
**COMMITTEE REPORT ON IMPROVED UNIVERSITY POLICING
EFFORTS IN RESPONSE TO THE SEPTEMBER 2008 CHARGE
FROM HARVARD UNIVERSITY PRESIDENT DREW GILPIN FAUST**

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HARVARD COMMITTEE REPORT

I. INTRODUCTION

The Harvard University community is extraordinarily diverse. By design, the University community brings together individuals from many different domestic locales, foreign countries, socioeconomic backgrounds, and racial and ethnic groups united by their shared desire to pursue research, teach, learn, and sustain the operations of one of the world's preeminent Universities. To enable that work, the University has to be a place of both extraordinary freedom and tolerance, and a place of order and civility. It has to be a place where all members of the community feel both welcome and secure. The Harvard University Police Department ("HUPD") plays a critical role in achieving these goals, but succeeds only with the guidance, cooperation, and participation of the wider Harvard community. Importantly, the term "community" here means all Harvard personnel: faculty, students, and employees.

The task of providing security to the Harvard community is complicated by the University's physical location. The campus includes widely distributed locales in the cities of Cambridge and Boston as well as planned expansion to Allston. Providing security to these separate portions of the campus in distinct and highly varied neighborhoods presents significant challenges. Additionally, because Harvard's campus is largely open and accessible to the public, both the University and HUPD must contemplate the policing function as one that also constantly engages those who visit the campus.

To address these challenges and provide for a welcoming and secure campus, HUPD has articulated a "community policing" strategy that is designed to protect the entire community - Harvard affiliated faculty, students, and staff as well as the wider community - in an urban campus while simultaneously providing the flexibility required to address the unique imperatives of a diverse academic community. Both the University administration and HUPD are committed

to ensuring that Harvard has the world class police department that a world class university should. It is to that end that this report is devoted.

II. THE COMMITTEE CHARGE AND MEMBERSHIP

A. President Faust's Charge to the Committee

President Faust's charge directed the scope of the Committee's work. President Faust charged the Committee to consider and answer the following:

"Harvard's campus brings together people from an extraordinary range of backgrounds and perspectives to learn, to teach, to do research, and to support the academic enterprise. It is fundamental to the purpose of the University that all members of our diverse community feel welcome and safe on campus. The committee's advice is sought on the particular issues that can be presented by policing in such an environment. More specifically:

- How can the HUPD most productively engage members of Harvard's diverse community to ensure mutual understanding while providing the best possible security within the University?

-What improvements might be made to the HUPD's training and outreach programs to promote the ability of the department to serve with maximum effectiveness in a highly diverse community?

- How can past incidents and experience help inform future practice?"

B. The Membership of the Committee

President Faust appointed the following six Committee Members:

Ralph C. Martin II -- Committee Chair

Mr. Martin is the Managing Partner of the Boston office of Bingham McCutchen LLP and Managing Principal at Bingham Consulting Group. He is the former Suffolk County District Attorney, having served as the chief law enforcement officer for Boston, Chelsea, Revere, and Winthrop from 1992-2002. Mr. Martin has more than 30 years experience as a trial lawyer, having also served as a state and federal prosecutor. He is a member of the American Bar Association, Massachusetts Bar Association, the Boston Bar Association, and a life member of the Massachusetts Black Lawyers' Association. Mr. Martin is a Trustee at Boston Children's

Hospital, and a member of the Blue Cross Blue Shield of Massachusetts Board of Directors. He is also a Director and past Chair of the Greater Boston Chamber of Commerce and former Chairman of the Governor's Judicial Nominating Commission.

William F. Lee

Mr. Lee is the co-managing partner of Wilmer, Cutler, Pickering, Hale and Dorr LLP, and a member of the firm's Executive and Management Committees. In addition to his firm responsibilities, Mr. Lee continues to concentrate his practice primarily on intellectual property and commercial litigation. From July 1987 through June 1989, Mr. Lee served as associate counsel to Independent Counsel Lawrence E. Walsh in the Iran-Contra investigation. He also has served as a special assistant to the Massachusetts Attorney General for the purpose of investigating alleged incidents of racial bias in the Commonwealth's courts.

Mr. Lee has served as a visiting professor at Harvard Law School, where he taught intellectual property litigation. Mr. Lee has served on various advisory committees, including the Advisory Committee of the Court of Appeals for the Federal Circuit and the Advisory Committee of the United States District Court for the District of Massachusetts on its Committee to Evaluate Administration of the Criminal Justice Act. Mr. Lee is a former member of the Governor's Judicial Nominating Commission for the selection of judges for the Massachusetts Supreme Judicial Court.

In June 2002, Mr. Lee was elected to the Board of Overseers of Harvard University. Mr. Lee holds an A.B. from Harvard University (Magna Cum Laude), an M.B.A. from Cornell University (with Distinction), and a J.D., from Cornell Law School (Magna Cum Laude and Order of the Coif).

Mark H. Moore

Mr. Moore is the Hauser Professor of Nonprofit Organizations and Faculty Chair of the Hauser Center for Nonprofit Organizations. From 1979-2004, he was the Guggenheim Professor

of Criminal Justice Policy and Management and Faculty Chairman of the Program Criminal Justice Policy and Management at the Kennedy School. In that capacity, he led the Executive Session on Community Policing at Harvard which has been credited with playing an important role in shifting the dominant paradigm of policing in the United States and throughout the world.

His research interests are public management and leadership, civil society and community mobilization, and criminal justice policy and management. His publications include *Creating Public Value: Strategic Management in Government*; and *Beyond 911: A New Era for Policing*. Professor Moore's work focuses on the ways in which leaders of public organizations can engage communities in supporting and legitimatizing their work and in the role that value commitments play in enabling leadership in public sector enterprises.

Professor Moore holds a B.A. from Yale University (Summa Cum Laude and Honors with Exceptional *Distinction* in Political Science and Economics) and an M.P.P. and Ph.D. from the Kennedy School of Government, Harvard University.

Nancy L. Rosenblum

Ms. Rosenblum is the Chair of the Harvard University Department of Government (2004 - present) and the Senator Joseph S. Clark Professor of Ethics in Politics and Government. Ms. Rosenblum's fields of study are the history of modern political thought, contemporary political theory, and constitutional law. Her latest book is *On the Side of the Angels: An Appreciation of Parties and Partisanship*, published by Princeton University Press in 2008. Professor Rosenblum also recently contributed "Faith in America: The Logic of Autonomy and the Logic of Congruence" to the APSA Taskforce on Religion and Democracy. She is winner of the 2002 David Easton Award (APSA) for her book *Membership and Morals: The Personal Uses of Pluralism in America*. In addition to Government courses at the graduate and undergraduate levels, Professor Rosenblum offers a course on "legalism" in the moral reasoning core curriculum. She is a member of the American Academy of Arts and Sciences.

Professor Rosenblum holds a B.A. (with high honors) from Radcliffe College in Social Studies and a Ph.D. in Government from Harvard University.

Matthew L. Sundquist

Mr. Sundquist is a Senior at Harvard College and a resident of Mather House. He has served as the Vice-President and President of the Harvard Undergraduate Council, which serves as the student government for the undergraduates at Harvard College and appoints students to serve on student faculty committees, distributes funds to undergraduate student groups, and advocates for students to the Administration.

Mr. Sundquist is a Philosophy Concentrator, primarily studying ethics. His senior thesis is a study of the development of personal codes of conduct in non-ideal circumstances; in particular he is examining the code of conduct of the late Tupac Shakur. While serving as a Peer Advising Fellow and Summer School Proctor he has advised other students on classes and life at the College. He also actively participates in Mather House Intramurals and played for the Harvard Ultimate Frisbee team his freshman year. During the summers, Matt has spent his time working as the Legislative Aide for his State Senator, teaching, traveling, and serving as a Dorm Crew Captain responsible for cleaning Harvard housing.

His primary interests for the future lie in education. He is currently student-teaching at the Community Charter School of Cambridge, and will graduate with a certification to teach high school History and English.

David B. Wilkins

Mr. Wilkins is the Lester Kissell Professor of Legal Ethics at Harvard Law School and Faculty Director of the Program on the Legal Profession and the Center on Lawyers and the Professional Services Industry. He is also a Visiting Senior Research Fellow of the American Bar Foundation and a Faculty Associate of the Harvard University Edmond J. Safra Foundation Center for Ethics.

His primary areas of scholarly interest are the changing demographics, institutional structures, and normative commitments of lawyers and other professionals, and how these changes affect legal services, legal careers, and the role of lawyers in society and in the global economy. He has published widely on these topics in books, scholarly journals, and the popular press and is a frequent speaker at academic and professional gatherings in the U.S. and around the world. His current research includes *After the JD*, a nationwide 10-year longitudinal study of legal careers, the Harvard Law School Career Study, a qualitative and quantitative study of how large corporations hire and fire law firms, a study of the evolving market for legal services in India, China, and other emerging legal markets in Asia, and over 200 in-depth interviews in connection with a book on the evolution of the black corporate bar to be published by Oxford University Press.

Prior to joining the Harvard Law School faculty in 1986, Professor Wilkins attended Harvard College and Harvard Law School, where he was Supreme Court Editor of the Harvard Law Review, clerked for Judge Wilfred Feinberg on the United States Court of Appeals for the Second Circuit and Associate Justice Thurgood Marshall of the United States Supreme Court, and was a litigation associate in the Washington D.C. law firm of Nussbaum Owen & Webster. Professor Wilkins has received numerous awards for teaching and scholarship, including most recently being appointed as the Order of the Coif's Distinguished Scholar for 2008.

III. EXECUTIVE SUMMARY

To fulfill its charge, the Committee sought to assess and make recommendations concerning the University's efforts to encourage and cultivate the welcoming, safe, and open environment essential to the vibrant academic life of the Harvard community. The Committee's work was precipitated, in part, by three events (described in Part IV below), that occurred on campus between 2004 and 2008 involving members of the Harvard community and HUPD. Although the *number* of incidents is not at all alarming, these events identified a need for the University to address the concerns of its diverse community together with the need for HUPD to

assess how well it was achieving the goals set out in its own Community Oriented Policing Strategy Plan (the “COPS Plan”). The Committee was not convened to find fault through a thorough investigation of these particular incidents or an overview of past practices generally. Rather, the Committee was asked to look ahead to assess both the strengths and opportunities that existed in the relations between HUPD and the Harvard community, particularly the communities of color, and to chart a path towards the future – reinvigorating old practices that had once worked but seem to be falling into disuse, formulating new ideas that might be tried to improve relations, looking closely at precisely how the community and HUPD managed their complex, interdependent efforts to create a safe and respectful – a civil – community.

To perform its work, the Committee broadly solicited information and input from the diverse parts of the University community, including HUPD (senior management, administrators, union representatives, line officers, and sergeants), students (individual students, student leaders, and solicitations to more than 150 student groups), and University faculty and administrators (House Masters, Deans, and individual faculty members).

To help with its work the Committee obtained technical assistance from the Police Executive Research Forum (“PERF”), a research institution and thought leader in examining police departments and identifying “best practices.” PERF has consulted with major police departments in the United States and internationally. PERF provided guidance on how to examine HUPD’s aspirational goals and the execution of its published COPS Plan. PERF also helped facilitate the dialogue among faculty, staff, students and HUPD officers.

Committee staff also traveled to the University of Pennsylvania and Brown University to meet with police officials at those schools. Information obtained through these visits helped the Committee to identify and understand operational, structural, and community participation issues that similarly situated university police forces have faced. These visits also helped the Committee to understand that the success of any effort to build a proactive and effective relationship between university police and the broader university community requires that both

the university police and the members of the broader university community understand and fulfill both their individual and joint responsibilities. Achievement of the shared goal requires shared responsibilities, including clear communication of responsibilities, accountability for achieving them, and the need for a transparent process to address concerns and complaints.

Through its work, the Committee learned that HUPD has a well-earned reputation within the University community for responsiveness and restraint among its many community members and groups. The Committee also learned, however, that both HUPD and the broader University community have work to do in order to achieve the shared goal of a welcoming, safe, and open environment. The responsibility is a shared one, and includes not only HUPD's dedication to the community policing efforts already articulated in its COPS Plan, but also, and importantly, the need for invigorated roles for members of the broader Harvard community, including students and student leaders, House Masters, tutors, faculty, and security guards. All these community members have responsibilities to assist the community policing effort. The full potential of a community policing plan cannot be achieved until law enforcement and community members commit and adhere to regular and focused communication that promotes prevention, problem-solving, transparency and all of the other principles recommended within the full report below.

The Committee's observations and recommendations fall into three categories: Guiding Principles; Structures; and other specific Opportunities for Action.

A. Guiding Principles

There are five guiding principles. The first is that the cultivation of a welcoming, safe, and open campus environment must be acknowledged as a responsibility that is shared by all members of the community, not just HUPD. The second and related principle is that all key members of the University community (HUPD, students, faculty, and administrators) must act on their obligations to fulfill certain joint and individual tasks in this shared responsibility.

The third principle, one that should be self-evident, is that all HUPD-community interactions must reflect the core values of mutual respect and civility. Community members

must recognize the important role that HUPD officers play in maintaining a safe community and that this role requires periodic inconveniences, such as when HUPD officers need to stop and speak with community members. In these interactions, the person stopped has an obligation to be respectful and cooperative, just as all HUPD officers have the obligation, in all encounters, to be respectful.

The fourth principle requires transparency and accountability, as appropriate, both in the policing function itself (in explaining what the police are doing to ensure safety) as well as in the review and resolution of matters that do not go right or do not appear to go right from the perspective of one or more members of the community. This may arise, for example, in an incident that involves alleged misconduct by HUPD or by one or more students. It could also arise where there is an incident on campus, such as the three events discussed in Part IV below, that implicate broader issues and may require resolution at a higher level within the University.

The fifth guiding principle is that the university must recognize that the HUPD officers play a “three-dimensional” role that goes far beyond the one-dimension of “law enforcer.” Policing in a university setting is very different, and, in some respects, more difficult, than traditional policing. University police officers serve, at different times, as advisers, counselors, quasi-parents, or protectors in their interactions with students, many of whom are still in their formative years and, on occasion, make errors of judgment of varying degrees. “Law enforcement,” as a singular ideal, is not the only criterion for optimal police performance in this University setting. The ideal to which HUPD officers strive is the achievement of the shared goal of a welcoming, safe, and open environment, which requires significant effort within the community and which necessitates that the broader University community also recognize and participate in the HUPD efforts to achieve that ideal.

B. Structures

The Committee makes several recommendations that are “structural” in that they call for the creation of new entities/roles or the further development of existing ones. First, the Committee recommends the creation of a University Safety Advisory Committee of designated -- and committed -- representatives from the broader University community (students, faculty, administrators). This committee is not a complaint review board. Rather, among other appropriate tasks, it is advisory and consultative. It would receive reports from HUPD on

HUPD's activities and consult with and advise both HUPD and University leaders about policies, strategies, and progress toward achieving the goal of a welcoming, safe, and open environment.

Second, the Committee recommends that HUPD implement an "account management" structure in which all officers are assigned as liaisons directly accountable for developing and maintaining ongoing relationships with designated members/groups within the University community (*e.g.*, student groups, faculty groups, Houses, administrators). Similarly, student groups and University entities (*e.g.*, House Tutors, House Masters, student group leaders), as appropriate, must fulfill corollary responsibilities for their side of the account management relationships. Implementation of an account management structure will ensure that aspirational goals are transformed into concrete actions. Implementation of the account management concept will ensure regular and accountable interactions that ingrain the concept of community policing throughout the University and will ensure open lines of communication to transmit safety-related information or to provide mutual contacts through whom either side can comfortably raise concerns or questions. Development of these liaison relationships should also engender familiarity and trust that might prevent misunderstandings in the first instance or ensure prompt resolution should they occur.

Third, HUPD should significantly expand the office, staffing and resources of its Diversity and Community Liaison Officer. With the right staffing and sufficient technical assistance, this officer should serve a central role in developing, maintaining, and supervising the account management concept just discussed. This officer also would be responsible for identifying and building working relationships with other parts of the Harvard community, addressing diversity issues in the policing function as they come up, and identifying useful training programs in the areas of diversity and non-biased policing to aid officers in their university-policing function.

Fourth, the Committee recommends the creation of a public safety ombudsman function filled by someone outside HUPD. The ombudsman would enable the University leadership to assess HUPD or University policies (such as, for example, those that concern student party safety details discussed in Part IX.C.2.b below) and aspects of the relationship between the police and the community, including progress under this report. The ombudsman would also provide a sounding board to review actions or policies where concerns are raised, or to review incidents or issues that might be contentious and of sufficient importance to require resolution at a level in

the University higher than HUPD after HUPD's review is completed. Such a function would also help ensure accountability, transparency, and fairness -- and therefore credibility -- in the review and resolution of important issues.

C. Opportunities for Action

During its work, the Committee received many good suggestions regarding practices that could be implemented to achieve the desired goal of a welcoming, safe, and open environment. These came from other university professionals and from many corners of the Harvard University community, including HUPD officers, students, faculty, and administrators. The Committee sought to capture a number of these in this report, in addition to the guiding principles and structures above. Eleven of these specific ideas that can be acted upon are discussed in greater detail in Part IX.C. of this report. They include, for example, the following: (1) that the University and HUPD educate the community on the important role that HUPD plays in the community and what the community members and HUPD officers can expect from each other in HUPD interactions; (2) that, when requested, community members identify themselves and provide University identification in interactions with HUPD and that HUPD officers always offer their business cards in these interactions; (3) training and community engagements to develop heightened diversity competencies given the tremendous diversity at Harvard; (4) specific suggestions for outreach efforts between HUPD and the community; (5) the use of surveys to determine effectiveness of HUPD/University efforts; and (6) consultations with other similarly situated universities to learn and share "lessons learned" on issues relevant to university policing.

There is no dearth of ideas or willingness to try them within the Harvard community. What remains, then, is to act by implementing the ideas and recommendations in this report. Pursue those that work; discard those that don't work; modify those that need change; and try out promising new ideas offered along the way.

IV. OVERVIEW -- PRECIPITATING EVENTS

Perhaps the most important conclusion the Committee drew from its reflections on the precipitating events was that they were not produced by HUPD alone. In each instance, HUPD acted in response to a report received from other members of the broader Harvard community. This specific fact reminded the Committee of a larger truth. As is true of all policing in America,

HUPD acts in two quite different modes. On one hand, it acts reactively when it responds to calls for service and assistance from members of the community. HUPD officers come when the community calls, and do so as a matter of duty and of good service. On the other hand, HUPD also acts proactively, taking the initiative in both large and small ways to do things that are protective of security and that have the potential to build or fray relations with the community. In this, it is guided by each officer's training and professional judgment about the best way to accomplish the mission that has been entrusted to him or her. But it is important to understand that in both operational modes – in responding to calls for service and in taking the initiative to build relationships with the community or to deal with particular security risks and problems – HUPD is accountable to and guided by the values and aspirations of the larger Harvard community. It cannot be at its best without both guidance and support from that wider community.

An important implication of these observations is that, whenever we see HUPD taking an action -- of whatever type and scale, whether it is a response to a call for service, or an officer-initiated stop of someone who fits the description of a suspect, or the development of a strategy to deal with an outbreak of larceny in an office building -- we must ask not only why HUPD has decided to do this, but also who and what in the community is urging or requiring HUPD to act. HUPD actions may reflect whatever values lie within the community at large as well as those that are held within HUPD. If there are problems of intolerance or stereotyping on campus, it is likely that such problems will be perceived, at least in part, in what HUPD does in response to requests from the community. As a result, HUPD may unknowingly respond to a complaint from the community prompted by stereotyping or intolerance. However, there is a distinction to be made between a case where HUPD is required to respond based on a report from someone in the community that "something is wrong" and needs to be investigated and a case where an officer, based on his or her own experience and judgment, initiates investigative action. If progress is to be made in advancing both freedom and security on the campus, progress must be a joint project between and among the larger community and the police department. Although it may be substantially the responsibility of HUPD because the University needs to rely on

HUPD's professionalism and leadership, it is clearly also the responsibility of the University community at large.

Thus, as we considered the three precipitating incidents and their implications, we came to see them in a somewhat different light. We were interested in the important question of how well HUPD was meeting its goal of providing safety to the Harvard community, and whether it was conducting its duties in a way that respected all members of the community. But we were also focused on the issue of how well HUPD and the Harvard community were meeting their reciprocal responsibilities to help construct the secure campus and open environment that the community wants to enjoy. Through the Committee, the University seeks to learn from these events and provide insight that might be helpful both to HUPD and to the broader Harvard community. Because these events provide the backdrop for the Committee's work, we provide a condensed summary of each of the three precipitating events' contexts. Note that this summary is not intended to capture all aspects of each event or all of the perceptions and reactions of community members.

A. Event #1 -- March 1, 2004, Harvard Yard

On March 1, 2004, a prominent professor of Neurology/Neurophysiology at the Harvard Medical School, who is also the Director of the Harvard Foundation, was stopped in Harvard Yard by two HUPD officers. The professor is black, and, at the time of the stop, had been at Harvard for thirty years. The stop was prompted by a telephone report to HUPD that a theft had occurred in Gund Hall and that the suspect was a middle-aged African-American man in a brown coat. Later HUPD radio broadcasts added to this description, stating that the subject was headed towards Harvard Yard, was a black male, dark skinned, in his mid-fifties, approximately 5'8", and wearing a brown corduroy or leather jacket and dark pants. Two officers on patrol saw a man whom they believed fit the description. The two officers called in to HUPD to ask whether the subject was wearing brown pants and shoes. They were informed that the only information available was that the pants and shoes were dark.

The officers, one a recent hire and the other one not normally assigned to the Harvard Yard area, approached the professor. The officers reported that they asked him whether he belonged at Harvard and whether he had University identification. The professor has described the officers' manner as rude and abrupt; however, he did give his name and said he was a professor at Harvard and that his identification was in his office in University Hall. According to the officers, he became visibly angry and left, without providing identification. The professor later reported to a Committee member that the officers had a right to question him but that he was upset with the manner in which he was stopped. The officers report that they went to University Hall and asked two students whether the professor had an office there. When the students identified his office, the officers left University Hall and reported the encounter to their supervisor.

The professor wrote a letter to the University stating his belief that racial profiling had occurred and alleging misconduct by the officers, including that the officers had improperly "interrogated" his students and had "polished" the broadcast description after the fact. He also stated that no one from HUPD had ever apologized to him for the encounter. The Chief of Staff of HUPD investigated the incident. According to HUPD, the professor did not return calls from HUPD to be interviewed as part of the investigation. The HUPD investigation included interviews of the officers involved, a review of the incident report of the Gund Hall burglary, and a review of notes and recordings. There was no interview of the students who were present at University Hall. The HUPD investigation report concluded that the stop did not result from racial profiling and HUPD did not sustain the allegations of misconduct.

B. Event #2 -- May 12, 2007, The Quad

On May 12, 2007, approximately sixty Harvard students of color were participating in the annual Black Men's Forum ("BMF")/Association of Black Harvard Women ("ABHW") Challenge, a field-day competition, which includes such competitions as capture-the-flag and dodge ball. The Challenge took place on the Quad Yard. After seeing the students on the Quad,

a number of Harvard students in the adjacent Cabot House e-mailed a listserv for the Quad Houses to complain about a group of people whom they believed did not appear to be Harvard students who were trampling the grass and making noise. An individual then telephoned a complaint to HUPD and complained about noise on the Quad. When questioned further by an HUPD switchboard officer, the caller stated that the people on the Quad were not Harvard students. HUPD, which is required to respond to such complaints, sent two officers on motorcycles to the Quad. When the officers arrived, the BMF and ABHW leaders approached them. The officers asked the students whether they were Harvard students and whether they had permission to use the Quad Yard. The Officers also asked the students for their Harvard IDs. After the BMF and ABHW leaders explained that they had permission to use the Quad Yard, the officers left.

C. Event #3 -- August 8, 2008, Barker Center

On August 8, 2008, HUPD received a telephone call that a person in the courtyard outside the Barker Center was cutting a lock off a bicycle. No physical description was provided. Two HUPD officers were dispatched and, when they arrived at the scene, saw a young black man using tools to remove a lock from a bicycle. It was reported that one of the officers drew a pistol and pointed it at the young man. When one of the officers asked the young man for his identification, he explained that he did not have a picture ID but did have a Boston Public Library card. He also explained that he was working in the Summer Youth Employment Program for a person he named who worked at the Barker Center. The young man also explained that his key for the bike lock had broken in the lock and that he had gotten a replacement key, which also had broken in the lock. After that, he got tools so he could cut the lock off the bike. After receiving permission, one of the officers searched the young man's bag and found some personal items as well as a closed knife and a can of freeze spray. The officers explained that they would secure the bike to the bike rack until they confirmed his story and that he could leave. He left, but returned a short time later with a UNICCO employee, who

confirmed that the young man worked at the Barker Center and owned the bicycle. After receiving this confirmation, the officers helped him remove the bicycle from the rack and explained the reason for their stop. He took his bicycle and left. According to the officers, the young man cried at some point during the incident. During its investigation of the event, HUPD received a report from a passerby that one or both officers spoke harshly to the young man.

V. COMMITTEE EFFORTS TO SOLICIT INPUT FROM MEMBERS OF THE HARVARD COMMUNITY RELEVANT TO THE CHARGE

To fulfill its charge, the Committee contacted many quarters of the Harvard community to obtain their input, including students, faculty, administrators, HUPD officers, and staff. The Committee's efforts to solicit input from the relevant constituencies in the Harvard community are identified below.

The Committee sent a total of 150 letters to the leaders of the student groups identified on the list at Tab A of this report. These letters solicited input from the groups themselves, as well as from their individual group members. Attached at Tab B is a sample letter.

The Committee sent letters to a total of sixteen Deans at the following Harvard schools to distribute to their faculty members: Divinity School; Division of Continuing Education; Faculty of Arts & Sciences; Graduate School of Arts and Sciences; Graduate School of Design; Graduate School of Education; Harvard Business School; Harvard College; Harvard Kennedy School; Harvard Law School; the Radcliffe Institute for Advanced Study; School of Engineering and Applied Sciences; School of Public Health; School of Dental Medicine; and Harvard Medical School. The Committee requested the assistance of the Dean's office because of the large number of faculty at the individual Harvard schools.

To facilitate the submission of input, the Committee created an e-mail account (harvardinput@bingham.com), which was administered by the firm where Committee Chair Ralph Martin works. The opportunity to provide input through this site was advertised in The Crimson as well as in each of the letters sent to student groups and faculty. This avenue for

submitting input was also made available to all community members, including HUPD police officers.

The President of the Black Men's Forum and the Vice President of the Black Students' Association provided direct input to the Committee at one of its monthly meetings. The Committee also offered a similar opportunity to the leadership of the Association of Black Harvard Women.

The Committee made follow-up efforts with various constituents in an effort to obtain input, including specific efforts through Matt Sundquist, a Committee member and the College's then student-body President. In addition, staff to the Committee made many follow-up efforts to solicit input from diverse groups at the College and Law School.

One or more Committee members and/or its staff met or spoke with members of the Harvard community, including the following:

- Chief Riley and HUPD executives (several meetings);
- HUPD officers and sergeants;
- HUPD Diversity & Community Liaison Officer;
- Council of Deans of Students;
- College House Masters;
- Harvard Medical School Professor Allen Counter;
- Harvard Law School Professor Charles Ogletree;
- Harvard Association of Black Faculty, Fellows, and Administrators;
- members of Harvard Law School's Black Law Students Association; and
- a joint meeting among Harvard students, HUPD officers, faculty, administrators, and Committee members and staff.

VI. BACKGROUND ON THE CHARACTERISTICS OF HUPD

A. Organizational Structure

HUPD has 112 employees, including 87 sworn officers. Seventy-nine of the officers are either patrol officers or field sergeants. HUPD has three senior executives: Chief of Police Francis D. “Bud” Riley; Chief of Staff Kevin W. Regan; and Captain Linda McCaul. In all, HUPD has 20 sergeants and 63 patrol officers. In 1999, HUPD eliminated the rank of lieutenant as part of a major restructuring.

B. Demographics

The percentage of minorities in HUPD increased from about 10% in 1998 to about 19% in 2008. Minority representation in the Harvard community (including all students and employees) is about 24%. The percentage of women officers in HUPD increased from nearly 7% in 1998 to almost 17% in 2008. Overall, women comprise about 22% of HUPD. The percentage of women in the Harvard community is about 50%. The three senior HUPD executive officials are white, one is female. The seven employees in the Criminal Investigations Division are white and two (29%) are women. Of the 20 HUPD sergeants, three (15%) are minorities (one black, two Latinos) and three (15%) are women. Of the 63 patrol officers, 22% are minorities (eight black, four Hispanic and two Asian).

C. Community Policing Model

HUPD follows a “community policing” model, under which HUPD focuses on three core components: prevention, partnerships, and problem-solving. HUPD views partnerships with the community and collaborative efforts with community members as central to its mission to prevent crime and help maintain a secure campus community. Harvard has an “open” campus, meaning that many people who do not attend or work at Harvard have access to its urban campuses. HUPD field officers are divided geographically into seven teams: (1) Longwood; (2) Allston; (3) River East; (4) River West; (5) Radcliffe; (6) North Yard; and (7) Yard. Each team

is led by a sergeant and is assigned a substation in its geographic area. Two additional sergeants serve as area commanders for the South Area (Longwood and Allston) and North Area (River, Radcliffe, North Yard, and Harvard Yard). HUPD has a separate Criminal Investigations Division that is led by its own sergeant.

By assigning officers to a specific geographic area, HUPD gives them the opportunity to build relationships with the community and become familiar with problems specific to that area through increased communication and interaction. As stated in HUPD's Community-Oriented Problem Solving ("COPS") Plan for 2008-2009, HUPD encourages officers "to form relationships with the community above and beyond answering calls for service" and hopes that, by developing these ongoing relationships, the department will increase the likelihood that community members will share information about criminal activity and ongoing problems and concerns with HUPD. The COPS Plan reports that HUPD adheres to the following principles (among others):

- "HUPD seeks the consent and partnership of the people and community it serves. The Department's values are driven by its commitment to serve every member of the Harvard community; [its] identity is established one citizen contact at a time."
- "HUPD determines policing priorities in partnership with the community. Because safety and security is a shared responsibility, the HUPD encourages students, faculty, and staff to take an active role in maintaining their own safety and the security of others."
- "Community outreach is an integral component and guiding principle of the Department's commitment to community-oriented problem solving by providing students, faculty, and staff direction and steps they can take to maintain their own safety and the security of others."

The COPS Plan recognizes that Harvard University is a “richly diverse” environment, that different members of the University community come to Harvard with different experiences and so have differing views of the police, some being positive, others negative. HUPD looks for opportunities for HUPD officers “to engage constituents to build upon or improve their views of how police officers serve the community.”

HUPD initiatives for the most recent academic year are reported as: meetings with House Masters, Resident Deans, and the Freshman Dean; safety presentations at House meetings; a safety presentation during Freshman orientation; laptop and bicycle registrations in the Houses; and Rape Aggression Defense (“RAD”) classes. Another reported initiative was for the Chief to email student groups to solicit concerns about safety and security and offer to provide an officer liaison to that group (“Adopt-A-Group”). Under the COPS Plan, HUPD Team Leaders are required to generate monthly reports about the services provided, the populations served, and the meetings attended. Other accountability measures include quarterly meetings between the Team Leaders and the Chief to discuss crime incidents and responses and community outreach efforts.

D. Training

Each year all HUPD personnel are required to attend a minimum of 40 hours of training, which is conducted by certified instructors and other qualified personnel. The diversity training courses that HUPD reported for the years 2004 through 2008 are listed by year and attached at Tab C.

E. HUPD Information Sharing and Website

One of the primary ways HUPD communicates information with and receives information from the Harvard community is through its website (www.hupd.harvard.edu). The website provides information about HUPD similar to the information described above, including details about its mission and values, its operational philosophy, and its geographic teams. The

HUPD website contains useful guides to the community's role in preventing crime and staying safe. For example, the "Playing It Safe Handbook," the Safety and Security To-Do List, and Shuttle Bus and Van Service information are available on the HUPD website. The HUPD homepage also contains a space for HUPD to post community advisories and crime alerts.

The website also provides tools for the community to communicate with HUPD. The site contains detailed information about how to report a crime (emergency contact numbers, blue light emergency phones) and about how to determine whether activity is suspicious. Harvard community members can anonymously report suspicious activity using a web link. Community members also can use the website to register events, request police details, or make attributed or anonymous complaints against HUPD officers. Compliments or complaints can also be made in person at HUPD or by telephone/e-mail to the Chief or to HUPD senior staff and Team Leaders.

HUPD shares information with a range of University groups and the Harvard community through various means, including working with Deans and tutors regarding incident responses, notifying University officials of significant incidents, posting a police log on the HUPD website, and disseminating community advisories and crime alerts.

F. HUPD Diversity and Community Liaison Officer

In October 2008, Chief Riley created the position of "Diversity and Community Liaison Officer" and appointed Sgt. Kevin Bryant, the only black sergeant in HUPD, to fill this position. On February 3, 2009, HUPD published the following description of the position on its website:

“The Liaison, in partnership with the Department’s geographically-based community policing teams, is responsible for fostering a working relationship between the Department and the University’s many and varied communities, which may be defined by ethnicity, culture, language, sexual orientation, or other types of diverse interests.”

Sgt. Bryant is enthusiastic about his position and is building on his existing, positive relationships with members of the Harvard community. In the past, Sgt. Bryant has met with different race relations groups on campus and has arranged informal discussions about race among groups of students, tutors, and HUPD officers. In the months since he was appointed, Sgt. Bryant has met with various groups from the Harvard community, including members of the Facilities and Maintenance Organization, and the Harvard Foundation, an intercultural organization of faculty members, administrators, and elected students. Sgt. Bryant and those officers who have accompanied him in his efforts have been well-received. Sgt. Bryant’s plans include continued outreach to the dining services staff, the medical school staff, and additional student organizations. Sgt. Bryant is energized about community outreach on diversity issues and policing, and has ideas for new programs such as publishing multilingual HUPD community advisories.

G. HUPD’s Diversity Hiring/Retention Initiatives

1. Recruitment

HUPD has increased the percentage of minorities in HUPD from 10% in 1998 to 19% in 2008. HUPD has identified its recruitment efforts as follows:

- obtaining input and assistance from minority officers and sergeants regarding recruitment;
- interviewing all minority applicants who meet minimum qualifications;
- ensuring that HUPD interview panels include women and minorities;

- ensuring that all candidates referred by minority officers are interviewed;
- posting positions on the “LawEnforcement.com” website, which partners with several minority organizations; and
- posting positions on New England HERC.org, a consortium of local higher education institutions.

2. Retention

In order to support minority officers, HUPD sponsors an annual conference for the Massachusetts Women in Law Enforcement organization, and events and training for the National Latino Peace Officer Association. HUPD also provides diversity and ethics training to all members of the Department. HUPD has established a stress unit to assist all HUPD officers as needed. Whenever possible, the Department makes scheduling accommodations for parents trying to balance childcare and work.

H. HUPD’s Outreach Efforts to the University Community

In the COPS Plan, HUPD states that community outreach is an integral component and guiding principle of its community policing effort and that it seeks to engage members of the Harvard community to develop partnerships, provide education, and solve problems around a wide range of issues. Examples of HUPD’s community outreach efforts are described below.

1. HUPD Community Meetings/Committee Participation

HUPD reports that its Chief or his designee meets with the persons or groups, or attends meetings of the committees identified below. While the Committee has not explored the frequency and details of the meetings, interviews with various faculty groups and student representatives made it clear that there is ample room for a more consistent, systematic approach to these meetings as a way of communicating about issues and developing shared approaches to prospective and/or recurring problems.

- Administrative Deans;
- Cambridge Police Department;
- Contract Security Vendor;
- Freshman Deans and Proctors;
- Graduate School Deans and Resident Assistants;
- Harvard College Deans and House Masters;
- Harvard College House Resident Deans;
- Harvard College Safety Committee and underclassmen representatives;
- Harvard College Student Life;
- Incident Support Team;
- Representatives from the Finals Clubs and other student groups that are not formally recognized by the University;
- Alcohol and Other Drug Services Committee;
- Risk Management Committee;
- University Health Services Student Health Committee; and
- Special Event Planning groups.

HUPD also reports that its members (senior staff, sergeants, officers, and civilian personnel) meet with the following persons/groups or sit on the committees listed during the academic year. Again, the Committee does not know the frequency of these meetings or their substance.

- Building superintendents and facility managers;
- All incoming first year students during orientation week;
- Upper-class students during all-House meetings and floor meetings;

- College Safety Committee;
- Allston Development Planning Group;
- Special Event Planning and security coordination;
- HR Council; and
- HR Recruiters.

2. HUPD Program Initiatives

HUPD provides the following services to students and other members of the Harvard community:

- Rape Aggression Defense classes;
- Bicycle and laptop registrations;
- Child passenger safety seat checkpoints;
- Security audits and assessments;
- Domestic violence assistance and training;
- Sexual assault and victim support groups training;
- Sexual/Gender/Ethnic Harassment human resource training;
- Safety talks with faculty and staff;
- Online chats with faculty and staff on HARVie;
- Regular visits with building managers, operation directors, department heads, and Deans;
- GSAS Resident Assistant meetings and training;
- Allston and Mission Hill Resident Association meetings; and

- Meetings/involvement with (a) the University Health Service's Mental Health Department; (b) the Office of Alcohol and Other Drug Services; and (c) Harvard College Peer Counseling groups.

3. HUPD Community Outreach Efforts Relating to Diversity

HUPD reports the following recent diversity outreach efforts:

- HUPD has made presentations to minority student organizations, providing Safety Talks and RAD classes. Examples include events coordinated for Alpha Kappa Alpha, a black women's sorority, and for the Association of Black Harvard Women.
- HUPD Sergeant Amy DiVirgilio has attended events of the Black Men's Forum and has been working with the Social Chair of this organization to arrange an event with the Black Men's Forum and the Black Students Association.
- Sergeant DiVirgilio met with students at the Winthrop House in December 2008 in response to concerns they expressed and to establish a dialogue. HUPD officers have been invited to the Winthrop House's weekly cookouts.
- Sergeant Bryant, HUPD's Diversity & Community Liaison Officer, has met with the Black Men's Forum and attended events and meetings over the last academic year to work together to address issues and concerns raised by the Black Men's Forum.
- In preparation for the 2007 Regional Community Policing Institute of New England's training on diversity, Sergeants Bryant and Rodriguez worked with two student groups on campus - one for black men and the other for black women. They invited representatives of both groups to assist in planning for the diversity training. The women's group sent representatives to the planning

meeting and both groups were invited to send representatives to the training. A graduate student associated with the Harvard Foundation for Intercultural & Race Relations attended the training.

VII. THE COMMITTEE'S EXTERNAL CONSULTATIONS

To assist it in its task, the Committee sought the assistance of and consulted with third parties with relevant experience as identified below.

A. Consultation With the Police Executive Research Forum

The Committee engaged the assistance of Chuck Wexler, who, since 1993, has been the Executive Director of the PERF. Mr. Wexler leads a staff engaged in police and criminal justice research, management studies and consulting, publication of research findings, technical assistance, demonstration projects, and executive development and selection. PERF is an organization of law enforcement chiefs from the larger police agencies in the country. It was founded more than 25 years ago by police chiefs who saw a need for an organization dedicated to progressive thinking about difficult issues in policing.

During his tenure at PERF, Mr. Wexler has been directly involved in numerous technical assistance, research and consulting projects to improve the delivery of police services. Examples of major projects include his work coordinating the development and implementation of a comprehensive anti-crime strategy in Minneapolis that is now a model for public-private cooperation. Mr. Wexler has been involved in policing projects in Chicago, Kansas City, Los Angeles, Northern Ireland, Kingston, Jamaica, London and the Middle East. In each of these projects, his purpose is to more efficiently deliver policing services to the community.

A native of Boston, Mr. Wexler held a number of key positions in the Boston Police Department. As Operations Assistant to the Police Commissioner, he played a central role in the agency's management of racial violence in the wake of court-ordered desegregation of the Boston School System. He was instrumental in the development and management of the

Community Disorders Unit, which earned a national reputation for successfully prosecuting and preventing racially motivated crime. Mr. Wexler graduated from Boston University with a liberal arts degree. He earned a masters degree in criminology from Florida State University and a Ph.D. in urban studies and planning from the Massachusetts Institute of Technology (“MIT”). He has been an instructor at Bowdoin College and MIT. Mr. Wexler’s curriculum vitae is attached at Tab D.

Mr. Wexler assisted the Committee Chair by providing PERF research assistance on various issues and in developing the methodology to be used to review HUPD practices. Mr. Wexler and PERF also assisted the Committee Chair and the Committee in the development of a “Chicago Model” initiative, which refers to the process through which a representative group of students, faculty, administrators, and members of HUPD were brought together to discuss how, specifically, the Harvard Police Department and its community might more effectively interact to identify and proactively resolve concerns. Mr. Wexler served as facilitator to the Chair in asking questions, drawing out responses and crafting innovative remedies that would then become the “Harvard Model.”

B. Consultation With Public Safety Officials at the University of Pennsylvania and Brown University

The Committee sought information about diversity issues, effective security, and the unique challenges of policing in an urban, academic environment through discussions with public safety officials at similarly situated universities. Representatives of the Committee interviewed public safety officials at the University of Pennsylvania (“Penn”) and Brown University (“Brown”). The key lessons learned from these discussions are that campus safety must be treated as a shared responsibility among the police and the community and that transparency and direct and sustained interactions between the police and members of the

university community (students, faculty, administrators, and employees) are critical to the development of a positive relationship between the police department and the community.¹

1. Overview of the University of Pennsylvania Consultation

Penn is an open campus located in a multi-cultural, urban environment. Within this challenging setting, the University of Pennsylvania Police Department (“UPPD”), which has 116 members, provides effective security for the university community, while interacting with the diverse members of the Penn community from both the university and the surrounding communities.

As reported on its website, Penn experienced several significant encounters between the UPPD and Penn students and faculty between 2000 and 2004. In response, Penn formed a committee to address diversity issues and to establish a better relationship between the UPPD and the university community. Penn’s former Chief of Police and current Vice President for Public Safety headed that committee, which studied the issues facing the UPDD in the wake of these incidents and developed a series of initiatives to address diversity issues and improve the community’s relationship with the UPDD. These initiatives have resulted in significant improvements in the relationship between the UPDD and the Penn community and in the effectiveness of the UPPD safety efforts.

After learning that Penn had undertaken a review of its police department’s operations as a result of several police/student incidents that were similar to the three events at Harvard,

¹ Staff to the Committee also spoke by telephone about campus policing issues with the Yale Police Chief, who has been with the Yale University Police Department for thirty-six years. Yale also has a diverse student body, is similar in size to Harvard, and is situated in an urban setting (New Haven). The lessons learned about university policing experience at Yale confirmed the lessons learned from Penn and Brown and so are not addressed separately above.

The Committee wishes to express its gratitude to Penn, Brown, and Yale for taking the time to meet and speak with Committee staff and for providing useful information in this important undertaking.

Committee staff contacted Penn's Vice President Rush, who generously arranged a meeting between representatives of the Committee and the UPPD.²

2. Overview of the Brown University Consultation

Brown is located just in the city of Providence, Rhode Island. Like Harvard, Brown has an open campus situated in an urban setting that is easily accessible from the surrounding neighborhoods. The Brown University Police Department ("BUPD"), which is part of Brown's Department of Public Safety ("DPS"), has 76 total staff (22% female and 18% minority).

Like Penn and Harvard, Brown also has experienced divisive police/student incidents. The most recent incident that received attention on campus occurred in September 2006. A female student called the DPS for an escort because she saw two young black males she thought were acting suspiciously. The female student pointed these two persons out to a DPS officer, who approached them and asked them to produce their university identifications. When one of the two did not stop, a long chase through campus ensued, in which the Providence police joined. The person, who turned out to be a Brown University student, was stopped and arrested. Protests on campus followed. Brown implemented a number of initiatives and policy changes in response to this incident.

Staff to the Committee met with three senior BUPD officials to discuss the lessons learned at Brown University. The senior officials were Brown's Chief of Police, its Manager of the Police Department's Professional Standards Bureau, and its Manager of the Department's Community Relations and Outreach Board.

² In addition to Ms. Rush, Committee staff met with the following individuals at Penn: Chief of Police; Commanding Officer of the Patrol Division; Associate Vice Provost for Equity and Access (and former University Chaplain); Director of Operations and External Affairs, Office of the Vice President; Director of PennComm Operations; a former Penn student activist and current UPPD intern; and the Executive Director of the University City District.

3. Lessons Learned

Many of the initiatives and policy changes that were successful at Penn were also successful at Brown. The key lessons learned from the UPPD and BUPD (and Yale) consultations are incorporated into later parts of this report and can be briefly summarized as follows:

a. Interaction/Liaison with the University Community

The paramount lesson learned was the need for a sustained effort by the police department to communicate and interact with the university community. Community policing initiatives and dedicated liaison efforts between the police force and key student groups, administrators, faculty, and employees are essential to maintaining positive and effective interaction. These efforts must be made on an ongoing basis to keep lines of communication open and to keep all parties informed of issues of concern. The need for a sustained effort is heightened in a university setting because of the built-in attrition rate, as 25% of the undergraduate student body graduates and moves on each year, which results in the loss of key relationships, particularly with student leaders.

A principal means by which the UPPD accomplishes this interaction is through direct liaisons between senior police officials and eleven designated “Resource Centers” on the Penn campus, including an African-American Resource Center, a LGBT Resource Center, and a Women’s Resource Center. The UPPD assigns a Captain to each Resource Center to serve as a liaison. Each Captain meets with his/her Resource Center at least once per month and serves as a conduit for any concerns or information relating to safety issues. UPPD also assigns two detectives to each of the eleven college houses, where they serve the same liaison role as the Captains do with the Resource Centers and join in House meals and events. In addition, UPPD officers are assigned as liaisons to each sorority and fraternity on campus. Finally, each UPPD officer on patrol in his/her community policing area is required to make contact with the

Resource Centers, Houses, and other constituent groups in that area. Through these liaisons, the members of the university community get to know the UPPD as part of their community, they interact with the UPPD officers regularly, and have someone to approach with questions or when they need help. Yale has similar liaison structures with its campus houses. Yale's Chief of Police defined his objective as getting his officers "ingrained" in the campus life and community.

A principal channel through which the BUPD maintains its liaison efforts is through a dedicated DPS official: its Manager of Community Relations and Outreach Board. These efforts include outreach to and through the University Office of Student Life as well as Brown University's Third World Center, which is an on-campus organization created specifically to "promote racial and ethnic pluralism in the Brown community" and to serve the interests and meet the needs of all Third World students. DPS officers are also responsible for getting to know the faculty, administrators, staff, and students within their designated zones. The Brown Police Chief emphasizes this interaction through regular "office hours" he holds with students on a bi-weekly basis throughout the campus. His DPS officers dine with students, sit on various student and community committees, and attend "meet and greet" events such as barbeques and trainings.

b. Transparency

Transparency in policing methods, actions, and review of police conduct is central to engendering trust and positive relations with the university community. With regard to police methods and actions, community members can make inquiries of the police departments and expect to get answers explaining methods or actions, whether in general or as to specific incidents. In an effort to increase transparency as to individual encounters with community members, UPPD officers provide all individuals who are stopped with a business card that includes a UPPD customer service number for complaints and comments about the person's experience with the officer. Similarly, Brown police officers must carry and present a business card to each person interviewed in the field. On the back of the cards are phone numbers to call

and websites to access if someone desires additional information or wishes to make a complaint or to compliment a BUPD staff member. All BUPD officers must report the details of their encounters with students and affiliates on campus before the end of each shift. At both Brown and UPenn, the police departments have a method by which members of the community can lodge complaints that are investigated and the final results are published on the website (with names removed) or provided to the complainant.

Brown also implemented a requirement that all students and faculty identify themselves and produce university identification if requested to do so by a BUPD officer. Failure to do so can result in administrative action by the university. In conjunction with this new requirement, the BUPD developed a short pamphlet that explains the student/faculty obligations for their shared responsibility. The pamphlet explains the police function, why officers might stop a student or faculty member, and what both sides in such an encounter have a right to expect from the other. It also lists contact information to obtain further information or to lodge complaints.

c. Shared Responsibility

Productive engagement and mutual understanding between a campus police force and the rest of a diverse campus community is a shared responsibility. The obligation to engage and interact belongs both to the police department and to the diverse members and groups of the campus community. The university administration is responsible for framing expectations about the conditions under which *anyone* can be stopped and questioned, the type of conduct that can be expected from the police and what kind of conduct is expected from the civilian community. This kind of policing relationship requires mutual respect from students/faculty/employees and law enforcement personnel. Both UPPD and BUPD begin teaching this concept at freshman student orientations and in other settings by explaining what the police do and helping the students (in particular) to understand such concepts as “reasonable articulable suspicion” to make a stop and “probable cause” to make an arrest. UPPD also makes a special effort to communicate to the university community the very real dangers that are posed to the police in

performing that work, the objective of which is to keep the university community safe. In their trainings, UPPD officials discuss what the police are looking for and trying to do when they make a stop as well as what both sides of any encounter -- civilians and officers -- have a right to expect: respect and cooperation.

Similarly, BUPD training sessions include information about individual safety and property protection, as well as an orientation about the role of university police officers. These trainings include an orientation for incoming freshmen that is required by the university for any member of a minority or ethnic group. The DPS also distributes throughout the campus a pamphlet that explains the officers' roles and what both parties have a right to expect in police-student encounters. At Yale, the police department sponsors and teaches a "Citizen Police Academy," the goal of which is to "provide an increased understanding and awareness of police operations, responsibilities and capabilities and to promote the partnership between the police department and the community." The Yale police department hopes that the University population will have a higher degree of confidence in the legitimacy of police-citizen encounters as a result of being better informed about police work. The premise behind these efforts is to enable the community to better understand the challenges faced by officers and the reasons for the actions that they take, while, at the same time, ensuring that the community that is policed learns that it has reciprocal obligations.

d. Proactive Steps

Taking proactive steps to defuse racial tension during, and immediately following, a police encounter helps to maintain positive police/community relations. As an example of proactive planning, the UPPD has implemented an early warning system, which is initiated by a police officer when he/she is aware that a citizen is upset by an encounter with that officer. Under those circumstances, the officer reports the encounter to the shift commander, who then reports it up the chain of command to the Police Chief and to the VP of Security. A designated captain calls the head of the appropriate Resource Center to explain the incident, visits the

student involved to discuss the situation, and, where appropriate, notifies appropriate university administrators.

VIII. INPUT ON THE HUPD FROM THE HARVARD COMMUNITY

A. Input Received From Student Groups and Faculty

As described in detail in Section V above, the Committee sought input from Harvard University student groups and faculty by various means, including direct solicitations of individuals and groups and by distributing letters seeking input to the leaders of student groups and to the Deans of all the University's schools for distribution to faculty members. The Committee solicited input on the following:

- *Within the Cambridge campuses, what are the perceptions about the HUPD that your members would like to share with the Committee?*
- *Are there experiences/encounters (positive and/or negative) with members of the HUPD that members of your organization would like the Committee to consider?*
- *How can the HUPD most productively engage members of Harvard's diverse community while, at the same time, providing the best possible security for the University?*
- *What modifications or improvements might be made to the HUPD's training, outreach, and policing efforts within the Harvard community to promote its ability to effectively serve a highly diverse community?*
- *What other matters does your organization believe the Committee should consider in performing its charge?*

The Committee received both "live" and written input from community members. The written input consisted of the responses received through the Committee's input e-mail address. The "live" input was obtained through interviews and meetings between Committee members and

staff, individuals or groups of community members (students, officers, administrators). The live input proved particularly useful because it was obtained through extensive dialogue that ensured a deeper understanding of the context and details of the community members' or groups' experiences and observations. Set forth below are summaries of the input received, beginning with the written input.

1. Responses Commending HUPD

In their written comments to the Committee, many constituents noted positive experiences with HUPD, commending HUPD. Representative responses are summarized or quoted below.

- Many constituents noted that HUPD officers are always helpful and provide a sense of security on campus, with some comments noting, for example, that HUPD's time, respect and effort to protect the community were appreciated, that HUPD officers and commanders are extremely helpful, friendly, and professional, and that HUPD has good relationships with students and faculty.
- "[HUPD officers] are well-trained and experienced, they know the law, and they are dedicated to their jobs as law enforcement officers."
- "The officers are often in the dining halls for meals and I think this is a practice that should continue."
- "HUPD deserves recognition for doing its job well in a diverse community situated in an urban setting."
- "Most members of the Harvard community, myself included, see HUPD as fellow members of our community and we regard them as colleagues performing a valuable service."

- “I have worked with many of the officers over the past five years and have always been impressed by their respect for students, their professionalism, and their friendliness.”
- “The Rape Aggression Defense Course is always positively received. We would love to [see] more than 1 course offered a year on the HBS [Harvard Business School] campus.”
- “We appreciate the safety postings” made to the HBS website.

One comment stood out in particular, because it was made by a senior administrator of the University who has had extensive dealings with HUPD in all facets of University life for many years. This community member observed that HUPD officers were always professional, sensitive, patient, and poised in addressing students and faculty/administrators in all manner of campus activities, ranging from complaints of disorderly conduct by students, demonstrations, parties, dignitary visits, commencements, allegations/investigations of student crimes, and significant episodes of uncertainty (September 11, 2001) and unrest (Mass Hall Living Wage sit-in). This administrator also noted that no specific or credible instances of bias by HUPD officers had been brought to this administrator’s attention.

2. Cautionary or Critical Observations of HUPD

The Committee also received written input from community members which noted negative experiences or places where improvements could be made, as set forth below.

- “[HUPD officers] are not so helpful, and sometimes intimidating. Within the black community, my sense is many think of most white officers as people who are meant to control, even harass them.”
- “There has been much talk about HUPD officers wearing mirrored sun glasses, riding up to students and staff on motorcycles to interrogate them.”

- “I think many people think of HUPD as being a rather closed society of white men and women, with very few places for African Americans and other people of color.”
- “[HUPD] must add more people of color to the ranks, and promote more of them to leadership positions.”
- “[HUPD] is a close-knit fraternity that circles [the] wagons when challenged, and is unwilling to consider that they can be wrong or that there are problems within the ranks.”
- “The [HUPD] force is not nearly as diverse as our student body, staff, or faculty, and I would like to see a force in the future that more accurately mirrors the Harvard community in terms of gender, ethnicity, and so forth.”
- “[O]fficers of the HUPD bring with them the racial, class, and political prejudices of the wider society.”
- “HUPD needs to be more visible on campus, especially because of the recent increase of crimes in the area. Generally, students want to feel that the campus is secure.”
- “HUPD needs to let Harvard affiliates know what their general procedures are. This way, everyone knows what the protocol is (e.g. why they can be questioned, what questions they can be asked).”
- “HUPD might consider being more transparent about certain elements of their set-up. Students would like to know where HUPD officers are located (especially during evening hours).”
- “[T]here should be an ‘HUPD Civilian Review Board’, made up of faculty, staff and, maybe students. Such a group might examine HUPD practices on

an annual basis and make recommendations to the University President each year. The recommendations should be made public. Further, this group would review specific complaints made by citizens or groups, prepare written responses and recommendations for the President.”

- One constituent noted that HUPD has stopped black faculty because the person looks like someone they think might have committed a crime.
- Some constituents noted that HUPD needs more sensitivity/diversity training.
- One constituent noted that there is a need for more minority student interaction with HUPD, and HUPD should attend minority student meetings to check in.
- One constituent noted that it might be beneficial if HUPD and student leaders got to know one another better. Students might feel more secure, and less hesitant to call HUPD for help if they had relationships with HUPD officers. He noted that HUPD officers should schedule meetings with student leaders and make presentations to student groups.
- One constituent noted that Harvard University and HUPD should consider consulting with other Universities regarding these issues. This constituent also noted that it may be helpful for HUPD officers and officers from other universities to come together at a conference where the officers can discuss issues they are dealing with involving campus policing, and host workshops involving students, faculty and administrators to discuss these issues.

B. Committee Meeting With Student Leaders

At one of its regular meetings, the Committee met with the President of the Harvard Black Men’s Forum and the Vice President of the Harvard Black Students’ Association (“BSA”). These students shared their perspectives on the interaction between black students and HUPD.

Their comments focused on HUPD's response to the 2007 Quad Event described above. (See Part IV.B). The representatives explained that the students on the Quad, many of whom were wearing Harvard gear, saw two HUPD officers on motorcycles circle the Quad. Some students observed that the situation appeared awkward for the officers, who seemed to realize that the students were members of the Harvard community, but yet had to respond. Several group leaders moved forward to speak with the officers, who asked the students whether they had permission to use the Quad. After the group leaders explained that they had permission to be there, the officers left.

The black students' reactions to the Quad Event were insightful about the dynamics that occur when HUPD is called. In recalling the entire chain of events around this incident, the student leaders understood that the officers were responding to a third-party complaint about the groups' activities. However, they articulated frustration because they have perceived a general sentiment that "when black people gather, people feel the need to call the cops." These representatives also expressed concern that those members of the Harvard community exchanging emails on the Quad listserv presumed that the gathering could not have been comprised of Harvard students because the assembly was entirely African-American. Following the Quad Event, the black students organized the "I Am Harvard" campaign.

In addition to the Quad Event, the BMF representative related that some members of his organization have had other negative interactions with HUPD. For example, the Vice President of the BMF was stopped by HUPD outside of the CVS in Harvard Square, and his backpack was searched. This student felt that if he had been white, he would not have been stopped. Other students told similar stories during the "I Am Harvard" campaign. The BMF representative noted that these students had not previously complained about the incidents because they are not aware of any channel for registering these kinds of complaints or do not bother to complain because they do not believe that anything will change if they do complain.

The BMF/BSA representatives also said that black student organizations have been told that they need to hire four HUPD officers for parties on campus, while other student organizations have only been required to hire two officers for campus parties. Feelings ran high on this point. The Committee addresses this issue further in its recommendations section below.

C. Input from Dr. Counter, Director of the Harvard Foundation

In 1981, the President and Deans of Harvard University established the Harvard Foundation for Intercultural and Race Relations. Its mission is “to improve intercultural understanding through scholarly programs and cultural celebrations, and to recognize the contributions of both national and international figures whose works and deeds have served to improve the quality of our collective life.” The Harvard Foundation is governed by an Advisory Committee composed of faculty, administrators, and elected student leaders of all cultural and racial backgrounds. Dr. S. Allen Counter, one of the constituents with whom the Committee met as part of its inquiry, is the Director of the Harvard Foundation.³

Dr. Counter identified the need for HUPD to understand that policing a university is very different than policing a municipality. He cited the need for police officers to be more focused and trained in the following substantive areas: the hidden biases that might govern their actions; the experiences and perceptions of racial and ethnic groups with law enforcement authorities before arriving at Harvard University; and the development of relationships with members of the Harvard community that will enable the officers to make better informed decisions about who poses a threat to the safety of individuals and the larger Harvard community.

³ The Harvard Foundation sponsors a variety of educational programs and projects, featuring national and international leaders. The Harvard Foundation also sponsors Cultural Rhythms, an annual festival that celebrates Harvard’s cultural and ethnic diversity through performances by twenty student organizations. Among other awards ceremonies, the Harvard Foundation presents annual awards to students who have made significant contributions to intercultural and interracial understanding and harmony at Harvard College.

D. Input From the Association of Black Faculty, Fellows and Administrators

Members of the Committee and staff met with approximately thirty-five members of the Harvard University Association of Black Faculty, Administrators, and Fellows (“ABFAF”). At the outset, the sentiment was expressed that the broader society we live in is racist, that Harvard, unavoidably, is a part of that society, and that the University must be more cognizant of and responsive to this issue. Some felt that complaints of intolerance or stereotyping were not properly handled by the University. The three incidents discussed earlier in this report were cited as illustrative examples of this issue and ABFAF members believe there are other negative encounters on campus that do not get reported. One attendee stated the view that some police officers might use skin color as “a proxy for criminality.”

The ABFAF members noted that they lacked confidence that HUPD is currently equipped to respond adequately to complaints about issues involving racial intolerance or stereotyping because there does not appear to be a structure or network in place to do so. This was contrasted with what appears to be a well-developed structure for handling sexual harassment and domestic violence issues. The ABFAF would like to see a better system in place to ensure that the University and HUPD respond appropriately when events occur that raise concerns about stereotyping or intolerance.

The overall perception of the ABFAF members was that HUPD officers are positive and helpful when they respond in a reactive role (responding to a crime call or request for assistance), but that they would like to see proactive efforts by the HUPD officers to get to know the University community members. ABFAF members would like to see more responsiveness from HUPD when concerns are raised about race. A specific request that generated some support among meeting participants was the creation of a structure or office that would be the recipient of complaints about police conduct. Many acknowledged that, other than calling Chief Riley, they would not know to whom to direct any concerns they might have. Several commended the creation of a HUPD position of Diversity and Community Liaison Officer as

well-intended, but perhaps not well thought out or designed. The creation of this position came with no pay or grade change, job description, or formal announcement. The sentiment was that the creation of this position was a positive first step, but that the position must be significantly expanded.

Another recommendation of the ABFAF was that HUPD create mechanisms to promote transparency and accountability so the Harvard community will know that valid concerns are addressed and resolved appropriately. The members also noted some inconsistency by HUPD in its follow-up efforts. On some occasions, when a concern was raised, the HUPD Police Chief responded directly and personally. On other occasions, messages or complaints to HUPD went unanswered or there was little follow-up. An example given was when HUPD did not respond to student complaints about a safety video that portrayed the sole black person within the video as a “suspect” wearing baggy pants.

Meeting participants also emphasized that HUPD should better execute its community policing principles. Members wanted HUPD to have a more visible and active presence in the Harvard community, interacting with students (*e.g.*, at meals, greetings as they walk through campus, during study breaks), and to use security guards as “bridges” to get to know the faculty and students within their respective geographic area. The ABFAF members acknowledged, however, that they themselves are “extremely busy” so it makes meetings with HUPD officers difficult. One ABFAF member noted that she, like the HUPD officers, had experienced situations where she sought to sit down with employees and members of the community at meals in the Kennedy School only to have the individuals leave when she has approached them. Her advice was to just keep trying.

E. Input from the Council of Deans of Students

Members of the Committee and its staff met with members of the Harvard University Council of Deans of Students to discuss the Committee’s charge and HUPD’s engagement and

relationship with faculty, students, and staff. The Council of Deans of Students is comprised of representatives from the Schools of Arts & Sciences, Divinity, Education, Public Health, Medicine, Design, Law, Business, Dental and Continuing Education. Some of the Deans stated that, at times, HUPD was insensitive to the minority community and engaged minority students as if they did not belong on campus. The Deans did recognize that HUPD often responds to calls made by other members of the Harvard community based on those members' own subjective biases. The Deans also pointed to a HUPD training video in which the only African-American depicted was cast in a negative and stereotypical role. Although it was not suggested that this was intentional or reflected "ill will," it did reflect racial insensitivity. The Deans had a largely positive impression of HUPD based on their "one-on-one" experiences with the Department and personal observations, including HUPD's interactions with the many international and diverse students at the Extension School.

There was significant commonality of opinion about opportunities to improve HUPD's relationship with members of the Harvard community. First, the Deans agreed that HUPD should strive for a "three-dimensional identity" with members of the community by expanding beyond the traditional enforcement role. This would create opportunities for better communication and reciprocity between HUPD and members of the community.

Second, the Deans suggested training to inform the members of the University community of what it can expect in the event of a stop by a HUPD officer, including, for example, the circumstances under which police will ask for identification, the kinds of questions that police ask when investigating a crime, what tactics they will use when crime increases in a particular area, and how a security alert will impact members of the Harvard community.

The Deans generally agreed that policing students in a university setting can be difficult at times because students often have a negative reaction to authority. Many of the Deans were of the opinion that students, even when under the influence of alcohol (a contributing factor to many incidents that require a law enforcement response) would have a more restrained response

to police intervention if they had a comfort level with police from other types of non-enforcement exposure.

F. Input from the Harvard University Police Department

1. Input from HUPD Senior Staff

The Committee members and staff met with the HUPD Chief of Police and senior command staff, including during one of the Committee's regular meetings and at HUPD headquarters. The Committee Chair and his staff also met with and had several telephone conversations with HUPD senior staff. At these meetings and during the telephone discussions, the Committee obtained background information on a variety of issues, including the history of the HUPD under the current Chief, HUPD recruitment and training programs, HUPD interactions with the community, and HUPD's community outreach and policing initiatives. This information is discussed in detail in Part VI above so will not be repeated here.

The senior HUPD officers noted that a principal tenet of the department is that "the officers are at Harvard to *protect* the community, not to *police* it." The HUPD administrators' goal for their officers is that the officers provide an environment in which students can study, faculty can teach and conduct research, and both persons and property are secure. Beginning with officer recruitment and continuing through training and daily work, the police force is reminded that Harvard is not a typical community and that officers cannot react with the type of law enforcement approach that might be effective and expected in a town or city. The HUPD officers are expected to fit within the community and interact with it. To do so, all officers are expected to be able -- and willing -- to develop relationships with and to explain their actions to all members of the community. The officers are trained to understand that much of the Harvard community is comprised of young men and women -- college students -- who will make mistakes. The officers must recognize this fact and exercise good judgment, discretion, restraint, and tolerance when students make mistakes.

The senior staff also expressed their concern that charges had been made publicly that the HUPD practiced “racial profiling” in its operations and acted unfairly towards minority members of the Harvard community and those who visited the Harvard campus. From their point of view, this was a serious charge. As one member put it, it was like the death sentence for a police department to be accused of such a thing. It offended the most fundamental values to which they were committed, and degraded the work they had done to make HUPD the kind of department of which they and the wider Harvard community could be proud. Even worse, these charges seemed to be made without credible evidence. And once made, no one defended HUPD from the charge. They were bitterly disappointed that they were left to defend themselves when they thought they had worked so hard to build the HUPD that the community wanted. They hoped that the report that was being prepared would try to ascertain the facts not only of the particular incidents, but also more generally of what they were doing to create an excellent police department, and, if warranted, would help them communicate the facts about their operations to the wider community.

Regarding communications with the Harvard community, the HUPD senior staff noted that the Police Chief receives many emails from the Harvard community and has an “open door” policy to community members. Any member of the Harvard community who needs to speak with the Chief or a member of the senior staff can do so. This is an assertion that the Committee members and staff had confirmed in its various meetings with faculty and administrators in the community, who observed that whenever they had a safety issue or an issue with an officer, they could and did contact the Chief directly to get the issues resolved.

The senior staff also noted proactive efforts the police department has taken. For example, when there is an increase in crime in a particular area on or near campus, the HUPD has implemented immediate community advisories to notify the relevant Harvard communities and to meet with any relevant community groups. Similarly, with regard to the bike lock incident in August 2008, the HUPD took active steps to prevent a recurrence. One factor that

complicated that encounter was the lack of Harvard identification cards for youth participating in the summer youth employment program on the Harvard campus. After that incident, the HUPD established a system to ensure that, in the future, all participating middle and high school students will receive Harvard identification cards. In addition, HUPD plans to set up events, such as barbeques, to introduce summer program participants to the HUPD officers assigned to the relevant geographic areas of the University.

2. Input from HUPD Officers and Sergeants

The Committee members and staff met with line officers and sergeants of HUPD on two occasions and on a third occasion with the elected union leadership of the HUPD officers. In all, the committee received input from about twenty-four HUPD officers and sergeants. Several officers expressed appreciation for the opportunity to offer suggestions and stated that officers would like more opportunities to provide feedback to the department. The input from the three meetings is aggregated below.

One officer noted that cultural differences between HUPD officers and the diverse student body posed a challenge for HUPD officers and explained that, when many HUPD officers first start working at HUPD, they have never been exposed to different cultures and/or come from cities/towns that are not very diverse. By contrast, Harvard has a large number of people from all over the world. HUPD officers do not receive training in such broad cultural diversity, which could include, for example, that some community members come from very different cultures that may have very negative views of the police. One officer suggested that it would be helpful to learn about the cultural diversity and the different perspectives of different cultures by bringing in speakers to discuss these topics.

HUPD officers also noted that, at the police academy, they are trained to be police officers who enforce the law generally. They are not trained in how policing works in a university setting such as at Harvard, which is very different. When they come from academy

training, they do not have “decompression” time or transition training before they start work at Harvard. Learning about university policing occurs only by on-the-job training and informal mentoring.

Another officer noted that HUPD often takes the brunt of even unfounded allegations of stereotyping or intolerance, often with no support from the University or the Administration at large. The Quad incident was used as an illustration. HUPD was required to respond because it had received a report from a Harvard community member that there were people on the Quad making noise who did not belong at Harvard. HUPD officers arrived at the Quad, confirmed the students’ right to be there, and left. Afterwards, there was much criticism of HUPD that the officers did not believe was justified based on the complaint and their actions. This criticism included a full page ad by a prominent Harvard professor equating HUPD’s actions with apartheid tactics. Officers felt that this assertion was unwarranted, unfounded, very divisive to the Harvard community, and caused significant damage to HUPD’s morale and trust of the Harvard community. The officers explained that no University faculty member or anyone from the Administration spoke up for HUPD or against this widely publicized and unfounded assertion, leaving the impression that this characterization was the University’s view of the matter.

Another observation was that, when divisive racial incidents occur, there is a need for an open meeting near in time to the incident so that it can be immediately addressed and resolved at that time. Allowing events to linger for years, and for perceptions to evolve as they are filtered over time, is not productive and often leads to inaccuracies and more divisiveness. Two officers who attended the larger Committee meeting with students, faculty, and administrators (described below) observed that such a meeting close in time to any divisive incident on campus would be very useful and provide all the community members with a forum in which to have a productive dialogue that can address difficult issues of race and prejudice. Such a forum can also facilitate

communication that enables all parties to clarify facts and/or to understand the different perspectives that various community members may have of the same incident.

Another observation was that the Harvard community needs to understand that not all allegations of prejudice are truthful or accurate; some may be true while others may simply be false, prompted by some ulterior motive of the person alleging police bias in order to escape or shift blame for wrongdoing. Others, such as those that arise out of police stops may result from the subject's perception of the stop when he or she does not have the full information possessed by the officer.

Another observation was that HUPD officers enjoy being police officers at Harvard, enjoy the diversity of the community, and take very seriously their responsibilities to protect the community. The officers would welcome ways to interact more with the members of the Harvard community. The difficult part is finding the time and the avenues through which to have productive interactions.

The officers acknowledged that the mission of HUPD is to protect students and members of the community, and that HUPD seeks to achieve this mission while being sensitive to diversity. The officers also discussed the danger of actual or perceived bias in the actions of HUPD officers, and the risk of harm to HUPD's relationship with community members. Continuously balancing this mission and sensitivity is complicated because the officers daily encounter all manner of events and individuals in the open campus and its surroundings. In order to protect the community, the officers must act based on their observations, training, and their judgment. They do not have unlimited time to assess all facets of each situation or encounter, or how others might perceive or interpret whatever action the officers take. The presence or effects of alcohol can further complicate the officers' efforts when they have to deal with students, individually or in groups, who are under the influence of alcohol. The officers observed that student drinking generally appears to be increasing and is a problem the police consider significant.

Another officer observed that there is a need for the few HUPD “old-timers” to help the younger officers better understand the complexity of policing in the University community. As the Department gets younger, the new sergeants have to learn for themselves because there is no supervisory level between sergeants and the command staff. More experienced officers can help younger officers learn “who’s who” on campus. It takes time to learn this. HUPD officers can get to know their community by getting out of their cars and walking in and around the buildings. One officer noted that, at present, when officers first walk into a building, people are apprehensive and wonder whether an incident occurred. If the visits are more frequent, the officers will become familiar to the students, who will become more comfortable with the officers.

The officers agreed that open communication between HUPD and the Harvard community is key. One officer noted that HUPD needs more communication *from* Harvard groups to HUPD to better inform the department about activities that will influence departmental allocation of resources and other services. One officer described an effort by a group within the business school that provided homeless people with access cards to enter the business school and use computers. HUPD was not informed about this program ahead of time and officers noticed a number of people entering and leaving the business school who did not appear to belong there. Further, during the program, a computer was stolen. The officers noted that there are many other University programs like this that challenge HUPD’s ability to identify whether certain groups have been invited on campus and whether their presence in buildings is something of which it should take note. They suggested that if a Harvard group is going to run such a program, that group should give the police department advance notice so it can be better prepared, which will result in better interactions between officers and campus invitees. A second example involved a filming on campus of which HUPD was not informed. During that filming, HUPD received a call about a sniper in a window and responded as trained, before learning when they arrived at the scene that the “sniper” was part of the film. The situation could have turned out very badly.

Officers also identified some factors that make their job more difficult. One is that some faculty expect that all the HUPD officers will know who they are, which is unrealistic in a community of Harvard's size, particularly given that many officers are assigned to specific geographic areas and so do not become familiar with faculty or students in other areas. A second is that some students and faculty do not treat HUPD officers as real law enforcement officers and can be disrespectful. A third factor is that the officers have found that they often must do a lot of explaining to those with whom they interact -- explaining why they are being stopped, what the call was, etc. This is effective on the one hand in terms of building relationships and trust with the community, but, on the other hand, it can often slow down the investigative process and the ability of the police officers to accomplish their duty to protect as quickly as needed.

One officer observed, while many others nodded in agreement, that the job of HUPD officers is very difficult and complex because HUPD officers "wear many different hats - counselor, parent, and law enforcement officer" over the course of their daily shifts. Regarding the difficulty of policing at Harvard, another officer observed that there were "a lot of outstanding state and municipal police who couldn't make it as an HUPD officer."

3. Suggested Improvements

The HUPD officers offered several suggestions to improve police-community relations by creating an expectation of "mutual respect" among police, faculty, students and staff. The police identified some specific ways this institutional effort could be undertaken:

- Send information to incoming students and their parents *before they arrive for orientation* about what the police do, what they are looking for, and what to expect in a police encounter, which would help HUPD do its job better and give the students a perspective on police activity that may have a positive effect on police-student encounters and perceptions of the police. By the time

they arrive on campus, new students are overwhelmed with information and HUPD materials distributed at that time are easily overlooked.

- Give the police a more meaningful role at freshman orientation. HUPD does not currently have a role that permits the officers to address the students and their parents personally and directly.
- Have HUPD's role continuously reinforced by non-law enforcement administrators within the Harvard community.
- Have the University administrators institute a requirement that House Masters and Residential Deans meet with HUPD Team Leaders on a weekly or bi-weekly basis. The consensus among police participants was that this is a good device to obtain information and reinforce HUPD's crime prevention and collaborative roles on campus.
- Provide HUPD with more substantial problem-solving and diversity training. One officer, in a later discussion, stressed the need for HUPD to provide "non-bias" training to its officers.
- Find more effective ways to recruit under-represented minorities. For example, one officer stated that recruiting people who spoke more of the languages spoken by international students should be a priority.
- Find regular ways for the police to speak with and to members of the Harvard community that highlights their contributions and affirms their commitment to providing security without compromising Harvard's values.

G. Summary of Joint Meeting Between Harvard University Students, Faculty, Administrators and Police

Towards the end of its review, Committee members and staff met with about twenty or more unofficial representatives of the Harvard community, including students, police officers, House Masters, and faculty. This group sat together for two and one-half hours to discuss the dynamics of police-community relations at Harvard, including: the challenges to creating a reciprocal relationship or partnership between police and community; the strengths of the relationships between police and community; and the common goals that police and community would pursue going forward to enhance the relations between HUPD and the broader community.

During this exchange, the Quad incident again emerged as a touchstone for examining many aspects of the police/community tensions at Harvard. Race, respect, communication, accountability, and establishing a deeper affinity between members of the Harvard community who do not regularly interact with each other all emerged as worthy of regular dialogue and attention across structural and social lines. The Quad incident enabled group members to focus on perceptions of black students among certain community members that led to the call precipitating the police response, why black students at Harvard sometimes view the police with apprehension or skepticism, how difficult it is for police to earn the trust of all members of the community, and how members of the police and community have earned each other's trust in circumstances different from the Quad incident.

Based on this meeting, the Committee can report that the sentiment among most participants is that there is ample opportunity to bring the police and community together to build upon two critical tenets of HUPD community policing philosophy as articulated in the COPS Plan. The first one is that

“HUPD determines policing priorities in partnership with the community.

Because safety and security is a shared responsibility, the HUPD encourages

students, faculty, and staff to take an active role in maintaining their own safety and the security of others.”

The second tenet is that

“Community outreach is an integral component and guiding principle of the Department’s commitment to community-oriented problem solving by providing students, faculty, and staff direction and steps they can take to maintain their own safety and the security of others.”

The participants in this discussion all agreed that actualizing the themes identified above would take hard and sustained work, and that the pursuit of a reciprocal or partnership relationship between the community and police would require adherence to the following guiding principles:

- **Mutual Respect.** This theme is meant to convey that police and community members will treat each other in a way gives proper deference to their rights to work and access the campus; in the case of police officers, the community owes them respect for their role as “protectors” of the community and the safety that enables people to enjoy the benefits of an open campus.
- **Reciprocal and Regular Communication.** This element of police community relations was vigorously ratified as one of the key pursuits that all members of the community could and should improve upon going forward. The lively discussion of the Quad incident was so illuminating about deeply held beliefs and concerns of community members that one police officer expressed a wish for an opportunity to have had the conversation much closer in time to the actual incident; his view was affirmed by many others in the room. HUPD and the community could also use these lines of communication to address more urgent issues as they arise.
- **Publicity and Appreciation.** Police and community members in the discussion group expressed frustration that the “good work” of HUPD does not get published or

celebrated. In that regard, people identified good and ongoing examples of HUPD officers who have forged relationships with Harvard Houses and other organizations. If the community was aware of these examples, they could serve as models for additional relationships and help create a broader identity for HUPD officers.

- **Professionalism.** Some of the black students participating in the discussion expressed resentment at the difference between the way white HUPD officers approach and speak with them compared to the way white students are approached. HUPD officers acknowledged that any disparity based upon race alone was wrong. Group members called for a set of principles governing police stops that could be published, thereby giving every member of the community the same expectation about what to expect when stopped by an HUPD officer.
- **Approachability.** Almost all members of the discussion group agreed that police uniforms, including sidearms, can inhibit students from approaching HUPD officers at meals and in other informal situations. This inhibition, in turn, can be an obstacle to informal communications and the formation of relationships through efforts such as at House meals, sports events, social gatherings, and casual settings. There is no obvious solution to this except that the community look for opportunities or events that would enable students to interact with HUPD officers when they are not in uniform or are in a modified uniform. For example, for some police trainings and other events in the community, officers reported that they attend in civilian clothes and report that doing so facilitates their interaction with the community, particularly the students.

Of course, in addition to looking for such out-of-uniform opportunities, we would encourage members of the Harvard community to find opportunities to approach HUPD officers when they are in uniform, which symbolizes both their willingness to

protect the Harvard community as well as the fact that they are an integral part of the community.

- **Common Expectations.** All community members must understand that University safety and order require a certain amount of inconvenience, and even some level of embarrassment, simply by virtue of being involved in some manner in an interaction with or intervention by police who are investigating a matter or enforcing a law. The police cannot keep the community safe without making well-founded decisions to question members of the community about what they have seen, whether they have University identification, and other inquiries that might be relevant given the situation. During these interactions, all University members must treat the police, who are performing their important duties, with the same level of respect that they expect from the police.

The Committee was struck at this meeting by how much common ground there exists between the HUPD officers and other members of the Harvard community. All agreed on how the issues of respect, trust, communication, and fairness played a role in shaping effective relationships. Where there were preexisting relationships between officers and members of the community, or where there were open lines of communication, potentially divisive situations could be resolved.

H. Input from House Masters and Freshman Dean

The Committee met with House Masters on two occasions, one of which also included the Freshman Dean. The Committee sought input from these key administrators because they are responsible for the oversight and management of their respective dormitories and bring a valuable and long-term perspective to the interactions they have observed between HUPD and the students and House Tutors. In their positions, the House Masters have significant and direct contact with both students and HUPD.

Without exception, the House Masters commended the professionalism of HUPD officers in their interactions with students. House Masters described their interactions with the HUPD officers as “wonderful experiences” and noted how “patient and compassionate” the officers were with students even under trying circumstances. Several expressed the same sentiment the Committee heard from members of the Council of Deans of Students, namely, that HUPD officers show substantial tact and restraint in their interactions with students, not arresting them even when House Masters saw conduct that would justify arrest, and arresting students only for the most extreme conduct. As to Chief Riley, several House Masters noted that he is approachable and has shown “extraordinary responsiveness” to them; they are confident that they can contact him to resolve issues that arise.

Consistent with other Harvard constituents, the House Masters also identified opportunities that exist to improve police-community relations. For example, the police should be a consistent presence at House functions, which would diminish the anxiety created when police appear for any purpose. One House Master described how police presence at an academic fair to register bikes and computers was completely misunderstood by students, who questioned why the police were present at an academic event. The House Master was surprised by this reaction and explained the important function HUPD was serving, including the importance to the students of registering their bicycles and computers. The House Masters generally agreed that “students don’t generally know that police can be involved in positive things” because most HUPD officers have only a one dimensional (law enforcement) identity on campus. The House Masters suggested the need for more integration of HUPD officers into the activities of the Houses.

Almost unanimously, the House Masters agreed that the sub-stations are under-utilized assets for giving officers increased visibility and opportunities to interact with their communities, particularly under the community policing model. Most HUPD officers do not have a visible presence at the sub-stations, and, if present, tend to stay inside for a short period of time and then

depart. The House Masters suggest that the police have a more substantial (in numbers) and longer duration in the areas that have sub-stations and that they use these facilities as bases from which to interact with the surrounding community.

The House Masters stated that there are numerous other opportunities for HUPD police to increase visibility and build positive relationships with the student community: intramurals and meals were the most readily identifiable opportunities. While acknowledging that some officers use these occasions to develop rapport with students, the House Masters felt that there is substantial opportunity to increase the frequency of these opportunities.

The House Masters all knew one or two HUPD officers who embodied an entrepreneurial, problem-solving approach to policing. They cited these officers as “role models” for other officers and suggested that HUPD needs to find ways to “mentor this attitude.”

The House Masters had a number of other suggestions. One was for HUPD officers to develop close contacts with security guards in the Houses because the guards are often very well known and well-liked by the students, and they know the students and other members of the community as well as anyone. Another was for the HUPD officers to “flood the Yard” on freshmen move-in day to send the message to the incoming students that they are there to welcome them and make a positive, non-law-enforcement impression that would be lasting. Another idea to facilitate interaction at meals and other student activities was to designate one or more student liaisons in each House who would introduce officers to students. It was also suggested that the HUPD develop a “semi-uniform” to eliminate the barrier that the full police uniform sometimes raises and to ease interactions between students and HUPD officers. Some House Masters also suggested that the police department consider employing a “Facebook” tool to enable the University community to know and interact with the police, but noted that a similar earlier effort was halted.

I. Input From Members of the Black Law Students Association

Committee staff interviewed two black students from the Harvard Black Law Students Association (“BLSA”), who shared several observations about HUPD. One was to commend the manner in which HUPD phrased its crime alerts to avoid descriptions of suspects that are so general as to be meaningless because they could apply to too many students on campus. Another was to request a more visible HUPD presence, particularly around the law school at night given concerns by expressed by female law students about not feeling safe. One of the students also reported that he has walked around the Harvard campus at 2:00 a.m. and 3:00 a.m. and has never been stopped by HUPD and he has never felt like he has been stereotyped by HUPD. More generally, it was recommended that HUPD sponsor various events with minority student organizations, such as visits to BLSA meetings to discuss campus safety tips. Any efforts by HUPD to associate with minority student groups would help eliminate perceived barriers between students of color and HUPD, and would strengthen the belief that HUPD is there to protect them as part of the Harvard community. Another suggestion was for HUPD to make presentations to law students either during orientation or early in the school year to introduce HUPD and to provide information about resources available to students through HUPD. A common way for groups to disseminate information on campus is through fliers posted on the dorm room doors; HUPD might consider taking advantage of this opportunity to distribute a HUPD flier to students. Communication between HUPD and the community is key, and the more information students receive from HUPD about its mission the better.

IX. COMMITTEE OBSERVATIONS AND RECOMMENDATIONS

From the Committee’s perspective, achieving the goal of a welcoming, safe, and open environment has three primary elements. First, it requires recognition of certain core principles that must guide the community’s efforts. These core principles are: (1) that the creation of the desired environment is a responsibility shared by all members of the Harvard community; (2) that this shared responsibility includes both individual and joint tasks that specific community

members must perform; (3) that all members of the community -- including students in their interactions with HUPD officers -- must treat each other with respect; (4) that there be transparency and accountability both with regard to HUPD and with regard to the other members of the Harvard community to ensure that they fulfill their shared responsibilities; and (5) that the Harvard community and HUPD recognize and develop the three-dimensional identities of HUPD officers reflective of their community policing objective, which extends far beyond the single dimension of law enforcement.

Second, achieving the goal of a welcoming, safe, and open environment requires the establishment of new structures, or refinement of existing ones, to measure, monitor, facilitate, and promote progress. These structural changes include: (1) creation of a University-wide public safety advisory committee; (2) implementation of an “account management” structure at HUPD to identify, develop, and maintain communication with key Harvard community constituencies; (3) expansion of the position/office of HUPD Diversity and Community Liaison Officer; and (4) the creation of a public safety ombudsman function.

Third, achieving the goal of a welcoming, safe, and open environment requires that concrete action be taken on specific opportunities -- small and large -- to move the University toward its ultimate goal. A number of examples are discussed in more detail below, but range from very small steps, such as the distribution of business cards by HUPD officers, to ones that require more planning (such as bias or diversity training), to much larger steps that require sustained initiative and follow-up, such as instituting formalized requirements for student leaders and administrators to achieve the common goal.

The Committee’s observations and recommendations in these three areas are organized separately, and discussed in more detail, in Sections A, B, and C below.

A. Guiding Principles

1. Creating a Welcoming, Safe, and Open Environment is a Shared Responsibility

During the Committee's work, the most prominent theme cited by faculty, administrators, police, and students, and affirmed by the visits to Penn and Brown, was the need for constant communication and interaction between campus police, constituent groups and individuals in the University community. Because the University community is not static (nearly 25% of the undergraduate student population turns over every year) and is neither homogenous nor strictly bounded (visitors freely enter and exit the campus), the University community cannot assume that the process of developing an open and secure environment can be achieved simply by creating sharp boundaries of membership and duty. Rather, the University must manage relations within its community by example and by gently setting and enforcing reliable standards that are visible and reliable to all community members. Although the police play a paramount role in helping create and sustain this vision, other parts of the University community must also make it their purposeful work if the vision is to be achieved. The achievement of a welcoming, safe, and open environment is the shared responsibility of all parts of the community, each of which has its own individual and joint responsibilities.

Finding the best way for the community to accomplish this goal is never easy. And, importantly, it is never over. Particular incidents will occur that challenge individual and shared conceptions about the nature of "community," and how we might best re-organize ourselves to strengthen the best and handicap the worst of our human tendencies. Clear and shared expectations about what members of the Harvard community can expect from HUPD and, conversely, what HUPD can expect from the Harvard community, increase the likelihood of positive interactions between the police and members of the community. These shared expectations are important for creating the necessary "partnering" relationship between HUPD and the community. They will increase the likelihood of respectful, and hopefully, positive

interactions between the police and members of the community because they will give all members of the community the ability to gauge their interactions objectively.

2. The Shared Responsibility Requires that All Members of the Harvard Community Fulfill Certain Individual and Joint Tasks

Different parts of the Harvard community have different primary responsibilities that fall within their areas of control and expertise. For example, as sworn law enforcement officers, HUPD cannot delegate their peace-keeping responsibilities to other members of the community. Similarly, faculty, House Masters, tutors, Deans and other administrators cannot cede to others, or fail to fulfill, their supervisory, disciplinary, and other responsibilities. Students, too, have responsibilities that include adherence to rules, and both communication and engagement with other parts of the Harvard community about matters that involve safety. Each group must fulfill its individual responsibilities. At the same time, because the overall responsibility is a shared one, each group also must provide what help it can to the other groups (HUPD in particular) so that those groups can achieve their individual responsibilities. This is each group's "joint responsibility." Only when the individual tasks are performed and the overall responsibility shared, can the University community achieve its goal of having a welcoming, safe, and open environment. These individual and joint responsibilities are illustrated below in the Committee's structural and other recommendations.

3. Mutual Respect and Civility are the Core Values to be Reflected in HUPD-Community Interactions

Responsibility for producing and sustaining a partnership between police and the community begins with a commitment between and among each member of the community to civility. This civility requires restraint, certain kinds of respectful vigilance, and a great deal of open communication.

When HUPD performs its law-enforcement functions, police officers have a right to expect that members of the community will treat officers with respect and civility in these interactions. Members of the community must be cooperative and forthcoming during

interactions with HUPD and be responsive and helpful to the police in the doing of their work.⁴ The community also has a right to expect that HUPD officers will act fairly, and treat diverse individuals in a fair, even-handed, sensitive, and unbiased way. HUPD cannot take its legitimacy for granted – either in general, or in particular encounters. It has to be earned. This may include additional communication and/or contact by HUPD if an officer is aware that a community member was upset about being stopped, the basis for being stopped, or the methods used by officers.

4. Transparency and Accountability

Understanding and trust are essential both to the environment that Harvard promotes and to effective community policing efforts, particularly in a university setting. If the University community does not understand what the police are doing and why they are doing it, or if the community does not believe that the department or its officers are accountable for their actions, success will be limited. To this end, the department must always remain accessible to inquiries from the community about its policing efforts (through the mechanisms discussed in the “Structures” section below), and must communicate its initiatives and actions to the community.

Similarly, HUPD must accept, investigate, and resolve all complaints received about officers or enforcement activities and be open (transparent) with the results, regardless of outcome (but without identifying individuals). There also must be internal HUPD accountability. At all levels, HUPD must require and ensure that its officers fulfill the requirements set out in the COPS Plan as well as those adopted based on this Committee’s recommendations or the University leadership’s direction.

⁴ As part of this expectation of civility and mutual respect, members of the community should expect that HUPD officials might bring matters of incivility to the attention of House Masters (in the case of undergraduate students) or appropriate supervisory authorities.

By the same token, the rest of the Harvard community must be accountable for fulfilling its responsibilities and in assisting HUPD to achieve its own so as to ensure that the University community achieves its shared goal.

5. Creation of a Three-Dimensional Identity for HUPD Officers

In the university setting in particular, police officers fill a role that is much broader than that of a mere enforcer of rules. As the officers themselves explained, they are protectors of the community and wear many hats at different times for the many different members of the community -- students in particular -- serving at times as teachers, helpers, and counselors. This is an identity the University should encourage. Engagements between HUPD officers and other community members have helped diminish the barriers between the community and the perception of police officers solely as one-dimensional “law enforcers.” Examples included intramural athletics, cookouts, dining-in meals in the Houses, presentations made to various student groups, and shared training opportunities that deploy the skills and aptitudes of all members of the community. Regarding trainings and attendance at student meetings, the Committee received several enthusiastic comments from students about trainings that they had received (*e.g.*, RAD classes) and the resulting positive interactions with officers. These students requested that HUPD hold more such trainings. Several other comments suggested that HUPD officers would be welcome at student group meetings to provide some specific training or simply to participate in question and answer sessions about HUPD’s work.

Every Harvard constituent with whom the Committee met affirmed these opportunities as positive engagements and worthy of repetition on a more routine basis. HUPD should continue to broaden the identity of the police department beyond its traditional enforcement role through continued and expanded involvement in such student activities. And HUPD should do so for all its officers, not just the entrepreneurial ones.⁵ Several HUPD officers raised the valid concern

⁵ Many Harvard constituents commended Chief Riley and certain individual officers for their proactive efforts with the community and their responsiveness when problems or questions arose.

about finding the time to engage in these activities during “off” hours given their family and other obligations. However, they were receptive to pursuing these activities if structured into their shifts.

As for the community’s obligations, HUPD’s involvement in these events should be introduced, facilitated or “bridged” by assigned student leaders, House Masters, tutors, or designated “student liaisons” for each residence hall. While recognizing that these individuals are already busy, the University administration will need to create an expectation that these “bridging” functions are essential elements of the administrative and leadership responsibilities that student leaders, House Masters, tutors and others carry out. It is through these kinds of activities that the officers’ three-dimensional identities can be developed through quality interactions that occur outside the formal “law enforcement” settings.

B. Structures

The Committee makes the following “structural” recommendations as a means through which to help the University achieve a welcoming, safe, and open environment. The structures consist both of concepts and positions or entities.

1. Creation of a University Safety Advisory Committee

The Committee believes that the University should institute a University Safety Advisory Committee (or some other appropriate name) as part of the University structure to consult with and advise, as needed, University leaders, HUPD, and the public safety ombudsman (discussed below). Again, this is not intended to be a complaint review board, but, rather, a committee of representatives from the University (*e.g.*, administrators, faculty, students, staff) whose role is to receive reports from HUPD and to work with and advise HUPD and University leaders in

However, a community policing model cannot be sustained through a handful of individual personalities. Rather, it requires an ethic and a structure that not only encourages, but requires accountability throughout the department.

achieving their mission.⁶ This new advisory committee can also serve as a sounding board for HUPD and help inform HUPD's decision-making as it relates to policies, initiatives, and strategies to fulfill the goal of preserving Harvard's open and secure campus. The Committee recommends that the University leadership consider adopting the following with regard to this committee:

- Appointments of representatives to this committee should be made with the clear understanding and commitment that such appointment carries with it the obligation to communicate to the committee the concerns of such representative's constituents and to report back to his/her constituents about HUPD activities and the performance of HUPD and other parts of the University community.
- The Safety Committee should meet quarterly (more frequently if there is a need to do so) with HUPD to discuss public safety issues, such as the recommendations discussed in this report, and to provide feedback to HUPD.
- The Safety Committee should receive data about incidents, police stops and other campus-based interventions, supported by police department analysis, in order to help develop strategies to improve safety on campus and articulate how HUPD is performing when communicating with its constituents.
- Neither the Safety Committee nor its individual members should have access to sensitive or confidential information/data that might compromise personal privacy or HUPD's enforcement or investigative functions.

⁶ The Committee understands that the University currently has an entity called the Harvard College Safety Committee, which was formed to create a "venue in which students and staff could discuss issues related to safety at Harvard." Although it reportedly includes representation from the student body, residential life staff, and deans and administrators from a variety of Harvard departments, the work of this committee is not well known. Indeed, during interviews with HUPD officers, officers stated that they did not know how often the committee met or what its function was.

2. Implementing the “Account Management” Model

The “account management” concept describes a relationship between HUPD and specific groups within the University community in which HUPD assigns to particular officers of all ranks the specific responsibility to develop and maintain relationships with designated members of the community, such as student groups (*e.g.*, student government, BLSA, BMF, ABHW), administrators/faculty (*e.g.*, Business School, Kennedy School, House Masters, tutors), and other groups (*e.g.*, the Harvard Foundation). Just as a regional manager for a corporation, or in municipal police departments - supervisory sergeants - are responsible for certain territories and the management of the relationships within them, the supervisory officer and those reporting to him would be measured by their efforts to serve and develop partnership and problem-solving relationships with “clients” or “constituents” within their “account” territory.

Establishing one or more liaisons between the police department and designated faculty, administrative, staff and student groups on campus has been very successful at other universities. The discussion earlier in this report of the liaison function implemented by the University of Pennsylvania Police Department provides a good illustration of this concept that Harvard can build on. The liaison function is contemplated as a means to help faculty, students and staff bring concerns and/or interests to patrol and other operational levels within the police department so as not to burden the HUPD Chief or the Diversity and Community Liaison Officer with every type of community concern.

The Committee embraces the idea of an “account management” model for a number of reasons. First, this model provides HUPD and the broader community with a clear means to fulfill the three goals already articulated in HUPD’s community policing philosophy:

- Consent from and partnership with the community as part of HUPD’s delivery of service;
- Identification of policing priorities in partnership with the community; and

- Commitment to community-oriented problem solving as a guiding principle of community policing.

Second, this model directly aligns with the tenet of a “shared responsibility.” HUPD has primary responsibility for one side of the account management. But a one-sided model cannot work: success requires that the other half of the account -- the student, faculty, or administrator group -- reciprocate and fulfill its part of the relationship. There also are administrative functions within the University that need to be matched to the “account management” model. Certain administrators are accountable for major functions within the institution. Particularly important are those who manage academic and financial functions, athletic and student affairs, public facilities, and those responsible for drawing people not affiliated with Harvard to the campus. Each of these individuals and departments need to be aligned with a HUPD officer or officers upon whom they can call and who can call upon them. Under this model, they all share joint responsibility for communicating about security issues and, if applicable, event planning, and anticipating and solving any potential problems under the “problem-solving” mandate of community policing. HUPD already reports that Team Leaders are currently assigned to specific community responsibilities and that there are monthly reports on services and meetings. The Committee’s recommendation here is to formalize this structure and enhance what exists to make it the regular and accountable practice on the part of all HUPD officers. Similarly, the University groups on the other side of the account must fulfill their responsibilities.

The Committee anticipates that HUPD and the University community would work together to determine how best to implement the account management model, including the identification of the “accounts” on which to focus. (The earlier section provides a very good list of a minimal set of accounts.) The accounts would not necessarily be static; they may evolve over time as circumstances change, events occur requiring shifts in focus, or as efforts to establish accounts are not reciprocated by HUPD or their counterparts within the University community.

3. Expansion of the Position/Office of HUPD Diversity and Community Liaison Officer

Because HUPD so recently created this position, there was limited data for the Committee to assess. It is clear, however, that this new role provides an opportunity for improving the relationship between HUPD and the Harvard community as it relates to race and diversity issues. But there is a common mistake that police departments make when they create a special position to take responsibility for a function that actually needs to be distributed across a whole organization. The person who is appointed to the position begins to think that he or she has direct operating responsibility for producing the desired results, and that it is only his or her work to do. Others in the organization, delighted that someone has taken that particular burden off their shoulders, often decide that they can do less of that work because there is now a special office for handling it. Sometimes that results in less rather than more attention to the problem that the office was designed to solve.

A different way to see this position is as a staff office that would be charged with the responsibility of building and operating the proposed account management system. The whole point of that system is to help ensure that the work of building working relationships with different elements of the Harvard community does not lie only in the hands of one administrative officer, but is instead distributed across the operational personnel who are in daily contact with the community. The accounts that are to be managed and kept in good repair are to be managed not directly by the Liaison Officer (it is not his or her work to do). Instead, they are to be managed by operational officers guided by the system that is created to focus their attention on the quality of the working relationships that have been created. The Liaison Officer supervises, directs, and reviews the work that is being done to support these relationships.

If this position is understood to be the place where the account management system is built and operated, this position/office at HUPD can be the start of an effective effort to ingrain the community policing philosophy within the department and University community. With the right staffing and technical assistance, HUPD can establish a more structured and accountable

community policing program that deploys police officers throughout the University, with an agenda for meetings, long and short term goals, touch points, relationship-building initiatives, and sufficient resources to facilitate dialogue and effective interaction between HUPD officers and the Harvard community.

For example, the Diversity and Community Liaison Officer could be given supervisory responsibility over the HUPD liaison function, including the authority to assign officers to specific groups to enhance the liaison functions, and to supervise/review the performance of the officers and their liaison function. Just as a regional manager for a corporation, or in municipal police departments - supervisory sergeants - are responsible for certain territories and the management of the relationships within them, the supervisory officer and those reporting to him would be measured by their efforts to serve and develop partnership and problem-solving relationships with “clients” or “constituents” within their “account” territory. Implemented and expanded by HUPD in this manner, this position/office can fill a central role to support aspects of the “account management” model discussed in the preceding section.

4. Creation of a Public Safety Ombudsman Function

The Committee believes that there should be a mechanism in place -- an ombudsman function -- to enable the University leadership to assess aspects of the relationship between the police and the community, including progress made under this report or any other public safety initiatives. The Committee recommends that the ombudsman not be a member of, or report to, the police department.

It does not appear to the Committee that the scope of the ombudsman’s work requires that a new position be created. Rather, its scope appears such that it could be added to the responsibilities of an existing position. The Committee recognizes that Harvard currently has a University Ombudsman. The role of “Public Safety Ombudsman” could be housed within the office of the University Ombudsman if it was given the appropriate resources and stature. The

Committee wants to be clear that the ombudsman function is not meant to be akin to a civilian complaint review board. The Committee does not recommend the creation of such a body.

The ombudsman should, in appropriate circumstances, provide a sounding board or review process for concerns or issues of significant importance that are raised by faculty, administrators, staff, students, and other members of the Harvard community. For example, from the moderated meeting that Committee members held with students, administrators, faculty and HUPD officers, we learned that many participants felt that, had a similar meeting taken place after the Quad Incident, perhaps the issue would have been better understood by other members of the Harvard community. Were such an event to occur in the future, an ombudsman could assess the need for such a meeting and make a recommendation in that regard. If such a meeting is warranted, he or she could also organize and run it.

Another function the ombudsman would fulfill is to review incidents or issues that may be contentious or that are of sufficient significance as to require resolution at a higher level within the University. The ombudsman could also be responsible, where warranted, for reviewing the resolution of investigations into complaints against HUPD, including, for example, where a complainant seeks further review. This function exists in different forms at other universities consulted by the Committee.

The concept of a police ombudsman is not a new one. Ombudsmen are in place in cities in the United States and overseas. The principal role of the ombudsman is to have a visible professional presence as an independent entity that ensures that the public has access to a credible party with ability to assess the police department's performance. The authority afforded to ombudsmen range depending on the circumstances and the determination of the appointing body. In some cases, an ombudsman may only review complaints and make recommendations to improve the delivery of police services. In others, the ombudsman has broad authority to make formal recommendations for improvement in the areas of police policy, practices, and training or even to investigate significant complaints of police misconduct. To PERF's knowledge, no

ombudsman system has been given the power to impose discipline. Ombudsman involvement in the disciplinary process ranges from making recommendations to requiring the police chief to document the reasons when discipline is not imposed. In some instances, the ombudsman's role is limited to accepting complaints and guiding complainants through the police investigative process, while in others the ombudsman is charged to act as a mediator between the police and the complainant.

With these considerations in mind, the creation of a University public safety ombudsman function would serve a number of purposes, all of which would reinforce Harvard's determination to provide a system of checks and balances in order to ensure that issues of accountability, transparency and fairness are addressed. The exact contours of this function would need to be determined by the University leadership, after consultation with appropriate Harvard constituents. The primary goal should be to provide credible accountability and review at the policy-making level. Thus, for example, the ombudsman might be given the discretion to investigate individual complaints, but only after all internal procedures have been exhausted and for the purposes of shedding light on general procedures and practices. We also recommend that the ombudsman prepare an annual report on his or her work, the performance of HUPD generally, and the progress not only of HUPD but of the other campus groups and administrators in fulfilling their shared responsibilities under the recommendations in this report and any other University initiatives.

C. Opportunities for Action

During the course of its work, community members brought to the Committee's attention many possible steps that could be taken toward the goal of creating a welcoming, safe, and open environment. Some were small steps, others large. Some were easier to implement than others. Some already exist or are already being implemented in some form or another. The Committee identifies below many of those suggestions, each of which presents opportunities for action. These are by no means exclusive, as there likely are many more good ideas on campus. These

actions are not necessarily ones that can be implemented right away or all at once. But they are opportunities for action that can move the University closer to its goal.

1. Encourage New Students to Become Effective Partners with HUPD from the Outset

HUPD Reference Literature. A significant opportunity exists for HUPD to reach out to new students by sending to them and their parents *before they arrive for orientation* a brochure that explains the shared responsibility and summarizes the key information about the services that HUPD provides, the resources available through HUPD (e.g., laptop and bicycle registrations, RAD, etc.), and what is expected from both sides in student-police interactions. This communication should be in summary form, to ensure that it is read by the parents and new students and so it can serve as a useful reference. It should contain the key contact information (telephone and website) for further information. Dissemination of this brochure will introduce HUPD to new students and their parents as they plan for the new student's arrival on campus, provide an understanding of the HUPD role, and, hopefully, lead to more interaction beginning on move-in day and with the orientation recommendations discussed below.

HUPD Visibility and Involvement at Orientation. The next significant opportunity to reach new students suggested to the Committee by students, administrators, and officers is to give HUPD officers a meaningful role during move-in day and new student orientation. At orientation, students should not be asked to rely simply on literature; instead, HUPD should be allowed to explain its protective role and the many services that it provides the community. Several black students who are now seniors commented that, during their freshman orientation, HUPD officers did role-playing trainings about police-student encounters that were very well received by the students and left them with favorable impressions of the HUPD officers. These trainings, however, were discontinued for unknown reasons.

Move-in Day. House Masters and students also recommended that HUPD officers be present to greet and help students during move-in day at the student Houses and in the Yard.

This is a prime opportunity for HUPD officers to establish favorable relationships with students and parents, distribute literature on the HUPD, and increase their visibility -- all in a non-enforcement setting. These partnership efforts could be facilitated by House Tutors and members of the House Committee.

2. Ensure that Certain Community Members -- Faculty, Administrators and Students -- Become Effective Partners with HUPD

An obstacle to building effective relationships is that everyone is very busy once the academic year gets underway. Nevertheless, all responsibilities for building and maintaining the liaison function cannot fairly fall on HUPD and the liaisons cannot succeed if there is no reciprocity or mutual effort. The liaison effort is a joint responsibility and all segments of the Harvard community must share the partnership. Some suggestions prompted by input received by the Committee are discussed below.

a. House Masters, Diversity Tutors, and Student Groups/Leaders

The University should formalize the responsibilities of these positions with regard to liaison/interaction with HUPD. The Committee suggests articulating a "menu" of doable events, meetings and discussions that House Masters can host or sponsor to promote the type of engagements, communications, and other activities aspired to in HUPD's COPS Plan and by members of the Harvard community.

The Committee suggests that outreach to HUPD be made a requirement of the leadership of the relevant student and faculty groups. For example, invitations to speak or present at student group meetings about various safety or policing issues would be an element of the students' part of the liaison function. The HUPD-community interaction that is desired requires reciprocity if it is to occur and be effective. In the past, HUPD has sought student assistance in diversity training, but students do not always show up. Similarly, HUPD has emailed student groups to set up meetings, but responses are rare. Perhaps there are more effective means of communication -- but the line of communication has to be opened to get the process started, and

the leaders of the student groups would be the appropriate ones to take on that responsibility. To meet the goals of increased communication and shared responsibility, students must make working with HUPD a priority.

b. Student Parties on Campus

An issue raised repeatedly during Committee discussions, and therefore worthy of the attention of the University community, was the perception that some student groups encounter more resistance or stringent terms when those groups host parties on campus. These perceptions revolve around the respective responsibilities of HUPD, student group leaders, and administrators (principally House Masters), in determining the number of police officers assigned to student parties. Strong feelings were expressed among some black and white students that parties hosted by African-American student groups are required to have larger police details than other student groups. The students' understanding of the reason for this varied. Some offered the neutral explanation that, given the smaller population of black students on campus, the black student organizations have a larger off-campus presence at their parties, which may require a larger detail. Other students were concerned that the fact that black student parties often required a larger detail was symptomatic of a greater lack of trust of minority students, which was distressing both in terms of stigma and in terms of the increased economic cost to the student groups.

The Committee was not charged to, and did not attempt to, investigate this specific issue in great depth or determine whether larger details are warranted. This issue, however, provides a useful illustration of the Committee's recommendations. Performing the police details themselves is a function clearly within the province of the HUPD. The determination of the proper size of that detail, however, and how that detail will interact with the student sponsors if issues arise at the party is not exclusively in HUPD's province. HUPD shares those decisions with the administrators and the sponsoring student groups. Operating under the "shared responsibility" tenet, all three groups have tasks to perform to ensure a safe event. All three

groups must work together to coordinate the party, including, for example, discussing specifics (e.g., anticipated size of the party, size and occupancy limit of the location, whether attendees are Harvard students or invitees, etc.). The discussion might also cover who from the student group will be responsible during the party to discuss with HUPD the details of any issues that arise (e.g., if the number of attendees grows too large). The Committee is not suggesting that a consensus must be reached among the groups on any specific issue. Certain decisions, such as those specific to security, must be made by those with the expertise, primarily HUPD. The administrators responsible for the location and the sponsoring student group, however, must participate in the planning because all three groups are responsible for achieving the safety goal.

Fairness and transparency can be further promoted at a higher level if the appropriate University department publishes criteria, quantitative and qualitative, to help students, faculty, administrators and HUPD objectively determine and explain the appropriate police presence for student-hosted events. Further, the leaders of the student groups expressed concern about the cost of the police details because it is the host student groups that must pay for them. In addition to the stigma noted above, the requirement of a larger detail has a real economic impact on the student groups, which is a factor the University should also review.

3. Training in Diversity Competency and Non-Bias Policing

HUPD's COPS Plan recognizes the tremendous diversity in the student body. Noting how diverse the community is, several HUPD officers told the Committee that they would welcome training on diversity competency so they can better understand the perspectives or experiences of diverse students. The University should provide the officers with the tools (training) that help them better serve, and such training should be conducted on an annual basis. Harvard is a dynamic environment and has the capability to provide officers with the competencies to appreciate the different perspectives that members of the Harvard student body may bring to encounters with the police as well as the internal -- and unintentional -- biases that HUPD officers and others may exhibit (or be perceived to exhibit) in various encounters. An

understanding of these perspectives will assist officers to better understand diverse members of the community and develop approaches that could make policing strategies more effective.

One historical reference point is useful here. Professor Charles Ogletree mentioned to the Committee a series of engagements facilitated by Professor Mahzarin Banaji, for a period of time after she joined Harvard in 2003. Professor Banaji is the Richard Clarke Cabot Professor of Social Ethics in the Department of Psychology and Carol K. Pforzheimer Professor at the Radcliffe Institute for Advanced Study. These sessions occurred in response to racially sensitive incidents during 1990's, and were described by Professor Ogletree as very useful in addressing concerns about police-community relations, especially with regard to Harvard's communities of color. Professor Ogletree described these sessions as effective and noted that "we did so well" that tensions abated and the University stopped them. Clearly, Harvard already has the talent and other assets to recreate and sustain similar engagements.

4. University-Focused Policing Training for New Officers

Responding to the comments discussed above that the police academy training has no university specific policing component, the University and HUPD should provide transition training for new officers after they graduate from the academy. Here, they can learn the "Harvard" community policing model through HUPD guidelines and department mentors (experienced HUPD officers). This training would educate the officers that the university policing is different in some significant ways from the law enforcement discipline taught at the police academy. Regarding guidelines, HUPD should develop its own learning objectives and requirements for new officers to demonstrate their proficiency in handling incidents, stops, arrests, and general public contact in accordance with HUPD expectations. These guidelines should be taught to all new officers when they start at HUPD and then highlighted and underscored with all HUPD staff on an ongoing basis as needed. More senior HUPD officers should serve as mentors to younger officers about the university policing differences.

5. University Identification and HUPD Business Cards

If it is not already the case, the University should consider implementing a policy that equalizes the expectations of every member of the Harvard community - police, staff, students and faculty - by requiring all members of the community to identify themselves and produce University identification if requested to do so by an officer. By implementing this as a universal requirement, the University can minimize the stigma of being asked for identification while assisting HUPD officers in fulfilling their responsibility to protect the community. If an individual believes that a request for identification was unwarranted, he or she can address that concern through subsequent action, such as a complaint to or inquiry of HUPD about the encounter.

Similarly, officers should be required to offer their HUPD business cards to anyone whom they stop or with whom they interact. These cards should contain their names and information on how to contact HUPD (telephone and e-mail), including to commend or to complain of a particular action or incident. These measures can assist in achieving the desired “common good” of campus safety and transparency while providing lines of communication to ensure that the desired goals are accomplished fairly.

6. Publicity About HUPD

HUPD expressed a reluctance to “toot its own horn” with regard to publicizing its achievements. This reluctance results in missed opportunities. By publicizing positive news about the department generally, as well as the accomplishments of its officers and its specific initiatives, HUPD helps educate the community about the varied nature of the services HUPD performs, the challenges it faces, and the ways in which it contributes to the broader Harvard community. This can provide the community with a much more complete understanding of, and appreciation for, the work that HUPD does for the community. Again, administrators, faculty, and students can assist in this effort when warranted, through word of mouth, compliments

communicated to HUPD, letters to the editor, etc. HUPD might also consider HUPD awards ceremonies, which other universities have found useful in educating their communities about the nature of their work, giving recognition when due, and bringing the larger community together in another non-enforcement setting.

7. Effective Use of HUPD Sub-Stations

HUPD should increase the prominence and utility of sub-stations on campus by staffing them for longer periods of time, using them as a base for broader interaction with students, and publishing office hours. One officer stated that, under the current mode of operation, it would be hard to know when the stations are being “manned” because the “blinds are closed.” The sub-stations could also be used to further HUPD’s efforts regarding account management.

8. Interaction with Security Guards

It was reported from several segments of the community that security guards have a very high level of familiarity with students and faculty given their long term and daily direct interactions with them. It was also reported that the security guards are very well liked by those in their Houses. Given the utility of this familiarity to the community policing function, HUPD officers should develop closer working relationships with the security guards. This would also facilitate the non-enforcement interactions with students and faculty as the security guards could assist in making introductions.

9. Obligation to Give HUPD Advance Notification

The University should require that HUPD be notified in advance when an event is to be held on campus of which the HUPD should be made aware (such as the business school homeless-survey program and the filming/sniper event discussed earlier). It is the responsibility of sponsoring student/group leaders, House Masters, tutors, faculty members, etc. (as appropriate depending on the event), to ensure that HUPD is notified.

10. Use of Surveys

The University can implement targeted and more consistent use of surveys that measure HUPD's professionalism, effectiveness in building relationships, and responsiveness within the Harvard community. This data may also aid in the design of additional HUPD initiatives.

11. Consultations with Similarly Situated Universities

As the Committee learned, Harvard is not unique among universities in seeking to address issues of diversity and develop effective policing and community partnerships. The same issues that have arisen at Harvard have also arisen in one form or another at other Ivy League universities. The Committee has included in this report some of the lessons learned from the generosity of those universities. Given the mutual benefit that could be gained from ongoing communications in this regard, the Committee also recommends that Harvard University and HUPD consider maintaining communication with their counterparts at other universities, perhaps even sponsoring (or rotating among the universities) an annual conference where the police departments and other University officials can discuss their respective efforts and lessons learned.

X. CONCLUSION

It is always a challenge for a police department and a community to balance the need for order and security with a sense of fairness and impartiality so that all perceive the effort as one that is not only effective in achieving the former, but does so in a just and unbiased manner. Harvard is not alone in addressing these issues. By commissioning the work of this Committee, and by addressing these issues so directly, Harvard University has demonstrated its reaffirmation and commitment to a community that values and respects fairness while at the same time seeking to ensure a safe and open environment. The opportunity and willingness are there for HUPD and the broader Harvard community to achieve its goal. By using the resources and initiative that already exist throughout the University, by implementing recommendations in this report, and by

treating the undertaking as a shared responsibility, it is the hope and expectation of this Committee that Harvard University will achieve its objective.

EXHIBIT A

HARVARD CONSTITUENCIES CONTACTED BY THE COMMITTEE

HARVARD COLLEGE STUDENT ORGANIZATIONS	
1.	Asian American Association
2.	Asian American Brotherhood
3.	Association of Black Harvard Women
4.	BOND (Building on Diversity)
5.	Chinese Students Association
6.	Fuerza
7.	Harvard African Students Association
8.	Harvard Asian-American Women's Association
9.	Harvard Bisexual, Gay, Lesbian, Transgender, and Supporters Alliance
10.	Harvard Black Men's Forum
11.	Harvard Black Students Association
12.	Harvard Caribbean Club
13.	Harvard College Jews, Arabs and Muslim Fellowship
14.	Harvard College Latino Men's Collective
15.	Harvard College LGBT Political Coalition
16.	Harvard Islamic Society
17.	Harvard Nigerian Student Association
18.	Harvard Organization for Latin America
19.	Harvard Persian Society
20.	Harvard Philippine Forum
21.	Harvard Radcliffe Asian American Association
22.	Harvard Radcliffe Asian Students Association
23.	Harvard-Radcliffe Christian Fellowship

HARVARD COLLEGE STUDENT ORGANIZATIONS	
24.	Harvard RAZA
25.	Harvard Society of Arab Students
26.	Harvard South Asian Association
27.	Harvard Taiwanese Cultural Society
28.	Harvard Undergraduate Columbian Association
29.	Harvard Undergraduate Council
30.	Harvard University Cuban American Undergraduate Assoc.
31.	Harvard Vietnamese Association
32.	Hillel Foundation
33.	Korean Students Association
34.	Latinas UNIDAS
35.	Native Americans at Harvard College
36.	Singapore, Indonesia and Malaysia Association
37.	South Asian Men's Collective
38.	The Harvard Foundation
39.	The Puerto Rican Students Organization

HARVARD LAW SCHOOL STUDENT ORGANIZATIONS	
40.	African Law Association
41.	APALSA Asian Pacific American Law Students Association
42.	Chinese American Law Students Association
43.	Harvard Asia Law Society
44.	Harvard Black Law Students Association
45.	Harvard Native American Law Student Association

HARVARD LAW SCHOOL STUDENT ORGANIZATIONS

46.	HLS Student Government
47.	Jewish Law Students Association
48.	Korean Association of Harvard Law
49.	La Alianza
50.	LAMBDA
51.	Middle Eastern Law Students Association
52.	Multiracial Law Students Association
53.	Muslim Law Students Association
54.	SALSA South Asian Law Students
55.	Ummah - Muslim
56.	Women's Law Association

GRADUATE SCHOOL OF ARTS AND SCIENCES (GSAS)

57.	GSAS Ethiopian Students at Harvard
58.	GSAS Graduate Islamic Society
59.	Harvard Chinese Students and Scholars Assoc.
60.	Harvard Graduate Council
61.	Harvard GSAS ALAAP: The South Asia Society
62.	Harvard GSAS Colombian Society
63.	Harvard GSAS Iranian Student Association
64.	Harvard GSAS Middle Eastern Cultural Association
65.	Harvard GSAS Singaporean and Malaysian Assoc.
66.	Harvard Korea Society
67.	Harvard Taiwanese Student Association

GRADUATE SCHOOL OF ARTS AND SCIENCES (GSAS)

68.	Jewish Graduate Students in the Arts and Sciences
69.	Lesbian, Bisexual and Gay Graduate Students Assoc.
70.	W.E.B. Du Bois Graduate Society

HARVARD GRADUATE SCHOOL OF DESIGN (GSD)

71.	Out Design
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HARVARD GRADUATE SCHOOL OF EDUCATION (GSE)

72.	ALANA (African, Latin, Asian, Native Americans and Affiliates)
73.	Alumni of Color Conference (AOCC)
74.	Asian Coalition
75.	Black Graduate Ministries
76.	Dean's Advisory Committee on Equity and Diversity
77.	Latin American/Caribbean Education Network
78.	PRIDE
79.	Student Government

HARVARD DIVISION OF CONTINUING EDUCATION (DCE)

80.	Harvard Extension Student Association
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HARVARD DIVINITY SCHOOL (HDS)

81.	Asian Student Association
82.	Harambee
83.	HDS Jewish Student Association

84.	Nuestra Voz
85.	Shura': Islamic Forum

HARVARD SCHOOL OF ENGINEERING AND APPLIED STUDIES (SEAS)	
86.	Graduate Student Life
87.	Harvard Graduate Women in Science and Engineering

HARVARD STAFF	
88.	Association of Black Faculty, Administrators and Fellows
89.	Committee on Concerns of Women
90.	Harvard Clerical and Technical Workers Union (HUCTW)
91.	GLBT Faculty and Staff Steering Committee
92.	W.E.B. Du Bois Institute

HARVARD BUSINESS SCHOOL (HBS)	
93.	African American Student Union
94.	Club Latinoamericano
95.	Islamic Society
96.	Jewish Students Association
97.	Latino Student Organization
98.	LGBT Student Association
99.	Middle East and North Africa Club
100.	Women's Student Association

HARVARD KENNEDY SCHOOL (HKS)	
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101.	African Diaspora Collaborative
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102.	ALANA
------	-------

103.	Diversity Committee
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OTHER GROUPS / INDIVIDUALS	
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104.	The Seneca
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105.	Strong Women Strong Girls
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EXHIBIT B

November 10, 2008

Via Electronic Mail

Dear :

As you may be aware, Harvard University President Drew Gilpin Faust has convened a committee to advise the University about campus policing issues that concern race and diversity. This committee reports to University Provost Steven Hyman and Executive Vice President Ed Forst. The committee was convened in recognition that Harvard brings together students, faculty, and staff from an extraordinary range of backgrounds to learn, teach, research, work, and support the academic enterprise. A fundamental objective of the University is to ensure that all members of the Harvard community feel both welcome and safe while on campus. Our committee seeks to help the University fulfill that objective by providing advice regarding the services provided to the Harvard community by the Harvard University Police Department ("HUPD").

To that end, and, as the chairman of the committee, I write to solicit input from your organization with regard to the five items listed below.

1. Within the Cambridge campuses, what are the perceptions about the HUPD that your members would like to share with the committee?
2. Are there experiences/encounters (positive and/or negative) with members of the HUPD that members of your organization would like the committee to consider?
3. How can the HUPD most productively engage members of Harvard's diverse community while, at the same time, providing the best possible security for the University?
4. What modifications or improvements might be made to the HUPD's training, outreach, and policing efforts within the Harvard community to promote its ability to effectively serve a highly diverse community?
5. What other matters does your organization believe the committee should consider in performing its charge?

The committee is reaching out to many different constituencies and organizations. In order for the committee to best consider the input from your organization (and

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Hong Kong
London
Los Angeles
New York
Orange County
San Francisco
Santa Monica
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Tokyo
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November 10, 2008

Page 2

others that it has solicited), and conduct follow-up with some of the respondents, we are giving all respondents the opportunity to submit a written group response to the items above and, in that submission, indicate whether a designated spokesperson(s) for your organization would like to discuss any aspect of that submission directly with a committee member or committee representatives. Regarding timing, the committee would appreciate receiving all submissions preferably by November 20. All submissions should be sent by e-mail to my attention at harvardinput@bingham.com. Alternatively, hard copies can be mailed or delivered to me at the following address: Bingham McCutchen LLP, One Federal Street, Boston, MA 02110.

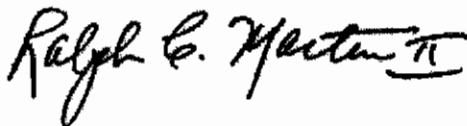
In addition to submitting a single, written response from your organization, please inform the individual members of your organization that they may submit their own individual input to the committee on any of the above topics by sending them to harvardinput@bingham.com, which has been set up for this purpose.

The other members of the committee are:

- Mark Moore, Hauser Professor of Nonprofit Organizations at the John F. Kennedy School of Government;
- Nancy L. Rosenblum, Senator Joseph S. Clark Professor of Ethics in Politics and Government at Harvard's Department of Government;
- David B. Wilkins, Kirkland and Ellis Professor of Law at Harvard Law School;
- Matthew L. Sundquist, President of the Harvard Undergraduate Council; and
- William F. Lee, Co-Managing Partner of the law firm, Wilmer, Cutler, Pickering, Hale and Dorr, LLP.

The committee members and I thank you in advance for your thoughtful consideration and contribution to this important effort.

Regards,



Ralph C. Martin, II

EXHIBIT C

HARVARD UNIVERSITY POLICE DEPARTMENT DEPARTMENT-WIDE TRAINING

Purpose

The purpose of the Harvard University Police Department's training program is to provide officers with the knowledge and skills necessary to perform their duties and responsibilities at the highest level, while meeting the needs of the University community and fulfilling the Department's mission, values, and goals. Effective community policing requires the active participation of all Harvard University Police Department (HUPD) personnel. To ensure the highest quality of service and to continually enhance the quality of training, all personnel are required to attend each year a minimum of 40 hours of in-service training and to complete all mandatory requirements. All training is conducted by certified instructors and other qualified personnel. The following department-wide training was completed in 2007.

CURRICULUM 2007

Firearms Day: Use of Force Policy; Use of Force Continuum; Firearms Instruction; Firearms Qualifying **8 Hours**

All sworn personnel, because they are authorized to possess and use firearms, must demonstrate an understanding of the HUPD's use of force policy and use of force continuum, as well as proficiency in the care and use of their firearms. During this training, they reviewed the policy and the use of force continuum and were required to qualify (annual State requirement) in the use of the weapon. In conjunction with the firearms and use of force training, HUPD instructors presented training in Defensive Tactics, including use of the ASP and OC spray. This training is essential for the safety and protection of officers as well as for the safety and protection of the community.

Instructors: HUPD has individuals certified as firearms instructors, Defensive Tactics instructors, ASP instructors, and OC instructors.

Firearms Qualification **4 Hours**

All sworn personnel must qualify with their firearms at least twice a year: once during the firearms day and once during individually scheduled time at the range.

Instructors: Sergeant Wilmon Chipman, Officer Louis Favreau, Officer John Evans.

Defensive Tactics **8 Hours**

HUPD Defensive Tactics instructors trained officers in hand-to-hand defense, handcuffing, use of restraints, use of baton, use of oleoresin capsicum, and the use of force continuum. In addition, officers viewed a presentation on active shooters.

Instructors: Certified HUPD instructors.

Active Shooter **4 Hours**

Active shooter training was provided by HUPD firearms instructors to prepare officers for the possibility of an active shooter incident on campus. Officers were put through role playing scenarios at the firearms range.

Instructors: Sergeant Wilmon Chipman and other firearms instructors.

Emergency Response: CPR, First Aid, AED

4 Hours

As first responders, all HUPD sworn personnel must be proficient in the use of CPR, First Aid, and AED equipment. They are trained each year in the proper techniques and procedures governing the use of life support and rescue in CPR, including use of the AED, and are trained to administer First Aid.

Instructors: Officer Stephen O'Connor and members of Pro Ambulance.

OSHA Hazard Awareness Training

4 Hours

Every year, Harvard University's Department of Environmental Health and Safety (EH&S) provides training for all sworn HUPD personnel in the following areas: emergency management in the context of the incident command system; hazard awareness; chemical spills; blood-borne pathogens; radiation safety; fire safety; and terrorism in the form of bioterrorism and suspicious mail. The EH&S goals for this training are, in the event of a hazardous situation, to: separate people from hazards; prevent property and/or environmental damage; and effect a quiet, quick, and safe incident closeout.

Instructors: EH&S personnel with expertise in each training area.

Alcohol and Drug Abuse; Mental Health

4 Hours

Ryan Travia, Director of Harvard's Office of Alcohol & Other Drug Services, introduced the officers to the services provided by OAODS and engaged the officers in scenarios representing incidents they might encounter. Craig Rodgers, counselor and psychologist with the University's Bureau of Study Counsel, along with UHS mental health staff, addressed mental health issues and responses appropriate for HUPD officers.

Instructors: Staff from Harvard's Office of Alcohol & Other Drug Services and University Health Services.

Diversity Training

4 Hours

Working in a University setting that includes individuals from all around the world as well as individuals of almost every racial and ethnic background, Harvard University police officers must be prepared to interact appropriately and respect all cultures. In addition, as the HUPD tries to maintain diversity within the Department, it is important for officers to understand different backgrounds and work together with professionalism and respect. Training was provided by the Regional Community Policing Institute of New England.

Instructors: Peter Scott, David Dubois, Shane Rodriguez.

Ethical Issues in Law Enforcement

4 Hours

This class, provided by the Regional Community Policing Institute of New England, engaged officers in discussions about unethical behaviors in law officers, how to make appropriate and ethical decisions, and the principles of ethical policing.

Instructors: Peter Scott, David Dubois, Shane Rodriguez.

Legal Updates **4 Hours**
Training Sergeant Wilmon Chipman sent summary legal updates to all sworn personnel monthly.
Instructor: Sergeant Wilmon Chipman.

2007 TOTAL **48 HOURS**
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CURRICULUM 2008

Active Shooter II **8 Hours**
Active shooter training was provided by HUPD firearms instructors to prepare officers for the possibility of an active shooter incident on campus. Officers were put through role playing scenarios at the range.
Instructors: Sergeant Wilmon Chipman and other firearms instructors.

Firearms Qualification (3 Qualifications in 2008) **12 Hours**
All sworn personnel must qualify with their firearms at least twice a year.
Instructors: Sergeant Wilmon Chipman, Officer Louis Favreau, Officer John Evans, Officer Jack O’Kane.

Emergency Response: CPR, First Aid, AED **4 Hours**
As first responders, all HUPD sworn personnel must be proficient in the use of CPR, First Aid, and AED equipment. They are trained each year in the proper techniques and procedures governing the use of life support and rescue in CPR, including use of the AED, and are trained to administer First Aid.
Instructors: Officer Stephen O’Connor and members of Pro Ambulance.

OSHA Hazard Awareness Training **2.5 Hours**
Every year, Harvard University’s Department of Environmental Health and Safety (EH&S) provides training for all sworn HUPD personnel in the following areas: emergency management in the context of the incident command system; hazard awareness; chemical spills; bloodborne pathogens; radiation safety; fire safety; and terrorism in the form of bioterrorism and suspicious mail. The EH&S goals for this training are, in the event of a hazardous situation, to: separate people from hazards; prevent property and/or environmental damage; and effect a quiet, quick, and safe incident closeout.
Instructors: EH&S personnel with expertise in each training area.

Use of Force Policy **1.5 Hours**
The HUPD Use of Force Policy, which appears in the Department’s “Policies and Guidelines Manual” (pages 15-17), was reviewed in depth with all officers.
Instructor: Sergeant Wilmon Chipman.

Legal Updates **4 Hours**
Training Sergeant Wilmon Chipman sends summary legal updates to all sworn personnel monthly.
Instructor: Sergeant Wilmon Chipman.

2008 TOTAL (as of 10/08) **32 HOURS**
[An additional 8 hours of in-service training are being planned for 2008.]

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**DIVERSITY AND ETHICS TRAINING
AND COMMUNITY OUTREACH**

In-Service Training for All Sworn HUPD Members:

- **DIVERSITY TRAINING** **8 Hours**
Cambridge Hill Partners (Mary Grace Duffy and Wilbur Herrington)
May 24 and 28, 2004; June 4, 2004

Experienced trainers Mary Grace Duffy and Wilbur Herrington conducted in-service training for all HUPD members, repeated on three days to cover all employees. The curriculum included awareness and community building, dimensions of difference and privilege, and many group exercises.

- **CULTURAL DIVERSITY: BUILDING BRIDGES OF UNDERSTANDING** **4 Hours**
Regional Community Policing Institute of New England (Shane Rodriguez of Salem State College Public Safety Department; Chief David Dubois of Rochester, NH, Police Department; Peter Scott, Retired Captain from Brookline Police Department)
November 28 and 29, 2007; December 3 and 4, 2007

In-service training for all HUPD employees was held over a period of four days. Curriculum included: discussion of diversity and culture; stereotyping; prejudice and discrimination; bridging cultural differences; multicultural workforce; building bridges in law enforcement; ways to build cross-cultural bridges. Group exercises were interspersed throughout the training.

- **ETHICAL ISSUES IN LAW ENFORCEMENT** **4 Hours**
Regional Community Policing Institute of New England (Shane Rodriguez of Salem State College Public Safety Department; Chief David Dubois of Rochester, NH, Police Department; Peter Scott, Retired Captain from Brookline Police Department)
November 28 and 29, 2007; December 3 and 4, 2007
Along with the Cultural Diversity training, the RCPI trainers provided 4 hours of training on ethics for all HUPD employees. The curriculum included: why ethics matters; stages of cynicism; reasons to be ethical; law enforcement code of ethics; ethical decision

making; and ethical decision-making tools. Group exercises were interspersed throughout the training.

Individual Officers Were Sent to the Following Trainings:

- **ETHICAL ISSUES IN LAW ENFORCEMENT** 8 Hours
Regional Community Policing Institute of New England
Northeastern University
August 29, 2006
Eight HUPD officers attended this training at Northeastern University.
- **ETHICAL ISSUES IN LAW ENFORCEMENT** 4 Hours
Regional Community Policing Institute of New England
Northeastern University
September 22, 2006
Two officers attended this training at Northeastern University.
- **WORKING IN A DIVERSE ENVIRONMENT** 3 Hours
Harvard University Center for Training and Development
May 24, 2005
One officer attended this University training.
- **EMPOWERMENT 2007 LAW ENFORCEMENT CONFERENCE: DIVERSITY THROUGH DIALECT & DEVOTION** 16 Hours
Essex County Sheriff's Department
October 4 and 5, 2007
One officer attended this diversity training.

Additional Diversity and Community Outreach Trainings Attended by Individual Officers:

- **NEW ENGLAND LAW ENFORCEMENT SUMMIT & TRAINING** 8 Hours
National Latino Peace Officers Association
July 28, 2008
One HUPD officer helped to coordinate this training and arranged for the HUPD to cosponsor it (held at the Harvard Medical School facilities).
- **MASSACHUSETTS ASSOCIATION OF WOMEN IN LAW ENFORCEMENT CONFERENCE** 4 Hours
Harvard Business School
June 27, 2008
For the third year, the HUPD hosted the MAWLE conference, which discusses issues of particular importance to women in law enforcement. Several HUPD members attended.

Additional HUPD Activities:

- **COMMUNITY ADVISORY FORUM** at Harvard Law School (sponsored by HUPD)
May 5, 2003 6:00-8:30 PM

In response to concerns expressed by several students, faculty, and staff members about descriptions of black suspects provided in community advisories, the HUPD met with Professor Charles Ogletree and arranged a forum for both University members and Cambridge community members to discuss the issues that the advisories raised. Professor Ogletree moderated this forum.

- **ASSISTANCE TO NEW RECRUITS RE ACADEMY'S PHYSICAL AGILITY TEST**

Spring 2008

Several HUPD officers and Captain McCaul provided special assistance to recruits in the academy for the physical agility test. Historically, the "wall" has presented a barrier to women attending the academy. With the HUPD assistance, all recruits were able to pass this test. The Department members received a Harvard Heroes award for their extra efforts.

EXHIBIT D

CHUCK WEXLER
Police Executive Research Forum
1120 Connecticut Avenue, N.W., Suite 930
Washington, DC 20036
(202) 466-7820

Professional Experience:

May, 1993 – Present **Police Executive Research Forum (PERF)**
Executive Director

Direct the daily operations of a national organization of police chief executives who are dedicated to improving policing practices through innovative research, national leadership and debate. Responsible for the management of staff who conduct research, management studies, executive development and demonstration projects for some of the nation's largest jurisdictions. Routinely provide advice to Congress, the Administration, mayors, city managers and police executives on critical criminal justice issues, and direct crime control and police reform projects nationally and internationally.

Examples of major projects include implementation of a comprehensive anti-crime strategy in Minneapolis that is now a model for public-private cooperation in 1995 and then asked back in 2005 to again assist the city with reduction of homicides. Involvement in major projects in Chicago; Kansas City; Los Angeles; Kingston, Jamaica; London, Northern Ireland and the Middle East. In each of these projects the objective was to more efficiently deliver policing services to the community.

2008 **Office of the Special Envoy to the Middle East**
General James Jones, US State Department

Worked as part of a team to advise General Jones on policing issues involving Israelis and Palestinians.

1993 **Partnership for a Drug-Free America/National Workplace Initiative**
Director, Washington Office

Managed the Washington office which enlisted the support of major corporations to assist medium and small companies in developing drug-free workplace programs.

1991-1992 **President's Drug Advisory Council**
Director, Special Projects

Developed private sector initiatives in concert with federal policy to reduce substance abuse in the workplace. Worked with major corporations across the country on drug-free workplace policies.

1989-1991 **Office of National Drug Control Policy, Office of the Director**
Special Assistant to the Director
Executive Office of the President

Served as senior advisor to the Director on broad policy issues related to law enforcement and the administration of justice. Conducted research and short-term feasibility studies and developed policy options for the Director. Served as Director's representative to the President's Drug Advisory Council.

1986-1989 **International Association of Chiefs of Police**
Director, Professional Development Division

Managed the Division which included the Executive Search Service, Domestic Training and Testing. Supervised and directed all staff activities. Developed a comprehensive system for the selection of police executives and worked with city managers and mayors across the country to recruit qualified candidates for local jurisdictions.

1975-1986

Boston Police Department

Served in a variety of senior-level administrative positions in the Boston Police Department. Major positions included Operations Assistant to the Police Commissioner, which involved policy development and program oversight. In this position, had oversight responsibility for the Community Disorders Unit which earned a national reputation for the implementation of innovative strategies to reduce racially motivated crime. Other positions included Director of the Planning and Research Division, Management Analyst, Assistant to the Director and intern at the Police Academy. Major accomplishments in these positions included the implementation of performance standards in each police district, the evaluation of team policing, the establishment of a suicide prevention program in detention facilities and the development of a department-wide hostage negotiation program.

Academic Experience:

1985

**Bowdoin College
Department of Sociology and Anthropology, Visiting Assistant Professor**

Taught an introductory course in criminal justice

1976-1981

**Massachusetts Institute of Technology
Department of Urban Studies and Planning, Instructor (1978-1981)**

Taught undergraduate courses on police, courts, corrections and theories of crime

Undergraduate Research Opportunities Program Coordinator (1976-1977)

Placed and supervised students in academically challenging fieldwork assignments

Teaching Assistant (1976-1977)

Assisted in the teaching of criminal justice courses

Other Work Experience:

1991 - 2009

Innovations in State and Local Government

Evaluator and team leader for the Ford Foundation Innovations program at the Kennedy School of Government

1989, 1990, 2008, 2009

Executive Session on Policing – Cambridge (Kennedy School of Government)

1989, 1991, 1998, 1999

**National Institute of Justice, Washington, DC
Bureau of Justice Assistance, Washington, DC**

Served on peer review panels

1989

Ethics and Public Policy Center, Washington, DC

Edited a textbook on the study of ethics for police officers

1978-1986

ABT Associates, Cambridge, MA

Conducted research on a national project that analyzed uncommitted patrol time and developed innovative strategies for improved service delivery.

1977

Boston Fenway Program, Boston, MA

Advised the director on the development of a creative policing design for the Back Bay section of Boston

Education:

Ph.D., Urban Studies and Planning, Massachusetts Institute of Technology, Cambridge, MA, June, 1984
(area of specialization: Criminal Justice Planning and Public Policy)

M.S., Criminology, Florida State University, Tallahassee, FL, August, 1975

B.A., Psychology, Boston University, Boston, MA, May, 1972

Publications/Monographs:

Chuck Wexler, Mary Ann Wycoff and Craig Fischer. June 2007. *"Good to Great" Policing: Application of Business Management Principles in the Public Sector.* U.S. Department of Justice Office of Community Oriented Policing Services (COPS)/Police Executive Research Forum.

Gerard R. Murphy and Chuck Wexler with Heather J. Davies and Martha Plotkin. October 2004. *Managing a Multijurisdictional Case: Identifying Lessons Learned from the Sniper Investigation.* Washington, DC: Police Executive Research Forum.

Chuck Wexler and Charlotte Lansinger, "The Selection Process" in Selecting a Police Chief: A Handbook for Local Government, International City/County Management Association/Police Executive Research Forum, 1999)

Chuck Wexler and Gary T. Marx, "When Law and Order Works," Crime and Delinquency, April, 1986

Chuck Wexler and Gary T. Marx, "When Law and Order Works: Boston's Innovative Program for Dealing with Racial Violence," paper presented at the annual research conference of the Association for Public Policy Analysis and Management, New Orleans, October, 1984

Chuck Wexler, Policing Racial Violence in Boston: A Case Study of an Innovative Program, Ph.D. Thesis, M.I.T., 1984

Chuck Wexler and Francis M. Roache, "Turning the Corner on Racial Violence: The Boston Experience," FBI Law Enforcement Bulletin, November, 1983, vol. 52, number 11

Other:

Presented with the Most Excellent Order of the British Empire Award (OBE) by the British Ambassador Sir David Manning on February 10, 2006.