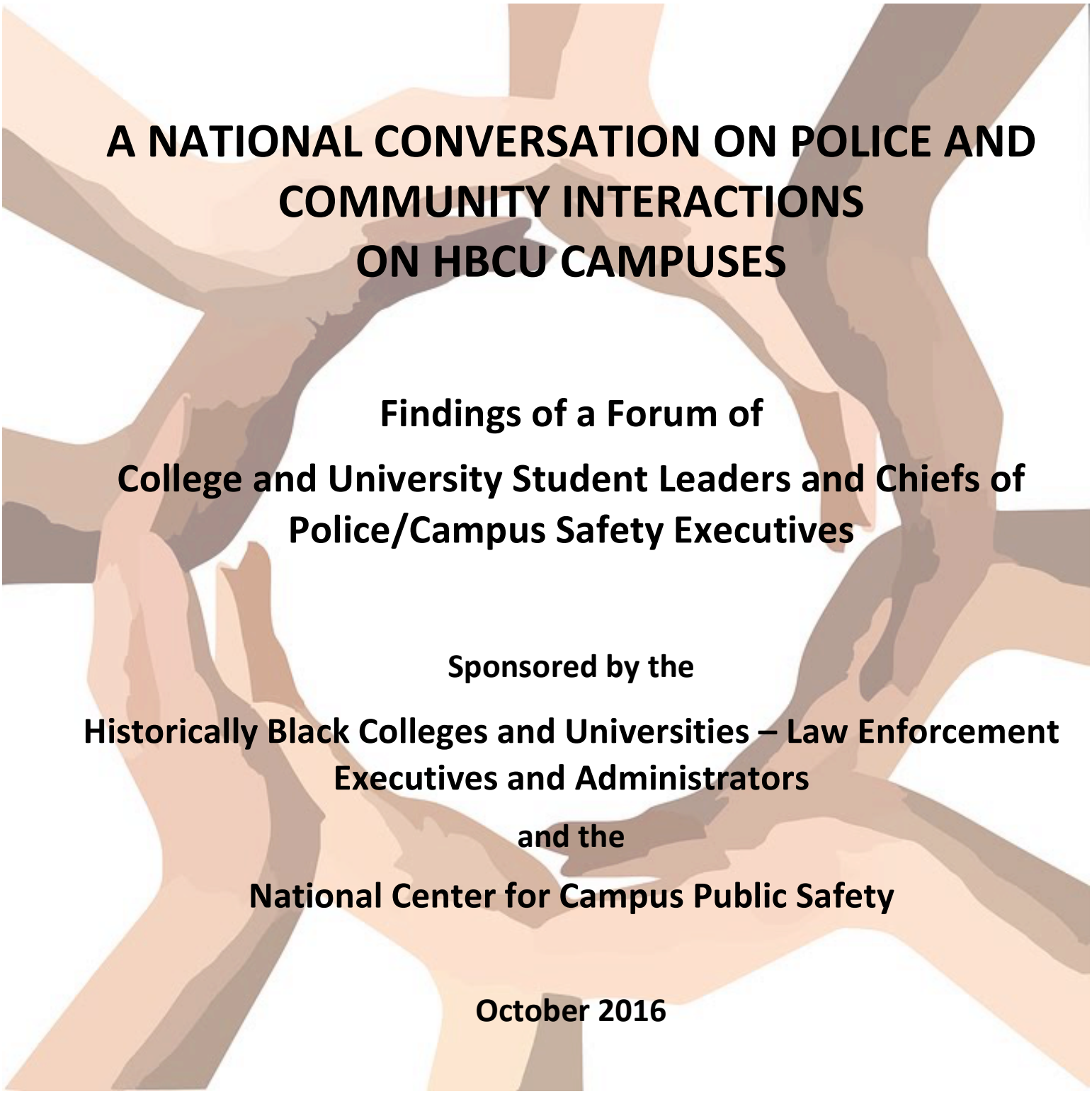


A NATIONAL CONVERSATION ON POLICE AND COMMUNITY INTERACTIONS ON HBCU CAMPUSES

Findings of a Forum of

College and University Student Leaders and Chiefs of Police/Campus Safety Executives

Sponsored by the

Historically Black Colleges and Universities – Law Enforcement Executives and Administrators

and the

National Center for Campus Public Safety

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Executive Summary

President Barack Obama held a televised town hall meeting in July 2016 to discuss race and policing in America, "The President and the People: A National Conversation." The event acknowledged that the national climate surrounding police shootings involving people of color and the retaliation against law enforcement had escalated to a point where leadership was needed.

Many chiefs of police at Historically Black Colleges and Universities (HBCUs) also recognized that their students, in particular, were being negatively affected by these incidents and the national climate. They requested assistance from the National Center for Campus Public Safety (NCCPS) to create an environment where they could have an open, honest, and poignant conversation about race and policing, particularly on HBCU campuses. Subsequently, the NCCPS and HBCU Law Enforcement Executives and Administrators hosted a two-day emerging issues forum. This initiative aligns with the role established by Congress and the U.S. Department of Justice (DOJ) for the NCCPS to serve as a national resource for addressing critical issues in campus public safety.

Established in 2013, the NCCPS is a clearinghouse for information, research, training, promising practices, and emerging issues in campus public safety. The NCCPS's mission is to provide useful resources and information to support safer campus communities. The NCCPS connects all forms of campus public safety, professional associations, advocacy organizations, community leaders, and others to improve and expand services to those who are charged with providing a safe environment on the campuses of the nation's colleges and universities.

The forum, *A National Conversation on Police and Community Interactions on HBCU Campuses*, held August 30-31, 2016 at Howard University in Washington, D.C., brought together student and police chiefs/campus safety executives (chiefs) representation from mostly HBCU campuses representing a broad geographic distribution of the United States. The primary purpose of the forum was to identify gaps in perception between students and public safety officials and to build a framework to help the campus community bridge those gaps.

On the first day, students and chiefs participated in team building activities designed to help form relationships so discussions on the next day could be open, honest, and productive. On the second day, attendees participated in a forum that addressed the current state, challenges associated with the current state, and the desired future state related to campus police and community interactions. The group then identified recommendations for participants to consider at their institutions to assist in bridging the gaps between the current state and a more ideal state.

The group concluded that the issues needing most urgent attention are: local/campus police interaction; fear of law enforcement; lack of trained officers; challenging authority; and, communication between campus police and students. They identified a series of potential

solutions to urgent challenges in these areas and committed to implementing specific recommendations on their campuses within 15 days of the forum, by the end of the semester, and by the end of the academic year.

Background

The nation's 107 Historically Black Colleges and Universities (HBCUs) are valuable assets, serving as dynamic intellectual centers that contribute to scientific discovery, innovation, and leadership and career development. Empowered by the HBCUs' role in shaping American history, these institutions have become safe spaces for black intellectual and personal development. The sense of unity, camaraderie, and lasting relationships on HBCU campuses is often strong. According to the U.S. Department of Education, HBCUs serve nearly 300,000 students annually.

Like many American college campuses, HBCUs have witnessed effects related to the current national climate surrounding police and civilian interactions. Heightened student movement regarding these issues began in the fall of 2015 when students protested against racism at the University of Missouri, which eventually led to the resignation of the institution's president.

Protest leaders said their actions were inspired, in part, by the August 2014 shooting death of an unarmed black teenager, Michael Brown, in Ferguson, Missouri and the lack of indictment against the white officer involved in his shooting. This shooting death, and several before, inspired the Black Lives Matter movement.



In 2013, after George Zimmerman was acquitted of the shooting death of unarmed black teen Trayvon Martin, #BlackLivesMatter first appeared in social media. The movement gained national attention in 2014 after the lethal-force deaths of Brown and Eric Garner, in New York City. Since then, movement participants have protested dozens of deaths of black people that were either a result of police action or occurred while in police custody.

Realizing that students of color, in particular, have been internalizing these deaths, with the ability to replay videos posted widely on social media, several HBCU chiefs felt compelled to do something. With recommendations from the *Final Report of the President's Task Force on 21st Century Policing* (PDF) in mind, they enlisted assistance from the National Center for Campus Public Safety (NCCPS).

Subsequently, the NCCPS and HBCU Law Enforcement Executives and Administrators (HBCU-LEEA) hosted a two-day event in the nation's capital on August 30 and 31, 2016. The forum held on the second day involved in-depth discussions between student leaders and their police chiefs/campus safety executives (chiefs) representing 20 colleges and universities.

"A National Conversation on Police and Community Interactions on HBCU Campuses" was held at Howard University. Representatives from the following HBCUs and other institutions of higher education participated:

- Arkansas Baptist College
- Bowie State University
- Catholic University of America
- Florida A&M University
- George Washington University
- Hampton University
- Howard University
- Huston–Tillotson University
- Livingstone College
- Morgan State University
- Norfolk State University
- North Carolina Agricultural and Technical State University
- North Carolina Central University
- Oakwood University
- Prairie View A&M University
- Shaw University
- Southern University and A & M College
- Tennessee State University
- Tulane University
- Xavier University

Participants

On August 31, 2016, the following student leaders, public safety leaders, and other campus safety representatives convened for the forum:

- **Jeff Allison**, strategic partnerships coordinator, NCCPS
- **Jacques Battiste**, supervisory special agent, Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice
- **Martha Baye**, student, Hampton University
- **Betlhem Biratu**, student, George Washington University
- **Gloria Blaire**, chief of police, Livingstone College
- **Sierra Blanchard**, student, Xavier University
- **RaShall Brackney**, chief of police, George Washington University
- **Ervin Bryant**, student, Prairie View A&M University
- **Duane Carkum**, director of campus police and public safety, Xavier University of Louisiana
- **Terence Calloway**, director of campus safety & security and chief of police, Florida Agricultural & Mechanical University
- **Gabriel Carter**, student, Oakwood University
- **Anna Chambliss**, student, Howard University
- **Troy Covington**, chief of police, Norfolk State University
- **Tammi Fergusson**, senior program analyst, White House Initiative on HBCUs
- **Tyler Ford**, student, Shaw University
- **Lawrence Garrison**, police officer, Tulane University; treasurer, HBCU-LEEA
- **David Glover**, chief of police, Hampton University
- **Kenya Glover**, student, Livingstone College
- **Raven Gooden**, student, Southern University and A&M College
- **Kenneth Green**, student, Prairie View A&M University
- **Joy Griffin**, student, Morgan State University
- **Melvin Harris**, chief of police, Oakwood University
- **Zackery Hawthorne**, student, Huston-Tillotson University
- **Steven Healy**, co-founder and managing partner, Margolis Healy; advisory board chair, NCCPS
- **Calvin Hodnett**, special adviser for campus public safety, FBI Office of Partner Engagement
- **Dexter Hooks**, student, Tennessee State University
- **Brandon Johnson**, student, Florida Agricultural & Mechanical University
- **Curtis Johnson**, director of campus safety/government relations, Arkansas Baptist College; president, HBCU-LEEA
- **Joycelyn Johnson**, interim chief of police, Southern University and A&M College
- **Nicole Johnson**, telecommunications officer, security/campus police, Shaw University
- **Odetta Johnson**, director of public safety and chief of police, North Carolina Central University

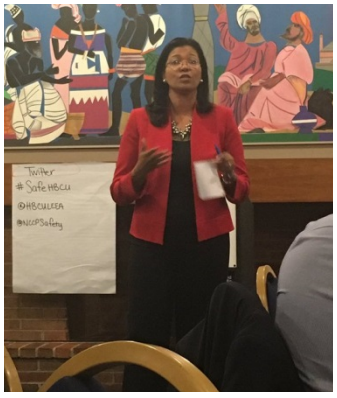
- **Thomasine Johnson**, director of public safety, Catholic University of America
- **Brian Jordan**, chief of police and executive director for safety & security, Howard University
- **Cheryl Lawson-Young**, vice president Region 3, HBCU-LEEA
- **Daniel McLean**, student, Norfolk State University
- **Paul Monteiro**, acting director, Community Relations Service, U.S. Department of Justice
- **Kim Hunter Reed**, deputy under secretary, U.S. Department of Education; acting executive director, White House Initiative on HBCUs
- **Kim Richmond,** director, National Center for Campus Public Safety
- **Gregory Robinson**, assistant vice president and chief of police, Tennessee State University
- **Leah Rowell**, student, Bowie State University
- **Brian Scott**, student, Arkansas Baptist College
- **Zena Stephens**, chief of police, Prairie View A&M University
- **Zanas Talley**, student, Catholic University of America
- **Michael Tyler**, student, North Carolina Central University
- **Ernest Waiters**, chief/director of public safety, Bowie State University; historian, HBCU-LEEA
- **Adrian Wiggins**, executive director, campus & public safety, Morgan State University; sergeant at arms, HBCU-LEEA
- **Leslie York**, director of campus safety, Huston-Tillotson University
- **Andrea Young**, training and program manager, NCCPS



Discussion

Paul Monteiro, acting director of the DOJ Community Relations Service (CRS), provided the keynote address on day one. During his remarks, Director Monteiro described the many CRS resources available to help prevent racial and ethnic tensions from escalating on college campuses.

Howard University President Wayne A.I. Frederick welcomed participants on day two and called the undertaking "an extremely important task that needs to be completed with a lot of sensitivity."



U.S. Department of Education Deputy Under Secretary Kim Hunter Reed also greeted participants, applauding the effort to "lean into" versus shrinking away from difficult conversations. Dr. Reed noted, "I want to say to the young people who are here how important it is for you to engage in this conversation in a way that you feel supported and listened to. We are committed to your success."

During the discussion, participants addressed the current state, future state, and challenges to creating better police and community interactions on HBCU campuses. They then identified recommendations for participants to consider implementing at their respective institutions to assist in improving the current state of community and police interactions.

Participants were challenged to think about and identify the differences between how campus safety officials and students perceive roles, responsibilities, and interactions on campus. They also were asked to commit to taking recommendations back to their campuses and identifying those that could be implemented within the first 15 days of returning, within the first academic semester, and by the end of the academic year. The discussion summary follows.

Current State

Forum participants agreed that the current state of relationships between students and campus law enforcement is "mixed," although some categorized the current state as "mixed but improving." Students may have better or worse relationships with campus police based on a number of factors including student class year, student organization affiliation, whether or not the campus safety professional is part of the campus law enforcement agency or is a municipal officer working on campus, student and officer attitudes, and external factors such as police-community relations in a student's hometown or nationally.

Students and chiefs agreed that two of the most significant factors that contribute to poor relationships are a lack of communication and a lack of respect. They also agreed that students and law enforcement have different priorities. While the students' primary interest

is in receiving a college education, public safety officials' primary interest is in maintaining the safety and security of the campus.

Many students advised since their priority is to get a life-changing education, they don't often pay attention to police issues unless they have to do so. They said that because many students who attend HBCUs come from troubled neighborhoods, the college campus can be a sanctuary. They expressed that there tends to be an atmosphere of distrust of police in their home communities and many students bring that distrust to campus.

Students also said that their first experiences with campus police are often negative, such as receiving a parking ticket or seeing officers engaged in ticketing or in breaking up parties. Even when they try to or must engage with law enforcement systems, students stated they are often confused and don't always receive helpful information, good advice, or understanding. Their perception is that many campus police officers are trying to "prove themselves" or aggressively exhibit their authority to students, versus demonstrating a protective or supportive role. While some interactions with police are negative, students advised they have also experienced good treatment from campus police and the level of service and enforcement varies depending on the officer. They would like to see consistent relationship building, including higher visibility of officers involved in activities that students care about.

FROM THE FORUM:

"For a student, a parking ticket is huge.... Their priorities are not our priorities. It is a challenge to make sure you keep student needs in the forefront.... They have to feel you know what makes them suffer."

Chiefs emphasized that their officers need to accept the campus mission of educating students and to act as responsible parties in pursuit of that mission. They said that traditional policing emphasizes enforcement, versus contributing to a learning environment, and that many campus officers do not make enough of an adjustment when they arrive on campus. Chiefs noted, however, that a lack of respect for campus officers could cause these officers to feel a greater need to "prove themselves." For example, when students are having problems, oftentimes they or their parents request to interact with the "real" police instead of campus police.

In terms of priorities, the chiefs said their officers, on a regular basis, are dealing with numerous calls for service in rapid succession. They agreed, however, that officers need to treat each interaction with as much individual attention as possible.

Students admitted the need to improve understanding of their rights, while chiefs suggested students and parents better educate themselves about consequences. The students noted that even when they receive orientation or other materials, they tend not to pay attention to specific conduct policies and parking regulations until an incident occurs. Students said that some current practices, such as telling students in advance that they are entering a heightened period of enforcement, will help with communication and relationship building.

Students also said that they feel students need to take more responsibility in educating each other about campus safety issues, including interacting with law enforcement.

Visibility is another key to relationship building. The chiefs said that many campuses have programs where officers are assigned to particular student groups. While acknowledging the potential benefit of this approach, students indicated that it can also create a perception of more favorable treatment for some groups, e.g., athletics and Greek life.

Future State

Forum participants agreed that police and community interactions will improve on HBCU campuses when the community experiences more positive interactions than negative, shaped by improved communication, respect, and consistent efforts to build and maintain relationships. The future state will be realized when campus police are friendlier, more responsive and visibly well integrated into the campus environment, and when students demonstrate understanding and respect for the role of campus police, often by seeking officers out for help or involvement.

Throughout the discussion, several chiefs referenced the *Final Report of the President's Task Force on 21st Century Policing* as a reliable resource for creating an ideal future state.

Participants focused on three key areas for creating an improved future state: increased involvement of students in campus police administration; improved officer training; and, increased replication of existing programs that work, particularly community policing.

Involving Students

Students are now hired and paid or otherwise engaged by several HBCU campus police departments to serve in many capacities that help other students feel more comfortable and relieve campus police officers so they can focus on other critical tasks. These students are given background checks, properly trained and often encouraged to devise their own mechanisms for communicating with other students about why their police responsibilities are important.

FROM THE FORUM:

"People come to college for a change, to better themselves and law enforcement's job is to protect us. It doesn't matter what type of lifestyle you had or what place you came from, their whole purpose is to protect us. Yes, relationships can be formed."

While some participants expressed fear that such students may be considered "snitches," those chiefs who have experience with offering students more public safety responsibilities have found that other students appreciate their peers and gain many positives from the experience, including increased understanding and education about safety priorities.

Students noted that the opportunity to participate in such programs should be given to interested students, and not just student government leaders. They also expressed the need for comprehensive training of these students, including in areas such as cardio pulmonary resuscitation (CPR).

Participants emphasized involving students through daily interactions, such as increased conversations. They pointed to several concerns that students raised in the room that were immediately addressed by chiefs, increasing trust and building confidence in the relationships.

Participants agreed that, whenever possible, students (and other community members) should be involved in higher-level duties such as interviewing campus police candidates.

Training Officers



Participants said that their campuses should be safe havens for students. Creating a better future state depends greatly upon properly training and orienting officers so that they see themselves as part of a community that protects and supports its students so they can succeed. Campus police must take the time to know the culture of the campus, must be engaged, and must be willing to have open-door policies. Students want campuses to hire officers who want to build relationships with them. While liaisons and task forces that consistently focus on best practices, such as community policing, are important, the participants also want campus officers to want to engage with students – rather than be ordered or assigned to do so.

Replicating Best Practices

Participants cited a number of existing initiatives on individual campuses that they said should be replicated throughout HBCUs, particularly those involving community policing. They stressed the importance of using the best tools and having enough resources to ensure systems work. Chiefs noted that there are many creative solutions to funding dilemmas, such as using student fines for programs that hire students to be involved in campus policing.

The following list, offered by participants, is a sample of existing programs that could be replicated:

- Ensure campus police officers are visible where students are, such as eating with students in cafeterias, attending school spirit events with students, performing dorm check-ins, walking with students across campus, offering students rides, etc.
- Increase visibility by hiring more officers and/or use creative deployment of existing officers, such as assigning administrative officers to patrol duties

- Hire students as door and dorm monitors, parking enforcement patrollers, crime watch groups, and safety escorts (either paired for walking patrols or as shuttle/car drivers)
- Use mobile apps for safety including emergency text alerts, GPS monitoring, location/mileage check-ins, transportation routes and schedules, safety locators, blue-light or panic button services, etc.
- Create safety videos and distribute widely, including through social media. Have open casting calls and use students and officers to create videos together
- Communicate better with the campus community about the use of surveillance video, including examples, so that community can feel more secure
- Increase open-door policies by having officers let students know how they can most easily be contacted
- Assign student representatives from each residence hall to work with campus police
- Replicate the discipline model whereby students who have committed a certain level of infraction are assigned to intern with campus police instead of paying fines, etc.
- Consider programs such as one where student parking fines help create a transportation fund so that taxis can be deployed when students are in emergency need of transportation yet not in need of a police officer
- Consider programs such as one where campus police serve as mentors to students with a focus on helping them make good decisions and succeed in school

Challenges

Participants spent most of the forum discussing challenges. One student said that realizing that campus police deal with many of the same administrative challenges with which students deal "puts us in the same boat." While students and chiefs easily agreed upon challenges such as lack of resources and a tendency to be more reactive than proactive, the group experienced healthy tension when it came to a lengthy discussion of the national climate surrounding policing and people of color. The conversations further brought down walls between the students and their law enforcement partners and set the stage for productive discussions regarding potential solutions to the challenges discussed.

FROM THE FORUM:

"Having campus police officers also involved within our community benefits us a lot because we can see that officers actually care. In the real world, we're conditioned that you're automatically sent to jail or punished. Our mental health is suffering. We're seeing things. We're seeing people get shot."

Students were pleasantly surprised to learn that when the chiefs discussed the challenges they face in campus policing, they did not place "students" on their lists. However, students were candid in admitting that they perceive many officers they encounter to be threats and that, in general, students don't feel comfortable talking to campus police.

After substantive conversation, the groups listed the following challenges.

Specific Challenges

- Lack of resources, due to economy, fewer traditional funding agencies and smaller HBCU endowments
- Campus safety efforts being reactive instead of proactive
- Inconsistency by sending out and/or receiving mixed messages, sometimes guided by senior administration
- Campus police turnover
- The need for more officers on campus who reflect the racial and ethnic makeup of student body
- Overreach from senior administrators and/or external influence and politics that undermines the chief or public safety director's expertise or decision making
- The need for better understanding of the risks that campus police officers take
- The need for more effective communication of the campus police department mission
- The need for improved emergency planning documents and systems
- The need for stronger partnering and agreements with local/external agencies

- Disconnect with local/external agencies, to the extent that even when external officers need to come to campus they don't know locations, the students, or the culture
- An often critical community that judges campus police departments on subjective criteria, such as social media responses that can brand a department as ineffective
- Lack of consistency regarding the organizational structure of campus public safety departments
- Lack of proper evaluation tools for department and individual officers
- Annual campus surveys often lack research standards and don't ask the right questions about safety and campus police
- Underreporting of crimes and policy violations, particularly Title IX issues
- The need for more mental health programs for students, particularly for trauma, stress, and coping skills
- The need for improved student awareness about existing programs/need to communicate to students in ways that gets their attention
- The need for mandatory student training on critical issues, such as Title IX and what students should do when they are stopped by police
- Inconsistent administrative handling of similar incidents
- The need for improved communication with students when critical incidents happen
- Poor performance by officers, such as sleeping on the job, and officers who do not like their jobs



- Lack of sufficient number of officers who advocate for students, including with external officers
- The need for improved acknowledgement that students are being traumatized by witnessing, either in person or through the media, repeated incidents of unarmed people of color dying by police action

Forum participants agreed that the greatest current challenge is the national climate that has left most HBCU students fearing the police, including campus police. One student said that one of his purposes for attending the meeting with so many police chiefs was so that he could learn how to survive a stop by police. When one chief suggested that one survives such an encounter by not challenging the officer's authority on the scene, several students objected. These students said that, in America, they should have the freedom to challenge an officer, particularly when they haven't done anything wrong. The exchange led to a lively discussion, a summary of which follows.

Fear of the Police

Several students expressed their belief that many people feel like "super heroes" when they assume their police officer role and some act like "villains." They said that their fear of the police didn't start with current events and that many students of color are taught the history of racism in America and were raised with a legitimate fear of the police.

One chief advised that the history of policing, including periods where police were assigned to track escaped slaves, isn't taught in the police academy so many officers lack the context to understand why they are feared.

Many students stated they believe it is law enforcement's responsibility to be proactive, communicate, and restore trust rather than take actions that reinforce distrust. They said they don't often differentiate between the local police in their neighborhoods and campus police, especially since sometimes campus police are retired local police.

Students also said that they don't believe "good" officers think enough about the fact that students may be encountering them directly after an encounter with a "bad" officer.



They said often they are not trying to be disrespectful but that they have a hard time responding in ways that officers deem appropriate. Specifically, students indicated campus officers are often disrespectful of students by referring to them as "kids," for instance, when almost all are legally classified as adults.

One student suggested that increased communication and understanding of police policies and procedures, beyond what is viewed on television, could be a positive aid in building relationships. He said when an incident happened on his campus that could have led to volatile reactions, the chief met with students and quickly diffused the situation because he was accessible and forthright with information. However, other students thought these infrequent handlings might not be enough to counter the consistent witnessing of or involvement in negative experiences that they have with police.

Several stories, such as non-threatening black students being physically pulled out of parties before the officers obtained necessary information and traffic stops by police associated with "driving while black," were shared. A number of the chiefs told the students that even they have experienced such treatment by police and there was general acknowledgement that very few blacks in America today have escaped such experiences, either personally or through close friends and family members.

One chief noted that she had similar experiences and fears but said that fear can be used as a defense mechanism and that there are things that can be done to diffuse such situations. Several students reiterated they feel it is the police's responsibility to de-

escalate situations by, for instance, approaching a car they've stopped with a friendly narrative such as, "You're perfectly safe…I'm not here to harm you…I've stopped you because…"

FROM THE FORUM:

"We're looking for police officers to provide solutions but too often they don't."

Several chiefs emphasized that those who are stopped for traffic infractions need to follow officer instructions with a focus on ending the encounter. If there is a complaint about the officer, they continued, the best practice is to obtain the officer's name and badge number for a later report and resolution, versus confronting the officer on scene. Students responded that the officer's initial approach can do a lot to increase or decrease their anxiety and defensiveness.

One chief mentioned that many officers are actually trying to de-escalate traffic stops so they can resolve them quickly and move on to higher priorities. They may approach a civilian ready to offer a warning but perceived disrespect or argument often immediately escalates the situation.

Some students indicated that training on how to respond when stopped by police could be beneficial. They said they already are trying to figure out how to survive an encounter. Other students said such training might send the message that students should back down to oppressors, which contradicts lessons from black heritage.

Citing the disconnect between the way law enforcement perceives it is policing communities and the way citizens are reacting, one police chief said "there are realities and there are practicalities" and that campus police must do more to restore trust.

Forum participants agreed that both the police and the community need to find the right balance, using de-escalation methods. They advised since the challenges are immense, the solutions need to be comprehensive.

Proposed Recommendations

Participants reviewed their work and decided which issues to focus on for potential solutions to challenges by choosing the categories that most participants identified as vital. Subgroups then developed recommendations under five categories: local/campus police interaction; fear of law enforcement; the need for better trained officers; challenging authority; and, communication between campus police and students. Proposed recommendations follow.



Local/Campus Police Interactions

- Hold joint community events on campus to create a sense of community and unity
- Hold joint monthly or regular consortiums/meetings on campus to share ideas, information and training
- Create MOUs (memorandum of understanding) between local and campus police
- Increase student access to local and campus police through increased use of social media, such as Twitter and Instagram, and through inclusion in regular campus news channels
- Ensure officers get to know students "in their space"
- Hold regularly scheduled (monthly or weekly) meetings with students
- Create "mini stations" on campus and other safe places where students can drop in for random meetings, have a meal with officers, etc., to create informal opportunities for relationship building
- Contract certain campus duties to local law enforcement to increase their campus awareness and to increase opportunities to meet and engage with students

Fear of Law Enforcement

- Increase accountability of police officers
- Incorporate programs like "The Law and You," to educate and empower young people about the law and due process – noting that laws vary from state to state
- Advocate for the creation of national standards for becoming a police officer, as standards currently vary from state to state
- Advocate for the implementation of alternative justice programs for punishment, other than jail, such as rehabilitation programs and mental health programs, recognizing that there are too many African Americans in jail for minor violations and that this also varies state by state

The Need for Better Trained Officers

- Incorporate training about campuses and campus policing into the police academy so that officers are better prepared before they arrive on a campus
- Make field training, particularly community engagement training, required for new hires
- Ensure consistent on-the-job training for officers. For example, start them on foot patrols so they must engage with community and later move them to vehicle patrols
- Have officers engage with campus student leaders as part of any training and encourage continual student engagement
- Create HBCU-specific standard certification for campus police, acknowledging that HBCUs have a different culture than many officers are accustomed to

Challenging Authority

- Ensure students understand appropriate times and places for direct comments or questioning of police
- Ensure all students are aware of the complaint process related to police
- Train students about what they need to know regarding processes such as why police approach them; incorporate "spider effect" into training (when we see a spider in the room we make it much bigger than it is)
- Hold sensitivity training for students and officers, including mock training so that each can metaphorically walk in the other's shoes

Communications Between Campus Police and Students

- Increase opportunities for communication and open dialogue between students and police and student access to police, including meet and greet opportunities, small group conversations, and outreach events
- Improve marketing, via social media, etc., of community policing activities
- Increase opportunities for random encounters, including officers knocking on doors to introduce themselves and one-on-one meetings
- Increase integration of non-uniformed officers into daily student life, such as attendance at and participation in student events
- Ensure consistent transparency regarding new rules and regulations, such as social media distribution and posts around campus
- Integrate students into the decision process for officer hiring

Forum members ended their participation by grouping into institutional teams, selecting appropriate recommendations from the lists above, and determining which they would recommend to their campus for implementation within 15 days, by the end of the semester, and by the end of the academic year. Aware that NCCPS plans to disseminate the forum findings to all HBCUs, participants encouraged those who were not in attendance to also commit to short-range plans that include selecting their own recommendations for immediate, end of semester, and end of academic year implementation.

Conclusion

It is difficult for individuals to distinguish between what is happening nationally and what they are seeing and experiencing in their daily lives. This is true for police officers and citizens alike. The national narrative increases fear, that when left unabated, can set in motion a viscious cycle.

A key takeaway from this forum is that the viscious cycle can be interrupted and a virtuous cycle started. This requires respectful listening by all involved with a commitment to care and to learn. This commitment was clearly on display at the forum.

The student leaders participating in this forum are clearly more comfortable with police officers in their protector role than in their enforcement role. Recognizing this fact creates a concrete opportunity to improve police/community interactions. If campus police departments work to increase the number of "protective" activities they engage in while also attempting to decrease the adversarial nature of enforcement situations, tensions can be reduced and trust gained. In some cases this may mean doing a better job of explaining how an enforcement action is intended to protect.

In many of our police academies, recruit officers are told that police/community relations are built or destroyed one interaction at a time. The truth of this guiding principle was underscored by this forum and the wisdom beyond their years of the participating student leaders.

Participating in this forum took courage on the part of the law enforcement executives, and even more so for the student leaders. All of us at the NCCPS are grateful to have been witness to that courage and a part of this honest exchange of facts and feelings.