



**GCCCD Vision, Mission and Value Statement**

*Vision: Transforming lives through learning.*

**Mission:** Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society.

**Value Statement:** Cultivate a student-centered culture of excellence, trust, stewardship, and service.

**Campus Safety Special Taskforce**

**April 13, 2021, Meeting Agenda  
12:00pm- 1:30pm @ Zoom Meeting**

[https://cccconfer.zoom.us/rec/share/yq4geANGfVVs7VRdmauMPy95mueg5iPPPyGs13FGIMCiKJL\\_FRIF9pLVq\\_GN6gA.fJIYUq-uH3SA8EQ](https://cccconfer.zoom.us/rec/share/yq4geANGfVVs7VRdmauMPy95mueg5iPPPyGs13FGIMCiKJL_FRIF9pLVq_GN6gA.fJIYUq-uH3SA8EQ)

Nicole Conklin	X	Anne Krueger	X
Bill McGreevy	X	Tania Jabour	
Daryl Johnson		Elaine Adlam	
Eric Klein		Enya Castaneda	
Frank Laveaga	X	Gabriela Avila Garcia	X
Hiam Abdulahad		Johnny Barner	X
Julio Soto	X	Lauren Vaknin	X
Sara Varghese	X	Nicole Salgado	X
Sahar Abushaban		Manuel Mancillas-Gomez	
Tiffany Hungerford	X	Matthew Ring	X
Natalija Worrell	X	Maryam Rammahi	

1. Review of recommendations document	<p>Nicole started reviewing the draft document for principles, challenges and recommendations (attached). The document was sent in advance of the meeting so participants could offer input.</p> <p>Participant stated there is a piece missing between recommendations and our last review. Request for more conversation. Some participants did not wish to move forward with initial recommendations others disagreed.</p>
Next Steps	<p>Recommendations should come last, there is a request to hold off on recommendations.</p>

	<p>Possible revision “ideas to explore” or “initial recommendations” rather than “recommendations”.</p> <p>Add methodologies and findings to report. Nicole requested the group to send these ahead of the next meeting.</p> <p>Request to state that recommendations are open to being revised.</p> <p>Requests to keep as a “living document”.</p> <p>Note that the student focus groups did not happen in phase 1 and there is still a need for this before we recommend anything.</p> <p>Next meeting:  Review phase 1 and 2 goals  Review student surveys and open forums again  Look at methodologies and findings</p>
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**Meeting was recorded upon request:**

[https://cccconfer.zoom.us/rec/share/yq4geANgfVVs7VRdmauMPy95mueg5iPPPyGs13FGIMCiKjL\\_FRIF9pLVqGN6gA.fFJIYUq-uH3SA8EQ](https://cccconfer.zoom.us/rec/share/yq4geANgfVVs7VRdmauMPy95mueg5iPPPyGs13FGIMCiKjL_FRIF9pLVqGN6gA.fFJIYUq-uH3SA8EQ)

**GCCCD Public Safety Department  
Commitment to Safety, Security and Inclusiveness Efforts  
4/2/2021**

Campus safety is a critical component of successful and flourishing academic programs. It is a delicate balance maintaining an open and welcoming learning environment while ensuring the safety of the campus community and security of facilities. While the types of threats are fluid and changing from year to year, planning and adaptation must continue. Administrators, policy makers, enforcement officials, and other providers must take an adaptive approach to address such risks.

In August 2020, Chancellor Neault called for the formation of a Public Safety Special Taskforce to assess existing policies and practices regarding campus safety as well as research national best practices to make recommendations for enhancement to safety and security at the Grossmont and Cuyamaca College campuses. The task force consisted of students, staff, faculty, and administrators.

As part of their deliberations, taskforce members shared the following assumptions and acknowledged these general principles regarding the process (note: these are not listed in order of importance):

- i. *Systemic racism exists in the United States and in policing, and must be eliminated wherever possible.*
- ii. *Campus safety must address the needs of the District’s diverse student body and community, including those who feel less safe in the presence of law enforcement.*

- iii. *Evidence-based alternatives to traditional law enforcement that demonstrably improve, not degrade, public safety must be pursued.*
- iv. *Campus reform conversations should center on the experiences and leadership of marginalized and highly vulnerable communities.*
- v. *The work of the Public Safety Special Taskforce is only a first step toward improving public and campus safety.*

All community input submitted through meetings, open forums, email, and online surveys were reviewed by task force members, and helped to inform discussions and recommendations. Below is a list of challenges frequently brought forth coupled with principles and recommendations for moving forward.

### **Strategic Challenges**

#### **1. Social Justice Concerns**

- a. The drive to eliminate racism and promote anti-racism on our campuses seems to be a slow-moving goal.
- b. Historical patterns nationwide demonstrate that students of color are more likely to be arrested for classroom disruptions than their white peers.
- c. Policing culture throughout the nation has historically presented as a warrior mind set rather than protect and serve.
- d. Employees are not required to attend training in a variety of topics which include social justice, diversity, equity, and inclusion; personal safety, observer and bystander intervention, allyship, and de-escalation tactics.

#### **2. Weak partnerships, on and off campus**

- a. Muddled cultures and resistance to security measures often stifle communication and cooperation.
- b. Ambivalence, internal conflict or disagreement of goals amongst campus leadership hinders progress.
- c. The District does not have reliable and/or realistic policies about enforcement and campus safety.

#### **3. Insufficient training in all areas of public safety including emergency preparedness**

- a. Gaps in knowledge and skills regarding safety requirements, particularly between leadership and the department of public safety.
- b. Budgets are limited and essentially limit training opportunities.
- c. Several members of the staff are considered Campus Security Authorities or mandated reporters, which has historically been ignored or pushed aside.
- d. Interest levels are low and job expectations do not focus on campus safety.
- e. Culture of “someone else will handle it” exists and assumes other departments can handle all issues regardless of severity.

#### **4. Limited support or funding for technological and physical improvements**

- a. Community buy-in on the importance of funding safety initiatives is low or inconsistent. There is little understanding of deterrence initiatives and long-range savings when deterrents work properly to prevent violence and vandalism. In addition, there is a nationwide push to

reallocate funding to other departments which may further deter and deescalate potential crimes.

## Recommendations

### **1. Social Justice Concerns**

- a. Provide the campuses with recommendations to make systematic changes to the culture of policing and enforcement on campus at a swift pace.
- b. Train and remind employees who to call and what type of response is necessary for classroom situations. Campus security and local law enforcement should have limited involvement in non-emergency campus situations.
- c. Implement regular trainings on cultural competence, including implicit bias and microaggressions, in collaboration with District Human Resources, and develop a shared understanding of the following: anti-Blackness, anti-BIPOC, and anti-LGBT societal context; intersectionality; institutional and systemic forms of discrimination and inequity; and respectful, inclusive and trauma-informed communication/interview practices. These trainings should extend to the District's contracted personnel including contracted law enforcement.
- d. Provide employees with proper de-escalation and conflict resolution training to ensure they can successfully carry out these tactics when necessary.
- e. Pilot a behavioral health response team or employ a greater mental health services presence at both campus during day and night courses. Rely on the professionals who are trained to respond to non-emergency mental health issues.
- f. Continue to utilize resources currently provided by the Sheriff's Department contract including but not limited to PERT, Homeless Outreach Team, Domestic Violence Experts, and Clery Act Report Mandates. Explore options for additional resources or MOU and/or contracts with various agencies.
- g. Ensure that the enforcement personnel employed by or contracted with the District act more as "guardians" than "enforcers," ensuring that they are trained to protect and serve while supporting student success.
- h. Significantly strengthen accountability measures for the District's Public Safety Department, including an anonymous complaint system and creation of an oversight committee comprised of faculty, students, and staff to investigate complaints.
- i. Improve transparency and the use of data to understand how and when campus incidents occur.

### **2. Weak partnerships, on and off campus**

- a. Provide a quarterly report from the Director of Public Safety to the Chancellor's Cabinet or Presidents Cabinet to reinforce the importance of campus safety streamline information and ensure it is correctly flowing to the top which.
- b. Cultural competence trainings should also pull from the scholarship, teachings, and recommendations produced by students and faculty with relevant subject matter expertise in the Cuyamaca College Arts, Humanities and Social Sciences Division and the Grossmont College English and Social/Behavioral Sciences Division.
- c. Public Safety outreach to Inter-Club Council and other student organizations and clubs.
- d. Require leadership to participate in the continuity of operations planning and after-action reporting which includes deadlines and follow-ups.
- e. Integrate campus safety activities, including prevention and response, more deliberately with existing campus-based programs that address issues such as mental health, domestic violence, sexual harassment, and drug or alcohol abuse, such as those units within Student Affairs, Human Resources, and Title IX; and pursue innovative models to pair and cross-train public safety personnel with campus practitioners.

- f. Offer to host trainings in campus facilities in return for free attendance for District and college employees.
- g. Work collaboratively with Student Services to improve and invest in services related to basic needs, mental health, and homelessness. Particular investment should be directed toward marginalized and highly vulnerable communities, including but not limited to Undocumented, International, Native, Black, Brown, Queer, Trans, Neurodiverse, and Disabled groups.
- h. Proper staffing of all campus resources and administrative support, particularly during night courses which run until 10:00 p.m.

### **3. Insufficient training in all areas of public safety including emergency preparedness**

- a. Implement mandatory training for all employees. If faculty and staff are properly trained for responding to campus violence, regardless of the severity, it can ensure lower crime rates and simpler disciplinary measures.
- b. Ensure supervisors, managerial and evening administrators duties include a requirement to provide training as well as obtain it to help them fulfill their roles as Campus Security Authorities or mandated reporters.
- c. Offer train-the-trainer certifications to current employees. Allows for cost saving measures when in-house training is needed and potential earnings when inviting others from off campus.
- d. Explore MOU's with outside agencies that may provide free or low cost training. Often inviting other agencies or sharing the cost is an overlooked, but viable option.
- e. Orient new employees about expectations. Presentations to new staff members regarding campus safety should be part of on-boarding.

### **4. Limited support or funding for technological and physical improvements**

- a. Safeguard the District grounds and campus community with proper public safety staffing. Based on feedback from the District constituents there is a desire to maintain minimal coverage by local law enforcement particularly during evening hours, supplemented with other forms of Public Safety personnel including community service specialists and a broader reach for Campus and Parking Services personnel.
- b. Fund and recognize all functional departments which promote campus safety, such as Public Safety, Facilities, and Student Services. Grant expertise and local partnerships should be utilized to full capacity to bolster budgets and stretch dollars.

### **Conclusion**

Policing and enforcement is often dictated and shaped by legislation, lawsuits, political leaders and public perceptions. Narrowing the District's traditional law enforcement scope and integrating it into a more comprehensive Public Safety Department will help enhance campus safety. This change will signal the intended shift from law enforcement and "policing" toward a broader focus on supporting the safety and well-being of the District's highly diverse campus community. It is important to concentrate on the campus-specific issues and shape policy based on those needs as well as maintain fluidity and transparency. Successful campus safety operations work cooperatively and efficiently with local law enforcement, community organizations, student groups, faculty associations, and other campus constituents. Campus safety should encompass protecting and advancing the overall physical as well as mental well-being of the entire District community – including those groups that have been marginalized, intimidated, or traumatized by various police or other law enforcement personnel, by providing an array of coordinated services, resources, and structures to serve this purpose.

**Sources used for information:**

Campus Safety Magazine: UC Riverside Campus Safety Task Force Releases Police Reform Recommendations

**Campus Police Reform is a DEI Moving Forward on the Call to Action**, *Executive Vice Chancellor for Educational Services and Support, Marty J. Alvarado*

### **Timeline and Membership**

The task force was formally established in August 2020 and charged with providing the campus preliminary recommendations in April 2021, followed by implementation in May 2021. The task force consists of the following membership and staff support personnel:

Sahar Abushaban, Interim Vice Chancellor of Business Services  
Hiam Abdulhad  
Elaine Adlam, Nurse, Grossmont Health Services  
Gaby Avila Garcia, Supervisor of Campus and Parking Services  
Johnny Barner  
Nicole Conklin, Director of Public Safety  
Tiffany Hungerford, Supervisor of Campus and Parking Services  
Tania Jabour, English Department Chair and Student Learning Outcomes Coordinator  
Daryl Johnson, Compliance Specialist  
Eric Klein, Dean of Learning and Technology Resources  
Anne Krueger, Communications and Public Information Director  
Frank Laveaga, Supervisor of Campus and Parking Services  
Manuel Mancillas-Gomez, ESL Associate Professor and Cuyamaca Academic Senate President  
Bill McGreevy, Vice President of Administrative Services  
Matthew Ring, Mental Health Counselor  
Nicole Salgado, Interim Vice President, Administrative Services  
Julio Soto  
Lauren Vaknin, Dean of Student Affairs  
Sara Varghese, Dean of Student Affairs  
Natalija Worrell, Classified Senate President and Child Development Center Technician  
Enya Castaneda, Student Ambassador  
Maryam Rammahi, Student Ambassador