FINAL REPORT OF POLICIES AND PROCEDURE REVIEW FOR NORTHWESTERN UNIVERSITY POLICE DEPARTMENT

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I. EXECUTIVE SUMMARY

In June 2015, Patricia Brown Holmes and Valarie Hays (collectively “Counsel”) were retained to conduct a policies and procedures review of Northwestern University’s Police Department (“the Department”). As part of the review, Counsel evaluated the University’s and the Department’s current policies and procedures related to operational and soft skills training, officer and supervisor responsibilities, overtime, shift selection, campus assignments, and the reporting of employment concerns, among others. Additionally, Counsel interviewed over 65 individuals as part of its review, including members of the Department, University administrators, city partners, and student leaders. The goal of the review was to assess how the Department can best move forward in delivering quality services to the community it serves and ensuring that the Department’s employees have the training and support they need to work smartly in a complex environment and communicate effectively with their colleagues.

Counsel’s review demonstrated that the Department is highly valued by its stakeholders and well-regarded in the community. Counsel consistently heard positive feedback related to the professionalism of the Department’s officers and staff. The stakeholders recognize the critical role the Department plays in keeping the campus safe and secure, and the general consensus was that the members of the Department were attentive to their needs and visible on campus. Similarly, the Evanston police officers and firefighters value the Department’s assistance and view the Department as a partner. The strong working relationship between the departments adds value to both the University and the Evanston community. Students view the Department as a support system, and officers consistently demonstrate their commitment to the students’ well-being and safety.

As is the case with all organizations, there is always room for growth and improvement. The need for additional staff and conflicts internal to the Department were the most frequently reported concerns during Counsel’s interviews. The ways in which members of the Department communicate and disagree can have a substantial impact on the effectiveness of the Department and the job satisfaction of its members. All members of the Department can benefit from more frequent and open communication with each other, a commitment to showing sensitivity and respect for the views and perspectives of others, and increased utilization of informal methods of communication by the Department’s leadership. In short, civility matters and can be the difference between a great Department and a world class Department.

As discussed in more detail below, Counsel recommend that the Department’s internal challenges be addressed through an increase in staffing and additional training, including management and soft skills training. The Department also would benefit from more interaction between the Department’s leadership and the other members of the Department, including more information sharing by the Department’s leadership with respect to its bases for certain decisions. Department leadership already has begun to implement new policies and procedures and otherwise respond to issues raised during Counsel’s review.

We also note that on April 30, 2015, the Northwestern University Police Benevolent Association was certified by the National Labor Relations Board as the collective bargaining representative of all full-time and part-time police officers employed by the Department. Currently, the Department and the union are negotiating over the terms of a collective bargaining
agreement. In that regard, a number of the policies, procedures, and subject matters addressed in this report are mandatory subjects of bargaining that may be addressed by the parties during the collective bargaining process.

II. BACKGROUND

A. Structure and Jurisdiction of the Department

The Department is led by Bruce Lewis, the Chief of Police and Associate Vice President for Public Safety. As of September 1, 2015, the new Assistant Vice President and Deputy Chief is Gloria Graham. The Department also has two additional Deputy Chiefs, a Commander of Field Services, a Commander of Emergency Services, a Director of Parking and University Security Systems, a Director of the Emergency Services Division, and an Emergency Preparedness Manager. Additionally, the Department employs approximately four lieutenants, one detective, ten sergeants, 22 police officers, ten communications officers, four community service supervisors, and 23 community service officers. The communications officers operate the computer-aided dispatch and record management system (CAD-RMS), along with radio and telephone communications. The community service officers’ duties include communications, parking enforcement, and residence hall security. The Department also employs security guards.

The Department has jurisdiction over the Northwestern University campus. The Department’s officers also have the authority to act as municipal peace officers within set boundaries in Evanston in order to protect students, employees, campus visitors and their property. Additionally, a joint agreement with the Evanston Police Department extends the Department’s authority to all streets adjacent to University properties, all streets used in the course of the Department’s regular duties, and any location in Evanston when assisting the Evanston police.

The Department is divided into four main functions. Field Services is responsible for the protection of life and property, the prevention of criminal activity, and 24-hour directed patrol by uniformed police officers. Administrative Services manages criminal investigations, residence hall security, special events, recruiting and hiring, contract security, internal affairs, protective services, training, policies and procedures, budgeting, purchasing, and accounting. Emergency Management coordinates institutional emergency management preparedness and planning and ensures compliance with homeland security requirements in the biological, radiological and chemical sectors of the research community. The Parking and University Security Systems team manages daily parking operations, monitoring of campus security systems, and the enforcement of parking restrictions.

B. Details of the Policy Review and Interview Process

Prior to scheduling and conducting interviews, Counsel reviewed certain University and Department policies and other documents relevant to its assessment. Specifically, Counsel reviewed the following documents, among others: (1) the Department’s Rules and Regulations, including rules related to overtime, (2) the Operations Procedure, including policies related to overtime, shift assignment, and temporary assignments, (3) the University’s Sexual Harassment and Discrimination Policies, (4) internal complaints by members of the Department, (5) records
related to awards and recognition given to the Department and its individual members, and (6) certain correspondence from Department leadership.

Between August 2015 and January 2016, Counsel conducted interviews of approximately 37 members of the Department, 24 University administrators, the chiefs of the Evanston Fire Department (“EFD”) and the Evanston Police Department (“EPD”), and seven of the University’s student leaders (collectively “stakeholders”). Prior to the interviews, Counsel informed the stakeholders that the information they provided during the interviews would be used solely for the purpose of developing recommendations for improvements to the Department’s policies and procedures and that their specific statements would not be attributed to them by name in Counsel’s final report.

The Department’s personnel that Counsel interviewed included Chief Bruce Lewis, Deputy Chief Gloria Graham, commanders, lieutenants, sergeants, detectives, officers, community service officers, communications officers, and administrative staff. With the assistance of the Department, Counsel also identified for interviews University administrators and city partners who interact with members of the Department on a regular basis and rely on the Department’s services. The University departments and city partners that Counsel interviewed during its review are listed in Appendix A of this report, along with a description of the typical ways in which the Department works with these stakeholders.

III. **STRENGTHS OF THE DEPARTMENT IDENTIFIED BY STAKEHOLDERS**

A. **Effective Communication With University Administrators**

University Administrators reported that the Department’s members communicate effectively with them, both in terms of the extent of information they provide and the frequency of the communications. They consistently reported that officers were quick to respond after being called, and they were impressed with the officers’ politeness, civility, strong customer service skills, and demonstrated interest in addressing the stakeholders’ needs. They also praised the Department’s leadership for handling a challenging job with integrity and thoughtfulness. Finally, the administrators recognized that the Department has had multiple success stories for which it has not sought out special recognition. It was noted on multiple occasions that the Department’s members appear to be motivated by a desire to provide quality services rather than recognition.

B. **Efficient and Well-Planned Delivery of Services**

Stakeholders reported that the Department works well in stressful situations, provides well-coordinated services, and engages in fruitful long-term strategy discussions. Additionally, stakeholders expressed an appreciation for the Department being proactive in reaching out to them to discuss how to approach new environments. They also expressed an appreciation for the Department’s safety notices, such as the signage the officers posted in July 2015 related to fireworks. According to stakeholders, residents of the community have praised the Department for how it has handled community safety issues.
C. Positive Interactions With Students

Stakeholders appreciated that the Department has become more education-focused with respect to officers’ interactions with students in recent years. Students describe the officers as being approachable, having a calm demeanor, and exhibiting a “learn from your mistakes” rather than a punitive policing philosophy. Similarly, stakeholders complimented officers for their efforts to develop relationships with the students. They noted that students have an opportunity to interact with officers in a collaborative environment by serving on the police advisory board. This board meets once or twice a year and was formed to bring student leaders and others together to interact directly with campus police and address student concerns. Students also participate in ride-a-longs with officers during which they learn about the Department’s role in the Evanston community. Some stakeholders praised officers for going door-to-door to explain rules to students, such as before the University’s annual Dillo Day, in order to proactively avoid incidents. They also spoke highly of Chief Lewis’ meetings with law students on at least a quarterly basis to discuss recent police-related issues. Additionally, students expressed their appreciation for opportunities to interact with officers in social settings, such as playing ping pong with the officers and chatting with them at University events.

Stakeholders reported that the Department handles tense situations involving students well. For example, during student demonstrations, the Department’s approach has been to avoid having uniformed police officers on the front line and to let the situation diffuse on its own, if possible. This approach helps foster students’ perception that the officers are on their side and that they are safe on campus.

It also was noted that the Department’s leadership seems to have a strong grasp of the challenges the Department faces as a result of the fluency of its constituency. The fact that students tend to be mobile makes it more challenging for the Department to develop relationships of trust and makes the Department’s success in doing so all the more noteworthy. Students pointed out the importance of officers introducing themselves to students early on when they are freshmen, so there is time to develop a relationship of trust. They spoke positively of the Department’s plans to have a meeting with freshmen at the beginning of the 2016-17 school year to explain the Department’s mission and provide further information regarding when students should contact officers.

D. Community-Oriented Approach

Stakeholders praised the Department for having a strong partnership with the EPD and the EFD and being community-focused. They further praised the Department for being well-respected in the community, which was attributed in part to the professional manner in which the Department’s officers communicate with Evanston residents. Stakeholders also noted that on September 9, 2015, the EPD and the Department received the “2015 Catalyst Award” at the annual Evanston MashUp, which is a networking mixer hosted by the University, the City of Evanston, and the Evanston Chamber of Commerce. The Catalyst Award is intended to recognize a person or organization that embodies the spirit of community partnership and collaboration.
IV. OPPORTUNITIES FOR IMPROVEMENT IDENTIFIED BY STAKEHOLDERS

A. Frequency and Ease of Communication Between Department Leadership and Department Personnel

Stakeholders reported that they would like to see more frequent contact between the Department’s leadership and the rest of the Department, including more regularly scheduled meetings, informal one-on-one interactions, and social events, such as annual holiday parties. These types of interactions create opportunities for team building and assist in bridging any perceived distance between leadership and staff and between newer members of the Department and those with a longer tenure at the Department. Similarly, these types of activities provide more opportunities for officer feedback on changes to policies and procedures that the Department’s leadership is considering. Stakeholders expressed the opinion that street officers are often in the best position to know whether newly proposed policies and procedures would work in practice (e.g., shift assignments, day off patterns, etc.) As one stakeholder put it, they would like a “meeting before the meeting.”

More frequent interactions also will help members of the Department better understand leadership’s long term goals, vision for the Department, and expectations of its members. For example, several officers expressed that they have received mixed messages from the University and Department leadership related to how aggressive they should be with parking tickets and traffic stops. Some supervisors were uncertain as to how detailed they should be in officers’ written evaluations.

In addition to meetings, Department leadership can increase its positive interactions with Department personnel and boost morale by creating additional opportunities for recognition. Department employees expressed a desire to have an employee of the month program.

Additional efforts by the Department’s leadership to continue to promote an open door anti-retaliatory culture also will encourage honest and direct communication between leadership and staff. Some members of the Department expressed uncertainty about whether their feedback was welcome. For example, many members of the Department commented that the lack of parking at the Department is a source of frustration and concern for them. Few individuals, however, had escalated this issue to the Department’s leadership. Once Department staff raised this issue during Counsel’s interviews, management immediately took steps to improve the situation, including (1) allowing staff to request an escort from the parking lot to Department headquarters, (2) permitting staff to use the five parking spaces reserved for administrative personnel during hours when the administrators are not scheduled to work, (3) providing personnel temporarily assigned to the Chicago campus access to the Evanston garage during the assignment, and (4) allowing staff to park in the temporary spaces located on the south side of the Evanston office in order to unload training materials or make other deliveries.

Gloria Graham joining the Department also has been a positive development with respect to the Department’s internal communications. Many stakeholders expressed enthusiasm about Ms. Graham joining the Department. They believe that she is committed to promoting frequent and open communications within the Department.
B. Information Sharing

Some members of the Department expressed a desire to better understand the bases for certain decisions made by the Department’s leadership, including decisions related to (1) promotions, (2) approval for officers to attend particular training sessions, and (3) shift, campus, light duty, and overtime assignments. As a result of not understanding how decisions on these topics were reached, certain Department employees concluded that the decisions were based on a biased or unfair process and/or that particular work assignments or training denials were forms of punishment.

It also was evident during the interview process that Department employees would benefit from a more formal and routine process related to receiving updates on new policies and procedures. Many Department employees reported that they did not always receive the updates. When they did receive the updates, the reported sources of the updates varied. Some employees reported receiving updates via email or office mail, although not consistently, while others reported receiving updates from sergeants during roll call meetings. Others reported that they were required to review current policies by retrieving them from the Department’s computer system. Officers assigned to the Chicago campus reported not having access to Evanston’s computer system, where the policies are saved. Other employees reported not being told about updated policies until they violated them. Additionally, some officers reported that, on occasion, they had to certify in writing that they received and understood the new policies, but this was an inconsistent and infrequent practice. Stakeholders were unaware of any formal or consistent process for ensuring that Department employees received and understood Department and University policies and general orders.

With respect to information sharing with University Administrators, the administrators expressed a desire for information related to whom at the Department they should contact for particular issues and when and to whom issues should be escalated. They were in favor of having assigned contacts for certain issues and receiving updates about temporary replacements when their typical contacts were unavailable due to vacations or for other reasons. They also expressed a desire for frequent updates on the status of criminal investigations and guidance on the notifications that should be issued related to the criminal investigations.

C. Shift, Campus, and Overtime Assignments

The methods for annual shift and campus assignments as well as overtime assignments were areas of concern for members of the Department. Members of the Department had different views on the appropriateness of seniority as the dominant consideration in making these assignments. It was generally recognized, however, that there was no perfect method for making these assignments and that seniority needed to be balanced with ensuring the right combination of office experience on the shifts along with rewarding and creating incentives for hard work. The general consensus based solely on these perceptions was that if the Department’s leadership (1) created fair and clear policies on these topics that were consistently applied and (2) explained how the policies were applied to particular situations, they will have addressed the Department members’ primary concerns on these issues.
Some stakeholders supported the idea of making shift assignments six-month terms rather than 12-month terms to provide more opportunities for officers to be assigned desirable shifts but recognized that this would create more work at the administrative level. Additionally, six-month shifts potentially would provide a shorter time period for supervisors to evaluate officers. With respect to campus assignments, stakeholders spoke positively about the Department’s efforts in recent years to cross train all officers to work at both campuses and recommended that all officers be required to spend some time at both campuses.

Stakeholders also expressed concern that officers at times were required to work too many hours or days in a row. This was perceived to be a safety issue and was attributed in part to a shortage of officers in the Department. Some stakeholders noted that when officers who have a long commute home have to be back to work in eight hours after working a double shift, they should be provided with more comfortable sleeping accommodations and a meal.

Officers also reported a desire for more notice with respect to when they will have days off. They explained that at times there were unexpected changes in the number of days they were required to work in a row, and they received little advance notice as to when they could take vacation time.

The need for more flexibility with overtime was an additional reported concern. Some officers noted that there was a two-hour overtime limit on a regular shift. This limit becomes an issue when officers are required to stay at court for a longer period of time after their shifts have ended or when they have to wait after their shifts have ended for court to begin.

D. Additional Staffing

Many stakeholders expressed a desire for more officers and sergeants at both the Evanston and Chicago campuses. The requested number of additional officers per shift ranged from one to three. Those who requested a total number of additional officers expressed preferences ranging from seven to 36 additional officers. Stakeholders also spoke positively about the increasing diversity within the NUPD and expressed a desire to see even more diversity among officers.¹

The communications officers also expressed a need for more staffing. They stated that there were times when they were required to cover the communications center on their own due to a shortage in staffing. They expressed concerns about being able to adequately respond to multiple simultaneous reports when they are the only officer in the communications center. They also noted their inability to take even short breaks when staffing the communications center alone. In these circumstances, they consistently prioritized ensuring the provision of quality services and immediately responding to any emergencies over their personal comfort and needs. The consequences of the communications officers being short-staffed were exacerbated by the

¹ Management’s commitment to diversity has been exemplified by its recent hiring decisions. Female and minority candidates were hired for the four most recently filled leadership positions within the Department, including the Commander of the Chicago campus, the Director of Threat Assessment, the Deputy Chief of Police, and the Assistant Vice President and Deputy Chief.
expectation that they handle the intake of maintenance requests between 5:00 p.m. and 7:00 a.m. when the Facilities Department dispatchers are off duty.

As a result of the communications officers expressing staffing concerns to Counsel during interviews, Department leadership expeditiously took action to address the concerns by adding two additional communication officer positions, which will allow for two communications officers to be scheduled at all times. Additionally, Department leadership worked with its colleagues in the Facilities Department to extend the Facilities’ after-hour customer service call center hours from ending at 5:00 pm to ending at 7:00 pm. This change will result in a 19% reduction in after-hours calls processed by the communications officers.

E. The Department’s Interactions with University Administrators and Students

Stakeholders expressed a desire to see officers patrolling the campus on foot more frequently rather than in their vehicles and attending more University events and receptions in plain clothes. They believed that these efforts would help humanize the officers, foster a relationship of trust between the officers and the students, and further develop students’ understanding of the role of the Department’s officers. They thought it was important that students understand that the Department’s officers are there to support the students, act in the students’ best interests, and ensure their safety.

Students expressed a desire for the Department to send more officers to patrol off campus in the areas where students typically live. For example, they pointed out that they would feel safer walking home at night if there was greater police presence. Students believed that the EPD focused on areas of Evanston that were not close to campus and that the Department’s police officers should focus on protecting students who live off campus. Students also expressed a desire for more security in University buildings in the evenings.

A desire for more officer visibility also was expressed at the community level. Stakeholders expressed a desire for the Department’s officers to become even more engaged in the community so members of the community could better understand the role of Department officers. For example, community members sometimes complain that the Department’s officers do not issue tickets to students, but they do not realize that the officers cannot do so when the students are outside of their jurisdiction.

Certain University Administrators expressed a desire for more communication with the Department on certain topics. These topics included (1) decisions on the student arrest process, (2) the need for security cameras in certain locations on campus, (3) the need for officers to patrol certain University buildings, and (4) University Administrators’ access to information during criminal investigations.

F. Department Policies and Procedures

At times, members of the Department have perceived a lack of fairness and disparities in the execution of policies and procedures. Their perceptions, at least in part, can be attributed to a lack of clarity in certain policies and procedures. Department members expressed a desire for more detailed policies and guidelines related to shift and campus assignments and overtime and believed that this would help promote consistency in the treatment of employees. For example,
the “Mandatory Overtime” section of the Department’s Rule and Regulations states that seniority and total amount of overtime given to each officer will be considered in making overtime decisions, but there is no further detail on how these factors and others are balanced. The Department Manual includes an operations procedure that states patrol officers and supervisors can make requests for particular shifts but that the Chief makes the ultimate decision “based on the operational needs of the Department.” No further detail is provided on how shift assignments are made. There is no policy or procedure that addresses the method for assigning officers to the Chicago or Evanston campuses.

Department members also expressed a desire for easier access to the policies, and some members suggested combining the Department’s policies and procedures into one manual as one method of achieving easier access. Finally, some Department members stated their belief that policies and procedures should be updated more frequently.

G. Training

The Department’s technical training is strong, but the Department can benefit from more soft skills training, including training related to interacting effectively with colleagues and developing and maintaining positive relationships. Many stakeholders believed that the Department would benefit from cultural sensitivity training to improve their interactions with minority students and their interactions within a diverse police department. Although interviewees acknowledged recently receiving diversity training, some felt more diversity training was needed, including, training that went beyond a review of the University’s diversity policies and included role playing and discussions related to unconscious bias. Department leadership recently formed a training committee comprised of representatives from each area of the Department that will focus in part on training related to fair and equitable policing strategies. This training will explore the topic of unconscious bias, among other topics.

Other stakeholders felt that the Department could benefit from additional training on how to respond to students with mental health issues and students otherwise in distress. These are challenging issues for officers, especially in a University setting, where officers have to balance the need to ensure the safety of its constituency while also considering the best interests of the students who are in distress. As a result of stakeholders expressing concerns on this topic to Counsel, Department leadership tasked the new training committee with developing Crisis Intervention Training (“CIT”). The goal of this training will be to ensure that officers provide individuals experiencing a mental health crisis with appropriate service.

Stakeholders also discussed the benefits associated with giving supervisors more leadership and managerial training. Several stakeholders believed that the Department’s supervisors had different expectations and management styles. For example, several stakeholders reported that some sergeants engage in roll call training while others do not provide this type of training. Stakeholders also reported a perception that sergeants had different practices with

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2 Certain Department members did request more technical training on the following topics: (1) sexual assault, (2) firearms, (3) report writing, (4) building entry, (5) officer shootings, and (6) new legal developments in relevant areas.
Department employees frequently expressed a desire for annual policies and procedures training. Not only would this training provide a means to ensure that all Department employees were aware of policy and procedure updates, but it also would provide a means to ensure that the employees had the time to review, understand, and apply the policies. Street officers pointed out that they were expected to be patrolling and were not given many opportunities to review policies and procedures. Others reported that it was difficult to remember all of the policies and procedures without having the opportunity to practice applying them through situational or interactive training. Some Department employees recommended online interactive training on the Department’s policies and procedures.

Department employees also pointed out that most of the Department’s training was voluntary. There is no mandatory officer development program that sets forth how many hours of annual training officers should receive on particular topics. The general consensus was that a more formal training program would be a welcome addition to the Department. Accordingly, Department leadership directed the new training committee to develop an annual training plan.

V. CONCLUSIONS AND RECOMMENDATIONS

Counsel’s policies and procedures review demonstrated that existing policies and procedures have enabled the Department to provide high quality services to the campus and community it serves. The Department is well-regarded by its stakeholders in large part due to the Department members’ professionalism and commitment to ensuring the safety and security of the University community.

To further the Department’s goal of living up to the standards of a world class police department, the members of the Department must work together smartly as a cohesive team. To that end, the Department will benefit from additional mandatory training on cultural sensitivity and diversity, communicating effectively with peers and students, and management skills and techniques, including ways to encourage an open door atmosphere where reporting of employee concerns is encouraged. The Department also will benefit from clearer policies on shift, overtime and campus assignments and more open communication on the implementation of those policies. Counsel expects that these topics will be addressed during the ongoing negotiations between the University and the Department’s new Union for police officers. Additionally, the Department will benefit from an employee recognition program, more team building exercises and Department-wide social events, increased frequency of Department meetings, and more informal communication between the Department’s leadership and the rest of the Department.

With those goals in mind, Counsel make the following specific recommendations:

3 These recommendations also will assist with the Department’s goal of becoming accredited by the Commission on Accreditation for Law Enforcement Agencies (“CALEA”) in December 2017.
**Recommendation 1:** Convene a working group to assist in reaching the goals set forth in this report. The working group shall include at least one Department lieutenant, sergeant, officer, community service officer, a communications officer along with a student leader and representative from Student Affairs and Human Resources, as well as a union steward or union designee. Each member of the working group will serve on one or more of the subcommittees listed below, as appropriate. The working group will meet on a monthly basis and report progress to Chief Lewis on a quarterly basis. The working group should have the following subcommittees:

(1) **Cultural Sensitivity and Diversity Subcommittee:** This subcommittee shall be charged with reviewing the Department’s policies and procedures related to cultural sensitivity and diversity, including assessing the following: (1) the types of cultural sensitivity and diversity training that would be beneficial for the Department; (2) the training protocol that should be developed to ensure that all Department members receive annual diversity training; (3) ways in which cultural sensitivity can be integrated into employee evaluations; and (4) ways in which the Department’s policies and procedures can be revised to clarify and promote the Department’s zero tolerance policy for discrimination, harassment, and retaliation.

(2) **Employee Relations Subcommittee:** This subcommittee shall be charged with developing strategies for improving morale within the Department, including assessing the following: (1) the types of management and soft skills training that would be most beneficial for the Department; (2) the type of employee recognition program that should be implemented to reward outstanding contributions to the Department; (3) the best options for one team building activity and two Department-wide social events on an annual basis; and (4) ways in which the Department can further cultivate a culture that encourages employees to report concerns or ask employment-related questions.

(3) **Student Relations Subcommittee:** This subcommittee shall be tasked with developing strategies for ensuring that students understand the role of the Department, cultivating students’ feeling of trust towards the Department’s officers, and equipping officers with the best strategies for handling challenging student issues that they may encounter, including assessing the following: (1) the most effective ways for officers to communicate information about their roles and responsibilities to students, (2) the safety issues about which students are most concerned, and (3) the best protocol for interacting with students in crisis or with mental health issues and transporting these students to the hospital when necessary.

**Recommendation 2:** Provide mandatory training for Department employees on the following topics and maintain attendance logs:

(1) Annual diversity and cultural sensitivity training, as recommended by the working group.

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4 Counsel recommends that the members of the newly created training committee join the working group to avoid duplication of efforts related to developing new training programs and protocol.
(2) Quarterly soft skills training for one year and then at least annually thereafter, as recommended by the working group. Each session should cover a designated topic, such as conflict resolution, effective communication, and interpersonal skills.

(3) Biennial in-person training for all lieutenants and sergeants on management and leadership skills building. The training should include strategies for ensuring consistency in management decisions, motivating supervisees and assisting in their career development, and promoting an open-door culture.

(4) Cross-training of officers to perform specialty positions (e.g., evidence technician, training officer, and juvenile officer). This will create more flexibility with respect to work and shift assignments and overtime.

(5) Annual live, interactive training on the Department’s policies and procedures. At the end of the training sessions, Department employees should be asked to certify in writing that they have reviewed and understand the policies.

(6) Training for officers on how to effectively communicate with students in distress or with mental health issues.\(^5\)

**Recommendation 3:** Implement an employee recognition program, as recommended by the working group, and develop protocol to ensure that employees are consistently receiving an annual evaluation.

**Recommendation 4:** Plan one team building event and two social activities (e.g., holiday party and family picnic in the summer) per year, as recommended by the working group.

**Recommendation 5:** Add additional Department resources in the areas for which the most need was expressed, including increasing (1) staffing levels for police officers and sergeants, (2) the frequency of officers patrolling at night University buildings and areas where students commonly live off campus, and (3) parking options for officers.\(^6\)

**Recommendation 6:** Supplement and clarify certain Department policies and procedures to achieve the following goals: (1) promptly inform Department personnel when there are modifications or additions to Department policies and procedures, (2) develop protocol for tracking employee discipline to ensure fairness and consistency in disciplinary actions, (3) promptly provide decisions to employees on whether their vacation and training requests are approved, and (4) work with Student Affairs to develop an integrated system for reporting student incidents. Additionally, Counsel observed the need for more detailed policies and procedures related to shift, campus, and overtime assignments. These are topics that Counsel

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\(^5\) As discussed in Section IV(G) above, Department leadership is already working to develop Crisis Intervention Training.

\(^6\) Besides the additional resources already devoted to improving the parking options, as discussed in Section IV(A) above, Department leadership is evaluating options for supplementing the cost of parking on the Chicago campus.
understands are currently being negotiated between the University and the Department’s new Union.

**Recommendation 7:** Increase the frequency of interactions between Department leadership and the members of the Department, including increasing the frequency of Department meetings, with accommodations for officers working on other shifts. Additionally, after each announcement of shift and campus assignments and promotion decisions, plan for Department leadership to meet one-one-one with all officers who did not get their preferred shift or campus assignment or desired promotion for purposes of discussing the bases for the decisions.

**Recommendation 8:** Provide additional security guard training on security protocol and how to effectively communicate with students.

**Recommendation 9:** Develop a procedure to ensure that the University Administrators with whom the Department frequently interacts are assigned a Department contact person for issues that commonly arise and that the list remains current. The contact persons should be tasked with informing University Administrators when they will be on vacation and identifying who will serve as their replacement when they are away.

**Recommendation 10:** Create goals related to the amount of time officers spend patrolling campus on foot and incorporate these goals into officer evaluations. Requiring more on campus visibility will assist in developing students’ feelings of trust and familiarity with the officers.

The University should support the Department in ensuring that the Department has adequate resources, including sufficient staffing and parking. The Department and University also should work together in the assessment and clarification of Department policies and procedures related to the issues raised by stakeholders, as discussed above. Department leadership is committed to revising its policies and procedures in response to Counsel’s findings and recommendations and has expressed an intention to continue working towards that goal in the coming months.
APPENDIX A

Budget, Facilities, and Analysis: The Department’s officers monitor the building where the Office of Budget, Facilities, and Analysis is located. This office also calls upon the Department if there is an employment situation that requires their presence.

Counseling and Psychological Services: The Department transports students to hospitals when the students are experiencing a crisis situation. The Department also works with Counseling and Psychological Services on the Behavioral Consultation Team, which is part of the University’s Violence Prevention Team.

Cyber Infrastructure: Cyber Infrastructure works with the Department on a regular basis with respect to 911 services, parking, emergency services, communications, and technology. The Department also provides training to the Cyber Infrastructure team. Most recently, an officer spoke to the Cyber Infrastructure team about crisis and emergency response situations.

Emergency Preparedness: The Department interacts with stakeholders responsible for emergency preparedness when conducting joint table top exercises and serving on the community emergency response team, which focuses on emergency planning for special events.

Evanston Fire Department: When there is an emergency call on campus, EFD responds and relies on the Department to lead the firefighters to the correct building. The departments also work together in conducting safety drills.

Evanston Police Department: The Department assists the EPD in certain criminal investigations, the handling of prisoners, and in major incidents. The departments collaborate on a regular basis and share equipment and training. The Department sends representatives every week to EPD deployment meetings. Off-duty EPD officers also work at University events, such as Northwestern football games, if requested by the Department.

Facilities Management: Facilities Management employees and the Department interact frequently for the purpose of strategizing on how to keep the University secure. They also conduct joint table top exercises to ensure they are prepared to respond appropriately during certain types of emergencies. They also conduct joint safety assessments and discuss how to best execute the findings.

Finance Operations: There are three primary areas in which Finance Operations and the Department work closely together: (1) emergency preparedness, (2) opening and closing cashiering locations at the beginning and end of each day, and (3) planning for new parking garages on campus. Finance Operations also calls on the Department for police presence if an unusual situation arises with a student who may be agitated about a loan payment or some other financial issues.

Health Services: The Department transports students to the University’s Health Services facilities if involuntary transportation is necessary. The Department also assists Health Services in security system planning.
Human Resources: Human Resources (“HR”) employees interact with the Department when there are personnel issues involving members of the Department. HR employees also contact the Department when they believe an officer needs to be present for termination notifications. Additionally, members of the Department serve on a number of University committees with HR leadership, including the student affairs and behavior consultation committees. During these meetings, the committee members discuss potential safety issues at the University and in the community. The officers who attend these meetings provide information that helps the committee assess the nature and extent of any potential threats to the safety of the students and the community.

Law School on the Chicago Campus: Law School employees rely on the officers assigned to the Chicago campus for patrolling, ensuring the safety of the campuses, and assisting in the filing of police reports. They also work with the officers on emergency preparedness. Additionally, the Department employs security guards to staff the security desk in the lobby of the Law School.

Medical School on the Chicago Campus: See description of responsibilities set forth above under Law School.

Legal: Legal provides advice and counseling to the Department on various employment-related issues and on matters relating to pending or potential litigation. Legal also counsels regarding internal investigations, some of which are initiated in response to reports filed in Ethics Point, the University’s system for filing anonymous complaints or expressing employment-related concerns.

Neighborhood and Community Relations: The Executive Director of Neighborhood and Community Relations interacts with members of the Department on strategic planning related to how the public safety team should engage with the community.

Office for Research Safety: The Office for Research Safety (“ORS”) is tasked with ensuring that hazardous materials and chemicals on campus are used in a safe manner. ORS works with the Department in emergency situations, and the two departments participate in safety drills together.

Student Affairs: The Student Affairs Office relies heavily on the Department, and its staff has frequent interactions with the Department’s officers and leadership. These interactions include event planning and responding to incidents of behavioral misconduct by students. If there is a public relations matter or a student has been arrested, the Department will contact a member of Student Affairs who is on call. The Student Affairs Office receives daily reports from the Department pertaining to student misconduct.

University Relations: The Department promptly notifies University Relations of incidents that may pose a safety threat to the community so University Relations can disseminate emergency communications and warnings as appropriate.