



University Senate – Associated Students Government Campus Climate Task Force

Recommendations

October 2020

Task Force Membership

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Task Force Charge

The taskforce will address two broad topics and make recommendations about how to continue to foster our commitment to have an inclusive and welcoming community.

Charge 1. Identify topics for campus conversations on campus climate particularly related to matters of hate, acts of intolerance, bullying, and harassment with a focus on marginalized groups including but not limited to groups based on gender identity, sexual orientation, race/ethnicity, religion, and disability status.

Charge 2. Evaluate policies and procedures related to the response to and reporting of hate crimes, hate speech, acts of intolerance, bullying and harassment, and to propose amendments as appropriate. Recommendations are below.

Timeline. January 2020-May 2020 – extended due to COVID-19

Charge 1: This work was halted due to COVID-19. Given that there are other groups on campus working on these efforts, the Campus Climate Task Force has decided not to pursue this.

Charge 2: After considerable research, a series of recommendations to address Charge 2 were developed. A summary is provided on the next two pages. Details can be found in the document.

Summary. This task force was conceived after the hate crime against one of USD's then first-year non-binary students in fall 2020. The joint nature of this task force was to ensure that both the student and faculty perspective were considered. The group had representatives from various Centers and Units on campus including Health & Wellness, Student Affairs, The Commons, Residence Life, Department of Public Safety, Mission & Ministry and the Center for Restorative Justice. The comprehensive nature of this task force has resulted in a robust set of recommendations for the University Senate, Associated Students Government, and University Administration to consider and implement.

The members of the task force respectfully request the University Senate accept the recommendations provided below. Additionally, we request that they are forwarded to the President and Provost for implementation. Of these recommendations, there are several items that fall into the University Senate's jurisdiction and we request that the University Senate start addressing these matters immediately.

SUMMARY OF RECOMMENDATIONS

1. **Processes/Procedures/Protocols** for response to / reporting of hate crimes and acts of intolerance. A comprehensive process map was developed. We recommend that
 - a. The process maps are posted on relevant University websites (Department of Public Safety - DPS website, University Senate, Human Resources, Title IX, Student Affairs).
 - b. The University community is made aware of the current processes/procedures/protocols.
 - c. The processes/procedures/protocols are reviewed and revised, as appropriate, on a yearly basis by a joint committee which includes faculty, students, and members representing Student Affairs, Health & Wellness, Residence Life, and Public Safety.
 - d. Updates about revisions are shared with the campus community.
 - e. A University Senate representative is appointed to the DPS council on campus safety.
2. **Incidence Response Team Structure** (Sensitive Issues Team - SIT; Critical Incidence Response Team - CIRT). We recommend that
 - a. An Ombudsperson be hired to serve the campus community and an ombuds model be used for the incidence response team.
 - b. For faculty-related matters, while the University awaits an ombudsperson, the Faculty Affairs Officer should serve on the SIT and CIRT.
 - c. In addition to an ombudsperson, the SIT and CIRT should formally add a community advocate who is attentive to the sensitivities of the population impacted/targeted in the event of a hate crime.
3. **Trainings.** We have identified a series of trainings that are currently conducted for various campus stakeholders. From our research, there is minimal training conducted at the faculty/administrator level and trainings vary based on the stakeholder served.
 - a. We recommend that a streamlined package of trainings be implemented. These include Title IX, Implicit Bias, Anti-Hate, Anti Racism.
 - b. We propose that these trainings be standardized and consistently administered to all campus stakeholders.
 - c. We recommend that an ad hoc committee be convened to partner with Human Resources to evaluate various trainings to which we have access and which can be implemented immediately.
4. **Campus Climate Reporting.** The task force recommends the following.
 - a. A comprehensive annual report on campus climate be released to the campus community.
 - b. The university completes the Campus Pride Index. There is a \$225 annual institutional membership fee. We recommend that the University obtain the

membership and complete the related forms and share the results with the campus community.

- c. As part of the annual report on campus climate, we propose that a set of actionable goals for the upcoming year be set and progress against the previous year's goals be measured and shared with the campus community.

5. Processes & Policies. The task force recommends

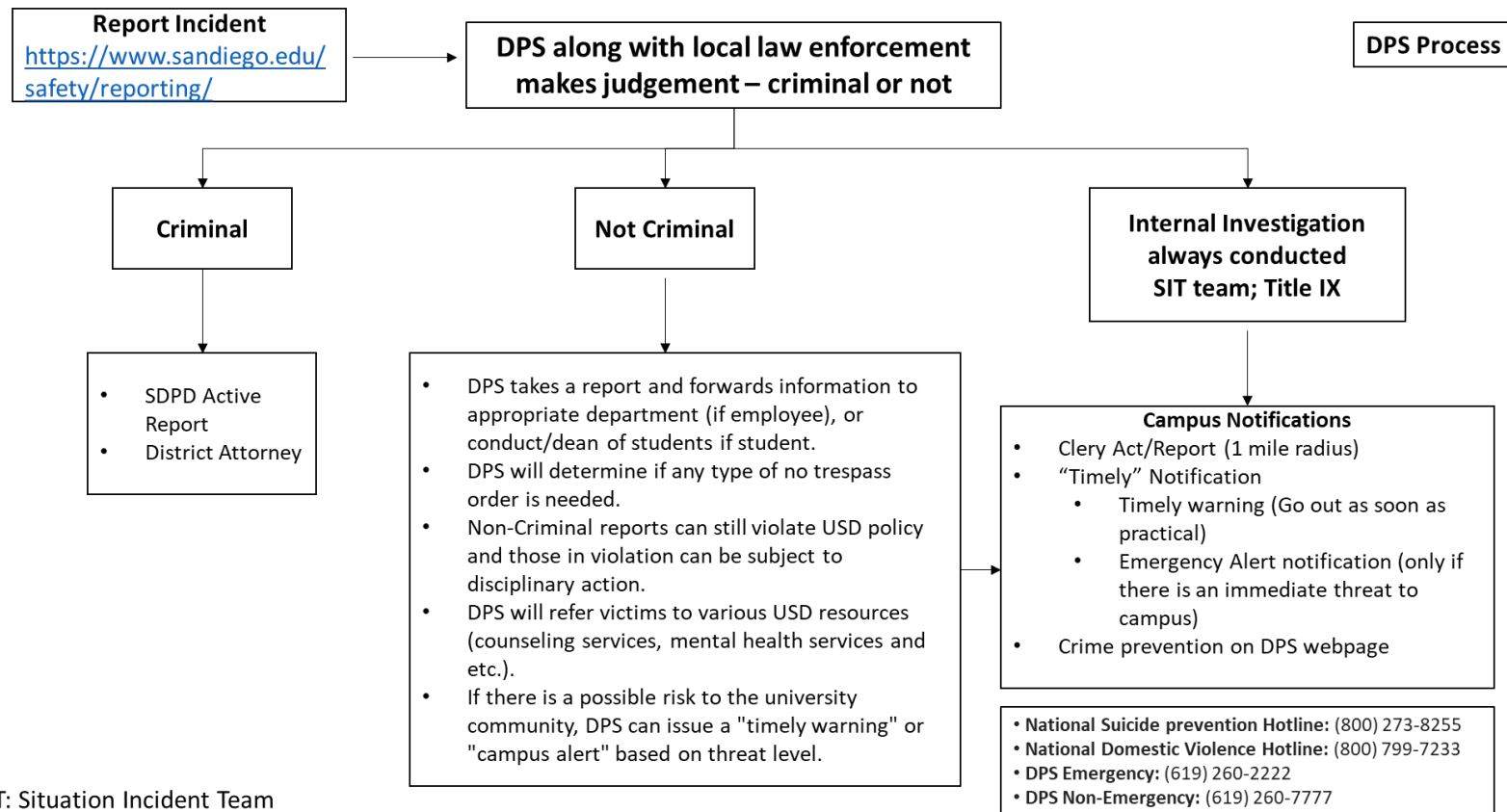
- a. A streamlined process is created for changing one's name including preferred names in USD's systems.
- b. The university adopt a pronoun initiative.
- c. The university provide a third option gender marker on all relevant forms.
- d. The university adopt these standardized [guidelines for designing gender inclusive forms](#) as institutional expectations and that departments audit and correct existing forms.
- e. The University Senate evaluate and update all policies to remove gendered language. We recommend starting with Policy 2.2.2 - Discrimination and Harassment.
- f. The University Senate partners with the relevant groups on campus to create a policy / procedure and related sanctions for hate speech on social media.

6. University Senate Standing Committee on Diversity, Inclusion, and Equity. In the recent years, we have noticed an influx of ad hoc committees, university task forces, or faculty/student led groups created in response to events (e.g., hate crimes, gender equity, racism) that occur on campus. We propose that the University Senate take a proactive approach to ensure that we have a safe and welcoming campus community where all feel included. We recommend the following.

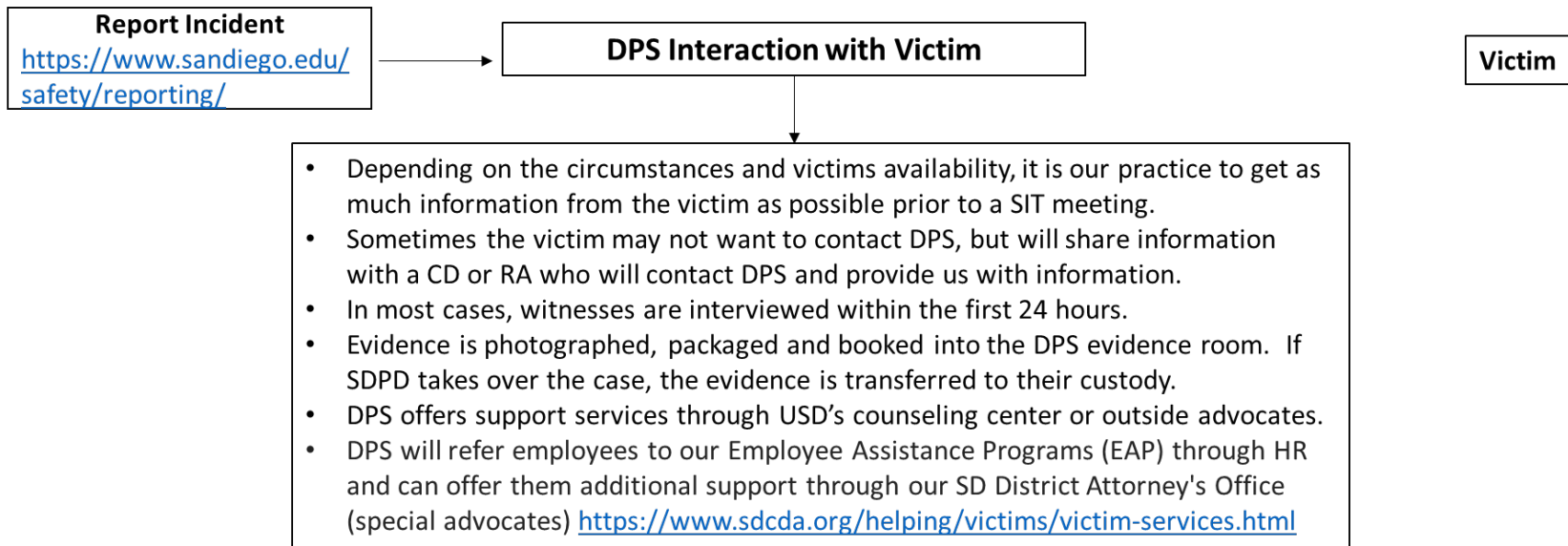
- a. The University Senate modifies its constitution and creates a new standing committee on Diversity, Inclusion, Equity, and Social Justice. This committee would monitor campus climate on an ongoing basis around a variety of topics. We propose the charge of this committee be fairly broad to address a host of issues around campus in the areas of diversity, inclusion, equity, and social justice.
- b. We propose that this committee liaise with leaders from the Associated Students Government (ASG), Law Student Council, Graduate Student Council to ensure that a campus wide approach which includes faculty and students is taken.
- c. We propose that this committee liaise with the Vice Provost for Inclusion and Diversity and representatives from the different academic units.
- d. We propose that the University Senate discuss and consider how staff voice is taken into account on matters of hate and acts of intolerance. This currently does not fall into the University Senate's jurisdiction, however, a conversation is warranted because staff are one of the most vulnerable groups on campus often lacking the protections afforded to faculty members.

7. **Accountability.** Through our work, we found several process breakdowns in events from fall 2019 and complications and misunderstandings which ensued from a lack of transparency, a lack of streamlined process, and challenges with regards to implementation of procedures and protocols.
 - a. We recommend that all groups on campus be held accountable to ensure that their policies and procedures are correctly implemented.
 - b. We recommend that breakdown in communications with victims be acknowledged and a process is put in place to ensure that this does not occur in the future.
8. **Frequently Asked Questions.** A set of FAQs is provided at the end of this document. We recommend that these FAQs are published on the relevant university websites (Department of Public Safety, the University Senate, Student Affairs, Human Resources etc.)

PROCESS FOR DEPARTMENT OF PUBLIC SAFETY RESPONSE TO ACTS OF HATE & INTOLERANCE



SIT: Situation Incident Team
CIRT: Critical Incident Response Team
DPS: Department of Public Safety



Information for Victim – DPS can provide updates [onus is on victim to get information]

- Victim has to contact DPS for information
- Victim has to go in person to get a printed copy of the report; Online reporting is added to the website
- DPS working with SDPD to provide better timely progress to keep victim informed.
- DPS cannot provide updates if the act is deemed criminal – need to reach out to SDPD
- *Is there any way that we can streamline this information so victims don't have to go in to get information? – password protected; My SanDiego (Pros: don't have to relive trauma; convenience; Cons: security of information online)*

INCIDENT RESPONSE TEAM

Current Structure

The Sensitive Issues Team (SIT) and Critical Issues Response Team (CIRT) are both a collaboration of various departments that help with the issue on hand.

SIT: Sensitive Issues Team (SIT) is a multidisciplinary team who has the responsibility of reviewing, in a timely manner, data regarding a potentially evolving situation most often involving students and/or staff at-risk in order to develop recommendations for appropriate response and management. In addition, SIT members will be responsible for responding in a timely manner to reports of concerns such as violence, threats, harassment, or other events or conduct that may endanger the community (employee, student and/or visitors). In most cases outlined processes such as outreaching to the Counseling Center or other offices has not addressed the situation. For example, a student is non-responsive to outreach attempts but concerns has been reported the by multiple community members

CIRT: Situations where students are exposed to a harmful or potentially traumatic event are handled by the CIRT team. Due to their nature, these events also have the potential of affecting a larger group of students, staff, and/or faculty members. Some examples of these types of events include: assault, death of a student, sexual or relationship violence, hate crime, bias-motivated incident, suicide threat manifestation of psychotic symptoms, small fire at a residence hall unit, etc. These incidents have in common the fact that they require, for an effective resolution, an integrated and coordinated response from a number of units and/or departments within the institution. In addition, staff, administrators and faculty need to respond to these incidents considering all relevant factors.

Membership of SIT & CIRT

SIT: Traditionally, a SIT is called by the Vice President for Student Affairs or designee. The Vice President for Student Affairs or designee will convene the meeting in a timely manner (traditionally, within 24 hours and often more quickly). Those involved in the SIT are determined based on the nature of the incident, parties involved and expertise desired while being attentive to privacy and confidentiality elements. SIT meetings will have collaboration from counseling and Residence Life for support for a student to make sure they are getting what they need.

CIRT: Traditionally, a CIRT is called by the Vice President for Student Affairs or designee. The Vice President for Student Affairs or designee will convene the meeting in a timely manner (traditionally, within 24 hours and often more quickly). Those involved in the CIRT are determined based on the nature of the incident, parties involved and expertise desired while being attentive to privacy and confidentiality elements. CIRT meeting would consist of additional support personnel to help navigate an immediate critical situation to the campus

community. An example of a CIRT would be the COVID pandemic and representatives from various departments working together to make sure all avenues of university operations have been discussed and coordinated.

Proposed Revisions to Incidence Response Team

Ombuds Model. Employ an Ombuds model for liaising with victim/survivor. When an individual is targeted, one person (trained in the role) gets connected to serve as the primary point of contact to ensure timely, trauma-informed and consistent communication with the student so they're up to date with university action/next steps and connected to the resources they need. The ombuds person should also be a part of the critical incident response team and at some of those meetings. We recommend the hiring and appointment of a full-time employee who builds this into their role responsibilities in order to ensure consistency and institutional knowledge of how to respond.

Community Advocate. In addition to an ombudsperson, the SIT and CIRT should formally add a community advocate who is attentive to the sensitivities of the population impacted/targeted in the event of a hate crime. That way, there is someone in the room liaising with the individual(s) most directly impacted and someone representing the community experiencing the secondary harm. Given that hate crimes tend to target specific populations (Black, LGBTQ+, Jewish, etc.), community advocates could be identified at the start of the year, much like ombuds. This could possibly be branched into a team of community advocates (staff, faculty, students) that serve in a year-long period of service.

Annual Team Meeting. Those whose role it would be to be at a CIRT for a hate crime create a practice of holding an annual meeting as a team to review the process, protocol and roles.

TRAININGS

The Campus Climate task force recommends that the entire community engage in a variety of Anti-hate trainings. We propose that a standardized set of trainings be implemented across various groups on campus.

Group	Current Trainings	Recommended Trainings
Faculty	1. Title IX mandatory training (yearly, online)	1. Implicit bias training - new faculty orientation, ARRT committees, deans/associate deans, department chairs, program directors, faculty 2. Rainbow Educators Workshops (https://www.sandiego.edu/united-front/leadership/rainbow-educators/workshop-request.php) 3. Hate & bias training 4. Anti-Racism Training
Students	1. Language Matters (only for freshman) 2. Title IX mandatory training (yearly, online) 3. Sexual harassment part of alcohol awareness 4. Everfi / Student Affairs training about identity which includes hate crime/biased motivated crime/reporting	1. Diversity trainings instituted into every orientation for all incoming classes at the undergraduate and graduate level 2. Rainbow Educators Workshops (https://www.sandiego.edu/united-front/leadership/rainbow-educators/workshop-request.php) 3. Everfi / Student Affairs training about identity which includes hate crime/biased motivated crime/reporting
Department of Public Safety (DPS)	1. Implicit bias training (online from Harvard Implicit Bias training) 2. All DPS Officers receive annual training through SDPD on Non-Biased Based Policing and Tactical Communication	1. DPS and campus partners develop an annual training on bias and hate specifically designed for our campus community. 2. "Co-responder" - support mechanism/de-escalation and disengagement; Public Safety is transitioning to support

		service for the student community; Public Safety still does enforcement for external community 3. Replace Harvard IAT with Kirwan Institute Training (http://kirwaninstitute.osu.edu/implicit-bias-training/) which is more comprehensive and includes Harvard's IAT.
Staff	1. Title IX mandatory training (yearly, online) 2. Hate & Bias training on protocols and procedures	1. Implicit bias training - Kirwan Institute Training (http://kirwaninstitute.osu.edu/implicit-bias-training/) 2. Rainbow Educators Workshops (https://www.sandiego.edu/united-front/leadership/rainbow-educators/workshop-request.php) 3. Hate & bias training 4. Anti-Racism Training
Administration	3. Title IX mandatory training (yearly, online)	1. Implicit bias training - Kirwan Institute Training (http://kirwaninstitute.osu.edu/implicit-bias-training/) 2. Rainbow Educators Workshops (https://www.sandiego.edu/united-front/leadership/rainbow-educators/workshop-request.php) 3. Hate & bias training 4. Anti-Racism Training

Anti-racism training: Coordinate with Anti-racism task force.

CAMPUS CLIMATE REPORTING

1. Campus Pride Index: <https://www.campusprideindex.org/>
 - a. Participate and complete Campus Pride Index (see appendix for additional details)
 - b. Partner with The Commons (e.g., Stacey Williams/team), Chief Diversity Officer, Other relevant partners to complete and submit this information.
 - c. Proposed Timeline: Fall 2020
 - d. Campus Pride Index History: The Campus Pride Index was conducted 3 times on campus. The Administration in the past were not responsive to saying anything one way or the other. In 2012/2013 - the results were reported to the then Provost, VP Student Affairs. Receipt of the document was acknowledged, clarification questions were asked, but no action was taken. There were groups of individuals (grass roots) who filled out the information with assistance of different areas – Residence Life, Health and Wellness, Department of Public Safety and a few others.
 - e. The Pride Index has instituted a \$225 annual institutional membership fee. The task force recommends that the University pay for institutional access.
2. Comprehensive, annual report on crimes/acts of intolerance, campus climate
 - a. What data is currently reported?
 - i. USD Annual Security and Fire Report
[\[https://catcher.sandiego.edu/items/usd/2019%20ASFSR%20Final%2009.13.2019.pdf\]](https://catcher.sandiego.edu/items/usd/2019%20ASFSR%20Final%2009.13.2019.pdf)
 - ii. This is clunky – can we pull out relevant portions to have a quick summary statistics?
 - b. What data is available?
 - i. Annual data available on student's sense of belonging that can be disaggregated by race and LGBTQ+ self-reported membership. If we move in this direction, it would be useful to have actionable goals for the upcoming year, as the belonging data is looked at every year with little results in terms of changing the patterns identified.
 - c. The Annual Report should include:
 - i. Number of crimes
 - ii. Types of crimes
 - iii. Response
 - iv. Resolution
 - v. Annual data on student's sense of belonging that can be disaggregated by race and LGBTQ+ self-reported membership.
 - vi. Identify actionable goals for the upcoming year
 - d. Partners: Public Safety, Chief Diversity Officer/Vice President for Diversity & Inclusion, Center for Inclusion & Diversity, Dean of Students/Student Affairs, Title IX/Human Resources

Recommendation for Reporting protocol: At present, there is no aggregate/collective data with regards to an act of intolerance reported since it gets reported to different individuals depending on the location of the incident.

1. A mechanism where that information is consolidated and shared transparently would be beneficial.
2. Identify opportunities to streamline the reporting process for ease of those impacted/coming forward. Potential partner: Institutional Research & Planning (IRP) and streamline information on IRP website.

POLICIES & PROCEDURES

Gendered Language & Pronouns

It is important for transgender people to have their names and gender markers recognized. The U.S. Transgender Survey, the largest survey ever conducted of transgender Americans, found that 32 percent of respondents who presented an ID at odds with their gender presentation were “verbally harassed, denied benefits or service, asked to leave, or assaulted.”

The website of the LGBTQ+ and Allies Commons houses information about gender markers and other topics of interest to transgender students at USD. Additionally, students and alumni of USD Law started the Name and Gender-Marker Change Clinic, a clinic that provides pro bono services to transgender and non-binary San Diegans seeking court orders that affirm their name and/or gender marker.

The 2015 U.S. Transgender Survey found that over half (53%) of respondents reported hiding their gender identity at work. Forty-nine percent (49%) of transgender people who interacted with police officers in the past year—police officers who thought or knew that a person was transgender—reported that the officer repeatedly used incorrect pronouns. Twenty-four percent (24%) of people who were out or perceived as transgender in college or vocational school were verbally, physically, or sexually harassed. Of respondents who were out or perceived as transgender and who experienced some form of harassment, 16% left college or vocational school because the harassment was so bad.

When cisgender allies share their pronouns, it normalizes the practice and “brings them into the room” so that a TNBGNC person doesn’t have to be the first one to raise it. A best practice is to always share your pronouns when introducing yourself and steer away from requiring everyone in the group to share theirs (for some folks, that expectation means choosing between outing themselves or misgendering themselves).

Existing Processes

Name Changes

1. **Preferred Name Protocol:** Students can change their name through the portal by completing the request form on the ‘Personal Information.’ One Stop has an FAQ about the process; the only additional step would be to print a new ID card. The university covers the cost for the new ID. To streamline that, we recommend that the student email Title IX that they're planning on going in to get a new card though that is not at all required, it's just to try and mitigate a student worker questioning the fee being waived at the Card Services desk. The process for name changes can be found here: <https://www.sandiego.edu/one-stop/student-records/preferred-name.php#content-protocol>

2. **Legal Name Change:** If you change your legal name, you can work with the Office of the Registrar to change your name in official campus records (inclusive of legal documents and your email address). The university is required to receive supporting legal documentation in order to process this request. You can submit this request and your documentation to the Office of the Registrar in Founders Hall, 117. Legal Change of Name Form can be found here: <https://www.sandiego.edu/one-stop/documents/registrar/form-changename-07-03-2017.pdf>

Gender Markers. Students can send an email to the Title IX Coordinator to request a change in their gender marker. The options available are female, male, or not available (which means that the student record does not disclose any gender identity).

Proposed Processes

Streamline Process for Name Changes. Challenges have persisted regarding successfully changing students' campus email addresses. The USD website specifies that "it is further understood that the student's preferred first name will be used in university systems, except where the use of the legal first name is necessitated by a university business or legal requirement." Currently, members of the campus community have to go to different places to change their names. We propose streamlining these processes so campus members can go to one place to conduct all the name changes.

Third Option Gender Markers. In the State of California, SB 179 (2017) implemented a third, non-binary gender marker on California birth certificates, drivers' licenses, and identity cards. We recommend that the University include a third, non-binary gender marker such as an "X" or "non-binary."

Standardizing Requests for Pronouns. We recommend that the University address gender questions on other applications and forms across the University in a standardized manner. We have received feedback that these inquiries can vary greatly across the campus and across departments. To reduce harm, we recommend that the university adopt these [guidelines for designing gender inclusive forms](#) as institutional expectations and that departments audit and correct existing forms.

Pronoun Initiative. In line with the proposal to standardize documents that request students to self-disclose names, pronouns, and/or gender, we recommend that the entire campus community engage in a pronoun initiative where the campus more regularly engages in discussions regarding the pronouns and other gender affirming strategies.

Places where you could consider listing your pronouns would include in email signatures, on one's Zoom name or name tags, on business cards, and on syllabi.

POLICIES

We propose that the University evaluate and create a new policy surrounding hate speech, and related sanctions, on social media and also update current policies to reflect gendered language and to specifically call out hate speech.

New Policy: Hate Speech on Social Media

We propose that University Marketing and Communications provide social media oversight, since they are posting on social media regularly. We recommend they have a social media abuse reporting form where community members can report abuse by or against members of the USD community, or abuse done in the name of USD. When a form is filled out the victim should receive communication from the ombudsperson regarding next steps. Victims of abuse via social media should have the full support of USD's organizational and legal power. A victim of abuse on social media should not be limited to reporting the abuse to the platform individually, as USD has more power than any individual to obtain information or receive prompt responses from the platform.

Current Student Rules of Conduct & Related Sanctions for Violations:

<https://www.sandiego.edu/conduct/the-code/rules-of-conduct.php>

Update Student Rules of Conduct & Related Sanctions for Violations: explicitly name hate speech in #3.

Update all Policies: Evaluate and update gendered language (i.e., change he or she to they) in all policies.

Start with Policy 2.2.2 (Policy Prohibiting Discrimination & Harassment):

<https://www.sandiego.edu/legal/policies/community/institutional/Policy%202.2.2.pdf>;

Sexual Misconduct & Relationship Violence Protocols were updated in August 2020 to reflect this change:

<https://www.sandiego.edu/conduct/documents/Sexual%20Misconduct%20Policy%202020%20PDF.pdf>

FREQUENTLY ASKED QUESTIONS

Department of Public Safety Protocols

Current Document Outlines Various Options for reporting

<https://www.sandiego.edu/titleix/documents/Policy%20Prohibiting%20Discrimination%20and%20Harassment.pdf>

Q: What kind of training does DPS have to help them make the decision that the act is / is not criminal?

A: All DPS officers have a minimum training of PC832 (most have full police academy training) and on-going training annually with SDPD. We also have the availability of on-site USD legal counsel and access to the San Diego District Attorney's office. Officers who take the initial report have it reviewed by their supervisor (sergeant) who will assist in filing the incident with SDPD if a crime.

Q: Who determines if an act is a hate crime or an act of intolerance and how is that determination made?

A.1: Hate Crime - It is usually a joint agreement between SDPD and DPS. If an incident is reported and it meets these two elements, it will be categorized as a hate crime: (1) a criminal act occurred (2) motivation for the crime is based on the basis of race, religion, sexual orientation etc., it will be classified as a hate crime. When DPS gets reports of an incident whether or not it rises to the level of a hate crime, we always take a report. The report is also reviewed by SDPD and if they see that the two elements I listed are present, they will categorize the incident as a hate crime, and we will add an SDPD case number to the report.

A.2: Act of Intolerance - If the incident is not a hate crime and SDPD will not take it as a hate crime, DPS still moves forward with its own investigation since our university policies may have been violated. Some examples of an AOI would include posting a racially insensitive term on social media, making sexist jokes at a party, defacing fliers about LGBTQ rights, or any other discriminatory act that does not reach the threshold of a crime. What most universities get a lot of are the "sticker" campaigns where people come on campus and post propaganda using large stickers. These types of incidents are also documented as AOI's.

Q: What are the protocols for the collection, preservation, and destruction of evidence?

A: All evidence is photographed, packaged and booked into the DPS evidence room. If SDPD takes over the case, the evidence is transferred to their custody. All evidence follows a documented chain.

Q: Does an investigation happen only if it is only if it is a hate crime [always criminal], act of intolerance, and if it's just verbal? Or does the DPS Internal Investigation always happen?

A: Anytime someone reports an incident of hate or intolerance, DPS will always investigate. Even if the incident does not rise to a level of a crime, DPS will still conduct a full investigation, provide resources to the victim and contact the appropriate department (employee) or student

conduct (student) with the information. Even incidents that do not take place in our jurisdiction (social media, out of state or country), DPS will still document the incident. Some of our reports that are not criminal will get transferred to other USD departments for additional follow up. These other departments will look at what can be done on their end. As an example, HR may call a person in and discuss employee conduct, the Title IX department will also address discrimination allegations, student affairs will enforce the student code of conduct, and so forth.

Q: If the report is at SDPD: then what information can you get, how can you get it, and when do you have access to that information?

A: If someone goes directly to SDPD for a hate crime that occurred on campus, SDPD will notify DPS and DPS will provide follow-up as requested by SDPD. If the crime occurred off campus, DPS may not be notified, but it is in the victim / survivor's best interest to also report it to DPS so we can provide resources to ensure the victims safety.

Q: Does the reporting victim / have the right to go to the police even if DPS deems it not a criminal offense? How is that communicated to the victim?

A: Anyone can go to the SDPD to discuss a concern. This is communicated on a one-on-one basis as the need arises.

Q: How is a judgement about whether or not a criminal act has occurred possible prior to an investigation?

A: Only in an obvious case where there is significant physical evidence to show that a crime occurred. Those incidents require a quick determination so that a CLERY notification can be made. In most incidents, a report is taken first and then a decision is made.

Q: Is this assessment of crime/no crime based solely on the report? For people who are unfamiliar with reporting and/or in shock/trauma from the event that occurred, this seems an unreasonable burden on the survivor.

A: DPS will always reach out and offer support services through our counseling center or outside advocates. We want to make sure any victim is supported prior to making a decision to file a report.

Q: What is the protocol and timeframe for interviewing witnesses?

A: That depends, there is no time frame. We try to do it as quickly as possible, but sometimes we do not hear about other witnesses until we start our interviews. In most cases, witnesses are interviewed within the first 24 hours.

Q: When is the survivor informed if the hate crime is criminal or not? Is there an appeal process? The lack of communication with the survivor unless **they** pursue information is unethical.

A: DPS will provide the victim with referrals for support as mentioned above. Once an investigation is started, DPS and SDPD will decide if the complaint rises to the level of a criminal

act. The victim will then receive information and follow up from SDPD. In an obvious case of a hate crime, DPS will generate an initial report with a SDPD case number and they will provide the SDPD case number to the victim.

Q: When is the campus alerted about the hate crime or act of intolerance? Is the campus alerted in a timely way? Is the affected party consulted about when to alert campus?

A: If the act is a threat to the campus, then a Clery notification will go out as an emergency alert or timely warning (depending on urgency/threat level). The University may also decide to put out their own statement to the campus. When a notification goes out, it is general in nature and is composed to keep the identity of the victim private but allows everyone to know what took place and what to be on the lookout for.

Faculty & Staff

Q: When do you go to DPS vs. HR and is there a connection? Do they liaise? – Who determines if it should be reported to DPS?

A: HR will have the victim / survivor or reporting party of a hate crime or act of intolerance contact DPS for a report. This is our standard procedure.

Q: What is the role of HR?

A: If the crime involves faculty/staff, DPS will refer the victim/survivor to HR for EAP (employee assistance program) resources. We also have outside resources available through the DA's office as mentioned above.

Q: What happens after DPS sends the report to HR?

A: If it involves two employees, HR will work with both and come up with a solution based on HR policy.

Q: Is "forward information to appropriate department" really the best strategy for hate incidents against faculty/staff? Protecting the victim/survivor should be top priority.

A: On a non-criminal incident HR needs to be informed so they can intervene before a situation escalates.

Students

Q: Students: Where should the student go and does it vary by situation? Student Affairs -> Student Code of Conduct; Residence Life?

A: Students can report to any of the **listed staff – clarify** - and they will refer them to DPS. All responsible employees should have basic knowledge of reporting options.

<https://www.sandiego.edu/titleix/documents/Policy%20Prohibiting%20Discrimination%20and%20Harassment.pdf>

Support for victims & survivors

Q: What are the protocols for outreaching to students who have *specifically* experienced hate crimes and acts of intolerance? Which campus services and units are involved?

A: DPS will refer victims / survivors to various USD resources (counseling services, mental health services and etc.). Resources are offered and we try to provide choice and options to students. Wellness Resources, Title IX/ EEO are offered and others are offered based on the situation.

Q: What are the timelines for contacting survivors throughout the investigation? Is there any follow up (days or weeks) after the hate crime occurs to check on the survivor?

A: Normally this is done through our support resources, DPS will focus on the investigation and can provide the victim / survivor with information upon their request.

Q: For a student who lives on campus, at what point is ResLife involved?

A: ResLife is always notified and can assist as our support partners.

Q: Whose jurisdiction does social media fall into?

A: It is the local police department's jurisdiction or the third-party host (i.e. Facebook, Instagram and etc.). If there is a threat from student to student, DPS will follow-up and immediately contact SDPD.

Q: What is "crime prevention on DPS webpage"?

A: It has many crime prevention tips, bulletins (about current scams), prevention programs and is a great resource for faculty, staff and students.