



### Police Behavior During Protest Events – Jim Herrington

- Establish an independent “civilian” oversight board of the UNCPD which would have some investigatory powers when it receives complaints or when it feels necessary;
  - This recommendation is intended to address concerns regarding complaints about ill/unnecessary physical or verbal treatment of students, staff, and faculty, false arrest, infiltration of student organizations, “favoritism of armed white supremacist groups,” over-policing black or international students while under-policing fraternities, etc.
- All police procedures—which are currently behind a firewall—should be open and accessible to the public.
  - This recommendation would allow the public to know what to expect of the UNCPD.
- UNCPD officers should receive appropriate/accredited annual training regarding Sexual Assault Response, Mental Illness Response, Racial Equity, and Cultural Competency.
  - This recommendation responds to specific issues raised during the listening sessions.

### Sexual Violence and Danger – Maya Weinstein

- Immediately implement the Prevention Task Force recommendations in accordance with newly collected data regarding UNC-CH sexual assault
  - Place a strong institutional leader at the helm of holding UNC-CH accountable to a 5 to 10 year strategic plan
- Addition of 4 FTEs specifically for programs/training around sexual assault prevention/awareness. While response to reports is certainly important, many cases EOC sees involve situations where if there had been any (bystander) intervention then something terrible could have been prevented.
  - Required (in person) training for all members of Greek Life, and all student athletes on: (1) Definition of Sexual Assault/Harassment, (2) Ways to Report/University Response, and (3) Bystander Intervention.
  - Required (in person) training for faculty members regarding: (1) Responsible Reporting Requirements, (2) Sexual Harassment Prevention with vulnerable populations (i.e. grad/professional students, junior faculty members, etc.), and (3) Continuum of problematic behaviors
- Apply to funding pools and grants that can improve environmental safety, such as lighting, and reassess regulation of parties hosted by student organizations
- Establish an interpersonal and sexual violence center backed by high-level institutional support
  - Use this center to bridge research with practical application on our campus in a centralized way
  - We have public health and other faculty who research these issues, but we need to develop a nexus with how we are programming and looking at our own campus

### Communications – Charles Streeter

- Faster and consistent communication in regards to issues that compromise safety for members of the University community.
  - The narrative has already been established in some instances and it is difficult to change once someone else has put out a message.

- Students have taken it upon themselves to establish an unofficial channel of communication to alert others about groups visiting campus.
- Change the membership of the Alert Carolina advisory board to include an undergraduate, graduate, a member of the Employee Forum, a member of the Faculty Council.
  - Inclusion of different voices from different groups will help bring ideas and perspectives which should help fill-in gaps.
- Expand the parameters of Alert Carolina to send out notifications when there are polarizing groups planning to come to campus.
  - Make better use of social media and texting to get information out to members of the University
  - LiveSafe geofencing is not something just for social media, it can also be used to send alerts and notifications. However, there are discussions to be had with members of the University community who believe geofencing is being used to monitor.
- In-person engagement with specific student organizations because emails and text messages are simply not enough.
  - Training- on-going and in-person training around safety that would include:
    - AlertCarolina and LiveSafe
    - Active Shooter
    - How to provide support to others who feel unsafe
    - What to do in other emergencies

## Physical Safety – Eric Muller

- Engage in a once-a-semester lighting walk (inclusive of police, chancellor, facilities, students, student affairs, EOC/HR) to review opportunities to increase lighting in potentially hazardous areas.
- In partnership with Chapel Hill Transit, provide or improve training of bus drivers to recognize potential safety concerns or interpersonal violence indicators and what to do in response
- Create a rideshare credit/reimbursement (e.g. uber, zipride, lyft) program that allows students or staff that need transportation assistance (beyond the availability of Chapel Hill Transit) and for safety reasons.
- Consider expanding [SafeWalk](#) so that the operational hours cover weekends, as well. Ensure the program has diverse representation.
- Create clearer markings of where the campus's prohibition on weapon possession begin along Franklin Street and other thoroughfares.
- Work more effectively with Chapel Hill Police Department to disseminate clear information about the CHPD's enforcement policies for investigating weapons possession offenses adjacent to campus.

## Anti-Racist Activism – De'Ivyion Drew

- The University should have faculty members conducting research and teaching about the dangers of far-right extremism
- Revise or abolish the Honor Court, given its issues with retaliation noted by the US Department of Education and its history of disproportionate targeting of marginalized students.
- Provide unlimited psychological services for students dealing with the mental health aspects of their involvement with anti-racist activity, including death threats, police brutality, and other traumas.
- Restore funding to the UNC Center for Civil Rights

- Clarify / correct any past communications from the University that refer to student activism as an action of a “violent mob” and ensure that such inflammatory language is no longer part of the University’s communication strategy in the future.

## Safety of Marginalized Communities – Quinton Smith

- Create a speaker series that provides a platform for those doing work in areas of critical race theory, institutional belonging, race-based traumatic stress, racial battle fatigue, cultural wealth, and other topics salient to improving the culture of Carolina for marginalized communities.
  - Knowledge is one of the key currencies of higher education, and providing a high profile, administratively supported avenue for the sharing of this particular kind of knowledge can be powerful. This would provide an opportunity for those in fields not related to this work to learn about the research, while those who may be familiar with the concepts sheerly through experiential knowledge can find that experience validated in academia.
- Increase the representation of individuals with marginalized identities among staff, faculty (particularly tenured faculty), and administrative leadership here at Carolina.
  - Put simply, representation matters. One of the best ways to ensure that people feel that they belong in a space is to make sure that their key identities are well represented by those around them; not only their peers, but those in positions of power and influence as well. This way those identities, and the experiences that typically come alongside them, are represented at the table where decisions are made.
- Publicly honor and memorialize the contributions that people of color made to the building of this university and paving the way for those who walk these halls today.
  - The history that UNC has with creating and naming spaces and monuments in honor of individuals with problematic histories is well documented and exhaustive, with Silent Sam being the popular exemplar. One way to foster a greater sense of belonging for communities of color on this campus would be to similarly venerate the names and experiences of our forebears.
- Create spaces, physical or otherwise, that honor the cultural wealth inherent to communities of color—specifically Black-identified students—and allow them to exist within university bounds without needing to don “the mask.”
  - When faced with predominately and historically White spaces, people of color often exist in a state of hypervigilance regarding their identities in context, how majority individuals may see them, the possible confirmation of stereotypes, judgement for behavior or presentation, or reprisal for speaking up. People of color, particularly Black-identified students, staff, and faculty have lamented the lack of spaces where they can “be themselves”, decompress, or congregate socially. This need should be addressed.
- Increase awareness and support around mental health and wellness for communities of color within predominately White institutions by: (a.) putting efforts into destigmatizing mental health services in these communities; (b.) increasing the number of service providers and professionals of color at CAPS, and; (c.) expanding the “mental health first aid” program to include a focus on mental health and wellness for communities of color, and opportunities for student cohorts to be trained.
  - Communities of color can face specific mental health needs as a result of their encounters with covert and overt forms of racism. Literature characterizes this in many different ways: mundane extreme everyday stress, race-based stress, racism as a biopsychosocial stressor, racial battle fatigue, etc. These conditions can be extraordinarily taxing for people of color, and can trigger very real psychological, emotional, and behavioral responses that can detrimentally impact their interpersonal and academic functioning.

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