

M Safe Implementation Committee Report

December 21, 2021

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M Safe Implementation Committee Background

M Safe Charge

President Joan Gabel created the M Safe Implementation Committee on the recommendation of Dr. Cedric Alexander. In his January 2021 report, “University of Minnesota, Twin Cities Review and Recommendations to Strengthen UMPD Alignment with Campus Community Expectations and Values,”¹ he recommended that the University of Minnesota:

“Form or adapt an existing platform that reports directly to the President to be responsible for implementation of the recommendations in this report and to serve as a way to reimagine and co-create how the UMN community wants to be policed, what it should be and what it is not, and to get the input from all sectors and affected communities, especially the perspectives of all groups that experience disparate policing outcomes.”

President Gabel created the M Safe Implementation Committee to fulfill this charge. As she wrote in her invitation to Committee members (listed in **Appendix 1**), the Team is to be diverse and representative of our unique campus community, include subject matter expertise, incorporate University governance, and leverage the perspectives of key stakeholders and community partners. The M Safe Implementation Committee is advisory to the President, tasked to review Dr. Alexander’s report and provide recommendations to President Gabel, Senior Vice President for Finance and Operations (SVP) Myron Frans, University of Minnesota Police Department (UMPD) Chief Matt Clark, and the University Senate’s newly formed Campus Safety Committee.

The M Safe Implementation Team was directed to complete this work by the end of December 2021. The report we are hereby submitting is the product of **1,305 hours** of thoughtful work devoted by the M Safe Committee members and co-chairs to fulfilling this charge.

Context

On May 25, 2020, George Floyd was murdered by officers of the Minneapolis Police Department (MPD). This tragedy of police brutality elevated longstanding concerns about the intersections of policing and racism in the United States, including in the Twin Cities. His death brought grief and rage. It also spurred hopes for transforming community-police relationships. This is a significant context for the work of the M Safe Implementation Committee. Within days of his death, UMN President Joan Gabel released a statement expressing the University’s sadness and demand for accountability and justice and announced UMN would be limiting its relationships with MPD.

In September 2020, President Gabel announced a plan to conduct a comprehensive review of public safety on and around the Twin Cities campus. The purpose was to improve the alignment of the values, practices and experiences of the campus community and the University of Minnesota Police Department (UMPD). Dr.

¹ <https://z.umn.edu/AlexanderReport>

Cedric Alexander was contracted to consult with UMPD and community members to recommend how to bring community expectations and UMPD actions closer together.

Dr. Alexander's report, completed in January 2021, included recommendations in eight areas:

1. strengthening trust and legitimacy;
2. embracing procedural justice;
3. differentiating and realigning policing responsibilities between UMPD and other law enforcement and safety/crisis response resources;
4. engaging the UMN campus community in UMPD training;
5. measuring outcomes and impacts;
6. adjusting uses of equipment and technology;
7. improving accountability and transparency; and
8. being a positive role model for policing.

For a list of all of Dr. Alexander's recommendations with an index of where to find related discussions in this report, please refer to **Appendix 2**.

Prefacing and underlying all of his recommendations, Dr. Alexander highlighted a fundamental tension in his report:

The key challenge facing the UMN campus community and the UMPD is the tension between those who see the police as protectors who help to ensure their safety and those who fear the police and view the presence of law enforcement as a threat to their physical safety and civil rights. This report seeks to understand both concerns and to find proactive solutions to both.

In February 2021, President Gabel asked the co-chairs to help create the MSafe Implementation Team to consider and analyze Dr. Alexander's 64 recommendations, consult with University governance groups and other key University stakeholders and community partners, and provide a final action plan.

"MSafe Implementation Committee" is in some ways a misnomer for this committee, as it is not responsible for implementing the recommendations. Rather, **the MSafe committee is a bridge between Dr. Alexander's recommendations and actions**. MSafe is not the beginning of work on campus safety improvements, nor is MSafe the end; it is part of the connection between aspirations and actions.

At the point the MSafe Implementation Committee was created, the **University of Minnesota was already making progress toward several of Dr. Alexander's recommendations**.² For example, the University was already working on equipping UMPD officers with body cameras; cooperating with Hennepin County to incorporate a full-time social worker into the Department of Public Safety; and adopting a safety app to be made available to all students, faculty, and staff to provide a "virtual escort."

Conditions changed over the course of the MSafe process. Three matters bear particular mention. First, in April 2021, Daunte Wright was killed by a police officer during a traffic stop in Brooklyn Center. When community members gathered at the Brooklyn Center Police Department headquarters to protest against police brutality, UMPD joined with other law enforcement agencies policing the protest. UMPD's involvement brought many complaints from UMN community members, questions about what the West Command Task Force – created as a mutual aid arrangement among agencies that had followed UMPD's lead in limiting cooperation with MPD – was, and opinions about whether and how UMPD should engage in mutual aid.

² January 26, 2021 news release: <https://twin-cities.umn.edu/news-events/u-m-shares-community-informed-recommendations-next-steps-review-twin-cities-campus>

Second, the University's Senate passed a resolution calling for demilitarization of UMPD.³ Third, in 2021, crime has increased adjacent to campus, sadly including violent crime. In response, by the time the full MSafe Committee began meeting in September 2021, UMN administrators had decided to increase UMPD presence on and adjacent to campus (by authorizing UMPD to hire additional police officers and increasing officer patrols and hiring "safety ambassadors" in Dinkytown).⁴

To keep up with these changes, at the request of President Gabel, MSafe focused special attention on three topic areas: 1) mutual aid agreements; 2) demilitarization and other technology and equipment matters; and 3) training and police practice. We have paid particular attention to ways to reduce fear of police. Action was already being taken on one side of the tension Dr. Alexander identified: UMPD upping policing presence as the response to rising violent crime on the edges of campus. Therefore, it was all the more important to focus on improving interactions people have with police to improve their safety and reduce their fear.

Committee Membership

President Gabel appointed the two MSafe Committee co-chairs, who were responsible for designing and facilitating the process and providing regular updates to President Gabel, SVP Frans, and UMPD Chief Clark.

The MSafe Committee was by design diverse in its composition. Members of the MSafe Committee are listed in **Appendix 1**. Community members nominated themselves or others as potential members. Because it was important to involve a wide range of points of view, the co-chairs recommended to the President's office a group including a mix of students, staff, and faculty; individuals of different ages, ethnicities, and places of origin; representation of key organizations on campus (e.g., bargaining units, student associations, university offices); university affiliation (e.g., alumni, parents) and a diversity of values, experiences, and preferences regarding policing and safety. It was also critical to the success of the process to include representation from the University Police Department and/or the Department of Public Safety.

However, there were some challenges in achieving the range of perspectives desired and in sustaining participants' commitment:

- Several individuals who had been invited to participate declined to do so as a matter of principle. These individuals' priority is to significantly reduce policing presence on campus. They could not participate in a scope of work limited to improving community-police interactions.
- Many individuals who continued to participate endured exhaustion, grief, skepticism, or frustration. The intensity and burden of constantly speaking up about historic and continuing danger, fear, and prejudice against people of color, LGBTQ+, and other individuals who have a learned fear of police was not well recognized institutionally. Taking this labor for granted, not recognizing its true emotional and physical cost, or using this process to legitimize the status quo is unfair and demoralizing to the individuals involved and damaging to the good will people have toward the institution.

³ <https://z.umn.edu/DemilitarizationReso>

⁴ Dr. Alexander's report included recommendation 3.3: "Complete an analysis and review of UMPD staffing needs to address the revised levels of programming and response to crime on campus as the community safety response team is being designed and implemented." As of the launch of MSafe, a decision had been made to hire additional officers, so this recommendation was not reviewed by MSafe.

- There was some attrition due to a combination of personal circumstances such as caregiving responsibilities and work assignment/classification issues. For example, hourly employees were not excused from their regular duties or compensated so that they could participate in the committee.

The Office of the President provided administrative support to the Team, including help with scheduling meetings and accessing necessary resources. Graduate research assistant Jay Anderson helped with collecting and compiling data. Tom Fisher and Virajita Singh led the design and facilitation of a design thinking exercise of the MSafe committee.

Committee Process and Progress

The plan to create the MSafe Committee was announced during the Spring 2021 semester. At the same time, a comment page was opened for interested members of the campus community to provide input on Dr. Alexander's report. The co-chairs reviewed all of this input, read letters submitted by campus groups for consideration by the MSafe Committee, and observed related discussions of the University Senate and Board of Regents to create an action plan for the committee's activities.

Summer Team

By the time nominations were complete and a process for the committee had been agreed, the semester was almost over. Students and others would be away from the university over the summer, yet the President's office and co-chairs also wanted to keep progressing on the MSafe charge. In particular, President Gabel requested a focus on three pressing matters: training and practices, mutual aid, and demilitarization. Therefore, a "summer team" composed of a small subset of Implementation Committee members, the co-chairs, MVP Frans, and Chief Clark was created. Participants in the summer team are designated with the symbol ♦ in **Appendix 1**.

The goals of the summer team were to: (1) Review recommendations falling within the three elevated categories: training, mutual aid, and demilitarization; (2) Engage in informative readings, perspective sharing and rich discussion to begin addressing the tension of policing and trust on the Twin Cities campus; and (3) Assist with framings, key agenda questions, topics, and schedule for the full, fall Implementation Team. The summer committee met five times, approximately biweekly, from June through August.

This smaller committee reviewed and discussed Dr. Alexander's recommendations. We identified many areas in which more information was needed, and worked with the President's office and DPS to obtain additional briefing materials. The committee's work was organized to address three thematic areas, in this sequence: training and practices, mutual aid, and demilitarization. For each thematic area, committee members re-read the relevant background sections of Dr. Alexander's report and additional informational materials and status/implementation reports from UMPD, and then completed a confidential form. For each of Dr. Alexander's recommendations related to that thematic area, committee members completed the form to convey: whether they did or did not support the recommendations or would suggest it be revised in some way; the priority (low, medium, or high) they placed on it; the desired implementation outcomes and timelines (6 months, 2 years); which entities should have lead responsibility and be involved in implementation; and their additional suggestions or comments. The co-chairs and a graduate assistant then compiled the feedback into a summary for each recommendation, which the committee then walked through, together, during the next committee meeting, to have the opportunity to share their perspectives, gain new insights, and debate areas of disagreement. There was no requirement for consensus; the objective was to affirm points of agreement and identify and frame the areas needing additional consultation with the full committee during the fall 2021 semester.

The key insights gained through the summer meetings were as follows:

- **Actions were already being taken on multiple recommendations made by Dr. Alexander.** Notably, since action was already being taken, outside of the MSafe process, to increase policing presence (authorization of additional hiring, overtime, and patrols), the summer team concluded that **MSafe should emphasize how to improve the quality of interactions between officers and other people.** Committee members recognized the needs of all UMN campus community stakeholders, with a particular priority on the experiences of BIPOC, international students, LGBTQ+, and those with disabilities or mental health conditions [Dr. Alexander's recommendation 1.3].
- **There is a need for UMPD to define and affirm its positive culture, values, and practices, including as distinct from MPD.** UMPD serves a university campus, and a large part of its scope of activities and mission relate to values of equality and inclusion, the rights of assembly, free speech, and traditions of protest that are common on university campuses. It is understood and expected to be different from other police departments. President Gabel's announcement that UMN would be reducing its interaction with MPD was interpreted by many community members as a repudiation of the police brutality with which MPD was associated. That action, Dr. Alexander's audit, and the MSafe process create this expectation that UMPD will distinguish itself as a positive model. **This clarification of what is appropriate and consistent for UMN policing is needed in all contexts, but particularly relating to UMPD's role and conduct in protests, especially off-campus.**
- **There is value in increased visibility of and communication about existing efforts.** Committee members were sometimes surprised to hear of existing policies and programs that address community concerns. Through discussions in the summer team, committee members often became more trusting of UMPD and reassured of their personal safety. Therefore, increased transparency and active communication about UMPD policies and activities is important for building safety and trust.
- **More training hours are not necessarily the answer to improving safety. Instead, the priority for improving police-community interactions is to directly integrate more community perspectives into training.** Incorporating strategic changes or intentional interventions within existing training was also considered an effective approach. The summer team felt that the advantages and risks of different approaches to doing that – for example, through community participation in developing scenarios – needed more focused, elaborated attention by a subcommittee in the fall. In addition, there was interest in more information about the impacts of existing training, to help assess their usefulness and what would be the most desirable changes in training.
- **The impetus for demilitarization may be more focused on a desire to reduce/eliminate military-grade weapons at protests and rallies,** and not other situations such as bomb threats, potential active shooter instances, etc.

Full MSafe Committee (Fall 2021)

The full MSafe Implementation Team was convened, initially with 31 members. Some members subsequently left the committee for the reasons described above (on pages 3-4).

The goals for the MSafe implementation Committee to accomplish by December 2021 were to:

- Be more inclusive as a committee and enable additional input from a broader array of participants and their communities.
- Unpack Dr. Alexander’s recommendations – with particular emphasis on the 32 recommendations relating to priorities identified by the summer committee – to confirm, change, or add nuance to them. The committee was asked to consider whether Dr. Alexander’s recommendations effectively addressed the issues that gave rise to them, and if necessary was encouraged to explain why it rejected recommendations or revised them to better address key concerns.
- Operationalize Dr. Alexander’s recommendations with prioritization, indication of who should be responsible, a timeline, and indicators of success.
- Offer recommendations for increased visibility of efforts and initiatives, in response to the summer team’s recognition that additional communication and transparency about UMPD activities and safety concerns would be valuable.

Committee members were asked to center all of their considerations around this question: ***Is the action you are considering or proposing going to improve safety and the quality of interactions between police and other people?***

To facilitate a deeper dive into key topics, each MSafe member was assigned to a subcommittee. Each subcommittee was assigned related recommendations from Dr. Alexander’s report, as shown in this table.

Subcommittee	Assigned topic areas
A: UMPD Roles & Responsibilities	Understanding, exploring, and offering recommendations regarding interjurisdictional aid and related support, specifically a) the scope of UMPD’s participation in Interjurisdictional aid, particularly with West Command and off-campus protests, and b) partitioning of social worker and fully uniformed/armed officer responses.
B: DPS Technology and Equipment	Understanding, exploring, and offering recommendations regarding the scope of UMPD’s use of technology and equipment to enhance campus safety (blue lights, uniforms, squad cars, etc.), and the concept and contextualization of demilitarization for the UMN community, on and off campus.
C: Understanding Existing Climate and Quality of Interactions	Understanding, exploring, and offering recommendations regarding how police are taught to engage with constituents and the principles that guide those interactions.
D: Actions to Enhance Climate and Quality of Interactions	Understanding, exploring, and offering recommendations regarding the practical limitations of dedicated time for formal training and considering how ongoing informal interventions can be used as a more effective approach to sustainable change.

All Committee members began their work by reviewing Dr. Alexander's report,⁵ his subsequent memorandum to President Gabel on demilitarization,⁶ a report by UMN's Department of Public Safety on its Implementation of 21st Century Policing Practices (which incorporates a description of the department's extensive training activities),⁷ and an FAQ document from UMPD.⁸ Each subcommittee also reviewed additional materials of particular relevance to their topic area.

MSafe committee members met five or more times during fall 2021, as follows:

- Mid-September: Full Group Opening Retreat. President Gabel conveyed the charge to the committee, the co-chairs and summer team oriented the full committee to the work to be addressed over the fall. In small groups, committee members introduced themselves and engaged in a design thinking exercise – based around five scenarios relating to safety and police-community interactions on campus – which facilitated sharing perspectives, reframing problems, and creatively exploring potential improvements in safety (**Appendix 3**).
- Subcommittees were then asked to meet three times to cover the following scope of work. The majority of the subcommittees met more than three times to cover this content:
 - First, a discussion of the needs, concerns, or opportunities that gave rise to the recommendations the subcommittee is meant to address. For example, for Subcommittee A's work on mutual aid: What is the status, what is the purpose of, and what are the concerns and questions about mutual aid?
 - Second, collect input from all subcommittee members on each of Dr. Alexander's recommendations assigned to them. Committee members confidentially completed the same form utilized by the summer team to convey, for each recommendation: whether they did or did not support it or would suggest it be revised in some way; the priority (low, medium, or high) they placed on it; the desired implementation outcomes and timelines (6 months, 2 years); which entity or entities should have lead responsibility and be involved in implementation; and their additional suggestions or comments. A graduate assistant then compiled the feedback into a summary for each recommendation, which the subcommittee then walked through, together, during the next committee meeting. This was an opportunity to share perspectives, gain new insights, debate areas of disagreement, and try to come up with shared recommendations. There was no requirement for consensus.
 - Third, finalize the committee's recommendations for implementation, including identifying priorities, indicating who should have lead responsibility for implementation, and desired milestones, timelines, and metrics for assessing progress.
- Subcommittee leaders then prepared reports of their subcommittee's process, themes from their considerations, a summary table of their conclusions about each of Dr. Alexander's recommendations, and additional comments or suggestions. They reviewed drafts with their subcommittee members.

⁵ <https://z.umn.edu/AlexanderReport>

⁶ <https://z.umn.edu/AlexanderDemilitarizationMemo>

⁷ https://z.umn.edu/UMPD_21stC_practices

⁸ https://z.umn.edu/UMPD_FAQs2020

- In early December, the full MSafe committee regrouped to hear reports from the subcommittee leaders, ask clarifying comments, and share other suggestions. The co-chairs shared a synopsis of overarching themes, President Gabel joined the group to thank committee members and answer questions, and the meeting concluded with a report from the co-chairs of the steps to be taken to finalize the report by the end of the year.

The MSafe Implementation Committee co-chairs then organized the detailed, rich input from the Committee members (conveyed in the second section of this report: **Review of Alexander Recommendations**, starting on page 9), into a proposed Implementation Plan (conveyed in the third section of this report, **Implementation Plan**, starting on page 20).

Review of Dr. Alexander's Recommendations

The reports on the following pages were prepared by the Subcommittee Leaders on behalf of their subcommittees. The Subcommittee Leaders aimed to capture their committee discussions faithfully, asked their committee members to review a draft report, and revised in response to their members' feedback.

The following reports are incorporated as written by the subcommittees, with light editing for formatting consistency or readability. Each subcommittee report documents the subcommittee's review process, special considerations and concerns, and their conclusions and suggestions regarding the recommendations (from Dr. Alexander's report) they were asked to focus on.

Alignment of UMPD Roles & Responsibilities (Subcommittee A)

Subcommittee Assigned Topic Areas

Understanding, exploring, and offering recommendations regarding interjurisdictional aid and related support, specifically a) the scope of UMPD's participation in Interjurisdictional aid, particularly with West Command and off-campus protests, and b) partitioning of social worker and fully uniformed/armed officer responses. (See **Appendix 2** for a list of all of Dr. Alexander's recommendations with an index of where to find related discussions in this report.)

Review Process

Subcommittee A was composed of five full-time employees and one undergraduate student leader. Our backgrounds and areas of expertise include experiences and perspectives shaped by the Department of Public Safety, faculty and criminal justice research, finance analysis, mental health, gender-based violence, business, student leadership, and diversity, equity, and inclusion.

The subcommittee convened for three one-hour meetings between October and November 2021 to discuss community concerns, committee goals, and opportunities for Dr. Alexander's recommendations. After working independently to complete and prioritize the recommendation survey, we reviewed and discussed the input each subcommittee member provided in greater detail, focusing on 1) priority level of the recommendations; 2) acknowledgements and context of the recommendations; 3) action to be taken; 4) metrics; 5) timeline; and 6) stakeholders.

At the beginning of the review process, many members revealed questions they had related to the MSafe committee and to UMPD's roles and responsibilities. Their questions included:

- What is UMPD's jurisdiction versus what should it be?
- Can some of the jurisdiction boundaries be changed?
- What can be done about the perception that parents, students, and UMN community members have of UMPD's role when incidents occur in close proximity to campus where UMPD doesn't have jurisdiction and involve students or university members?
- What happens if UMPD is responding to something off campus and then something on campus occurs that needs their attention?
- Can we get more information about: a) the coordination plan between UMPD and other police departments; b) data on how often threats occur that required militarized gear; c) data on how often the University responds to campus bomb threats; and d) data on mental health or medical health response versus suspected criminal activity.

In addition to these questions, the committee reflected on the quality of interactions between UMPD and the UMN community, visitors, and partners in safety. We recognize that there are different experiences with policing. Some subcommittee members felt the UMN community should feel a sense of security in and around campus that they felt has been lost over the years. Others have never felt that sense of security because public safety wasn't systematically designed to include them. Together, we acknowledged the history of oppression in policing and the impact it has disproportionately had in harming marginalized communities in the name of "safety."

Key Learning Areas and Points of Discussion

As the MSafe initiatives move forward, our subcommittee finds it important to name the primary reason why this group gathered. It was in response to ongoing police brutality in the nation and the murder of George Floyd and many others who were denied their constitutional rights and the right to live. MSafe was created in response to local community members who chose to exercise their right to protest this injustice and were met with force and repression.

A concern was expressed that as criminal activity rises on and around the campus, that the focus of Dr. Alexander's recommendations and future UMPD action will shift back to "safety" initiatives rather than address concerns with police violence, on and off campus. "Safety," although a legitimate and valid concern, can be used as a fear tactic to keep things the same, to allow communities to hold onto harmful practices that were specifically designed to oppress marginalized communities. Maintaining "safety" is used by those with privilege as a power tool to maintain their own convenience. The word safety is oftentimes a dog whistle used to systematically oppress or exclude marginalized communities. **Safety and police violence both need to be addressed.**

As a countermeasure to the potential relapse of recreating or prioritizing oppressive practices in law enforcement, **we recommend implementing sustainable community oversight to ensure that UMPD's actions are in line with community expectations and that campus policing is transparent and accountable.** In addition, such community input can help improve the quality of actions between the community and UMPD and inform community programs to respond to social issues that aren't appropriate for law enforcement and are better resolved through alternative channels (e.g., non-armed campus escorts, mental health crisis intervention responders, paramedics).

The subcommittee came to a consensus that UMPD's primary mission is to meet the public safety needs of the campus community. We understand that there may be instances where UMPD is asked to assist with off campus emergencies such as sporting events, VIP visits to the Twin Cities, crime prevention task forces, and medical emergencies when UMPD has the resources to assist as part of mutual aid agreements. **We do not believe it is UMPD's role to assist other law enforcement agencies with off-campus protests, specifically when the protests are expressing opposition to police violence or brutality.** This stance should be outlined in UMPD's Mutual Aid agreement as well as any agency-specific MOUs. Additionally, when UMPD responds to peaceful student protests on campus, clear expectations and accountability measures that align with well-established values of the campus community need to be outlined and upheld for UMPD. We believe UMPD should utilize peaceful de-escalation strategies at student protests, responding with a reasonable number of officers in traditional uniforms rather than riot gear.

The preceding paragraphs reflect frameworks we utilized or insights we want to highlight from our consideration of UMPD roles and responsibilities. Some are not easily captured in reference to a single recommendation from Dr. Alexander, and thus merit special mention here. We were also charged with considering how and when UMPD should engage the support of social workers or other, non-DPS units in responding to some calls for service; our reactions to these and other recommendations are included in the spreadsheet summary [Recommendation 3.2].

As the MSafe initiatives move forward with implementing recommendations, some of our subcommittee members want to remind all leadership, key partners, communicators, and members involved in making MSafe decisions or providing input, that the University is a predominately white institution. Many university members still struggle to think about the experiences, harm, and long-term impacts on communities who have been historically oppressed. The University often encounters competing priorities and influential people who have benefited from the oppression and marginalization of underserved populations. In order to address

safety and incorporate President Gabel's MPact 2025's Commitments of "Community & Belonging," "MNtersections," and "Discovery, Innovation, & Impact," the subcommittee reminds the people involved in the MSafe recommendations that overt, as well as subtle, unintentional oppression may show up in the MSafe process.

We ask MSafe leaders, members, and partners to reflect on these key guidelines/questions moving forward:

- MSafe was created as a response to ongoing police violence/brutality in the nation and the murder of George Floyd and many other BIPOC people who were denied their constitutional rights and the right to live. The University of Minnesota made institutional statements and commitments to address this. Words must become impactful action.
- How does implementing or not implementing the MSafe actions/recommendations impact a) the BIPOC community, b) communities with disabilities, c) the queer community, d) low-income communities, or e) different religious or secular communities?
- How does the communication around the MSafe actions/recommendations impact a) the BIPOC community, b) communities with disabilities, c) the queer community, d) low-income communities, or e) different religious or secular communities?
- Are the MSafe decisions and priorities focused on transactional, performative action (short-term, impersonal, checking a box) or on building meaningful relationships (long-term, humanizing, trust-building, and connections with a) the BIPOC community, b) communities with disabilities, c) the queer community, d) low-income communities, or e) different religious or secular communities?

Summary of Conclusions about Dr. Alexander's Related Recommendations

For a detailed table detailing the subcommittee's review of Dr. Alexander's related recommendations, **please go to:** https://z.umn.edu/MSafe_Subcommittee_recommendations.

Technology and Equipment (Subcommittee B)

Subcommittee Assigned Topic Areas

Understanding, exploring, and offering recommendations regarding the scope of UMPD's use of technology and equipment to enhance campus safety (blue lights, uniforms, squad cars, etc.), and the concept and contextualization of demilitarization for the UMN community, on and off campus. (See **Appendix 2** for a list of all of Dr. Alexander's recommendations with an index of where to find related discussions in this report.)

Review Process

The members of Subcommittee B think that our subcommittee's membership was well constituted, which facilitated our work. We had a group of individuals who brought a variety of perspectives to this task. For some, they brought their professional expertise; others brought experience from trying to change various police practices at the University. All brought a concern about campus and community safety, including those worried about their own safety, or that of their peers, children who are University students, co-workers, etc. **Appendix 4** includes a more detailed articulation of the perspectives, experiences and/or concerns that our subcommittee members brought to bear on this important task. It was particularly helpful to have a police officer as part of this subcommittee, as he was able to provide useful and clarifying information that helped to inform our ultimate recommendations.

Our committee met four times, usually for at least 90 minutes, although in some instances our discussions continued after the formal end of the meeting. Our discussions were characterized by candor, respect, and civility, and where appropriate, a sincere willingness to understand a perspective that might be different than our own. The majority of our time after the first meeting was spent discussing the specific recommendations and possible revisions when appropriate. We did not spend a lot of time in our initial meetings discussing the priorities or metrics/milestones to direct an implementation plan, but our recommendations are supported by the full subcommittee. The time spent discussing the various recommendations and related issues resulted in a stronger work product, one that everyone can feel reflects their perspectives. There were a number of instances during the course of our time together where subcommittee members acknowledged shifts in their own perspective or that they had learned something useful. For example, there were shifts and learnings related to current perceptions and meanings ascribed to terms such as "demilitarization" and "military-grade"; changes of perspectives with regard to the appropriateness of certain types of weaponry within the UMPD arsenal, such as AR-15 rifles; and an increased awareness of various processes, philosophies, and initiatives that already exist within UMPD.

Time was probably the biggest challenge to our meetings, but we collectively decided to add a fourth meeting, which allowed for fuller discussions during the previous ones. Beyond the context of this subcommittee's work, and the MSafe Implementation process, these issues require sustained, full, and rich discussion. Issues of technology and equipment in relation to safety, security, and policing, are also related to a number of underlying connective pieces that include considering bias, equity, diversity, and justice. Although this subcommittee's work will be completed at the end of fall semester 2021, **we recommend continued University community discussions** that allow members of the community to come together to educate each other, learn, and continue to understand the issues addressed in Dr. Alexander's report for years to come.

Key Learning Areas and Points of Discussion

Our learning, insight, and consensus processes are clearly linked with the major takeaways and areas that our group has produced as recommendations and considerations for immediate and future action. As a result of our discussions and linked with our commitment to the *Sanctity of Life* policy adopted by UMPD, we have identified a set of principles (with accompanying points for consideration) that we believe need to undergird and remain consistent throughout immediate and future actions and processes related to the discussion of technology and equipment.

Principle 1. Respectful community-centric interaction, ongoing communication, and dialogue among diverse stakeholders about underlying values

- Consider bi- and multilateral communication using available modalities (e.g., regular town halls (which are primarily opportunities to share information) and listening sessions, as well as online ways of sharing feedback and asking questions that provide anonymity if desired)
- Ask questions related to Justice, Equity, Diversity, and Inclusion (JEDI) (e.g. whose feedback is represented and adhered to and whose is not? Who is attending town halls and who is not? Are there barriers to participating that can be removed? Does the format for facilitating communication present challenges for some based on their identities and lived experiences?)

Principle 2. Transparency and clarity as a necessary underpinning to rebuild and grow trust

- Create processes where transparency of decisions, actions, and actors, as well as clarity of language and roles, are ensured
- Ask questions related to what is necessary for (re)building, maintaining, and growing/expanding trust across the University and related community partners and areas

Principle 3. Commitment to learning, critical questioning, and listening as a way to deeply understand the interconnected issues that impact the sanctity of life

- Consider what is known, believed, and experienced about the issues, as well as what others know, believe or have experienced about the issues
- Be open to changing or modifying what we know or believe and be mindful of how and why those changes or modifications occur
- Critically engage questions that lead to stronger understanding and that are based on a combination of evidence, including quantitative and qualitative information that also acknowledge people's perceptions and distinct realities and lived experiences

As our subcommittee did its work, we found that these principles, which we were later able to articulate together, guided our learning with each other and our discussion of the recommendations in Dr. Alexander's report, our own experiences and histories, and the points that we were tasked with deconstructing and recommendations we have been asked to shape.

One of the areas where there was tremendous discussion, and for some, a shifting of perspectives, involves the issue of "demilitarization," which we see as linked with a number of applications (i.e., as language/discourse, as political and social will, as a technical process, and as societal philosophy).

As the subcommittee reviewed “demilitarization,” we discussed this issue holistically, as suggested by Dr. Alexander in this excerpt from his letter to President Gabel of February 24, 2021:⁹

“... there is a broader aspect to the term ‘demilitarize’... It is the most challenging part of what lies ahead for police departments, not just UMPD. The concept of community policing, particularly at a University, speaks to how a police department comes across to the public it serves. That includes a department’s uniforms, its way of viewing and responding to students and faculty questioning its methods, how it shows up at protests, and its transparency over its decisions of what equipment to employ and when to employ it. ‘Militarization’, or an appearance of it, comes with showing up with a disproportionately large number of officers at a University event, using riot gear and long guns to confront student protestors, and too much of a focus on close collaboration with the Minneapolis Police Department during protests at other parts of the city rather than walking the beat on campus or in adjoining neighborhoods. In the end, the choices made, and under what circumstances they are made, define a department’s approach to policing, and thus its culture, and how it is perceived by students and faculty.”

Given this context and the ways that it is linked with a number of possible scenarios and outcomes, it is incumbent on the recommended University review related to “demilitarization” to **explore this issue with regard to equipment, as well as how UMPD “shows up” to do its job on campus and in the University community.**

Our committee also believes it important to have an understanding of the complicated context around calls for “demilitarization,” especially in light of broader national and even international relationships between governments and their people. Issues related to “demilitarization” are complicated, nuanced, and prone to changing perspectives over time. Therefore, **there should be ongoing discussions of demilitarization at the University;** what is recommended by this subcommittee or the MSafe process as of the submittal of this report cannot be considered a definitive end of the discussion.

The hallmarks of a “militarized” police department differ from person to person. For some, a “militarized” police department is one that possesses “military-grade” equipment and/or deploys such equipment in ways that seem unnecessary to the observer. For others, a “militarized” police department is one that deploys officers in “riot gear” in various circumstances, many that may seem unnecessary to the observer. For still others, a “militarized” police department is one where officers carry semi-automatic weapons as a sidearm or have rifles in their police vehicles.

While universal consensus is not likely to be reached about what a “demilitarized” police department looks like within the University community, or if there are some aspects of a “militarized” police department that are appropriate, there are some reactions that are common among those who believe UMPD is militarized. Some may experience trauma or fear at the sight of seeing elements of what they consider to be a militarized police department (e.g., military-grade vehicles, semi-automatic weapons, “riot gear,” K-9 dogs). This reaction may be the result of negative experiences that they or those whom they know have had with law enforcement in the U.S. or, in the case of our international students, staff and faculty, in another country. Additionally, for some, the issue with a “militarized” police department is less about previous experiences, and more about whether they believe that such a police department is appropriate for an institution such as the University of Minnesota Twin Cities, which is not a city or county, but a unique place of learning, working, and living.

⁹ <https://z.umn.edu/AlexanderDemilitarizationMemo>

There was consensus among our subcommittee members that **the University should not have weapons that were repurposed or sourced from the military**. This was our working definition for “military-grade” equipment and we suggest that it be considered as the University promulgates a definition that can be used to make decisions about what type of equipment should be used by the UMPD. It is clear that there is confusion among the general public as to what weapons and equipment are true signs of a “militarized” police department, which is why we suggest this clarification of terms.

Our subcommittee came to a consensus that there may be some weapons and equipment that, while used in the military, may have a legitimate purpose for local law enforcement, including a university police department. A weapon that is used primarily in the military or purchased or obtained from the military would be out of place on a college campus, but some weapons or equipment used in the military may have other purposes outside of the military. The fact that a weapon or piece of equipment is used in the military does not in and of itself make it “military-grade.” An example is the AR-15 rifle that is in the University’s arsenal. While there was initially some opposition to its use, through this process the opposition dissipated as it became clear that the weapon is only deployed in specific situations, and it is not visible to members of the community on a routine basis, unless it’s being deployed. It is not part of an officer’s uniform, nor is it visible in police vehicles.

One of the issues that the subcommittee discussed as part of the larger conversation about demilitarization is the role of “industry standards” and “best practices” in this space. When making decisions about the propriety of various ways of policing at the University, it is completely appropriate to review what is done at other police departments around the nation generally, but also review best or common practices for college and university police departments specifically. However, such a review must also **consider the unique location, community expectations, values, etc. of the University** when evaluating practices from other law enforcement organizations. There are decisions that make perfect sense for the New York City Police Department, the Los Angeles Police Department, or the University of Southern California Police Department that may not make sense for the University of Minnesota. There are also decisions that those departments might make that do make sense for the University of Minnesota and are not in conflict with our values, our community expectations, etc. Regarding community expectations, they are not static in that they can change over time. There are many aspects of policing that may have been commonplace two years ago that have changed. Therefore, it is important that the University **commit to a periodic and ongoing review of issues related to “demilitarization” and the type of weapons UMPD officers should use, as well as the tasks that they perform** vis à vis tasks that other employees of the Department of Public Safety (or elsewhere at the University) who are unarmed could safely perform.

One of the recurring themes that arose as we discussed the various recommendations for our subcommittee was the need for **enhanced and regular communication and awareness of how UMPD operates**. A number of the recommendations were seemingly based on incorrect assumptions, particularly related to the various types of equipment that the department uses and how they are used. There is also a lack of awareness about training the UMPD officers receive and rules that guide their behavior when on patrol or responding to an issue that needs their attention. While it is not realistic to expect the average member of the University community to be fully cognizant of the components of UMPD officer training, various UMPD policies and procedures, or initiatives intended to enhance how they do their work, there should be intentional efforts to think about how what could be shared, can be shared. While we did not have a solution for this problem, among the tactics discussed were enhanced communication during Orientation and Welcome Week, some sort of routine communication that shines a light on how UMPD operates (but doesn’t enter the realm of propaganda), and creating formal opportunities for members of the University community to work with UMPD in an ambassadorial role. The University should lean into overcommunicating when it comes to issues of public safety, including steps that the University takes to ensure the safety of its community members. There will always be members of the community who will have legitimate concerns

about how UMPD operates, but we should do what we can to ensure that those concerns are based on accurate information.

The final recurring theme to highlight is **the issue of transparency and its connection to trust**. There are members of the University community who do not trust the UMPD and/or the University with regard to public safety. For those who have this lack of trust, a way of regaining that trust is to have more transparency about the actions of the UMPD and the University related to public safety. More information about its policies, training, hiring, discipline, complaints, decision-making, review processes, etc. will help to rebuild trust among those where it is lacking. Obviously, there is some information that should not be shared for various reasons, including privacy, public safety, etc. However, the University should lean into sharing that which can be shared as a way of enhancing trust within the University community.

From the perspective of the subcommittee lead, responding to calls for transparency that are often grounded in a lack of trust must be balanced with avoiding undue burdens or bureaucratic processes that make it difficult for various organizations at the University to do their work. Intentional efforts to build trust and ensure that actions are aligned with a set of shared values, and that those who fail to adhere to those shared values are held accountable, can minimize the need for processes that present barriers to efficient and effective decision-making.

It is important to note that **many of the recommendations that this subcommittee was asked to review were already being adopted by UMPD and/or the University**. In some instances, we have revised the recommendation with additional language, but we wanted to acknowledge that we were aware that the original recommendation was being implemented.

Summary of Conclusions about Dr. Alexander's Related Recommendations

For a detailed table detailing the subcommittee's review of Dr. Alexander's related recommendations, **please go to:** https://z.umn.edu/MSafe_Subcommittee_recommendations.

Existing Climate and Quality of Interactions (Subcommittee C)

Subcommittee Assigned Topic Areas

Understanding, exploring, and offering recommendations regarding how police are taught to engage with constituents and the principles that guide those interactions. (See **Appendix 2** for a list of all of Dr. Alexander's recommendations with an index of where to find related discussions in this report,)

Description of Review Process

Our subcommittee met three times. The first meeting was to introduce ourselves and for the chair to provide an overview of the overall process. We discussed each of the recommendations at the last two meetings but did not get to the last recommendation, so we discussed that recommendation via email and continued to communicate electronically. We did not have many philosophical differences.

The biggest challenge is that although we had a total of 9 members, only 7 provided feedback on the recommendations. Two of the members were not able to attend the meetings due to their schedules. They were offered the opportunity to provide input via email but they did not. The names of the two members are not included in the final report and they have been informed. It is suggested that, in future, individuals who are asked to serve on committees, especially civil service employees, be given paid time away from work to attend meetings. Maybe this can be arranged with their supervisors.

Key Learning Areas and Points of Discussion

- **It is important to focus on the experiences of UMN community members with marginalized identities**, as some of them have had negative experiences with law enforcement.
- **It was critical to have a representative from UMPD on the subcommittee**, and we wish this person could have joined us sooner. We learned that the UMPD mission statement may need to be updated and clearly communicated to UMPD and the broader UMN community.
- It was uncomfortable recommending committees or task forces to review UMPD policies and practices and then setting metrics to measure the success of such efforts. Although we recognize it is important to provide some guidance, **the suggested committees should be responsible for setting their goals and the metrics to assess their goals**. Perhaps metrics is not the term that should be used.
- **We needed more time to discuss and review the recommendations**. All of us had very busy schedules that would not allow for meetings beyond the three.

Summary of Conclusions about Dr. Alexander's Related Recommendations

For a detailed table detailing the subcommittee's review of Dr. Alexander's related recommendations, **please go to:** https://z.umn.edu/MSafe_Subcommittee_recommendations.

Enhancing Climate and Quality of Interactions (Subcommittee D)

Subcommittee Assigned Topic Areas

Understanding, exploring, and offering recommendations regarding the practical limitations of dedicated time for formal training and considering how ongoing informal interventions can be used as a more effective approach to sustainable change. (See **Appendix 2** for a list of all of Dr. Alexander's recommendations with an index of where to find related discussions in this report,)

Description of Review Process

Subcommittee D met approximately six times to discuss recommendations. The committee was composed of faculty, public safety and student affairs staff, a graduate student, and an alumni representative.

Some members who were initially assigned to Subcommittee D declined to participate after the initial meeting. Other members expressed reservations and concerns about the charge and scope of the MSafe Committee, including whether this process would lead to meaningful change. These concerns made engagement difficult for a few members.

Additionally, time constraints also proved to be a serious issue. All members have significant workloads and we were given a very short timeline to develop relationships, provide analysis, build consensus, and make recommendations.

Key Learning Areas and Points of Discussion

Training. Many of the recommendations focused on increased training (Recommendations 3.4.1, 3.4.2, 4.1, 4.2 and 4.4). **The subcommittee unanimously agreed that more training is not a fix.** UMPD already has training requirements from the State of Minnesota, POST Board, internal and UMN. What does the research on policing suggest regarding the efficacy of increased training on changing attitudes of individual officers, as opposed to creating cultural and systemic change?

Transparency. One approach the subcommittee felt strongly about is the need for increased transparency by UMPD and the Department of Public Safety. Recommendations include publishing UMPD policies and procedures, and training requirements and rationales (as referenced in Recommendations 1.1.7 and 4.3), on UMPD's website or MyU.

Additionally, some subcommittee members recommend developing a robust data collection and publishing process (Recommendation 5.3) that is common in other departments, including MPD. For example:

- UMPD could collect data and make public on the UMPD website all citations and arrests that include race, gender identity and nationality.
- UMPD could collate arrest data from the past 5 years, including the factors listed above, and publish it on the UMPD website, including how complaints have been received and resolved.
- UMPD could track and report (in the manner listed above) all types of offenses cited/arrests, the location of the arrest/citation, the charges and any physical interventions used by UMPD.
- UMPD could create and publish policies and procedures for community complaints and make them accessible for research purposes.

Finally, some members recommend a review of the current UMPD compliant/internal affairs process. This should be publicly available and accessible for research purposes.

Innovation. Recommendation 3.4.1 suggests including more UMN community members on search committees for Public Safety staff. This committee generally supports this recommendation but had concerns about scope and implementation. Some members support the creation of a committee made up of community members, students, staff and faculty that would oversee (or advise) the operations of UMPD, including hiring.

Ambivalence about a “Community Policing Model.” Many of the recommendations in the report point to a need for increased trust and understanding through a “community policing model” with increased training. While some members of this subcommittee agreed with this approach, not all did. Some suggest that UMPD should be disbanded because it does not meet the current needs of our community. A new Department of Public Safety may retain some of the elements currently done by UMPD.

Additional Recommendations. Subcommittee D was charged with recommending actions to enhance the climate and quality of interactions. Within that scope, we considered underlying principles or practices and gaps in the set of Dr. Alexander’s recommendations. From that process, some members recommended several policy suggestions relating to innovation, transparency, and accountability that merit additional exploration. They are not unanimous among subcommittee members. These recommendations are forward thinking and represent suggestions made by police reform advocates. Adopting such policies would squarely place UMN in the category of leaders in campus policing.

The additional recommendations that some committee members suggest for further consideration are:

- UMN should create **a standing committee that oversees the policies, procedures, training, hiring, discipline and accountability of UMPD.** The Standing Committee should include representatives of the neighborhoods policed by UMPD, undergraduate, graduate and professional students, staff and faculty. It should have the authority to negotiate UMPD contracts, settlements and disciplinary actions. The UMPD Chief of Police should report directly to the Standing Committee, as well as SVP Franz.
- UMN should create a **Center for Innovation in Campus Safety** to create and evaluate a student-centered model of public safety on college campuses. This center would comprise stakeholders from CLA/Sociology, OLPD/Higher Education and other faculty, students and staff who study the intersection of policing, public safety, social justice and student development. The U of M Twin Cities should develop a curriculum and get accredited by the Minnesota Peace Officers Standards and Training Board.
- UMN should make a public statement in support of ending qualified immunity for police in Minnesota. Further, UMN should engage with coalition partners at the Legislature to push for legislation ending qualified immunity. Qualified immunity is codified in Minnesota statutes, but there is a national push to end qualified immunity for police officers.¹⁰ Such efforts would signal to the UMN and all of higher education that UMN is a thought leader in the area of policing. Pillars Two and Eight of Dr. Alexander’s Report support such a policy change – in that he recommends UMN enhance procedural justice and be a leader on matters of policing.

¹⁰ <https://minnesota.cbslocal.com/2021/05/03/what-is-qualified-immunity-and-why-do-some-want-it-removed>

- UMN should require all UMPD officers to purchase and maintain personal liability insurance. Liability insurance for professionals already exists, and policies are available for law enforcement. Requiring law enforcement to purchase their own insurance would reduce UMN's liability if a fatal shooting or other injury were perpetrated by UMPD. This recommendation is rooted in Dr. Alexander's Eighth Pillar as well as Pillar One (Strengthening Trust and Legitimacy). Research suggests that requiring individual officers to maintain liability coverage reduces unwanted police behavior.¹¹

Summary of Conclusions about Dr. Alexander's Related Recommendations

For a detailed table detailing the subcommittee's review of Dr. Alexander's related recommendations, **please go to:** https://z.umn.edu/MSafe_Subcommittee_recommendations.

¹¹ Rappaport, John. *How Private Insurers Regulate Public Police*, 130 Harv. L. Rev. 1539. April 2017. <https://harvardlawreview.org/2017/04/how-private-insurers-regulate-public-police/>

Implementation Plan

Context

The MSafe Implementation Committee co-chairs have organized the detailed, rich input from the Committee members, described in the preceding section, into a proposed plan for implementation. The proposed Implementation Plan is an innovative and pragmatic approach to improving safety and the quality of interactions between UMPD and members of the UMN community. Subcommittees A-D reviewed 32 recommendations organized into four focal areas, as described in the preceding section.

This plan presents a re-sorting of those themes into four **Implementation Action Areas** to bring focus and ease to the implementation process. Each of the recommendations presented aligns with at least one of the five commitments outlined in the University's adopted Strategic Action Plan, **MPact 2025**. They reflect four overarching priorities that arose and persisted throughout the MSafe process.

- **Strategic Direction**
- **Roles and Responsibilities**
- **Accountability and Communication Policies and Procedures**
- **Immediately actionable steps**

Implementation Action Areas

A total of 32 recommendations are presented for implementation. Each of the recommendations have been prioritized based on immediate and/or longstanding impact. Recommendations that Committee members ranked as high priority are those important to begin addressing immediately. Medium priority ranked recommendations are those worthy of considerable attention, but can be sequenced after more pressing priorities. Medium priority can also indicate a recommendation being contingent upon another. Recommendations ranked as low priority are worthy of consideration, yet lack urgency for immediate consideration. Given the number of recommendations rated as high priority, a time delimiter was added to assist with sequencing. Thus, high priority items that are also achievable within six months of the release of this report are considered immediately actionable steps.

Please go to https://z.umn.edu/MSafe_Implementation_Plan for a table listing the prioritization of recommendations.

Appendix 5 explains the headings in this table.

As noted in the subcommittees' reports of their recommendations (in the section beginning on page 9), consensus was not reached across all recommendations. The lack of consensus was not an indication of value, but more so an illustration of the delicate and nuanced nature of critical issues directly impacting shared trust. It is recommended that those recommendations be revisited in greater detail.

Strategic Direction (Implementation Action Area 1)

This action area addresses the strategic direction of the UMPD. While the mechanics of policing are often brought to the forefront of discussion, it is the guiding values, manifested in action, that ultimately determine the quality of policing. Without careful consideration of the mission, vision, and guiding philosophy of the UMPD, efforts will be futile. **While focusing on UMPD's mission and practices, it is essential to simultaneously consider both the racialization of police violence and campus safety in an integrated manner.** Additionally, it is important to connect this work to broader University initiatives so that it may become embedded in the fabric of campus safety.

The Strategic Direction Implementation Action Area presents seven recommendations addressing the philosophy, mission, and standard operating procedures of the UMPD. Two of the seven recommendations are prioritized as immediately actionable steps, one of which is currently under way.

Implementation Action Plan Area 1: Strategic Direction

Immediately actionable

- ❖ 1.1.7 Increase transparency in UMPD Standard Operating Procedures/General Orders by posting existing versions of UMPD policies, procedures and general orders, complaint procedures, and accountability mechanisms. Update as revisions are made during the strategic planning process. *Revised recommendation:* Create an accessible document (short, easy to understand, easy to find on web/MyU app) so students are educated on what 'appropriate/standard' police responses are, what they should expect, and their rights in various circumstances. Context: see Subcommittee D's report.
- ❖ 3.3.1 Address the request for additional officers from UMPD based on the redesign of the policing philosophy, tactics, policies and practices. (*Action already under way, in part. A decision was made to hire additional officers before MSafe met; the connection of their hiring and training with a redesigned policing philosophy has not been discussed.*) Context: see page 3 of this report.

High priority, requiring longer term implementation effort

- ❖ 1.1.1 Develop a campus-wide philosophy of policing/public safety through broad and open input that examines all the options, from decreasing police function to restructuring and expanding UMPD to address crime increases. Context: see Subcommittee A's report.
- ❖ 1.3 Address the unique needs of all UMN campus community stakeholders, particularly those reporting particular concerns – such as BIPOC, international students, LGBTQ+, and those with disabilities or mental health conditions – as an intentional part of the reimagining of policing and strengthening UMN's broader efforts to address institutional and historical racism. Context: see Subcommittee C's report.
- ❖ 2.1.2 Prior to conducting a review of UMPD stops, arrests and complaints, clarify "philosophy of policing" as separate from "code of behavior" and update UMPD mission statement with input from the community. Context: see Subcommittee C's report.

Lower priority

- ❖ 1.1.3 Develop a Sanctity of Life standard that ensures that everyone makes it home alive at the end of the day. (*Action already under way*) Context: see Subcommittee B's report.
- ❖ 1.1.8.1 Issue a statement outlining the UMN approach to immigration issues for non-citizens on campus and the approach UMPD will take, and also how students, faculty and staff can safely seek support from UMPD as needed. (*Action already underway.*) Context: see Subcommittee A's report.

Roles and Responsibilities (Implementation Action Area 2)

Recommendations presented in this area offer an operationalized illustration of how we come to know and engage with UMPD. This set of recommendations provides guidance around how community expectations and UMPD actions can be better aligned. Many are either connected to or contingent upon recommendations in action area one, Strategic Direction.

The Roles and Responsibilities Implementation Action Area organizes 17 recommendations into three categories: a) mutual aid and UMPD distinction; b) weapons and equipment; and c) training and hiring practices. Two additional recommendations regarding training were presented in Dr. Alexander's report, but subsequently rejected. The assigned subcommittee raised concerns regarding the potential harm to students and liability to the University.

Mutual Aid and UMPD Distinction

While there is a shared sentiment among University leadership, community members, UMPD, and the Law Enforcement Labor Union that UMPD is uniquely different from other statewide public safety entities, how that difference should be manifested varies across groups. With the explicit demonstration of police violence and brutality by MPD officers, mutual aid has become the focal indicator of distinction. UMPD asserts the value of mutual aid and the assumed conditions of reciprocity. Sentiments from community members do not contest the benefit of mutual aid, but rather seek to establish the scope. When considering mutual aid and UMPD distinction in tandem, we come to realize that the question posed is not *if* there will be mutual aid, but *how* mutual aid will be used to show UMPD's distinction from MPD and alignment to the UMN campus community.

Encountering police at protests denouncing police brutality can be traumatizing for people holding fear of law enforcement. It does not help UMPD's progress toward improving trust with the community to be part of those protests, especially off campus.

Mutual aid between UMPD and other departments has shifted since the University reduced its interactions with MPD and helped to create the West Command Task Force. The Implementation Plan calls for continuing coordination between UMN and mayors of Minneapolis and St Paul to align roles and responsibilities.

In addition to protests, the increase in crime on and adjacent to campus is also a concern. Addressing this issue speaks to the heart of the dilemma Dr. Alexander identified: Some people regard more police as the solution to safety issues (such as crime), and some regard more police as the problem of safety (because of the fear they have learned of police). As UMN is working on the one side of that tension in the form of added policing as the response to rising violent crime on the edges of campus, it is all the more important to do everything possible to work the other side of the tension by not doing things that arouse fear. The Implementation Plan calls for renegotiating mutual aid agreements to clarify what UMPD distinctively contributes and where its interactions should be limited.

The notion of UMPD distinction also extends beyond mutual aid. Considerations for more holistic approaches to policing through an integrated community response lens are also presented in this section.

During the MSafe process, UMPD reported challenges recruiting and retaining officers, which UMPD leadership attributed to distrust toward police in general, and particularly in the Twin Cities. This challenge reinforces the message that it is in everyone's interest for UMN/UMPD to actively and consistently distinguish itself, in action and words, from what people object to in policing, which is police brutality and historic

patterns of discrimination and intimidation. This is not necessarily a matter of fixing something awry in UMPD, but rather of proactively embracing and communicating a distinctive, positive culture.

Of the five recommendations in the mutual aid and UMPD distinction portion of the Roles and Responsibilities Implementation Action Plan, one is immediately actionable.

Implementation Action Plan Area 2A: Roles and Responsibilities

Mutual aid and UMPD distinction

Immediately actionable

- ❖ 3.1.2 Develop a formal operating memorandum of understanding that clarifies if and when UMPD officers are to respond to incidents off campus and under what parameters. Draft and post current practices within 6 months of this report, then build and share out a more aligned plan once the formal strategic planning process is completed and/or an agreement is made between MPD and SPD. Context: see Subcommittee A's report.

High priority, requiring longer term implementation effort

- ❖ 3.1 The President of UMN should work directly with the mayors of Minneapolis and St. Paul to clearly establish the roles and responsibilities for policing the neighborhoods that are contiguous to UMN campuses and facilities and the role of UMPD in responding to the calls for service there. Context: see Subcommittee A's report.
- ❖ 3.2 As part of revisioning the role of UMPD on the UMN campus, take a holistic systems approach to defining the roles for UMPD and ways to better link with and integrate more appropriate responses to social issues such as mental health, welfare checks, domestic violence, sexual assaults, disabilities and homeless situations through an integrated Community Safety or Community Response Team. Context: see Subcommittee A's report.

Medium priority

- ❖ 3.1.4 Coordinate crime prevention and problem-solving efforts with Minneapolis Police Department and the St. Paul Police Department in surrounding neighborhoods. Context: see Subcommittee A's report.

Low priority

- ❖ 1.1.5.2 Explore options to make it clear to an observer and for purposes of identification that UMPD officers are from and represent the University of Minnesota, such as by adding a UMN "M" to the vehicles and duty uniform. Context: see Subcommittee B's report.

Weapons and Equipment

Subcommittee B provided an in-depth synopsis of their review into demilitarization, weapons, technology, and equipment. While three of the recommendations presented in this section of the Implementation Plan are considered immediately actionable steps and are already in part under way, the other three are also worth undertaking because of their strategic nature. They call for a periodic review of how to demilitarize the UMPD, determination of whether certain duties commonly performed by officers can be performed safely by others, and the promulgation of a shared definition of "military-grade" as it refers to the weaponry and its acquisition. MSafe committee members who focused on these recommendations discussed the unique, distinctive environment of the campus and rejected the use of weapons and equipment used primarily in the military yet accepted that some weapons that are used by the military may have a legitimate place on

campus when used in special circumstances and not as part of the usual ways in which officers patrol or respond to most calls.

Of the six recommendations in the weapons and equipment portion of the Roles and Responsibilities Implementation Action Plan, three are ranked immediately actionable and are under way.

Implementation Action Plan Area 2B: Roles and Responsibilities Weapons and Equipment

Immediately actionable

- ❖ 6.2 Expand the Blue Phone system and video monitoring to increase safety while reducing the UMPD presence and footprint and create a transparent policy regarding how images captured from video monitoring will be used. (*Action already under way.*) Context: see Subcommittee B's report.
- ❖ 6.7 Implement a safety app that can act as a 'virtual escort.' (*Action already under way.*) Context: see Subcommittee B's report.
- ❖ 6.8 Consider testing new apps that allow the voluntary sharing of personal information by students with special needs, disabilities, mental health conditions, or other situations that would be improved by the police responding to calls that involve them with the correct information about their conditions or situations, including emergency contacts. (*Action already under way.*) Context: see Subcommittee B's report.

High priority, requiring longer term implementation effort

- ❖ 1.1.5 (a) Develop a formal periodic review process (e.g., every 3 years) for options to appropriately demilitarize UMPD; (b) Eliminate the presence and use of military-grade weapons vehicles and other resources (e.g., weapons, vehicles and resources used primarily in the military; repurposed military weapons, vehicles and resources); (c) Establish a body to contemporaneously review any future acquisition and use of military-grade weapons, vehicles, technology and other resources on an ongoing basis; (d) Communicate a definition of "military-grade" to the public and to persons with responsibility to engage in purchasing. Context: see Subcommittee B's report.
- ❖ 6.6 Ensure officers have less lethal alternatives and are trained to use them. Context: see Subcommittee B's report.

Medium priority

- ❖ 1.1.5.1 Establish a process to biennially revisit (a) the use of weapons by UMPD officers (including whether lethal weapons are necessary) and (b) whether certain duties commonly performed by armed UMPD officers could be performed safely by other means, including by other unarmed staff within the Department of Public Safety, such as social workers, security advisers, or security monitors. Context: see Subcommittee B's report.

Training and Hiring Practices

More training of public safety staff may not be needed, but there may be new ways to think about how UMPD officers are selected, onboarded, and acclimated. MSafe committee members reviewed materials and engaged in discussions that illuminated that UMPD officers already undergo a great deal of training and that there are limited opportunities to significantly revise training, due to Minnesota Board of Peace Officer Standards and Training requirements and resources. Furthermore, committee members questioned whether additional training would resolve larger issues impacting climate.

When considered more deeply, it became evident that **many of the recommendations centered on training were less about the mechanics of training and more about ways to build empathy, insight, and trust**. Therefore, recommendations presented in this section seek to address the immediate concerns affecting trust, while also ensuring they are connected to long-term strategic resolutions. Several recommendations presented in Dr. Alexander's report endorsed community involvement in UMPD training. However, through a deeper review by the designated MSafe subcommittee, concerns were raised regarding the inclusion of UMN students, faculty, and staff in the training process and potential onset of new or sustained trauma surrounding police violence. On the other hand, expanding community involvement in current hiring processes, providing clearer explanations of UMPD training, and advocating for the assessment of current training are recommendations to address pressing challenges.

Of the six recommendations in the training and hiring practices portion of the Roles and Responsibilities Implementation Action Plan, two are ranked as immediately actionable interventions. Given the integrated nature of the recommendations, some are contingent upon others or strongly connected. Those relationships are noted on the plan's spreadsheet. Three of these recommendations are under way.

Implementation Action Plan Area 2C: Roles and Responsibilities

Training and Hiring Practices

Immediately actionable

- ❖ 3.4.1 Include UMN campus community representatives in the design of the [UMPD] hiring criteria and in the selection process for new hires. (*Action already under way.*) Context: see Subcommittee D's report.
- ❖ 6.4 Establish implicit bias training and accountability protocols for those employed as front desk staff to reduce disparate and discriminatory treatment of those attempting to enter respective buildings. Context: see Subcommittee B's report.

High priority, requiring longer term implementation effort

- ❖ 4.3 Increase transparency in training by sharing all components of each training module received by UMPD online, where it doesn't violate the safety of officers. Include information about applicable state statutes, how training is conducted, number of hours, vendors, etc. Explicitly state why the training is being conducted, the purpose of each of these components and how these are evaluated short-term and long-term. (*Action already under way.*) Context: see Subcommittee D's report.

Medium priority

- ❖ 3.4 Align hiring practices and diversity recruitment strategies to fit the revised policing model and newly clarified roles and responsibilities of UMPD officers and staff. Context: see Subcommittee A's report.
- ❖ 4.4 Add trauma-informed care to training requirements and sensitize officers to understand how their behavior creates trauma or exacerbates or triggers past trauma and how to police in more healthy ways. (*Action already underway.*) Context: see Subcommittee D's report.

Low priority

- ❖ 3.4.3 Ensure that the field training office program (FTO) is realigned to match the renewed philosophy of policing for UMPD. Context: see Subcommittee A's report.

Accountability and Communication Policies and Procedures (Implementation Action Area 3)

This Implementation action area is a compilation of eight recommendations primarily addressing the use of assessment to better understand climate, specifically how UMPD operates and its impact on climate.

Accountability, transparency, and communication are key foundations for all implementation. They build trust and thus enable people who are fearful to feel safer, and they are critical for making progress on these initiatives. These values came up repeatedly in the MSafe process. **It is extremely important not only to take action, but to measure, document, and communicate action.**

While some level of assessment is included in all 32 recommendations in the Implementation Plan, this Implementation Action Area centers an intentional review of how students want to be treated, current UMPD policies and procedures, data on citations and arrests, UMPD complaint processes, accountability processes, training values, and infrastructure features such as lighting, particularly during winter months.

- **Accountability** is defined as a commitment to taking the necessary steps to (re)build a community of trust and bearing responsibility for actions that compete with that shared commitment.
- **Transparency** is defined as a clearer understanding of the existing practices of the UMPD, and the values informing UMPD decisions and policies. Enhanced communication was identified as one method to address and increase transparency. For example, some MSafe committee members asserted that they felt more confident in UMPD once they had more knowledge and visibility into the department's policies and training. Therefore, the Implementation Plan includes actions to improve the accessibility of materials and information about UMPD procedures so that University community members know what to expect in interactions with UMPD. As it relates to the development of publicly viewable UMPD practices and policies, the accessibility of those documents – meaning that it addresses the need of the request, is written in language free of industry jargon, is brief, and can be easily located – is important.
- **Communicating** is so essential that overcommunicating may be needed. MSafe members discussed this frequently, to the point that the summer committee asked the full committee members to specifically consider, for each recommendation that they made, how to communicate the work that is being done (or is yet to do). While much work has been done and continues to be done to address campus safety and policing, many of those efforts have gone unnoticed. MSafe committee members recommended enlisting the expertise of UMN communications professionals to make UMPD activities more visible, and the summer committee directed the subcommittees to consider communication actions as part of their implementation plan suggestions for each of Dr. Alexander's recommendations. Overcommunicating in this context is the intentional and accessible crafting of messages with specific audiences in mind, across multiple communication media, and with attention to the timeliness of delivery.

Recommendations in this section call for reviews that will impact future decision-making and strategic directions. Addressing recommendations in this section will help to inform those presented in previous sections, and in many instances should be sequenced as such. Of the eight recommendations, two are immediately actionable steps; five other, longer-term recommendations are considered high priority and one other medium priority.

Implementation Action Plan Area 3: Accountability and Communication Policies and Procedures

Immediately actionable

- ❖ 1.3.1 Convene each of the student cultural centers, international students, BIPOC, LGBTQ+, and those with disabilities or mental health conditions and the faculty, staff and groups that advise them to develop a specific set of recommendations for actions by UMPD and UMN to increase their collective ability to function in a safe and healthy environment. Context: see Subcommittee C's report.
- ❖ 3.4.2 Survey student groups regarding the value and possibility of requiring newly hired officers to intern with them. Context: see Subcommittee D's report.

High priority, requiring longer term implementation effort

- ❖ 1.1.6 Conduct a review of UMPD policies and practices through an inclusive, consultative process to reduce risks to all (officers and campus community). Context: see Subcommittee C's report.
- ❖ 4.3 Increase transparency in training by sharing all components of each training module received by UMPD online, where it doesn't violate the safety of officers. Include information about applicable state statutes, how training is conducted, number of hours, vendors, etc. Explicitly state why the training is being conducted, the purpose of each of these components and how these are evaluated short-term and long-term. (*Action already under way.*) Context: see Subcommittee D's report.
- ❖ 5.3 UMPD shall collect data for all citations and arrests that includes race, gender identity and nationality. This data shall be made public on a weekly basis on the UMPD website. In addition, UMPD shall collate arrest data for the past 5 years, including the factors listed above, and publish it on the UMPD website. UMPD shall track and report (in the manner listed above) all types of offenses cited/arrests, the location of the arrest/citation, the charges and any physical interventions used by UMPD. UMPD shall create and publish policies and procedures for community complaints. These policies and procedures shall be implemented by fall 2022 with input from the neighboring communities, students, staff, and faculty. Context: see Subcommittee D's report.
- ❖ 7.1 Conduct a review of the UMPD complaint process to determine if it needs to be more accessible, transparent, and productive, to identify ways to hold individual officers accountable and improve the UMPD overall performance through changes to policy and practice. Context: see Subcommittee C's report.
- ❖ 7.2 Form a committee (versus study group) as part of Pillar 1A to review the current accountability structures for UMPD and Department of Public Safety (DPS) and determine if changes should be made for greater accountability and transparency in addressing UMN campus community complaints and concerns. If changes are necessary, recommend alternatives. Context: see Subcommittee C's report.

Medium priority, requiring longer term implementation effort

- ❖ 6.5 Conduct lighting review and Crime Prevention Through Environmental Design (CPTED) assessment of UMN campus locations and contiguous neighborhoods to help reduce crime; work with local governments to establish requirements for lighting for property owners and to enforce replacing broken lights; and enhance educational efforts about how to report lighting issues. Context: see Subcommittee B's report.

Immediately Actionable Steps (Implementation Action Area 4)

MSafe is a bridge between Dr. Alexander's recommendations and action. During the MSafe process, much cynicism and fear was expressed about whether the MSafe process is "really real." Community members who have come to distrust police are afraid to be burned by the MSafe promise of consultation and responsiveness to community concerns if the committee's recommendations are not implemented.

In this context, prioritizing among his recommendations offers structure and valuable momentum. Of the 32 recommendations reviewed in depth, 10 are ready for immediate implementation and we recommend action be taken on them within the next six months; in fact, four are already under way. However, **these immediately actionable steps should not be implemented at the exclusion of strategic imperatives offered in the first three Implementation Action Areas.**

Implementation Action Plan Area 4: Immediately Actionable Steps

Immediately actionable: Strategic Direction

- ❖ 1.1.7 Increase transparency in UMPD Standard Operating Procedures/General Orders by posting existing versions of UMPD policies, procedures and general orders, complaint procedures, and accountability mechanisms. Update as revisions are made during the strategic planning process. *Revised recommendation:* Create an accessible document (short, easy to understand, easy to find on web/MyU app) so students are educated on what 'appropriate/standard' police responses are, what they should expect, and their rights in various circumstances. Context: see Subcommittee D's report.
- ❖ 3.3.1 Address the request for additional officers from UMPD based on the redesign of the policing philosophy, tactics, policies and practices. (*Action already under way, in part. A decision was made to hire additional officers before MSafe met; the connection of their hiring and training with a redesigned policing philosophy has not been discussed.*) Context: see page 3 of this report.

Immediately actionable: Mutual Aid and UMPD Distinction

- ❖ 3.1.2 Develop a formal operating memorandum of understanding that clarifies if and when UMPD officers are to respond to incidents off campus and under what parameters. Draft and post current practice within 6 months of this report, then build and share out a more aligned plan once the formal strategic planning process is completed and/or agreement is made between MPD and SPD. Context: see Subcommittee A's report.

Immediately actionable: Weapons and Equipment

- ❖ 6.2 Expand the Blue Phone system and video monitoring to increase safety while reducing the UMPD presence and footprint, and create a transparent policy regarding how images captured from video monitoring will be used. (*Action already under way.*) Context: see Subcommittee B's report.
- ❖ 6.7 Implement a safety app that can act as a 'virtual escort.' (*Action already under way.*) Context: see Subcommittee B's report.
- ❖ 6.8 Consider testing new apps that allow the voluntary sharing of personal information by students with special needs, disabilities, mental health conditions, or other situations that would be improved by the police responding to calls that involve them with the correct information about their conditions or situations, including emergency contacts. (*Action already under way.*) Context: see Subcommittee B's report.

Immediately actionable: Training and Hiring Practices

- ❖ 3.4.1 Include UMN campus community representatives in the design of the [UMPD] hiring criteria and in the selection process for new hires. (*Action already under way.*) Context: see Subcommittee D's report.
- ❖ 6.4 Establish implicit bias training and accountability protocols for those employed as front desk staff to reduce disparate and discriminatory treatment of those attempting to enter respective buildings. Context: see Subcommittee B's report.

Immediately actionable: Accountability and Communication Policies & Procedures

- ❖ 1.3.1 Convene each of the student cultural centers, international students, BIPOC, LGBTQ+, and those with disabilities or mental health conditions and the faculty, staff and groups that advise them to develop a specific set of recommendations for actions by UMPD and UMN to increase their collective ability to function in a safe and healthy environment. Context: see Subcommittee C's report.
- ❖ 3.4.2 Survey student groups regarding the value and possibility of requiring newly hired officers to intern with them. Context: see Subcommittee D's report.

The Implementation Process

The unique nature of this implementation plan is the sunsetting of MSafe. Typically, the people crafting recommendations (Dr. Alexander) would provide some guidance for their implementation. To strengthen the bridge to implementation, the MSafe co-chairs present the following suggestions for organizational structure and phases for implementation.

Organizational Infrastructure

Organizationally, we recommend a three-tiered ownership model, as pictured.

- On the first tier, we recommend **appointing an MSafe Implementation Administrator**, reporting to SVP Myron Frans, to provide oversight across initiatives and communicate progress to executive leadership. Without centralized oversight of the entire plan, the execution will be disjointed and difficult to manage across the four focal areas. This individual would manage the delegation of recommendations and the integration of recommendations across action areas, oversee administrative processes, and monitor implementation progress.

They would also ensure the integration of relevant MSafe recommendations with new and existing systemwide efforts such as MPact 2025 initiatives and the comprehensive Campus Safety Plan developed by SVP Myron Frans. As noted above, each recommendation in this Implementation Plan aligns with a commitment in MPact 2025. The strongest connections are with Commitment 4: Community & Belonging (Action items 4.1 and 4.2); and Commitment 5: Fiscal Stewardship, Action item 5.4, Assess and improve campus safety protocols and organizational structures.

The outcomes of the MSafe process and this Implementation Plan position UMPD for its own strategic planning in connection with these initiatives; they are also a foundation for the University to address the overlapping issues of the racialization of police violence and campus safety as important context for the larger Campus Safety Plan.

In addition, many of the actions in the Accountability and Communication Policies and Procedures area of the Implementation Plan relate specifically to measurement and accountability; an MSafe Implementation Administrator would be in an ideal position to engage University resources – such as the Office for Institutional Resources – in data gathering and tracking and to maintain a concise online progress report.¹²

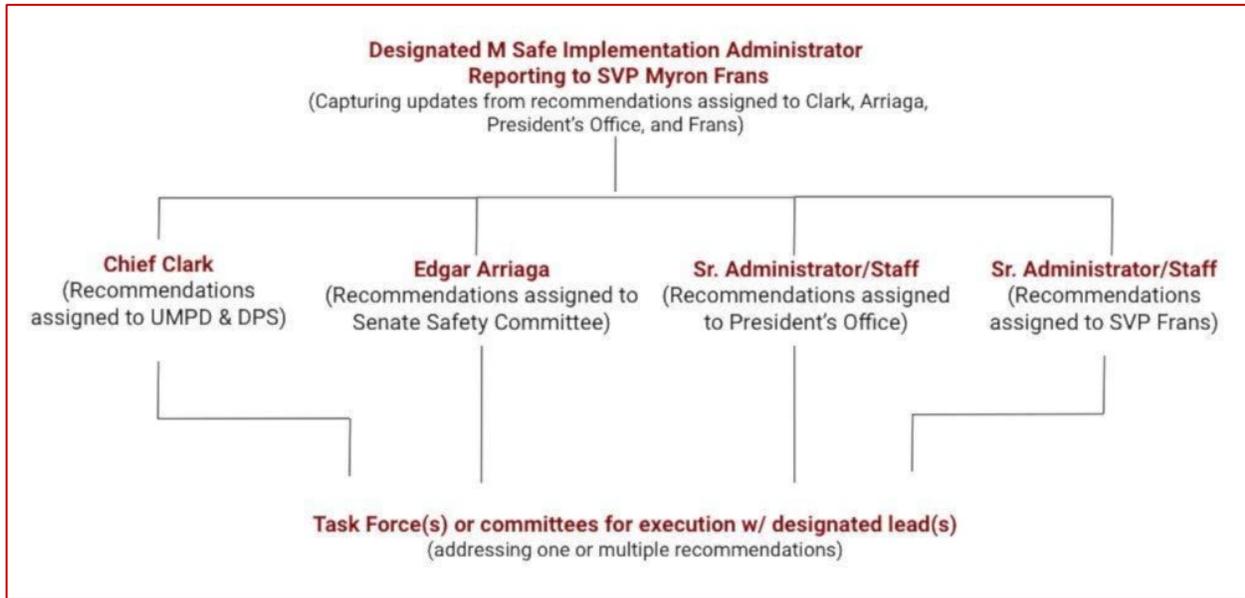
- On the second tier, we recommend a senior leader or administrator who is responsible for the implementation and progress of assigned recommendations. These leaders are the heads of the primary units responsible for implementation:
 - Chief of Police or **UMPD** (Matt Clark)
 - Chair of the **Senate Safety Committee** (Edgar Arriaga)
 - **Office of the President**, a senior administrator
 - **Office of the Senior Vice President for Finance and Operations**, a senior administrator

¹² The MPact 2025 progress card may be a good model: <https://president.umn.edu/progress-card>.

- On the third tier, we recommend the formal establishment of committees and/or task force groups to drive the execution of recommendations, as appropriate.

The scope and depth of particular recommendations may require the support of others for implementation, including leaders, departments, and constituency groups across campus whose insight and/or participation would be needed to move the recommendations forward. It may be helpful to include MSafe committee members in the implementation of recommendations they studied and helped revise.

Commensurate compensation and accommodations for work adjustments should also be considered for this level of investment, particularly if a committee lead is appointed.



Stages of Implementation

Given the various approaches to implementation and the noted expertise within the President's Office, the following stages are presented as a framework reflective of this specific initiative. Intentional communication with the campus community regarding the status and stages of implementation will be critical to overall success.

Endorsement. The endorsement process should be clearly articulated and communicated to the campus community. Addressing the sequence and conditions of endorsement, including community rebuttals, may help to sustain the trust established during the MSafe process. It is recommended that an explanation be provided for unendorsed recommendations. Additionally, an alternative approach to address the underlying concern presented by the unendorsed recommendation should also be presented.

Communication. For increased transparency and accountability regarding the larger report, plans for communication sequencing should be shared widely. For communication regarding the progress of action items, suggestions for communication strategies are presented within the Implementation Plan spreadsheet. The development of a digital tracking system, or a progress card similar to that used with MPact 2025, would be an accessible option.

Execution. Five elements of execution are presented below, with guiding questions for additional consideration by the President’s Office.

Oversight	Delegation	Budget Allocation	Buildout	Assessment
<p>Who will oversee implementation of the 32 recommendations?</p> <p>How will the designated individual or entity manage delegation, integration, processes, and progress?</p> <p>How will progress be tracked and communicated to senior administrators and the broader community?</p>	<p>How will recommendations be delegated and connected to existing campus and/or systemwide initiatives?</p> <p>How will delegation be communicated to the broader community?</p>	<p>What is the anticipated cost of each recommendation?</p> <p>Will new funding, reallocation of funding, and/or changes in processes or policies be required to finance implementation?</p> <p>Will outsourced consulting be required?</p>	<p>Implementation should have three-tiered ownership:</p> <p>1) an implementation administrator providing oversight across all implementation areas and communicating progress to executive leadership;</p> <p>2) the senior leader or administrator responsible for the implementation of assigned recommendations;</p> <p>3) a task-force committee to execute the action items; and if needed, a lead to directly manage the execution and progress</p> <p>Action steps should be reviewed and planned for 3-, 6-, 12-, 18-, or 24-month deliverables, with status updates every 3 months.</p> <p>How will status be communicated across implementation groups and to the broader community?</p>	<p>What does the sunset process entail for recommendations set forth by MSafe?</p> <p>How will recommendations continue to be evaluated?</p> <p>How will recommendations or the values of recommendations be integrated into longstanding efforts?</p> <p>How will impact be determined?</p>

Appendix 1: Committee membership

◆'d individuals also served on the summer team

Committee Leadership

- ◆ Mylene Culbreath, Ph.D. (Co-Chair) Director of Diversity Consulting, Outreach, and Recruitment, Grad School
- ◆ Kathy Quick, Ph.D. (Co-Chair), Associate Professor, Hubert H. Humphrey School of Public Affairs
- ◆ Megan Sweet, B.A., Assistant to the President, President's Office

Additional logistical support for data compilation, file organizing, and scheduling was provided by Angie Pesch (Office Manager in the President's Office) and Jay Anderson (Graduate Research Assistant).

Subcommittee A: UMN Police Department (UMPD) Roles & Responsibilities

- ◆ Katie Eichele, M.S., (Subcommittee Leader), Director, Aurora Center

Terry Beseman, B.A., Finance Manager, UMN Libraries

Sarah Gustafson-Dombeck, M.A., Care Program Director, Office for Student Affairs

Shelby Jacobson, Undergraduate Student, Carlson School of Management; Minnesota Student Association (MSA) representative

Shannon McGoffin, B.S., Operations Manager, Department of Public Services

Michelle Phelps, Ph.D., Associate Professor, College of Liberal Arts

Subcommittee B: Department of Public Safety (DPS) Technology & Equipment

- ◆ Amelious Whyte, Jr., Ph.D., (Subcommittee Leader) Assistant Dean for Diversity, Equity and Inclusion & Public Engagement, College of Liberal Arts

- ◆ Abdulaziz Mohamed, Undergraduate Student, College of Liberal Arts; Minnesota Student Association (MSA) president

Joshua Betts, B.S., Officer, UMN Police Department

Gina Caprella, Associate Administrator, School of Nursing

Jazmin Danielson, M.A., Youth Safety and Compliance Manager, Office of the Executive Vice President and Provost

Sarani Millican, M.S., Law Student and Chair of the Student Senate Consultative Committee

Elizabeth Sumida Huaman, Ph.D., Associate Professor, College of Education and Human Development

Subcommittee C: Understanding the Existing Climate and Quality of Interactions

Noro Andriamanalina, Ph.D., (Subcommittee Leader), Assistant Vice Provost, Graduate Student Initiatives, Graduate School

◆ Paida Chikate, M.A., M.P.P., Doctoral Student, College of Education and Human Development

Bill Doherty, Ph.D., Professor, College of Education and Human Development

Steven Gehrke, MBA, UMN Alumnus and Chair of the Minnesota Greek Alumni Council

Patricia Izek, M.Ed., Equity, Diversity and Inclusion Consultant, Office of Human Resources

Barbara Kappler, Ph.D., Assistant Dean and Director, International Student & Scholar Services

Ashlee Lange, M.S., Sergeant, Community Engagement Division of UMN Police Department

Subcommittee D: Suggested Actions to Enhance Climate and Quality of Interactions

Karmen McQuitty, J.D., (Subcommittee Leader), Attorney, Student Legal Services

◆ Edgar Arriaga, Ph.D., Professor, College of Science and Engineering; Chair, Campus Safety Committee of the University of Minnesota Senate

Mattea Allert, M.S., Ph.D. Student, College of Biological Sciences; Member, Council of Graduate Students

Joseph Alf, B.F.A., Training Program Manager, Department of Public Safety

Rachel Hardeman, Ph.D., Associate Professor, School of Public Health

Mark Jessen, B.A., Director, University of Minnesota Alumni Association Board of Directors

Tony Scott, M.B.A., Academic Advisor, College of Continuing and Professional Studies; President of Black Faculty & Staff Association

Appendix 2: Cross-referencing of Dr. Alexander and MSafe Implementation Committee Reports

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
1.1 Form or adapt an existing platform that reports directly to the President to be responsible for implementation of the recommendations in this report and to serve as a way to reimagine and co-create how the UMN community wants to be policed and what it should be and what it is not, and to get the input from all sectors and affected communities, especially the perspectives of all groups that experience disparate policing outcomes.	This is the purpose of the MSafe committee.	
1.1.1 Develop a campus-wide philosophy of policing/public safety through broad and open input that examines all the options, from restructuring police functions to expanding UMPD to address crime increases.	A: UMPD Roles and Responsibilities	Strategic Direction
1.1.2 Engage the academic and research assets of the UMN campus community to support this effort and to create a community of practice that addresses police reform efforts and the broader efforts of UMN to address systemic racism in all its aspects.	Not discussed by the MSafe Committee.	
1.1.3 Develop a Sanctity of Life standard that ensures that everyone makes it home alive at the end of the day.	B: DPS Technology & Equipment	Strategic Direction
1.2.4 Although UMPD use of force complaints are low, study and adopt examples of best practices like the Camden County Police Department ICAT program and its six use of force principles that reduced citizen complaints against officers. Tactics: slow down, move back, take cover, assess, communicate, find alternative solutions.	MSafe committee as a whole.	
1.1.5 Develop a formal review of options to demilitarize UMPD and eliminate the presence and use of military-grade weapons, vehicles, and other resources.	B: DPS Technology & Equipment	Roles and Responsibilities
1.1.5.1 Address the idea of "unarmed" policing approach and what is the right level of weaponry for use by UMPD that fits the purpose and philosophy of policing for UMN.	B: DPS Technology & Equipment	Roles and Responsibilities
1.1.5.2 Differentiate UMPD from other law enforcement agencies by changing their uniforms.	B: DPS Technology & Equipment	Roles and Responsibilities

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
1.1.6 Conduct a review of UMPD policies and practices through an inclusive, consultative process to reduce risks to all (officers and campus community).	C: Understanding Existing Climate and Quality of Interactions	Reviewing and Reporting Policies and Practices
1.1.7 Increase transparency in UMPD Standard Operating Procedures/General Orders by posting them online. Revised recommendation: Create an accessible document (short, easy to understand, easy to find on web/MyU app) so students are educated on what 'appropriate/standard' police responses are, what they should expect, and their rights in various circumstances.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Strategic Direction; <i>and</i> Immediately Actionable Steps
1.1.8 Conduct a review of current immigration enforcement practices and clarify the role of UMPD with non-citizens on campus based on the new philosophy of policing being developed.	https://z.umn.edu/UMPD_ImmigrationEnforcement	
1.1.8.1 Issue a statement outlining the UMN approach to immigration issues for non-citizens on campus and the approach UMPD will take, and how students, faculty and staff can safely seek support from UMPD as needed.	A: UMPD Roles and Responsibilities	Strategic Direction
1.2 Create a dedicated committee with the responsibility for processing historical trauma related to slavery and colonialism as it relates to the history of UMN and the broader issues of systemic racism.	Not discussed by the MSafe Committee	
1.2.1 Develop and issue an admission of historical trauma and commitment to address systemic racism as an organization (UMN and UMPD/DPS) (see U of Wisconsin Madison example).	See 1.2	
1.3 Address the unique needs of all UMN campus community stakeholders, particularly those reporting particular concerns – such as BIPOC, international students, LGBTQ+, and those with disabilities or mental health conditions – as an intentional part of reimagining policing and strengthening UMN's broader efforts to address institutional and historical racism.	C: Understanding Existing Climate and Quality of Interactions	Strategic Direction
1.3.1 Convene each of the student cultural centers, international students, BIPOC, LGBTQ+, and those with disabilities or mental health conditions and the faculty, staff and groups that advise them to develop a specific set of recommendations for actions by UMPD and UMN to increase their ability to function in a safe and healthy environment.	C: Understanding Existing Climate and Quality of Interactions	Reviewing and Reporting Policies and Practices; <i>and</i> Immediately Actionable Steps

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
1.3.2 Present the recommendations to the formal body designated to implement the recommendations of this report to the President. Include progress on adoption of approved recommendations in a report to the President on a quarterly basis.	Function of MSafe Committee report, delivered by co-chairs to President Gabel, SVP Frans, Chief Clark and Dr. Edgar Arriaga	
2.1 Establish a code of behavior/philosophy of policing, using the internal and external procedural justice principles of fairness, voice, transparency and impartiality, that emphasizes sanctity of life and the difference between a philosophy of deterrence and compliance vs. procedurally just policing, which is a shared commitment to a law-abiding community.	Not discussed by the MSafe Committee	
2.1.1 UMPD should fully train, implement, supervise and measure procedural justice practices and their impact on the quality and fairness of office interactions with the UMN campus community, especially for those populations with higher risk of negative interactions in the past.	Not discussed by the MSafe Committee	
2.1.1.1 Implement a practice that every officer provides a card with contact information by which a community member can provide immediate feedback on officer behavior.	Not discussed by the MSafe Committee	
2.1.2 Conduct a review of UMPD stops, arrests and complaints to assess the equity, or differences in, the impact and outcome of UMPD policing practices in order to identify areas for increased alignment with the philosophy of policing.	C: Understanding Existing Climate and Quality of Interactions	Strategic Direction
2.1.3 Study and implement an Active Bystanders for Law Enforcement ("ABLE") initiative to help police officers stop unnecessary harmful behavior by fellow officers, for use by UMPD and to offer as a training resource to other law enforcement agencies in Minnesota.	Not discussed by the MSafe Committee	Roles and Responsibilities
3.1 The President of UMN should work directly with the mayors of Minneapolis and St. Paul to clearly establish the roles and responsibilities for policing the neighborhoods that are contiguous to UMN campuses and facilities and the role of UMPD in responding to calls for service there.	A: UMPD Roles and Responsibilities	Roles and Responsibilities
3.1.1 Include Metro Transit and other contiguous police agencies in the discussion.	See 3.1	
3.1.2 Develop a formal operating memorandum of understanding that clarifies if and when UMPD officers are to respond to incidents off campus and under what parameters.	A: UMPD Roles and Responsibilities	Roles and Responsibilities; <i>and</i> Immediately Actionable Steps

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
3.1.3 UMPD should use the same on-campus policing style when policing adjacent campus neighborhoods [as defined by the Clery Act], i.e., bike patrols, walking beats, etc.	See 3.1	
3.1.4 Coordinate crime prevention and problem-solving efforts with Minneapolis Police Department and St. Paul Police Department in surrounding neighborhoods.	A: UMPD Roles and Responsibilities	Roles and Responsibilities
3.2 As part of revising the role of UMPD on the UMN campus, take a holistic systems approach to defining the roles for UMPD and ways to better link with and integrate more appropriate responses to social issues such as mental health, welfare checks, domestic violence, sexual assaults, disabilities and homeless situations through an integrated Community Safety or Community Response Team.	A: UMPD Roles and Responsibilities	Roles and Responsibilities
3.2.1 Establish a study group under the newly charged body to take on the implementation of these recommendations to research, design and recommend a Community Response Team approach that integrates all available resources for student services, mental health, substance abuse, mediation, and other services.	See 3.2	
3.2.2 Design a strategy using existing resources to test new ways to divert dispatch and 911 calls to more appropriate responders, building on the Behavioral Consultation Team approach already in place.	See 3.2	
3.2.3 Launch a multijurisdictional teaming approach with policies, procedures, training, monitoring and evaluation measures, and leadership support.	See 3.2	
3.2.4 Require emergency contact information for all students, staff and faculty to improve alternative responses to calls for service and welfare checks.	See 3.2	
3.3 Complete an analysis and review of UMPD staffing needs to address the revised levels of programming and response to crime on campus as the community safety response team is being designed and implemented.	As of the launch of MSafe, a decision had been made to hire additional officers.	See page 3 of report.
3.3.1 Address the request for additional officers from UMPD based on the redesign of the policing philosophy, tactics, policies and practices.	See 3.3	Strategic Direction; <i>and</i> Immediately Actionable Steps
3.3.2 Develop a formal operating memorandum of understanding that clarifies if and when UMPD officers are to respond to incidents off campus and under what parameters.	See 3.3	

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
3.4 Align hiring practices and diversity recruitment strategies to fit the revised policing model and newly clarified roles and responsibilities of UMPD officers and staff.	A: UMPD Roles and Responsibilities	Roles and Responsibilities
3.4.1 Include UMN campus community representatives in the design of the [UMPD] hiring criteria and in the selection process for new hires.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Roles and Responsibilities; <i>and</i> Immediately Actionable Steps
3.4.2 Require newly hired officers to intern with different student groups as part of their onboarding probationary period.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Reviewing and Reporting Policies and Practices; ; <i>and</i> Immediately Actionable Steps
3.4.3 Ensure that the field training office program (FTO) is realigned to match the renewed philosophy of policing for UMPD.	A: UMPD Roles and Responsibilities	Roles and Responsibilities
4.1 Develop scenario-based training events that involve UMPD and students/faculty/staff that highlight the challenges and experiences on both sides to improve the culture and practice of policing and behavior on campus and in surrounding neighborhoods.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Not recommended for implementation. See Subcommittee D report.
4.1.1 Use examples shared by the UMN campus community about ways they don't want to be policed for joint scenario-based tabletop exercises between UMPD and the UMN campus community.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Not recommended for implementation based on Subcommittee D report.
4.2 Engage students, staff, and faculty in regular UMPD scenario-based training exercises as part of existing training modules or newly developed trainings for UMPD.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Not recommended for implementation. See Subcommittee D report.
4.3 Increase transparency in training by sharing the core components of each training module received by UMPD online, where it doesn't violate the safety of officers.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Roles and Responsibilities; <i>and</i> Reviewing and Reporting Policies and Practices

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
4.4 Add trauma-informed care to training requirements and sensitize officers to understand how their behavior creates trauma or exacerbates or triggers past trauma and how to police in more healthy ways.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Roles and Responsibilities
5.1 Assess the perceptions and experiences of all UMN campus community members of UMPD interactions – particularly international students, undocumented students, BIPOC, LGBTQ, mental health and disabled populations – to monitor areas for improvement.	See 1.3	
5.1.1 Identify and document better ways to measure the experiences of all campus community members and provide quarterly reports to the new oversight body responsible for implementing the recommendations of this report.	See 1.3	
5.2 Officers provide their cards to everyone they interact with to provide feedback on how the interaction went with a system that tracks, monitors, analyzes and corrects behavior.	See 2.1.1.1	
5.3 Conduct a periodic audit of police performance to monitor disparate policing outcomes and the nature of police community interactions.	D: Suggested Actions to Enhance Climate and Quality of Interactions	Reviewing and Reporting Policies and Practices
5.4 Create a regular forum where students, staff and faculty can process negative and positive experiences with the Department of Public Safety generally and UMPD specifically. Use these forums as a way to identify areas for problem solving and proactive response by the University and DPS.	Not discussed by the MSafe Committee.	
6.1 Demilitarize the UMPD, eliminate all military-grade weapons, vehicles, ammunition, and tear gas, except under certain conditions that will be determined through this review process. - Recommendation Redundancy, See 1.1.5	B: DPS Technology & Equipment	
6.2 Expand the Blue Phone system and video monitoring to increase safety while reducing the UMPD presence and footprint.	B: DPS Technology & Equipment	Roles and Responsibilities; <i>and</i> Immediately Actionable Steps
6.3 Deploy the use of body cameras to increase accountability, provide documentation of events, and identify areas for corrective training for officers.	B: DPS Technology & Equipment	
6.4 Use ID center/help desks instead of security to manage building access and eliminate the risk of disparate treatment.	B: DPS Technology & Equipment	Roles and Responsibilities; <i>and</i> Immediately Actionable Steps

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
6.5 Conduct lighting review and Crime Prevention Through Environmental Design (CPTED) assessment of UMN campus locations and contiguous neighborhoods to help reduce crime.	B: DPS Technology & Equipment	Reviewing and Reporting Policies and Practices
6.6 Ensure officers have less lethal alternatives and are trained to use them.	B: DPS Technology & Equipment	Roles and Responsibilities
6.7 Implement a safety app that can act as a "virtual escort."	B: DPS Technology & Equipment	Roles and Responsibilities; <i>and</i> Immediately Actionable Steps
6.8 Consider testing new apps that allow the voluntary sharing of personal information by students with special needs, disabilities, mental health conditions, or other situations that would be improved by the police responding to calls that involve them with the correct information about their conditions or situations, including emergency contacts.	B: DPS Technology & Equipment	Roles and Responsibilities; <i>and</i> Immediately Actionable Steps
7.1 Conduct a review of the UMPD complaint process to determine if it needs to be more accessible, transparent, and productive, to identify ways to hold individual officers accountable and improve the UMPD overall performance through changes to policy and practice.	C: Understanding Existing Climate and Quality of Interactions	Reviewing and Reporting Policies and Practices
7.2 Form a study group as part of Pillar 1A to review the current accountability structures for UMPD and Department of Public Safety (DPS) and recommend alternatives for greater accountability and transparency in addressing UMN campus community complaints and concerns.	C: Understanding Existing Climate and Quality of Interactions	Reviewing and Reporting Policies and Practices
7.3 Develop a Critical Incident Review process similar to Sentinel Event Reviews (SERs) conducted in transportation and medicine to identify systemic issues that need to be corrected to prevent similar future incidents.	Not discussed by the MSafe Committee.	
7.3.1 Conduct critical incident (SER) reviews to learn from critical events such as Somal Night 2018 to identify and address systemic barriers in order to improve policing outcomes, prevent similar situations, and improve community alignment.	Not discussed by the MSafe Committee.	
8.1 Develop a working group to engage assets within the UMN system to rethink criminal justice training and education, and other areas, to identify ways to reduce and eliminate institutional/systemic racism in areas such as health, education, housing, employment, etc.	Not discussed by the MSafe Committee.	

Dr. Alexander's recommendation	MSafe Subcommittee	Implementation Plan component
8.2 Use the UMN criminal justice-related programs and minority and indigenous diversity groups to identify and promote evidence-based best practices in police reform and broader community involvement.	Not discussed by the MSafe Committee.	
8.3 Participate in national forums or associations to promote higher education reforms in policing on campuses.	Not discussed by the MSafe Committee.	

Appendix 3: Safety scenarios for design thinking exercise

The following is the compilation of ideas gathered during a design thinking exercise by members of the MSafe Implementation Committee during the opening retreat of the committee, held September 14, 2021.

Calling the police for non-crime related incidents

Scenario: An inebriated community member is trying to get on his bike on campus and is falling off. A faculty member observes the situation and calls 911 to try to help the person not get hurt. A dispatcher takes the call and two UMPD officers arrive and start interacting with the person, and then the faculty member leaves for their class.

Brainstormed ideas of ways in which safety could be improved in this situation:

- Create a true “non-emergency” phone number and response team to respond to non-crime issues
- Create bystander training (when to call the police vs. when not to)
- Create training for community members on what they should do in situations like this (as a protestor, as a bystander)
- Consistent response (sporting riot vs social justice protests)
- What are police there for? Are they there to protect people or property?
- Security officers respond vs police
- More options for dispatch to refer to calls to (e.g., more civilian Community Engagement “Ambassadors” present 24/7 (similar to pt. 3), mobile behavioral health crisis teams, etc.
- Educate campus community about Campus Police and types of cases
- A “day in the life,” going around campus with a UMPD officer
- Increasing marketing and discussions of what Campus DPS does, and the resources that are available to those who call for assistance.

Encountering UMPD at a protest

Scenario: It’s a home game day at the football stadium. A large group of protesters is gathered in the vicinity of the Stadium Village light rail station. UMPD officers are present on the periphery of the protest and at the entrances to the stadium. (You may be on your way to the game, participating in the protest, part of the Department of Public Safety, or simply trying to pass through the intersection to get somewhere else.)

Brainstormed ideas of ways in which safety could be improved in this situation:

- Police should not be in military gear or military-looking gear
- UMN/UMPD create transparent guidelines re: when they declare an unlawful assembly
- Do NOT or have a limited presence at the football game.
- Education for protesters and press re: safety at protests
- Protect people and not property!!!!!!!!!!!!!!!!!!!!!!
- UMPD creates a transparent body-worn camera policy and protest response policy.
- UMN creates an oversight board that is student centered to review misconduct allegations, create a misconduct review process and make it transparent.
- Provide avenues and opportunities for groups to be heard in a meaningful way.
- UMN leadership being present at protests to talk with protesters.

- Can Chief Clark speak about the values and position of UMPD to students more?
- Increasing marketing and discussions of what Campus DPS does, and the resources that are available to those who call for assistance.

Encountering UMPD on campus

Scenario: You head into a campus building to go to your office, class, or appointment. As you enter the building, you notice two uniformed officers walking through the atrium of the building. You have not observed this before and are not sure what is going on and what you should do.

Brainstormed ideas of ways in which safety could be improved in this situation:

- Install a color code light system or phone notification for situation awareness [i.e., green=condition normal, yellow= remain alert, red=incident in progress
- Calling PSECC for a situation awareness update, but have more civilian operators
- Contact cards – who to call in different situations
- Getting to know the police – a “neighborhood” police person
- Social work/mental health expertise in dispatch, communicating directly with UMPD
- More communication about what UMPD does well
- Ongoing scenario discussions with campus community, making this process systemic

Encountering UMPD officers who are out on patrol

Scenario: It is dark outside when you leave the Recreation and Wellness Center. You are contemplating whether or not to walk to your home in the Marcy Holmes neighborhood when you notice some UMPD officers patrolling on University Avenue.

Brainstormed ideas of ways in which safety could be improved in this situation:

- More lighting in the area
- More foot patrols/volunteers
- Walk buddy stations/safe, well-lit areas
- Student volunteers-safety advocates
- Is there a way to increase awareness of why the police might be patrolling the neighborhood
- Can we increase the timeliness of security updates for members of the campus community (ex. Citizen app)
- Increase messaging at the Rec about the Safe Walk service, Gopher Chauffeur, Rave App, etc. (signage, announcements at closing, etc.)

Participating in community-UMPD joint training on community safety

Scenario: Concerns have been raised about the ways in which law enforcement in the United States interacts with a community or group of people with whom you have some affinity. To try to improve these interactions or head off problems on the UMN campus, Dr. Alexander has suggested that UMPD and community members come together for some shared workshopping of ways to improve relationships. You are invited to attend one of these workshops.

Brainstormed ideas of ways in which safety could be improved through this situation:

- Perhaps more positive informal interactions instead of workshops? Build informality into workshop. Involvement at homecoming? More walking the “beat” instead of in cars. Officers in more casual uniforms? Or even unarmed? More “human” aspect.
- Challenges: Students might be hesitant to participate; it is hard to build positive personal ties when students cycle in and out. How to reach more students? (Possibly reaching out to other departments to create relationships with younger students before college)
- Bill Doherty has expertise leading small workshops between police and non-police Black men. Benefits can extend out to participants’ networks.
- Balance power between police and community members in the workshop/forum + involve the same officers who will be responding to calls on campus → use to change culture in the department, not just put on a “friendlier” face of the department or explain what police do to a friendly audience. Can’t be a superficial PR exercise. But: culture is really hard to change! Police are very defensive re: critiques.
- Build on “trust and reconciliation” model: police/LE come into engagement prepared to acknowledge historical and contemporary problems in terms of both UMPD and policing in the U.S. more broadly (<https://trustandjustice.org/resources/intervention/reconciliation>).
- Discussion point: how much to differentiate UMPD from other depts? Police depts are unique, both also all carry risk/threat of lethal violence. And unjustified police violence anywhere is traumatic.

Appendix 4: Subcommittee B Membership

Amelious Whyte brings more than 30 years of experience working at the University in various administrative offices, including the Office for Student Affairs and the Office of the Board of Regents, as well as many years of experience working with UMPD in various capacities, including serving on selection committees, partnering to enhance campus safety, and participating in emergency planning exercises. Amelious is also an African American male who in addition to being concerned about his own safety and that of students, staff and faculty who he knows at the U, is also concerned about the safety of friends who work in law enforcement at the University and other jurisdictions in the Twin Cities.

Joshua Betts is a licensed police officer in the State of Minnesota and has been employed as such with the University of Minnesota at the Twin Cities Campus for 24+ years. He has been assigned to several roles/divisions and specialty teams in the Twin Cities, including Patrol Officer, Field Training Officer, Community Investigator, Motorcycle Officer, Traveling Athletics Officer Liaison, Beat Officer Program, Community Engagement Team (CET), Support Services (Fleet, Property, and Evidence), The Minnesota Crisis Intervention Team (CIT), East Metro SWAT (Crisis Negotiator), Ramsey County SWAT (Crisis Negotiator), and Association of Threat Assessment Professionals (ATAP) Member. His focus has been the safety and welfare of all students, staff, guests, and community members of the University of Minnesota. His relationships and ability to balance the needs of his profession and the needs of public safety are why he volunteered for the MSafe Committee. He embraces transparency but does not wish to add more layers to the already established system.

Gina Caprella has been a University of Minnesota staff member for 17+ years, having served in both bargaining unit and civil service positions. She uses the institutional knowledge gained over those years to assist her colleagues on a daily basis. Her concerns center on students and how they perceive safety on campus. She has a daughter on the Twin Cities campus and sometimes fears for her safety. She wants the University of Minnesota community to feel safe.

Jazmin Danielson serves as the Youth Safety and Compliance Manager for the University of Minnesota. Her role supports over 250 program leaders across our systemwide campuses who engage with minors via a sponsored University of Minnesota program, activity, event or camp (250K youth annually). Jazmin's background is stemmed in youth development, high-quality learning experiences for under-resourced youth, and promoting equity.

Abdulaziz Mohamed is the first Somali-American Undergraduate Student Body President at the University of Minnesota Twin Cities, representing over 35,000 undergraduate students. He previously served as the Project Assistant to the Gopher Equity Project, a set of Diversity, Equity, and Inclusion modules, as well as facilitated discussion sessions launched by the University to create a better campus climate.

Sarani Rangarajan Millican is an immigrant, and a non-traditional law student. Her legal interests include the impacts of technology on civil liberties and human rights. She is a certified privacy professional (CIPP-US), works for the Human Rights Litigation and International Legal Advocacy clinic, and serves in student governance. Before law school, Sarani was a scientist, journalist, and communicator.

Elizabeth Sumida Huaman is an educational researcher who works on the relationship between Indigenous lands and educational design at the K-higher education levels. Her contributions to this initiative and committee are linked with how notions of community intersect with inter-epistemic justice and human rights, and how education leads to understanding and building collective practices of community harmony.

Appendix 5: Navigation guide for Implementation Plan table

→ Please go to https://z.umn.edu/MSafe_Implementation_Plan for a table listing the prioritization of recommendations. ←

Recommendations are listed in priority order, across three focal areas: 1) Strategic Direction, 2) Roles and Responsibilities, and 3) Accountability and Communication Policies and Practices. The fourth tab lists Immediately Actionable Steps, which are recommendations ranked at high priority and achievable within six months. The following provides an explanation of each column on the [MSafe Implementation Plan](https://z.umn.edu/MSafe_Implementation_Plan).

Column A, Recommendation. States the recommendation for implementation, preceded by a numerical reference to the recommendation number from Dr. Alexander's report. Most recommendations are presented without revision. Notation is made if the recommendation has been revised, or if the action is under way. "Action underway" notates those selected for implementation before or during the convening of the MSafe Committee. In some instances, co-chair notes have been added for additional context.

Column B, Priority Level. Indicates a designated priority level to guide implementation and sequencing. High priority denotes a recommendation important to begin addressing immediately and identified as achievable within the next 12 months. Medium priority denotes a recommendation deemed worthy of considerable attention, but that can be sequenced after more pressing priorities. Medium priority can also indicate a recommendation being contingent upon another. A recommendation ranked as low priority is worthy of consideration yet lacks urgency for immediate consideration. Medium and low priority are identified as being achievable within the next two years. Given the number of recommendations rated as high priority, an additional time delimiter was added to assist with sequencing. Thus, high priority items that are also achievable within six months are identified as Immediately Actionable Steps. A notation is made if recommendations inform, relate to, or are contingent upon others.

Column C, Action Items. Previously labeled Milestone(s)/Target Metric(s), renamed for clarity. Column C provides specific actions to operationalize the implementation of the stated recommendation. In some instances, metrics are provided to measure the success of the implementation.

Column D, Mid 2022 Goal. Indicates the level of expected progress to be accomplished by the middle of 2022. Given the number of recommendations, this column may need to be revised, but not to the extent of exclusion or prolonged delay. Priority level and sequencing of other recommendations should be taken into consideration when determining this milestone.

Column E, End of 2023. Indicates the level of expected progress to be accomplished by the end of 2023. In some instances, recommendations address both operational and strategic challenges that would have to be addressed over time, in sequence. With that, Column E articulates expected progress over the next two years.

Column F, Communications Strategy. Provides intentional approaches to communicating action items to the community, keeping accessibility of content, mediums of communication, and timeliness top of mind.

Column G, Administrative Lead & Key Partners. Previously labeled Leadership Point Person(s), renamed for clarity. Column G addresses the need for ownership and accountability in the advancement of this effort. An administrative lead is a senior leader who provides oversight and communicates progress to executive

leadership. Key partners are leaders, departments, and constituency groups across campus whose insight and/or participation would be needed to move the recommendation forward.

Column H, Leadership Oversight. Previously labeled Key Partners, renamed due to reformatting. As communicated by the President's Office, all recommendations would be positioned under the purview of 1) the President's Office, 2) SVP Myron Frans, 3) Chief Matt Clark, or 4) the Senate Safety Committee.

Column I, Additional Notes from UMPD. Conveys status updates and additional insight shared by members of UMPD and DPS.

Column J, MPACT 2025 Alignment. Indicates recommendation alignment with specific commitments from the University of Minnesota's Systemwide Strategic Plan, MPACT 2025.