

University of San Diego

Digital USD

M.A. in Higher Education Leadership: Action
Research Projects

School of Leadership and Education Sciences:
Student Scholarship & Creative Works

Spring 5-9-2022

Public Safety Presence and Response in Campus Housing: Using Restorative Justice Interventions to Mitigate Harm and Restore Trust in the Residential Community

Sydney Pidgeon

University of San Diego, spidgeon@sandiego.edu

Follow this and additional works at: <https://digital.sandiego.edu/soles-mahel-action>



Part of the [Higher Education Commons](#), [Law Enforcement and Corrections Commons](#), [Leadership Studies Commons](#), [Organizational Communication Commons](#), [Organization Development Commons](#), [Peace and Conflict Studies Commons](#), and the [Social Justice Commons](#)

Digital USD Citation

Pidgeon, Sydney, "Public Safety Presence and Response in Campus Housing: Using Restorative Justice Interventions to Mitigate Harm and Restore Trust in the Residential Community" (2022). *M.A. in Higher Education Leadership: Action Research Projects*. 96.
<https://digital.sandiego.edu/soles-mahel-action/96>

This Action research project: Open access is brought to you for free and open access by the School of Leadership and Education Sciences: Student Scholarship & Creative Works at Digital USD. It has been accepted for inclusion in M.A. in Higher Education Leadership: Action Research Projects by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

**Public Safety Presence and Response in Campus Housing: Using Restorative Justice
Interventions to Mitigate Harm and Restore Trust in the Residential Community**

Sydney P. Pidgeon

School of Education and Leadership Studies, University of San Diego

RESTORING TRUST WITH PUBLIC SAFETY

Table of Contents

Literature Review	5
Context	10
Research Design and Rationale	12
Data Collection	17
Data Analysis	19
Implementation	21
Cycle 1: Residential Life Survey	21
Cycle 2: Harms	30
Cycle 3: Obligations	41
Cycle 4: Engagement	48
Commitments	54
Limitations	58
Conclusion	60
References	61
Appendix A: Department of Public Safety Perception Questionnaire	69
Appendix B: Cycle Two Script	83
Appendix C: Residential Life + Public Safety Report	87
Appendix D: Cycle 3 Script	98
Appendix E: Cycle 4 Script	101
Appendix F: Short and Long Term Solution Possibilities Handout	105

RESTORING TRUST WITH PUBLIC SAFETY

Abstract

In the wake of social unrest and demands of police reform (Childress et al., 2020; Davidson, 2020; Rogers & Gravelle, 2020), institutions of higher education have a unique opportunity to model a system of campus safety that mitigates harm and restores trust. This research explores the complex relationship between campus safety officers and residential life staff and student leaders at a mid-sized private institution and implements restorative justice interventions to rebuild trust between the two populations. This research created an intervention framework that improved the ongoing partnership between the Office of Residential Life and Department of Public Safety and facilitated a stronger sense of safety in residential facilities.

Keywords: campus police, public safety, residential life, campus housing, campus safety

RESTORING TRUST WITH PUBLIC SAFETY

Public Safety Presence and Response in Campus Housing: Utilizing Restorative Justice Interventions to Mitigate Harm and Restore Trust Within the Residential Community

Safety can be synonymous with feeling at home and, for many, the confines of home are a source of protection or a physical manifestation of safety. For many college students, home looks like a residential hall for one or more years of their college experience. With University of San Diego's (USD) two-year residential living requirement, most students experience living on campus. With the high concentration of students in a singular location, the institution capitalizes on this environment, using the residence halls as a key location for initiative development and execution.

As the Coordinator for Residential Life and New Student Programs, my teams collaborate with a variety of campus partners, one of the most prominent being the Department of Public Safety (DPS). As current protocol stands, significant mental health concerns, incidents involving significant alcohol or drug use, and other critical incidents require physical support from USD's Department of Public Safety. With this high touchpoint, or interaction, between the department of Residential Life and the DPS, collaboration is essential in supporting students and properly executing duties.

In this study, researchers investigated the partnership between Residential Life and DPS through engaging members of each group in restorative conversations centered on needs, obligations, and engagement. Partnership, practices, and procedures can experience sustainable development when interventions are implemented to understand and improve the relationship. Those improvements then impact the larger student experience and perception of DPS in the residential community, allowing for increased feelings of safety and trust in the students' homes.

RESTORING TRUST WITH PUBLIC SAFETY

Literature Review

As I investigated the literature on the presence and the response of university police in campus housing, I discovered there has been little research done on campus police, despite nearly every campus in the nation employing a police or public safety department (Reaves, 2015). To review previously conducted research, I used scholarly journals and research databases to identify studies focused on campus housing, campus police, and municipal police training. Given the limited peer-reviewed studies on the student experience and perception of campus police, I employed credible campus, local, and national news sources regarding interactions between campus police and the student body. Due to the limited number of scholarly resources, this research served as a necessary addition to the information on this topic. This research was conducted by Sydney Pidgeon, with the guidance of Dr. David Karp, at the University of San Diego with the intention and implication of the findings to be applicable at a variety of institutions.

For this research, the definition of harm was adapted from Karp's (2015) description in *The Little Book of Restorative Justice for Colleges and Universities*. Karp described three types of harm: material/physical, emotional/spiritual, and relational/communal (p. 34–37). In this illustration, Karp demonstrates the complexity of harm while also affirming the way storytelling can help understand harms and their respective needs. The definition of trust in this study is reflected in Lewicki and Tomlinson's (2014) description of calculus-based trust, "a confident positive expectation regarding another's conduct . . . grounded in impersonal transactions, and the overall anticipated benefits to be derived from the relationship . . . assumed to outweigh any anticipated costs" (p. 100). This definition contrasted with distrust, described as "confident negative expectations regarding another's conduct" (Lewicki & Tomlinson, 2014, p. 100). I

RESTORING TRUST WITH PUBLIC SAFETY

operationalized these definitions through three research goals: (a) to introduce restorative justice practices as a method to build connection and understanding among participants (b) understand the relationship between campus public safety and residential life departments, and (c) help participants propose new methods to mitigate harm and restore trust between the two communities.

Nearly 60% of full-time students enrolled at private non-profit universities and 32% of full-time students enrolled at all four-year universities live on campus (Radwin et al., 2018). These prominent numbers are due to many campuses encouraging or requiring on-campus living for students in their first year due to extensive research indicating significant, positive impacts of residential living on students' academic performance, retention, persistence to graduation (Peters et al., 2018; Pike et al., 1997), belonging, well-being, community, and social integration (Berger, 1997; Samura, 2016). This requirement for residential housing increases density and creates a demand for space, resources, and support from residential life staff and campus partners (Clark et al., 2012). Residential density impact is often coupled with increased mental health and student crisis concerns on campus (Hoeppner et al., 2009). Mental health concerns among college students are widespread and have rapidly increased in the last decade (Hoeppner et al., 2009; Margolis & Shtull, 2012; Storrie et al., 2010). According to a study by the American College Health Association (2011), close to 50% of students reported feeling hopeless, and 30% felt destabilizing depression over a 12-month span.

Campus police or campus safety departments are the most used campus partners when incidents, crises, or students of concern issues emerge in residence hall settings (Bernat et al., 2014). As protocol currently stands at University of San Diego and many other universities, a Public Safety Officer must respond to all incidents involving mental health concerns, students or

RESTORING TRUST WITH PUBLIC SAFETY

guests of concern, excessive alcohol use, or any substance use (Bernat et al., 2014; T. Crisman, personal communication, March 5, 2021). Researchers have found through an assessment of these calls nationally, approximately 10% of campus police responses are related to mental health concerns (Ruiz & Miller, 2004) and of this 10%, nearly one-third relate to suicide (Schriver, 2021). Given this high touchpoint with residential students, and, specifically, students in need of immediate support, it is essential for campus police to engage in response protocols that mitigate harm and have functioning relationships with key campus partners.

Student Perceptions of Campus Police

As repeated instances of police brutality pervaded U.S. society in recent years, expectations and demands for police reform and/or abolition have emerged (Childress et al., 2020; Davidson, 2020; Rogers & Gravelle, 2020). College students have cited various instances of racism, brutality, intimidation, and excessive force on their campuses incited by university police (Hernández & Ravani, 2019; Kingkade, 2020; Rodríguez, 2012; Summers & Gougelet, 2020; Thacker, 2006). These incidents and their subsequent impacts have become especially poignant in the University of California system, which inspired the creation of *Cops Off Campus* (Abolitionist University, 2020). *Cops Off Campus* is “a crowdsourced, nationwide study of the interrelations of universities and policing, coordinated by an all-volunteer collective of abolitionist researchers” (Abolitionist University, 2020, para. 1).

Some protests on campuses were because the duty and status of campus police has drastically transitioned over the last few decades, as positionality of campus police evolved from watchmen to law enforcement professionals in the 1960s and 1970s (Inoue, 2020). This transition blurred lines of distinction between municipal and campus police and is reinforced by campus police engaging their on-campus encounters similar to their past experiences as

RESTORING TRUST WITH PUBLIC SAFETY

municipal officers (Allen, 2015). This is coupled with the increase in implementing firearm presence for campus safety officers. Currently, 75% of non-municipal campus safety officers are armed, increasing the perceived intensity of response (Margolis & Shtull, 2012; Reaves, 2015). University of San Diego has followed this trajectory, arming their non-sworn campus safety officers in the last decade (T. Crisman, personal communication, March 5, 2020). Some colleges, however, have abolished a separate university policing system completely and turned to local police as sole responders to campus incidents (Savasta, 2013).

Despite these blurred lines, researchers have found that campus police officers are seen in a less harm-inducing light than municipal officers (Allen & Jacques, 2020) across race and gender demographics. Many students have viewed campus police as “interfering” (Jacobsen, 2015, p. 325) with campus life, and 73% of students indicated campus police “ruin students’ fun” (Allen, 2017, p. 338). However, as evidenced by recent cases of campus police violence (Hernández & Ravani, 2019; Kingkade, 2020; Rodríguez, 2012; Summers & Gougelet, 2020; Thacker, 2006), many students still have significant fear and distrust of campus police. Similarly, many campus police officers are former municipal officers (Allen and Jacques, 2020; J. Miyashiro, personal communication, March 29, 2021) and even in schools where campus police violence has not been present, the perception of municipal police often colors how campus police are viewed despite being separate entities (Summers, L., & Gougelet, K., 2020). This fear and distrust negatively influences satisfaction, willingness to report, cooperation, and perceived effectiveness of campus police (Aiello & Lawton, 2018; James, 2015). This distrust is embedded in the racist history of policing, and although the intersection of race and police distrust is an essential research topic, it is beyond the extent of my research. My research will focus on how to

RESTORING TRUST WITH PUBLIC SAFETY

mitigate harm and restore trust through implementing restorative justice interventions to improve trust.

Mitigating Harm and Restoring Trust

It is essential to examine partnerships between campus police and residential life and implement new approaches to mitigate harm and restore trust due to the presence of campus police in residential facilities, the possibility of distrust between the students and the officers, and the desire for a positive living environment for students. Previous research has indicated the implementation of community policing methods (Griffith et al., 2004; Hancock, 2016), collaboration with the campus community (Gelpi, 2019; Johnson & Bromley, 1999), and increased partnership with crisis professionals (Canto et al., 2017; Deane et al., 1999; Reuland et al., 2010; Segal, 2014; Wright, 2002) have supported mitigating harm during campus police response. In addition to assessing current policies and procedures, with specific attention to the above strategies, Lewicki and Tomlinson (2014) provided methods of managing calculus-based distrust: collaboration between groups, development of alternative courses of action, and increased awareness of others' perceptions, partnered with an adoption of restorative practices (Pointer, 2018). When combined, trust develops between the residential community and university police.

To add to the previous research done on campus safety and residential life, the purpose of this study is to (a) demonstrate the restorative justice as a method of intervention to navigate complex partnerships between university public safety and residential life and (b) identify ways to improve the relationship and partnership between residential life and campus public safety. Through my research process, I answered the questions:

RESTORING TRUST WITH PUBLIC SAFETY

1. How can restorative justice be used to identify harms, needs, obligations, and as an avenue for relationship building to improve complex partnerships with campus police?
2. How can needs present in the partnership between Residential Life and DPS be met?

Given the gap in current research on campus police, and lack of research on the relationship between campus police and residential life, this study serves as a first step in understanding how to best navigate public safety relations on campus. Specific attention, inspired by current events in the United States, is placed on mitigating harm and restoring trust between communities. This effort was actualized through four action research cycles based on the context and population of University of San Diego. These cycles included: a residential life survey, three individual restorative climate circles, two restorative facilitated accountability dialogues, and a joint participation restorative circle.

Context

This research was conducted by Sydney Pidgeon, at the University of San Diego, a mid-size, private Catholic institution located in San Diego, California. USD's 10 residential facilities house around 2,500 students (StarRez Report from Residential Administration, 2021). These residential facilities are managed by the Department of Residential Life in partnership with the DPS, who serves the entire campus. DPS provides "a full range of crime prevention and crime control services to contribute to the safety and security of the campus community" (About Public Safety, para. 1) and is a non-sworn agency, which means they do not have full arrest powers granted by local authority (Reaves, 2015). DPS responded to 1,391 incidents in the residence halls in 2019, most in the evening hours (DPS Report, 2019; J. Miyashiro,

RESTORING TRUST WITH PUBLIC SAFETY

personal communication, March 29, 2021). Of these 1,391 incidents, 71% were related to facility needs (e.g., lockouts, facilities maintenance, fire alarms), alcohol or drug incidents, medical needs, and noise disturbances (DPS Report, 2019). These incidents were reported through calls to DPS dispatch, anonymous reporting forms, the MySanDiego phone application, and in-person reporting. According to Miyashiro, who previously served as a high-ranking municipal police officer, many of the calls received by DPS reflected the calls typically received in a small city, which speaks to the description of USD as “a city within a city” (J. Miyashiro, personal communication, March 29, 2021).

In my current position at USD, I support Residential Education, Residential Administration, Residential Facilities, Learning Communities, and New Student Onboarding with programmatic, logistical, and administrative initiatives. This positionality places me in the Division of Student Affairs, specifically on the Strategic Initiatives and Programs team. In the past year, our division has been tasked with creating and executing diversity, equity and social justice initiatives that create sustainable change for staff and students through reimagining current programs, policies, and procedures in our division.

Currently, the sources of planned, intentional interaction of residential life staff and student leaders with DPS officers are limited to DPS’s engagement in “Behind Closed Doors” (Thomas-Williams, 2021), an incident role play activity at the end of RA training. However, residential life staff, RAs, and DPS have consistent interaction in crisis and incident situations, as co-response or collaboration between residential life and DPS are required for the following incidents: alcohol evaluations, fraternity and sorority life check-ins, reported theft, cannabis and other drug possession, cannabis and other drug scent in the hallways, car accidents involving a student, student medical needs (both transport and non-transport), student recreation injury,

RESTORING TRUST WITH PUBLIC SAFETY

mental health concerns, welfare checks, possession or suspicion of a weapon, crimes against a person, fires, bias incidents/acts of intolerance/hate crimes, missing persons, large gatherings, room searches, guest misconduct, sexual assault/domestic violence related incidents, and domestic disputes and stalking (CD & DPS Resource Guide, n.d). Given the frequent collaboration of the residential life community and DPS, this research is essential to investigate the function of the current partnership between Residential Life and DPS, and how to improve the relationships between these two populations to best serve students in the event of an incident.

The partnership of the residential communities and DPS falls outside the scope of the Strategic Initiatives and Programs team, but my role's attention to residential life's policies and procedures, my relationship with residential life staff and student leaders, my personal experience as a student leader in the residence halls, and my identity as a spouse of and daughter of law enforcement officers uniquely position me to understand and engage these two populations, improve the partnership, and attempting to increase student safety and wellbeing. In light of recent contention between the student population and DPS (Ledford, 2021), the national push for campus police reform, and the demand for overall police reform in the United States (Childress et al., 2020; Davidson, 2020; Rogers & Gravelle, 2020), the intention of this research is to mitigate further harm in the USD community and restore trust from past incidents, experiences, and perceptions.

Research Design and Rationale

Methodology II: Kolb Learning Cycle

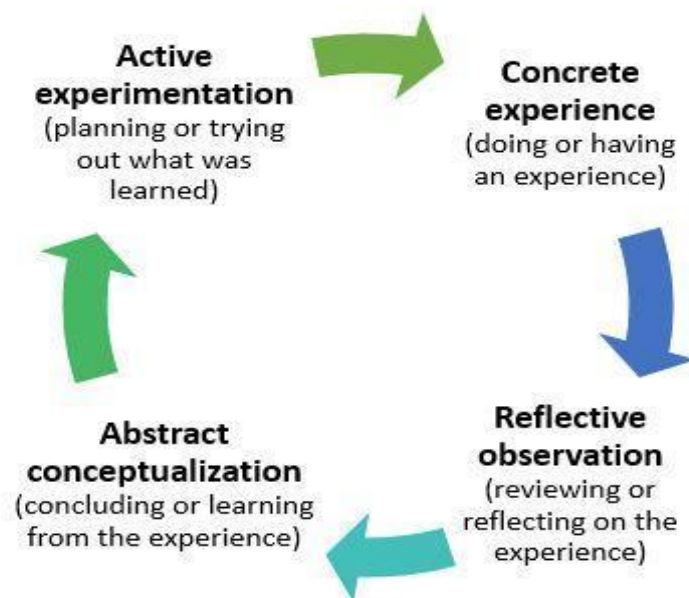
The methodological approach I used in my action research is Kolb's learning cycle (Kolb, 1974, 1984). The cyclical, reflective approach to action allows for the intentionality and

RESTORING TRUST WITH PUBLIC SAFETY

precision required when engaging with sensitive topics such as police presence and departmental partnerships. The Kolb learning cycle allows for the continual practice of experience, reflection, conceptualization, and active experimentation (See Figure 1). The first stage of this cycle is one's concrete experience, in which an individual performs an action or has an experience. The individual then reflects on this concrete experience through reflective observation. What the individual determines through this reflection is then curated into abstract conceptualizations by creating conclusions or learnings from the experience. The individual then applies these learnings through active experimentation, in which they engage in a new action based on what they concluded from the cycle, with the possibility of entering the cycle again.

Figure 1

The Kolb Cycle



(Kurt, 2020).

RESTORING TRUST WITH PUBLIC SAFETY

Kolb (1984) stated, “Learning is the process whereby knowledge is created through the transformation of experience” (p. 38) and this experiential transformation is possible through intentionally curated and structured processes to allow for new concrete experiences. Through utilizing the structure of restorative practices in each cycle, participants had the opportunity to personally navigate through the Kolb Cycle. Participants vocalized their decision to join due to concrete experiences or investment in reimagining the larger communities’ experiences with DPS or Residential Life. Through the prompts in each cycle, participants shared concrete experiences, were asked to reflect on those experiences, draw conclusions or learnings from those experiences, and identify actions based on those conclusions. The Circle method allowed for the seamless integration of the Kolb Cycle in the research methodology.

As the researcher, I participated in the Kolb Cycle parallel to my participants to ensure that all participants felt comfortable and prepared entering into each stage of the research. In restorative practices, it is essential that participation is voluntary and consent is freely given to engage in the practice (Restorative Justice Council, 2011). In my navigation through the Kolb Cycle, I felt obligated to make an adjustment to my research plan to be restorative in process, rather than just in practice to prevent any additional harm being done.

I originally planned joint conversations and action planning as cycles 3 and 4 of my research, but through my reflection and abstract conceptualization of the first two cycles, I made two major adjustments. First, I made the decision to continue engaging individual groups to further process perception, experience, and potential action surrounding significant issues and possible approaches to partnership. Second, I adjusted participants to only include leadership of each department, rather than all members interested in participating. In hearing the reflections and ideas of participants, there was a consistent theme of sustainable change in the department

RESTORING TRUST WITH PUBLIC SAFETY

cultures beginning from upper leadership due to the significant turnover in Residential Life. To best adhere to the timeline of this research, I used the data from cycles 1 and 2 to strongly influence the approach for cycles 3 and 4, and devoted the engagement of these final two cycles to leadership energized by the possibility of sustainable change. Through investing in the Kolb Cycle as a methodological approach to my research, I acted restoratively in my process, not just the practice, which allowed for a strategic approach towards creating sustainable change.

Primary Intervention

As a contemporary Catholic institution, University of San Diego has an obligation to address the harms and needs in our community. The Hebrew scriptures concept of *shalom* emphasizes living in “all-rightness” and interconnectedness with each other, the creator, and the environment . To actualize living “all-rightness” in our partnership between Residential Life and DPS, I used Howard Zher’s three pillars of restorative justice to provide the framework for my research methodology and used restorative circle practice to approach each pillar (Zher, 2015, p. 31).

Three Pillars of Restorative Justice

Zher’s three pillars of restorative justice, or elements central to address in a restorative process, are: *harms and related needs, obligations, and engagement or participation* (Zher, 2015, p. 33–35).

Harms. Harms are the wrongdoing done to a person, people, or a community. From these harms, needs develop to repair the harm that has been done (to the extent possible). These needs exist for the harmed party(s), *and* the person who caused harm.

RESTORING TRUST WITH PUBLIC SAFETY

Obligations. Obligations are a pillar of accountability, where those who cause harm take responsibility to repair harm and address related needs. Similar to harms, obligations exist both for the party(s) who caused harm, and often the harmed party(s) and larger community as well.

Engagement. Taking part in a restorative process naturally promotes engagement, or participation, from those involved. Engagement involves all parties involved in the process to play a significant role in things being put as right as possible. The form of engagement in a restorative process can look a variety of ways, and as I learned through this process, the form of engagement must reflect the readiness of those involved to be restorative *in the process*, not just in the practice.

The Circle Method

The Circle is a method of restorative practice where structured dialogue holds space for emotion, presence, and truth for all participants equally. Restorative justice is rooted in indigenous practices, and Indigenous artist Randy Charbonneau frames Circles by saying,

At the beginning of time, the Anishinabe had ways of dealing with justice within the community. The circle was known to be the place of no end. It created a space where one's voice could be heard--where the capacity, the connection, the creativity of the community found a place of being, by bringing people together to repair the harm that had been done (Ross, 1996).

This form of repairing harm is centered on “catching stories” (Baldwin & Linnea, 2010, p. 95) and this research uses stories as a medium to understand and identify harms, obligations, engagement for the individuals in Residential Life and DPS. The unique nature of the circle method allows for flexibility to hold space for each of these pillars, while still maintaining the integrity of the structure. Esteemed restorative justice trainer and writer, Kay Pranis, outlines the

RESTORING TRUST WITH PUBLIC SAFETY

structure of the Circle by sharing seven essential elements for constructing a circle: seating all participants in a circle, engaging in an opening ceremony, creating a centerpiece, determining guidelines, passing a talking piece, utilizing guiding questions relating to the topic, and a closing ceremony (Pranis, 2015, p. 6–9). With attention to each of the essential elements, participants engaged in three circle processes, one related to each pillar of restorative justice. This process served simultaneously as an intervention tool, and a way to collect data.

Data Collection

Table 1

Cycle Timeline

Cycle 1: November 2021	Cycle 2 December 2021	Cycle 3 February 2021	Cycle 4 March 2021
Residential Life Survey 47 Participants	3 Individual Restorative Justice Climate Circles 20 Participants	2 Individual Facilitated Pre-Circle Dialogues 6 Participants	Joint Action Planning Circle 6 Participants

Cycle 1 - Harms

For my first cycle, residential life participants completed a 22-question survey created by modifying the University of Illinois at Chicago's 2005 Chicago Alternative Policing Strategy Beat Meeting Questionnaire (Rosenbaum et al., 2008) and adding specific components of USD's DPS Mission and Vision as stated on their website (About Public Safety, n.d.). The full published survey can be found in Appendix A. The survey asked a variety of questions related to

RESTORING TRUST WITH PUBLIC SAFETY

participants' experience and perception of USD's DPS and how those experiences and perceptions relate to local, municipal police departments (e.g., "When have you interacted with the Department of Public Safety during an incident?" and "Please rate your satisfaction with each of the following characteristics of USD's Department of Public Safety" followed by a list of characteristics like responsiveness, professionalism, and approachability).

Cycle 2 - Harms

My second cycle consisted of three 90-minute restorative justice climate circles - one with Residential Life Staff, one with Resident Assistants, and one with DPS. The purpose of these restorative justice circles was to reflect on the climate and concerns surrounding the relationship between USD's DPS, to identify possible avenues for healing between both communities, and to support the group in committing to continued action surrounding mitigating harm and restoring trust in the residential community. During these circles, the conversations were centered around the values participants believe should be at the center of the partnership between Residential Life and DPS, and during the conversation, participants shared stories of challenges or concerns they or their communities had regarding the partnership or the corresponding department and later named various solutions or action steps to mitigate the harm of the most poignant concerns. The full script is available in Appendix B.

Cycle 3 - Obligations

The third cycle took place after the full data analysis was conducted for Cycles one and two. The data analysis was consolidated into a report that outlined notable findings from the Residential Life Survey and themes of needs named by Residential Life, DPS, and both departments. The full report can be found in Appendix C. In this cycle, leadership from each department who participated in the prior two cycles served as the continuing six participants -

RESTORING TRUST WITH PUBLIC SAFETY

three from Residential Life and three from DPS. Participants were given one week to review the report, and then participated in a facilitated restorative dialogue with the purpose of understanding the harm that has been done and moving towards responsibility through sharing observations, reactions, and reflections from the themes presented in the report. This served as space to affirm the obligation to make things as right as possible (Zher, 2015) and to prepare for the upcoming joint conversation. The script for Cycle 3 can be found in Appendix D.

Cycle 4 - Engagement

The fourth cycle purposefully expanded the conversation from cycle three and focused on action, engagement, and participation relating to the partnership between Residential Life and DPS. This circle engaged participants in reflection of the needs named by each department, identification of possible solutions and action planning, and making individual commitments around improving partnership between the two departments. This final stage of bringing both communities together was an essential step of my process, and was only possible due to the willingness and hard work of the participants to get to a space of personal commitment and energy towards partnership and change. The full script for Cycle 4 can be found in Appendix E.

Data Analysis

I used frameworks from national research studies on police to formulate my approach and data analysis. The U.S. Department of Justice's National Institute of Justice report on Police Satisfaction identified that perception of one's environment and one's personal interaction with police officers are the two largest factors that contribute to police satisfaction (Ashcroft, et al., 2002). This report heavily influenced my adoption of perception and personal experience as the two assessment factors of the Residential Life Survey and central pieces of my intervention approach.

RESTORING TRUST WITH PUBLIC SAFETY

Restorative justice is the foundation of this research, both as an intervention and a data collection tool. The restorative lens of this research is centered on Howard Zehr's notion that restorative justice has a preference towards "inclusive, collaborative processes and consensual outcomes" (Zehr, 2015, p. 36). Given this obligation, the research was intentionally structured for the outcomes to be guided by participants alone, rather than by me as the researcher. My role in this research was to create the space, and the real work and resolution happened through the participants' engagement with the process and collaborative creation of the outcomes. As is essential in successful restorative policing practices, engagement and interaction with both the community and the police is what creates improved relations and peace in communities (Clamp & Paterson, 2018).

The data was analyzed in two separate sections: cycles 1 and 2, and later cycles 3 and 4. The questionnaire in cycle 1 was coded using the numerical values of each question's mean and standard deviation, in addition to the percentage of participants who selected each response option. Questions with notable high or low mean scores were compared and discussed, and free response questions were coded with the same method as cycle 2, the individual climate circles. These qualitative questions and discussions were coded using an inductive method to support the authenticity of the data. After the initial data review, nearly 25 codes existed. These codes were reviewed and grouped according to commonalities to create the themes. These themes were then used to create the DPS and Residential Life Report. The findings from these two cycles influenced the creation of cycles 3 and 4, and the themes were maintained through the final two cycle data analysis.

To honor restorative justice's emphasis on storytelling and truth telling in this research process, the use of direct quotes from participants will be used to illustrate the findings.

RESTORING TRUST WITH PUBLIC SAFETY

Participants will have the opportunity to read this paper prior to submission to ensure they feel I accurately captured their intention.

Implementation

Cycle 1: Residential Life Survey

Planning Action

To obtain survey participants, a description of my research and the survey link was emailed to 312 current and former Resident Assistants, Community Directors and Residential Life Leadership Team members from 2018–2022 regarding their experience and perception of DPS. Recruitment from this cycle was intended to elicit a more informed response and provide a more nuanced reflection of the relationship with Residential Life and DPS, given the way COVID-19 has limited residence hall density and interface between the two departments during 2020 and 2021. With a 15% response rate, 47 participants fully completed the survey. Due to all participants serving at the University of San Diego, only general demographic information will be provided:

Table 2

Participant Demographics

Gender	Race	Relationship with Police Officer(s)
20% Male 78% Female 2% Non-Binary	31% Asian 17% Black or African American 15% Hispanic or Latinx 53% White 2% Prefer not to say	18% At least one close family member or friend has served/is serving as a police officer 22% At least one distant family member or friend has served/is serving as a police officer 60% have no family members or friends who have served/are serving as police officers

RESTORING TRUST WITH PUBLIC SAFETY

At the end of the survey, participants were provided the opportunity to include contact info to be contacted about further participation for Cycle 2-4.

Results

Residential Life participants shared their appreciation for the opportunity to provide feedback on DPS through this questionnaire given the influx of conversation and critique around policing locally and nationally during the resurgence of the Black Lives Matter movement and the murder of George Floyd. Chief Miyashiro similarly shared his appreciation for the opportunity to receive feedback from Residential Life, specifically students, as that is not a regular practice of the department.

To understand the ways in which participants have interacted with DPS, participants were asked about which environments they interacted with DPS in and their satisfaction with that interaction. 90% of participants have personally interacted with DPS during an incident (60% during a duty response, 20% as the victim of an incident, and 10% for minor issues (e.g., lockout)). 90% of participants also indicated they have engaged with DPS outside of an incident with common interactions being at a campus event, a casual conversation in passing, requesting/accepting an escort on campus, or an on-campus training not required by the CD/RA roles. In these interactions, 64% of participants state they are satisfied or very satisfied with DPS's support during an incident, and 97% of participants state they are very satisfied, satisfied, or neutral with DPS's support outside of an incident. These satisfaction rates *during* incidents vary slightly more (SD: 1.1) than *outside* incidents (SD: 0.85), but overall, these rates largely affirm the participants' experiences of the work of DPS is doing during and outside incident response. These satisfaction rankings, in addition to the high percentage of individuals interacting with DPS outside of incidents, built a hopeful foundation for the following data.

RESTORING TRUST WITH PUBLIC SAFETY

These statistics showcase both high satisfaction and a comfortability interacting with DPS, even when not required during incident response protocol. Similarly, there was a differentiation between participants' perception of DPS versus local police departments, with DPS being viewed far more favorably.

Perception of DPS versus Local Police. As we have discussed, there is a significant difference between a *public safety* department and a *police* department, especially on USD's campus where officers and the department work to distinguish themselves. Many participants noted the differences between the two departments, but the visual similarities between a public safety officer and a sworn police officer may impact students and staff's perceptions. One participant stated:

Because DPS is uniformed, I believe most residents perceive them as police. Police perceptions in the country right now are not positive so I think residents think along these same lines.

Another participant shared the connection of a DPS officer's visual presence to local police and said,

They also wear uniforms that look similar to that of a state police officer and some people do not have good interactions with state police. Perhaps the utility belts are intimidating as well.

As the public perception of police has shifted in recent years (Lasley, 1994), it is essential to acknowledge how that perception extends to DPS Officers while wearing their uniform, despite their roles being different. This is shown in the data, where 56% of participants state that they believed DPS's role differs from local law enforcement (e.g. SDPD), but the majority of participants qualitatively linked their descriptions of DPS to municipal police in the

RESTORING TRUST WITH PUBLIC SAFETY

media/nationally/locally. Although it may be construed as unfair or unjust that the wrongdoings of municipal officers impacted the perception of USD's Public Safety Department, it is the reality of this generation's perception that must be used as the baseline for assessing strengths and areas for growth in the department.

This comparison between DPS and local, municipal police departments (SDPD as the example) continued by comparing the satisfaction ratings between a scale of 1–5 (5 being very satisfied and 1 being very dissatisfied). The overall means are shown in Table 3.

Table 3

Satisfaction Rates of DPS verses SDPD

Characteristic	Department of Public Safety Mean	Local Police (SDPD) Mean	Difference (DPS Mean - SDPD Mean)
Responsiveness	3.58	3.15	(0.43)
Approachability	3.30	2.69	(0.61)
Compassion	3.31	2.54	(0.77)
Treating citizens with respect	3.44	2.62	(0.82)
Visibility in the community	3.74	2.96	(0.78)
Professionalism	3.74	3.12	(0.62)
Security	3.69	3.35	(0.34)
Efficiency	3.28	2.92	(0.36)

As shown in Table 3's *difference* column, DPS scored higher in satisfaction for every category compared to the local police department. It is important to note that participants did view DPS differently, and more favorably, than traditional law enforcement. Whether this favorable view of DPS is conscious is not clear from this study, but further research can

RESTORING TRUST WITH PUBLIC SAFETY

investigate the specific components that created this difference of satisfaction rankings between the two groups.

In the discussion surrounding the similarities and differences between the departments, participants affirmed DPS's favorable orientation to their safety work "with a perspective of student development and experience". Another participant affirmed and expanded on this difference by sharing an example of what this may look like:

If you got caught drinking outside of your dorm you would get written up and go to the Office of Student Conduct, but if you do it off campus it's public intoxication of a minor and you would get harsher punishment and it would go on your legal records. I suppose USD provides a system of repair and not of punishment and that's the major difference.

They are still similar in that they have uniforms, protocols, and laws to follow.

This orientation aligns with USD's commitment to the holistic development of students (University of San Diego Student Wellness, n.d.), and participants affirmed that the limited jurisdiction of DPS allows officers to offer an approach that differs from local police departments. One participant shared, "[DPS Officers] aren't out writing tickets or taking people to jail, instead they have more time to interact with students and protect the campus." The unique beat of a USD Public Safety Officer allows for a different posture than a local law enforcement officer, given the unique population and incidents a DPS officer may engage in. Chief Miyashiro shared some of the ways he intentionally capitalizes on this unique positionality to serve students and the campus community best. In an interview, he stated:

I view public safety at USD as a working partnership with our university community (faculty, staff, and students). Public safety's primary role is as a community resource first, a deterrent for criminal activity second, and enforcement third. Our responsibility is to

RESTORING TRUST WITH PUBLIC SAFETY

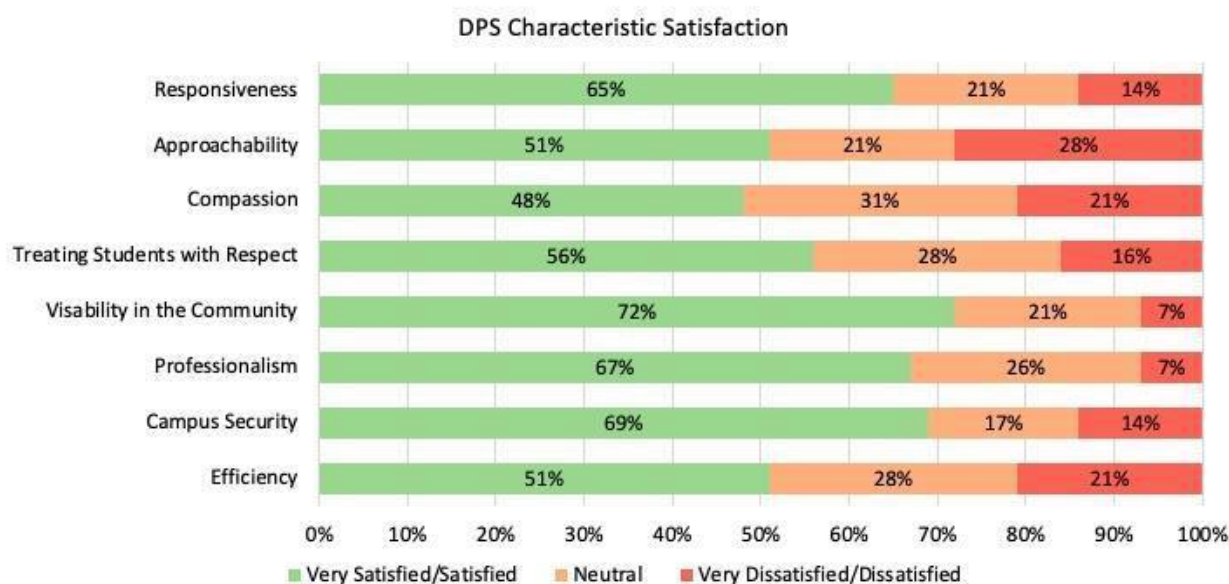
work together with everyone intentionally and with clarity of purpose to ensure all community members are treated with dignity, respect, and professionalism (J. Miyashiro, personal communication, March 29, 2021).

Satisfaction with USD's Department of Public Safety. Residential Life participants described their satisfaction with DPS for the eight most essential characteristics of satisfactory police work. DPS ranked overall neutral to high in satisfaction for all characteristics (See Table 4). DPS officers were praised most abundantly for being visible (72% very satisfied/satisfied), professional (67% very satisfied/satisfied), and keeping the campus safe (69% very satisfied/satisfied). These three characteristics are what communities would hope for in any police or public safety unit, as they are three qualities traditionally ascribed to these populations. The three characteristics lowest in satisfaction include approachability (51% satisfied), compassion (48% satisfied), and efficiency (51% satisfied). It is important to note that these characteristics lower in satisfaction overlap with student leader competencies (University of San Diego Student Leader Core Competencies, 2021), or soft-skills necessary for a role in residential life. As such, further research could explore if individuals in residential life may have higher than average expectations for these competencies.

RESTORING TRUST WITH PUBLIC SAFETY

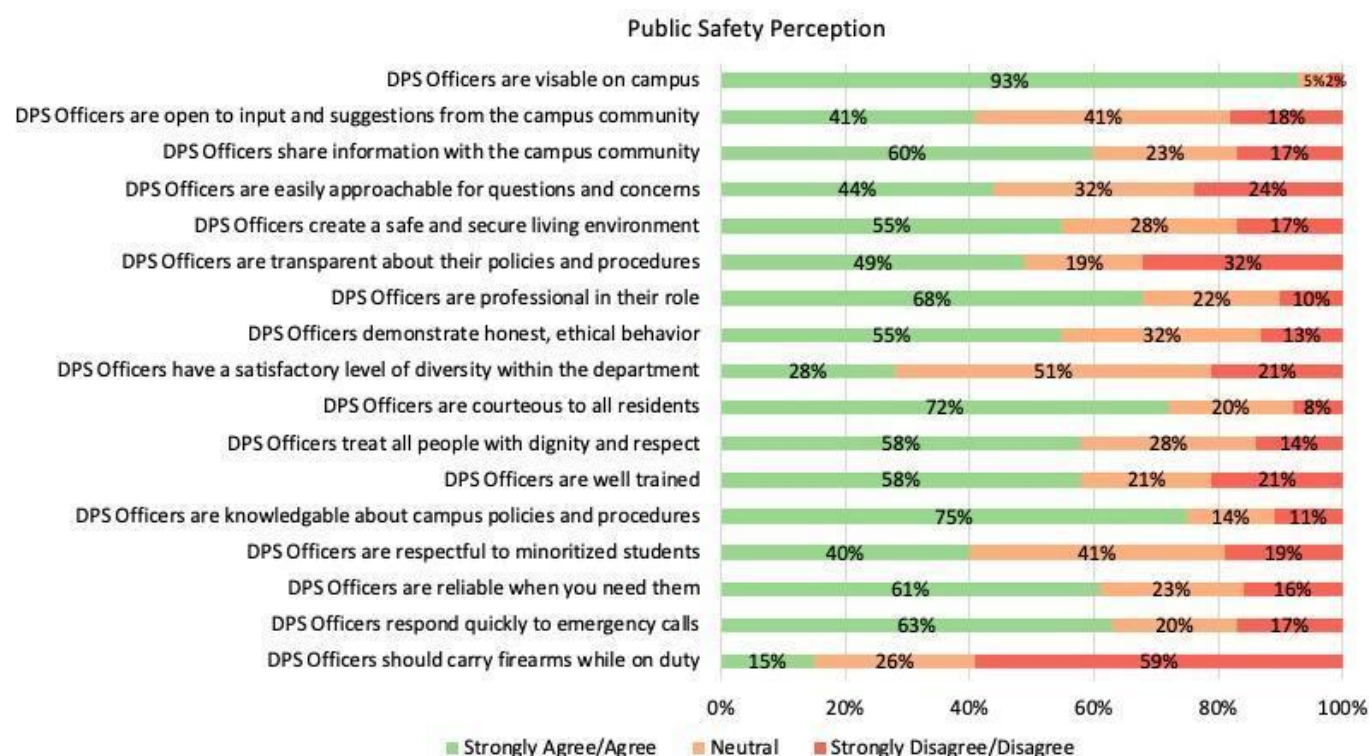
Table 4

DPS Characteristic Satisfaction Rankings



In the expanded exploration of the perception and experience of DPS, participants were asked to rate a range of statements from strongly agree to strongly disagree (5 being strongly agree and 1 being strongly disagree). These statements were chosen due to their presence in pre-investigative interviews with both departments and research on policing satisfaction.

RESTORING TRUST WITH PUBLIC SAFETY

Table 5*Public Safety Perception*

The statements of strongest agreement displayed in Table 5 were heavily linked to the satisfaction rankings described earlier, as the statements “DPS Officers are visible on campus” (93% strongly agree/agree), “DPS officers are knowledgeable about campus policies and procedures” (75% strongly agree/agree), “DPS officers are courteous to all residents” (72% strongly agree/agree) and “DPS officers are professional in their role” (68% strongly agree/agree) were the four highest in participant agreement. Maintaining the affirmation of DPS’s visibility and professionalism in this section indicates the validity of those two components in the perception of DPS. These scores were not surprising, as much of the survey data speaks to residential life’s appreciation of these two qualities of DPS’s role in the campus community. Similarly, the knowledge about campus policies and procedures showcases DPS’s connection to the university and understanding of their role alongside USD’s community

RESTORING TRUST WITH PUBLIC SAFETY

guidelines, mission, vision, and development plan for students. This knowledge is essential for DPS carrying out their role responsibly, efficiently, and with care. The strong response to DPS officers being courteous to residents did surprise me based on some conflicting qualitative data, and further comments named in Cycle 2.

Statements with the lowest scores included “DPS has a satisfactory level of diversity within the department” (28% strongly agree/agree), “DPS officers are respectful to minoritized students” (40% strongly agree/agree), “DPS officers are open to input and suggestions from the campus community” (41% strongly agree/agree), and “DPS officers should carry guns while on duty” (15% strongly agree/agree). These responses mirror the qualitative responses on how DPS can improve their relationship with the residential community.

Diversity in DPS was further explained in qualitative responses as gender diversity. The racial makeup of the DPS officers is more diverse than the student community (89% of DPS officers identifying as Black, Indigenous, and People of Color (BIPOC) while 41% of undergraduate students identify as BIPOC) (University of San Diego Undergraduate Body Profile, 2022). There has been significant research done on BIPOC officers interacting with BIPOC community members, and research suggests that the police uniform and historical presence of white police authority overshadows the racial identity of an officer (Brunson & Gau, 2015). This would remain true for USD’s Department of Public Safety, as although they may be one of the most *racially* diverse departments on our campus, lack of diversity remains a concern. The specific diversity dissatisfaction discussed in qualitative responses was in relation to gender. DPS has 11% female officers while USD’s undergraduate population is majority female (57%) (University of San Diego Undergraduate Body Profile, 2022). Participants named that they would like to see more female identifying officers present in incident responses and Campus

RESTORING TRUST WITH PUBLIC SAFETY

Assault Resources and Education (C.A.R.E.) support. Similarly, there is currently a strong demand for increased support, respect, and care for minoritized students on our campus, so it is not surprising that this component was named as an area for growth.

Although each of the stated areas for growth are important feedback, one overarching need remained constant among nearly all participant responses: the need for a space or system to effectively build connection and provide feedback. As community members, participants named an essential part of building trust and cohesively working in partnership with DPS is having the opportunity to brainstorm, collaborate, and share feedback and ideas. There is currently not a formal system in place for any interactions, and this survey serves as the first attempt at gaining insight to what intentional interaction could look like. Given this significant absence, my three following cycles used restorative circles to demonstrate a method of sharing feedback and building connections.

Cycle 2: Harms

Planning Action: All 20 participants who included their contact information at the end of the Residential Life Survey and all Public Safety Officers were sent an email explanation, consent form, and Doodle Poll to sign up to participate in Cycle Two. The circle's participants were confirmed with 5 Residential Life Staff members, 8 Resident Assistants, 7 Public Safety Officers. Due to the small participant pool, demographics for these groups of participants will not be shared, but their demographics strongly mirror those of Cycle 1.

The circle scripts followed the Four Cs of Restorative Justice: Connection, Concern, Collaboration, and Closing. The opportunity for dialogue in this form of data collection allowed for expansion on each component and an examination on what improvement in each area may look like. The conversations were intentionally structured to allow for raw storytelling and active

RESTORING TRUST WITH PUBLIC SAFETY

listening and understanding. Each circle began with an introduction of the circle process, its indigenous roots, and the talking piece, an overview of my research and the purpose of our convening, and the creation and adoption of community guidelines. After this opening, we introduced ourselves, centering on our values, and asked a connective question to begin building trust and community. Then, we discussed the concern of campus climate, where groups shared stories of challenging experiences between departments and identified what the group believed to be the most significant concerns of the partnership. Then, we transitioned to a time of collaboration where we ideated what some responses to mitigate those concerns may be. Finally, we closed the circle with a moment of reflection and appreciation for the safe space.

Each circle was recorded and transcribed, and individual codes were created for each of the common experiences, words, and concerns named in the connection and concern portions of the conversations. These codes were grouped into larger themes, which were simplified to describe the needs of each group. These needs discussed in each climate circle were similar to the quantitative and qualitative data in the Residential Life survey and will be described in the following cycles

Results

Throughout our conversations, every participant in both the Departments of Residential Life and Public Safety affirmed the need for an improved relationship. Specifically, every RA used the term "barrier" and every CD used the term "distrust" or "lack of trust" to describe the current relationship between the departments. Each DPS Officer also named the necessity for trust and the current lack of trust in the relationship, one officer citing that without trust, "the word relationship is not going to work out" and "we can't have a productive team". There was a

RESTORING TRUST WITH PUBLIC SAFETY

named deterioration in relationship in the last 5–10 years, and a mutual desire to improve the partnership.

These conversations were difficult to have with each group, as naming concerns, needs, and ideating what improvement looks like is not an easy task. A variety of prominent themes emerged in all three conversations, and they were compiled into five essential themes that both departments identified as shortfalls in their partnership. To honor the heart and energy around partnership improvement and restorative justice's focus on the *needs* that arise from the harm, each theme will be described in terms of its related need. It is important to note that Resident Assistant and Residential Life Staff/Leadership had nearly identical named needs, thus they were grouped together for coding.

Improved Communication. Both areas exclaimed an immediate need for improved communication. Many incidents that created distrust, division, or frustration were rooted in miscommunication or lack of communication between the departments. Communication improvements, increased frequency of communication, and additional avenues for communication are needed during and after incident responses, and on a larger scale of intra-department communications. The deteriorated communication created different emotions for Residential Life and DPS. Residential Life shared the need for improved communication with exhaustion and frustration, as RAs shared stories of wanting to maintain involvement in communication during and after incident response due to their relationship and care for residents. RAs shared “if [DPS Officers] are doing something with my resident, I care about their safety and I want to know what’s happening for them.” This desire is not only beneficial to ensure care is provided to their residents, but for a broader holistic support for the resident. Another RA shared their perspective that protocol should be “involving the RAs in the communication,

RESTORING TRUST WITH PUBLIC SAFETY

because the RA is more like a friend to the resident instead of just leaving them alone with DPS.” These comments center on care for the residents of concern - a collective goal for both departments.

DPS participants framed their conversation around communication with a longing for former years of ease in intra-departmental communication. Their comments constantly compared how it “used to be” to today, where officers affirmed the need to improve current communication to better support students. One DPS officer said, “We used to have open communication... now we just go off some reports... then when there's an issue... it's again butting heads or us versus them.” Each DPS officer shared their own stories of working with former Residential Life Staff where communication was organic. The conversations were so natural that Community Directors often called a DPS Officer's cell phone before dispatch even notified the officer of an incident. There was a present energy of grief during the circle as participants described the former relationship with Residential Life, and how that relationship has dissipated over the years without the opportunity to communicate with one another to reflect on the change and engage in interventions to reverse course.

Mutuality. “They don't understand...”, “They don't get...”, “They don't see...” were common phrases stated by both departments in their discussion of challenges in the partnership. Mutuality is a strong need between the two departments to allow for respect and understanding that can breed teamwork and trust. DPS has a variety of protocols and procedures that require an involvement of the chain of command to ensure the safety of officers and individuals involved in a possible incident. As was noted by RAs, there is often a heavy personnel response to many calls and confusion (and sometimes frustration) for why so many officers are present. DPS

RESTORING TRUST WITH PUBLIC SAFETY

shared about these situations unprompted, as they have received this feedback from students stating:

They just see multiple patrol calls and think that ‘this is kind of overkill’, but they don’t realize there is maybe one responding unit, a cover unit that responded to assist the one officer, and maybe it rose to the level of needing a supervisor.

Without mutuality, there is a lack of understanding that creates judgment and frustration on both sides. The same DPS officer continued:

Because we try to be professional, act professional, look professional, so when people tear us down like that, at least it bothers me because they just don’t know what’s going on.

The current lack of mutuality breeds division between the departments, as the DPS officer notes the impact of that automatic assumption without the curiosity of the process.

Residential Life shared a similar frustration that the work of RAs and CDs is far beyond just incident response, and the care for students is multifaceted. One RA stated,

[The biggest challenge] I chose is a lack of understanding or acknowledgement of the RA’s role and importance in crisis response. I think, not just in crisis, I think in general, I feel like they belittle us a lot and I feel like we have to be able to work together because at the end of the day, we are a team and that’s something that needs to be worked on.

There is this desire from RAs for DPS to understand the training and care that RAs have for their residents and communities, affirming the partnership between the two departments. Even in the frustration regarding the current climate and this RA’s difficult experience, many RAs have energy towards the partnership and an understanding that the relationship is necessary to properly support students.

RESTORING TRUST WITH PUBLIC SAFETY

Similarly, this mutuality can breed the level of respect needed to engage with one another as critical partners. Many Residential Life team members shared experiences of being ignored, dismissed, or even shushed when arriving at an incident before stating their positionality as Residential Life staff members. This concern was consistently circled back to during the Residential Life conversation as the most prominent theme of the groups. Their frustration was that their role, as an essential response party to critical incidents, was not affirmed and welcomed into the scene of an incident. Participants explained these situations, and in an attempt to not place blame on DPS officers, shared comments about their height, stature, clothing, and other physical characteristics that may not automatically assume their positionality. Participants shared that these experiences colored future experiences with DPS officers, impacting how they interact and trust DPS. One Residential Life participant shared their story stating:

It was late at night, and I guess one officer was doing rounds and he just started yelling, like not yelling at me, but just like ‘you need to move’ very aggressively telling me ‘you need to move’ and then I was trying to explain to them ‘hey, I work here’. And, it just took a minute. So, I was like okay I am just going to let them yell, and then we will see. But, the fact that I had to wait for them to finish to speak, and then once I did, their demeanor and everything just 180... That interaction did create distrust... like I will still work with them but at the same time... how are you going to treat me based on your assumption of my positionality?

In centering the need for mutuality between the two departments, respect and understanding can help mitigate harmful or negative interactions like some of those described by participants. In conjunction with that mutuality, there is the need for compassion.

RESTORING TRUST WITH PUBLIC SAFETY

Compassion. Residential Life Team members consistently used the word “compassion” and “care” (12 times and 39 times respectively) in their conversations surrounding supporting students in incident responses. Participants shared experiences of DPS’s posture being heavily reliant on policy and procedure, rather than “treating every student with compassion, regardless if they engaged in a violation.” One participant named how these two approaches - one more focused on policy and the other on compassion - can be a nice balance of one another, but to allow students to feel safe and supported most fully, there is a need for increased compassion and care in every interaction. In describing the importance of compassion in incident responses, one Residential Life Team member stated, “...because at the end of the day, you will always look back and say that ‘I wish I had used a little more compassion.’”

This need does not negate the care and compassion DPS officers provide to students they serve, but rather reflects on the posturing and approach of DPS officers when interacting with students. One Residential Life Team member described this by stating:

If we want our students to feel safe, and show their vulnerable side, we need empathy when we talk to someone like [DPS] who has an emphasis on being safe.

This increase in vulnerability and sensitivity were the implicit messages of Residential Life descriptions of their needs from DPS. Another participant stated:

It felt really invalidated in my care for this student. I felt like their care looked different from mine in a way that didn’t support student safety.

There are various different components of safety required to support students - both procedural and emotional. A balance of the two is something that Residential Life believes would fill a need for students to interact and engage with DPS more openly, and allow for the partnership to be more balanced. Given the positionality and intention of the Public Safety department, there is the

RESTORING TRUST WITH PUBLIC SAFETY

opportunity to distance themselves from the associations ascribed to a traditional police department. One Residential Life team member described the opportunity to reframe the role of DPS as public safety work beyond criminal incident response by sharing:

They have the opportunity to identify themselves and create their posture as... public safety folks who are here at the care and concern of students.

This opportunity to lean into the differentiation between public safety and local police allows for a reframing to see DPS Officers as members of our community, rather than a distant enforcer of policy. When focusing on compassion, the perception, experience, and partnership with DPS can mitigate harm and improve trust.

Engagement Outside of Incident Response. The majority of interaction between Residential Life and DPS exists during or surrounding a crisis or incident. Interacting in only these circumstances creates an association of crisis and concern as the foundation for the partnership. A DPS officer shared:

We are only brought in when there's a problem, and that shouldn't be the case, because when that happens then we are looked upon as the person to deal with the situation, good or bad, most of the time bad. So that shouldn't be the case. They should be able to call us whenever they have an issue big or small and I think that would help build upon our working relationship with residential life starting from the ground up with RAs and CDs.

There is the desire from DPS to provide that holistic care for students, and a cohesive partnership is required to allow that to manifest. However, that partnership has not existed in recent years. Residential Life affirmed the current state of their interaction by stating “I don’t meet officers until something happens.” This interaction between the two departments being limited to

RESTORING TRUST WITH PUBLIC SAFETY

incident responses prevents meaningful relationship building required for a functioning partnership. A Residential Life Team Member stated:

I do know that in order for students to see them as a teammate, they need to partner with us in different ways. Visibility being limited to when they drive by and when they're responding to duty incidents will not help them. They need to be collaborating with administrators on other tasks and projects. They need to come into training and all-staff in different ways to present themselves as a partner rather than as a strict, first-responder, punitive role.

Expansion beyond the current state of the duty-centered partnership would both serve students and the staff members in each department. Many of the DPS officer participants had seen a relationship where teamwork existed both on and off duty. An officer reminisced by sharing:

We used to go bowling and do extracurricular activities outside of campus. We had an ongoing flag football tournament against them with the RAs and CDs. It just seemed that over time, with the change of personnel, a different understanding of what their role may be, and just differences all together I think somehow that went to the wayside and it became more of a business relationship first. Less of a cordial type friendly relationship, almost like us versus them and vice versa, and we don't want to be that way.

"How things used to be" was a prominent component of the conversation. Nearly every response included a story of how the relationship previously was, with a longing for it to be that way again.

In each circle, almost every participant described the limited interaction currently existing in the relationship, and many Residential Life team members shared that it was hard to imagine what a more fruitful partnership could look like, since they were not present for the former

RESTORING TRUST WITH PUBLIC SAFETY

collaborative partnership. Although difficult to understand for some, all affirmed that these additional interactions can slowly improve the majority of the needs requested by both departments, especially the need for trust.

Trust. Through taking seriously the needs described above, trust can be built in this partnership. Trust, or confidence in one another, is required to support the partnership and best serve students. Residential Life played a large role in naming how to improve the partnership, with many of the needs seen above being contributors to building trust. DPS continuously acknowledged the lack of trust present in the relationship, naming the concern 19 times in our conversation. DPS Officers were not blind to the lack of confidence or trust some Residential Life Team members have regarding DPS, and that unfortunate reality was shared by some of the Residential Life staff members. One Resident Assistant elaborated by sharing a story of an alcohol related incident involving a student leader stating:

We really debated calling [DPS] because we know of the experience people had before and I didn't want to get anyone in trouble, and not just trouble, but I also don't want to put them in a bad position because [DPS] can kind of aggravate people sometimes.

This diminished trust expands beyond incident response, and into mere presence of DPS officers. Another Residential Life team member stated:

It doesn't feel safe like it should. It's always a concern to see a [DPS] car rather than a relief. I think that they have started to do the opposite of their intended goal.

These anecdotes, although difficult to hear, are essential in understanding the immediate need for intervention to improve the relationship. From the perspective of Residential Life participants, there has not been any adjustment in the status of the partnership between Residential Life and DPS during their tenure at USD, ranging from 3-6 years. A very different picture is painted by

RESTORING TRUST WITH PUBLIC SAFETY

DPS officers, many of whom had been at USD for 10+ years. During their early years in the department, the relationship used to have a solid foundation of trust. One DPS Officer describes:

That relationship was different so if they had an issue that they're dealing with, and maybe it was something a little bit above their head and they needed some backup, they would reach out to us right away and say 'hey, would you mind just staying by. You don't have to do anything, but just stand by and be there to support'. And when we were dealing with that sort of call, sure we would come by, and hang out there and we would debrief it with them afterwards and we talked about what we saw, what they saw, and really had that open communication where it seems like now and just going off of some reports and other officer's reports, not mine, it seems like that relationship is not there anymore for one, but when there is an issue it almost seems like it's again butting heads or us versus them and vice versa.

There was a sense of mourning that existed beneath the comments from DPS officers, acknowledging the diminished sense of trust and confidence in recent years. However, this information serves as the starting point for how to frame our future interventions.

Arc of the Circle Process

Upon completion of this cycle, a collection of essential quantitative and qualitative data was gathered to provide a landscape for the current relationship between Residential Life and DPS. In addition to this data collection, the circle method provided the opportunity for participants to share their harms and hopes, allowing for the demonstration of an “arc” of preparedness to engage in the next cycle. This “arc” was a participant's movement towards hope and investment in the topic from the opening to closing rounds.

RESTORING TRUST WITH PUBLIC SAFETY

In the beginning of this process, most participants showcased some concern or hesitation for participating due to the uncertainty that existed surrounding restorative processes and engaging in the complex relationships between the departments. Many also shared stories of harm or concerns embedded in hurt and sadness. At the end of this process, the following words were used by the three groups to describe what they are taking away from the process: *hope (x3), openness (x2), vigilance, change, awareness, insight, perspective, excitement, productive, moving forward, fruitful conversations, continued participation (x2), desire to be a part of these conversations, continue giving and receiving feedback, optimism, the commitment to strengthening of individual relationships*. These final reflections embody both the commitment to improved relationships, and the power of restorative processes in creating an “arc” to support participants engaging in these conversations.

Cycle 3: Obligations

Planning Action

Due to the results of cycles 1 and 2, I adjusted my research to engage the leadership in each department, rather than all participants from earlier cycles. This participant consolidation was thoughtfully done to prevent any harm from occurring during joint conversations. In my data analysis and reflection, I perceived that additional time was required to properly prepare both departments to have space to understand and process the harm done by each side, and get to the obligation phase where accountability could be present. In an attempt to be restorative in process and honor the desire for sustainable culture change, leadership from each department who participated in prior cycles were invited to continue participation in the final cycles - three and four. Three members from each group committed to the final phases, and after reading through

RESTORING TRUST WITH PUBLIC SAFETY

the report, entered the space to debrief regarding the harm that has been done and possible next steps.

Results

As Zehr highlights, “accountability means they should be encouraged to understand that harm. Those who have caused harm should begin to understand the consequences of their behavior” (Zehr, 2015, p. 33). This circle allowed the space for participants to understand and processed the harms experienced on both sides. Both groups mirrored each other through this process of the obligation phase: moving from *defensiveness*, to *apprehension*, to *intrigue*.

Defensiveness. When provided the opportunity to gather together, I first asked each group about their own needs that were listed in the report. Only one comment was offered between both groups, which served as a framing for how the needs should be reviewed, which I think is essential to name here. A Residential Life participant stated,

I recognize the Res Life needs as responses to the ways the DPS officers are overworked.

So yes, I need them to be more respectful and need them to support us more. I also want to acknowledge that they are stretched pretty thin each night, especially on weekends.

As this participant proclaims, the needs of each group are not a reflection of a lack of care for the job or the students, but are often related to the severe low staffing in each department, leading to gaps in functioning at the highest capacity. This comment should have allowed participants to release from any personal ownership of not meeting needs. However, after near silence reflecting on their own listed needs, Residential Life proclaimed moderate defensiveness when immediately brainstorming how they could meet or “fix” the need. Some comments were:

RESTORING TRUST WITH PUBLIC SAFETY

I am having an initial reaction to the confidence piece... I think confidence is like trust and trust has to be earned. So, I am not exactly sure how they will engage in trust building

And

With the confidence piece... I don't know how we would be taking lead on that if that's what they want...

And

The solutions feel like something we are doing in some form or another, so I am wondering which level of officers might be part of the conversation... I am looking forward to hearing that fleshed out more.

These comments along with deeper elaborations showcased behaviors of defensiveness, and even an attempt at releasing any liability for Residential Life's role in possible harms and named needs.

This reaction was similar in the DPS facilitated dialogue. Before our conversation began, one of the participants shared that they felt a little in the dark that the research was focused on DPS in the Residential Life Survey. This lack of transparency that was named, although not my intention, was an example of the harm of miscommunication referred to in Cycles one and two. I took responsibility for that harm, apologized for that miscommunication, and assured DPS participants that I would communicate directly and with full detail for all additional cycles. Before beginning the prepared conversation, I offered space for participants to ask questions so I could provide clarity with any lingering concerns.

Upon beginning the circle, there was a tension in the space related to our conversation around transparency. When prompted to discuss the DPS needs, participants were quiet until

RESTORING TRUST WITH PUBLIC SAFETY

offering remarks relating to the listed Residential Life need. The comments of all participants were related to how the relationship used to be, and how different it seems to be now based on this data and their own experience. One officer starts:

There are some RAs and CDs [before 2018] that were big advocates of DPS... If we want to get opinions from previous [teams], what about those CDs/RAs that are really proactive with DPS? We had a lot of that. So, I am trying to figure out... how many of those current/former RAs from 2018 worked alongside DPS.

In addition to questioning why Residential Life members from prior to 2018 were not surveyed, officers inquired why DPS was not surveyed on their experience and perception of Residential Life Team members. In an effort to model the transparency discussed in the beginning of the conversion, I shared my intentionality around only surveying individuals from 2018 until now because as we have uncovered, the current relationship is drastically different now than it was 10 years ago. Similarly, as was discussed in the survey data, participants implicitly linked their perceptions of DPS to their perceptions with local police departments. As the perception of municipal police has shifted, it is essential to get a recent population's perception to accurately determine efficient next steps to improve the partnership. After my description, all officers nodded in agreement and seemed to understand my intention.

I understood DPS's deflections around what is not present and how the data could have reflected more positively on DPS as a form of defensiveness, avoiding the questions relating to the report in front of them. However, the conversation led to an important question probed by one officer:

RESTORING TRUST WITH PUBLIC SAFETY

[For Residential Life Staff from] 2018 and on, is their opinion based on their experience [of us] or from the news, or are they passed on or heard from their friends because they had a bad encounter with the department?

Although no answer could be produced in the scope of this research, I would be interested to know the answer to this as well. Based on the stories from DPS participants, if a culture shift was possible from leadership in both departments, the larger opinion (and experience) would likely improve. As both groups worked through some defensiveness and talked through concerns, they transitioned to apprehension.

Apprehension. Apprehension for both groups looked like moving past defensiveness and into an understanding that harms have occurred and needs exist for both groups, inching to the belief that change is possible. Fear existed for participants due to structural challenges, capacity, and perceived investment from the other party. One Residential Life Team member stated their fear for structural challenges that may inhibit improvement:

My fear is that the structural challenges will get in our way, that really good ideas or really good energy will get stifled. And, we can't do that because we work weird hours or don't have enough people power to do these things.

DPS stated a similar structural concern regarding the diversity of experiences and approaches of officers sharing:

We have new officers on, we have some same old officers on, we have the various collections of officers and each comes with different experience in how to handle situations and a different understanding of what a city within a city means. You are dealing with the same community for the next four years or longer and understanding that

RESTORING TRUST WITH PUBLIC SAFETY

that looks a little bit different than contacting someone out on the street that you maybe see one time and that's it.

In addition to structural challenges, capacity is a concern given the low staffing in both departments, and consistent turnover on the Residential Life side due to 3 to 4 year limits for Community Directors and Resident Assistants. This alongside high work demands, increased responsibility, and low staffing brought about some apprehension in both groups. Finally, there was a concern from both groups that the other group would not be invested in creating this change. Although I chose not to interject, through hearing both sides I had confidence in the investment on both sides of the conversation. Residential Life shared apprehensions by stating:

I am centering on, I would love a more integrated BCD training, but who are the officers that are willing to spend a day of training with us?

And,

I am hearing that it's an exposed need from higher administration, but do the folks on the ground feel they have capacity for that?

DPS participants shared a feeling of blindly navigating into the options for improvement due to their absence of relationship with folks in Residential Life. One officer shared:

Right now, we don't even hear from any of the CDs, and I don't even know half of the CDs to be honest with you...

Although the apprehension existed, I focused back on the participants' vocalized value and need for partnership, and transitioned our conversation to preparation for joint conversations to better understand if participants were prepared to come together even in the midst of uncertainty. I saw that even in the proclaimed hesitance, there was intrigue and interest in coming together.

RESTORING TRUST WITH PUBLIC SAFETY

Intrigue. Intrigue crept in the conversation as individuals began contemplating the future conversation with the other department. Residential Life members shared “I am looking forward to hearing that fleshed out more” and “I am excited that everybody will be there and wants to dig into this.” While DPS officers stated, “There are so many variables and we can’t always hash it out, so hopefully when we meet in the circle hopefully, we can better understand what does that actually mean, when is that occurring, how is that occurring, and try and get a better picture” and “Just getting to know each other again will allow us to get a big improvement.”

At the end of the conversation, intrigue turned into energy as individuals shared about their hopes and commitments for the conversation. This served as a confirmation of the “arc” I was looking for to allow for a productive joint conversation. Participants began sharing ideas and comments regarding hopes for the partnership as I offered more open-ended questions. One DPS officer shared their hope of:

Really just coming together as a whole team, even though we are in different divisions, we are still the same thing. We are here for the same benefit, we are here for the same reasons, and want to come to the same mutual conclusion for the event – whatever we are dealing with.

This shared value has been central to building connections, and Residential Life shared a similar sentiment stating:

I would love to put more structure as it relates to this relationship... I think there is the shared need around social connections and bonds, but I think having a clear person to work with as it relates to setting up training and having DPS come, that would be really helpful. Like, commitment on their part and our part.

RESTORING TRUST WITH PUBLIC SAFETY

This arc in dialogue from defensiveness to intrigue was an emotional transformation, but one that is essential when understanding and taking accountability for harm. As participants processed named harms and needs and had the space to safely reflect on its impact as individual groups, participants were invited to a final circle together to discuss their partnership and its forward mobility.

Cycle 4: Engagement

Planning Action

The evening after the reflective circle, I thanked all participants for their vulnerability and shared the questions for our upcoming joint circle, per the requests of participants. One week after participants engaged in their individual reflective conversations, all participants gathered for a catered lunch prior to joining in the circle. I found through my practice as a facilitator that engaging in a casual meal and conversation together prior to the circle helps participants gain more comfortability as they discuss common topics - what is happening on campus, food, and more. I would casually bring up topics of conversation that I know both groups may have something to add to, and after the first ten minutes of the meal participants began conversing with each other rather than only back and forth with me. Once folks completed their meals, I asked participants to join the larger circle.

Results

The beginning of the circle was innately connective, as participants fixed their eyes on a piece of the restorative centerpiece (Pranis, 2015) with a picture of the combined values from all three individual circles naming the values participants believe should be at the center of the relationship between Residential Life and DPS (See Figure 2).

Figure 2

Partnership Values Word Cloud

RESTORING TRUST WITH PUBLIC SAFETY



After centering on these values, participants shared what they do in their roles without sharing their titles. This allowed for leveling hierarchy, highlighting the equity of responsibility in this work and connectivity, sharing their role’s dedication to supporting students and the larger campus community in crisis or in development. Individuals named *trust*, *understanding*, *integrity*, *respect*, *adaptability*, and *problem solving* as values essential to their work, while also holding the challenge of their individual and collective positions.

A Proclaimed Need. In a circle process, sometimes someone shares a comment or a story that frames the circle. Instead of me doing this as the facilitator, one of the Residential Life participants who shared first stated that trust is the value they lead with and “being able to give and receive trust is really important since nobody is solely responsible for that”. This comment named “trust” as the central need for the groups, and simultaneously released the group from individual responsibility of building trust between the departments. A participant, rather than me as a facilitator, setting this tone at the onset of the circle significantly contributed to the openness and transformation that was present during our time together.

RESTORING TRUST WITH PUBLIC SAFETY

As we continued through the circle, all participants shared why they participated, and many reasons illuminated hope for the possibilities available through the process. One participant emphasized the need for teamwork, sharing their purpose for attending of:

I wanted to get more of an understanding of what ResLife and RAs are looking for from our department, and hopefully in return on our side, looking from our end. If there has been a disconnect, we want to build that trust and respect on both sides of the community. Working together instead of working as one, working as a whole. When I left detentions, I always took with me the word T.E.A.M which stands for together everyone achieves more, so hopefully with the circle we can bring back that comradery and that teamwork. In addition to gaining a deeper understanding and building that teamwork, the focus of how the relationship used to be was vocalized, which is a relationship that the participants in Residential Life had not experienced. A DPS officer shared:

I really wanted to take a step back... and thinking back to all those years of how the relationship has changed since we first came on. Hopefully this process can be the beginning to go back to where it was before, and have those partnerships again and relationships where we did mutual training, we did just fun gatherings, it doesn't have to be training. It could be flag football like we did before, just activities to come together as a team. We work for one goal, and that's for the students here and I think we all understand that, and that's really why I wanted to participate in this.

Residential Life participants immediately indicated their commitment to the partnership, and matched the hope proclaimed by DPS officers. One Residential Life participant shared,

RESTORING TRUST WITH PUBLIC SAFETY

I think there is an opportunity to make things even better than they currently are.

Personally, I am in the position to be able to help with that partnership with colleagues in public safety and with the teams and areas that I lead.

That opportunity to improve the partnership, and lean into the mission and vision of public safety in perception and practice is informed both by the enthusiasm of the officers and the positionality of public safety at our institution. One participant shared that even the opportunity of this joint circle conversation showcases the differentiation of this public safety department and institution sharing, “The type of school this is, there’s the opportunity to have a lot of these conversations” which were not present (or imaginable) at this participant's prior institutions.

Confronting Harms and Needs. As participants began confronting their harms and needs in reference to the report, it was apparent that the individual reflective facilitated dialogues served both groups, as many shared variations of what was mentioned in the individual circles, with additional reflection and thoughtfulness. Both groups recognized the limitations in this data, that although the data is a good point of reflection, it should not bound the partnership brainstorm. Human interaction and perception is challenging to quantify, and one participant acknowledged, “there is something intangible in the perception of the relationship that we will sort through here as best we can”.

Each department named and affirmed the needs they are not quite fulfilling including transparency, communication, engagement outside of crisis. This showcased both groups' accountability in this process, while also acknowledging the need for realistic goals related forward mobility. One participant shared:

But, there is going to be a lot of work because it's going to take time, it's going to take trustability, it's going to take effort, and it's going to take commitment. There’s a lot of

RESTORING TRUST WITH PUBLIC SAFETY

things in there whether it's the getting back to a cultural space of shared training, shared social time outside of incident response to help us develop that and that will take a sustained commitment from all of us and those that work with us. I was encouraged, but also like okay it's going to take work...

Holding both obligations and hope, there was a sense of cautious optimism for what a more ideal partnership could look like. Two individuals shared important comments for reflection: “what do we have capacity for” and “when we put words to action, both teams are very exhausted”.

Working in this exhaustion, the leadership of both departments have an accurate gauge of what teams have capacity to implement and what is a long term goal that can slowly be met when capacity expands or responsibilities are reallocated.

Participation. After individuals confronted the harms and needs as a group, we entered a space of participation where participants reviewed a list of possible solutions determined throughout each prior cycle. The list provided to each participant is provided in Appendix F. Participants were given this list, along with highlighters to highlight two or more items that seem like feasible and important short-term solutions and two or more that seem like feasible and important longer-term solutions. Given the continually named capacity limits of the department, identifying feasible solutions that are sustainable under the confines of job duties and restraints are essential to proper implementation. After groups had around 10 minutes to highlight and reflect, they were brought back to the group to share *one* short term and *one* long term solution that they selected. There was a groan from multiple participants after I gave this prompt, and one DPS officer vocalized “just one!?” while others laughed and nodded in agreement.

As participants shared, themes and agreement emerged immediately. It felt as if the teamwork that was hoped for in the beginning of the circle was present at this moment. During

RESTORING TRUST WITH PUBLIC SAFETY

this round, the circle broke multiple times where participants began addressing each other stating “[Participant name], I would like to help you with that” and affirming one another's ideas and expansions for the solutions listed. Recognizing that the recommendations implicate all officers and residential life team members, one participant proclaimed, “We are planting seeds for that eventual moment when stuff does hit the fan, we know who is around us and helping us and supporting us”.

Given the energy of participants, it felt like those seeds would stick. They shared: “I am feeling excited, I am feeling really affirmed and the ways we have recommitted to each other and the work”, “I am excited for the continued partnership and working together”, and “Some great things are going to come out of this partnership”. This led to a final arc of a DPS officer acknowledging the quantity of “used to’s” in their conversations around this process stating, “There’s a lot of used to’s, and we need to figure out what happened to that in order to bring it back.” This realignment to the present needs allowed both teams to begin their forward mobility, which is what occurs beyond the circle.

In the final round, a Residential Life team member stated, “I am committed to developing the strategy and put the structure behind the intention, and it's clear that the intention is there” and a member of DPS turned to this person and shared, “I am committed to meet with you to start a strategy up so we can start on that and continue it.” Immediately after the circle adjourned, the two connected to share contact information and find time in their joint calendars to set up recurring strategy meetings to support ongoing partnership and collaboration.

This research process allowed both departments to get to a space of affirming and reconciling the ways they may have not been serving the partnership, finding hope in what a

RESTORING TRUST WITH PUBLIC SAFETY

partnership can look like, and actualizing the next steps for transformation. All recommendations created by this group are listed in the following *commitments* section.

Commitments

Researchers determined recommendations informed by the needs named in Cycles 1 and 2 and ideas named in Cycles 3 and 4. These recommendations are intended to satisfy the named needs and to increase collaboration, improve communication, and offer engagement outside of crisis - all slowly building the trust between the departments. Given that these recommendations were created and affirmed by the participants in Cycle 4, they are described as commitments, rather than just recommendations. As an officer so perfectly described in the beginning of this research, there is no trust without relationship. Relationship and connection between the groups is the most essential recommendation and commitment from this research. The following commitments are some technical solutions for how to engage in relationship building between the departments, as determined by the Residential Life and DPS Leadership Teams.

Nightly Desk Check-Ins

The institution of nightly desk check-ins was a recommendation named by nearly every participant as the short-term solution that they believed to be most effective to improving the partnership. Nightly residential desk check-ins were a procedure of the past, and one that every DPS officer affirmed as immediately implementable. The check-ins consist of DPS officers assigned to the night shift checking in with each residential desk upon the onset of RA duty with the purposes of a) informing the RA who is on duty and would be responding to calls b) providing an opportunity for the RA and DPS officer to share any insight for upcoming events of the night or possible concerns c) allowing for increased facetime between the two groups outside of incident response. This recommendation also has the option to expand to residential life

RESTORING TRUST WITH PUBLIC SAFETY

community check-in with all resident assistants and community director(s) of an area on Tuesday Night Staff Meetings on a monthly basis. Through this implementation, trust and collaboration can begin to be built between Officers and Resident Assistants, as the majority of facetime interactions between the two groups would likely be in this casual and collaborative space rather than at the scene of an incident.

Debrief Protocol

The implementation of a procedure for debriefing is recommended in two steps: debrief of information when an officer arrives on scene, and debrief after an incident. A gap in training was named where Resident Assistants are not trained how to debrief officers of the information gathered about an incident when the officer arrives on scene, thus the harmed parties and individuals who caused harm often have to restate information to DPS that they already shared with an RA. Through training RAs proper debrief methods and institutionalizing a debrief protocol as soon as DPS arrives on scene, incident response methods will be more efficient, collaborative, and victim-centered as is modeled in restorative justice (Zher, 2015).

In addition, there was energy around debriefing each incident that DPS and Residential Life are both involved in to share what went well, if anything needs to be improved, and what next steps look like. This debrief is meant to offer the space to reflect and discuss the situation rather than the only option for reflection and feedback to be through the duty report or supervisor escalation. The timing of this debrief can be determined by those involved, either immediately after the incident or on the following day. This will encourage the direct communication between the departments, and offer the inclusion of resident assistants to promote their continued support of the resident(s) involved. As described by one of the participants, this implementation would make it “feel like it’s more of a partnership rather than a handoff”.

RESTORING TRUST WITH PUBLIC SAFETY

Training

Training, in many forms, was a recommendation that was consistently discussed from cycle one through cycle four. Although training is often implemented as a performative “fix” for an institution’s problems, I challenge the departments to move beyond the checkbox of a training and into true collaborative engagement where each group can learn from one another. Some feasible training methods are integrated BCDs and co-instructed trainings.

Integrated BCDs

Leadership affirmed an immediate need to expand “Behind Closed Doors” (BCD) training to include a more integrated approach to training. In an expanded form, BCDs would include Public Safety and Community Directors on Duty in the enactment, carrying out the entirety of the scene. This would allow the participation of all three groups and provide a model of productive interaction prior to navigating an incident with students of concern. Similarly, all groups can learn from one another and provide feedback during the debrief opportunity. This expanded training will provide experiential learning to all groups, while also deepening each group member’s understanding of one another’s roles and protocols, improving mutuality among the groups.

In addition, it is recommended that at least one DPS officer should be included in each of the BCD themes to offer an additional perspective, and allow officers to learn the depth of incidents that Resident Assistants and Community Directors navigate each day. This can expand DPS’s methods of approaching students, as watching and participating in these examples of student care can offer additional training that will benefit their interactions with the various calls they receive to support students.

RESTORING TRUST WITH PUBLIC SAFETY

Co-Instructed Training

Each department has an abundance of knowledge related, and unrelated, to their direct job responsibilities that can serve the larger communities. As an opportunity to increase facetime and expand the linear messages heard about each department, Residential Life and DPS should co-instruct a training on a particular topic of interest during August training, January Training, LLC Hours, or other department wide training opportunities. This recommendation will serve the partnership of the participants providing the training, create a culture shift to collaboration, and offer unique perspectives of care that often do not have the platform to be heard.

Social Engagement

Although the relationship between Residential Life and DPS may not be at the level of flag football games and bowling at the moment, an implementation of social events following joint training can allow for additional facetime, relationship building beyond the uniform and job title, and trust building between the departments. These social engagements can serve as DPS and Residential Life partnership taco truck socials, DPS attending Student Leader Banquet, DPS providing an award to an RA who provided exemplary support to a student of concern, extending invitations to DPS for socials and dinners during training, and any additional informal opportunities that can allow for increased facetime and conversation outside of an incident.

Officer Liaison

Strategic partnership often requires the identification of individuals responsible for maintaining an initiative or goal. To properly institute change, a long term recommendation is the implementation of an officer liaison that is the point of contact and collaboration to build continued initiatives between the departments. This person would support Tyler Crisman, Director of Residential Education, in the development and implementation of the

RESTORING TRUST WITH PUBLIC SAFETY

recommendations from this research and additional initiatives determined by the larger groups, provide maintenance of the commitment to partnership, and offer adjustments and changes as necessary to meet the current needs of the groups. This individual would also co-lead ongoing strategy meetings.

Ongoing Strategy Meetings

As has been described by DPS through this research, the relationship 10+ years ago was vibrant, upholding many of the recommendations here, and more. Climate change and partnership improvement requires significant maintenance, so ongoing strategy meetings must be implemented among a small group of Residential Life Team Members (including at least one Community Director, Residential Life Leadership Team Member, and Resident Assistant) and DPS Officers and leadership. This group can meet monthly or bimonthly to provide updates on what they are seeing in terms of residential student needs, assess the current implementation of partnership strategic plans, plan social gatherings, and offer new ideas and suggestions to better support the partnership and student safety.

Limitations

Participant Diversity

Although participants represented a good range diversity in cycle one, the diversity of positionality in the following cycles did impact responses and possible solutions. Given the gender diversity of the DPS, only male officers participated in my research. In addition, only upper leadership and individuals who have been at the university for a significant period of time participated on both sides. DPS Officers had a 10+ year tenure at USD, while Residential Life had a 3+ year tenure. Although Residential Life's tenure is less, the contracts with Community

RESTORING TRUST WITH PUBLIC SAFETY

Directors end at four years, so they have completed the majority of their time at USD and are anticipating their transition out.

I recommend specifically working with newer officers and community directors upon their arrival to campus, prior to understanding the current climate of relationship between the departments. This will allow individuals to build connections with one another immediately and begin to ideate the culture they would like to create. I recommend this occurs during Employee Onboarding and Training, which can be implemented and led by upper leadership who participated in this project.

Researcher Positionality

Given my positionality as daughter and partner of law enforcement officers, I have the privilege of viewing uniformed officers as a symbol of safety. Their positionality has curated my perspective of the larger police system, leading to experiences of comfort and confidence in DPS's response to incidents of concern. For others, police can symbolize distrust, danger, and harm to some of our residential students. Although my positionality to law enforcement and DPS served me well to create connections with DPS officers, especially those who know my father, it would be negligent to not name that my personal connection to the topic may have impacted results. The majority of police research is drastically one sided, either created by police or created by those hoping to abolish the police. Although my positionality allows for more centrality than either of those sides, my connection to both Residential Life and law enforcement must be considered when analyzing my data.

Current Climate

My research began at the end of 2020, after the murder of George Floyd by 44-year-old former police officer of Minneapolis Police Department, Derek Chauvin. The trial of Derek

RESTORING TRUST WITH PUBLIC SAFETY

Chauvin ran simultaneously to my research, in addition to numerous protests calling to defund the police. This climate, especially in the midst of news at our fingertips through social media, colored the view of police nationally, creating additional intrigue and hesitation around my research topic. This climate may have swayed individuals to participate, or prevented them from engaging in the topic. Although I was concerned this climate would prevent productive joint conversations, I was incorrect in that assumption. Even amidst the global conversations around policing, I am impressed with participants' ability to continue leaning into hope.

Conclusion

In my adoption of restorative justice practices as a method to collect data and create interventions for my research, I have deepened my belief and commitment to this practice as a tool essential to transformation. Through this process, I have showcased how the restorative justice circle method can be used to identify harms, needs, and obligations of specific communities. Then, how that same process can be adapted to identify avenues for participation to improved partnerships with campus public safety. Through the circle process, we identified the needs of improved communication, mutuality, compassion, engagement outside of crisis, and trust as essential needs to address. Through vulnerable engagement and taking accountability for the related harms, participants identified various recommendations to implement in the short and long term to support departmental relations and student needs. This research provides an example of how to use restorative justice in research, and the power restorative justice can have as an intervention in complex relationships.

RESTORING TRUST WITH PUBLIC SAFETY

References

- Abolitionist University. (2020). *Cops off campus*. Abolitionist Journal.
<https://abolitionjournal.org/abolitionist-university-studies-an-invitation/>
- Aiello, M. F., & Lawton, B. A. (2018). Campus police cooperation and legitimacy: Extending the procedural justice model. *Deviant Behavior*, 39(10), 1371–1385.
<https://doi.org/10.1080/01639625.2017.1410618>
- Allen, A. (2015). Campus police-citizen encounters: Influences on sanctioning outcomes. *American Journal of Criminal Justice*, 40(4), 722–736. 10.1080/01639625.2018.1519133
- Allen, A., & Jacques, S. (2020). “He did that because I was Black”: Black College Students Perceive Municipal Police, Not Campus Police, as Discriminating. *Deviant Behavior*, 41(1), 29–40. 10.1080/01639625.2018.1519133
- Allen, A. N. (2017). Do campus police ruin college students’ fun? *Deviant Behavior*, 38(3), 334–344. <https://doi.org/10.1080/01639625.2016.1197005>
- American College Health Association. (Spring 2011). National College Assessment: Spring 2011 reference group executive summary.
https://www.acha.org/documents/ncha/ACHA-NCHA-II_ReferenceGroup_ExecutiveSummary_Spring2011.pdf
- Ashcroft, J., Daniels, D., Hart, S. (2002). Research for practice: Satisfaction with police - What matters? *U.S. Department of Justice*. <https://www.ojp.gov/pdffiles1/nij/194077.pdf>
- Baldwin, C. & Linnea, A. (2010). *The circle way: A leader in every chair*. Berrett-Koehler.
- Berger, J. B. (1997). Students’ sense of community in residence halls, social integration, and first-year persistence. *Journal of College Student Development*, 38(5), 441–452. DOI?

RESTORING TRUST WITH PUBLIC SAFETY

- Bernat, K. M., Lenk, K. M., Nelson, T. F., Winters, K. C., Toomey, T. L. (2014). College law enforcement and security department responses to alcohol-related incidents: A national study. *Alcoholism Clinical and Experimental Research* 28(8), 2253-2259.
10.1111/acer.12490
- Brunson, R.K. & Gau, J.M. (2015). Officer race versus macro-level context: A test of competing hypotheses about Black citizens' experiences with and perceptions of Black police officers. *Crime & Delinquency*, 61(2), p. 213–242.
<https://doi.org/10.1177/0011128711398027>
- Canto, A. I., Becker, M. S., Cox, B. E., Hayden, S., & Osborn, D. (2017). College students in crisis: Prevention, identification, and response options for campus housing professionals. *Journal of College & University Student Housing*, 43(2), 44–57.
https://www.nxtbook.com/nxtbooks/acuho/journal_vol43no2/index.php#/p/44
- Childress, C., Farolan, C., & Stein, A. (2020). Who is protected and who is served? The gap between Massachusetts campus police authority and action. *National Lawyers Guild Review*.
https://www.nlg.org/wp-content/uploads/2020/01/Who-is-Protected-and-Who-is-Served_-final.pdf
- Clamp, K. & Paterson, C. (2016). *Restorative policing: Concepts, theory and practice*. Routledge. <https://doi.org/10.4324/9781315660837>
- Clark, E. A., Jackson, S., & Everhart, D. (2012). Residential density: The effects of tripling college students. *Journal of College Student Development*, 53(3), 477–481.
<http://dx.doi.org/10.1353/csd.2012.0037>
- Davidson, M. (2020). Activists demand change in policing on Catholic campuses. *National*

RESTORING TRUST WITH PUBLIC SAFETY

Catholic Reporter, 57(6), 1–10.

Deane, M. H., Borum, R., Veysey, B., & Morrissey, J. (1999). Emerging partnerships between mental health and law enforcement. *Psychiatric Services*, 50(1), 398–402.

<https://doi.org/10.1176/ps.50.1.99>

Gelpi, A. (2019). Improve community relations, prevent critical incidents with equitable policing practices. *Campus Security Report*, 16(3), 1–6. <https://doi.org/10.1002/casr.30530>

Griffith, J. D., Hueston, H., Wilson, E., Moyers, C., & Hart, C. L. (2004). Satisfaction with campus police services. *College Student Journal*, 38(1), 150–156.

Hancock, K. (2016). Community policing within campus law enforcement agencies. *Police Practice & Research*, 17(5), 463–476. <https://doi.org/10.1080/15614263.2015.1108194>

Hernández, L., & Ravani, S. (2019, March 20). Students protest UC Berkeley police arrests they say were racially motivated. *San Francisco Chronicle*.

[sfchronicle.com/crime/article/Students-racially-profiled-brutalized-by-13701947.php](https://www.sfchronicle.com/crime/article/Students-racially-profiled-brutalized-by-13701947.php)

Hoepfner, B. B., Hoepfner, S. S., & Campbell, J. F. (2009). Examining trends in intake rates, client symptoms, hopelessness, and suicidality in a university counseling center over 12 years. *Journal of College Student Development*, 50(5), 539–550.

<https://doi.org/10.1353/csd.0.0090>

Inoue, M. (2020). Between surveillance and surveillance: Or, why campus police feel vulnerable precisely because they gain power. *Journal of Contemporary Ethnography*, 49(2),

229–256. <https://doi.org/10.1177/0891241619880323>

Jacobsen, S. K. (2015). Policing the ivory tower: Students' perceptions of the legitimacy of campus police officers. *Deviant Behavior*, 36(4), 310–329.

<https://doi.org/10.1080/01639625.2014.935653>

RESTORING TRUST WITH PUBLIC SAFETY

James, V. (2015). *Campus rape victims: How they see the police*. LFB Scholarly Publishing.

Johnson, R. P., & Bromley, M. (1999). Surveying a university population: Establishing the foundation for a community policing initiative. *Journal of Contemporary Criminal Justice*, 15(2), 133–143. <https://doi.org/10.1177/1043986299015002002>

Karp, D. R. (2015). *The little book of restorative justice for colleges and universities: Repairing harm and rebuilding trust in response to student misconduct*. Good Books.

Kingkade, T. (2020, December 9). University Of California campus police have a history of excessive force against protesters. *Huffington Post*.
https://www.huffpost.com/entry/california-campus-police-clash-with-protesters-ows_n_1125537

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

Kolb, D. A., & Fry, R. E. (1974). *Toward an applied theory of experiential learning*. MIT Alfred P. Sloan School of Management.

Lasley, J. R. (1994). The impact of the Rodney King incident on citizen attitudes toward police, *Policing and Society*, 3:4, 245–255. 10.1080/10439463.1994.9964673

Ledford, C. (2021). Petition for changing the rhetoric on USD Public Safety's website. *Change.org*

Lewicki, R. J., & Tomlinson, E. C. (2014). Trust, trust development, and trust repair. In P. T. Coleman, M. Deutsch, & E. C. Marcus (Eds.), *The handbook of conflict resolution: Theory and practice* (3rd ed.; pp. 104–136). Wiley.

RESTORING TRUST WITH PUBLIC SAFETY

Margolis, G., & Shtull, P. (2012). The police response to mental illness on campus. *Journal of College Student Psychotherapy*, 26(4), 307–321.

<https://doi.org/10.1080/87568225.2012.711179>

Peters, J., Wakabayashi, P., Weppner, G., D'alessio, M., & Mudge, R. (2018). More than a place to eat and sleep: The value of living and learning in residence. *Journal of College & University Student Housing*, 45(1), 44–57.

Pike, G. R., Schroeder, C. C., & Berry, T. R. (1997). Enhancing the educational impact of residence halls: The relationship between residential learning communities and first-year college experiences and persistence. *Journal of College Student Development*, 38(6), 609–621.

Pointer, L. (2019). Restorative practices in residence halls at Victoria University of Wellington, New Zealand. *Conflict Resolution Quarterly*, 36(3), 263–271.

<https://doi.org/10.1002/crq.21240>

Pranis, K. (2015). Circle Keepers Handbook. *Living Justice Press*.

Reaves, B. (2015). *Special report: Campus law enforcement, 2011–12*. The Bureau of Justice Statistics, U.S. Department of Justice. <https://bjs.ojp.gov/content/pub/pdf/cle1112.pdf>

Radwin, D., Conzelmann, J., Nunnery, A., Lacy, A., Wu, J., Lew, S., Wine, J., Siegel, P. (2018). 2015-16 National postsecondary student aid study: Student financial aid estimates for 2015-16 first look. *U.S. Department of Education: National Center for Education Statistics*. 10.13140/RG.2.2.19353.93283.

Restorative Justice Council. (2011). Best practice guidance for restorative practice.

<https://restorativejustice.org.uk/sites/default/files/resources/files/Best%20practice%20guidance%20for%20restorative%20practice%202011.pdf>

RESTORING TRUST WITH PUBLIC SAFETY

Reuland, M., Draper, L., & Norton, B. (2010, March). Improving responses to people with mental illness: Tailoring law enforcement initiatives to individual jurisdictions. *Council of State Governments, Justice Center*.

https://csgjusticecenter.org/wp-content/uploads/2020/02/Tailoring_LE_Initiatives.pdf

Rodríguez, D. (2012). Beyond “police brutality”: Racist state violence and the University of California. *American Quarterly*, 64(2), 303–313.

Rogers, C., & Gravelle, J. (2020). Implementing a police foundation degree—Insights from South Wales. *Policing: A Journal of Policy & Practice*, 14(2), 349–361.

<https://doi-org.sandiego.idm.oclc.org/10.1093/police/paz028>

Rosenbaum, D., Schuck, A., Graziano, L., & Stephens, C. (2007). *Measuring police and community performance using web-based surveys: Findings from the Chicago internet project*. University of Illinois Chicago Center for Research in Law and Justice.

<https://www.ojp.gov/pdffiles1/nij/grants/221076.pdf>

Ross, R. (1996). *Returning to the teachings: Exploring aboriginal justice*. Penguin.

Ruiz, J., & Miller, C. (2004). An exploratory study of Pennsylvania police officers’ perceptions of dangerousness and their ability to manage persons with mental illness. *Police Quarterly*, 7(3), 359–371. <https://doi.org/10.1177/1098611103258957>

Hurt, S. (2020, December 28). *Kolb’s experiential learning theory & learning styles*. Educational Technology.

<https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>

Storrie, K., Ahern, K. and Tuckett, A. (2010). A systematic review: Students with mental health problems—A growing problem. *International Journal of Nursing Practice*, 16, 1-6. <https://doi.org/10.1111/j.1440-172X.2009.01813.x>

RESTORING TRUST WITH PUBLIC SAFETY

- Samura, M. (2016). How can residence hall spaces facilitate student belonging? *Higher Education Journal*, 44(4), 90–101.
- Savasta, M. (2013). Good communication, customer service focus make a major transition successful. *Campus Security Report*, 10(2), 3.
- Schriver, J. L. (2021). Campus police response to mental illness: Training, collaboration, and perceived effectiveness. *Journal of Police and Criminal Psychology*, 36, 307-313.
10.1007/s11896-020-09421-y
- Segal, E. (2014). The crisis intervention team (CIT) model for law enforcement: Creative considerations for enhancing university campus police response to mental health crisis. *Creative & Knowledge Society*, 4(1).
<https://doi-org.sandiego.idm.oclc.org/10.2478/cks-2014-0001>
- Summers, L., & Gougelet, K. (2020, December 1). Whose university? When police pass the baton to campuses. *Society for the Anthropology of Work*.
<https://doi.org/10.21428/1d6be30e.8cc96f6f>
- Thacker, P. (2006, November 26). Shock and anger at UCLA. *Inside Higher Ed*.
<https://www.insidehighered.com/news/2006/11/17/shock-and-anger-ucla>
- Thomas-Williams, A. (2021, August 1.) *Student leader preparation and development: Resident assistant training schedule August 2021*. University of San Diego Residential Education.
- University of Kentucky. (2020). *Administrative regulation 4:10: Code of student conduct*.
https://www.uky.edu/studentconduct/sites/www.uky.edu.studentconduct/files/AR_4-10_Student_Code-2020_0.pdf
- University of San Diego. (2022). *About Public Safety*. <https://www.sandiego.edu/safety/about/>
- University of San Diego. (2021). *Center for Restorative Justice*.

RESTORING TRUST WITH PUBLIC SAFETY

<https://www.sandiego.edu/soles/restorative-justice/>

University of San Diego. (2021). *Envisioning 2024*. <https://www.sandiego.edu/envisioning-2024/>

University of San Diego. (2021). *Student Leader Core Competencies*.

<https://drive.google.com/file/d/1-SmN-gRB920hfp22DiBG69maRh2BSlnp/view>

University of San Diego. (2022). *Student Wellness*. <https://www.sandiego.edu/wellness/>

University of San Diego. (2022) *Undergraduate Student Profile*.

<https://www.sandiego.edu/facts/statistics.php>

University of San Diego Department of Public Safety. (2021). *Total call types for campus housing (1-1-2019 to 12-31-2019)*.

<https://drive.google.com/file/d/1rH2Fzt37mlbrblPPlcyOGv50AgDRGuE3/view?usp=sharing>

University of San Diego Department of Public Safety. (n.d.). *CD & DPS resource guide*.

University of San Diego Department of Residential Administration. (2021). *StarRez occupancy report*.

Wright, J. C. (2002). Partnership with community resources-campus police: Revisiting policies to reflect the 21st century. *Reference Librarian*, 36(75/76), 287–292. https://doi-org.sandiego.idm.oclc.org/10.1300/J120v36n75_26

Zher, H. (2015). *The little book of restorative justice*. Good Books.

RESTORING TRUST WITH PUBLIC SAFETY

Appendix A

Department of Public Safety Perception Questionnaire

Experience and Perception of Public Safety

Intro Experience and Perception of USD's Department of Public Safety

Purpose

The purpose of this questionnaire is to better understand the experience and perception of the Department of Public Safety officers' presence and impact in the residential community at the University of San Diego. The data collected from this questionnaire will serve as the foundation for the Action Research project by Sydney Pidgeon, a student in the School of Leadership and Education Sciences (SOLES) at the University of San Diego.

Time Commitment:

This questionnaire will take approximately 9 minutes to complete.

Additional participation in this research study is not required. If you are interested in further participation in this research or would like an update regarding the research findings, there will be an option to include your email at the end of the survey. Your email address will not be linked to your answers, and will only be used for minimal contact regarding this research study.

Additional participation in this research study includes:

Participation in one restorative justice circle with other individuals in your same role (CDs or RAs) Participation in one restorative justice circle with DPS, Resident Assistants, and Community Directors/RLLT.

Participation in one action-based focus group surrounding DPS response and engagement in the residence halls. Your participation in the full study will take a total of 4 hours.

Benefits of your participation:

While there is no fiscal benefit from your participation in this study, dinner will be provided after the restorative justice circles. In addition, the indirect benefit of participating in this research is helping to mitigate harm and restore trust within the residential communities through unpacking the presence and response of the Department of Public Safety in the residence halls.

Confidentiality:

RESTORING TRUST WITH PUBLIC SAFETY

Any information provided and/or identifying records will remain confidential and kept in a password-protected computer file in the researcher's office for a minimum of five years. All data collected from you will be coded with a number or pseudonym (fake name). Your real name will not be used. The results of this research project may be made public and information quoted in professional journals and meetings, but information from this study will only be reported as a group, and not individually.

Contact Information

If you have any questions about this research, you may contact either:

1) Sydney Pidgeon

Email: spidgeon@sandiego.edu

2) David Karp

Email: dkarp@sandiego.edu

Thank you in advance for your participation!

Do you consent with your personal data being processed as described above? You must click Yes in order to take the survey.

- ☐ Yes
- ☐ No, I choose to not complete the survey.

Skip To: End of Survey If: Do you consent with your personal data being processed as described above? You must click Yes in... = No, I choose to not complete the survey.

Demographic Information

Q1 Which term(s) best describe your gender. Select all that apply.

- ☐ Male (1)
- ☐ Female (2)
- ☐ Nonbinary (3)

RESTORING TRUST WITH PUBLIC SAFETY

- ☐ Gender nonconforming (4)
- ☐ Other: (5) _____
- ☐ Prefer not to say (6)

Q2 Select one or more of the following races:

- ☐ American Indian or Alaska Native (1)
- ☐ Asian (2)
- ☐ Black or African American (3)
- ☐ Hispanic or Latinx (4)
- ☐ Native Hawaiian or Other Pacific Islander (5)
- ☐ White (6)
- ☐ Prefer not to say (7)

Q3 How do you describe your political affiliation?

- ☐ Democrat (1)
- ☐ Republican (2)
- ☐ Independent (3)
- ☐ No Political Affiliation (4)
- ☐ Other: (5) _____

Q4 Please select which of the following most accurately represents your relationship with someone who served/is serving as a police officer.

- ☐ At least one close family member or friend has served/is serving as a police officer (1)
- ☐ At least one distant family member or friend has served/is serving as a police officer (2)
- ☐ I do not have any family members or friends who have served/are serving as police officers (3)

Q5 Please select your role in the Residential Community.

- ☐ Community Director (1)

RESTORING TRUST WITH PUBLIC SAFETY

- Resident Assistant (2)
- Residential Life (Admin/Education/Facilities) Leadership (3)

Experience **The following questions will ask about your experience interacting with USD's Department of Public Safety.**

Q6 When have you interacted with the Department of Public Safety during an incident?

Please select all that apply.

- ☐ I have interacted with DPS during one or more duty situations I was involved in as an CD/RA (1)
- ☐ I have interacted with DPS when I was the victim of an incident (2)
- ☐ Other (3) _____
- ☐ I have not interacted with DPS during an incident (4)

Q7 In your interactions with DPS during an incident, how satisfied are you with their support?

- ☐ Very dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very satisfied (5)
- ☐ Not applicable (6)

Q8 When have you interacted with the Department of Public Safety outside an incident?

Please select all that apply.

- ☐ A campus event (1)
- ☐ A casual conversation in passing (2)
- ☐ A on-campus training not required for your CD/RA role (i.e. active shooter training, wellness training) (3)
- ☐ An escort or ride request for you or a resident (4)
- ☐ Other (5) _____

RESTORING TRUST WITH PUBLIC SAFETY

- ☐ I have not interacted with DPS outside of an incident (6)

Q9 In your interactions with DPS outside an incident, how satisfied are you with their support?

- ☐ Very dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very satisfied (5)
- ☐ Not applicable (6)

Q10 How have you contacted or reported an incident to DPS for emergency or non-emergency reasons?

Please select all that apply.

- ☐ Phone Call to dispatch (emergency or non-emergency line) (1)
- ☐ Reporting feature on MySanDiego App (2)
- ☐ Walking into the office (3)
- ☐ Other (4) _____
- ☐ I have not contacted DPS (5)

Q11 The following questions will ask about your perception of USD's Department of Public Safety.

Q12 Please rate the following statements regarding your perception of USD's Department of Public Safety Officers on a scale of strongly agree to strongly disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)	Not applicable (6)

RESTORING TRUST WITH PUBLIC SAFETY

DPS officers
respond
quickly to
emergency
calls (7)

DPS officers
are visible on
campus (8)

Comparison The following questions will ask about your experience and perception of USD's Department of Public Safety in comparison to your previous institutions Public Safety/Police Department and the local, municipal police departments.

Display This Question:

If Please select your role in the Residential Community. = Community Director

Q13 Do you find the role of the Department of Public Safety similar or different to that of campus police or public safety at your previous institution?

- ☐ The role of DPS is similar to campus police or public safety at my previous institutions (1)
- ☐ The role of DPS is different than campus police or public safety at my previous institutions (2)
- ☐ I am not sure if DPS is similar or different to campus police of public safety at my previous institutions (3)
- ☐ I do not have experience/knowledge of other campus police or public safety departments (4)

Display This Question:

RESTORING TRUST WITH PUBLIC SAFETY

Visibility in the community (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Security (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficiency (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Please rate your satisfaction with each of the following characteristics of **San Diego Police Department (SDPD)**:

[illegible]

RESTORING TRUST WITH PUBLIC SAFETY

Treating citizens with respect (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visibility in the community (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficiency (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Please share your perception of the similarities and differences between a Public Safety Officer and an officer of a Local Police Department?

Improvement The following questions will ask about your perception of USD's Department of Public Safety and how DPS can improve their interaction with the Residential Community.

Q18 Please rate the following statements regarding your perception of USD's Department of Public Safety Officers on a scale of strongly agree to strongly disagree.

[illegible]

DPS officers
are
transparent
about their
policies and
procedures
(5)

DPS officers
are
professional
in their role
(6)

DPS officers
demonstrates
honest,
ethical
behavior (7)

DPS has a satisfactory level of diversity within the department (8)

DPS should
carry
firearms

RESTORING TRUST WITH PUBLIC SAFETY

while on
duty (9)

Q19 Which of the following would you like to see DPS engage in?

Please select all that apply.

- ☐ CD/RA Training as a presenter (1)
- ☐ CD/RA Training as an attendee (2)
- ☐ DPS-led trainings (e.g. Active Shooter, Personal Safety, Etc.) (3)
- ☐ Restorative Justice Circles (4)
- ☐ Social Issue Discussions Circle (5)
- ☐ DPS “Town Hall” to bring up DPS-related concerns (6)
- ☐ Residential Hall Council Meetings (once per semester) (7)
- ☐ CD/RA Staff Meetings (once per semester) (8)
- ☐ More causal visibility in student spaces (i.e. UC/SLP) (9)
- ☐ More bike or foot patrol, rather than vehicle patrol (10)
- ☐ Other (11) _____
- ☐ None of the above (12)

Q20 What can DPS implement to improve their relationship with residential students?

Q21 What would you like to see DPS do to improve their relationship with Residential Life Staff?

Q22 Describe how you believe residents perceive DPS and some of the reasons why those perceptions exist.

Thank you for your participation!

RESTORING TRUST WITH PUBLIC SAFETY

If you would like to continue your participation in this important research, or would like updates about the outcomes, please add your email below.

Please note: Your email address will not be linked to your answers, and will only be used for minimal contact regarding this research.

RESTORING TRUST WITH PUBLIC SAFETY

Appendix B

Cycle Two Script - Resident Assistant, Community Director, and Department of Public

Safety

Restorative Justice Circle A Scripts

Purpose: To reflect on the climate and concerns surrounding the relationship between USD's Department of Public Safety; to identify possible avenues for healing between both communities; and to support the group in committing to continued action surrounding mitigating harm and restoring trust within the residential community.

Materials: Name Tents, Markers, Index Cards

Preparation: Arrange chairs in a circle, create centerpiece, identify meaningful talking piece, post guidelines where all can see them.

OPENING: INTRODUCTIONS & SETTING THE SPACE

Purpose: Planning and Acknowledging Indigenous Roots

Welcome & Facilitator Introductions - Acknowledge positionality in relation to the topic

Action Research

This 90-minute circle will be focused on our experiences as members of the residential community and our experience and perception with our partners in the Department of Public Safety.

Amidst increased conversations around policing nationally and on college campuses, I chose to hold restorative justice circles with individual groups and the collective residential + DPS communities in an effort to create a dialogue around current concerns of the community, identify methods of mitigating harm and reconciling relationship, and build a better partnership between the communities with the shared purpose of supporting students safety. This role-specific circle will be coupled with one more circle occurring in January with both the residential life and DPS in one space. Our hope is to enter into a space of sharing, where we can identify perspectives regarding the topic of DPS presence and response in the residential community.

I will be taking notes throughout the session, and the audio will be recorded. You can expect that anything you say today will remain private through the use of pseudonyms. This information will remain secure in a password protected folder only accessible by me.

RESTORING TRUST WITH PUBLIC SAFETY

ROUND: Before I start the recording, does anyone have any questions about this research topic or how information will be kept or shared? After all your questions are answered, we will start the recording.

Circle Process + Land Acknowledgement

The circle process we will utilize today is grounded in Indigenous practices. Indigenous artist Randy Charbonneau frames Circles by saying, “At the beginning of time, the **Anishinabe*** (the original people) had ways of dealing with justice within the community. The circle was known to be the place of no end. It created a space where one's voice could be heard--where the capacity, the connection, the creativity of the community found a place of being, by bringing people together to repair the harm that had been done.” My hope is that this process allows for authentic sharing about our experiences that will allow us to connect, unpack concerns, and ideate actions that support sustainable changes in our campus community.

As we borrow from this tradition, I would like to offer a land acknowledgement, which is a transformative act meant to confront our place on Native Lands and to build mindfulness of our present participation in colonial legacies. We want to acknowledge that the land on which USD is built is the traditional and unceded territory of the Kumeyaay Nation, we want to pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands. We also want to affirm our responsibility to amplify Indigenous voices and stand in solidarity with local Indigenous communities. So, as we participate today we want to acknowledge this and pay respect to these sacred practices.¹

Talking Piece

As we listen and share, we will be utilizing a talking piece. Talking pieces help affirm the value of time to both share and listen in this space. This talking piece here (*show talking piece*) was gifted to me by a mentor when I began holding circles. It is beautiful, but also made of ceramic and very hard. It helps me remember that although some of these conversations can be difficult and come with a range of emotions, they can be beautiful and healing as well.

We will pass this talking piece to one another as we enter the conversation. Whoever is holding this talking piece will be speaking while the rest of us will be listening. You are free to pass at any point, and as we participate in sharing and listening, please remember that each one of us has a range of experiences, and I invite you to take care of yourself in whatever way that looks for you.

CONNECTION

Purpose: Create trust, begin building community, establish group values

¹ Attributed from: Rangrej, Gabriella P., "Understanding Whiteness and Anti-Racist Attitudes in White Student Leaders" (2021). *M.A. in Higher Education Leadership: Action Research Projects*. 84.
<https://digital.sandiego.edu/soles-mahel-action/84>

RESTORING TRUST WITH PUBLIC SAFETY

Introductions, Values, and Community Guidelines

In addition to sharing why we are in the space together and what it will look like, it is important in any group to know what we can expect from each other. You can find basic ground rules written on the paper tent in front of you for the group. Please read the guidelines and give a thumbs up or nod if you're willing to participate in these guidelines. If you have any to add, please share it with the group.

Now let's get started. On the blank side of the tent in front of you, please write your name large enough for us to read it. Below your name, please write one word that describes a value that you believe should be at the center of the partnership between DPS and Residential Life.

ROUND: Please share your name, the value you wrote on the bottom of your name tent, and your favorite food on campus.

ROUND: Please share why you chose to take part in this dialogue on the relationship between DPS and Residential Life.

CONCERN: RESIDENTIAL COMMUNITY CLIMATE

Purpose: Identify participant perspectives on a topic of concern

Experience Sharing

We are now going to enter a space of sharing our experiences with DPS. Please remember our community guidelines while we enter this conversation, and remember you can pass at any point. Please think back to the interactions you have had with DPS while serving in your role, some positive experiences and other challenging experiences may be coming up for you.

ROUND: Please share a story of a challenging interaction you have had with the Department of Public Safety and how you felt in that interaction.

I will go first, and we will go this way

Index Card Exploration

Based on what we heard from the last round there are a variety of themes of concerns that we individually have, and many that one or more of us share. For this next round, I am going to pass out index cards, please take two each. Please answer the following question on the index cards:

What are concerns you have about the Department of Public Safety's presence or response in the residence halls? You can write one concern per notecard. When you are finished, please hold on to the cards and you will anonymously pass them in.

RESTORING TRUST WITH PUBLIC SAFETY

Now that everyone is finished, please pass the cards in. I will shuffle them, and read them aloud and place them in the centerpiece.

read index cards aloud

Please take a moment to look at the concerns written on these notecards. There is a lot here, and some might resonate more than others. Please select one card that resonates with you the most.

ROUND: Please share with the group which you selected, and why.

(only if time) **ROUND:** When hearing the most salient concerns of this group, what thoughts are coming up for you related to the challenging others have brought up?

COLLABORATION: CARE FOR THE CONCERN

Purpose: Participants brainstorm solutions to topics of concern

ROUND: When looking at the concern in your hand, or one that someone else chose, what would you like to see done to improve this concern? Or, what ideas do you have to improve this concern?

CLOSING

Purpose: Provide opportunities for reflection and appreciation

Closing Ritual

Thank you for sharing your thoughts, feelings, and concerns about this very important topic both in our community and nationally. Hon. Robert Yazzi, Diné, Chief Justice Emeritus of the Navajo Nation shared that Navajo traditional justice relies on a ‘talking out’ principal so that there is a group discussion of a given problem and it can be ‘talked out’ by way of getting the nature of a given problem, identifying who got hurt and how, and how the injury affects people. If you can talk about the nature of the hurt, then solutions should present themselves.”²

Your openness and willingness to talk through some hurt today begins the process of healing, and allows for solutions to present themselves. I am hopeful that from this circle, the following circle, and the continued action between Residential Life and DPS, we can collectively mitigate harm and restore trust within our communities.

² Boyes-Watson, C., & Pranis, K. (2015). *Circle forward: Building a restorative school community*, 428.

RESTORING TRUST WITH PUBLIC SAFETY

Appendix C

Residential Life + Department of Public Safety Report: Themes from Action Research Cycles 1 +

DEPARTMENT
OF PUBLIC
SAFETY
+
RESIDENTIAL
LIFE

THEMES FROM
ACTION
RESEARCH
CYCLES 1 + 2



SYDNEY PIDGEON
2022

DPS + RES LIFE: AR CYCLES 1 + 2

INTRODUCTION

As we enter the final stages of participant interaction in the action research project titled *Public Safety Presence and Response in Campus Housing: Mitigating Harm and Restoring Trust within the Residential Community*, a collection of themes and findings from the first two cycles of research have been consolidated in this report. This report is provided to participants of cycles 3 and 4 to serve as the foundation for the upcoming discussions.

As a reminder, this research explores the experience and perception of The Department of Public Safety (DPS) within residential communities and the relationship between DPS and Residential Life. The anticipated outcome of this research is to create a framework to improve the partnership between Residential Life and The Department of Public Safety and facilitate greater feelings of student safety within the residential facilities.

CYCLE 1 + 2 REVIEWED

CYCLE 1: RESIDENTIAL LIFE SURVEY

A survey was emailed to 312 current and former Resident Assistants, Community Directors and Residential Life Leadership Team members from 2018-2022 regarding their experience and perception of The Department of Public Safety. The survey had a 15% response rate, with 47 total participants.

CYCLE 2: INDIVIDUAL RJ CLIMATE CIRCLES

Individual restorative justice climate circles were held for 8 Resident Assistants, 5 Community Directors/RLLT, and 7 Department of Public Safety officers to discuss their relationship and experience with one another and to identify possible avenues to mitigate harm and restore trust.

CYCLE 3 + 4 UPCOMING

CYCLE 3: PRE-CIRCLE DIALOGUES

Leadership from Residential Life and The Department of Public Safety will individually engage in pre-circle dialogues discussing reactions and questions on themes and findings listed in this report and prepare for the joint conversation.

CYCLE 4: JOINT ACTION PLANNING RJ CIRCLE

Leadership from Residential Life and The Department of Public Safety will join together to discuss findings, reactions, and action steps to improve the relationship between The Department of Public Safety and Residential Life.

DPS + RES LIFE: AR CYCLES 1 + 2

RESIDENTIAL LIFE SURVEY DATA

PARTICIPANTS

47 participants with the following demographics:

Gender	20% Male 78% Female 2% Non-Binary
Race	31% Asian 17% Black or African American 15% Hispanic or Latinx 53% White 2% Prefer not to say
Relationship with police officer(s)	18% At least one close family member or friend has served/is serving as a police officer 22% At least one distant family member or friend has served/is serving as a police officer 60% have no family members or friends who have served/are serving as police officers

Social psychology research affirms that relational proximity impacts perception of groups (Finkel, 2010). It is notable that a strong majority of respondents have zero or minimal relation to police officers. In addition, although 56% of participants state that they believe DPS's role differs from local law enforcement (e.g. SDPD), the majority of participants qualitatively linked their descriptions of DPS to municipal police in the media/nationally/locally. In a future study, we may want to explore if individuals who have a relationship(s) with police officers, score their perception of DPS more favorably than those with little/no relationship.

64%

OF PARTICIPANTS ARE SATISFIED OR VERY SATISFIED WITH THE DEPARTMENT OF PUBLIC SAFETY'S SUPPORT DURING AN INCIDENT

97%

OF PARTICIPANTS ARE VERY SATISFIED, SATISFIED, OR NEUTRAL WITH THE DEPARTMENT OF PUBLIC SAFETY'S SUPPORT OUTSIDE OF AN INCIDENT

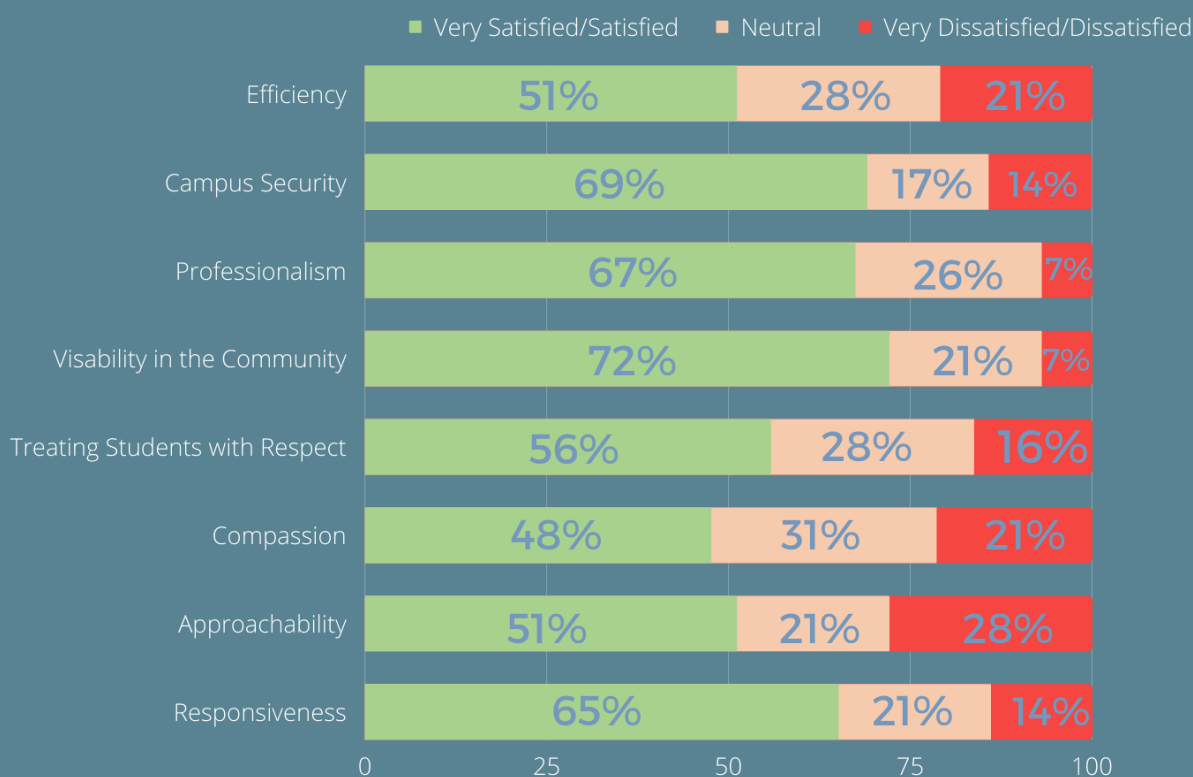
Nearly all participants have interacted with DPS during an incident and most participants have also interacted with DPS outside of an incident. The satisfaction rates vary far more in satisfaction during incidents (SD: 1.1) than outside of incidents (SD: 0.85).

RESTORING TRUST WITH PUBLIC SAFETY

DPS + RES LIFE: AR CYCLES 1 + 2

RESIDENTIAL LIFE
SURVEY DATAPERCEPTION OF THE
DEPARTMENT OF PUBLIC SAFETY

Participants rated their satisfaction of each of the following characteristics of USD's Department of Public Safety (DPS) from 1-5 (5 = very satisfied, 1 = very dissatisfied). These specific qualities were highlighted due to the stated mission and vision through USD's Department of Public Safety website and research on essential components of policing satisfaction.



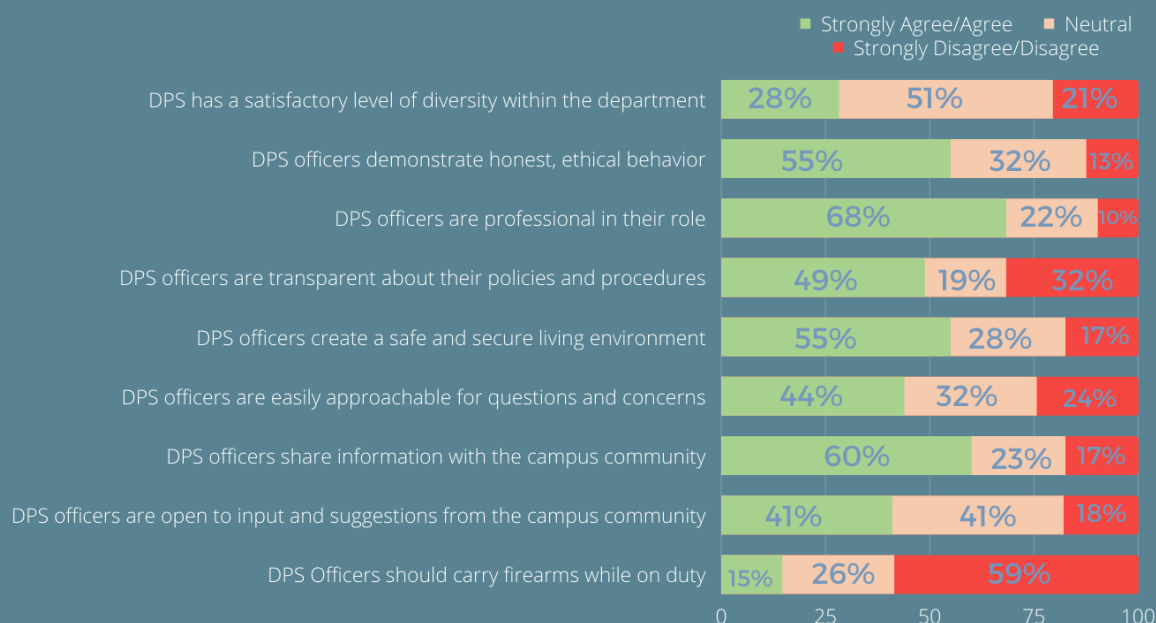
The Department of Public Safety officers ranked overall neutral to high in satisfaction for all characteristics listed above and were praised for being visible, professional, and keeping the campus safe. The three characteristics lowest in satisfaction include approachability, compassion, and efficiency. It is important to note that these characteristics lower in satisfaction overlap with student leader competencies, or soft-skills necessary for a role, in residential life. As such, further research could explore if individuals in residential life may have higher than average expectations for these competencies. These three components will be further discussed in Cycle 2.

RESTORING TRUST WITH PUBLIC SAFETY

DPS + RES LIFE: AR CYCLES 1 + 2

RESIDENTIAL LIFE
SURVEY DATAPERCEPTION OF THE
DEPARTMENT OF PUBLIC SAFETY

Participants rated their satisfaction of each of the following characteristics of USD's Department of Public Safety (DPS) 1-5 (5 = strongly agree, 1 = strongly disagree). These specific qualities were highlighted due to the stated mission and vision through USD's Department of Public Safety Website and research on essential components of policing satisfaction.



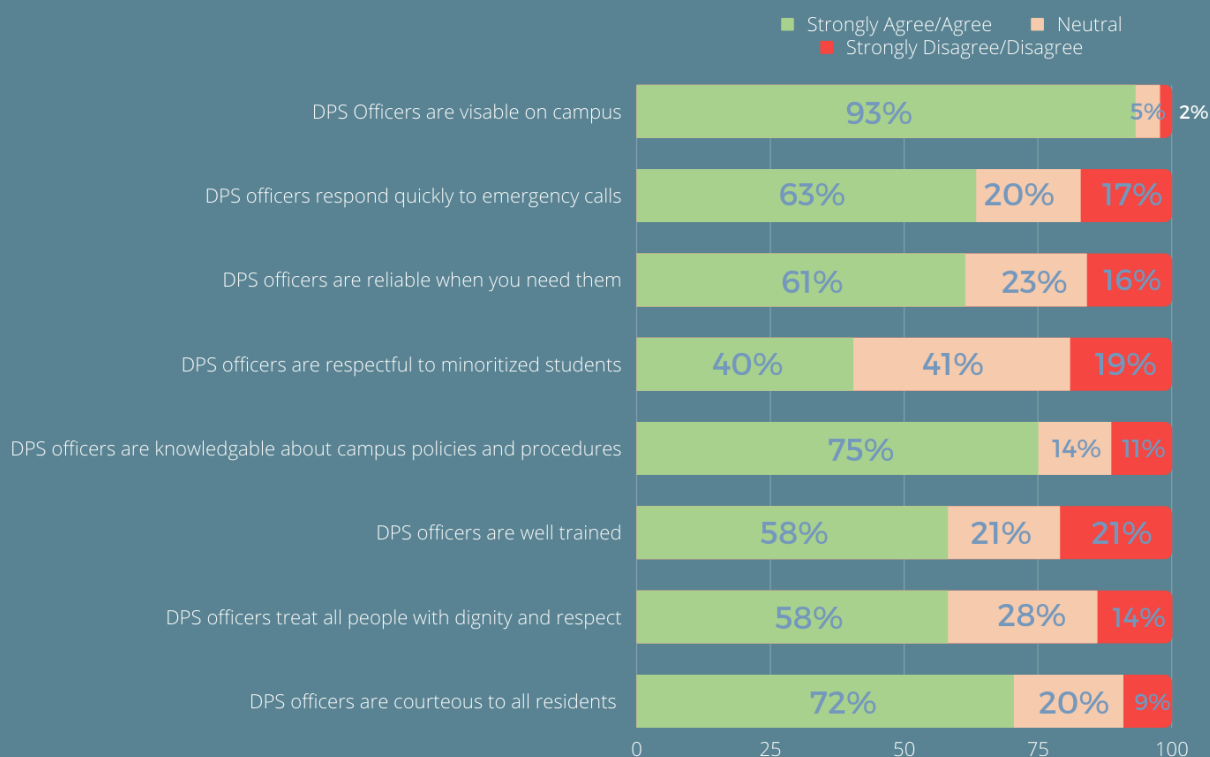
Respondents were very satisfied with the level of professionalism DPS displays, the embodiment of honest, ethical behavior, and willingness to share information with the campus community. Three areas for improvement include the level of diversity within the department (further conversations point to specifically around female-identified officers), openness to input and suggestions for the campus community (further elaborated in "Joint Needs" around improved communication), and carrying firearms while on duty. These characteristics with high and low agreement were all highlighted in Cycle 2 conversations.

RESTORING TRUST WITH PUBLIC SAFETY

DPS + RES LIFE: AR CYCLES 1 + 2

RESIDENTIAL LIFE
SURVEY DATAPERCEPTION OF THE
DEPARTMENT OF PUBLIC SAFETY

Participants rated the following statements from strongly agree to strongly disagree regarding their perception of USD's Department of Public Safety (DPS) from 1-5 (5 = strongly agree, 1 = strongly disagree). These specific components were highlighted due to elements named in pre-investigative interviews with both departments and research on policing satisfaction.



The characteristics with the highest satisfaction ranking include visibility in the community, courteousness, and knowledge of campus policies and procedures. In Chief Miyashiro's pre-investigative interview, these three components were all stated as qualities he takes pride in for his department. The two characteristics lowest in satisfaction are "DPS officers are respectful to minoritized students" and "DPS officers are well trained". These two characteristics were a consistent theme within RA circles, and will be further explored in the "Joint Needs" section of Cycle 2.

DPS + RES LIFE: AR CYCLES 1 + 2

CYCLE TWO: INDIVIDUAL GROUP RJ CLIMATE CIRCLES

SUMMARY

The themes of cycle one were heavily reflected in cycle two, and cycle two served to elaborate on the cycle one findings. During this cycle, Resident Assistant and CD/RLLT circle themes overlapped significantly, and thus will be grouped together for this summary. In addition, instead of listing challenges between the departments, significant needs were highlighted by each group during their conversations.

NEED FOR IMPROVED RELATIONSHIP

Every participant in both the Departments of Residential Life and Public Safety affirmed the need for an improved relationship. Specifically, every RA used the term "barrier" and every CD used the term distrust/lack of trust to describe the relationship between the departments as of now. Each DPS Officer also named the necessity for trust and the current lacking of trust within the relationship, citing that "Without trust, 'the word relationship is not going to work out' and 'we can't have a productive team.'" There was a named deterioration in relationship in the last **5-10 years**, and a mutual desire to improve the relationship. Through our conversations, we identified various needs of Res Life, DPS, and mutually to support healing of relationship. The needs are listed below, followed by action steps or solutions named by participants.

Please Note: The concerns, needs, and claims from each department are intended for broad research purposes. They are not ascribed to one individual, nor the reader. They are not intended to cause harm, defensiveness, or frustration. However, I recognize the varying ways feedback impacts individuals. Please take care of yourself, whatever that looks like for you, as you engage in the information listed below, and use this as a learning opportunity for your department.

RESTORING TRUST WITH PUBLIC SAFETY

DPS + RES LIFE: AR CYCLES 1 + 2

JOINT NEEDS

IMPROVED COMMUNICATION

Both areas exclaimed an immediate need for improved communication. Many incidents that created distrust, division, or frustration were rooted in miscommunication or lack of communication between the departments. Communication improvements, increased frequency of communication, and additional avenues for communication are needed on an interpersonal level during and after incident responses, and on a larger scale of department-department communications.

POSSIBLE SOLUTIONS

- Implementation of a debrief protocol after every incident involving DPS to discuss the incident, what worked, what didn't, and any necessary followup.
- A system of formal communication for RAs to directly contact DPS regarding ideas, concerns, or issues occurring in the residence halls. There is a strong desire for a mode of direct communication, rather than through Residential Life Leadership.
- Developing and implementing a system to connect directly with an Officer/Residential Life Staff involved regarding concerns, rather than hearing through the Duty Report/Email.

"We used to have open communication... now we just go off some reports... then when there's an issue... it's again butting heads or us versus them"
-DPS

UNDERSTANDING OF EACH OTHER'S ROLES

Both departments stated a frustration that their role is not understood by the other, and understanding can allow for teamwork and trust.

POSSIBLE SOLUTIONS

- Integrated "Behind Closed Doors" training with RA, DPS, and Residential Life staff responses.
- Implementation of RA Ride-Along and DPS Walk-Along programs throughout the semester for each department to participate in one another's role.
- Overview explanation of RA role, Res Life Staff role, and DPS role on campus/in incident response during training.
- Joint or collaborative (co-instructed) training with DPS, Residential Life Staff and RAs.
- Transparency on the training provided to each department to identify and share competencies.
- Exploration of assigning officers to specific residence halls/areas during RA duty hours to allow for 1:1 connections and collaboration, nightly RA desk check-ins, and increased teamwork and engagement between departments.

"In order for students to see them as a teammate, they need to partner with us in different ways"
-CD/RLT

ENGAGEMENT OUTSIDE OF CRISIS

The majority of interactions Residential Life has with DPS is during or surrounding a crisis/incident. Interacting only within these circumstances creates an association of DPS intertwined with crisis. Opportunities for engagement outside of crisis situations will allow for authentic connection and relationship building, allowing for increased trust.

POSSIBLE SOLUTIONS

- DPS/Residential Life Social during training or once per semester.
- Re-implementation of Annual DPS/Residential Life flag football, kickball, or other game followed by a food social.
- DPS participation in RA Floor Meetings or Monthly Staff Meetings.
- Additional informal engagement between departments.

"We are only brought in when there's a problem, and that shouldn't be the case... they should be able to call us whenever they have an issue big or small"
-DPS

"I don't meet officers until something happens."
-CD/RLT

RESTORING TRUST WITH PUBLIC SAFETY

DPS + RES LIFE: AR CYCLES 1 + 2

RES LIFE NEEDS

PROFESSIONAL RESPECT

Residential Life participants continually named the need for professional respect, which looks like affirming a CD/RLLT/RA authority and presence during incident responses, treating them as an essential partner. Many shared experiences of being ignored, dismissed, or even shushed when arriving to an incident were shared when DPS was unaware of their positionality. This professional respect is needed to be assumed for all individuals on the scene, even before a CD/RLLT/RA states their positionality.

POSSIBLE SOLUTIONS

- Increased interaction outside of incidents for DPS and Residential Life to recognize one another (see joint need: "Engagement Outside of Crisis")
- Intentional inclusion of RAs in incident response and debrief to ensure they can properly manage followup and resident support and affirm the importance of their role
- Commitment to wearing Residential Life name tag, jacket, or other residential life gear to help officers identify colleagues.

"That interaction did create distrust... like I will still work with them but at the same time... how are you going to treat me based on your [initial] assumption of my positionality."
-CD/RLLT

INCREASED COMPASSION

One "barrier" named by many Residential Life participants was how DPS and Residential Life seem to understand care differently. This concern was highlighted in participants experiences of DPS's posture being heavily reliant on "hard on policy" rather than meeting students where they are at and "treating every student with compassion, regardless if they engaged in a violation." One participant named how these two approaches can be a nice balance of one another, but to allow students to feel safe and supported most fully, there is a need for DPS to increase compassion and sensitivity in their interactions with students.

POSSIBLE SOLUTIONS

- DPS engages in BCDs alongside RAs, practicing and modeling compassionate responses in difficult scenarios.
- A renewed belief that we can learn from one another - DPS's participation in increased trauma-informed care training, or other trainings led by Residential Life/Student Affairs.

"If we want our students to feel safe, and show their vulnerable side, we need empathy when we talk to someone like [DPS] who has an emphasis on being safe." - RA

"They have the opportunity to identify themselves and create their posture as... public safety folks who are here at the care and concern of students." - CD/RLLT

"I felt really invalidated in my care for this student. I felt like their care looked different from mine in a way that didn't support student safety"
-CD/RLLT

RESTORING TRUST WITH PUBLIC SAFETY

DPS + RES LIFE: AR CYCLES 1 + 2

DPS NEEDS

CONFIDENCE

A significant concern of DPS that was confirmed through Residential Life conversations is a lack of confidence/trust in DPS (shown in grey). DPS states that this lack of confidence "puts community safety at risk" and with this lack of confidence, they can not properly do their job. Gaining trust and confidence is a slow process, but one that is necessary in partnership and to properly support students.

POSSIBLE SOLUTIONS

- Published overview of DPS training to identify competencies and commitments.
- A willingness for Residential Life to engage with DPS and provide direct and immediate feedback if something could have been done differently.
- Monthly connection meetings between Res Life/DPS to identify issues, name if anything could have been done differently, and ideate any necessary adjustments.

"We really debated calling [DPS] because we know of the experience people had before and I didn't want to get anyone in trouble, and not just trouble, but I also don't want to put them in a bad position" -RA

"Without trust, the word relationship isn't going to work out."
-DPS

COMMITMENT TO POLICY & PROCEDURE

Residential Life plays an essential role in allowing DPS to properly manage incidents. As we ask DPS to further engage compassion, we ask Residential Life to more deeply engage in policy and procedures. This includes properly debriefing DPS on an incident upon their arrival (both RAs and CD/RLLT), completing detailed reports, and understanding and enacting proper protocols when needed.

POSSIBLE SOLUTIONS

- Conducting an overview of roles and procedures of both DPS and Residential Life during common incidents as a refresher for current policies and procedures. Then, allowing for feedback and adjustments after this refresher.
- Implementation of an RA training learning outcome of how to properly debrief officers upon their arrival to a scene.
- A recognition that DPS's role is innately more tied to policy and procedure than Residential Life's. Given this difference, a commitment to supporting the policy and procedure needs of DPS through debriefing and followup after incidents.

"We have processes and protocols we have to go through..."
"They have to trust us. Same for us, we have to trust them,,, to [not] put community safety at risk."
-DPS

DPS + RES LIFE: AR CYCLES 1 + 2

CYCLE 3

REFLECTION QUESTIONS

Each individual group will meet the week prior to the joint circles to share observations, reactions, and questions on the information shared in this report. Below are some prompting reflection questions that may be asked during cycle 3.

1

What reactions do you have to the named Residential Life needs?

2

What reactions do you have to the named DPS needs?

3

What reactions do you have to the named Joint needs?

4

How comfortable do you feel entering a joint conversation around needs and solutions?
What are your hesitations?

5

For you, what would help make the joint circle most productive?

Thank you for your intentional reflection and engagement with these findings. If you have any questions about the findings or research, please email Sydney Pidgeon (spidgeon@sandiego.edu).



RESTORING TRUST WITH PUBLIC SAFETY

Appendix D

Cycle 3 Script: Facilitated Dialogue

Restorative Justice Facilitated Dialogue Script

Purpose: To share observations, reactions, and reflections to the themes presented from Cycles 1 + 2 of the research. Through this pre-circle conversation, the dialogue will be a mix of circle process and facilitated dialogue.

Materials: Printed guidelines sheet for the center, printed handouts

Preparation: Arrange chairs in a circle, create centerpiece, identify meaningful talking piece, post guidelines where all can see them.

Time Boundary: 3 People, 60 minutes

OPENING: INTRODUCTIONS & SETTING THE SPACE

Purpose: Planning and Acknowledging Indigenous Roots

Reintroduction to Research and Purpose

Research Purpose

- Better understand the perception and experience of DPS within the residential facilities and the current relationship between Res Life and DPS
- Identify opportunities for improvement of both the relationship and the larger experience of DPS

Timeline

- Cycle 1: Questionnaire - done!
- Cycle 2: Individual Restorative Justice Climate Circles - done!
- Cycle 3: Pre-Circle Conversations - now!
- Cycle 4: Joint Action Planning Circle - Next Week

Purpose Today

- Discuss reflections, reactions, and questions regarding the report which was a consolidated version of the themes uncovered in Cycle 1 and Cycle 2.
- Reports in front of you to help refresh your memory if needed
- First round will be the traditional circle format, followed by open space to share responses to each question
- Similar to the previous circles, this one will also be recorded and transcribed. Are you all okay with me starting the recording?

Community Guidelines

RESTORING TRUST WITH PUBLIC SAFETY

- For this conversation, we will be using the community guidelines from the prior circles which were placed in the center. Are there any additional items you would like to add?

Land Acknowledgement

- To begin our conversation, I want to center on the indigenous roots of restorative justice and the commitment we have as a university to honor the generations of Indigenous communities who have cared for our world and have existed over time and space, we want to acknowledge that the land on which we gather is the traditional unceded territory of the **Kumeyaay Nation**. We acknowledge and honor the past, the present and the future to help all heal from our collective wounds and work towards dismantling the ongoing injustices brought on by colonization. As we use this sacred practice, we want to pay respects to indigenous communities who have used these practices for a millennia.

ROUND: What is your weather report for today and what is one food you hope is served at the Student Affairs Divisional Meeting on Friday?

REFLECTION

Purpose: Open the space for observations, reactions, and reflections to the data reviewed prior to the circle.

As a reminder, the themes of the cycles were separated into three groups: Res Life Needs, DPS Needs, and Joint Needs. The themes included the **joint needs** of improved communication, understanding of each other's roles, and engagement outside of crisis; **res life needs** of professional respect and increased compassion; and **DPS needs** of confidence and commitment to policy and procedure.

ROUND: As Residential Life Leadership, what reactions do you have to the Residential Life needs named in the report?

ROUND: What reactions do you have to the DPS needs named in the report?

ROUND: What reactions do you have to the joint needs named in the report?

ROUND: Is there anything else you have questions about or think is missing from the report?

PREPARATION

Purpose: Prepare Residential Life Leadership participants to enter conversation with the Department of Public Safety around this topic.

RESTORING TRUST WITH PUBLIC SAFETY

ROUND: On a scale of 1–10, how comfortable do you feel discussing these themes and possible solutions with DPS? “10” being energized and ready for the conversation and “1” being looking for an excuse to not be a part of the conversation?

ROUND: For you, what would help make the joint circle most productive?

CLOSING

Purpose: Provide opportunities to prepare and commit to upcoming joint circle

ROUND: What is an intention or commitment you have for how you will enter the joint conversation with DPS next week?

RESTORING TRUST WITH PUBLIC SAFETY

Appendix E

Cycle 4 Script: Joint Engagement

Restorative Justice Circle Joint Script - Engagement

Purpose: To discuss the described needs of each department, identify possible solutions, and (if applicable) make individual commitments around improving partnership between the two departments.

Materials: Guideline name tents, word cloud with cycle 2 names, list of participant designed solutions, pens

Preparation: Arrange chairs in a circle, create centerpiece, identify meaningful talking piece, post guidelines where all can see them.

Time Boundary: 6 People, 90 minute circle, 30 minute lunch prior to Circle

OPENING: INTRODUCTIONS & SETTING THE SPACE

Purpose: Planning and Acknowledging Indigineous Roots

Reintroduction to Research and Purpose*Research Review*

- Fourth Cycle! Participated in each cycle focused on mitigating harm and restoring trust within the residential communities
- In these cycles, we started identifying opportunities for improvement of both the relationship between DPS and Residential Life and the larger experience of DPS within our res halls
- **Today**, we will be further discussing and identifying possible solutions and individual commitments on how to improve the partnership between our two departments.
- Similar to previous conversations, this one will be recorded to allow me to be more present so I can go back to our conversation later. Is everyone okay with me starting to record?

Restorative Process

- Using a restorative circle process, similar to our individual circles, which is an indigenous practice for a way of dealing with justice in community. The circle is known as the place of no end, where every voice can be heard and connection and creativity of the community can be exemplified.

RESTORING TRUST WITH PUBLIC SAFETY

- Given the indigineous roots of restorative justice, I want to honor the generations of Indigenous communities who have cared for our world and have existed over time and space, and acknowledge that the land on which we gather is the traditional unceded territory of the **Kumeyaay Nation**.
- As part of honoring this process we use the practice as a **talking piece**. Whoever has the talking piece will be speaking, and more importantly whoever does not have it will be listening.
 - Talking Piece: Talking piece from each individual circle here to exemplify the and goal of coming together being both hard and beautiful like this piece of terracotta.
- To also support our conversation, I have included the Community Guidelines we used for prior circles on the back of the name tents. Are there any additional guidelines we would like to add, or are we all okay with the ones listed?

Grounding Activity

Thank you all for committing to the community guidelines and your engagement in this process.

I want to acknowledge that we've had some difficult conversations as we have discussed some of the ways our departments may not be fulfilling some needs required for a functioning partnership and some ways our intentions might look different than our impact. We have also showcased a commitment and an energy towards improving this partnership to support each other and students better, and been able to get some great insight on how this partnership has worked well and what an ideal partnership might look like.

In a time where conversations around policing, public safety, and our communities can bring up varying emotions and reactions from each of us, I want to focus in on this space as a brave space, I will share a poem from Micky ScottBey Jones titled "Invitation to Brave Space"

Together we will create brave space
 Because there is no such thing as a "safe space"
 We exist in the real world
 We all carry scars and we have all caused wounds.
 In this space
 We seek to turn down the volume of the outside world,
 We amplify voices that fight to be heard elsewhere,
 We call each other to more truth and love
 We have the right to start somewhere and continue to grow.
 We have the responsibility to examine what we think we know.
 We will not be perfect.
 This space will not be perfect.

RESTORING TRUST WITH PUBLIC SAFETY

It will not always be what we wish it to be
But it will be our brave space together, and
We will work on it side by side³

CONNECTION

Purpose: Connection to campus and shared interest in the topic at hand.

Now let's get started. In our individual circles, we wrote a value that we believe should be the center of the partnership between DPS and Residential Life. A word cloud of those words are part of our centerpiece today. Channeling that same energy, on the blank side of the tent in front of you, please do **not** write your name, only write one word that describes a value you lead with in your role.

ROUND: Please introduce yourself by sharing the value you lead with and by describing what you do on campus, without stating your title.

ROUND: If you had to/had the opportunity to live on campus, which Residence Hall would you want to live in and why?

ROUND: Please share with us why you chose to be a part of this conversation.

CONCERN

Purpose: Acknowledge the concerns of the larger community, enter into a space of openness to explore possible action/solutions

The information from the first two cycles: the residential life survey and climate circles were compiled into a report to identify the current experience and perception of DPS and the relationship between DPS and Residential Life. Before we go into looking at some of the proposed solutions created by participants, I wanted to take a moment to reflect on some of the data that was brought forward in the report.

We learned from the Residential Life Survey that Residential Life Team Members viewed DPS far more favorably than local police departments and departments from prior campuses and DPS was close to or above 50% very “green” or favorable for nearly all characteristics associated with successful policing in larger research studies. We learned from the climate circles that there are some individual and collective needs that we can work on together. This is not to say that people in these spaces are not fulfilling those needs, but rather items to really focus on when we think about how to move forward collectively. I would love to start us off reflecting on that report.

³ Boyes-Watson, C., & Pranis, K. (2015). *Circle forward: Building a restorative school community*. ##

RESTORING TRUST WITH PUBLIC SAFETY

ROUND: What was it like for you to read the report and have the needs of your department and another department listed out for everyone to read?

ROUND: As we soon transition to identify possible actions or solutions, is there anything missing from the report you'd like to bring up in this space?

COLLABORATION

Purpose: Identify possible actions to support sustainability change within each department; affirm a personal commitment to pursuing this change

In the card below, there is a list of actions or solutions from the report and last week's cycles on how to improve the relationship between Res Life and DPS. You have two highlighters below you, please take one highlighter and highlight 2+ short term solutions and your other highlighter and highlight 2+ longer-term solutions you think would be most beneficial to implement within your department or both departments.

Now, look at those actions you highlighted, and please select one short-term and one longer-term solution that you think is both important and feasible that you would feel comfortable sharing with the group.

ROUND: Please share the one short-term and one longer-term action step or solution you chose, and why you chose it.

ROUND: In hearing the action steps and explanations from the people in the circle, please share which one, aside from your own, really resonated with you and why.

CLOSING

Purpose: Provide opportunities for reflection and appreciation

ROUND: What is one commitment or hope that you have for your department or for the partnership between DPS and Residential Life?

ROUND: How are you feeling after completing the final step of this process?

RESTORING TRUST WITH PUBLIC SAFETY

Appendix F

Short and Long Term Solution Possibilities Handout

PARTNERSHIP ACTION PLANNING

You have two highlighters below you. Please take one highlighter and **highlight 2+ short term solutions** and take your other highlighter and **highlight 2+ longer-term solutions** you think would be most beneficial to implement within your department or both departments.

Possible Solutions (*as described by research participants*):

-
- Implement debrief protocol after every incident (immediate or following day)
 - Formal communication line from RAs to DPS regarding ideas, issues, concerns
 - Integrated “Behind Closed Doors” Training with RA, DPS, and Residential Life staff all participating (not just facilitating)
 - RA Ride-Alongs and/or DPS Community Walk-Alongs
 - Role Review Training to describe role of RA, CD/RLLT, DPS in incident response for all groups to better understand respective roles
 - Co-Instructed Training by DPS + Res Life during RA training
 - Officers assigned to each residence hall
 - Nightly DPS residential desk physical check-ins
 - DPS participation in Res Life Staff Meetings
 - DPS/Res Life Social during training or once/semester
 - Annual DPS flag football, kickball, other game followed by a food social
 - DPS Officer + CRA/CD “Round Robin” or “Speed Dating” getting to know you activity
 - Additional CDOD Res Life Equipment (in addition to jacket/nametag) to help identify positionality
 - Joint Res Life Staff + DPS training on trauma-informed care or other relevant topic
 - Adoption of a norm for direct, immediate feedback regarding concerns on both sides
 - Monthly Res Life Staff/DPS lunch meetings to connect and discuss res hall issues and plan joint responses

RESTORING TRUST WITH PUBLIC SAFETY

- Conduct overview of roles and procedures for DPS + CD/RLLT roles during incident response
- Other: _____