

Policing, Equity, and Inclusion Report

California State University, Northridge
2021-2022

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Introduction

This report was created for the California State University, Northridge (CSUN) as a form of assessment of the current policing climate using techniques that ensure extensive and broad community participation. PMJ Consulting (PMJ) was selected to lead this review on behalf of CSUN. This report comes at the conclusion of a 360-degree assessment of relevant policing practices, including considerations of diversity, equity, inclusion, and social justice. The work of the consultants culminates in this proposed report that applies an equity and justice lens to reimagine how the CSUN Department of Police Services (DPS) can carry out its role and become more integrated and engaged with the campus community. The process ensured broad participation of the CSUN community and included targeted strategies so that DPS can better serve the diverse CSUN community. A key objective of the assessment is to provide direction in achieving better relationships with traditionally marginalized and minoritized groups that have a history of mistrust and experienced injustice at the hands of law enforcement. As such, the assessment and report were developed in such a way that the CSUN community was heard and understood. PMJ engaged in a process to identify adjustments to the roles and responsibilities of various departments, including DPS, to focus on work that is most appropriate and legally required of a reimaged police department in a large, urban institution with a diverse student body. This review and its recommendations offer a broad spectrum of diversity, equity, and inclusion (DEI) efforts that, when fulfilled, will become a model for other police departments across the United States. PMJ Consulting began partnering with CSUN in August 2021 and developed a framework, process, and identified key resources needed to create and develop the report. Through analysis of current efforts and hearing the needs of key stakeholders, PMJ is providing key recommendations to further develop CSUN DEI efforts in regards to community safety and policing.

Background

Within the last two years¹, universities across the country have begun to recognize the necessity of DEI frameworks in understanding campus safety dynamics - especially with respect to the range of policing disparities that impact students from marginalized and racialized backgrounds. Campuses in the United States have an extensive history² of contentious policing practices, most of which targeted³ student protestors and students of color for decades. However, reimagining the landscape of campus safety and addressing its racialized⁴ history was arguably not the priority for many university administrators until 2020, when the police murder of George Floyd sparked a national outcry⁵ amidst reignited calls to defund the police. In tandem, the COVID-19 pandemic-which has since resulted in the death in over 800,000 Americans⁶ and exacerbated inequities⁷ in higher education-universities have become acutely aware of the shifting national landscape's unequal impact⁸ on both incoming and current students from a range of racial and socioeconomic backgrounds. Calls for defunding the police post-George Floyd were also met with national attention towards decarceration efforts as activists and scholars pointed to mass incarceration as a leading factor in preventable⁹ COVID-19 deaths in both carceral facilities and the surrounding communities. Though universities across the country have taken some measurable steps to understand policing's impact on campus climates, they are still being challenged for their hesitancy¹⁰ in taking steps to actualize implementation and to invest in care-based services. National student organizing¹¹ and calls for institutional recognition of police brutality in higher education¹² have pushed institutions to reimagine the landscape of campus safety and reflect on their own contributions to the larger issue of criminal justice and racial inequality in the United States. Given the demonstrated student demand¹³ on the need for change in campus policing, all institutions have a responsibility to review its

campus police departments and take accountability for its own policies and practices. By conducting a thorough institutional review, CSUN has the opportunity to remedy campus community relations and directly engage a diverse range of perspectives to determine the future of campus safety agendas, reform, and areas for reinvestment in its student communities.

It should be noted that calls to defund the police across California's public education system are not new¹⁴. Across the California State University (CSU) system, students recently expressed their frustration¹⁵ with inflated police budgets despite a desperate need for investment in student services such as mental health programming and counseling. In light of substantial instances of disturbing use of police such as the UC Davis Pepper Spray incident¹⁶ (2011), a UCLA police officer's tasing of an Iranian American student¹⁷ (2006), and the excessive force¹⁸ used against graduate student strikers at UC Santa Cruz (2019), student activists have spent years advocating for the increased transparency, defunding, and disarming¹⁹ of campus police departments. Given the unprecedented attention to policing and public safety post-George Floyd, and the connection to the larger Black Lives Matter and Defund the Police²⁰ movements, U.S. universities now operate in a socio-political context that demand new levels of administrative action and accountability. Across the nation, universities have been compelled to reconsider²¹ both the role of their own campus police departments and the way historically inequitable conceptions of campus safety have furthered antagonistic campus climates. Our report demonstrated that campus stakeholders felt the CSUN DPS has been moving in a positive direction, and has room to grow in a variety of areas. Given the current demands for increased transparency and policing reform, institutional review of the CSUN Police Department-and all other departments/initiatives that contribute to campus safety-are more important than ever. CSUN has an opportunity to be innovative in dramatically shifting its campus climate from one that promotes fear and anxiety amongst its members, to one that embraces DEI frameworks²² and safety through community and mental health-first interventions, empowerment, and education.

After the police shooting of Michael (Mike) Brown in 2014, the Obama Administration initiated the 21st Century Policing Task Force²³ in response to the ensuing Ferguson demonstrations and persisting issues with police violence. In an effort to strengthen trust among law enforcement and the communities they serve, the task force's recommendations²⁴ resulted in the popularization of community-oriented policing²⁵, which aims to enhance police trust and legitimacy by encouraging "nonenforcement contact between police officers and the public."

Within the last several years, shifts in presidential administrations, continued inflation of police budgets, and repeated instances of police brutality have challenged²⁶ these community policing ideals. As new evidence²⁷ demonstrates the relationship between hyper-policing and police violence, racial bias, weaponization, and qualified immunity, national calls to defund the police and reinvest in community-based services/policing alternatives have increased. Public safety specialists note these calls for reform come alongside heightened demands for transparency and accountability, which is now a major agenda in police reform. Alongside transparency and accountability mechanisms, [public safety officials are also faced with the challenges of addressing emerging trends²⁸ in policing and public safety, such as the contentions of new police technology (e.g. issues of predictive policing²⁹), community-police relations, and the newly recognized connection between policing and higher education.

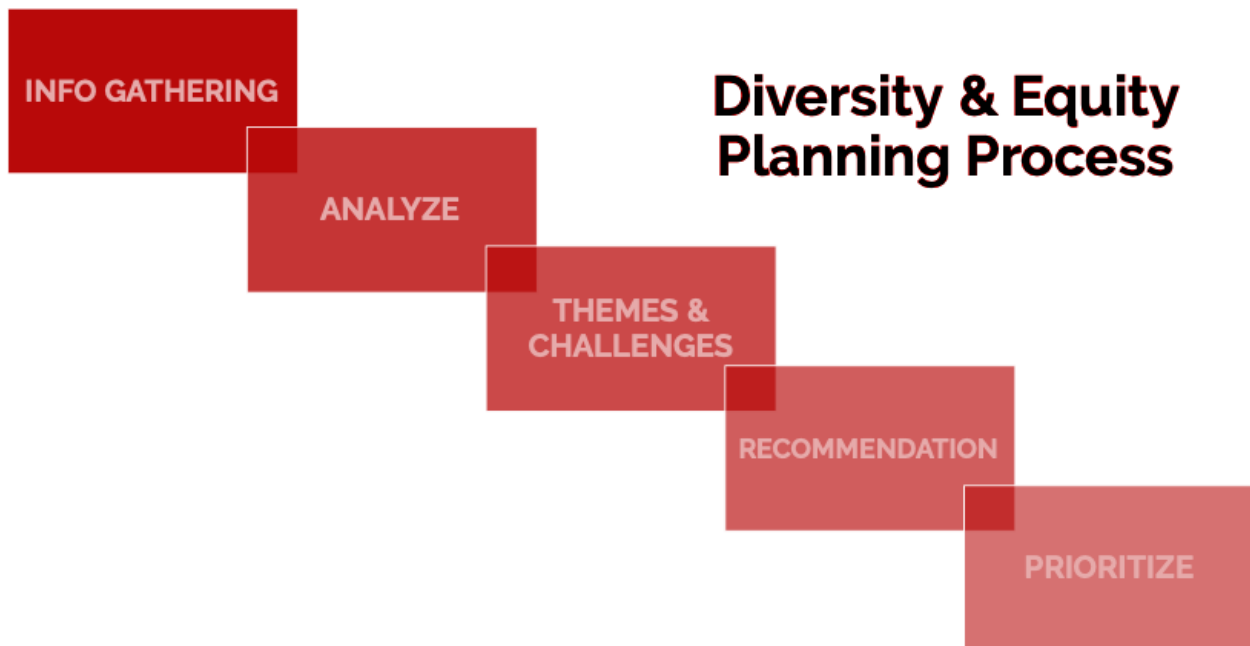
Overview

This report will focus on the following identified goals:

- Identifying areas of concern and opportunities for growth to better serve historically and currently marginalized communities at CSUN
- Recommending improvements to community safety operations and community relations strategies
- Evaluating and recommending enhancements to community safety, organizational structures, and operational philosophies
- Recommending improvements on recruitment and retention of diverse and underrepresented employees within CSUN Department of Police Services

Overview of Process

As PMJ approached this report, they created a process to move from information gathering to implement the review recommendations. The initial process began with identifying the goals with CSUN leaders who were charged with implementing the review. The information gathering occurred to fully understand the situation and needs of the campus community. PMJ analyzed the data and information collected and identified key themes and challenges. PMJ then moved to creating recommendations based on promising practices and proven practices described in relevant equity and inclusion literature. The recommendations were prioritized based on relevance, scope, layout of framework, and resources. Once the report was developed, it was presented to the CSUN leaders charged with implementing this review and key stakeholders to gather feedback. The overall planning process is represented in the embedded diagram.



Key Terms

In the development of this report and in working with stakeholders, it was important that PMJ established shared definitions of diversity, equity, and inclusion (DEI):

Diversity – the full array of individual differences we all have in regards to ability, age, country of origin, culture, economic class, ethnicity, gender identity, immigration status, political affiliation, race, religion, sexual orientation, veteran status, and other ways we may be socially identified similar to one another. Diversity is needed to facilitate the expansion of a welcoming and nurturing environment for discovery, inquiry, and learning that enriches the CSUN environment.

Equity – creating opportunities and ongoing support for historically marginalized, underrepresented, and excluded populations (racial/ethnic minorities, women, persons with disabilities, LGBTQ+, etc.) to have access to and participate in opportunities in the classroom, employment, and other university programs and activities that can close the opportunity, economic, and overall success gaps among diverse groups.

Inclusion – ongoing engagement and support to address the campus climate and culture to create and maintain an environment where diverse, marginalized, excluded, and underrepresented populations feel welcome as active participants in the campus community. The goal is to create an environment where differences are welcomed and differences in perspectives and opinions are respectfully listened to and heard.

Parts of the Report

The report is segmented into various parts. Part 1 is Information Gathering and Analysis. Part 2 is Areas of Concern & Key Opportunities. Part 3 is Recommendations. Part 4 is Considerations and Next Steps.

Part 1: Information Gathering and Analysis

In September 2021, CSUN leaders, led by the Vice President of Student Affairs, Dr. William Watkins, charged PMJ to begin the process of developing a diversity, equity, inclusion, and social justice assessment and recommendation report for CSUN community safety and policing. The review follows President Beck's [Annual Welcome Address](#), where she announced an assessment of policing practices to ensure that they reflect care for the CSUN communities of color and respect their lived experiences in society more broadly. The additional CSUN leaders charged with implementing this review included the Chief Diversity Officer, Natalie Mason-Kinsey, Special Assistant to the President for Inclusive Excellence, Dr. Amanda Quintero, and Interim Chief of DPS, Alfredo Fernandez. The initiation of this review came as President Beck included these goals as key priorities of CSUN as well as a time when the Chief of Police role was in transition. In the subsequent months, PMJ met with the CSUN leaders named above to set the foundation for the planning process. They defined stakeholders and provided background documents for this report. The scope of the review included past initiatives addressing DEI; active programs sponsored by campus units, divisions, schools, and colleges; best practices at peer institutions; and advice from leaders within and beyond a university setting.

PMJ defined themes and goals and hosted multiple stakeholder listening sessions. Each stakeholder group was invited to meet with PMJ consultants during the Fall 2021 semester. PMJ hosted 29 listening sessions. A total of 291 community members participated in the listening sessions. In addition, a feedback website link was sent out to the campus community and PMJ received a total 43 responses. Most stakeholder listening sessions were focused on populations who traditionally have tense relationships

with law enforcement. However, some sessions were focused on governance groups (faculty senate, associated students, etc.) and there were three town hall sessions open to students, university employees, and alumni. Some groups and individuals were unable to join stakeholder sessions, so PMJ gathered information via an open-ended questionnaire. This report includes the full list of invited groups as well as the guiding questions (see Appendix).

The general goals of the stakeholder sessions:

1. Identify challenges and opportunities for improvement within policing and campus safety
2. Propose approaches to address these challenges and opportunities
3. Identify current efforts supporting DEI

Each listening session had extensive notes, quotes, and themes collected during the sessions. Some sessions were recorded and later transcribed; however, some sessions were not recorded to ensure anonymity of the stakeholders. The listening sessions were led by higher education consultants with extensive experience with qualitative research and DEI topics. After gathering information from key stakeholders, the notes and transcripts were analyzed for key themes by Dr. Prieto, Dr. Moon-Johnson, and consultants Nick Daily and Valencia Scott. In addition to notes from the stakeholder listening sessions, the consultants also gathered and analyzed information from CSUN websites, reports, and other documents provided by CSUN. The consultants independently analyzed the stakeholder notes, developed major themes, and then collectively created key areas of concern and growth. The major themes were discussed using literature about campus policing and social justice; these themes were compared to common themes from articles, practices, and research from DEI literature nationally and internationally. As key opportunities emerged, those were categorized and shared with the CSUN leaders charged with implementing this review. Once the key opportunities were identified, PMJ consultants focused on creating recommendations to address those challenges. The recommendations can be found in Part 3 and are based on promising practices from higher education and DEI efforts.

Part 2: Areas of Concern & Opportunities for Growth

After gathering information and analyzing the data in comparison to relevant articles on DEI issues both in higher education and other organizations, PMJ has identified several areas of concern and opportunities for growth for DPS. Those concerns and opportunities include A) Developing a Culture of Community, Care, and Collaboration; B) Embedding DEI Work in Organizational Structures; C) Expanding Community Collaboration; D) Creating a DEI Communication Strategy; E) Broadening DEI Training for Staff; F) Diversifying and Developing Staff; and G) Creating Systems of Accountability.

Developing a Culture of Community, Care, and Collaboration

DPS has the opportunity to enhance its culture and climate to focus on community, care, and collaboration. This area of growth comes from a variety of situations, feelings, and statements that we combined into an overarching theme around the culture. A pattern that emerged from multiple community stakeholders listening sessions was that folks felt that the climate and culture of policing at CSUN resembled a militaristic, surveillance, and criminalizing environment. At times community members felt that the police were not a part of the community, but existed to “catch” students doing something criminal. During one listening session a community member commented, *“There should be some sort of safety presence because it is a scary world out there. However, we should limit the funding of the CSUN Police Department because of what we saw with BLM and the police riots. These riots made you realize*

that police are important to protect and serve, but they can also abuse their power. There is a need for hotlines and mental health resources so you don't have to go directly to the police." This specific area of growth is less tangible, and there are numerous elements that accumulated to create this culture, climate, and feeling. Some of the specific named areas included traditional law enforcement uniforms, visible guns being carried, being in marked vehicles (some vehicles that some thought looked like a tank), use of canines, having a jail cell on campus, the tone of communication when interacting with students, and a rhetoric that seemed to prove DPS are "real" police too. These combined observations made community members feel as if the DPS treated the campus like a military zone, made them feel less safe, and often felt like the police were unapproachable. One other community member commented, *"Relationships with police at CSUN are fragile in terms of trust."* The comments about the "jail cell," feeling monitored, or other noted comments, were not just a onetime statement, but were mentioned regularly in sessions.

Embedding DEI Work in Organizational Structures

As DPS aims to center DEI work, it can consider shifting the organizational structure to support and sustain long-term DEI work. The current structure can evolve to ensure that specific values remain as core functions into the departmental operations³⁰. Additionally, several key opportunities of growth would require changes in DPS's organizational structure, staffing, and roles. Currently there are no specific positions, groups, or named committees focused on DEI work. The organization could shift towards one centered in DEI by increasing a focus on mental health, addressing sex and gender-based violence, furthering community relations, and enhancing DEI specific training, development and onboarding. Numerous stakeholders shared they did not believe the police officers were trained in mental health response, sexual assault response, and crises intervention. We are aware that some of these efforts exist and enhancements are underway. Moreover, we concur this is an area of growth after hearing from participants and understanding the current organizational structure. Currently, stakeholders have limited information known about the Police Advisory Committee, and many did not know it existed. As DPS evolves, the naming of the department could also evolve. Many community members had thoughts and feelings just by hearing or reading the word "police." Some of these factors have little to do with CSUN and are due to the historical aspects of law enforcement in the United States as well as past experiences CSUN community members had with law enforcement outside of CSUN.

Expanding Community Collaboration

DPS has an opportunity to embed itself as a vital part of the CSUN community. There should be specific institutionalized partnerships created with key audiences, such as those who are marginalized and disproportionately impacted in higher education. PMJ could not identify any specific partnership DPS had established with groups focused on race and ethnicity, immigration and citizenship, gender and sexuality, or (dis)ability. Stakeholders were asked to identify current positive DEI efforts and collaborations. Community members often stated they did not feel the police were actually a part of their community, and many wanted to have stronger relationships with individuals and DPS as a whole. One community member stated, *"When it comes down to the relationship with police, past struggles have impacted community perceptions; they need more positive contact with students."* Several people stated they had positive working relationships with key individuals in DPS; however, when those people left they did not know who to contact. Some community members felt that there was not enough effort put into prevention of crimes or safety issues. Some departments had strong relationships with DPS. University Counseling Services had many specific examples of collaboration with DPS, such as types of vehicles and

attire of officers and transportation of students in distress. Student Housing and Residential Life staff members have hopes for improved collaboration and relationship building with DPS.

Creating a DEI Communication Strategy

DPS has a number of efforts focused on DEI, and it is critical that those efforts are shared broadly. Building off of the established key opportunities, a communication strategy will be needed—or enhanced if one currently exists—to allow DPS to focus on DEI efforts. As one student leader stated, *“Communication is critical, communication is lacking. Transparency is also critical, students need to know who the officers are, what the protocols are, when there is a situation. When students have experienced certain situations there is a lack of understanding of what that student needs at that moment.”* Currently, there does not seem to be a clear strategy on why or when DEI work is being communicated and to whom it is communicated. A strategy is needed to communicate to diverse stakeholders in a variety of formats and conventions with intentionally set purposes. Beyond communicating about existing or newly initiated DEI efforts, community members felt the department could grow with follow-up communication. One specific example was related to mass text messages about emergencies. Community members did not feel that there was always transparency in communication, which impacted the ability to trust DPS. Another individual stated, *“One stakeholder shared, ‘Many students do not feel safe. Not necessarily (because) of CSUN police, but because of what is happening in the world. Many students have fear or sense of discomfort coming from more of an outside lens which draws them away from using police services.’”* There currently is a lack of knowledge on training requirements and initiatives, specifically around DEI topics, mental health, de-escalation, and sexual assault. When the stakeholders did not know specific information they seemed to assume the worst about CSUN Police Services. Lastly, multiple stakeholders shared that they felt the interpersonal communication with DPS left them feeling interrogated, not believed, and at fault.

Broadening DEI Training for Staff

DPS has some specific DEI and mental health response training regularly as part of an overall training program. However, DEI training should be expanded to include broader awareness, knowledge, and skills to be effective with working with diverse audiences. The consultants gathered some of this information when speaking with the interim Police Chief, University Counseling, and other University partners as well as reviewing segments of the CSUN Police Services website. The current DEI training may not be expansive, thorough, skill-based, or inclusive as it may need to be. The foundation has been set, but further training focused on internal awareness, external knowledge, and skills to effectively interact is an opportunity for growth. There can be additional growth with training and development in order to improve continuing education requirements, expectations, assessment of learning, and ability to practice and apply learning.

Diversifying and Developing Staff

DPS recognizes the need to diversify its staff, and they have made efforts to increase representation of people of color and other underrepresented groups. However, this task takes long-term and comprehensive planning, which is an opportunity CSUN can approach. CSUN stakeholders acknowledge the lack of diversity—specifically naming a lack of representation of Black officers, women officers, and LGBTQ+ people—and have shared the barriers that exist when dealing with intense and stressful situations that DPS must address. In order for DPS to successfully diversify its staffing, a multi-pronged short and long-term strategy must be developed, and it should be in collaboration with other campus units.

Additional efforts will continue to be made to provide support mechanisms to ensure employees coming from underrepresented and historically excluded backgrounds are able to succeed and excel. In addition to diversifying identities of the department, there are growth opportunities to ensure all new hires have knowledge and skills around DEI topics and issues.

Creating Systems of Accountability

DPS currently has a method to report any type of misconduct, and this process can be found on its website. However, the process is not easy to find, has barriers to report, and most community members were unaware of this process. A thorough process should be created (or communicated) on what accountability looks like and what might happen after reporting misconduct to DPS.

In addition to accountability systems for individuals, there is also an opportunity to create a system of accountability for CSUN and DPS. This report will outline numerous recommendations on how to improve DEI efforts and effectiveness; however, systems to hold CSUN and DPS accountable to implement, assess, and continue vital work will also need to be created. This area of growth comes from the us, the consultants, and our work guiding organizations as they implement change. This area of growth also stems from numerous stakeholders stating they felt like this process could be a waste of time and that they do not expect real change to occur.

Part 3: Recommendations

Part 2 described the opportunities for growth that CSUN should focus on, and Part 3 will offer recommendations to support CSUN towards reaching those opportunities of growth. The recommendations below followed stakeholder listening sessions and review of existing documents, key themes from the stakeholder listening sessions, and from promising practices we are aware of from other literature or institutions of higher education. Similar to Part 2, Part 3 will focus on recommendations to include A) Developing a Culture of Community, Care, and Collaboration; B) Embedding DEI Work in Organizational Structures; C) Expanding Community Collaboration; D) Creating a DEI Communication Strategy; E) Broadening DEI Training for Staff; F) Diversifying and Developing Staff; and G) Creating Systems of Accountability.

These recommendations should be considered at adoption of this report, prioritized, and planned for phased implementation. The recommendations will require additional resources, discussion and planning, and evaluation. Even if all recommendations are fully adopted, it would not be feasible to move into implementation all at once. We recognize these recommendations take substantial resources and time; however, urgency and significant financial investments are highly encouraged.

Developing a Culture of Community, Care, and Collaboration

In an effort to create a new climate for community safety, there are multiple recommendations to shift DPS to have a culture of community, care, and collaboration. Shifting a climate or culture takes many efforts over a period of time. The goal is to gradually shift attitudes, tones, perceptions, and the way people interact. The following items have been identified that will move CSUN law enforcement and campus safety initiatives towards a more caring climate:

- Shift the thinking and idea that DPS is like “other police.” Community members felt that DPS often tried to prove they were “real” police like city or county law enforcement. We recommend intentionally naming and regularly discussing how DPS is not like traditional law enforcement and

it is created to be a part of a university community as active members with a very specific role, keeping community members safe.

- Evaluate who carries deadly weapons with the goal of reducing how many and how often personnel have deadly weapons. Community members stated negative reactions when seeing DPS employees carrying deadly weapons, although most understand there could be a need for them at times. Another recommendation is to reduce visibility of the deadly weapon when interacting with CSUN community members. The policy, “DEPLOYMENT, USE, AND STORAGE OF DEADLY FORCE AND NON-DEADLY INTERMEDIATE FORCE WEAPONS,” was last reviewed in 2016. Much has changed in society, so a review and revision is recommended given the increase in attention to this specific topic. PMJ recognizes there are outside factors that could limit changes; however, transparency, trust, and a serious sincere effort is recommended.
- We recommend creating an alternate uniform that has an appearance different from traditional police uniforms. Many community members stated the traditional police uniform creates barriers, fear, and limits their ability to interact. Some of the challenges with the police uniform comes from past experiences outside of CSUN, the media, and historical aspects—as well as current—of law enforcement in communities of color. An alternate uniform can be used at various times in order to create positive relationships with marginalized communities. The uniform can be distinctive to a community safety team member, but not look militaristic or like traditional law enforcement. We recommend having employees wear the less traditional uniform while entering residence halls and academic buildings or classrooms. We are aware that some of this discussion has begun and we fully support continued planning and implementation. Additionally, the policy, “UNIFORMS AND PERSONAL APPEARANCE,” should be reviewed and revised to include details on the new uniform protocol. Additionally, Section IV of the policy should be reviewed in collaboration with gender/sex identity experts to avoid cisnormative and sexist policies.
 - It is recommended that officers prioritize wearing either the less traditional uniform or being 'plains clothed' when entering any Equity, Diversity, and Inclusion-related Centers, or other spaces where there will be a significant population of students of color, LGBTQ* students, and immigrant/undocumented students. Please note that if “plains clothed” DPS employees may still identify themselves by wearing a badge indicating their role. We strongly recommend that DPS employees ensure that any weaponry (i.e., guns, tasers, etc.) or police-affiliated items (i.e., handcuffs, batons, etc.) are not visible when entering these spaces.
- We recommend addressing community concerns about the “jail cell” on campus. Numerous community members shared the “jail cell” made them feel as if DPS was too connected to the prison industrial complex. We recommend creating—or evaluating and sharing if a policy already exists—addressing why and how the “jail cell” exists and when it is used. We recommend changing the naming of the space to reflect the values of community and safety versus criminalizing and punitive.
- We recommend addressing concerns of a “tank” that is owned by DPS. Numerous community members perceive a large vehicle as a special weapons and tactics (SWAT) vehicle or tank. Although the vehicle is an emergency operations vehicle, community members are largely unaware what the vehicle is used for and how it could benefit them and keep them safe in an emergency.

- PMJ suggests that transparency in DPS safety protocols are made publicly available. If the CSUN administration chooses to accept the recommendation for releasing a public statement on DPS's role on campus it would be advisable to acknowledge both the 'tank' and the 'jail cell.'

The numerous specific recommendations named are a beginning point to shifting a culture embedded in hundreds of years of culture and practices. Policies, procedures, language, and “the things are” should be evaluated with the goal of creating a culture of care, community, approachability, and collaboration. Additional recommendations, such as those in training and development and communication strategies, will reinforce this recommendation.

Embedding DEI Work in Organizational Structures

In an effort to have DPS centered on DEI values and outcomes, we recommend shifting how the department is organized. DPS is the designated department of the university that is focused on community safety and law enforcement, so that should remain the focus of the department regardless of restructuring. However, values and operations of community safety can and should evolve. In order to adequately address changes named by the stakeholders—specifically the limited efforts intentionally focused on DEI—the operations and the organization should be restructured. Some of the recommendations can be done with minimal effort and resources, but some will consider long-term strategic planning and a re-allocation of resources, specifically with personnel. The following specific recommendations can guide the department towards the goal of embedding DEI into the organizational structure:

- We recommend shifting the name of the department away from “Police Services.” The current name brings up feelings of pain and distrust. We suggest a broader name to reflect the goals of community and safety. The new name could be selected with the guidance of community members and the Police Advisory Committee. “Police Services” could be a specific unit within the larger department, but using “Police” in the department seems to limit and minimize the broad safety and community relations work the department does. The name and branding of the department could be shifted to include titles that stakeholders mentioned such as: “Center for Campus Safety and Support,” “Campus Safety and Community Relations Department,” or “Safety and Support Services,” among others. The shift in name should be delicately managed to include the true intentions, clarity, and emotional response to effectively serve the CSUN community. Changing the department name alone does very little to remedy injustices, but a name change along with other substantive changes can signify a shift in direction and philosophy.
- Under the department structure new units should be developed. Specific units could be:
 - Community Relations and Outreach (see “Expanding Community Collaboration” section).
 - Equity and Inclusion or DEI; there should be at least one person whose role is focused on DEI, and they should have the support of several others and/or a committee. This role should be charged with keeping the department focused on DEI, creating long-term strategies, leading the committee, and advising the Chief of Police. The person should actively collaborate with the community outreach and training and development areas of DPS. This should be named in this employee’s title and in a job description with a significant part of the workload committed to DEI work. The person guiding this work as well as those serving on a committee should be adequately trained around DEI topics,

and compensated for their DEI work either through additional pay or including it in their normal paid work. We recommend this role be at a senior level and report to the Chief of Police. Some institutions have this role as an Executive Director of DEI for the Police Department.

- PMJ recommends further developing this role to include a diverse group of paid student staff who can serve as peer ambassadors or student representatives to support the DEI role in expanding outreach and representation of a campus culture shift (see “Expanding Community Collaborations” section). Tasks of the student staff can include supporting and implementing student-led events, supporting and implementing information sessions on campus safety/climate during major campus events (i.e., Orientation), student-driven outreach to various campus centers/initiatives. By including students in the DEI work, CSUN has the opportunity to demonstrate that it is actively engaging in shifting the culture by supporting peer-to-peer engagement that centers the voices, perspectives, and input of diverse students. These diverse student employees, including those who have been impacted by the carceral system, should be compensated for their work in this role and have a voice in the direction of the work.
- Mental Health Response Team; the mental health crisis, especially on university campuses, is not going away and continues to emerge as a critical issue for campus safety. We recommend having a unit of social workers or other mental health professionals to be utilized to respond to students and community members in crises related to mental health or illness. This recommendation comes as one of the most suggested ideas from stakeholder listening sessions. These first responders could also be trained and respond to reports of sexual assault, which may be in collaboration with a police officer depending on the nature of the report. These team members should be thoroughly trained and be supported by police officers when deemed necessary. This unit should be developed and coordinated with University Counseling Services, the Office of the Vice President of Student Affairs, as well as other departments/functions charged with mental health and/or sexual violence. University Counseling Services shared some of this is in development, and we fully support this direction.
- We recommend the Police Advisory Committee (PAC) expand its membership to intentionally include members of historically excluded and marginalized communities. CSUN also has a number of faculty with expertise related to public safety, criminal justice, prison industrial complexes and DEI; they should be considered as members. The new members could represent ethnic studies departments, Queer Studies, and student houses and organizations focused on race, ethnicity, gender and sexual diversity, as well as people with carceral histories. The scope of the PAC should intentionally name DEI and justice as a core component of its lens. The PAC should have more students represented, and the students should receive some form of compensation for their service. The PAC should also actively communicate to the community their role, goals, and actions. The PAC can also play a critical role in initiating internal or external reviews of complaints of misconduct and/or patterns of issues noticed by CSUN community members. The PAC has the opportunity to take a substantial leadership role in (re)shaping the campus climate by effectively interfacing with DPS and the CSUN community. Numerous stakeholders mentioned being

unaware of this Committee or its purpose. Additionally, there were regular statements made about the lack of accountability for DPS. We recommend the following guidance regarding strategies that the PAC Could be involved with to ensure transparency in accountability:

- Campus Climate Evaluation Metrics: Beyond this initial consultancy and departmental evaluation, the PAC could take actionable steps to ensure that campus climate assessments and surveys are institutionalized as CSUN takes steps to implement the report recommendations. This should include regular (e.g. annual) surveys and discussions with campus stakeholders. The PAC could initiate the climate study, set the goals, and receive and disseminate the campus climate report.
- Creating a Police Advisory Committee-Department of Police Services-liaison role. This role should be allocated to a PAC member who will serve as a direct point of contact with DPS. The liaison will take on the responsibility of meeting with the Chief of Police and any other CSUN Police Services stakeholders in order to discuss campus safety protocols and/or patterns, policing policy suggested changes, and any other campus related safety issues. Additionally, we recommend there also be a student liaison. The student liaison could take the lead on consistently monitoring the campus climate as institutional shifts are made. This role will take responsibility for compiling information/data on student responses to the climate of campus safety and policing and ensuring that student voices are accounted for in higher-level revision of campus safety policies and communications with CSUN DPS.
- The Police Advisory Committee should have regular check-ins (semesterly) with CSUN senior leaders, perhaps the VP of Administration and Finance and the University President.

Shifting an organization and department will come with resistance. Leadership should utilize change management theories to guide the transition. The team members in DPS should be as involved as possible. Much of the transition will impact their work, roles, and functions, so including their voice, ideas, and priorities should be considered. Sharing the goals and process with all involved is critical to the success of any organizational shift.

Expanding Community Collaborations

In order for DPS to have substantial transformation towards being a trusting, inclusive, and equitable community, many partnerships need to be created and sustained; DPS should focus on building positive relationships and sustained collaborations with key campus offices³¹. The historical conflicts between law enforcement and specific communities in the United States are centuries in the making and will be a challenge to overcome. However, numerous partners at CSUN expressed a desire to create long-term, sustained, and mutually beneficial partnerships with DPS. DPS should continue to identify areas of growth and create strategies to improve long-term working relationships. These partnerships will inform DPS's efforts and direction, build trust, and create opportunities for feedback. Some specific collaborations could include:

- Creating a unit focused on outreach and community relations. This could be in collaboration with the Community Policing Team and connect to the Communication Strategy (details below). Some of this work has already begun and is a positive effort; the goal is to enhance and sustain work with a focus on DEI.

- Intentional and institutionalized partnership should be created with key offices and communities. The partnerships should be mutually beneficial with shared goals, and involved parties could create a memorandum of understanding (MOU) to guide the collaboration. Resources should be directly allocated to support the work of these programs, specially those serving marginalized students and programs like Project Rebound. The student needs in these programs should be assessed so that CSUN can allocate funding to augment and enhance these programs to ensure they are effectively serving students in their communities. Some specific areas and/or populations that should be considered include but not limited to:
 - Communities of color
 - Pride Center
 - Center on Disabilities
 - DREAM Center
 - Project Rebound
 - Student Housing and Residential Life
 - University Counseling Services
- Annual listening sessions (Town Halls) with campus stakeholders to understand partnerships, relationships, and areas of growth. These town halls should be a place to gather critical feedback and to share updates on progress made towards centering DEI work.
- There should be regular surveying of CSUN community members to gather information and feedback. Surveying the community shows DPS values their experiences and provides a metric to understand if efforts are supporting progress.
- Sponsored lecture series around justice systems, law enforcement, and specific communities. Additionally, DPS can initiate other efforts and programs focused on DEI topics, a common issue community members mentioned was people experiencing homelessness on the campus. DPS can create an initiative to address basic needs of students. Each stakeholder session asked if they could name any specific DEI efforts or events; most people could not name any. Several people had many positive things to say about a past community event and hoped for more.
- DPS could host social events aimed at building relationships and trust. DPS could host an annual student leader appreciation luncheon for key student group leaders in collaboration with the Division of Student Affairs. Numerous community members also mentioned the Zombie Scavenger Hunt, so consider bringing a similar event back.
- DPS employees should see themselves as educators and employees of CSUN and not just an employee in DPS. DPS employees should embed themselves in other parts of the campus. They could consider serving on university committees that may have little to do with their formal jobs and also employees could consider serving as student organization advisors.

Community members had positive examples of how interacting with an officer in a personal way outside of an emergency situation helped them build trust with law enforcement. DPS should put community relations and outreach as a priority, and center marginalized communities in the efforts. Investing in meaningful and sustained trusted relationships takes time and effort, but the results will be worth it.

Creating a DEI Communication Strategy

DPS already has a number of successful initiatives focused on community development and DEI; however, many in the community are unaware of the efforts currently being done. A comprehensive DEI communication strategy should be developed and include specific communication tools for various

audiences. Communication should highlight efforts being done by DPS, should address national and global issues related to law enforcement and equity, and highlight other DEI efforts being done at CSUN and in the local community. DPS must create strategies to improve communication and trust.³² Some specific actions in the strategy could include:

- An annual service and satisfaction survey to campus to focus on constant growth opportunities. This survey would demonstrate constant internal evaluation and a focus on improvement.
- A website/page focused on DEI. It should include the commitment to equity,¹ framework, past events, upcoming efforts, on-going DEI training, and the staff dedicated to DEI.
- Social media focused on commitment to equity:
 - Regular efforts
 - Sharing news and events³³
- Annual report section overviewing training and development and new efforts focused on DEI. Create a designed and engaging annual report summary and market it broadly.
- Regularly co-sponsor DEI events across campus by providing in-kind services, small financial donations, and/or publicity. Request that DPS's logo be used on publicity and possibly be named verbally as a co-sponsor. Consider showing up at the event in civilian clothing with a name tag identifying your department. Some communities may be resistant, but the effort will hopefully still be appreciated.
- Evaluate all public statements with the lens of and perspective of a marginalized person.
- Communication should provide education and information to the community, and the information must go beyond just being on the website. Specific topics to address and update include DEI training and development efforts and incidents or policies that could be misunderstood or invoke anger or hurt.
- All DPS employees should receive training related to interpersonal and intercultural communications. Numerous community members stated negative and unfriendly interactions with DPS employees that felt condescending and victim blaming (also see the training section below). DPS employees' communication to people in crises should be empathetic, inform them about processes and procedures to come, and understand how one's identity could be impacting the situation.
- DPS should create mechanisms for follow-up communication. After mandatory notices via tech or email, some type of follow-up communication should be provided with the details that can be shared. After reports or incidents, DPS should communicate back to involved parties when possible. The goal is to create trust and build relationships via communication and following-up.
- DPS should provide more information and education to employees. Numerous employees had limited information about processes and who to direct questions to; one specific example was how to support a student facing mental health issues.

A communication strategy is vital to the success of a DEI-based report. Communication should have multiple outlets and be overly communicated via website, social media, in-person, press releases and news. CSUN community members want more information related to community safety, and communication is a key to trust building. Although a communication strategy is vital to the success of changing campus climate, communication alone can become performative and superficial. There must be substance and change at the core of the communication strategy.

Broadening DEI Training for Staff

In order to center DEI as part of the culture at CSUN and in DPS, it is critical that employees receive sufficient training and on-going development. DPS already has some training programs focused on mental health response, implicit bias and diversity. It is recommended that the current training efforts be evaluated and decided if they meet the needs to produce desired outcomes. DEI training should go beyond a one-time effort, broader than implicit bias,³⁴ and should focus on:

- Self-awareness: This would include an understanding of one's own identities, privileged identities as well as marginalized identities. Implicit bias is a part of self-awareness, so an on-going examination of bias and reflection on bias reduction.
- Basic foundations: This includes definitions and concepts of diversity, inclusion, equity, social justice, microaggressions, cultural humility, and multiculturalism.
- Knowledge of other identities and communities, the issues they face, and historical context on relations with law enforcement: this would include communities such as people of color, LGBTQ+, disabilities, undocumented and Deferred Action for Childhood Arrivals (DACA), formerly incarcerated, and international students.
- Skills to effectively work with and serve diverse stakeholders: dialogue across different techniques, trauma informed care tools, de-escalation techniques, emotional intelligence, active listening, and supervision across identities.
- Intense, required, and regular training should be provided to employees around mental health and responding to sexual violence; consider certification programs and ensure the community knows all employees received certification.

Individual employees will need different resources at various points of the training program. The process of learning and unlearning takes time and cannot all be absorbed at one.

A comprehensive DEI professional development plan should be created. The professional development plan should include initial on-boarding training, annual department training workshops, and individual development activities. Departmental training programs could be created based on identified objectives that most if not all employees need. This could be in collaboration with other CSUN DEI efforts, for example an existing LGBTQ+ Ally/Positive Space Program training. Individual development activities should be incorporated into annual goal planning. Often during performance evaluation periods employees are expected to identify several professional goals. An expectation could be that one of the goals should focus on DEI. This could also be incorporated into performance evaluations even if a simple question is added such as, "How have you furthered your understanding of DEI this year?" (see "Accountability" section). Once an individual identifies a goal they could meet the goal by attending a conference, workshop, reading a book, or watching a documentary.

Overall, in order to meet training and development goals. DEI training should be institutionalized as a Continuing Education requirement. DPS should create the framework, identify key goals, and measurements to assess if goals are being met.³⁵

Diversifying and Developing Staff

A common effort across nearly all departments at Predominantly White Institutions or predominantly white career fields is trying to diversify the employees, specifically around race, but could also include gender, sex, sexual orientation and gender identity, and or (dis)ability. CSUN community members shared

similar goals and numerous stakeholders discussed that they would feel more comfortable interacting and collaborating with DPS if the staff came from similar backgrounds. The goal of diversifying a department, especially in specific fields, can be very difficult. Having a more diverse department will not easily or quickly improve DEI efforts, but it is a valuable and impactful effort. Beyond the perception from others, more diverse employees bring more diverse voices, ideas and perspectives. This particular recommendation is significant considering the process to hire a new Chief will begin shortly. The following segments will offer recommendations on diversifying and developing staff.

Create a Long-term Strategy

DPS should start with a comprehensive strategy that is long-term focused and then begin with implementing specific short-term actions. DPS should review key strategies and best practices.⁷ A Rationale Statement should be created to guide this work; all those in the department should understand why the department wants to diversify the staff, the benefits of having a diverse staff, and in the end, how it benefits students. A diversity hiring rationale statement is a key foundation, and it is important that DPS develops a diversity hiring rationale statement that connects to the CSUN strategic goals, literature on the educational benefits of diversity, and any institutional data that may help to build the case for why staff diversity is important.

Actively Recruit

Research shows that passivity will result in neither a diverse pool of applicants, nor a diverse hire.³⁶ When it comes to actually recruiting diverse employees, many search committees report that they cannot find qualified women or people of color to apply for their open positions. DPS needs to aggressively pursue the best and the brightest candidates. The first objective is to entice top candidates to apply. That means selling the institution, department and the job as desirable and rewarding. Taking steps to increase the pool of qualified applicants increases chances for diverse candidates, and exposes the department to a broader pool of talent and less risk. The more DPS front-loads candidate pools the better the odds of hiring diverse candidates will be. Plans designed to search intensively for underrepresented candidates cannot entail discriminatory treatment for any group in making offers of employment.

The typical route of placing an advertisement and waiting for applications is no longer sufficient. Some of the best candidates may not see the advertisement or may not see themselves in the advertised position without some encouragement. Some specific techniques include:

- Craft a position description that reflects the full range of skills and knowledge needed, including a focus on issues of DEI work and serving specifically named populations around race, ethnicity, genders and sexualities, and immigration statuses. This will lead to a better pool, and present a strong argument against claims that race or gender was impermissibly considered in hiring.
- Include hiring criteria related to increasing diversity such as demonstrated ability to work with diverse communities, or experience with marginalized community agencies. Infusing these criteria into the job description is a way of enhancing the department's potential to attract a diverse applicant pool, and eventually make a diverse hire.
- Place advertisements of open positions in periodicals/websites that make special efforts to reach specific communities by demographics. Create and maintain a list of diverse publications, electronic mailing lists, institutions, and resources for outreach. This prevents each search committee from having to regenerate such a list, and creates a forum for sharing knowledge and

resources. Do not forget online discussion lists, LinkedIn, Facebook, and other social media platforms.

- Send announcements of open positions to targeted administrators, faculty members, student programs and organizations. Organizations that work on diversity issues, affinity groups within organizations such as people of color or gender-based organizations, and contacts in the field who are likely to know promising students or other potential applicants. It can also be helpful to develop a database of diverse professionals that may serve as future applicants.
- Ask your current DPS employees, especially those who represent specific desired backgrounds, to think of people who would be great candidates and to invite them to apply.
- Once you have interested applicants pursue them, offer to have a phone meeting, and share why you would want them to join your team.
- Create collaborative paid internships for students coming from populations you aim to have represented in the department.
- Create partnerships with community colleges with public safety programs. California Community Colleges produce a significant percentage of law enforcement professionals in the state, and community colleges have significant populations of people of color.

Improve the Hiring Process

Once the pool is diverse the entire hiring process should be examined to understand what underrepresented candidates might experience and where bias might interrupt. There are a number of steps to consider as the department moves through the process. Consider:

- Create a training for hiring/search committee members that everyone should complete before serving on a hiring committee.
 - Provide search committees with specific materials about CSUN's and DPS's commitment to DEI.
 - Offer guidance for creating an inclusive interview protocol and contact persons for connecting with diverse communities.
 - Address concepts such as "reverse discrimination" or "color-blind" perspective.⁹
 - Ensure they know DPS do not want to have the reduction of quality.
- Offer a community guide to each applicant that highlights the department's commitment to DEI, resources for specific populations, and ways to connect with community or campus groups around race, gender, LGBTQ+, etc.
- Consider how your search committees are chosen. Because people value and are most comfortable with that which they are most familiar with, search committees are likely to replicate themselves. Therefore, the more diverse the committee, the more diverse the candidates are likely to be. Include students on the hiring committee.
- Assess the demographics of applicants and compare those to the demographics of those selected to interview. If it is noticed that the pool is quite diverse, but the interviewees selected are not, inquire why that is and ask the committee to have a rationale. If broad demographic questions are not asked in the application regarding gender (more than the binary), sexual orientation, race, ethnicity, and others, then push to have those collected.
- As interview questions are developed, ensure each interview asks a question about diversity and equity. Also, ensure the search committee has an understanding of what a quality response might

be. including specific questions around DEI informs marginalized candidates that this is a value and that all hires should have a basic understanding of DEI topics.

- Consider hiring a cohort of three to five hires from underrepresented and historically excluded backgrounds. It could be a short-term fellowship model or long-term permanent hires. Having multiple people hired at once creates a support system and minimizes isolation and tokenization.

Retention

A focus on retention of DPS employees did not come from any specific listening session or document; however, as DEI consultants we always pair recruitment efforts with retention. Many organizations focus on recruiting diverse employees, but once they are hired they are neglected, mistreated, or tokenized. Once underrepresented staff are hired it is important to support them and retain them. If they have negative experiences they will leave DPS and they may share their negative experiences with other prospective employees. DPS should create a plan for retention, satisfaction and promotion of underrepresented employees.³⁵

From the initial hiring, an on-boarding process is essential for all employees, but underrepresented employees often have less informal mentoring, training, and inclusion than other employees, so if they miss a formal on-boarding they may lack the essentials needed to be successful and feel included. As part of an on-boarding program consider a mentoring element can to create a relationship between experienced staff or community members and new staff, where an influential, established, and/or knowledgeable member of an organization supports and commits to the upward mobility of an employee's professional career.³⁷ The benefits of mentoring include faster, more effective integration of new employees; retention of quality employees; increased transfer of skills from one generation to another; gains in productivity and performance; increased learning from professional development activities; and enhanced communication.

Once there are multiple employees coming from marginalized communities it is important to evaluate those current employee experiences.³⁸ Allow them to be heard and make some efforts and steps to address those needs.

CSUN has several Employee Resource Groups (ERG)³⁹ focused on underrepresented or historically excluded groups, and DPS should encourage employees to participate and allow them to do so without having to take personal time off. ERGs by affinity organizes employees around common identities, challenges, and interests.¹⁴ These groups are generally made up of people who have been historically underrepresented within the organization and include racial and ethnic minorities, individuals with disabilities, gender groups, and members of the LGBTQ+ community, just to name a few. Affinity groups generally seek to advance the personal and professional development of their members, expose members to increased leadership opportunities, provide support and networking opportunities, participate in community service, engage in mentoring relationships with their members, as well as students

Creating Systems of Accountability

A key theme that community members shared was that they thought there was no accountability to individual employees in DPS or CSUN as a whole. Some of these recommendations overlap with the communications strategy. A few specific recommendations include:

- Revising the Complaint Form process. Currently it is on the website in a less visible location and in a PDF form. The information should be more broadly communicated and the reporting process should be made easier and more accessible.
- Community members should be made aware of what the process is when filing a complaint and what they can expect when and after they report. Information about retaliation should be directly named.
- An individual or body not working directly in DPS (e.g., human resources, compliance officer, externally hired agency and/or Police Advisory Committee) should review complaints and make recommendations to the Chief of Police. A successful example to consider is the [UC Davis Police Accountability Board](#).
- A system of accountability for DEI goals, plans, and recommendations should be created and shared to community members. The recommendations in this review should be seriously considered and CSUN will need to identify actions they will move forward with. Once that has occurred, the adopted recommendations should be shared broadly and a system of accountability should be developed to ensure action occurs, Many community members feared that the process and this report would be performative and soon forgotten.

Recommendations Overview

Areas of Concern & Growth	Recommendations Overview
Developing a Culture of Community, Care, and Collaboration	<ul style="list-style-type: none"> ● Shift the thinking and idea that DPS is like “other police.” ● Evaluate who carries deadly weapons with the goal of reducing how many and how often personnel have deadly weapons. ● Creating an alternate uniform that has an appearance different from traditional police uniforms. ● Address community concerns about the “jail cell” on campus. ● Address concerns of a “tank” and/or large vehicle.
Embedding DEI Work in Organizational Structures	<ul style="list-style-type: none"> ● Shift the name of the department away from “Police Services.” ● Under the department structure new units should be developed including: Community Relations and Outreach; DEI; and Mental Health Response Team. ● Expand the Police Advisory Committee’s membership to intentionally include members of historically excluded and marginalized communities.
Expanding Community Collaboration	<ul style="list-style-type: none"> ● Create a unit focused on outreach and community relations. ● Create intentional and institutionalized partnership with key offices and communities. ● Host and facilitate annual listening sessions with campus stakeholders. ● Conduct regular surveying of CSUN community members to gather information and feedback. ● Sponsor lecture series around justice systems, law enforcement, and specific communities. ● Host social events aimed at building relationships and trust. ● DPS employees should embed themselves in other parts of the campus.
Creating a DEI Communication Strategy	<ul style="list-style-type: none"> ● Administer an annual survey to campus to focus on constant growth opportunities. ● Develop a website and social media focused on DEI. ● Create an annual report section overviewing DEI training, development, and new initiatives. ● Regularly co-sponsor DEI events across campus by providing in-kind services, financial donations, and/or publicity. ● Evaluate all public statements with the lens of and perspective of a marginalized person. ● Communication should provide education and information to the community, and the information must go beyond just being on the website. ● DPS employees should receive training on interpersonal and intercultural communications. ● Create mechanisms for follow-up communication after reports are filed with DPS.
Broadening DEI Training for Staff	<ul style="list-style-type: none"> ● DEI training should go beyond a one-time effort, broader than implicit bias. ● Develop a comprehensive professional development plan.

Areas of Concern & Growth	Recommendations Overview
Diversifying and Developing Staff	<ul style="list-style-type: none"> ● Create a long-term strategy and implement short-term actions. ● Actively recruit diverse candidates. ● Utilize specific techniques when advertising a position including. ● Improve the hiring process by evaluating where bias might interrupt. ● Create a plan for retention, satisfaction and promotion of underrepresented employees.
Creating Systems of Accountability	<ul style="list-style-type: none"> ● Revise the Complaint Form process and make it more accessible. ● Familiarize the community with the process of filing a complaint and what to expect after filing. ● Create a system of accountability for DEI goals, plans, and recommendations and share it with community members.

Part 4: Considerations and Next Steps

The recommendations offered are extensive and will take time and resources. As CSUN aims to implement this report, a number of factors should be considered. Some key considerations are:

Create a timeline:

What recommendations will CSUN focus on first and what will be the timeline to move through the recommendations? Some recommendations will need to occur first and some will happen simultaneously. Creating a framework, creating a team, and project implementation plan should be a part of early priorities.

Resources:

What resources will be needed to address each recommendation? Consider Human Resources and costs for training efforts, and event co-sponsorship. Taking meaningful action that produces change takes financial, human, and time resources. This is a long-term process worth investing in. A skilled, brave, and committed leader is needed to guide this plan.

Status check internal:

How are staff feeling, what is important, not important? Consider an annual anonymous survey to assess what is working well and how this report should be further implemented. Change is not easy; expect resistance and discomfort.

Systems to measure success:

How will CSUN measure success and on what time frame are results expected? Be realistic and focus on moving the needle versus completely eliminating the issue. Who is held accountable for ensuring these efforts are implemented successfully?

Communicate:

As this report moves into action, community members need to be updated on progress, adjustments, and successes. Transparency is critical to the adoption of this report and will build trust with community members.

Next phase:

Creating a DEI-based report is not a one-time project. This report should be reevaluated after the first year, third year, and fifth year (for example), and adjusted as needed. Issues will evolve, and this report should remain flexible.

Overall, the commitment to implement a DEI-based report is a substantial, yet critical, task. CSUN should offer grace and patience. Challenges and resistance will arise; however, moving through discomfort and confusion will still push CSUN to becoming a unified community that is better equipped to serve the diverse community.

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Appendix

Facilitation Guide for Stakeholder Meetings

- Introduce facilitators. Acknowledge our role.
- Share why we were hired to partner with CSUN; to gain insight, perspectives, and ideas on community safety and policing.
- All comments will be kept confidential, and nothing will be directly associated with individuals or collective groups.
- Please share verbally or put comments or questions in the chat.
- There are no right or wrong answers we just want to hear from you.

Questions for Stakeholder Meetings

General questions that will be adapted based on the audience. Follow-up questions may be asked to get further details.

Introduction:

1. Tell us about your roles on campus and what brings you here today?

General Safety and Policing:

2. When thinking about safety and policing, what are some important elements to you?
3. Have you seen a policing or community safety model that seemed to work in a way that benefits all community members, and specifically those who have been historically or currently targeted by law enforcement?

About the CSUN Department of Police Services:

4. What is your overall experiences and/or perception of CSUN Police Services?

5. Do you perceive the CSUN Police to be supportive of diversity and equity? Please explain?
6. Are you aware of any positive efforts that Police Services has done or continues to do around diversity and equity?
7. Do you feel comfortable and safe interacting with Police Services? Have you had any challenging interactions?
8. What do you wish would change about safety and policing at CSUN?
9. What would you suggest CSUN Police do to better serve the diverse and marginalized members of CSUN?
10. Do you feel CSUN Police Services cares about your community? Please specify which community you are speaking of.
11. Do you feel CSUN Police Services communicates to the community members adequately? Please explain. What could improve their communication?
12. Anything else that you would like to share?

Conclude with thanking them and letting them know they can share more information by emailing pmjconsulting@oulook.com

Stakeholder Groups Invited for Listening Sessions

Student Clubs and Organizations/Student-led:

- American Indian Student Association
- Armenian Student Association
- Associated Students
- Black Student Leadership Council
- Black Student Union
- Central American United Student Association
- Criminology and Justice Club
- Dreams to be Heard
- Filipino American Student Association
- Hillel 818
- Master of Social Work Program's Student Organizations (including Queer Coalition of Social Workers)
- Movimiento Estudiantil Chicano de Aztlán (MEChA)
- Muslim Student Association
- Revolutionary Scholars
- Resident Hall Association
- Town Hall - All Students

Centers/Departments:

- Africana Studies
- American Indian Studies
- Armenian Faculty and Staff Association
- Armenian Studies
- Asian American Pathways Program
- Asian American Studies

- Black Faculty and Staff Association
- Black House
- Central American Studies
- Chicana and Chicano Studies
- Criminology and Justice Studies
- DREAM Center
- Educational Opportunity Program
- Faculty Senate Educational Equity Committee
- Faculty Senate includes Senate Executive
- Jewish Studies
- Latinx Faculty and Staff Association
- Middle Eastern and Islamic Studies
- Police Advisory Committee
- Police Services
- President’s Cabinet
- Pride Center
- Project Rebound
- Provost’s Council
- Strength United
- Student Affairs Leadership Team
- The Milt and Debbie Valera EOP Resilient Scholars Program
- Town Hall – All Employees
- University Counseling Services
- Women’s Research and Resource Center

About PMJ Consulting Team:

Dr. Emily Prieto (she/her) serves as the Vice President of University Initiatives and Chief of Staff to the President at Samuel Merritt University. She has extensive experience in higher education, formerly serving as Assistant Vice Chancellor for Student Affairs at the University of California, Davis, the director of the Latino Resource Center at Northern Illinois University, and in adjunct faculty roles teaching courses on US-Mexico Border Relations and Multicultural Education.

She has dedicated her professional career to creating a more inclusive environment for first-generation, immigrant, and underrepresented school youth; she also served as the executive director of the AB540 and Undocumented Student Center at UC Davis. During her time at Northern Illinois University, Dr. Prieto served on the Board of Directors for Instituto del Progreso Latino. As a leader at IDPL she helped pioneer education pathways tasked with providing a comprehensive set of services for low-wage and low-skilled workers.

Dr. Prieto earned her Bachelor’s of Science degree in Community Rhetoric from the University of California, Davis in 2002, and her master’s and doctoral degrees in Education from UC Davis. She is also a graduate of U.C. Berkeley’s Executive Leadership Academy and has received two Fulbright Specialist grants administered by the Bureau of Educational and Cultural Affairs of the U.S. Department of State to work with educators in Nigeria and Japan on teaching and research strategies.

Dr. Joshua Moon Johnson (he/him) serves as the Dean of Student Services and Title IX Coordinator at American River College in Sacramento. He has published three books; his first book, *Beyond Surviving: From Religious Oppression to Queer Activism* was a #1 Best-seller on Amazon.com for Gay & Lesbian Activism. Joshua's second book is a co-edited volume about LGBTQ+ leaders in higher education, *Authentic Leadership*. Joshua's newest book is *Queer People of Color in Higher Education*.

Joshua previously served as the Assistant Dean/Director of the Multicultural Student Center at UW-Madison and as the Director of the LGBT Center at the University of California, Santa Barbara. Joshua received a doctorate in higher education and LGBT studies from Northern Illinois University, and a master's degree in student affairs from Binghamton University. Joshua also has a master's degree in Marketing Analysis from the University of Alabama and a bachelor's in business from the University of South Alabama.

Joshua has served as a faculty member at the University of Wisconsin-Madison, Semester at Sea/University of Virginia, Concordia University-Portland, and Binghamton University-State University of New York. Joshua is a former chair of the NASPA (Student Affairs in Higher Education) MultiRacial Knowledge Community and held several positions with the Asian Pacific Islander Knowledge Community. Joshua has presented more than 35 national presentations and regularly serves as a trainer, consultant, and keynote speaker at campuses and conferences across the country. Visit www.joshuamoonjohnson.com to learn more.

Nick Daily (he/they) has over a decade of work leading, advancing, implementing and training in Equity, Diversity, and Inclusion spaces. He has a BA in Women's and Gender Studies with a minor in religious studies, and a Master's in Education with a specialization in Oppression Reduction. They currently serve as a Dean of Equity and Inclusion, the senior diversity officer on a college campus of 32,000 students and are a nationally recognized Equity and Inclusion consultant for colleges, companies, and non-profit organizations. The foundational philosophy of their approach to life is: LuvServedDaily - The consistent pursuit of happiness for self and others.

Kathleen Michel Kivarkis (she/her) is currently a first-year law student at the Loyola University Chicago School of Law. Prior to attending law school, Kathleen worked as a student affairs professional at UC Davis, the School of the Art Institute of Chicago, Michigan State University, and the University of Wisconsin-Madison. Kathleen holds a Master of Arts degree in Student Affairs Administration and Certificate in Teaching and Learning in Postsecondary Education from Michigan State University and Bachelor of Science degrees in Political Science, English, and Legal Studies from the University of Wisconsin-Madison. She has researched and presented at NASPA on how institutions of higher education can better support refugee and immigrant students. A life goal of Kathleen's was to become a legal professional to advocate for marginalized populations; her passion for social justice has long been a shaping force in her life. Kathleen believes law school will empower her to be a part of the change in our global community. Kathleen brings with her the desire for more justice, diversity, and inclusion.

Valencia Scott serves as an Associate Research Consultant with PMJ, bringing extensive experience in higher education with an emphasis in student advocacy, DEI impact work, and social justice education in private, UC, CSU, and community college systems. Working in several high-impact roles under Student Affairs, her past work includes serving as the inaugural Mental Health Camp; Cultural identity coordinator for the UC Davis AB540 & Undocumented Students Centre, the Chair of the UC Davis Chancellor's Undergraduate Advisory Board, a Student Representative and voting member for the UC Davis Police

Accountability Board, and the UC Davis Student Advisor to the Chancellor. Valencia also brings an array of experience working in the public service and non-profit sector, previously serving as Founder and Director of a local medico-legal clinic in the Sacramento area and working in communications-based consultancy roles to support social justice organizations with program evaluation reporting, strategic planning, and marketing and communications. She has dedicated her consulting work to supporting higher education institutions, non-profits, and social justice-based organizations with community engagement, policy planning and review, social justice and anti-racist initiatives, program planning and evaluation, and DEI strategic planning.

Academically, Valencia's expertise involves her research on multiple aspects of immigration and the legal system –especially at the intersections of anti-Black racism and xenophobia on Black immigrant communities. She also explores histories of criminalization and racism as relates to policing, mass incarceration, inequities in the criminal legal system, other carceral practices towards Black and brown communities. Valencia earned her Bachelor of Arts degree in Anthropology and International Relations from the University of California, Davis in 2020 where she was a Provost Undergraduate Fellow and a Gilman Scholar awardee. She is currently a Marshall Scholar at the University of Oxford pursuing her Master's and Doctoral degrees in (Critical) Criminology under the Oxford Faculty of Law.