

# CAMPUS SAFETY IN THE 21<sup>ST</sup> CENTURY

**Adrian Garcia**

A capstone project to fulfill the requirements for the degree of Master of Arts in Policy Studies

School of Interdisciplinary Arts and Sciences

University of Washington, Bothell

Advisor: Shuana Elbers Carlisle, Ph.D.

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## **Abstract**

This needs assessment as my capstone project serves a dual purpose, fulfilling graduation requirements for the Master of Arts in Policies Studies program, and gathering useful information for the 2022 Campus Safety Task Force to get a temperature on how students, staff, faculty and administration feel about how the current campus safety model is serving all of us, and what improvements could be made that would substantially improve the feeling of safety while on campus. With a campus that serves a large population of people of color, campus leadership must make sure everyone feels safe while working or attending classes and if they are not, we must immediately address what could be done to improve these feelings. After conducting a month-long survey, the University of Washington, Bothell (UWB) and Cascadia College communities were able to share their opinions, wants, and needs from these institutions. Both quantitative and qualitative data will be useful in determining next steps that UWB Chancellor Esterberg and Cascadia College President Murray will be making in the coming months to years for their new vision of truly reimagining campus safety for all.

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# Chapter 1

## Purpose of the Study

Campus safety is tasked with protecting students, staff, faculty, and property. For larger institutions, it is most common for them to have dedicated police departments to handle calls for large areas, and dense populations which they serve. For smaller branch campuses like the University of Washington, Bothell (UWB), which is shared with Cascadia College, unarmed campus safety security officers are used. In order to have some armed police presence in case of an emergency (none of which have yet to occur), the University has entered into an interlocal agreement with the City of Bothell's Police Department to have a sworn officer on duty 10 hours a day, Monday through Thursday. This officer is called a Store Front Officer (SFO) and is paid by the University directly to the City. However, concerns were raised by students, staff, and faculty, and mostly those of color, over what is perceived as a lack of need and uneasy feelings about the presence of this armed officer on campus. Since 2017, the campus has contracted with the City of Bothell for this service. These concerns were expressed even before the killing of George Floyd, as there were instances of the discussion around the time of my graduation in 2019. In October 2021, the SFO contract was renewed once more just as Chancellor Esterberg took over (on October 1<sup>st</sup>) for Chancellor Wolf Yeigh. The police contract cost has steadily increased, going from [\\$185,131.08 in 2019, to \\$186,082.98 in 2020](#). (City of Bothell, 2019)

After the 2020 killing of George Floyd, there was the begging of a fundamental societal shift when the blatant disregard by police for the life of a Black man was put on full display through video recordings; the world watched, the jury delivered their verdict, and the police officer has been sentenced to prison. From that point, opinions about traditional policing have become especially contentious. With increased awareness, the broader community is beginning

to no longer sit idle and let issues continually be swept under the rug, but rather to question the status quo and demand something better. In mutual aid programs in local cities, it is often said, “police do not keep us safe – we keep each other safe.” With such diverse backgrounds on our campus, and with police misconduct and excessive force now exposed to the world through viral videos, discomfort with police presence on campus is at an all-time high and our campus community is expecting an adequate response from university leadership to address this issue.

The University should not boast that it is a safe, inclusive, and welcoming institution as it does outreach and recruitment (not to mention highlighting people of color with photos of them prominent in marketing materials), while simultaneously not listening to these individuals’ concerns. Instead of paying close to \$200,000.00 annually for a police officer to drive around campus in circles, we can use these funds to foster a community safety model that focuses on mental health support, de-escalation, and threat preparation and prevention. Additionally, the UWB/Cascadia campus is in a perfect position to try this new model as they are located merely two minutes away from the Bothell Police Department, who could still respond in the case of an emergency. Even with our current safety model of having an armed officer, it is most likely that training procedures would have them wait for backup before engaging with someone like an active shooter in the first place as has been seen in countless other mass-shooting scenarios around the U.S.

Not only is UWB and Cascadia looking at our current safety model, UW Seattle is also tackling this issue as it increasingly becomes a question of ethics and morals. However, it must be noted that not everyone considers police on campus an ‘issue.’ For folks who have had positive interactions with police, or even for international students who see American news outlets talk about a new mass shooting on a weekly basis, it seems obvious there would be some

kind of presence or force for added protection. However, the new battle for a community safety model is deciding not if, but when. For vulnerable communities such as BIPOC, neurodivergent individuals, or those who identify as LGBTQ+, they are often wary of police and can find themselves being treated as a target or more harshly than their white counterparts. UW Seattle, with a student population of over 47,000, has only armed police to deal with every call on the campus. This means when they have a disruptive student or someone who may be having a mental health crisis, there is only one response to deal with this: armed responders not trained in dealing with delicate and complex mental health related scenarios. Their safety model is similar to most other large universities, which is to have their own university police department manage the order of peace of their community on campus.

The purpose of this study is to conduct a campus-wide survey on campus safety across the dual intuitions of the University of Washington, Bothell (UWB) and Cascadia College in order to gather insights on how our small, but growing community feels about our safety model and if they believe we could improve it with a new model, or if they feel that what we have is sufficient. For background, UWB is a public university that is a branch campus to the main University of Washington, Seattle. UWB is primarily used to attain a bachelor's degree, but also offers 15 graduate level programs. The university shares a campus with Cascadia College, a public community college where students typically attend the first two years doing general pre-requisite classes before transferring to a four-year college.

Additionally, this study will look at best practices regarding campus safety that truly keep the students, staff, and faculty safe that do not require an armed officer to surveil the campus. With the Bothell Police Department 1.2 miles away if needed, we are presented with an amazing opportunity to create change and show solidarity with communities of color and other vulnerable

communities and demonstrate that their voices and concerns are being listened to through direct action. The research objective(s) at hand are to understand if everyone feels safe while on campus, especially amongst armed police officers? And if not, what would make you feel safer? An alternate objective of further understanding is around African American students, staff, faculty, and administration officials, and whether they feel significantly different from their white counterparts on police presence on campus. Perceptions of police have certainly changed over the years and the broader question has become whom do the police protect? And do police belong on campus amongst the historically vulnerable populations that the university serves?

Overall, this cross-sectional design strategy will take the survey responses to present a cohesive narrative on institutional changes that are demanded by the stakeholders of the dual campus, with incorporation of literature and statistical analysis. This type of design is well suited for exploring differences between each group on campus. Through these modes of analysis, the Campus Safety Task Force will present a report to the Chancellor of UWB and President of Cascadia College as a base for their discretionary planning to implement change through a brand-new safety model that could be revolutionary, if they see fit. The recent trend for universities over the last 50+ years has been to enlarge campus police departments, but now even the University of Washington, Seattle campus is looking to alternative methods of safety and may follow the trend of what we do here at UWB if successful.

## Chapter 2

### Literature Review

#### True Safety in Higher Education

What is important to stakeholders on our campus is safety, equity, and access to readily available mental health services. When considering what crimes could be committed on a school campus, many think of two in particular: sexual assault and hate crimes. According to the National Center for Education Statistics, in 2018, there were 28,500 reported criminal incidents associated with a person or property on campuses. This was actually a 2% decrease from the previous year's total of 29,100. For reported sexual assault related crimes, there were 12,300 reported offenses in 2018, or 43% of reported criminal instances on campuses ([Irwin, 2021](#)). When it comes to diversity, some may think this causes racial tensions and a melting pot that is destined to overflow and create issues. However, this is simply not the case. In her paper, *Hate Crimes on Campus: Racial/Ethnic Diversity and Campus Safety*, Rebecca Stotzer writes about institutions like the UWB who prioritize minority enrollment, and how theories can be believed regarding the racial tension that must come from this situation. Considering this, Stotzer determined that schools that are successful at recruiting diverse populations, and especially Black and Latino students, will often report fewer hate crimes on campus ([Stotzer, 2011](#)). When it comes to other serious crimes such as robberies or aggravated assault, these were at lower levels of 3% and 8% respectively ([Criminal Incidents in Postsecondary Institutions, 2021](#)).

In connection to UWB, we see similar crime statistics through an analysis of [the 2018-2022 Campus Safety Log](#), with 35% of safety calls falling under the category of "General Inquiry" where students, staff or faculty needed assistance in answering a question, or where some other low-priority tasks needed to be conducted such as unlocking doors. The second my

common type of call is “First-Aid” at 11%. It is only at this point that we finally get to something one would think would be the main call a campus safety office would answer, categorized as “Suspicious Circumstances” at 10%. This illustrates what campus safety security and police already say – campuses are considerably safe considering they are areas of large, closely interacting populations which can create questionable circumstances, and that the danger they see often comes from those outside the campus coming in. Additionally, Nick Johnson of Homesnacks.com compiled data from the United States Department of Education Campus Safety and Security which actually shows the UWB/Cascadia College campus to be the safest in Washington when comparing number of crimes committed on campus. (Sloan, 1992. p. 101; Johnson & Kolmar, 2020). For some, this could raise the question of whether the price tag of an armed officer is justified with the lack of criminality on the campus. The Campus Safety Office, which serves Cascadia and UWB students, staff, faculty, and administration is comprised of 12 unarmed security officers (a minimum of one, but ideally two security officers available on campus every day), a Campus Safety Director, an Assistant Campus Safety Director, a security Sergeant, an Emergency Preparedness Manager, and an Environmental Health and Safety Manager. There are also front desk personnel and someone always available for dispatching calls over the radio. This office comes with a price tag of around 1.7 million dollars a year which covers operations, the City of Bothell police contract, personnel, benefits, salary, equipment, training and more.

In the promised land of academia, higher education becomes a revolutionary place where the brightest minds come together and create a synergy of innovation, inclusivity and advancement that may go beyond our lifetime. While the traditional college campus is like a mini-city, when thinking of a university the general picture painted is not a city that is disorderly,

disorganized, and crime-ridden. For so long, we have been used to having the police keep the order. With a traditional college campus, they usually include campus safety officers, or in most cases, their own campus Police Department. This was not common practice prior to the 1960s. With increased student unrest in the form of protest demonstrations, universities faced the task of maintaining order. Through this, there was a transition from campus safety moving from mere general observers to fully deputized and gun-wearing officers in the 60s and 70s ([Sloan, 1992](#)).

In order to assess campus safety models and best practices within our institution, UWB Chancellor Esterberg and President Murray created assembled the Campus Safety Task Force with a primary directive to, “gather and study national best policies and practices in campus safety, with emphasis on institutions whose demographics are similar to our own and whose systems of governance and legal frameworks and provisions are also comparable. You will not be expected to consider budget models or funding sources, but we do expect you to highlight promising practices to consider. As you conduct your discussions, please consider the safety needs of our current commuter campus and anticipate issues, services and challenges we may need to consider when the new residence halls are completed in 2024.” ([Esterberg & Murray, 2021](#)) The Campus Safety Task Force is comprised of Associated Students of the University of Washington Bothell (ASUWB) President James Archer, Cascadia student Tamara Wood, UWB faculty member Shauna Carlisle, Cascadia faculty member Chris Gildow, UWB administrator Emily Christian and Cascadia’s administrator Erin Blakeney. I was later added to assist in survey implementation and analysis to reinforce the task force’s suggestions on the future campus safety model and all its possibilities.

With the University of Washington, Bothell, they offer a smaller, more intimate version of one of the leading research institutes in the United States, the University of Washington

Seattle campus. In fact, the number one school enrolled in at UWB is the School of Science, Technology, Engineering, and Mathematics (STEM) comprised of 29% of the entire student population. A dual campus shared with Cascadia Community College, the UWB gets many of its additional enrollment through transfers (between 1200-1500/year). With a total enrollment of 6,326 students in the 2020-21 school year, most students are undergraduates (5,664) and 28% of students were in a first year and pre-major program (uwb.edu, 2020). Founded in 1994, Cascadia College has a total enrollment of around 4,890 students annually with an average class size of 25 students. Some of their highest enrolled programs are in Integrated Studies, Business, Science and Pre-Nursing. The average age of those enrolled is 21 years old, some of the youngest in the state, and a high percentage (72%) plan on transferring to a 4-year program. In sharing the same campus, Cascadia transfers students to the UW system at one of the highest percentages out of all other community colleges in Washington ([Cascadia.edu](https://www.cascadia.edu), 2022).

In the pursuit of equity, inclusion and belonging, the UWB strives to attract intelligent, curious, and driven students from all races, ethnicities, religions, and more. In order to listen to the needs of students, and through intense pressure put on by the UWB community as a whole, campus leadership created a safe space for collaboration and community building through the implementation of a Diversity Center. However, the enrollment demographics do not reflect a widely diverse campus as White enrollment is 35% of the population, with Asian following at 32%, and dwindling numbers for the Latinx (10%) and Black (7%) communities. Even more shocking, Native American enrollment is at less than 1% while UWB is located on Duwamish land. 41% of students are first-generation students. The university emphasizes their commitment to the support of diverse communities as explained in their mission statement adding they strive to, “Build an inclusive and supportive community of learning and incorporate multicultural

content and diverse perspectives on ethnic and racial groups, gender, sexual orientation, social class, and special needs.” ([University of Washington - Mission and Vision, 2002](#))

In the quest for holistic safety, students continue to share their concerns for campus safety. In 2021, Cascadia College President Eric Murray and then Chancellor Bjong Wolf Yeigh tasked an [Advisory Council on Campus Safety \(ACCS\)](#) to listen to the concerns of students through listening sessions and conducting a survey; the survey quantitatively said students prefer armed police presence through a Campus Resource Officer (CRO) on campus at the highest rate, while simultaneously reporting that the majority of respondents said they did not feel safe around armed police patrolling the campus. For this reason, the Council advised University leadership to temporarily keep the City of Bothell contract ongoing and retain the CRO (Murray & Yeigh, 2021). While there were limitations to the survey that were unsatisfactory to many, especially to students, staff, and faculty of color on campus, they did find that students wanted the implantation of a safety oversight committee, a search into alternative methods of safety and policing, and finally to highlight concerns of the contract payout amount to the armed officer that many felt unfit to current standards of true equitable safety on campus.

### **Equitably Filling the Gaps in Safety**

In 2021, major protests broke out across the world bringing police accountability to the forefront of conversations and questioning traditional policing methods. ‘Defund the police’ became a major point of contention in communities and eventually into high-level politics. However, many police officers believe they are overworked and underqualified to handle complex, multi-racial and multi-faceted calls, especially mental health related calls ([Vermeer, et. al, 2020](#), [Morabito, et. al, 2018](#), [Lane, 2017](#)). This is where the conversation of alternative methods to traditional policing comes in. While we can question if police belong in our

communities at all, we must create alternative models of safety that are equitable in the interim to reduce police to citizen contact as much as possible. This can be the difference between life and death in many circumstances. Police are often in a state of protection and hyper-focused on eliminating threats and have a hard time switching to compassion, de-escalation and assisting in non-life-threatening situations that do not need to be handled with force or arrests. For this reason, many officers share the concern for the need for additional support such as professionals who can handle these kinds of low-level calls or mental health related crisis situations.

For many, being around police in general (not even necessarily interacting) can be anxiety-driven and accompanied by an uneasy feeling. When you are constantly perceived as a threat for merely existing while Black, brown, Muslim, etc., it creates unnecessary stress while doing the most mundane tasks. To see people that look like you constantly being brutalized and mistreated online (or in real life) can take a toll on one's mental health (DeVylder, 2020). For those who have not personally experienced police misconduct, profiling, and brutality, it can simply be in-escapable with social media and viral videos. When it comes to policing, there are many contributing factors in perceptions of policing such as race and age. Police-to-citizen interaction becomes critical to the outcome of perception as well, and a study shows that the more interaction with police correlates with an increasingly negative general perception of police. Additionally, while gender generally didn't have a major impact on perception, increased foot patrols did show to increase fear among women in particular ([Campbell, 2020](#); Patton, 2017; [Wentz & Schlimgen, 2012](#)).

In an analysis on police violence, there is statistical significance between those who have negative perceptions of police and being exposed to police violence themselves ([Jackson, 2021](#)). In other words, if you're scared of police and do not feel comfortable around them and do not

agree with them, things tend to go bad for you when you are around armed police, and especially when they wish to interact with you. Lower education, income and racial minority groups are especially vulnerable to police violence.

According to a special report from the U.S Department of Justice on contact between police and the public in 2015, “an estimated 21% of U.S. residents age 16 or older—about 53.5 million persons—had experienced some type of contact with police during the prior 12 months” ([David & Whyde, 2018](#)). Connecting these interactions and considering use of force, the Department of Justice concluded in their 2019 special report an increase in the amount of interactions adding, “Among the 61.5 million U.S. residents age 16 or older in 2018 who had contact with police during the prior 12 months, 1.3 million (2%) experienced threats or use of force police ([Harrell & Davis, 2020](#)).

Starting at a young age, youth are immersed in a culture of surveillance, scrutiny, and carceral-like strictness. From elementary and up, we are used to seeing police officers roam our schools. Police have used programs such as the Drug Abuse Resistance Education (DARE) to reach an adolescent audience in an attempt to divert them from using drugs and understanding peer pressure. However, many studies suggest DARE is ineffective in its goals and encourage more robust anti-drug programming to be done ([Richard R. Clayton, et. al., 1996](#); [Steven L. West, et. al., 2004](#)). Middle schools often implement sworn officers as School Resource Officers (SROs) to act as the muscle to those who do not conduct themselves in an appropriate manner. This leaves no room for error on behalf of the fragile development of our youth, especially those who come from backgrounds that are less-than desirable through no fault of their own; this puts poor BIPOC youth at high risk for interactions with police at a young age.

Can we accept traditional policing as the sole method of gatekeeping the safety of our society if not everyone who is a part of that society feels safe, not because a lack of police but as a result of their presence? Police-to-citizen interaction typically begins through school resource officers which are often funded through federal grants. Unfortunately, Black students experience direct interactions with police at the highest rate. Police interactions at young ages are the origins of the school to prison pipeline. In fact, SROs in high schools have impacted graduation rates at a 2.5% decrease for the educational institutions participating in the grants that allow for three-years of funding of the school police officer ([Weisburst, 2019](#)). In 2004, a New-York based study found that police presence in schools was actually detrimental to the development of youth; specifically, the study found that youngsters were more likely to be suspended, had lower attendance rates, were more likely to be involved in criminal activity as they got older, and the schools themselves were even more likely to have less funding ([Brady, 2007](#)).

### **General Safety**

The term ‘safety’ lacks a singular definition as it can be subjective and based on one’s lived experiences. What makes one person feel safe does not necessarily make another feel the same way. As a society, we would hope that we all feel at peace and secure, especially in places like school grounds. However, we must closely analyze what methods of public safety take place in these institutions. For most, and adding a lens of psychology, the common description of safety is a place that is properly patrolled in a way that shows there are people in place to keep everyone safe, is an inclusive environment, and has a sense of warmth and welcoming to all communities ([Twemlow & Socco, 2002](#); [Gregory, 2001](#)). On a more dissected level, safety can mean something different for women vs men, and even more nuances depending on income levels in the subgroups ([Nalla, 2020](#)). Communities of color face unique challenges feeling safe

on college campuses because their lived experiences are often peppered with police brutality and stereotyping. ([Duck, 2017](#); [Willam T. Armaline et. al., 2014](#); [Elizabeth Hinton, 2016](#))

## Chapter 3

### Methodology

#### **Design and Materials:**

This study on campus safety focuses on the perspectives and experiences of students, staff, faculty, and administrators relating to campus safety. Each person who took this survey is affiliated with the University of Washington, Bothell or Cascadia College and are therefore stakeholders to the standards of safety implemented on the campus. Groups were assigned based on how each respondent identified (e.g., student, staff, faculty, administration, or a mix of the options) as they were taking the survey. Each group has a different perspective that they bring to the responses. There will be a blend of concerns and proposed solutions when it comes to safety that can be evaluated based on survey results.

This cross-sectional study design aims to take the survey responses to present a cohesive narrative on institutional changes that are demanded by the stakeholders of the dual campus, with incorporation of literature and statistical analysis. Through this design, we can gather a lot of information at one time from a large sample of the campus population who are directly impacted by university leaderships' action on this topic. This particular design is driven by UWB's need for an institutional assessment. A cross-sectional design is well suited for exploring differences between groups, and in this case, the contrasting feelings between students, staff, faculty, administration and even the different campus constituencies can be analyzed. Major stakeholders include those who are actively working and taking classes at UWB or Cascadia College and expect to be safe while on campus both physically and emotionally. The biggest contrast can be seen between those who wish to have increased police presence on campus as that is what makes them feel safe, and those who understand and have lived experiences that remind them that law

enforcement is not synonymous with safety, especially to folks of color. This survey was conducted at the shared University of Washington, Bothell and Cascadia College campus; UWB is a R1 liberal arts branch institution.

### **Survey Instrument:**

The survey developed for this study is a concise 17 question online survey, including demographic questions. There are six main pages being (1) Preamble, (2) multiple choice and short answers, (3) multiple choice (4) three matrix, one multiple choice and 1 short answer question, (5) participant demographics and (6) is the final demographic question that was moved to its own page due to smart logic. There are eight multiple choice questions for ease of analysis, along with the three matrix questions that are Likert scales allowing respondents to measure and express their feelings for the level of comfort they have around policing. Finally, the two short answer questions allow for respondents to share their feelings and give their opinions on what they like, or do not like about our current campus safety model, and what they believe can be done to improve the safety model if it lacks in any area, especially equity. The first open-ended question was, “If there were no financial limitations towards campus safety initiatives, what project or services would you recommend we put those funds towards?” This question was designed to free the minds of respondents from budget constraints and really express their needs to us, no matter the cost. Just based on the 2021 Campus Safety Survey and the 2022 Reimagining Campus Safety Survey, we continue to hear needs that are as simple as better lighting for those who are going home after sundown, patrolling of the bus-stop area, mental health crisis preparation, and protocols set in place in case of an active threat. The second short-answer question was, “Some communities of students, staff and faculty may not feel safe around armed police presence on campus. What alternative strategies would you recommend

UWB/Cascadia campus adopt to ensure all communities feel safe?” This was designed to allow space for those who think the current campus safety model is working to put themselves into the shoes of someone who do not feel this way. By considering the speculation that not everyone on campus feels safe, what respondents then propose in these open-ended questions could be used as concrete solutions to ease these fears. From these suggested solutions, common ground can be found with those who do feel safe on campus, especially around police, to be sure both sides are being heard.

The five demographic questions were multiple choice on a nominal scale. For race, respondents could choose from American Indian or Native Alaskan, Black or African American, Asian, Latino/Latinx, White or of European Descent, or ‘Other’. For gender, response options were female, male, non-binary, prefer not to say or ‘other’. For respondent status on campus, options included student, staff, faculty, administration, or ‘Other’. Responses for how many years respondents have been on campus were either 1 year, 2 years, 3 years, or 4+ years. The final demographic question on a respondent’s primary institutional affiliation has response categories of University of Washington, Bothell, Cascadia College, both, or ‘Other’. The short answer and multiple-choice questions are nominal variables. Two of the three matrix questions are on a 4-point ordinal scale with categories as follows (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). Finally, the last matrix question was measured on a 4-point ordinal scale (Never, 1-2 times, 3-4 times, Unsure if I have).

### **Equipment and Materials:**

The equipment used was Catalyst which was is the platform that housed the survey. For outreach, I created a small flier with main points, a survey link, and a linked barcode for easy mobile scanning at the bottom of the flier. I also collaborated with Cascadia Advocacy Board

Chair and peer Task Force member, Tamara Wood on a tri-fold document with more detailed background information on campus safety at both institutions. I handed out fliers on campus to students, particularly in high-traffic areas such as the Diversity Center and the Activities and Recreation Center (ARC), as well as posted larger printed fliers around the campus. Tamara and ASUWB President James also did tabling (the act of setting a table up and displaying information on campus safety while simultaneously talking to the campus community about the issue as they walk by) and discussed the survey at Club Council meetings. A consent form was not needed after an exemption letter from the Institutional Review Board (IRB) was received.

### **Operationalization:**

Important measures on my survey included open-ended questions and scaled questions that allowed for creative and expansive outlets for opinions, as well as measurable Likert questions to better understand the levels of comfort around armed police, unarmed security, and community responder models. Once feedback received came back in with positive reviews and the Task Force agreed it was up to the standard they could get behind, the final link was provided to Emily Christian, Associate Dean of Student Enrollment and Erin Blakeney, Dean for Student Success Services (who are both on the Campus Safety Task Force) who took the lead on distribution as they had access to listservs that could reach all students, staff, faculty and administration at both UW Bothell and Cascadia College. An initial email announcing the survey was live went out on March 30, 2022, with two more email reminders going to the full campus population on April 6 and April 21. At the survey closing date of April 29, there was a total of 666 responses.

**Procedures:**

To begin, I created a draft survey based on what questions would generate possible solutions, as well as allow critical stakeholders to express their feelings about campus safety. Demographic questions are also very important in better understand if there are differing feelings based on certain communities or specific backgrounds. From there, working in conjunction with my advisor, I was able to bring in literature on key words relating to policing, and feelings around policing, into the survey for accurate description. To create a well-rounded survey, I presented the survey to the Campus Survey Task Force where five other members critiqued and suggested edits. With edits made, I then took the survey to three faculty members for edits, review, and suggestions. When it came to the survey questions, Dr. Silva recommended edits and helped design a Likert scale question that made it into the final version of the survey. To be sure I was accurately presenting the question regarding disability status, I ran it by Jason Naranjo, Chair of the General Faculty Organization, and core faculty in the Disability Studies Program, for his advice. Before sending out the final version of the survey to both institutions, a pilot test was done on four people: one staff member, a graduate peer of mine, an undergraduate student and a student who spends 50% of their time at UWB and the other 50% at UW Seattle.

Data collection began after sending the survey via email/listserv to all students, staff and faculty on the UWB/Cascadia campus. A separate listserv for Cascadia College was also sent out to all of their students, staff and faculty. From there, outreach via fliers and on-campus conversations took place. Connecting with the Activities and Recreation Center and the Diversity Center was also critical in outreach. In attempting to target students, I worked with club leadership to promote the survey link on their respective social medias, got the flier and link added to ASUWB newsletters, shared the information with the debate team, residential housing

(who posted it on their Discord that students frequently utilize), and connected with university staff to add this to UWB social medias. There was also tabling, and class visits/Club Council speeches made to promote the survey. While the response rate was good, there was not significant response among people of color. For this reason, the survey was extended an extra week (April 25-29) in an attempt to target this demographic to have a more accurate pool of respondents that reflect the campus' perspectives as a whole in regard to safety.

### **Analysis Strategy:**

Analysis strategies used will be cross tabs, stratifying data, analyzing Chi-Squares to understand relationships among variables, and utilizing tables and graphs to present data. Demographic summaries also will provide answers to who wants what as far as campus safety models, professionals, and resources needed.

### **Limitations:**

The major data limitations within this study was the self-selected nature of the sample. 430 out of the 666 respondents were primarily affiliated with UWB and so the majority of responses came from them; and 59.6% of those UWB respondents identified as white in this survey, which is almost double UWB's white demographic (35%). Cascadia college's white demographic is slightly higher (41.7%), which can account for the high number of responses from this group. The majority of outreach and targeting took place electronically, especially via email. Because of COVID, there were limited opportunities for sharing the survey on campus at events and this may have limited how many students, faculty, staff, and administration officials could have been reached that might have missed the emails from the listserv. Also, in the years 2021-22, there has been a heightened sense of politicization around policing in America, not to mention, the Black Student Union at the UW Seattle campus has created a website called

*Decriminalize UW* where they specifically mention they no longer want to see more task forces created ([Decriminalizeuw.com, 2020](https://decriminalizeuw.com)). They encourage University leadership to stop wasting time going in circles with a task force and create more immediate change and disarm and defund UW police and reinvest in the BIPOC community. This hard stance against more task forces and surveys could have had an effect in BIPOC response rates to this survey, and which could be an explanation for their low response turnout.

**Ethical Considerations:**

IRB approval was sought for this study and was determined to be exempt. One ethical issue raised by our study could be that I have a bias on whether I believe police belong on campus or not and could have skewed the survey to reflect that bias when designing it. In order to address this, I have worked with graduate peers, undergraduate colleagues, staff and faculty members to be sure I did not miss the mark and created a cohesive, thoughtful and important survey that could get the answers from everyone to the questions being asked by campus leadership and the Task Force.

## Chapter 4

### Results and Discussion

The purpose of the study is to determine what makes students, staff, faculty, and administration feel safe or unsafe on campus, and what they believe is needed in a campus safety initiative when they reimagine campus safety on the University of Washington, Bothell, and Cascadia College campus. This survey will provide important information on those who felt willing to share their opinions on our current campus safety model and what they suggest could benefit any future safety implementations. Of the respondents, it can be assumed a significant amount of them were reached via email through listservs. For UWB, there were around six-thousand students, 250 staff and 250 faculty that were on the listserv. For Cascadia College, there were 1,969 students, 200 exempt, classified and student employees, and finally 150 full-time and associate faculty on their listserv. A total of 666 respondents were included in this survey.

#### Demographic Results:

The dependent variables in this study were race, gender, status on campus (student/staff/faculty/administration), and primary institution the respondent belongs to. These can all be categorized as nominal variables.

Demographics: Of the respondents, they self-identified as either student (337), staff (202), faculty (86), administration (15) and other (16). For genders, respondents were female (349), male (236), non-binary (42) and those who preferred not to say (29). Additionally, 3 respondents chose the option 'other'. Most respondents have been on campus for 4+ years (252), followed by one year (199), then two years (119), and finally three years (84). For race, respondents were white (397), Asian (166), Latinx (61), Black (36), American Indian or Native Alaskan (31), and finally other (44). 430 (64.6%)

respondents are primarily affiliated with UWB from this study, 189 (28.4%) were from Cascadia College, 35 (5.3%) said “Both”, and 8 (1.2%) responded “Other”.

Table 1 - UWB and Cascadia College Total Sample Demographics							
	Total Sample	UWB		Cascadia College		Both	Other
		(n=430 )		(n=189)		(n=35)	(n=8)
		n	%	n	%		
Total Sample	666	430		189		35	8
<i>Demographic Characteristics</i>							
<i>Race</i>	735						
Asian	166	116	27%	40	21.2%	9	1
Latino/Latinx	61	41	9.5%	18	9.5%	2	0
White or of European Descent	397	234	54.4%	135	71.4%	23	5
Black or African American	36	24	5.6%	9	4.8%	3	0
American Indian or Native Alaskan	31	21	4.9%	8	4.2%	1	1
Other	44	31	7.2%	9	4.8%	4	0
<i>Gender</i>	658						
Female	349	218	51.2%	111	58.7%	14	6
Male	236	158	37.1%	64	33.9%	13	1
Non-Binary	42	31	7.3%	7	3.7%	4	0
Prefer Not to Say	28	18	4.2%	5	2.6%	4	1
Other	3	1	.2%	2	1.1%	0	0
<i>Status on Campus</i>	656						
Student	337	223	52.1%	104	55.6%	7	3
Staff	202	138	32.2%	40	21.4%	21	3
Faculty	86	52	12.1%	31	16.6%	2	1
Administration	15	6	1.4%	8	4.3%	1	0
Other	16	9	2.1%	4	2.1%	2	1
<i>Years on Campus</i>	658						
1 Year	199	124	29%	69	36.9%	6	0
2 Years	119	81	19.9%	32	17.1%	5	1
3 Years	84	63	14.7%	15	8%	4	2
4+ Years	252	157	36.7%	71	38%	20	4

### Main Study Results:

In a Spearman's correlation test, it is found that variable [Years], or years on campus has statistical significance to the variable [Force], or feeling unsafe because the respondent has witnessed police use excessive force before. This test shows significance with  $r(-.09)=.02$ ,  $p<.05$  indicating a weak, but significant relationship where we can reject the null hypothesis. Additionally, there is a negative correlation coefficient meaning the longer students, staff, faculty, and administration are on the campus through the years, the less safe they feel.

<b>Table 2 - Spearman's Correlation [Years] to [Excessive Force] Variables</b>			
		<b>Years on Campus</b>	<b>Force Variable</b>
<b>Years on Campus</b>	Correlation Coefficient	1	-0.091*
	Significance Level (2-tailed)		0.02
	N	658	651
<b>Feeling unsafe around police due to witnessing them use excessive force</b>	Correlation Coefficient	-0.091*	1
	Significance Level (2-tailed)	0.02	
	N	651	655
* = significant at the .05 level			

With variable [Force] and [Year] with all respondents of both institutions, the correlation coefficient was at  $r=-.091^*$ , as noted above. In stratifying those variables with the new variable [BIPOC], or those who identified as Black, Indigenous, or People of Color, this was found to be statistically significant and had a weak correlation coefficient of  $r=-.143$ . This shows that the BIPOC community is feeling less safe over the years on campus. For the Black, Asian, Latinx, and American Indian or Native Alaskan respondents, correlation coefficient values were  $-.171$ ,  $-.154^*$ ,  $-.013$ ,  $-.560^*$  respectively with only American Indian or Native Alaskans and Asian respondents being significant (\*) to the [Force] and [Years] variables. For White respondents, it

was found that they were also significantly related as well with a weak  $r$  value of  $r=-.116^*$ .

However, data for variables [UWB] and [Cascadia] independently were also stratified and were found to be not significant.

From here, we move to understanding next steps to take when it comes to a new campus safety model where stakeholders of both institutions can feel safe. Using the method of cross tabulation, it is evident students, staff, faculty and administration of UWB and Cascadia College wish to see social workers and mental health counselors within a campus safety initiative going forward. We can also see the campus community does not want unarmed security or police as our sole campus safety response. In fact, the question of what kind of community support team would be most wanted on the campus between response categories: A Community Support Team Only (13.2%); A Community Support Team and Unarmed Security (50%); Just Unarmed Security (3.8%); A Community Support Team and an Armed Officer (24.9%); Just an Armed Officer (3.9%); All of the Above (15.2%); None of the Above (.9%); and Other (3.3%). Respondents overwhelmingly supported the option community support team and unarmed security option above all other options presented. This demonstrates that while the campus is ready to move towards a new, equitable, and mental health-focused method of campus safety, they still want some sort of traditional campus security presence, but unarmed being of particular importance.

Table 3 - Identity, Campus Security Comfort and Safety Support Team							
	Total Sample	UWB (n=430)		Cascadia College (n=189)		Both (n=35)	Other (n=8)
		n	%	n	%		
		<b>Total Sample</b>	666	430		189	
<b>Identify</b>							
Disabled		37	9.2%	23	12.8%	1	1

LGBTQ+		97	39.3%	53	47.7%	11	1
Neurodivergent		64	16%	37	20.7%	5	1
Prefer Not to Say		77	17.9%	26	13.8%	8	2
Other		37	9.5%	16	9.9%	5	0
Total	512	312		165		30	5
<b><i>Comfort Level with Security</i></b>							
Comfortable and/or Relaxed		288	67%	127	67.6%	19	5
Anxious and/or Uncertain		51	11.9%	11	5.9%	4	2
Indifferent		82	19.1%	46	24.5%	6	1
Uncomfortable		24	5.6%	10	5.3%	4	0
Other		21	4.9%	10	5.4%	6	0
Total	717	466		204		39	8
<b><i>Type of Safety Support Team</i></b>							
Community Support Team Only		59	13.7%	21	11.1%	8	0
Community Support Team and Unarmed Security		206	47.9%	107	56.6%	15	5
Community Support Team and an Armed Officer		98	22.8%	50	26.5%	13	3
Just Unarmed Security		17	4%	7	3.7%	1	0
Just an Armed Officer		18	4.2%	6	3.2%	1	0
All of the Above		76	17.7%	22	11.6%	3	0
None of the Above		5	1.2%	1	.5%	0	0
Other		14	3.3%	4	2.1%	4	0
Total	764	493		218		45	8

<b>Table 4 - Types of Professionals Desired for a Campus Safety Team by Demographic</b>	
<b>Social Worker</b>	<b>EMT</b>
<ul style="list-style-type: none"> <li>• Student (52.5%) said YES</li> <li>• Staff (55.9%) said YES</li> <li>• Faculty (69.8%) said YES</li> <li>• Administration (60%) said YES</li> </ul>	<ul style="list-style-type: none"> <li>• Student (53.7%) said NO</li> <li>• Staff (62.9%) said NO</li> <li>• Faculty (51.2%) said YES</li> <li>• Administration (75%) said NO</li> </ul>
<b>Mental Health Counselor</b>	<b>Certified Threat Assessment Manager</b>
<ul style="list-style-type: none"> <li>• Student (79%) said YES</li> <li>• Staff (78.9%) said YES</li> <li>• Faculty (84.9%) said YES</li> <li>• Administration (73.3%) said YES</li> </ul>	<ul style="list-style-type: none"> <li>• Student (53.3%) said NO</li> <li>• Staff (52%) said NO</li> <li>• Faculty (52.3%) said NO</li> <li>• Administration (60%) said NO</li> </ul>
<b>Unarmed Campus Security</b>	<b>Armed Police Officer</b>
<ul style="list-style-type: none"> <li>• Student (61.4%) said YES</li> <li>• Staff (69.8%) said YES</li> <li>• Faculty (72.9%) said YES</li> <li>• Administration (80%) said YES</li> </ul>	<ul style="list-style-type: none"> <li>• Student (58.8%) said NO</li> <li>• Staff (60.9%) said NO</li> <li>• Faculty (75.6%) said NO</li> <li>• Administration (53.3%) said NO</li> </ul>

Figure 1

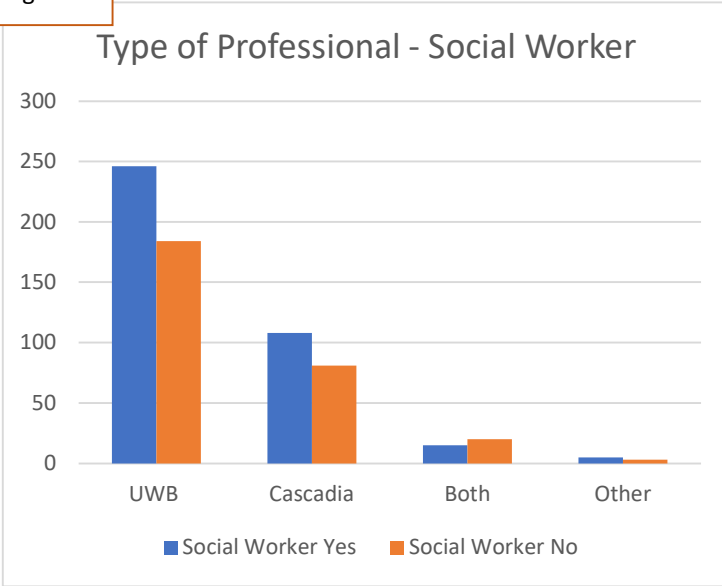


Figure 2

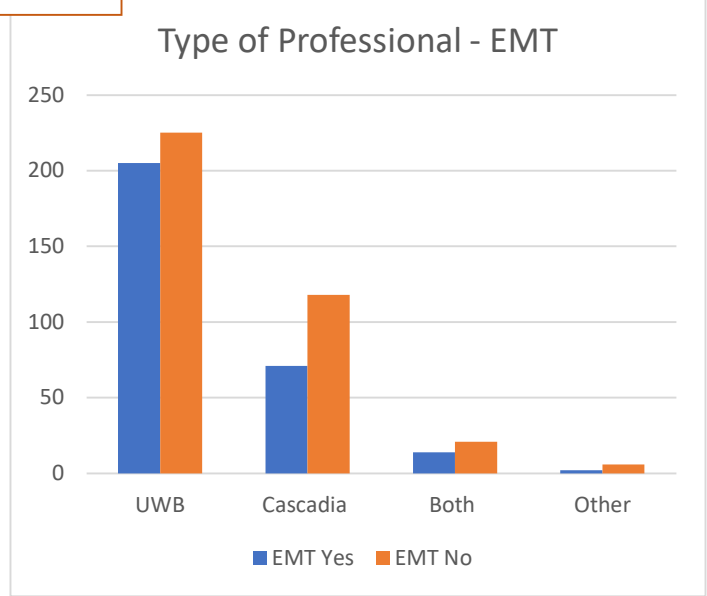


Figure 3

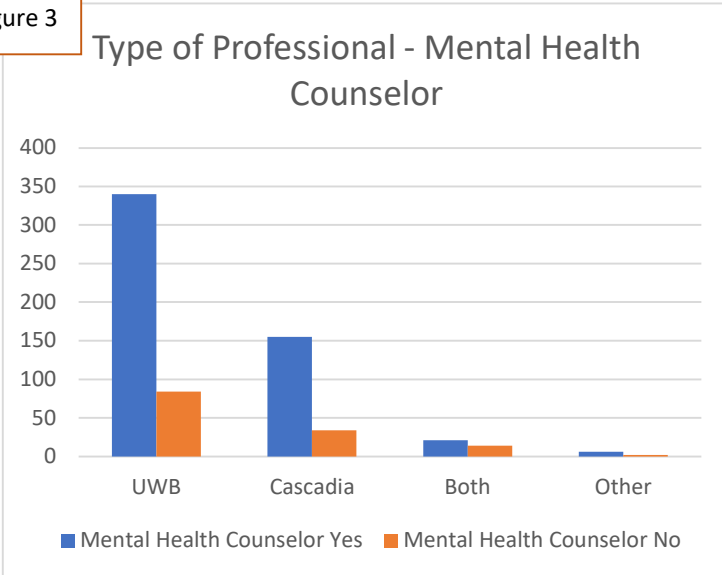


Figure 4

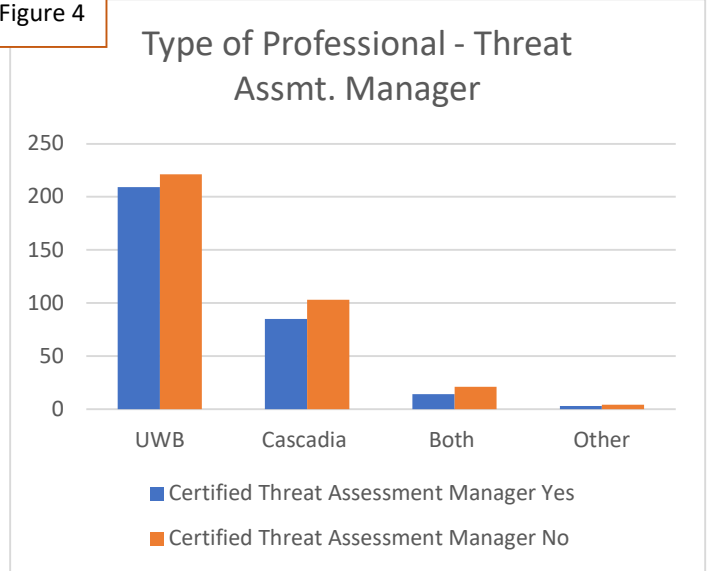


Figure 5

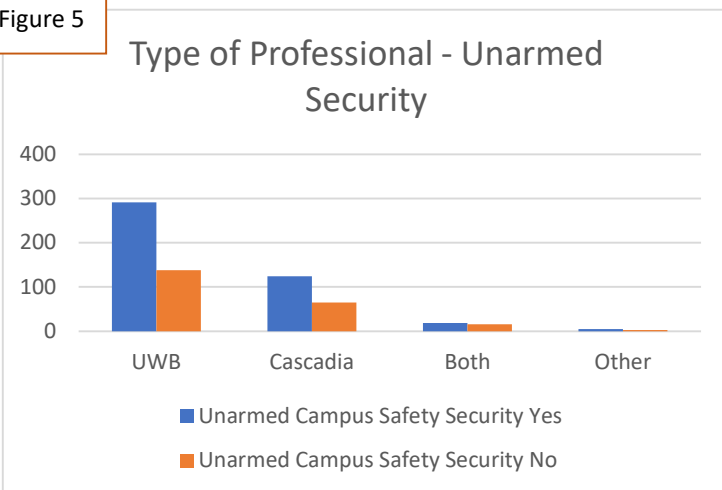
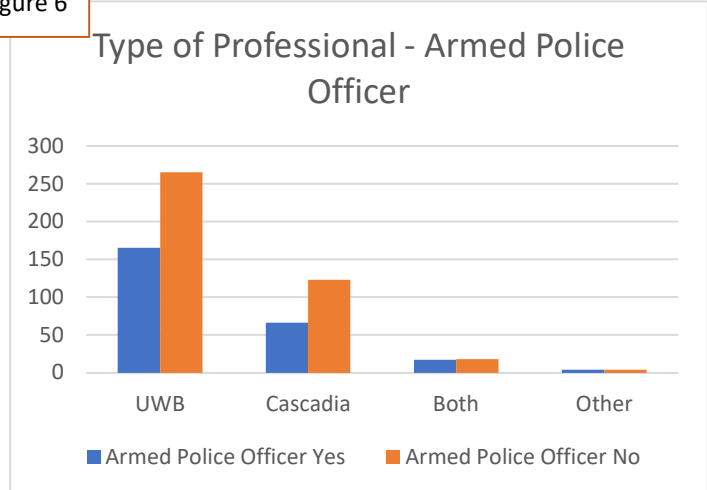


Figure 6



Looking at the race variable data and comparing it to all main study variables through cross tabs, there were clear relationships that showed statistical significance at the .05 level. It was found that there were relationships between many main study variable questions and the races selected through analyzing chi-square results. A few interesting findings as outlined in table 5 below can be seen with questions on whether respondents have ever needed help but chose not to call 911 because they did not want an armed officer to respond and the question on whether respondents felt unsafe around armed police because they have experienced racial discrimination – both of which have four of the five race options showing statistically significant chi-square values. For the question on not calling 911, Asian respondents have a chi-square value of .004, with Black or African American at .038, White or of European Descent at .044, and Latino/Latinx at .043. With the question on whether students felt unsafe because they experienced racial discrimination, Asian respondents have a chi-square value of .001, with Black or African American at <.001, White or of European Descent at <.001, and finally Latino/Latinx at .001. This question in particular raises concerns with the chi-square values being as significant as they are almost across the board between race variables.

Table 5 - Race Demographic to Main Study Variables - Cross Tabulated						
		Asian	Black or African American	White or of European Descent	Latino/Latinx	American Indian or Native Alaskan
Student Peer Support in a New Safety Model	Yes		20	229		
	No		11	37		
	Indifferent		5	130		
	Chi-Square		0.005**	<.001***		
Needed Help, But Didn't Call 911	Yes	11	10	67	11	
	No	147	24	318	44	
	Other	4	2	11	5	

	Chi-Square	0.004**	0.038*	0.044*	0.043*	
Institution You Attend	UWB			234		
	Cascadia			135		
	Both			23		
	Chi-Square			<.001***		
Call, visit or emailed CARE Team	Never	139		255		17
	1-2 Times	9		62		7
	3 or More Times	9		64		3
	Unsure If I Have	5		12		3
	Chi-Square	<.001***		0.021*		0.046*
Call, visit or emailed Bothell PD	Never		26			22
	1-2 Times		4			2
	3 or More Times		5			6
	Unsure If I Have		1			1
	Chi-Square		0.029*			<.001***
Call, visit or emailed Counseling Center	Never		27			
	1-2 Times		2			
	3 or More Times		3			
	Unsure If I Have		4			
	Chi-Square		0.006**			
Call, visit or emailed Campus Safety Office	Never	120		195		
	1-2 Times	30		116		
	3 or More Times	10		74		
	Unsure If I Have	2		7		
	Chi-Square	<.001***		0.028*		
Feeling Anxiety Around Police	Strongly Disagree				16	14
	Disagree				5	3
	Unsure If I Have				7	2
	Agree				14	8
	Strongly Agree				16	2
	Chi-Square				0.01**	0.013*
Feeling Safe Around Police	Strongly Disagree			36	10	1

	Disagree			61	9	3
	Unsure If I Have			85	18	7
	Agree			123	7	4
	Strongly Agree			85	14	15
	Chi-Square			0.019*	0.006**	0.023*
Feeling Unsafe Around Police	Strongly Disagree					13
	Disagree					3
	Unsure If I Have					9
	Agree					4
	Strongly Agree					0
	Chi-Square					0.024*
Feeling Comfortable Around Police	Strongly Disagree		19		23	
	Disagree		8		19	
	Unsure If I Have		6		7	
	Agree		2		9	
	Strongly Agree		0		0	
	Chi-Square		0.008**		0.031*	
Feeling Uncomfortable Around Police	Strongly Disagree			78		14
	Disagree			87		3
	Unsure If I Have			63		2
	Agree			101		10
	Strongly Agree			60		1
	Chi-Square			0.01**		0.009**
Feeling Unsafe Around Police Due to Weapons	Strongly Disagree			85		
	Disagree			92		
	Unsure If I Have			56		
	Agree			94		
	Strongly Agree			67		
	Chi-Square			0.033*		
Feeling Safe Around Police Due to Uniform Worn	Strongly Disagree	13		42		
	Disagree	25		103		
	Unsure If I Have	34		82		

	Agree	56		110		
	Strongly Agree	36		56		
	Chi-Square	0.038*		0.002**		
Feeling Unsafe Around Police Due to Racial Discrimination	Strongly Disagree	50	15	196	20	
	Disagree	62	6	116	15	
	Unsure If I Have	34	5	57	13	
	Agree	14	3	18	6	
	Strongly Agree	4	7	7	7	
	Chi-Square	0.001***	<.001***	<.001***	0.001***	
Have Not Experienced Excessive Force Around Police	Strongly Disagree	8				
	Disagree	13				
	Unsure If I Have	21				
	Agree	64				
	Strongly Agree	57				
	Chi-Square	0.001***				
Feeling Unsafe Due to Witnessing Excessive Force	Strongly Disagree	30				
	Disagree	40				
	Unsure If I Have	33				
	Agree	39				
	Strongly Agree	21				
	Chi-Square	0.043*				
*=.05 **=.01 ***=.001						

In an evaluation of the remaining main study variables compared to BIPOC and non-BIPOC respondents using cross tabs, it was determined how students, staff, faculty, and administration across both institutions feel about armed police. With n=230 for BIPOC respondents and n=424 for non-BIPOC, we see there was almost double non-BIPOC respondents answering this. Respondents chose between feeling anxiety, safe, unsafe, comfortable, and uncomfortable around police from the range of

strongly agree, agree, undecided, disagree and strongly disagree. For the feeling of **anxiety**, both BIPOC (65) and non-BIPOC (127) respondents said they **agree** they feel this around police. For feeling **safe**, BIPOC (66) **strongly agree**, while non-BIPOC (133) **agree** they feel safe around police. For feeling **unsafe**, BIPOC (59) **strongly disagree**, while non-BIPOC (130) **disagree** to feeling unsafe around police. For feeling **comfortable**, both BIPOC (75) and non-BIPOC (126) respondents said they **strongly disagree** to feeling comfortable. And finally for feeling **uncomfortable**, BIPOC (63) respondents **strongly disagree**, while non-BIPOC (104) respondents said they **agree** they feel uncomfortable around police.

Additionally, when asked what makes respondents feel safe or unsafe around armed police and given scenarios, it was found that BIPOC students do not feel unsafe because of they experienced **discrimination**, to which they **disagree** (74) to that statement. However, they do feel unsafe because they **experienced excessive force**, to which they **agreed** (51). For non-BIPOC respondents, it should be noted some things that make them feel unsafe around police are because they **witnessed excessive force**, to which they **strongly agree** (195). They also do not feel safe because they **carry weapons**, to which they **agree** (104). Something that does make non-BIPOC respondents feel safe regarding police is that they are **wearing their uniform**, to which they **agree** (122).

Table 6 - Main Study Variables to BIPOC/Non-BIPOC					
	Full Data Set	BIPOC		Non-BIPOC	
		n	(%)	n	(%)
Total Sample	N=654	230	34.50%	424	63.70%
<b>Student peer support in a new campus safety model</b>					
Yes		113	49.10%	235	55.40%
No		45	19.60%	49	11.60%
Indifferent		72	31.30%	137	32.30%
Total	n=651	230		421	

<b>Needed help but didn't call 911 because the response would be armed police</b>					
Yes		26	11.30%	68	16.00%
No		193	83.90%	340	80.20%
Other		9	3.90%	13	3.10%
Total	n=649	228		421	
<b>Feelings around police: Anxiety</b>					
Strongly Disagree		58	25.20%	84	19.80%
Disagree		33	14.30%	86	20.30%
Undecided		29	12.60%	56	13.20%
Agree		65	28.30%	127	30%
Strongly Agree		30	13%	61	14.40%
Total	n=629	215		414	
<b>Feelings around police: Comfortable</b>					
Strongly Disagree		75	32.60%	126	29.70%
Disagree		51	22.20%	97	22.90%
Undecided		49	21.30%	85	20.00%
Agree		47	20.40%	108	25.50%
Strongly Agree		0	0.00%	0	0%
Total	n=638	222		416	
<b>Feelings around police: Safe</b>					
Strongly Disagree		16	7.00%	38	9.00%
Disagree		28	12.20%	59	13.90%
Undecided		57	24.80%	87	20.50%
Agree		53	23.00%	133	31.40%
Strongly Agree		66	28.70%	97	22.90%
Total	n=634	220		414	
<b>Feelings around police: Uncomfortable</b>					
Strongly Disagree		63	27.40%	89	21.00%
Disagree		31	13.50%	93	21.90%
Undecided		40	17.40%	68	16.00%
Agree		56	24.30%	104	24.50%
Strongly Agree		28	12.20%	59	13.90%
Total	n=631	218		413	
<b>Feelings around police: Unsafe</b>					
Strongly Disagree		59	25.70%	97	22.90%
Disagree		50	21.70%	130	30.70%

Undecided		58	25.20%	94	22.20%
Agree		30	13%	64	15.10%
Strongly Agree		17	7.40%	30	7.10%
Total	n=629	214		415	
<b>Feeling unsafe around police because I experienced discrimination</b>					
Strongly Disagree		66	28.70%	220	51.90%
Disagree		74	32.20%	116	27.40%
Undecided		43	18.70%	65	15.30%
Agree		26	11.30%	16	3.80%
Strongly Agree		18	7.80%	5	1.20%
Total	n=649	227		422	
<b>I have not experienced excessive force</b>					
Strongly Disagree		13	5.70%	25	5.90%
Disagree		23	10.00%	47	11.10%
Undecided		25	10.90%	27	6.40%
Agree		88	38.30%	126	29.70%
Strongly Agree		78	33.90%	195	46.00%
Total	n=647	227		420	
<b>Feel unsafe because I witnessed excessive force</b>					
Strongly Disagree		49	21.30%	25	5.90%
Disagree		38	16.50%	47	11.10%
Undecided		43	18.70%	27	6.40%
Agree		51	22.20%	126	29.70%
Strongly Agree		44	19.10%	195	46.00%
Total	n=645	225		420	
<b>Feeling safe because they are wearing their uniform</b>					
Strongly Disagree		18	7.80%	50	11.80%
Disagree		46	20.00%	101	23.80%
Undecided		54	23.50%	75	17.70%
Agree		59	25.70%	122	28.80%
Strongly Agree		51	22.20%	71	16.70%
Total	n=647	228		419	
<b>Feeling unsafe because they carry weapons</b>					
Strongly Disagree		70	30.40%	68	16.00%

Disagree		44	19.10%	96	22.60%
Undecided		38	16.50%	58	13.70%
Agree		43	18.70%	104	24.50%
Strongly Agree		34	14.80%	93	21.90%
Total	n=648	229		419	
<b>In the last 4 years I: called, visited, or emailed the Bothell Police Department</b>					
Never		185	80.40%	354	83.50%
1-2 Times		23	10.00%	42	9.90%
3 or More Times		14	6.10%	14	3.30%
Unsure If I Have		5	2.20%	7	1.70%
Total	n=644	227		417	
<b>In the last 4 years I: called, visited, or emailed the CARE team</b>					
Never		159	69.10%	287	67.70%
1-2 Times		30	13.00%	61	14.50%
3 or More Times		28	12.20%	61	14.50%
Unsure If I Have		9	3.90%	11	2.60%
Total	n=466	226		240	
<b>In the last 4 years I: called, visited, or emailed the Counseling Center</b>					
Never		158	68.70%	292	68.90%
1-2 Times		31	13.50%	60	14.20%
3 or More Times		33	14.30%	52	12.30%
Unsure If I Have		7	3.00%	11	2.60%
Total	n=644	229		415	
<b>In the last 4 years I: called, visited, or emailed the Campus Safety Office</b>					
Never		132	57.40%	217	51.20%
1-2 Times		47	20.40%	120	28.30%
3 or More Times		43	18.70%	76	17.90%
Unsure If I Have		5	2.20%	6	1.40%
Total	n=646	227		419	
<b>Years on Campus</b>					
1 Year		78	33.90%	117	27.60%
2 Years		45	19.60%	73	17.20%
3 Years		34	14.80%	50	11.80%
4+ Years		68	29.60%	181	42.70%

Total	n=650	229		421	
<b>Status on Campus</b>					
Student		142	61.70%	190	44.80%
Staff		52	22.60%	148	34.90%
Faculty		24	10.40%	61	14.40%
Administration		6	2.60%	9	2.10%
Other		2	0.90%	13	3.10%
Total	n=647	226		421	
<b>Gender</b>					
Female		123	53.50%	221	52.10%
Male		81	35.20%	153	36.10%
Non-Binary		13	5.70%	29	6.80%
Prefer Not to Say		11	4.80%	18	4.20%
Other		1	0.40%	2	0.50%
Total	n=652	229		423	0

#### Discussion:

With the amount of data presented, many angles can be further analyzed. Of particular interest is the Spearman's report showing a negative correlation coefficient with those who witnessed excessive force by police and year on campus. With students, staff, faculty, and administration feeling less safe over their time on campus, it begs the question of why? While in college, we are exposed to new experiences, whether that be in-person or from our friends and faculty that come into our lives from all walks of life. These results have no clear answer at this time, and without additional surveying, this can only be speculatively answered such as folks are experiencing excessive force first-hand through the years while in college, to they are seeing someone they care about it get handled in an unprofessional and excessive manner by law enforcement. However, this issue gets worse each year for our campus community and there should be resources readily available to assist with this. Whether that means limited police interactions on campus, to something as evident as mental health support for those in need, we must be prepared to address this.

With any new implantation, mental health and social workers must be central to any forthcoming campus safety initiative. The campus is feeling anxiety around police presence and there needs to be resources to address this and whether we move to a safety model that does not include armed police presence on campus is yet to be seen. With UWB/Cascadia College being the safest campus in Washington, as well as only being just over one mile from the Bothell Police Department, there is an optimal opportunity to consider a new innovative safety model and focus on proactive preventative crisis management, instead of reactionary band-aid responses. While we understand reasonable concerns around mass-shootings and the desire by some to have an office on stand-by, not only does their presence not guarantee everyone's safety as seen countless times with school shootings in America that have dedicated school resource officers (SRO), but it is also not fair to those who have had traumatic experiences with police and the power imbalance that comes with someone with weapons and the immunity we see so often when lives are taken. I believe this is the reason there was such a powerful resonation with the George Floyd case because in the United States we are not used to seeing accountability for police and their wrong doings. Unfortunately, when the marginalized communities have wants and needs it takes protest and school walkouts to get change (i.e., the origins of the Diversity Center). The new want and need from the campus community is a safety model where we have mental health professionals and unarmed campus security. These vulnerable communities deserve to be heard without organizing another protest and implementation must happen sooner, rather than later or the cycle of task forces and fed-up stakeholders repeat.

## Chapter 5

### Conclusion

In the wake of recent tragic events that seem to be popping up more and more on social media regarding police to citizen interactions, the broader discourse has moved from ‘police keep us safe’ to ‘how do we limit police to citizen interactions to keep those most negatively affected safe?’ Unfortunately, people of color often end up as the targeted individuals when it comes to negative interactions, brutality and in the worst cases – death. Communities of color have learned to live amongst the biased institution of policing for centuries. When we no longer have proper checks and balances between those sworn to serve and protect and the people they surveil, it is in no one’s best interest to treat this as business as usual. If we are truly listening to the voices of the concerned, we must understand we live, work and study on a campus full of diverse, complex, multi-racial, multi-ethnic groups with different sexual orientations, as well as mixed disability and citizenship statuses. To protect everyone, we must work together to hold one another accountable and create spaces for understanding, growth, solidarity and learning from one another.

Having presented the final Campus Safety Task Force report to the Chancellor and President, it is now up to them to listen to the voices of the folks on our dual campus as outlined in survey the responses. Direct stakeholders from both institutions are explicitly letting campus leadership know their wants and needs, especially around the need for mental health counselors. The model most requested was a community support team and unarmed security. The community support team aspect of this request can include a mix (or all) of professionals such as social workers, EMTs, mental health counselors, certified threat assessment managers, and even

peer student support workers. With the majority of responses also wanting unarmed campus security, this shows there is still a desire for some resemblance of traditional safety presence on campus, which is understandable in today's constant gun violence and mass shootings going on across the U.S. While there are complaints about the performance and professionalism of some of our campus safety officers that have made some students, staff and faculty feel unsafe, as was evidenced in qualitative responses to this survey (as well as stories shared amongst peers), campus safety officers can fit within the community support team model at a much smaller volume and could even be phased out if the need for their presence over a determined timeline.

Not only are cities such as Bothell, Kenmore, Kirkland, and many more (both locally and across the country) either actively using community responder models for public emergency calls, but as UW Seattle also considers shifts in their campus safety model, this could cause a huge ripple effect that could change higher education institutions for decades to come. When everyone does not feel safe, supported and valued, we cannot accept the traditional campus safety model as unchangeable or untouchable perfection. We must be open to being a groundbreaking, innovative campus and community that shows we are dedicated to supporting students, staff, faculty and administration and in the end create an example for other institutions to mirror or improve similar implementations.

Additionally, there is high importance placed on the implementation of an oversight committee that lacks hierarchical power-imbalances. To achieve this, it is recommended that UWB and Cascadia College implement an oversight committee with the implementation of any new campus safety model, but the committee should be structured using the Campus Community Circle method to achieve this. An oversight committee will provide the institutions with credibility, transparency, and accountability in their campus safety model. Another common

request by students and staff is that of better lighting in dark areas in the later evenings such as around parking garages and the bus stop. Requests for more security presence around the bus stop in particular was brought up multiple times, and more encouragement of the security lift option (where security will drive you to your car if you request it). With the lift option, some explained they would be more comfortable with a woman security officer handling this task. A full analysis of qualitative data will be analyzed at a later date.

In conclusion, UWB and Cascadia College has a lack of crime on campus, a small (but growing) body size, and close proximity to the Bothell Police Department which creates a great opportunity test out new inclusive safety models. Whether we move forward with no armed police presence on campus and reinvest to preventative safety measures, especially mental health support, we must continue to support our vulnerable populations on campus. The University has put the City of Bothell on notice for early contract termination for the officer at the Council's October 19<sup>th</sup> meeting, which I believe is a first step towards real change. Fiscal prioritization shows what's important and where these funds go if the contract is terminated is also important. It is with great appreciation to the Bothell City Council for being in support of the notice and wanting to see what campus leadership attempts to do to create a new safety model. The University of Washington, Bothell and Cascadia College could be the future example of the first holistic campus safety model if we just have the will to re-imagine campus safety!

## Appendix 1:

**Reimagining Campus Safety Survey**

1. What type of professional would you like to see at UWB/Cascadia that would promote safety and support on our campus?
  - a. Social worker
  - b. EMT
  - c. Mental health counselor
  - d. Certified threat assessment manager
  - e. Unarmed campus security
  - f. Armed police officer
  - g. Other:
2. Would you be interested in having current students as a peer support resource in a campus community support team?
  - a. Yes
  - b. No
  - c. Indifferent
3. A community support team is a collaboration with professionals who have a variety of skills such as peer support, mental health counseling, etc. A community support team uses traditional and non-traditional community connections to help improve well-being and satisfaction in a community. What kind of community support team would you like to see implemented on our campus? Select all that apply.
  - a. A community support team only
  - b. A community support team and unarmed security
  - c. Just unarmed security
  - d. A community support team and armed officer
  - e. Just an armed officer
  - f. All of the above
  - g. None of the above
  - h. Other:
4. If there were no financial limitations towards campus safety initiatives, what projects or services would you recommend we put those funds towards?
5. Aside from armed police officers, what is your comfort level around the unarmed campus security in blue uniforms that you can find patrolling the campus or standing in the middle of the cross-walk to stop car traffic for students? Select all that apply.
  - a. Comfortable and/or relaxed
  - b. Anxious and/or uncertain
  - c. Indifferent
  - d. Uncomfortable
  - e. Other

6. Do you consider yourself BIPOC (Black, Indigenous, and People of Color)?
  - a. Yes
  - b. No
7. Do you identify as any of the following? Select all that apply.
  - a. Disabled
  - b. Neurodivergent
  - c. LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer)
  - d. Prefer not to say
  - e. Other:
8. Some communities of students, staff and faculty may not feel safe around armed police presence on campus. What alternative strategies would you recommend UWB/Cascadia adopts to ensure all communities feel safe?

Examples:

- Hire more campus safety security (unarmed)
- Implement a community support team model consisting of community responders, threat assessment managers, mental health counselors/social workers and EMTs
- Implementation of an oversight committee of stakeholders

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9. How do you generally feel when you are around uniformed armed officers?

	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
<b>Anxiety</b>					
<b>Safe</b>					
<b>Unsafe</b>					
<b>Comfortable</b>					
<b>Uncomfortable</b>					

10. This question asks you to reflect on how you feel when you are around a police officer. Please read each sentence carefully.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
<b>I feel unsafe around police officers since they carry weapons.</b>					
<b>I feel safe around police officers because they are wearing their uniform.</b>					

<b>Police officers make me feel unsafe because I have experienced racial discrimination from law enforcement.</b>					
<b>I have not experienced excessive force from law enforcement</b>					
<b>I feel unsafe around police officers because I have witnessed law enforcement use excessive force.</b>					

11. In the last 4 years, how many times have you had to call/visit/email any of the following services?

	<b>Never</b>	<b>1-2 Times</b>	<b>3 or More Times</b>	<b>Unsure if I have</b>
<b>Counseling Center</b>				
<b>Campus Safety Security Office</b>				
<b>CARE Team (either at UWB or Cascadia)</b>				
<b>Bothell PD (911)</b>				

12. Have you ever needed help but end up not calling 911 because you did not want an armed officer to respond?
- Yes
  - No
  - Other:
13. Race/Ethnicity. Select all that apply.
- Asian
  - Latino/Latinx
  - White or of European Descent

- d. Black or African American
  - e. American Indian or Native Alaskan
  - f. Other:
14. Gender (preferred)
- a. Female
  - b. Male
  - c. Non-Binary
  - d. Prefer not to say
  - e. Other:
15. Status on campus
- a. Student
  - b. Staff
  - c. Faculty
  - d. Administration
  - e. Other:
16. How many years have you been on this campus?
- a. 1 year
  - b. 2 years
  - c. 3 years
  - d. 4+ years
17. What is your primary institutional affiliation?
- a. University of Washington, Bothell
  - b. Cascadia College
  - c. Both
  - d. Other:

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