the police is central to their ability to feel safe around campus. Many of these respondents anticipated and explicitly rejected the notion that the police should be defunded. "I am very concerned that UMD will make me *less* safe by *interfering* with the police," one respondent wrote. "Do not defund or reorganize the police!" (R58). Others called for an increase of policing activity. Some common recommendations were to "[i]ncrease the size of the police department" (R722) or to engage in "[m]ore visible patrolling" (R845). The responses suggest that many members of the campus community are aware of the national debate surrounding racialized policing and the defunding of police departments, and many preemptively reject applying these strategies at UMD. At the same time, the responses suggest that many members of the campus community derive a sense of safety and security from the presence of law enforcement officers around campus.

Q15 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Support for More/Less Police

More/Less Pol	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat	.589	1.231	.632	.632	-1.824	3.003
Minority Threat*	-2.589	1.048	-2.47	.014	-4.644	-.534
Cons.	.104	.126	.412	.412	-.144	.351

Higher values indicate support for more police, lower values indicate support for fewer police.

** p<.05, ** p<.01, ***<.001*

The binary variables “more police” (support for more police or not) and “less police” (support for less police or not) were used to generate a new variable “more/less police” [0=support for less police, 1=support for more police, n=267]. This combined variable was used for the following two logistic regression analyses.

The results of a logistic regression analysis of majority and minority threat on more/less police are displayed in the table above. Results demonstrate that reports of majority identity threat do

not correlate with reported support for more or less police. However, minority threat correlates significantly and negatively with more/less police ($B=-2.589$, $R^2=.0323$, $p<.05$). Participants who reported minority identity threat were significantly more likely to support less police as a strategy to improve UMD community safety.

The results of a logistic regression analysis of demographics on more/less police are displayed in the table on the following page. The results show that race, gender, sexuality, and religion each significantly informed reported support for more/less police:

Participants who preferred to not report their race were significantly more likely to support *more police* as a strategy to improve UMD community safety compared to whites ($B=3.84$, $R^2=.3386$, $p<.001$). No other differences by race were found.

Female and Other gender participants were significantly more likely to support *less police* as a strategy to improve UMD community safety compared to males (Female, $B=-1.21$, $R^2=.3386$, $p<.01$; Other gender, $B=-3.70$, $R^2=.3386$, $p<.05$).

Gay/Lesbian and Bisexual participants were significantly more likely to support *less police* as a strategy to improve UMD campus safety compared to heterosexuals (Gay/Lesbian, $B=-1.51$, $R^2=.3386$, $p<.05$; Bisexual, $B=-3.77$, $R^2=.3386$, $p<.01$).

Atheist participants were significantly more likely to support *less police* as a strategy to improve UMD campus safety compared to Christians ($B=-2.94$, $R^2=.3386$, $p<.001$).

Q15 Multiple Binary Logistic Regression Model of Demographics on More/Less Police

Less / More Police	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.87	0.85	1.02	0.306	-0.80	2.55
Black	0.35	0.65	0.54	0.59	-0.92	1.61
Hispanic	0.97	0.69	1.40	0.16	-0.39	2.33
Indigenous	0.46	1.40	0.33	0.741	-2.28	3.20
ME	0.00	(empty)				
Mixed	0.29	0.88	0.34	0.737	-1.43	2.01
Other	0.00	(empty)				
Prefer not to answer***	3.84	0.95	4.05	0.000	1.98	5.69
Gender (ref male)						
Female**	-1.21	0.40	-3.02	0.003	-2.00	-0.42
Other*	-3.70	1.61	-2.30	0.021	-6.85	-0.55
Prefer not to answer	-1.04	1.12	-0.93	0.351	-3.24	1.15
Sexuality (ref hetero)						
Bisexual**	-3.77	1.12	-3.36	0.001	-5.97	-1.57
Gay/Lesbian*	-1.51	0.71	-2.13	0.033	-2.89	-0.12
Other	-0.95	1.01	-0.95	0.344	-2.92	1.02
Prefer not to answer	-0.87	0.80	-1.09	0.278	-2.45	0.70
Religion (ref christian)						
Agnostic	-1.01	0.53	-1.91	0.057	-2.04	0.03
Atheist***	-2.94	0.74	-3.95	0.000	-4.39	-1.48
Buddhist	0.00	(empty)				
Hindu	-1.18	1.55	-0.76	0.446	-4.21	1.85
Jewish	-0.87	0.69	-1.27	0.205	-2.21	0.47
Muslim	0.96	2.07	0.46	0.643	-3.10	5.02
Nothing in particular	-0.43	0.60	-0.71	0.476	-1.61	0.75
Other	-1.16	0.98	-1.18	0.238	-3.09	0.77
Prefer not to answer	-0.63	0.64	-0.99	0.322	-1.88	0.62
Spiritual	0.69	0.87	0.79	0.432	-1.03	2.40
UMD Status (ref students)						
Alumnus	1.36	1.08	1.26	0.208	-0.76	3.48
Area Resident	1.54	1.53	1.01	0.313	-1.45	4.54
Faculty/Staff	-0.02	0.41	-0.05	0.959	-0.82	0.78
Prefer not to answer	-1.04	1.01	-1.03	0.304	-3.02	0.94
cons	1.45	0.51	2.83	0.005	0.45	2.45

* $p < .05$, ** $p < .01$, *** $p < .001$

Positive coefficients indicate support for more police

Campus Climate (n=63)

Sixty-three students and staff mentioned the political climate on campus, with themes that the climate needs to be addressed for them to feel safer on campus. Both minority and majority identities reported an unsafe climate, although in different ways. Women and members of minority racial and religious groups reported feeling unsafe because of white supremacy and race- and gender-based discrimination. For example, one respondent recalled an episode involving white nationalist propaganda posted around campus and suggested that "[t]he university needs to punish the people who are outwardly bigoted (posting the white nationalist fliers a few years back springs to mind)" (R817). Another reported feeling that the university is actively "discriminating against and erasing nonbinary people" (R1797). Members of normative groups who reported feeling unsafe often criticized the university's policies and messaging regarding inclusivity and racial justice. These were framed as attacks on free speech or forms of anti-white discrimination. For example, one respondent argued that "UMD must stop supporting acceptance of only certain segments of the community... No more black-rights, Asian-rights, native-American rights [etc.]" (R1760). Another suggested "[m]aybe stop pushing the idea that the police are targeting black people" (R701), while another referred to President Pines as a "race-hustler" and called for his removal (R375).

Q15 Multiple Binary Logistic Regression Model of Majority/Minority Threat on Campus Climate

Climate	Coef.	SE	Z	P> Z	95% Conf. Interval	
Majority Threat***	5.92	.65	9.10	.000	4.64	7.19
Minority Threat***	2.36	.56	4.25	.000	1.27	3.45
Cons.	-4.31	.12	-28.39	.000	-4.61	-4.01

* $p < .05$, ** $p < .01$, *** $p < .001$

The table above displays results of a logistic regression analysis of majority and minority threat on campus climate. Reports of both majority and minority identity threat correlated positively with mentions of campus climate. Those who reported majority identity threat were significantly more likely to mention climate than those who did not ($B=5.92$, $R^2=.1884$, $p<.001$). Those who reported minority identity threat were significantly more likely to mention climate than those who did not ($B=2.36$, $R^2=.1884$, $p<.001$).

An additional logistic regression analysis (not shown) was conducted to test whether mentions of climate varied between participants who reported majority and minority identity threat. Results demonstrate that those who report majority identity threat were significantly more likely to mention climate than those who reported minority identity threat ($B=3.55$, $R^2=.3926$, $p<.001$) Results from a logistic regression analysis of demographics on mentions of climate are displayed on the following page. Gender and religion significantly informed respondent mention of climate.

Female participants were *less* likely than Male participants to mention campus climate ($B=-.68$, $R^2=.1195$, $p<.05$).

Atheists ($B=-2.33$, $R^2=.1195$, $p<.05$), people who reported no religion in particular ($B=-2.21$, $R^2=.1195$, $p<.05$) and people who prefer not to report their religion ($B=-1.36$, $R^2=.1195$, $p<.05$) were significantly less likely to mention campus climate compared to Christians.

Q15 Multiple Binary Logistic Regression Model of Demographics on Campus Climate

Campus Climate	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.68	0.50	1.37	0.171	-0.29	1.66
Black	-0.23	0.49	-0.46	0.643	-1.20	0.74
Hispanic	-1.41	1.05	-1.34	0.18	-3.47	0.65
Indigenous	1.18	0.87	1.36	0.174	-0.52	2.87
ME	0.00	(empty)				
Mixed	0.57	0.66	0.85	0.393	-0.73	1.87
Other	1.13	0.75	1.51	0.13	-0.34	2.61
Prefer not to answer	-0.40	0.59	-0.68	0.494	-1.55	0.75
Gender (ref male)						
Female*	-0.68	0.33	-2.09	0.036	-1.32	-0.04
Other	0.12	0.83	0.15	0.884	-1.51	1.75
Prefer not to answer	-0.03	0.67	-0.05	0.964	-1.34	1.28
Sexuality (ref hetero)						
Bisexual	-0.71	0.82	-0.86	0.39	-2.32	0.90
Gay/Lesbian	-0.31	0.68	-0.45	0.655	-1.65	1.04
Other	0.32	0.70	0.46	0.649	-1.05	1.69
Prefer not to answer	1.11	0.57	1.95	0.051	-0.01	2.23
Religion (ref christian)						
Agnostic	-0.49	0.43	-1.13	0.259	-1.34	0.36
Atheist*	-2.33	1.04	-2.23	0.026	-4.37	-0.28
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	-0.75	0.67	-1.11	0.265	-2.06	0.57
Muslim	0.00	(empty)				
Nothing in particular*	-2.21	1.10	-2.01	0.044	-4.36	-0.06
Other	-0.49	0.67	-0.73	0.465	-1.82	0.83
Prefer not to answer*	-1.36	0.55	-2.48	0.013	-2.45	-0.28
Spiritual	-0.36	0.65	-0.55	0.581	-1.64	0.92
UMD Status (ref students)						
Alumnus	-0.22	0.79	-0.28	0.782	-1.77	1.33
Area Resident	0.00	(empty)				
Faculty/Staff	-0.33	0.33	-0.99	0.321	-0.98	0.32
Prefer not to answer**	1.72	0.59	2.89	0.004	0.55	2.88
cons	-1.70	0.38	-4.53	0	-2.44	-0.96

* $p < .05$, ** $p < .01$, *** $< .001$

Discussion

Themes that emerged from answers to Question 15 reveal stark differences in how constituents would like campus safety to be improved. The most common responses of community building with police, better/different police training, and a change in how to use police in mental health or crisis situations all slightly outweighed comments and suggestions about the number of police present on campus. Further, the most common racial group to suggest less police were White respondents, while Black, Hispanic, and mixed-race respondents most frequently suggested improving police training and building community. Both racial and gender identity inform whether respondents suggested better police training to improve safety on campus, as Black and female respondents were more likely to support this tactic compared to White and male respondents, respectively.

Policy modification or examining what situations police respond to and how they respond, was a common suggestion given by participants. Respondents' gender, sexuality, and religion informed the suggestion to reform police policy, as all non-male gender, gay/lesbian and bisexual, and agnostic/atheist participants were more likely to suggest policy modification than male, heterosexual, and Christian participants, respectively. Asian respondents' most frequent suggestion was also policy modification.

By the respondents who specifically made their stance known via this question, nearly an equal number of them asked for less police as those who asked for more police. This demonstrates part of the campus divide when thinking about resources provided to police on campus. Participants who chose not to report their race were significantly more likely to support more police, and no other racial differences were significant. All non-male gender, gay/lesbian, bisexual, and atheist/agnostic participants were significantly more likely to support less police on campus. This aligns with this same demographic groups' suggestion to have others respond to specific crises or situations on campus, which in turn likely would lower the number of police responding.

Campus climate, while not one of the most common suggestions, seems pervasive enough to warrant further investigation. Two distinct ways of reporting that campus climate needs to be addressed emerged via the survey, with one group asking for accountability of those who act in discriminatory ways and for more active inclusion of all identity groups. The other called for more free speech or a less explicit focus on social justice issues from the administration. Those who reported majority identity threat were significantly more likely to mention campus climate when compared to those who did not mention majority/minority identity threat or those who mentioned minority identity threat. Those who identified as Christian reported campus climate frequently when compared to other groups.

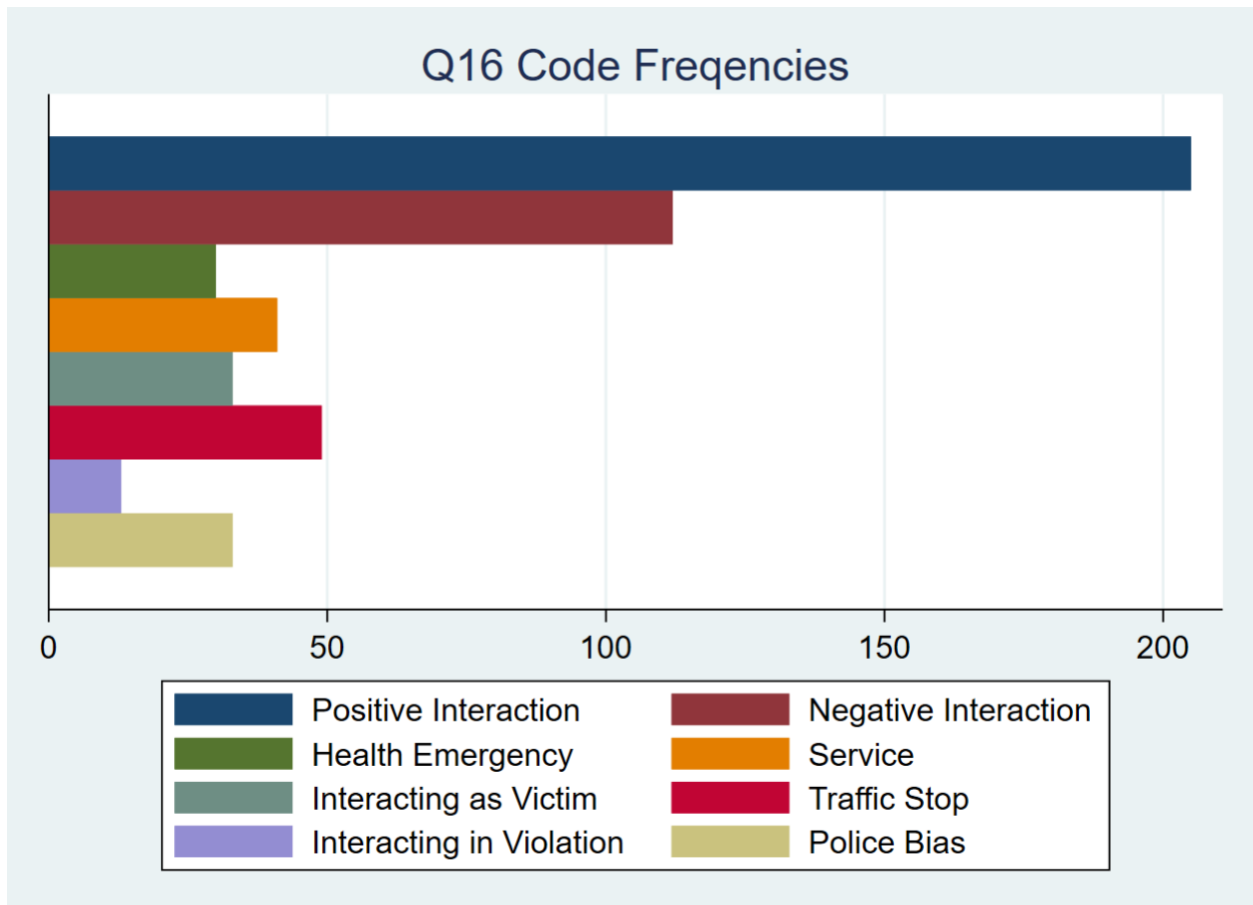
Question 16: Interactions with UMPD

Q16: We would like to hear from you. If you have had an encounter with University of Maryland Campus Police, please tell us about your experience. You are not required to give your name or that of the officer(s) involved. All responses will be kept confidential and will be used for data and presentation purposes only.

Question 16 asked respondents to describe their own encounters with UMPD police officers. A total of 452 respondents gave written answers to this question. Of these, 207 (46%) of respondents broadly characterized their interactions with the campus police as positive. In these encounters, common terms used to describe police officers included "professional," "helpful," and "polite." In contrast, 114 (25%) respondents reported encounters with the campus police that they characterized as negative. Negative encounters were often described as unsafe, unfair, anxiety-provoking, or unnecessary. Of these, a total of 34 respondents (30% of people reporting negative interactions) reported that their negative experience with the campus police was associated with a perception of bias against themselves or people they were with.

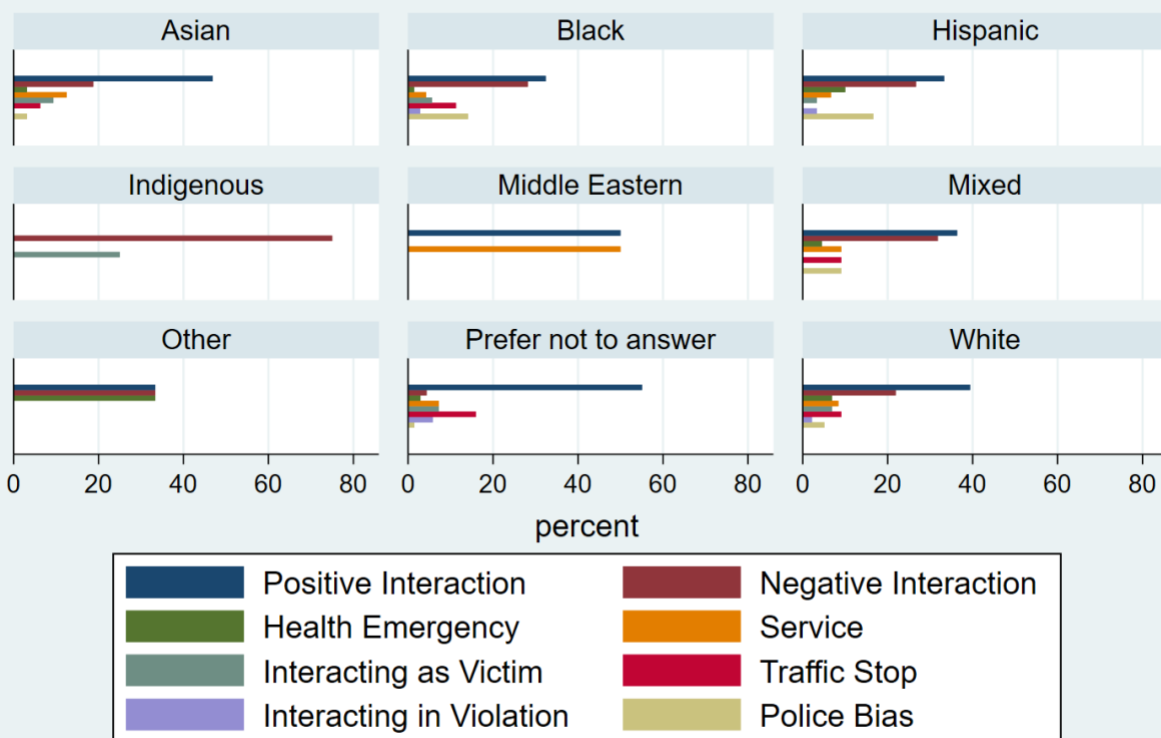
The most common interactions between UMD community members and campus police result from traffic stops (n=52). Other common interactions between the police and the campus community are precipitated by physical and mental health crises (n=29) and by basic service calls (n=42), for example, calling the police for help to get into a locked building, requesting an escort at night, or requesting vehicle assistance. Other respondents reported encountering the police after being the victim of a crime (n=33), after committing a violation themselves (n=13), or

after witnessing the campus police conduct operations or investigations that the respondent was not involved with (n=17).



The *Q16 Code Frequencies* bar chart above displays the total count of each code for all respondents to question 16 (interactions with UMPD). Positive interactions make up the greatest proportion of coded responses followed by negative interactions, traffic stops, calls to service, police bias, interacting with police as a victim of a crime, health emergencies, and interacting with police while in violation of a law/policy.

Q16 Code Proportions by Race



Graphs by race

The *Q16 Code Proportions by Race* bar chart above displays the percent of coded responses to question 16 (share interactions you have had with UMPD) by participant race. In general, racial groups report mostly positive interactions with UMPD. Indigenous and Other race participants are the only groups that did not report mostly positive interactions. Reports of negative interactions were lower than reports of positive interactions, but still prominent, among Black, Hispanic, and mixed-race participants. Black and Hispanic respondents reported a relatively high proportion of interactions in which police bias was present.

Positive Interactions with UMPD (n=207)

A total of 207 respondents characterized their encounters with campus police as positive experiences. Positive experiences included those in which the police were described as helpful, professional, polite, fair, or as contributing to the respondent's feeling of safety and security. Indeed, "professional" and "polite" were terms that were repeatedly used to describe campus police in these narratives of past interactions. For example, one respondent recalled that "I had a very positive interaction with UMPD... I was interviewed by Detective [M.] and he was very professional and polite throughout the entire process" (R145). Another recalled two past encounters with the police in similar fashion. "I got stopped for having a taillight not working. The police officer was professional and gave me warning. Another time we had a computer stolen in our office. The officer was polite" (R446).

Many positive interactions between the campus community and police result from service calls in which the police assist individuals with locked doors, lost phones, or other minor

emergencies. "My car tire needed air and the officer assisted," one respondent wrote. "He was very nice and professional. I really appreciated his help" (R441). However, even some students and staff who were pulled over for traffic violations nonetheless characterized their interaction with the campus police as positive, based on the perception that the police were acting fairly and professionally. "Pulled over for wrong turn. Very professional," wrote one respondent (R66). Another recalled an episode in which "I was pulled over by a police officer... He was polite and professional. I was quite mortified" (R125).

Some students and staff recalled episodes in which their encounters with the police made them feel safer, especially in response to a crime or the threat of a crime. One respondent recalled when a drunk stranger had tried to enter their dorm room at night, and "[t]he police calmly took care of the incident... It was a positive experience with the police, of course a negative one with the drunk student" (R461). Another reported having been hit by a drunk driver, and the police "responded quickly and handled the issues in a fair and professional manner" while preventing the occupants of the other car from escalating the situation (R767).

Negative Interactions with UMPD (n=114)

A total of 114 respondents characterized their interactions with campus police as negative experiences. Negative experiences included those that were reported to be unfair or biased, violent, hostile, or to have provoked feelings of anxiety or emotional trauma.

Some students and staff recalled encounters that were unfair, unprofessional, and emotionally traumatic. One wrote that "I interacted with the campus police and it was the worst experience of my life. They showed no compassion... I was coerced into admitting to doing something I had not done" (R1185). Another recounted an incident when, as a freshman, she and her friends were taunted and catcalled by police officers themselves while waiting at a bus stop (R1325). A university staff member reported an episode where they were doing their job transporting waste from a campus recycling dumpster, and a police officer pulled them over, accused them of theft, and escalated the encounter nearly to the point of making an arrest. The respondent noted that the interaction "rattled me for a long time... It completely changed the way I view police in general" (R1354). Interactions like these have made some members of the campus community wary of the police and made them feel less safe in their presence.

Some students and staff report that campus police are unnecessarily aggressive, hostile, and threatening. One recounted a traffic stop as "a very stressful experience. The cop was very aggressive with me... and I really did not appreciate it" (R1349). A similar response recalled that "My encounter with an officer he was very aggressive and edgy, confrontational. Doing a traffic stop, I do feel he was racist" (R1514). A perception that the campus police are unnecessarily rude, aggressive, or hostile contributed to many negative interactions with the police.

A common complaint was that UMPD officers fail to follow up on reports of crime, fail to take reported crimes seriously, or are dismissive of the concerns of students and staff. Many respondents wrote that their issues were never resolved and were quickly forgotten by the police. One wrote that "UMPD always puts on a veneer of professionalism and caring and then immediately files things in the deepest, darkest filing cabinet they can find" (R825). That respondent wrote that they no longer ask UMPD for assistance because they feel that the police never solve anything and fail to investigate reported crimes. Another recalled when their bike was stolen, and the responding officer simply criticized them for using a cable lock rather than a U-lock (R874). Campus police did not follow up to inform the respondent whether there had been an investigation, and the bicycle was never recovered. A similar episode involving a stolen

moped was never resolved and "[p]olice did not follow through" (R886). A perceived failure on the part of police to follow up on crime reports contributed to many negative interactions.

Regression analysis of Negative and Positive Police Interactions

The binary variables "negative interaction" and "positive interaction" were used to generate a new variable "negative/positive interaction" [0=negative interaction, 1=positive interaction, n=301]. This combined variable was used for the following three logistic regression analyses.

Q16 Multiple Binary Logistic Regression Model of interaction type on negative/positive interaction

Interaction Type	Coef.	SE	Z	P> Z	95% Conf. Interval	
Health Emergency	-.53	.42	-1.26	.206	-1.36	.293
Service*	.91	.45	2.03	.042	.03	1.79
Traffic Stop*	-.70	.34	-2.04	.041	-1.37	-.03
Witness*	-1.73	.70	-2.47	.013	-3.09	-.36
cons	.65	.15	4.34	.000	.36	.94

* $p < .05$, ** $p < .01$, *** $p < .001$.

The table above displays the results of a logistic regression analysis of interaction type on negative/positive interactions. The results indicate that interaction types inform the reported quality of interactions with UMPD. Results show a weak positive correlation between reports of service interactions with reports of positive interactions ($B = .91$, $R^2 = .0417$, $p < .05$). This finding suggests that participants generally have positive interactions with police during calls for service. Results also show a weak negative correlation between reports of traffic stops reports of positive interactions ($B = -.70$, $R^2 = .0417$, $p < .05$). This suggests that participants generally had negative interactions with police during traffic stops. Reports of witnessing police correlated negatively with positive interactions ($B = -1.73$, $R^2 = .0417$, $p < .05$). Health emergencies did not correlate with negative or positive interactions.

Q16 Multiple Binary Logistic Regression Model of interactant type on negative/positive interaction

Interactant Type	Coef.	SE	Z	P> Z	95% Conf. Interval	
Victim	-.45	.38	-1.19	.232	-1.19	.29
Violation	-.55	.65	-.85	.396	-1.81	.72
cons	.59	.13	4.58	.000	.34	.85

The table above displays the results of a logistic regression analysis of interactant type on negative/positive interaction. The results indicate that participant reports of interacting with UMPD as a victim or in violation does not correlate with reports of negative or positive interaction quality.

Results from a logistic regression analysis of demographics on reports of negative/positive interactions are displayed in the table on the following page. Results demonstrate that race, sexuality, and religion each play a role in the probability of participants reporting negative or positive interactions with the UMPD:

Black respondents reported significantly fewer positive and more negative interactions with UMPD than White respondents ($B = -.83$, $R^2 = .1972$, $p < .05$).

Gay/Lesbian and Bisexual respondents reported significantly fewer positive and more negative interactions with UMPD than Heterosexual respondents (Gay/Lesbian, $B = -2.27$, $R^2 = .1972$, $p < .01$); Bisexual, $B = -1.68$, $R^2 = .1972$, $p < .05$).

Atheist respondents reported significantly fewer positive and more negative interactions with UMPD than Christian respondents ($B = -1.46$, $R^2 = .1972$, $p < .01$).

Together, these findings suggest that the experience, perception, or report of interaction quality (positive or negative) with UMPD is partially dependent on the demographics (race, sexuality, and religion) of the UMD community member.

Q16 Multiple Binary Logistic Regression Model of Demographics on Negative/Positive Interaction

Negative / Positive Interaction	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.12	0.62	-0.20	0.841	-1.34	1.09
Black*	-0.83	0.41	-2.06	0.04	-1.63	-0.04
Hispanic	-0.25	0.58	-0.44	0.663	-1.39	0.89
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	-0.52	0.65	-0.80	0.426	-1.79	0.76
Other	0.03	1.79	0.02	0.986	-3.47	3.54
Prefer not to answer	1.84	0.97	1.90	0.058	-0.06	3.74
Gender (ref male)						
Female	-0.59	0.32	-1.83	0.068	-1.21	0.04
Other	-0.03	0.92	-0.03	0.977	-1.83	1.78
Prefer not to answer	1.43	1.08	1.32	0.186	-0.69	3.56
Sexuality (ref hetero)						
Bisexual*	-1.68	0.70	-2.39	0.017	-3.06	-0.31
Gay/Lesbian**	-2.27	0.72	-3.17	0.002	-3.68	-0.87
Other	-1.16	0.81	-1.44	0.151	-2.75	0.42
Prefer not to answer	-1.31	0.79	-1.66	0.097	-2.86	0.24
Religion (ref christian)						
Agnostic	-0.64	0.44	-1.45	0.148	-1.51	0.23
Atheist**	-1.46	0.53	-2.74	0.006	-2.51	-0.42
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	0.01	0.80	0.01	0.991	-1.57	1.58
Muslim	0.00	(empty)				
Nothing in particular	-0.01	0.80	-0.01	0.991	-1.57	1.55
Other	-0.43	0.85	-0.51	0.612	-2.11	1.24
Prefer not to answer	-0.57	0.64	-0.89	0.376	-1.82	0.69
Spiritual	-0.88	0.49	-1.78	0.075	-1.85	0.09
UMD Status (ref students)						
Alumnus	-0.01	0.66	-0.01	0.99	-1.31	1.29
Area Resident	-0.46	1.02	-0.46	0.649	-2.46	1.54
Faculty/Staff	0.55	0.34	1.60	0.109	-0.12	1.22
Prefer not to answer	-0.62	0.86	-0.72	0.469	-2.30	1.06
cons	1.27	0.41	3.11	0.002	0.47	2.07

* $p < .05$, ** $p < .01$, *** $< .001$

UMPD Interactions in Health Emergencies (n=29)

One of the most common reasons that students and staff report interacting with the police is in the context of health emergencies. These include both physical health emergencies and mental health crises. Of the 29 respondents who related these encounters with police, 11 characterized their interactions as negative and 14 characterized them as positive. The remaining 4 did not provide enough information in their response to characterize the tenor of the encounter.

Positive health emergency encounters tended to praise the police for responding quickly and supportively, and for making sure that victims received proper assistance. One respondent recalled an incident when they called the police to help a friend who was having a violent manic episode. The campus police took the individual to a hospital where they received mental health treatment. "The police definitely handled it amazingly and didn't even harass my friend but made sure he got help when it was needed" (R29). Likewise, an RA reported that "I had to call emergency services several times for things from mental health crises to alcohol poisoning and the police were always the first on the scene and did everything they could to help" (R211).

Negative health emergency encounters tended to describe the police as unhelpful or unwilling to take these emergencies seriously, especially in the context of mental health crises. One respondent recalled an incident of suspected alcohol poisoning "where the police proceeded to crack jokes at [the victim's] expense and move the trash can which she was vomiting [into] out of her reach so that she vomited over herself and her bed" (R539). The respondent also recalled an incident in which they had a mental health crisis and were not lucid, and the responding police assumed they were drunk and refused to treat the episode as a mental health issue until EMTs arrived. Reports of callousness or unhelpfulness were not limited to alcohol use and mental health crises. Another respondent wrote about an encounter they witnessed in which campus police were called to assist an exchange student with major lacerations on his foot that prevented him from walking. However, after the injury was treated, police refused to help the student move or return to his room, and the witness drove the student home themselves (R78).

Results from a logistic regression analysis of demographics on reports of health emergency interactions are displayed below. The results show that Faculty and Staff are less likely than Students to report interactions with UMPD in health emergencies than students ($B=-1.32$, $R^2=.146$, $p<.01$). Further, the results show that race, gender, sexual orientation, and religion do not correlate with reports of interacting with UMPD in health emergencies.

Q16 Multiple Binary Logistic Regression Model of Demographics on Health Emergencies

Health Emergency	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-14.76	1016.00	-0.01	0.988	-2006.08	1976.55
Black	-1.63	1.06	-1.54	0.123	-3.71	0.44
Hispanic	0.37	0.73	0.50	0.616	-1.07	1.81
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	-0.82	1.13	-0.72	0.469	-3.03	1.40
Other	1.74	1.58	1.10	0.272	-1.37	4.85
Prefer not to answer	-1.07	1.32	-0.81	0.417	-3.66	1.52
Gender (ref male)						
Female	-0.29	0.47	-0.62	0.537	-1.22	0.64
Other	-0.55	1.25	-0.44	0.661	-3.01	1.91
Prefer not to answer	2.77	1.67	1.67	0.096	-0.49	6.04
Sexuality (ref hetero)						
Bisexual	0.11	0.78	0.15	0.885	-1.41	1.64
Gay/Lesbian	0.54	0.75	0.72	0.474	-0.94	2.01
Other	-0.63	1.19	-0.53	0.597	-2.96	1.70
Prefer not to answer	-2.57	1.63	-1.58	0.114	-5.76	0.62
Religion (ref christian)						
Agnostic	-0.16	0.61	-0.26	0.798	-1.35	1.04
Atheist	0.25	0.67	0.37	0.713	-1.07	1.56
Buddhist	17.04	1016.00	0.02	0.987	-1974.27	2008.36
Hindu	0.00	(empty)				
Jewish	-0.61	1.12	-0.55	0.585	-2.80	1.58
Muslim	0.00	(empty)				
Nothing in particular	-0.40	1.12	-0.35	0.724	-2.59	1.80
Other	0.00	(empty)				
Prefer not to answer	0.00	(empty)				
Spiritual	-0.04	0.89	-0.05	0.962	-1.78	1.70
UMD Status (ref students)						
Alumnus	0.00	(empty)				
Area Resident	0.00	(empty)				
Faculty/Staff**	-1.32	0.48	-2.74	0.006	-2.27	-0.38
Prefer not to answer	0.54	0.95	0.56	0.573	-1.33	2.41
cons	-1.33	0.50	-2.63	0.009	-2.31	-0.34

* $p < .05$, ** $p < .01$, *** $< .001$

UMPD Interactions in Calls for Service (n=42)

Another common reason that students and staff interact with the campus police is in the context of service calls. Service calls include requests that the police open locked doors to campus buildings, provide escorts at night, or assist with minor missing possessions or keys locked in cars. Of the reported service call encounters, 33 were characterized as positive experiences for the respondents, and 7 were characterized as negative experiences.

Many students and staff report positive interactions with police officers who open locked doors. One wrote about an episode when they "forgot that [McKeldin] was not 24 hours yet and was locked out. Called UMPD and officer came and let us in without asking any questions and was quite nice. Everyone went home happy" (R545). Another recalled two different types of service calls, both of which were positive experiences. "I have been let into labs by officers when I lock myself out of them... Also, I walked with a police officer to the parking lot as a walking escort. Both experiences were positive" (R605). Other service calls to the police involved assistance with issues like keys locked in cars, but the perception that the responding officer was friendly and helpful made these experiences positive ones. "I called for help retrieving a key I locked in my car," one respondent wrote. "They were very friendly" (R585). Encounters like these, far from being superficial, contributed positively to student and staff perceptions of the police.

Seven respondents characterized their service calls with the campus police as negative experiences. This was often because the responding officer was perceived as rude, unnecessarily hostile, or unwilling to help. One wrote about "Trying to figure out where to get fingerprinted for a clearance - interactions were dismissive, almost rude" (R1363). Another recalled asking for a police walking escort at night and being made to wait an hour and a half before an officer responded (R1584).

Results from a logistic regression analysis of demographics on reports of service interactions are displayed below. The results indicate that reports of interacting with UMPD in calls for service do not vary by UMD community member demographics (race, gender, sexual orientation, religion, and UMD status).

Q16 Multiple Binary Logistic Regression Model of Demographics on Calls for Service

Service	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.28	0.83	-0.34	0.734	-1.90	1.34
Black	-0.77	0.66	-1.16	0.246	-2.06	0.53
Hispanic	-0.33	0.82	-0.40	0.688	-1.93	1.28
Indigenous	0.00	(empty)				
ME	0.81	1.36	0.60	0.551	-1.86	3.48
Mixed	0.23	0.84	0.28	0.782	-1.42	1.88
Other	0.00	(empty)				
Prefer not to answer	-0.94	1.05	-0.89	0.371	-2.98	1.11
Gender (ref male)						
Female	0.73	0.43	1.67	0.094	-0.12	1.57
Other	0.00	(empty)				
Prefer not to answer	1.69	1.25	1.35	0.179	-0.77	4.15
Sexuality (ref hetero)						
Bisexual	-0.62	1.14	-0.55	0.585	-2.85	1.61
Gay/Lesbian	0.00	(empty)				
Other	0.00	(empty)				
Prefer not to answer	-0.45	0.89	-0.51	0.611	-2.19	1.29
Religion (ref christian)						
Agnostic	-0.69	0.79	-0.87	0.384	-2.24	0.86
Atheist	1.23	0.64	1.90	0.057	-0.04	2.49
Buddhist	2.52	1.68	1.50	0.133	-0.77	5.82
Hindu	2.42	1.66	1.46	0.145	-0.84	5.68
Jewish	0.24	1.12	0.21	0.831	-1.96	2.43
Muslim	0.00	(empty)				
Nothing in particular	1.07	0.69	1.56	0.118	-0.27	2.41
Other	0.41	0.83	0.49	0.623	-1.22	2.03
Prefer not to answer	0.04	0.72	0.06	0.952	-1.37	1.45
Spiritual	0.34	0.70	0.48	0.633	-1.04	1.71
UMD Status (ref students)						
Alumnus	0.98	0.90	1.09	0.277	-0.79	2.74
Area Resident	1.52	1.23	1.24	0.216	-0.89	3.94
Faculty/Staff	0.93	0.51	1.82	0.069	-0.07	1.93
Prefer not to answer	0.12	1.16	0.11	0.915	-2.16	2.40
cons	-3.43	0.64	-5.40	0	-4.68	-2.19

* $p < .05$, ** $p < .01$, *** $p < .001$

UMPD Interactions in Traffic Stops (n=52)

The most common reason that students and staff report encountering the police is in the context of traffic stops. These include being pulled over, often for speeding or rolling through a stop sign, and also encounters based on illegal parking or not having proper tags and registration. An equal number of respondents characterized their traffic stops as positive experiences (n=28) and as negative experiences (n=24).

Students and staff who characterized their traffic stops as positive experiences generally did so because they perceived that the responding officer was acting fairly and professionally. "I was pulled over on campus for having a broken headlight," one respondent wrote. "Officer let me off with a warning without even doing paperwork. It wound up being a positive experience" (R218). Many students and staff reported in these cases that being pulled over was justified and the officers were acting appropriately. "I have been pulled over (I committed a traffic violation) and questioned appropriately for my involvement in other incidents" (R316). Politeness and perceived professionalism on the part of police caused respondents to experience their interaction with police as positive, even if it resulted in unfavorable outcomes like a ticket.

Negative traffic stop experiences were often characterized as unsafe or unfair, and the responding officers were described as unnecessarily rude and aggressive. For example, one respondent recalled an episode they perceived as unfair and potentially illegal. They drove their spouse's car to campus one day and were pulled over by a police officer on the grounds that a taillight was broken. After using a flashlight to look around the back seat, potentially for a reason to escalate the stop, the police officer let the respondent leave and the respondent later discovered that all their taillights were functional (R128). The perception that traffic stops were conducted unfairly, or with an ulterior motive of escalation, contributed to many negative encounters with the police. Officers who were described as rude or aggressive also contributed to negative traffic stop experiences. "The only negative experience I have had is when I was pulled over... an officer was super rude to me and tried to give me a ticket," one respondent wrote (R158). Another recalled a traffic incident at the Regents Drive Parking Garage where the "[o]fficer was extremely rude to both me and my employee" and they felt that the employee was "being harassed due to his ethnicity" (R187). The perception of rudeness or unwarranted aggression on the part of the police made many traffic stops negative experiences.

Results from a logistic regression analysis of demographics on reports of traffic stop interactions are displayed below. The results show that reports of interacting with UMPD in traffic stops do not vary by race, gender, sexuality. However, reports of interacting with UMPD in traffic stops do vary by religion and UMD status:

Atheists report interacting with UMPD in traffic stops at higher rates than Christians ($B=1.27$, $R^2=.1066$, $p<.05$).

Faculty/Staff and Area Residents reported interactions with UMPD in traffic stops at higher rates than Students (Faculty/Staff, $B=1.39$, $R^2=.1066$, $p<.05$; Area Residents, $B=2.88$, $R^2=.1066$, $p<.01$).

Q16 Multiple Binary Logistic Regression Model of Demographics on Traffic Stops

Traffic Stop	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.21	0.85	-0.25	0.8	-1.88	1.45
Black	0.21	0.46	0.47	0.64	-0.69	1.12
Hispanic	0.00	(empty)				
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	0.03	0.85	0.04	0.971	-1.64	1.71
Other	0.00	(empty)				
Prefer not to answer	-0.21	0.79	-0.27	0.787	-1.76	1.34
Gender (ref male)						
Female	0.73	0.40	1.84	0.066	-0.05	1.51
Other	0.00	(empty)				
Prefer not to answer	0.13	0.92	0.14	0.885	-1.67	1.93
Sexuality (ref hetero)						
Bisexual	0.53	0.95	0.56	0.575	-1.32	2.38
Gay/Lesbian	0.15	0.85	0.17	0.863	-1.51	1.80
Other	0.00	(empty)				
Prefer not to answer	0.64	0.75	0.86	0.388	-0.82	2.11
Religion (ref christian)						
Agnostic	-2.05	1.08	-1.90	0.058	-4.18	0.07
Atheist*	1.27	0.60	2.12	0.034	0.09	2.45
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	0.00	(empty)				
Muslim	0.00	(empty)				
Nothing in particular	0.48	0.73	0.65	0.517	-0.96	1.91
Other	-0.75	1.09	-0.69	0.489	-2.89	1.38
Prefer not to answer	-0.12	0.61	-0.19	0.849	-1.31	1.08
Spiritual	0.45	0.63	0.71	0.475	-0.79	1.69
UMD Status (ref students)						
Alumnus	0.97	0.93	1.04	0.297	-0.85	2.79
Area Resident**	2.88	0.97	2.97	0.003	0.98	4.78
Faculty/Staff*	1.39	0.57	2.44	0.015	0.27	2.50
Prefer not to answer*	2.17	0.84	2.58	0.01	0.52	3.82
cons	-3.67	0.68	-5.36	0	-5.01	-2.33

* $p < .05$, ** $p < .01$, *** $< .001$

Witnessing UMPD Encounters (n=17)

A smaller number of respondents recalled incidents in which they witnessed police activity but were not directly involved with what they witnessed. Eight respondents characterized this experience as negative, based on what they saw happening, and 3 respondents characterized the experience as positive. The remaining 6 witness testimonies did not include enough detail to be described as either positive or negative.

Positive witnessing experiences generally involved students and staff observing a police officer behaving professionally, calmly, and effectively. One respondent recalled watching a police officer in a car calmly ignore a drunk person yelling at them on the street, rather than escalate the situation. "I felt bad for the officer," the respondent wrote (R569). Another positive witnessing experience also involved an officer remaining calm in the face of an intoxicated aggressor. "I once witnessed an encounter at the AllNiter in Stamp where Officer [K] demonstrated exceptional professionalism and restraint when verbally challenged by an intoxicated student" (R1526). These encounters made positive impressions on observers.

Negative experiences witnessing campus police officers often involved perceptions of threat based on the observation of guns or of aggressive over-policing. One respondent recounted how "Once, I saw the police with guns raised and circling around the Mitchell Building... I was frightened and didn't know what was happening" (R9). Witnessing these sorts of events was experienced by some respondents as unsettling and unsafe. Other negative experiences were linked to observing bias. "I have interacted with and witnessed so much police harassment and intimidation of students, specifically when interacting with Black men along Route 1" (R1268). Likewise, witnessing police activity that is perceived as aggressive or unnecessary is a negative experience for some students and staff. One recounted seeing police officers circling Washington Quad and watching students who are studying, which the respondent experienced as threatening and unsettling (R1272).

Results from a logistic regression analysis of demographics on reports of witnessing UMPD interactions are displayed below. The results show that participants who reported Other sexualities (not Heterosexual, Gay or Lesbian) are more likely than Heterosexuals to report witnessing interactions in which UMPD is involved ($B=2.34$, $R^2=.1388$, $p<.05$). Beyond Other sexualities, demographics do not correlate with differential rates of reporting witnessed interactions with UMPD.

Q16 Multiple Binary Logistic Regression Model of Demographics on Witness

Witness	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.00	(empty)				
Black	-0.43	0.83	-0.52	0.603	-2.06	1.19
Hispanic	-1.02	1.27	-0.81	0.421	-3.52	1.47
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	-0.66	1.27	-0.52	0.601	-3.14	1.82
Other	0.00	(empty)				
Prefer not to answer	0.51	1.58	0.32	0.745	-2.58	3.61
Gender (ref male)						
Female	0.54	0.71	0.77	0.443	-0.84	1.93
Other	1.36	1.10	1.24	0.216	-0.79	3.52
Prefer not to answer	1.72	1.83	0.94	0.346	-1.86	5.30
Sexuality (ref hetero)						
Bisexual	1.25	0.95	1.32	0.187	-0.61	3.11
Gay/Lesbian	0.43	1.21	0.35	0.724	-1.95	2.80
Other*	2.34	0.94	2.51	0.012	0.51	4.18
Prefer not to answer	0.00	(empty)				
Religion (ref christian)						
Agnostic	-0.41	0.82	-0.50	0.614	-2.02	1.19
Atheist	-0.61	1.02	-0.59	0.554	-2.61	1.40
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	0.00	(empty)				
Muslim	0.00	(empty)				
Nothing in particular	0.49	1.21	0.41	0.684	-1.88	2.86
Other	0.00	(empty)				
Prefer not to answer	0.00	(empty)				
Spiritual	1.10	0.82	1.35	0.178	-0.50	2.70
UMD Status (ref students)						
Alumnus	0.16	1.25	0.13	0.898	-2.29	2.60
Area Resident	0.00	(empty)				
Faculty/Staff	0.03	0.68	0.05	0.963	-1.30	1.37
Prefer not to answer	0.00	(empty)				
cons	-3.58	0.85	-4.23	0	-5.23	-1.92

* $p < .05$, ** $p < .01$, *** $p < .001$

Interacting with UMPD as a Victim (n=33)

Many students and staff reported interacting with the campus police after having been the victim of a crime. Of these, 15 characterized their encounter with the police as a negative experience, and 17 characterized it as a positive experience. One report did not have sufficient detail to establish whether it was a positive or negative experience.

Many of the positive interactions occurred after respondents were the victim of theft. In these cases, police officers were often described as responsive, polite, and supportive. For example, one respondent recounted how "I had my wallet stolen a few years ago and the officer was supportive and informative" (R884). Another recalled a similar episode and praised the police for their response. "I had items stolen from my car when I left it unlocked. I called UMPD... They were friendly, professional and did not make me feel stupid for getting my stuff stolen" (R304). Some responses were more complex and shared both positive and negative aspects of the campus police, but the immediate police response to victims was often praised. One respondent wrote that "My daughter's moped was stolen from the parking lot. They [the police] were polite and professional when they took the information" (R243). This part of the interaction was positive, although the respondent noted that the police never did find the moped. Victims of traffic-related crimes also reported the subsequent interaction with police as positive. One recalled that "someone hit my car while it was in a parking lot... The officer was very professional and very helpful" (R284). Victims of theft and traffic violations often reported positive experiences with police responders who were described as helpful and professional.

Negative experiences on the part of victims were often linked to more serious crimes, including threats of violence and, especially, sexual assault. Some respondents who reported being the victim of sexual violence wrote that their interactions with campus police were negative and traumatic. One recalled that campus police did not seem to take her experience seriously. "I reported a sexual assault... I was bothered by the insistence on establishing that my incident *began* as consensual" (R94). Another reported being spoken to dismissively and condescendingly when she wanted a no-contact order applied to her assailant. "I was the victim of a physical and sexual assault... I involved 2 UMPD officers about it, they spoke to me condescendingly about how I couldn't just change my mind if I decided I wanted to contact the perpetrator" (R414). Reports like these may indicate that victims of sexual assault on campus do not experience their subsequent interactions with police as supportive and safe. Other negative experiences were linked to a perceived dismissiveness on the part of police officers when members of the campus community report crimes. For example, a respondent wrote that "There was a threat made by a colleague... The police [officer who] interviewed me was dismissive and condescending of my concerns" (R334).

Results from a logistic regression analysis of demographics on reports of interacting with UMPD as a victim of a crime. The results show that participant demographics (race, gender, sexuality, religion and UMD status) do not correlate with lower or higher rates of reporting interactions with UMPD as a victim of a crime.

Q16 Multiple Binary Logistic Regression Model of Demographics on Victim

Victim	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.33	0.83	-0.39	0.695	-1.95	1.30
Black	-0.28	0.60	-0.46	0.644	-1.45	0.90
Hispanic	-1.18	1.11	-1.06	0.289	-3.35	1.00
Indigenous	1.14	1.27	0.90	0.369	-1.35	3.63
ME	0.00	(empty)				
Mixed	0.00	(empty)				
Other	0.00	(empty)				
Prefer not to answer	1.31	0.85	1.54	0.124	-0.36	2.98
Gender (ref male)						
Female	0.41	0.45	0.92	0.36	-0.47	1.29
Other	0.00	(empty)				
Prefer not to answer	0.14	1.20	0.11	0.908	-2.22	2.50
Sexuality (ref hetero)						
Bisexual	-0.70	1.14	-0.62	0.538	-2.93	1.53
Gay/Lesbian	-0.67	1.10	-0.61	0.54	-2.83	1.48
Other	0.94	0.93	1.02	0.31	-0.88	2.77
Prefer not to answer	-1.15	1.11	-1.04	0.3	-3.32	1.03
Religion (ref christian)						
Agnostic	0.17	0.63	0.27	0.786	-1.06	1.39
Atheist	-0.82	1.11	-0.74	0.461	-2.98	1.35
Buddhist	2.48	1.65	1.50	0.133	-0.75	5.70
Hindu	0.00	(empty)				
Jewish	0.75	0.86	0.88	0.379	-0.92	2.43
Muslim	0.00	(empty)				
Nothing in particular	1.09	0.74	1.48	0.14	-0.36	2.53
Other	0.00	(empty)				
Prefer not to answer	-0.28	0.82	-0.35	0.729	-1.88	1.32
Spiritual	1.05	0.66	1.58	0.113	-0.25	2.35
UMD Status (ref students)						
Alumnus	0.00	(empty)				
Area Resident	0.00	(empty)				
Faculty/Staff	-0.47	0.46	-1.01	0.314	-1.37	0.44
Prefer not to answer	-1.10	1.15	-0.95	0.34	-3.36	1.16
cons	-2.33	0.56	-4.19	0	-3.42	-1.24

* $p < .05$, ** $p < .01$, *** $p < .001$

Interacting with UMPD when Committing a Violation (n=15)

A total of 15 respondents reported encountering the campus police after having committed a crime or violation themselves. For the most part, these were accounts in which a student or staff member admitted to having committed a traffic violation before being pulled over. An equal number of these respondents characterized their interaction with the police as positive (n=5) and as negative (n=5). A further 5 respondents did not provide enough information to characterize their interaction either way.

Violators who reported positive interactions with the campus police often noted that the officer was polite and professional. The officer's demeanor and fairness made these encounters positive, even when they resulted in negative consequences like a citation. For example, one respondent recalled a traffic stop, writing that "I was nervous considering it was my first time being pulled over and the fact that I am a black woman. The officer was courteous and explained why I was being pulled over and gave me a citation" (R885). In addition to traffic stops, some students and staff encounter the campus police when they are trespassing. One student recalled an incident when they and their friends were on the stadium grounds after it had closed. A responding officer approached them, asked for IDs, and told them they were not allowed to be there. "The encounter went very smoothly and professionally" (R1080).

Violators who reported negative interactions with the police often characterized the police response as exaggerated and unfair, or described the police as unnecessarily rude and hostile. One respondent described an encounter when "I was moving furniture and had parked on the curb to make loading easier and a UMPD officer drove past before reversing and demanding I move, or he'd give me a ticket. I filed a formal complaint with the department because his behavior was unbecoming of a UMPD officer" (R151). Another student recalled an incident in which they were pulled over for rolling through a stop sign on campus. However, the student felt that the responding officers attempted to escalate a small incident and were antagonistic and harassing. "I shared this with trusted faculty, but I wish I reported this officially because it still haunts me to have that experience" (R715). Whether or not violators experienced their interaction with the police as positive or negative often had more to do with the officers' demeanor, approach, and perceived fairness, than with the negative consequences that may or may not have resulted from that interaction.

Results from a logistic regression analysis of demographics on reports of interacting with UMPD while violating a crime/policy are displayed on the following page. The results show that Area Residents were more likely than Students to report instances in which they were interacting with UMPD in violation of a law/policy ($B=4.51$, $R^2=.2314$, $p<.01$).

Q16 Multiple Binary Logistic Regression Model of Demographics on Violation

Violation	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	0.00	(empty)				
Black	-0.76	0.97	-0.78	0.433	-2.66	1.14
Hispanic	0.57	1.31	0.44	0.664	-1.99	3.13
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	0.00	(empty)				
Other	0.00	(empty)				
Prefer not to answer	-0.40	1.27	-0.31	0.753	-2.89	2.09
Gender (ref male)						
Female	-0.86	0.79	-1.09	0.275	-2.40	0.68
Other	0.85	1.75	0.49	0.627	-2.58	4.29
Prefer not to answer	-3.06	1.57	-1.94	0.052	-6.14	0.03
Sexuality (ref hetero)						
Bisexual	2.25	1.33	1.70	0.09	-0.35	4.86
Gay/Lesbian	1.61	1.09	1.48	0.139	-0.53	3.75
Other	0.00	(empty)				
Prefer not to answer**	3.58	1.14	3.14	0.002	1.35	5.81
Religion (ref christian)						
Agnostic	-0.62	1.21	-0.51	0.61	-2.99	1.75
Atheist	0.24	1.24	0.20	0.844	-2.19	2.68
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	0.00	(empty)				
Muslim	0.00	(empty)				
Nothing in particular	0.00	(empty)				
Other	0.05	1.42	0.04	0.971	-2.74	2.84
Prefer not to answer	-0.98	1.13	-0.87	0.385	-3.19	1.23
Spiritual	0.31	1.35	0.23	0.818	-2.34	2.96
UMD Status (ref students)						
Alumnus	1.80	1.45	1.24	0.214	-1.04	4.64
Area Resident**	4.51	1.53	2.94	0.003	1.50	7.51
Faculty/Staff	1.26	1.07	1.18	0.238	-0.83	3.35
Prefer not to answer	0.00	(empty)				
cons	-4.56	1.22	-3.74	0	-6.95	-2.17

* $p < .05$, ** $p < .01$, *** $p < .001$

UMPD Interactions and Perceived Bias (n=34)

A total of 34 respondents reported that their negative interaction with the campus police was associated with bias or prejudice against them. These included accounts of racial profiling, racial bias, and insensitivity to queer and trans students.

Most of the reports of biased interactions involved perceived prejudice against Black students and staff. Sometimes this manifested itself in racial profiling. "Officers were called to investigate area due to presence of Black males," one respondent shared. "Resulted in detainment and citation of myself and others with me" (R153). A Black student recalled an incident in which he was walking across campus with a white classmate, and they were stopped by a police officer who demanded to see his (but not his friend's) ID. The officer refused to explain why until after seeing the ID, then admitted that "he was looking for a suspect in an off-campus crime. He thought I looked like the suspect" (439). The student reported that he was shown a photograph and he did not, in fact, look like the suspect, beyond being Black and male. Several Black faculty members reported concern that white police officers might question their right to be on campus. For example, a Black woman faculty member reported being harassed and questioned by a white police officer who was suspicious that she did not belong in her own office (R619).

Members of other racial groups also reported bias during police encounters. One Latina respondent recalled "one particular encounter where a police officer attempted to flirt with me/catcalled me while walking on campus... It was an incredibly uncomfortable experience and made me feel anxious and unsafe. I have heard of other incidents from other university staff (dining and housing workers--mostly Latina/o) who are also frequently disrespected and mocked by UMD police" (R882).

Two students and staff reported interactions with police in which they felt there was discrimination against trans individuals. One respondent recalled an incident in which they and two other trans students were detained for smoking outside on campus grounds. The respondent wrote that the police unnecessarily escalated the incident and "inappropriately and forcefully frisked me" (R346). When the respondent later complained to the UMPD police department, the officers "laughed in my face and told me it was my problem for being upset with their actions." Another respondent reported witnessing an officer repeatedly misgendering a trans student (R568). "I don't think he was trying to be rude or disrespectful, but I think it was just ignorance and unfamiliarity."

Results from a logistic regression analysis of demographics on reports of UMPD bias. The results show that participant race significantly informed reporting of UMPD bias. Sexuality had a marginal effect on reporting of UMPD bias.

Black participants and Hispanic participants were significantly more likely to report UMPD bias in interactions than White respondents (Black, $B=1.48$, $R^2=.1546$, $p<.01$; Hispanic, $B=1.47$, $R^2=.1546$, $p<.05$).

Gay and Lesbian respondents were marginally more likely to report UMPD bias in interactions than Heterosexual respondents ($B=1.37$, $R^2=.1546$, $p=.051$).

These findings suggest that Black, Hispanic, Gay and Lesbian members of the UMD community experience, perceive, or report higher rates of UMPD bias in interactions than other demographic groups.

Q16 Multiple Binary Logistic Regression Model of Demographics on Police Bias

Bias	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Race (ref white)						
Asian	-0.21	1.12	-0.19	0.849	-2.42	1.99
Black**	1.48	0.50	2.97	0.003	0.50	2.46
Hispanic*	1.47	0.65	2.28	0.023	0.21	2.74
Indigenous	0.00	(empty)				
ME	0.00	(empty)				
Mixed	0.37	0.86	0.43	0.669	-1.31	2.05
Other	0.00	(empty)				
Prefer not to answer	-2.17	1.50	-1.44	0.149	-5.11	0.78
Gender (ref male)						
Female	0.57	0.46	1.24	0.215	-0.33	1.48
Other	1.19	0.96	1.24	0.216	-0.69	3.07
Prefer not to answer	-1.22	1.46	-0.84	0.403	-4.07	1.63
Sexuality (ref hetero)						
Bisexual	0.22	0.84	0.26	0.793	-1.42	1.86
Gay/Lesbian	1.37	0.70	1.95	0.051	-0.01	2.74
Other	0.53	0.87	0.61	0.539	-1.17	2.24
Prefer not to answer	1.63	0.85	1.91	0.056	-0.04	3.30
Religion (ref christian)						
Agnostic	-0.05	0.61	-0.07	0.941	-1.25	1.16
Atheist	1.22	0.68	1.80	0.072	-0.11	2.55
Buddhist	0.00	(empty)				
Hindu	0.00	(empty)				
Jewish	0.00	(empty)				
Muslim	0.00	(empty)				
Nothing in particular	-0.83	1.17	-0.71	0.478	-3.14	1.47
Other	0.00	(empty)				
Prefer not to answer	0.16	0.75	0.22	0.826	-1.30	1.63
Spiritual	0.85	0.67	1.27	0.203	-0.46	2.16
UMD Status (ref students)						
Alumnus	-0.28	1.12	-0.25	0.806	-2.48	1.93
Area Resident	0.15	1.23	0.12	0.906	-2.27	2.56
Faculty/Staff	-0.30	0.46	-0.64	0.521	-1.21	0.61
Prefer not to answer	2.00	1.02	1.96	0.05	0.00	4.00
cons	-3.47	0.67	-5.21	0	-4.77	-2.16

* $p < .05$, ** $p < .01$, *** $p < .001$

Q16 (Interactions with Police) Discussion

Several important themes emerged from the answers to Question 16. First, students and staff are nearly twice as likely to report that their interactions with the campus police are positive experiences (48%) than to report those interactions as negative experiences (26%). Individuals who reported positive interactions regularly characterized the police as "professional," "polite," and "helpful." The perception of professionalism and fairness caused many encounters to be positive, even if they resulted in negative consequences like tickets or citations. Many positive interactions resulted from simple service calls, like requests to open locked doors or provide escorts at night. These service calls make a significant contribution to positive perceptions of

the police among the campus community. Positive interactions were not linked to identity. No race, gender, religious, or sexual identity groups on campus were significantly more or less likely to report having positive interactions with the campus police.

Second, more than a quarter of reported encounters with the police (26%) were described by students and staff as negative. These were characterized as traumatic, anxiety-provoking, and unjust. In many cases, negative encounters resulted from perceived unfairness and attempts by the police to escalate minor infractions. However, rudeness and perceived unnecessary aggression were also major contributors to negative encounters. Black, Latino/a, and queer students and staff are significantly more likely to report biased, unfair, or unsafe encounters with the campus police than other members of the campus community. These reports included descriptions of racial profiling, insensitivity to gender identity, and the sexualization of some students by police officers themselves.

Third, several victims of sexual assault reported that their interactions with campus police were not supportive and instead were harmful. These responses indicated that campus police did not take their assaults seriously, and the respondents characterized their encounters with police as traumatic.

ANALYSIS 2: LISTENING SESSION

Faculty/Staff Listening Session

The faculty/staff listening session hosted about 100 participants via Zoom online conferencing in early December 2020. There were two moderators for the session to ask questions, read anonymous responses submitted via the chat, and to help guide discussion. During this session, a few participants shared positive experiences or impressions of the police (n=6), including comments like “I’ve been on campus 21 years. And my interactions with the police have always been positive and professional...I’ve had an instance where I was a victim of a crime. The police were fantastic and very responsive.” However, many cited needs, concerns, or suggestions for changes to the police on and around campus. A few participants talked about the need to explore alternatives to police, specifically when responding to mental health situations or students in crisis. One participant offered, “I would like to see updated protocol from students experiencing mental health crisis. Students who need to be transported to the hospital for mental health purposes. This happens in residence halls,” and another, “I would appreciate the task force reviewing the protocols officers follow when responding to psychological emergencies. Needing to handcuff a person being transported to a hospital related to suicidality.”

Some participants were concerned with how police treat students of color and may over-police these students or their events. Less was said in this group about the faculty/staff members’ personal perception of safety if they identified as a person of color, but the student lens was highlighted quite a bit through their discussion. Comments such as “I’m invested in making sure our campus feels safer for our marginalized students,” and “Students don’t feel safe with UMPD. It’s not clear that officers have reckoned with their own racism, homophobia,” capture the general thoughts offered. Additionally, some participants talked about the need for community building between police and the general UMD community to better relationships. One participant summarized the need for community building and trust, “It’s important that the police officers offer that trust and relationship, and we are here to continue to work with the group, but I think it’s something we need to put in more effort for funding support. That is the key, not just to meet with the community when there’s an issue.” Overall, these findings are consistent with the survey results explored earlier in this report.

Black Students and Organizations Listening Session

The Black students and organizations listening session hosted about 30 students in mid-March 2021 via Zoom. There were two moderators who also identified themselves as Black student leaders of prominent campus organizations. While the conversation among participants was like both other listening sessions and the survey results, this particular group focused more on community engagement than any other suggestion or experience. Of course, participants did give examples of both positive and negative accounts with police in this session, but most of the conversation centered on police outreach and community building. Some suggestions from participants included, "Maybe something where they are interacting with the students more in some way, shape or form that doesn't involve canines or policing an event or when something, when they are put into attention for something wrong they did because also that's how you build a better relationship with students on campus and building that trust," and "Police having a conversation with, you know, minority students and speak upon their experiences at Maryland." There seemed to be some consensus that particularly Black students might bring previous negative experience with police with them to campus but building community between the police and the Black population on campus could be a positive step in changing those perceptions. Additionally, this listening session included comments about campus security infrastructure (blue lights, general lighting, UMD alerts) that needed to be improved. One participant shared, "I definitely have to say something about the notifications that we get from UMPD. It doesn't make me feel comfortable because like in the next ten minutes you get an alert then ten minutes later it's gone it's all cleared or something. I know they are trying not to start a panic... [but] it's really concerning especially when it's two minutes away from us. It's like dismissive. I am not saying they don't care about us. I am hoping they are trying to do their best but... we need to do better, like with transparency as much as we can."

Asian-American Students and Organizations

The Asian-American students and organizations listening session also occurred in mid-March 2021 and hosted about 12 students. It is assumed that there were moderators, but they are not mentioned in the transcript. This listening session focused more on police alternatives than other listening sessions, most prominently in cases where drugs, alcohol, or mental health are involved. Participants noted that they were more likely to exhaust other options before calling the police for help for a variety of reasons, such as fear of repercussions, not understanding fully how 911 operates, or that the situation feels less serious than a police matter. One participant shared, "People don't wanna call the cops for fear of legal repercussions and then sometimes things escalate and that's when they call the cops; without asking for police involvement," and another noted, "sometimes the cops being called escalates the situation; I feel scared for the person; things are too intense or dangerous. Having a step between I feel unsafe/drunk and calling the police. I was helping a Black friend or an Asian friend. The dorms and apartments are safe space and when cops come in, it feels weird." As noted in the last quote, participants also talked about feeling uneasy when police entered residence halls and questioned the need for them to be there. Lastly, a few participants talked about the need for escort services or other infrastructure at night to help them arrive safely to their destinations. One participant noted the need to keep NiteRide operating, "Continue having NiteRide function as it does. Because I can get there fast. If NiteRide can increase the number of busses for the night, I don't have a friend to call, I don't wanna call police auxiliary."

College Park Listening Session

This listening session took place in mid-February 2021 and had 5 participants. No moderators were mentioned, but it is again assumed that they were present, and that the session took place via Zoom. This listening session transcript was quite short but included the sentiments that UMD and the community are safe, that police should continue to operate, and that participants use

911 as a mechanism to report activity to police. No concerns or suggestions were noted via this listening session.

General Student Listening Session

This listening session was for general students and took place in early December 2020. It is not noted how many total participants were in this session, but there were a few moderators and resources available to students via the session if they needed support. Many of the participants shared personal accounts with police, both on campus and even prior to their time in Maryland. These stories included feeling unsafe around police and sometimes with the level of force used by officers in these encounters. One participant detailed their experience after leaving the counseling center on campus after they put their hoodie on, "It really felt like [the police] were just trailing me because the car was like right beside me and I had a hoodie on, it was just very uncomfortable." Another participant shared an experience about use of force, "We are watching a documentary and the police come and it's two police officers and when he opens the door the police officers which are UMPD have their hands on their guns. So me, as a student who is a black woman, I felt very scared just off of that, it wasn't late at night. It might have been nine or ten o'clock but them coming to the door with their hands on their guns because someone reported us watching a documentary as a party, I don't think that's right." There were a few participants who shared that they felt the role of police on campus was not clearly defined via programs like new student orientation, and that the police could do a better job communicating their priorities to the community. One participant noted their thoughts about police at new student orientation, "There was no real conversation about what [police] do or like what they do besides just this "safety" they provide for students. I felt like that left their role empty and it didn't make it clear as to how they approached their work, how they approached their work in terms of getting to know the community and connecting with the community as opposed to strictly just the community."

As in the survey responses, participants shared that they mostly feel unsafe at night on and around campus and will avoid certain places to feel safer. Avoided spaces included places on Route 1 particularly when the bars would be crowded, Knox Road due to the number of fraternity houses there, Fraternity Row, or further North on Route 1 near Guilford Drive. One participant shared that they feel unsafe around Route 1 and Fraternity Row, particularly on the weekends, "I felt most unsafe [on Knox Road] especially on the weekends. It seems like when my white counterparts end up getting drunk, not all, but some end up getting drunk, they feel more confident in saying more racial slurs and being a little bit more aggressive, and I have heard them... The closer you get to Route 1 and once you go to Frat Row and stuff, the more it's a different area and it does not feel like a place that's meant for anyone but white people."

Police alternatives for mental health or other concerns was discussed and having a public list of alternatives provided to new students was a suggestion one participant made. Police not being the sole respondent to a mental health issue seemed to gain traction as the session progressed, as one participant shared, "In mental health crises I don't think the police should be the number one person to be called in those situations. I feel like it really heightens the anxiety and the tension in the situation especially if you are putting this person in handcuffs, it's like I don't think it's the best solution to the situation at all." Reallocation and/or clarification of budget for the UMPD was a suggestion given and some questions were raised by respondents about the need for such a large budget versus diverting some of those funds to alternatives discussed earlier.

Again, sentiments shared via this listening session were largely replicated and captured in the survey responses and themes above. There was a lot of alignment between survey responses,

suggestions, concerns, and experiences and those shared more in depth via the listening sessions.

Listening Session Discussion

Overall, the themes present in the listening sessions were similar to those found via the survey responses. Listening sessions allowed for more depth of responses but from a fewer number of participants, while survey responses allowed for broader analysis of themes. One prominent suggestion, also apparent in the survey responses, was the need for police to build community with those on campus. This suggestion was brought up in a variety of ways, but was consistent through most listening sessions as a prominent way for the community to feel safer or improve policing. Police alternatives and infrastructure (e.g., blue lights, NiteRide, public transportation) were also prominent suggestions from all listening session groups. As in the survey responses, many participants asked about the need for police to respond to mental health crises and particularly if the use of handcuffs is necessary in these instances. Suggestions were made about who else could respond to these types of situations, but there seemed to be consensus that police officers should not respond alone.

While there were some positive experiences with police shared via the listening sessions, the negative experiences seemed to outweigh the positive in frequency, particularly in all student listening sessions. Throughout all of the student sessions, participants detailed experiences when they felt nervous, scared, or threatened by police. The faculty/staff listening session was similar, though this population seemed to have less personal negative encounters with police and more to say about the student perception of police on campus.

Overall, findings from the listening sessions can help support other findings from the survey data. There were also no prominent instances of “majority identity threat” within the listening sessions as there were in the survey data. There was only one mention of being religiously, politically conservative, and not feeling supported by the university in the general student session, but this was not a theme outside of that one comment.

Conclusion

This conclusion addresses the main findings of the survey open-ended questions, answered by 1451 respondents. It describes spaces that members of the community believe are unsafe; strategies they use to improve their safety; and common encounters with campus police. The last section addresses the recommendations participants made for improving the university police department.

UMD community members were asked to describe areas on and around campus where they feel unsafe, and more than a quarter of respondents reported feeling unsafe on campus itself (n=205). Many individuals made a point of noting that they feel unsafe anywhere on campus after dark (n=137) and when alone (n=62). This was particularly the case for women, and many women noted that they avoid the area after dark. Many respondents report feeling unsafe in the neighborhoods surrounding the university (n=154) such as Old Town or by the Metro station. Others, predominantly female and non-white respondents, consider the areas around Greek housing dangerous because of the risk of sexual assault or racial harassment (n=50). Women tended to describe the Paint Branch trail system and the paths around Lake Artemisia as unsafe, poorly lit, and isolated.

UMD community members were asked to describe the strategies they currently use to feel safe on and around campus. The most commonly reported strategy is *avoidance* or staying away from potentially dangerous people and places (n=319). Many members of the campus

community report that they actively avoid coming to campus after dark, and if they have to be on campus, they use a buddy system or travel in groups (n=123). Many respondents also rely heavily on the university's *security systems* like blue light phones, security cameras, and walking escorts (n=198).

The survey also asked participants to describe previous encounters with the campus police department. Nearly half of the individuals who responded characterized their encounters with UMPD as positive experiences (n=207). In these positive responses, officers were often described as polite, professional, and helpful. However, a quarter of respondents characterized their interactions with campus police as negative, unfair, or traumatizing (n=114). Black, bisexual, and gay respondents were more likely to report negative than positive encounters. Some also report experiencing prejudice or discrimination from the campus police (n=33). These include accounts of the racial profiling of Black individuals or questioning their right to be on campus.

When asked how the university and the police department can improve campus safety, the most commonly requested improvement (n=164) is for the police to engage in community-building. Many respondents want the police to meet face-to-face with those they serve, develop personal relationships, and interact socially outside of a law enforcement context. The second most frequent recommendation involved changing university justice policies (n=138), especially the need for mental health experts to be available as first responders instead of or in addition to police officers. Many respondents felt that the campus police are not well-equipped to respond to crises like suicide attempts, and many fear involving law enforcement officers who might escalate these situations into an arrest or cause more harm to the person involved.

The UMD community is nearly equally split between those who support defunding the police or abolishing them entirely (n=134) and those who believe the police should receive more resources and be more visible on campus (n=138). Those who support reducing or defunding the police often prefer that resources be channeled to other forms of community intervention. However, those who believe policing should be maintained or increased argue that the campus police presence is central to their sense of safety around the university.

Unified Codebook

Q3 Codes

Vigilance: Respondent mentions that they pay attention to their surroundings, or reduce sensory distractions (i.e., not wearing headphones), or carries defensive tools (i.e., pepper spray, flashlight), or take precautions (i.e., moving car to a safer area, walking with a purpose).

Buddy system: Respondent mentions intentionally walking with a person or a group or talking on the phone /appearing to talk on the phone with someone while walking or sharing location with others.

Avoidance: Respondent mentions avoiding certain people, places, or behaviors (i.e., avoid saying or presenting in ways that could draw negative attention).

Crime info: Respondent mentions using UMPD alerts, UMPD website, or local crime statistics to feel safe.

Safteysystems3: Respondent mentions relying on lights, cameras, blue light phones, door locks/gates, shuttle/niteride/bus/walking escort, or social network/community, or police / campus security to feel safe.

Minority Identity Threat3: Respondent mentions feeling unsafe due to a specific minority identity status (non-white, non-male, non-Christian, non-heterosexual, non-cisgender, non-conservative).

Majority Identity Threat3: Respondent mentions feeling unsafe due to a specific majority identity status (white, male, Christian, heterosexual, cisgender, conservative).

Climate3: Respondent mentions that they feel unsafe due to a general campus climate (i.e., “the campus community is hostile or unwelcoming to specific groups of people” including anti-black, anti-white anti-conservatism, anti-Semitism, anti-police).

Q4 Unique Codes

Alone: Respondent mentions feeling unsafe anywhere while alone.

Night: Respondent mentions feeling unsafe anywhere at night.

Parking: Respondent mentions feeling unsafe in parking lots or parking garages.

Greek: Respondent mentions feeling unsafe at or around Greek housing or around members of Greek letter organizations.

Off-campus: Respondent mentions feeling unsafe anywhere off campus (ambiguous and specific, specific locations are counted in a separate category).

On campus: mentions feeling unsafe anywhere on campus (ambiguous and specific, specific locations are counted in a separate category).

Minority Identity Threat4: Respondent mentions feeling unsafe due to a specific minority identity status (non-white, non-male, non-Christian, non-heterosexual, non-cisgender, non-conservative).

Majority Identity Threat4: Respondent mentions feeling unsafe due to a specific majority identity status (white, male, Christian, heterosexual, cisgender, conservative).

Q15 Codes

Less police: Respondent wants reduced/defunded police (fewer officers, less funding), or police abolition (elimination of UMPD), or policing alternatives (replace police with another unit, for all or some functions), reduce police militarization (disarm police).

More police: Respondent wants more police officers, or more police presence/visibility (i.e., foot patrols), or more strict law enforcement (i.e., harsher punishments, fewer warnings).

Diversify police: Respondent wants officer demographics to match campus demographics or wants more non-white or non-male officers (either or both in department leadership and patrol officers).

Train police: Respondent wants police to be trained more or differently (implicit bias training, mental health training, de-escalation training).

Safetysystems15: Respondent wants more or better lights, cameras, blue light phones, door locks/gates, shuttle/niteride/bus/walking escort.

Policies: Respondent mentions a policy that they police would improve campus safety (i.e., policing alternatives (i.e., non-police mental health staff), alternative police behavior/response/protocol).

Build community: Respondent mentions a strategy to improve police-community relations/trust or expresses a desire to build community with police. (i.e., community building events, organizations for police-community interaction/feedback/oversight).

Climate15: Respondent mentions that they feel unsafe due to a general campus climate (i.e., “the campus community is hostile or unwelcoming to specific groups of people” including anti-black, anti-white anti-conservatism, anti-Semitism, anti-police).

Q16 codes

Positive: Respondent says that they had a good interaction, or have good interactions, with UMPD officers (either in general, or a specific interaction).

Negative: Respondent says that they had a bad interaction, or have bad interactions, with UMPD officers (either in general, or a specific interaction).

Health: Respondent mentions interacting with UMPD officers in the context of a health crisis including physical, mental, and emotional health emergencies.

Service: Respondent mentions interacting with UMPD officers in a call for service (i.e., requesting a door unlock, requesting vehicle assistance, disabling an alarm).

Traffic: Respondent mentions interacting with UMPD officers in a traffic stop or any vehicle-based incident (i.e. speeding, running stop signs, car accidents, expired registration, unlawful parking, disabled taillight).

Witness: Respondent mentions seeing a UMPD interact with someone, respondent had no direct involvement in the interaction.

Victim: Respondent mentions an instance in which they interacted with UMPD officers as a victim of an alleged crime.

Violation: Respondent mentions an instance in which they interacted with UMPD officers while they are in violation of a crime/policy. (i.e., participant admits that they interacted in a traffic stop in which they did run a stop sign).

Bias: Respondent states that the interaction they are mentioning with UMPD may have been influenced by police implicit bias (racist, sexist, homophobic or otherwise).

Appendix J: FY 2021 UMD Budget for the Department of Public Safety [attached as a PDF]