Spring 2021 Report
# Table of Contents

California State Polytechnic University, Pomona - Police Advisory Task Force

Spring 2021 Report

- Police Advisory Task Force Executive Summary ........................................... 3
- PATF History ........................................................................................................ 5
- Overview ............................................................................................................. 5
- Charge ................................................................................................................. 5
  - Membership ..................................................................................................... 6
  - Timeline .......................................................................................................... 6
- Guiding Documents .............................................................................................. 7
- Themes .................................................................................................................. 7
- What is Community Policing? ............................................................................ 8
- Recommendations for the Creation of the Cal Poly Pomona Police Advisory Board ........ 11
  - Who should the CPP Police Advisory Board Report to? ................................... 11
  - Purpose and Scope .......................................................................................... 11
  - CPP Police Advisory Board Members ............................................................... 12
  - Duties of Board Members .................................................................................. 12
  - Meetings ......................................................................................................... 13
- Recommended Priorities for the Future CPP Police Advisory Board .................... 13
Police Advisory Task Force Executive Summary

Overview:
Cal Poly Pomona created a Police Advisory Task Force (PATF) in Fall 2020 with the main objective to provide guidance and recommendations related to the CPP community, including the establishment of the Cal Poly Pomona (CPP) Police Advisory Board to strengthen communication with students, faculty, staff, and leadership. The task force, made up of students, faculty, staff, UPD and alumni, met every other week throughout the Spring 2021 semester.

Campus law enforcement, in its approach to community policing, serves a unique combination of stakeholders and achieves different public safety roles when compared to municipal law enforcement. Understanding these important differences and the unique nature of campus policing was key to the task force’s mission. The task force became familiar with the University Police Department’s (UPD) policies, philosophies, and training, and conducted research to provide informed recommendations to the vice president for student affairs and the chief of police on a future police advisory board. All members helped to identify and prioritize community needs and concerns and provided recommendations for improvement.

Themes:
Three themes emerged from the PATF meetings: 1) The CPP Police Advisory Board needs to be a symbol of change and representation for student voices; 2) There needs to be a stronger relationship between the campus community and UPD; 3) The UPD should fully adopt a community policing framework.

Based on the PATF’s research and discussion, the UPD functions much like a municipal police department and is disconnected from the campus community. A community policing framework would help the UPD better align itself with the university’s mission and values as an institution of higher education. The U.S. Department of Justice, Office of Community-Oriented Policing (the COPS Office, 2014) offers the following definition of community policing:

“A philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime (p.1).”

Recommendations for the Future Cal Poly Pomona Police Advisory Board

Who should the Advisory Board Report to? The CPP Police Advisory Board will report to and work directly with the university’s president, provost, vice president of student affairs, presidential associate for inclusion/chief diversity officer, and the University Police Department chief.

Purpose and Goals - The purpose of the police advisory board is to ensure the University Police Department (UPD) aligns with the university’s mission and its values of inclusivity, community engagement, and social and environmental responsibility. The advisory board serves as a voice for the various stakeholders it represents (students, faculty, staff, and the UPD). It will discuss campus climate issues related to policing and law enforcement on campuses. The advisory board will review UPD policy, procedures, and practices at regular intervals. It will also identify recommendations for engagement, support community outreach efforts, offer training,
and provide education (for the UPD and the campus community) with a focus on addressing issues of inclusion, equity, and access.

As the needs of the campus community change, the CPP Police Advisory Board will have the ability to shift its priorities to meet those needs.

*The goals of the advisory board are as follows:*

- Develop a sustainable community policing framework that values the safety, education, and accountability of all campus stakeholders.
- Build a campus community that fully integrates students, faculty, staff, and UPD through consistent engagement opportunities and meaningful collaborations.
- Improve transparency and trust among UPD, students, faculty and staff through education and communication of policy, practices, procedures, and protocols related to campus safety.
- Collaborate with different campus organizations to develop mechanisms of community accountability among UPD, students, faculty, and staff to ensure all community members feel safe, welcomed, and a strong sense of justice and belonging at CPP when interacting with university police.

*Membership –* The CPP Police Advisory Board will consist of members representing key campus stakeholders (faculty, students, staff, including UPD officers, and administrators).

- ASI: One representative chosen by the ASI president
- Staff: One representative chosen by Staff Council
- Black Faculty and Staff Association: president or designee
- Division of Student Affairs: Two representatives chosen by the vice president
- Division of Academic Affairs: One representative chosen by the provost
- Division of Administrative Affairs: One representative chosen by the vice president
- Faculty: Three representatives chosen by the Academic Senate
- Students: Four students selected by application process
- University Police Department police chief or designee, sergeant level or above

*Recommended Priorities for the Future CPP Police Advisory Board*

During the discussion to develop the future CPP Police Advisory Board, the PATF also identified five priorities for the Advisory Board to take on in its first two years.

**Priority 1:** Bring together all campus stakeholders (faculty, students, UPD, staff, and administrators) as one CPP community to improve trust, communication, and transparency.

**Priority 2:** Identify strategies for UPD to bridge the gap between traditional policing and a community policing model that aligns with a university environment, so UPD is more aligned with the educational mission of the institution through a balance of educational approaches with accountability and meeting compliance with state and federal laws.

**Priority 3:** Educate students and other campus stakeholders about engagement with law enforcement.

**Priority 4:** Engage in further research about community needs and UPD data collection practices.

**Priority 5:** Continue the UPD complaint process review.
PATF History

Overview

Cal Poly Pomona created a Police Advisory Task Force in Fall 2020 with the main objective to provide guidance and recommendations related to the community, including the composition of a police advisory board to strengthen communication with students, faculty, staff, and leadership.

The task force was asked to become familiar with UPD’s policies, philosophies, training, etc. and conducted research, generated new ideas and solutions, and provided informed recommendations to the vice president for student affairs and the chief of police on UPD’s operations, policies, and practices. All members helped to identify and prioritize community needs and concerns and provided recommendations for improvement.

Campus law enforcement, in its approach to community policing, serves a unique combination of stakeholders and achieves different public safety roles when compared to municipal law enforcement. The task force considered these important differences and the unique nature of campus policing in crafting its recommendations.

Charge

The task force members reviewed current practices and philosophies/framework and provided recommendations in the following areas:

- Campus community outreach and engagement efforts
- Modes and mechanisms for communication to the campus community
- Police officer training
- Transparency
- Advisory board role and composition

The task force collaborated with the UPD in creating a shared learning environment where officers and members of the campus community could interact to advance relations across the campus. The group reviewed department policies and recommended beneficial changes to police practices and training. In addition, the task force received continuous education on the relevant laws and issues related to policing, including the existing training standards and policies.

In March 2021, Vice President of Student Affairs Christina Gonzales asked the members to take on the additional charge of reviewing the current complaint process for UPD and making recommendations to establish a formal complaint process that complies with California Penal Code section 832.5, which directs all California law enforcement agencies to develop a procedure to investigate complaints made by a member of the public against a peace officer.

The goals of the task force were to:

- Act as a representative task force to assure that UPD actively demonstrates the university’s value of inclusion, community engagement, and social responsibility in its policies, communications, and actions.
- Maintain a consistent partnership between the community and UPD (advisory board).
- Participate in positive and open dialogue in response to community concerns regarding safety.
• Educate and inform the community about best practices and inclusive approaches to campus policing and safety.

Membership

• Academic Senate Representative, Dr. Phyllis Nelson
• Administrative Support, Elena Aleman
• Alumni Representative, Julissa Guerrero
• Associated Students Appointed Representative, Derek Sweem
• Director of Student Conduct and Integrity, Dr. Jonathan Pettigrew
• Executive Director for Student Inclusion and Belonging, Dr. Alejandro Covarrubias (Task Force Chair)
• Faculty Advisor, Dr. Gabriele Plickert

Student Representatives

• Sarah Isabel Sharif
• Christian Joseph Ochoa Alan Joseph Pimentel
• Jeremy Christian-Blue Manning
• Alejandro Salinas
• Lina Luu
• Emma Lourdes Del Real
• Emily Ann Cooper
• Ronald Lira
• Alan Pimentel

University Police Department Representative

• Sergeant Devin Peck

Timeline

The PATF was formed in late October 2020 and held one meeting to establish the charge, goals, and expectations of the group in mid-November. In January 2021, the task force met for four and a half hours over two days for a virtual retreat. The retreat topics included: a brief history of policing and the role of the CPP University Police Department; a presentation on community policing; implicit bias training with UPD officers that was facilitated by a member from EODA/HR; and discussions on the difference between municipal versus campus police approaches. The task force met throughout the Spring semester every other Thursday from 4 to 5:30 p.m. The meetings dates were Feb. 4, 18; March 4,18 and 25; April 8, 22; and May 2.
Guiding Documents
The following documents were assigned to the task force members to educate them on the history, purpose, and frameworks of policing on college campuses:

Handbook on police accountability, oversight, and integrity:


Themes
Extensive notes were taken during the PATF meetings and retreats; and three consistent themes emerged. The first theme is for the future advisory board to be a symbol of change and representation of student voices. Secondly, there needs to be a stronger relationship between the campus community and UPD. And finally, UPD needs support to fully adopt a community policing framework.

*Symbol of Change and Representation*

There is a strong need for an advisory board that can adapt and address issues on campus as they happen. The advisory board should be able to accurately represent the needs of students through membership representation, meeting structures, and outreach. There should be some flexibility on when the board can meet if issues involving UPD and campus policing arise, as well as opportunities for students to submit ideas and topics they hope to have addressed. While the advisory board should include voices from all campus stakeholders, students should be the focus because of how they are positioned on campus.

*Strengthen Relationships with UPD*

The initial conversations within the PATF revolved around the mission and values of the university and how well UPD aligns with the larger institution. To begin to restore the unity and relationship with the campus community and UPD, there must be greater alignment between CPP & UPD’s mission and values statements and practices. In addition to addressing the mission and value statements, the PATF also wants to support UPD by assisting in developing stronger relationships with other on-campus departments. The PATF believes that UPD should not be solely responsible for holding students, staff, and faculty accountable. Instead, they should act as a part of the community in collaboration with other campus departments. This collaboration could include a Counseling and Psychological Services (CAPS) response team for mental health and psychiatric related situations, as well as for support in de-escalation practices. In addition, the PATF recommends that UPD and the university provide more
guidelines and support on how faculty/staff should respond to certain issues pertaining to incidents on campus.

**Adoption of a Community Policing Framework**

The future advisory board should help UPD adopt a community policing framework that better serves college campus environment. This would help to promote learning, accountability, and care within the community. The PATF recommends that in addition to learning, there is also a need for unlearning some practices within UPD. Some practices and approaches that were used in municipal policing do not always serve the campus/community policing approach needed at CPP. The PATF also suggest additional forms of training for UPD that would include the promotion of diversity, equity and inclusion frameworks and campus climate training for UPD officers and staff. This will create a more intentional introduction to the campus environment for UPD officers.

**What is Community Policing?**

– by Dr. Gabriele Plickert

In the 1980s, after traditional policing models had failed, police departments started to explore new approaches in their mission to deter crime and promote safe communities. Community policing emerged as a people-centered model, contrasting the marked bureaucratic and militaristic style used since the inception of policing in the United States.

Community policing was successfully endorsed by the federal government with the passage of the Violent Control and Law Enforcement Act of 1994. The bill created the Office of Community Orientated Policing Services (COPS) in charge of distributing and monitoring the authorized federal funds for community policing efforts. Increased funding and acknowledgement of successful community policing programs led to an increase in programs over the years.

The U.S. Department of Justice, Office of Community-Oriented Policing (the COPS Office, 2014) offers the following definition for community policing:

A philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime (p.1).

From a partnership perspective, community policing centers more on providing services to communities than on strict law enforcement practices. Police departments work with community partners to assist people with a wide range of problems and social conditions (e.g., assisting sick people, resolving minor domestic quarrels, regulating traffic, and educating children and teens about drug use) (Schmalleger 2010, p. 129). In many cases, the time police spend on the job has less to do with actual crime (Gaines & Kappeler 2014, Landau 1996, Schmalleger 2010).

Geography also plays an important role in community policing. Patrol officers are typically assigned to the same areas for extended periods to build trust and familiarity with people in the community (Robe rg et al. 2012, p. 103).
Another component of community policing is the use of information and communication technology to network with community members or provide links to services instantly (Kappeler & Gaines 2014). Police departments now widely use social media platforms (e.g., Facebook, Twitter, and LinkedIn) to stay engaged and connected with the community and its members.

In sum, the community policing model employs problem-solving techniques and strategies while building partnerships between citizens, police, and social service agencies to meet social needs, reduce disorder, and deter crime (Dean et al. 2000).

Effective Community Policing Programs

The programs listed here provide examples of significant reform efforts between the community (university campus) and the campus police departments. To effectively address community policing, efforts should focus on the following:

- Create community partnerships with a wide range of partners, above and beyond existing agencies/partnerships.
- Increase a police department’s accessibility to the community it serves.
- Comprehensively train personnel at every level in best practices in community policing.
- Prioritize the continued and meaningful commitment by the department’s leadership to the philosophy of community policing.
- Integrate community policing activities into performance evaluations.
- Support systematic and standardized problem-solving approaches.

Examples of Effective Community Policing

- In 1989, the Department of Public Safety at the University at Buffalo underwent a major change when it became one of the first colleges or universities to adopt a new philosophy, management style and organizational strategy known as community policing. More than 10 years later, and with the assistance of three federal grants totaling nearly $300,000 to assist and enhance its pursuit of community-oriented policing, the department is seeing the results of a safer campus environment. Learn more about the program here.

- The Michigan State University Police Department has an international reputation for its proactive-based philosophy of policing that strives to strengthen relationships and engage community partners in developing strategies to reduce crime. The Unity Through Community Policing concept arranges connections between the community and the Michigan State University Police Department to build emotional association and inspire behavior. It focuses on unity between the police officers and members of the community. Through unity, the goals of the department and the needs of the community can be met, providing a safe environment to learn, work and live. Learn more about the program here.

- Community based policing is the foundation for successful law enforcement at San Diego State University. It involves developing long lasting relationships to fight crime and improve the safety and quality of life in the community. This is accomplished through open communication and a focused partnership between the police department and the students/communities it serves. Learn more about the program here.

- In Memphis, Tennessee, the Police Crisis Intervention Team (CIT) consists of individuals from legal, police, mental health, and social service professions. Mental
Health professionals train police officers to handle calls for service involving mental health cases. Implemented in 1988, the team comprised of 165 volunteer officers provides an immediate police crisis response with a compassionate approach to individuals experiencing mental health disturbances. CIT officers complete an intensive, 40-hour training program taught by family advocates, mental health providers, and mental health consumers, who also periodically ride with police to better understand their situation. In this program, the officers learn about common types of mental illnesses to make appropriate decisions once placed in crisis situations. CIT officers skilled in verbal de-escalation techniques understand that mental illness is not a crime but a disease. As a result, most patients are taken to medical facilities without injury or charges. Learn more about the program here.

Epilogue
Community policing has become a significant law enforcement philosophy across the United States, with over 80% of the nation’s population being served by law enforcement agencies that have adopted a community policing approach. The model is, however, far from well-functioning. There is no unique definition of community policing because the definition has been changing over time, and with that, community policing concepts have remained rather unclear.

Considering that there are more than 18,000 state and local police agencies in the United States (i.e., local & state police, Highway Patrol, Special Jurisdiction Police, and Deputy Sheriffs), the vastness of these agencies makes it challenging to standardize strategies and practices of community policing. Also, while the demographic composition of communities across the U.S. has significantly changed, persistent traditional police approaches and differences in priorities by police departments seem to hinder community-building relationships among police, community members, and social agencies.

The examples listed here seem to provide irrefutable evidence of community policing that effectively stressed the collaboration among a wide range of community partners to successfully serve individuals/residents and strengthen (campus) communities.

References:


**Recommendations for the Creation of the Cal Poly Pomona Police Advisory Board**

The primary role of the task force was to recommend the structure and charge of a future Police Advisory Board. The following section describes the purpose, scope, goals, and membership for the CPP Police Advisory Board, and it is recommending the advisory board start meeting in Fall of 2021.

**Who should the CPP Police Advisory Board Report to?**

The CPP Police Advisory Board will report to and work directly with the university's president, provost, vice president of student affairs, presidential associate for inclusion/chief diversity officer, and the University Police Department chief. The advisory board will share all annual reports of its activities and recommendations with the larger campus community to promote transparency and accountability.

**Purpose and Scope**

The purpose of the Cal Poly Pomona Police Advisory Board is to ensure that the UPD aligns its policies and practices with the university’s mission and values of inclusivity, community engagement, and social and environmental responsibility, with an awareness of the campus and community resources that are available to assist with that alignment. The advisory board serves as a voice for the various stakeholders it represents (students, faculty, staff, and the UPD). It will discuss campus climate issues related to policing and law enforcement. The members will review UPD policy, procedures, and practices on a regular basis. It will also identify recommendations for engagement and support community outreach efforts, training, and education (for UPD and the campus community), with a focus on addressing issues of inclusion, equity, and access. As the needs of the campus community change, the CPP Police Advisory Board will have the ability to shift its priorities to meet those needs.

The goals of the Cal Poly Pomona Police Advisory Board are the following:

- Develop a sustainable community policing framework that values the safety, education, and accountability of all campus stakeholders.
- Build a campus community that fully integrates students, faculty, staff, and UPD through consistent engagement opportunities and meaningful collaborations.
- Improve transparency and trust among UPD, students, faculty and staff through education and communication of policy, practices, procedures, and protocols related to campus safety.
- Collaborate with different campus organizations to develop mechanisms of community accountability among UPD, students, faculty, and staff to ensure all community members feel safe, welcomed, and a strong sense of justice and belonging at CPP when interacting with university police.
CPP Police Advisory Board Members

The CPP Police Advisory Board membership will be made up of representatives from key campus stakeholders (faculty, students, staff, including UPD officers, and administrators).

- ASI: One representative chosen by the ASI president
- Staff: One representative chosen by Staff Council
- Black Faculty and Staff Association: president or designee
- Division of Student Affairs: Two representatives chosen by the vice president
- Division of Academic Affairs: One representative chosen by the provost
- Division of Administrative Affairs: One representative chosen by the vice president
- Faculty: Three representatives chosen by the Academic Senate
- Students: Four students selected by application process
- University Police Department police chief or designee, sergeant level or above

Selection Process and Terms

Faculty and Staff

The faculty representatives must be chosen by the Academic Senate, by its Constitution, Section 3 E, which states in part, “The Administration and the Academic Senate shall confer when either party desires to create a campus Committee. When seeking Unit 3 representation and consultation the Administration shall confer only with the Senate. Unit 3 representation on University Committees should be assigned only by the Senate.”

Appointed advisory board members from staff and administrative roles will be selected by the leadership of their respective offices/division.

Faculty and staff advisory board members will serve three-year terms.

Students

At large student representatives will be selected by a personnel subcommittee. Interested students will apply, their applications will be reviewed, and they will complete a 30-minute interview with the personnel subcommittee. The subcommittee will strive to select students who are representative of a broad cross section of majors, class years, and identities.

Student advisory board members (appointed and at large) will serve for minimum one year and can reapply for a second year (two years max).

Duties of Board Members

- Become familiar with the concepts of community policing and general research on campus policing.
- Learn about UPD policies, procedures, and structures.
- Participate in general training and development to become more familiar with the practices of UPD (civilian academy to be developed by UPD, ride-along, etc.).
• Attend advisory board meetings.
• Serve as a liaison between the advisory board and their stakeholder group.

Meetings

The CPP Police Advisory Board will meet three to four times a semester and the meetings are closed. Notes from the meeting will be shared on the CPP Police Advisory Board website for public viewing.

The advisory board will also host open forums/campus townhall meetings each semester that are open to the campus community to discuss issues that may arise and share updates about the recommendations made by the CPP Police Advisory Board to UPD.

The board, in partnership with the University Police Department, will share updates to campus via their website each semester on what progress has been made on the recommendations made by this group.

Recommended Priorities for the Future CPP Police Advisory Board

During the discussion on forming the future CPP Police Advisory Board, the PATF also identified five priorities for the board to take on in its first two years.

**Priority 1**: Bring together all campus stakeholders (faculty, students, UPD, staff, and administrators) as one CPP community to improve trust, communication, and transparency.

**Priority 2**: Identify strategies for UPD to bridge the gap between traditional policing and a community policing model that aligns with a university environment, so UPD is more aligned with the educational mission of the institution through a balance of educational approaches with accountability and meeting compliance with state and federal laws.

**Priority 3**: Education for students and other campus stakeholders about engagement with law enforcement.

**Priority 4**: Engage in further research about community needs and UPD data collection practices.

**Priority 5**: Continue the UPD complaint process review.

*Priority 1: Bring together all campus stakeholders (faculty, students, UPD, staff, and administrators) as one CPP community to improve trust, communication, and transparency*

The CPP Police Advisory Board should work in partnership with UPD to create an environment at CPP where UPD is integrated into the campus community as a resource and support system for faculty, staff, and students. This can be achieved in several ways: 1) Creating opportunities (both formal and informal) for the UPD staff to engage with the rest of the campus community beyond the traditional policing role; 2) Build stronger connections between UPD and student
organizations where UPD can be a resource for students and build personal relationships; 3) Develop mechanisms for the campus community to give open feedback and ask questions of UPD beyond a formal complaint process; 4) The Advisory Board host campus forums with UPD and the rest of the campus community to engage in dialogues about policing on a college campus and directly address historical and current negative interactions between law enforcement and community members in order to increase community trust and transparency.

It is recommended that the Advisory Board wait until the spring semester to host the first open forum to allow time for the community to transition back to campus and for the Advisory Board to be fully formed.

Priority 2: Identify strategies for UPD to bridge the gap between traditional policing and a community policing model that aligns with a university environment, so UPD is more aligned with the educational mission of the institution through a balance of educational approaches with accountability and meeting compliance with state and federal laws.

The CPP Police Advisory Board should partner with UPD to adopt a Community Policing framework that engages UPD as more than just “law enforcement” and playing a more active role in the community. In order to incorporate UPD more fully into the CPP community as a resource rather than an enforcer on campus, the Advisory Board can work with UPD in the following ways:

1) Include members of the CPP Police Advisory Board on all UPD hiring committees (including at least one student).

2) Review and update officer training to include specific education on the student development, Cal Poly Pomona student demographics, current trends facing the CPP student population, and information about the CPP campus climate. Additionally, UPD officers should receive regular training on unconscious bias and other equity and inclusion topics.

3) Explore current protocols for UPD to support and work in partnership with student protests and demonstrations to allow students to feel supported when addressing important issues through non-violent events.

By introducing them early to our campus community, focusing on community-centered practices for new hires, and providing proper training to current staff, we hope UPD can approach working on a college campus differently than working in a municipal area.

It is recommended the advisory board explore expanding the partnership between UPD and the Behavior Intervention Team, so a mental health professional is always available/on call should the UPD need assistance in that area. It is also recommended that the campus reviews the use of UPD in responding to mental health crises on campus.

Priority 3: Education for students and other campus stakeholders about engagement with law enforcement

The CPP Police Advisory Board will also focus on increasing knowledge and education regarding law enforcement interactions on and off campus for campus stakeholders. This work will increase awareness of an individual’s rights when engaging with law enforcement, as well
as offer support and resources to individuals related to what they can do if they encounter issues with law enforcement. A specific initiative that the advisory board can partner with UPD on is the development of “CPP Rules of Engagement” for UPD interactions with individuals within our campus community. The “Rules of Engagement” would include the perspective and expectations of all parties to clearly outline the expectations, we have of one another, as well as include flexibility so that UPD can be able to follow through on the expectations of their position and role on campus.

**Priority 4: Engage in further research about community needs and UPD data collection practices**

The CPP Police Advisory Board should use data from the recent campus climate survey, and possibly develop a specific campus police survey and/or focus groups, to better assess the experiences, needs and expectations between the campus community and UPD. The Advisory Board can work in collaboration with UPD to better understand the information collected (crime statistics, number of calls they respond to types of calls, complaints, etc.), how this information is used to guide UPD practices, and how this information can be shared more widely to educate the larger campus community.

**Priority 5: Continue the UPD Complaint Process Review**

The CPP Police Advisory Board should continue work started by the PATF and complete the review of the UPD complaint process. The PATF gathered materials on the current UPD complaint process, policies from other campuses, and initial research on best practices for complaint and accountability processes for law enforcement. It is critical that the advisory board use these documents to complete the review and offer recommendations for changes to the process.

The UPD complaint process should be a confidential avenue for members of the campus community to file a grievance or voice a concern without fear of judgement and retaliation. It should also be easy to access and have clearly articulated procedures so people engaged in the process know what to expect (including feedback, timelines, i.e., someone will respond to the submitted report within two business days, etc.). The PATF developed a list of initial feedback about the UPD complaint process that should inform the work of the CPP Police Advisory Board in this area:

- UPD should develop better documentation practices that capture both formal and informal complaints; and better categorize the types of complaints received
- UPD and the advisory board should develop a system to analyze complaint data in aggregate (number of each type of complaints, frequency, etc.), use this information to make decisions about training and education, and share reports with the campus community on an annual basis (if not more frequently)
- The advisory board and UPD should create a mechanism to ensure the complaint process and practices are being followed consistently

The UPD should partner with the advisory board to find ways to build public confidence in the UPD complaint process by helping to make it more visible and explaining its function.