

**The Pennsylvania State University
State College Borough**

Task Force on Policing and Communities of Color

**Report and Findings to
Tom Fountaine and David Gray**

May 9, 2016



PennState



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“One doesn’t have to operate with great malice to do great harm. The absence of empathy and understanding are sufficient.” – Charles M. Blow

“The best way to not feel hopeless is to get up and do something. Don’t wait for good things to happen to you. If you go out and make some good things happen, you will fill the world with hope, you will fill yourself with hope.” – Barack Obama

INTRODUCTION

Tom Fountaine, State College Borough Manager and David Gray, Senior Vice President for Finance & Business at The Pennsylvania State University, convened a diverse group of university employees and students, along with community members, to participate in a task force on behalf of State College Borough and The Pennsylvania State University. The group was given the following charge in August 2015.

This Task Force is jointly formed by the administration of the Pennsylvania State University and the Borough of State College. Its purpose is to contribute to strengthened relationships between both the Borough and Penn State – University Park police departments and the racial/ethnic minority community (both campus and town) based upon recommended concrete action steps that the task force will develop and advance to the University and the Borough for consideration and appropriate action. Areas of focus will include the recruitment and retention of racial/ethnic minority police officers by both departments, training of police officers with respect to serving a diverse community effectively, communications with the community, and other topics that bear significantly on police/minority community relationships. A final report conveying the findings and recommendations of the Task Force should be advanced for consideration by the University and the Borough.

The 30 members on the Task Force represent a board spectrum of racial/ethnic minorities, higher education and business professionals, social justice advocates, and diversity and inclusion leaders. The police chiefs for State College and Penn State were vital members and core participants in the proceedings. Extra effort was made to ensure that students were adequately represented on the Task Force. See Appendix A for a list of Task Force members.

Our nation has seen tragic events unfold over the past few years, where people of color have been victims (often fatal) of extreme/excessive use of force by police. Most prominent have been the deaths of unarmed African Americans by white police officers. Parts of the country have been left with a sense of mistrust of police and blanket characterizations of police officers as being racially biased. Unease among people of color towards law enforcement and the criminal justice system, in general, is increasing across the nation and no “one size fits all” remedies are apparent. So why is such a task force needed at this place and at this time?

On the Penn State campus and in the State College area, there have only been a few racially charged interactions reported or observed in the past few years, despite what we see and hear in the national scene. Proactive steps already have been taken to avert such incidents and ensuing protests.

- ✓ Penn State President Barron, in a show of support with students, publically participated in a “Black Lives Matter” demonstration on campus. While receiving criticism from some for this action, he has since been awarded The Giving Back Award from *INSIGHT Into Diversity* magazine for his leadership.

- ✓ The national backlash and counter protests revealed that some people were interpreting the “Black Lives Matter” movement as a protest against police in general. Our local police leadership responded instead to this national conversation by reaching out to communities of color here to ask what needed to be done to prevent such conflicts from arising here.
- ✓ In February of this year, over 164 officers from the University’s and five surrounding police departments (State College, Bellefonte, Ferguson, Spring, and Patton) participated in diversity and inclusion training.
- ✓ This Spring Semester, Penn State and State College police officers participated in a “meet & greet” sponsored by the University’s Paul Robeson Cultural Center. The intent was to make themselves available to students and community members.
- ✓ Officers also participated in the annual Fall Semester LION Walk, where university and community personnel go door-to-door in the residential areas around the campus to introduce themselves and to provide information on various resources. And this past Fall Semester, the Borough’s Community Engagement Office hosted the first LION (Living in One Neighborhood) Bash event that was a partnership with the Borough of State College and Penn State’s Student Affairs – the purpose being to foster a sense of community and facilitate activities that promote safe, attractive and diverse neighborhoods.
- ✓ The Community and Campus in Unity (CCU) group formed in December 2014, in response to concerns resulting from various racial incidents across the country. CCU is led by Tom King, State College Chief of Police, and Harold McKenzie, Pastor for Unity Church of Jesus Christ in State College. Since its inception, approximately 25-30 members have regularly attended monthly CCU meetings, which have rotated between The Paul Robeson Cultural Center and various downtown State College locations. Their purpose is to “promote a multi-cultural community that respects and celebrates diversity.” This coalition has provided a platform for community members and students to bring forward their concerns and recommendations so that they can be addressed proactively by the appropriate parties.

These are just a few examples of how members of the town/gown community are working on creating a welcoming and respectful climate for all people. However, the Task Force is aware that the campus and surrounding communities are not immune from, what appear to some to be racially charged incidents between white police and people of color. For example, the first use of a Taser by police (all White) occurred in February 2015 on an African American, female student. Pepper spray was also deployed to subdue the female and manage the crowd. During this situation, the predominantly African American witnesses present quickly became protestors and 5-6 moved to the State College Police Station. Swift interventions (within 24 hours) by the University and community helped to bring calm to the situation. CCU met so that Chief King could inform the members of the incident and to discuss immediate next steps. Carlos Wiley, Paul Robeson Cultural Center Director, later met with many of the students who

witnessed or had some involvement with the incident/aftermath. Eventually, all parties were held accountable for their actions that night.

Yet, there is more to be done in order for this community to be a model for Pennsylvania and the nation. Anecdotes of interactions with police have a lot of power to sculpt the public view of our community as either a safe or unsafe place for persons of color to live. The police have the opportunity to shape a different narrative by being a welcoming face of our community. At Penn State and in State College, there is something solid to build on not only to help deter, but also to proactively address the impact of future incidents that may arise. We have the advantage of starting with a positive, firm foundation that is anchored in past experiences, available services, and committed stakeholders. These pillars will help to further develop healthy and dynamic relationships between law enforcement agencies and our communities of color. The Task Force approached its work with that strong premise.

OVERVIEW OF RECOMMENDATIONS

Below is a broad compilation of five themes that emerged from the myriad of recommendations submitted by the Task Force (in priority order) as they relate to the charge we were given. The most pressing goal is to ensure a safe and welcoming community (on and off campus) for people of color who have robust engagement with the police departments that serve them. A bigger goal is to become a national model for other university communities like ours.

#1 - Promote greater recognition and celebration of our successes as a community.

#2 - Increase the recruitment and retention of employees of color in the police departments.

#3 – Provide consistent and on-going education for Penn State students and employees, local residents in the surrounding communities, and the local police departments.

#4 - Target outreach and marketing to build/improve stakeholder engagement.

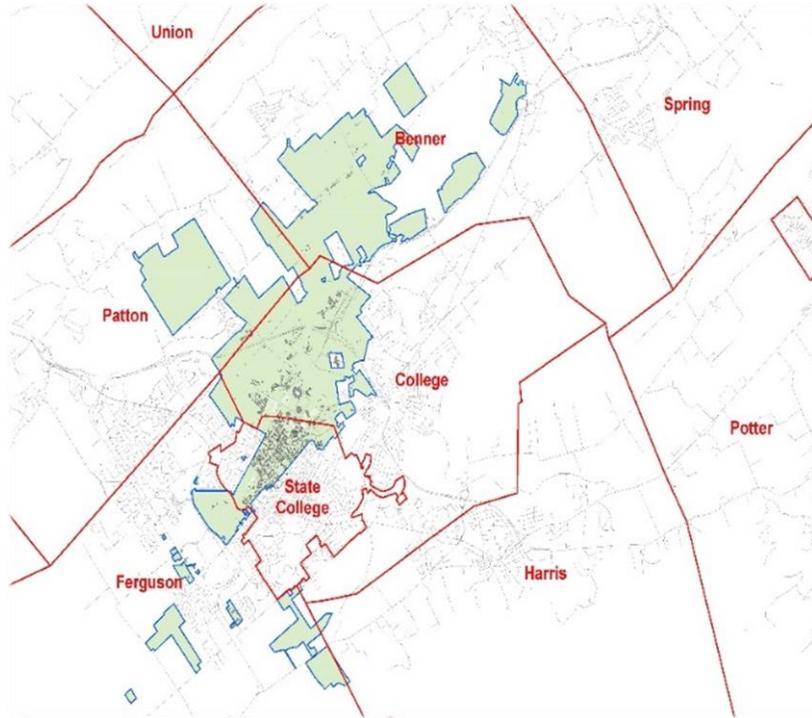
#5 - Establish a baseline of parameters and develop appropriate metrics to assess improvement.

An in-depth discussion of the recommendations and other strategic actions can be found later in this report, starting on page 8.

THE CHALLENGES

Multiple Policing/Governing Entities. Penn State is served by its own police force in the division of University Police & Public Safety and is supported by three local police departments: State College (which covers the State College Borough, Harris Township and College Township), Ferguson Township, and Patton Township. Because the non-university police departments are governed separately, any recommendations will require the consent of the applicable

governing authorities to be enacted. Refer to Appendix B for the police departments' contact information.



Source: Campus Planning & Design, The Pennsylvania State University

Lack of Racially/Ethnically Diverse Police Officers. Of the 170 officers employed by the four police departments in the State College area, there are currently only four officers of color (three at Penn State and one at Patton Township). Research and practice validate that having a racially diverse workforce in police departments helps to establish rapport and eases escalating confrontations during times of crisis. Desirable as racially diverse workforces are to community policing, increasing the numbers alone does not guarantee a model community. Other steps need to be taken to address the known challenges.

Hiring Limitations for State College Police Department. State College is the only local police department that is currently bound by the State College Civil Service Commission testing and hiring process (which uses the Pennsylvania Civil Service law). As a result, the pool of candidates for open positions is restricted to the top 3 candidates passing the tests. The process requires that if any of these three is a veteran, the veteran automatically gets the position unless they are disqualified because of background investigations. Without the opportunity to truly “recruit” racially/ethnically diverse applicants from around the Commonwealth, the State College Police Department will always be at a disadvantage in

improving demographic diversity. See the following for details of the Borough's testing process: <http://www.statecollegepa.us/policetesting>

Race/Ethnicity and Changing Demographics. Despite the facts that there are many races represented in the student and employee populations at Penn State and that there are growing Asian, Hispanic and international populations living in the community, racial and ethnic demographics for those living on campus or in the community are overwhelmingly White. This impacts not only recruitment, but also retention for police departments in the State College area. It also intensifies the need for law enforcement personnel to be culturally competent, to explore where unconscious biases may exist, and to understand how to address them where they do. See Appendix C for demographic data. Penn State President Barron has addressed this early and often during his tenure:

"This is a business imperative: From a purely demographic standpoint, this country is changing. If you look at the projection of what the traditional student-age population will be like 20 years from now, this is going to be a very different world. If we are not welcoming and inclusive, and if we don't mirror the state and the nation and the world, we will be at a tremendous disadvantage."

Diminished Trust. Acts of violence across the nation have shaken and eroded trust within and across communities of color everywhere, whether or not such acts have occurred locally. Communities of color are concerned that excessive use of force by the police against members of their communities is racially motivated, particularly where it repeatedly ends in the death of an unarmed person. All those who need to seek police services, including members of communities of color, need to feel safe before they come forward. Although members of the State College community fortunately have not experienced acts of violence so prevalent in other parts of the country, racially diverse students, employees, and community members who come from areas that do have such problems often bring their experiences and perceptions with them. Police officers here can feel less supported and validated by such populations. Trust needs to be built in both directions, including members of communities of color and members of police departments.

Population Turnover. Establishing long-term relationships with the people they protect and serve is a critical part of "community policing" for officers. In this regard, the University will always be adversely impacted by students typically leaving after 4-6 years. Retention of people of color living in the community is also a major challenge.

Police Chief Vacancies. Penn State's Police Chief, Tyrone Parham, left during the course of this review for the University of Massachusetts. Chief Parham was a valuable part of the policing community and a person of color who understood the challenges and concerns of working and living in a predominantly White environment. Additionally, State College's Chief, Tom King, will be retiring on August 31, 2016. His leadership in implementing community policing efforts is well known and will serve as a barometer for his successor, who will be a linchpin for the implementation of the Task Force's recommendations. Both of their replacements will need to

be officers who value not only the culture of the area, but also a commitment to moving forward with the momentum currently in place.

TASK FORCE PROCESS

Education. Although the Task Force members, as individuals, were well-seasoned in their areas of expertise and were highly committed to this endeavor, it was critical that we all had the same degree of understanding of related issues, processes and procedures that impacted the charge. Accordingly, educational components were a critical part of many of the initial meetings. Select publications and articles were also assigned reading. This education was a necessary step for making informed decisions and recommendations. Specific topics and readings can be found in Appendix D.

Immersion. When possible, Task Force members were asked to participate in community and campus events that reinforced community policing or inter-racial dialog and relationships. The co-chairs of Community and Campus in Unity (CCU) served as standing members of the Task Force and provided regular updates from this valuable newly-formed public forum. All of these experiences kept the Task Force abreast of the current concerns of people of color and efforts to improve relationships in the community more broadly. Additionally, all members were invited to participate in the public presentations of the finalists for Penn State’s Assistant Vice President for Police & Public Safety. A complete account of such events are in Appendix E.

Focused Themes. The education process and subsequent discussions shaped the thematic areas of concentration for the Task Force’s final deliberations. Due to time constraints, the Task Force broke into sub-committees to explore the information and develop recommendations. Where needed, the sub-committees were encouraged to seek additional expertise. Although there are many related topics to be explored, these were the final themes that were examined in detail:

1. **Recruitment & retention** of people of color for police department positions.
2. Diversity & inclusion **training** for all law enforcement personnel (not just officers).
3. Successful **community policing models and benchmarking data** from similar college towns.
4. Identifying and addressing **student concerns**.
5. Identifying and addressing **community members’ concerns**.
6. Identifying and addressing **law enforcement personnel concerns**.
7. **Communication and engagement** efforts to establish/improve relations on campus and in the community.
8. **Examining best practices** from existing reports that were related to community policing.

Inclusion. Although not original members of the Task Force, the Chiefs for the Ferguson Township and Patton Township Police Departments were briefed on the work of the Task Force. They also were asked to contribute to the statistical information collected and to review the

sub-committee reports. The Task Force believed that their input was necessary since many of the communities of color live in these townships and interact with the personnel of these police departments. Anecdotal information that had been discussed with the Task Force about negative experiences between people of color – particularly students – and their police officers, was also shared with the chiefs.

DETAILED RECOMMENDATIONS

“There comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must take it because conscience tells him it is right.”
– Dr. Martin Luther King, Jr.

Each sub-committee prepared recommendations based on its area of concentration noted above for the eight “Focused Themes” identified. As expected, there was significant overlap and repetition among the recommendations. Implementation will be immediate for some recommendations, but the bulk will be long-term and perpetual. The sub-committees’ full reports and support documents will be available as a supplemental text to this report. The rich detail of these reports will be crucial for the implementation phase.

#1 - Promote greater recognition and celebration of our successes as a community. State College is ranked the “Best Town in Pennsylvania” and came in at 14th as the “Best Town in America” according to the 2015 rankings from the Niche Company that looked at metrics such as safety, schools, housing, employment and transportation. We are starting with a strong foundation in our community. The State College and Penn State Police Departments have an outstanding working relationship. This partnership extends to the Patton Township and Ferguson Township Police Departments as well. Often, required training is done together and daily policing is a coordinated endeavor among the departments. They all provide support for major Penn State events. A successful community policing model is one that is based on valuing and strengthening relationships between community members and the police. Penn State and the surrounding State College community can build on existing efforts to promote sustainable relationships, programs and policies. But we do need to “spread the word” about the positive things more broadly in all sectors of the community. The Task Force did learn that police officers do not like to be singled out for individual recognition or praise (much like veterans). We need to be sensitive to this preference. Specific examples of ways to accomplish this include:

- Develop visible means to recognize the efforts of our police departments, particularly as it relates to diversity, inclusion and equity achievements. A most recent example was the recognition by the Borough and Penn State for their diversity training. Thank-you letters were sent to the Police Chiefs and “letters to the editor” to the Daily Collegian and the Centre Daily Times.

- Use social media (websites, Face Book, Twitter, etc.) more often and effectively to highlight community policing efforts and positive news and events. This effort could assist with increasing trust and support between and among entities.
- The University and organizations of color routinely invite police departments to participate in town & gown events and celebrations so that the relationships can be strengthened during “times of peace” (e.g. the Forum on Black Affairs’ annual Dr. Martin Luther King commemorative banquet).
- Police departments provide the time and opportunities for officers to be seen on campus and in the community, and to be allowed to participate in activities that support diversity and inclusion. This should be integrated into their job responsibilities so that interactions with communities of color is not a standalone concept/activity, but a value that can be rewarded and recognized.
- Police department leadership identify and embrace key “connectors” in the community and the university to build and gain trust with communities of color. These relationships should not be formed solely with individuals, but instead imbedded in the organizations. This way the relationships last beyond the tenure of the individuals. Entities to consider include faith-based organizations, registered student organizations, businesses, and social/civic groups in the community that can typically reach people of color. This outreach should also extend to committed members of the community that can then be helpful when there are incidents of concern for people of color. See Appendix E for a list of potential “connectors” to consider.
- Build on the existing community engagement programs so that mutual respect and relationships can be formed and expanded. Programs like Community and Campus in Unity, the Taser Advisory Committee, “ride-along” educational programs, and “meet and greet” opportunities are good models. The Task Force strongly favors having a non-policing presence of officers at the HUB/Robeson Center (a booth/table/office) or other highly visible area where students could informally interact and relationships could be nurtured.

#2 - Increase the recruitment and retention of employees of color in the police departments.

This includes employees beyond the police officers. Although the local population is limited in its racial diversity, there are other outlets available to the police departments (excluding State College) to increase the possibility of having a more diverse pool of applicants, candidates, and subsequently, hires. This is not a problem unique to the police departments; all employers in the area face this challenge. Just having an increase in racially diverse employees does not ensure that acts of intolerance towards people of color will be eliminated, but it could help with further sensitizing the police departments to the concerns these populations face. Racially diverse police departments will add value and credibility to the inclusive community we want to be. Specific strategies could include:

- State College Borough evaluating required use of the Pennsylvania Civil Service law for hiring officers. The Borough must determine if “home rule” will provide an exemption. Without the freedom to expand the applicant/candidate pool, increased racial diversity on the police force will be greatly limited.
- Each police department developing a recruiting strategy that would include collaboration with individuals and organizations with ties to racially diverse communities. They could be helpful in reaching diverse populations, as well as in recommending potential outlets in which to advertise their vacancies. A list of such resources could be shared among the departments. Refer to Appendix E for contacts to consider.
- Utilize Penn State resources for recruitment of people of color. There are students of color that may have an interest in staying in the area and they could be pursued for employment. Internship opportunities, particularly within the Department of Sociology & Criminology (College of The Liberal Arts), should be considered. Targeted outreach to Penn State alumni of color is another pathway to utilize (some may be interested in returning to the area). Current Penn State employees of color that are having a positive experience here could assist in attracting applicants as well.
- Proactively recruit from Pennsylvania counties with growing African American, Latino and Asian populations such as: Berks, Bucks, Chester, Dauphin, Delaware, Lancaster, Lehigh, Monroe, Montgomery, Northampton and York.
- Draw on best practices from the [Law Enforcement Recruitment Toolkit](#) and similar resources.
- Promote the benefits of working and living in State College with videos that showcase diversity and inclusion in the community and university. Enhance current websites and other promotional materials used for recruitment by including these highlights.
- Personalize the interview process by including residents of color so that candidates can safely have the “difficult” conversations about living in a predominately White area. These can be current employees of color or community volunteers that are committed to a positive recruitment process.
- To assist with retention of racially diverse employees, the police departments will need their new recruits to view State College/Centre County as a place to be rooted in for the long-term as opposed to a temporary stop along the way. Establish racially diverse “ambassadors” to be resource persons for new hires to connect with and to help foster a welcoming and supportive environment. Currently, the Forum on Black Affairs is recruiting university employees for such an initiative.
- Proactively connect/engage new employees of color with community and university organizations that will ease the transition. Recruitment of diverse populations to the area without carefully planned support programs (social and professional) for retention is not likely to be successful. Introduction and sponsorship to social and civic organizations will need to be a part of that process. Leadership Centre County is also a

good way to engage new community members and to help them learn more about the State College area.

#3 - Provide consistent and on-going education for Penn State students and employees, residents in the surrounding communities, and the local police departments. Those interacting with the public are expected to act with cultural competence and sensitivity, and to represent the expressed values of our community that contribute to it being a wonderful place to live. Police departments must continue to embrace the need for on-going diversity and inclusion training as the racial and international populations increase regionally and national problems come to roost at our doorsteps. And for the community at large, they must become knowledgeable about policies, procedures and resources that can impact their perceptions and interactions with police and their systems. Best practices the Task Force found in President Obama's Task Force on 21st Century Policing report support a culture and practice of policing that reflects the values of protection and promotion of dignity of all -- especially the most vulnerable. In order to reach and sustain that level of community policing, education will be at the core for all stakeholders. Critical elements for stakeholder training include:

- Evaluate the level of training needed for each staff member within the police departments (not just the officers) as it relates to diversity, inclusion and equity. This can be accomplished through “cultural inventory” surveys that can help individuals to gain insight into their perspectives, concerns, and learning styles. The latter is critical for presenting training activities that will be the most effective for designated individuals or groups.
- Highly interactive modules (including role-playing) that are representative of the scenarios that include people of color engaging with police -- on and off campus. There is a strong aversion to a lecture format that may appear to “talk down” to the participants. On-line training was also not viewed as a good format for presenting sensitive subjects. As much as possible, people of color should be involved with designing interactive training.
- Police departments implement/create procedures to ensure completion of required training and behavior changes. Appropriate rewards or consequences should be upheld.
- Develop an educational campaign for Penn state students and employees, as well as residents to learn more about the local police departments that serve State College and the university. The content should include: community policing goals and outreach efforts, emergency protocols and crowd control procedures, workforce demographics, Taser Use policy, Use of Force policy, crime reporting statistics, and community liaisons. These campaigns should be in various formats so that they are easily accessible to as many stakeholders as possible.
- Throughout students’ time with Penn State, reinforce the Student Code of Conduct as it relates to criminal acts that will possibly involve police. The task force highly recommends developing a mobile app that can be readily accessed in times of crisis.
- Utilize the extensive expertise at Penn State and in the community to develop a certified, dynamic training curriculum. We have professional expertise available with a passion to make a difference through education. Task force members Dr. Charles

Dumas, Dr. Barbara Farmer, and Dr. Moses Davis have offered to assist.

- Based on studies of best practices and anecdotal information from students/employees and residents of color, as well as police officers, the following topics should be included in on-going training for the police departments:
 - Cross-cultural Communication. Particularly as it relates to race, religion, language, customs, generational and regional differences that impact communities of color. Police officers that were interviewed by the task force indicated that a major concern is interacting with the Muslim community; with language and religious customs being the main communication barriers. They also identified language and cultural barriers when interacting with international populations and not having working knowledge of immigration laws. Here are opportunities for mobile apps to be utilized.
 - Community Policing. Incorporating the fundamental principles of “procedural fairness” (the premise that the most fair and respectful decision will be made) and “restorative justice” (a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large). Additionally, how to balance the “guardian/protector” model with the “warrior” model of policing.
 - Intercultural Competence. The capability to shift cultural perspective and appropriately adapt behavior to commonalities and cultural difference. Individuals need an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of others.
 - Unconscious Social Cognition (Implicit Bias). The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Recognizing and managing these biases can improve communications and relationship dynamics.
 - Crisis Intervention. Focusing on de-escalation during volatile encounters. Such training has been in place in Centre County since 2011, but not all officers have participated because it requires a 40-hour commitment. The State College Police Department trains 6 to 8 officers each year (30 to 35 people are now trained). Those trained are recertified every three years.
 - Mental & Physical Health Assessments. Being able to better determine if aggressive behavior is due to a medical condition can change the manner in which an incident is handled. For example, behaviors that can be related to diabetic glucose fluctuations or epileptic seizures can mimic drug and alcohol abuse. Being able to recognize the differences at the scene would be beneficial to all parties involved. The mental health of officers was also noted as a critical

area of concern. Self-assessments and resource information on their personal health and wellness should be a part of routine professional development.

Tools must be developed to assess the effectiveness of all training, whether at the university or in the community. It will need to be determined if the learning is being retained and put to use. Does the training need to be repeated or updated? Have conditions/perceptions changed as a result of implementing the training?

#4 - Target outreach and marketing to build/improve stakeholder engagement. Open and honest communication and transparency were common threads heard by the task force -- whether identifying the issues or contemplating potential recommendations. Ultimately, Penn State and the community must provide a means for all stakeholders to “have voice,” to be educated about the issues, and to develop resolutions. Recognizing the strength demonstrated in existing models in the Community Diversity Group, the Community & Campus in Unity and the Taser Advisory Committee, we can build on these efforts to provide a more collaborative model for community policing. Outreach and engagement activities are pathways to building and sustaining such a collaborative model. The more we can embed the police departments into the lives of State College residents and the University, the greater the success at establishing harmony and understanding within communities of color. Outlined below are specific strategies that should be considered.

- Develop a year-long communications plan that educates University students and employees, and residents about community policing efforts. Start with the release of Task Force report and subsequent implementation plans. The plan should utilize a variety of communication channels to reach people of color: public forums, organization meetings, and print, electronic, and social media. Regular progress reports and opportunities for input must be included.
- Communicate in an intentional manner to highlight the good work already taking place in the police departments so that the public can see that they are “not the bad guys.” We hear and see a lot about the interactions that have negative consequences, but not enough about the many interactions that take place without an incident.
- Reinstigate the “beat cop” dynamic so that there can be stronger and sustainable relationships between officers and the communities they serve. The administrative requirements of current law enforcement personnel diminishes the officers’ opportunities to make meaningful and consistent connections with the community. So some efforts may have to be invented and integrated into their existing schedules. Best practices reviewed suggest utilizing “Neighborhood Patrol Teams” and having a permanent presence in highly trafficked areas like the HUB.
- Create visual aids to signify to the public that the police departments value and support diversity and inclusion, and can be trusted to react and respond humanely and respectfully. Suggestions range from creating a departmental pledge that is signed and placed in public venues and on websites, to designing a plaque/decal that could be displayed by business owners and other stakeholders, to developing a ribbon/bar that

could become a part of police uniforms. These visual cues would contribute to a more welcoming environment for people of color as they could readily see that diversity, inclusion and equity are an integral part of the core values of the police departments that serve Penn State and the surrounding community.

- Provide incentives and rewards for the police departments for “a job well done” in interactions with communities of color. This will portray the police more positively while rewarding officers for their value-based behaviors centered on the core convictions of their organizations.
- Establish and empower a town & gown coalition that will be charged with promoting interpersonal aspects of outreach that foster cooperation and trust with communities of color – particularly students -- in a non-threatening manner. This can range from large, social events with student and professional organizations, to one-on-one opportunities (i.e. meet-and-greet sessions, accompanying officers on walk-arounds and ride-alongs, and “Coffee with a Cop”). We need to intentionally foster a community spirit that is welcoming and celebratory.
- Ensure that policies and procedures that impact community policing are documented and accessible to the public in various formats. This transparency is seen as a bridge to building and maintaining trust between police departments and communities of color.
- Promote the use of the “Engage State College” on-line forum for matters relating to community policing:
http://www.peakdemocracy.com/portals/48/forum_home?phase=open
- Develop a town-and-gown “critical response” protocol for use by the police departments for encounters where cultural/racial sensitivity and procedural justice are critical to maintaining safety, transparency, and effective communications. Organizations and individuals in the communities of color could be used to proactively assist in communications and subsequent processing through the judicial system. Establishing a community ombudsman should be considered.
- Ask police departments to formally establish contacts and build relationships with Penn State offices and student/employee organizations that serve people of color and international populations. The same should be done with community, governmental, business, and civic organizations – both locally and at the state level. See Appendix E for a list of known organizations and individuals to consider.

#5 - Establish a baseline of parameters and develop appropriate metrics to assess

improvement. Whether it is quantitative data (demographics, hiring and retention facts, racial incidents) or qualitative feedback on the climate for people of color, it is essential that we collect information to determine if we are improving and to operationalize accountability. There are tools and methods to capture information, but we must be responsible for what we do with the results. Consideration should be given to the following:

- Assess improvement for: mutual trust between citizens and police officers, knowledge of policies and procedures, effective communications, respectful encounters, personal safety, inclusiveness, recruitment and retention results, and demographic data by race on detentions (stops, frisks, searches, summons and arrests), where possible. It was noted that “race” is currently not on PA driver’s licenses.
- Formally collect and evaluate data on how stakeholders (including law enforcement) view police interactions with communities of color – on and off campus. This can be done using surveys, focus groups, and representative anecdotal information from engaged organizations/individuals. State College has successfully used the National Citizen Survey for measuring community issues; perhaps it can be used as a model or expanded to include this: <http://www.statecollegepa.us/index.aspx?NID=1845>
- Penn State and State College jointly perform a S.W.O.T. (Strengths, Weaknesses, Opportunities, and Threats) analysis on current community policing and how it relates to people of color.
- From the data gathered, establish specific metrics to use for future assessments of progress.
- Establish a “citizen review board” for the State College area, modeled after others like Pittsburgh’s (<http://cprbpggh.org/>) and State College’s Taser Advisory Committee. Goals would include: accountability standards for community policing, collaborating on educational and communication issues; reviewing related policies and procedures, providing a safe venue for anonymous complaints, reviewing incidents that ended in racial conflict. The planned use of body cameras would be an excellent review item for such a group. State College Police Chief Tom King currently serves as the Legislative Chair for the Pennsylvania Chiefs of Police Association and is working at the state level to attempt to pursue legislation that would make body cameras more feasible from legal and operational standpoints. Penn State and State College Police Departments need to be prepared to address this critical issue.
- Student Affairs and University Police & Public Safety develop a process that systematically assesses and documents the concerns of students relating to police and judicial matters. Feedback to the students will help them understand the administrative processes and increase their engagement.

OTHER AREAS OF CONSIDERATION

Consistently, there were critical issues that came before the Task Force that were not within the purview of its charge, but are extremely relevant to any meaningful outcomes.

Although the State College and Penn State Police Departments were the original focus for this task force, **Ferguson and Patton Townships’ Police Departments** should be included in the implementation of the recommendations, since they interact with residents and students of color as well. Students and residents are unaware of the geographical and governing relationships between the communities, particularly which police departments

cover which neighborhoods. The Chiefs of Patton and Ferguson were informed of our work and graciously provided demographic data and access to their officers. The police departments for **Bellefonte Borough and Spring Township** are also critical to any long-term improvements as racial minorities are moving to these areas for more affordable housing and these departments also assist Penn State with large events. Now is the time to broaden the scope of stakeholders as we build this community model.

The **Centre County judicial system**, including the District Attorney's Office, is seen as an extension of "law enforcement." Understanding and trusting in the judicial process are often lacking in communities of color. It has been said that after an arrest, everything "works in a vacuum – without regard to community impact." Do our judicial stakeholders value cultural competence in their encounters with people of color? These negative perceptions can grow in communities of color whenever they are reinforced by actual incidents that seem to be unfair and prejudicial. Greater participation by the county judicial system with Community and Campus in Unity (CCU) and the Community Diversity Group would be a good starting place to hear concerns and eradicate misperceptions.

Police and the **State College Area School District**. There is a need to assess police engagement with the schools and their students. The State College Police Department has had a School Resource Officer program in place since 1998. The program is proactive with students and serves predominantly as a resource for education and mediating disputes. However, incidents are occurring, involving students/parents of color, which are sometimes confrontational and require a police presence. Foundational relationships need to be enhanced between police officers and students of color before these negative interactions occur. Without solid relationships, stereotypes can prevail on all sides and inequities may result. The intent is to avoid being a part of a nationwide "school to prison pipeline" phenomena. The Public Issues Forum of Centre County held an open session in February of this year dedicated to discussing matters specifically about race. Some of the same issues that plagued the schools 30 years ago still exist and need to be addressed. <http://vp.telvue.com/preview?id=T04959&video=267500>

Individuals with disabilities, women, and members of the LGBTQ community concerns with local police. The task force heard multiple comments about how these groups are sometimes treated harshly and with prejudice. There was no way to assess these negative interactions within the purview but there is a clear indication that training may need to be expanded to cover communication skills with these specific groups. Additionally, students and residents did not feel that there was a safe place for them to share their concerns.

Security personnel at local entities and community policing. As more business establishments and apartments (particularly in downtown State College) hire security personnel to maintain order and protect their properties, there is a growing concern that they are not all properly trained to interact with racially diverse populations. There is no clear understanding of their authority and when local law enforcement should become involved. Incidents have escalated because of inconsistent application or lack of protocols with local police departments. This adversely impacts existing goodwill with communities of color.

CONCLUSION

Disturbances and injustices across the nation can perpetrate a negative outlook for relationships between police and communities of color. This list continues to grow with each news cycle. The task force sees paths around and through these scenarios that could impact the Penn State campus and the State College area and is grateful for the opportunity to recommend preventative, positive steps now to avert this. The recommendations submitted do not represent a “once and done” mandate. Implementation efforts will need to take place over time and be sustained in a manner that thoroughly immerses our systems and stakeholders in a commitment to what is right, just, and honorable. So much of what the task force suggests is dependent on the human soul and spirit – so the answers are not just stronger policies, procedures, and laws. Relationships will be the key motivator and glue to sustain the needed changes.

The campus and community need our police departments to be seen as the primary resource for law enforcement, protection and peacekeeping. They are our professional partners in this journey and should be respected for their commitment, contributions and hard work. In that process, communities of color must be treated justly and more tenaciously protected from acts of violence and hate so that their trust and confidence in “the system” is unshakeable.

What will be needed to proceed with the implementation phase of these recommendations?

- Vet the report with strategic groups in the university and State College that have been dealing with these critical issues to gain their active support.
- Financial support, human resources (employees, volunteers, consultants, trainers), innovative technology (websites, mobile apps, social media), time commitments, and in some cases, physical space will be needed.
- Most importantly, strong and tireless implementation teams that can dedicate themselves to the areas of focus in the recommendations. There are members of the task force that are willing to be a part of that process, if needed.

The task force recognizes this is a multi-year endeavor and that there may be some missteps along the way. But we are very confident that needed changes can be accomplished and that Penn State and State College will earn the right to be recognized as a national model for upholding diversity and inclusion in a town and gown community for the 21st Century.

"Each of us has the right and the responsibility to assess the roads which lie ahead, and those over which we have traveled, and if the future road looms ominous or unpromising, and the roads back uninviting, then we need to gather our resolve and, carrying only the necessary baggage, step off that road into another direction. If the new choice is also unpalatable, without embarrassment, we must be ready to change that as well." – Maya Angelou

Appendix A. Task Force Members

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"He who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really cooperating with it." – Dr. Martin Luther King, Jr.

Appendix B. Local Police Departments

State College Police Department

Chief Thomas King: tking@statecollegepa.us
 243 South Allen Street
 State College, PA 16801
 814-234-7150
<http://www.statecollegepa.us/27/Police>

University Police & Public Safety Department

Interim Director & Chief Michael Lowery: Mdl16@psu.edu
 20 Eisenhower Parking Deck
 University Park, PA 16802
 814-863-1399
<http://police.psu.edu/>

Ferguson Township Police Department

Chief Diane Conrad: dconrad@twp.ferguson.pa.us
 3147 Research Drive
 State College, PA 16801
 814-237-1172
<http://www.twp.ferguson.pa.us/Police/>

Patton Township Police Department

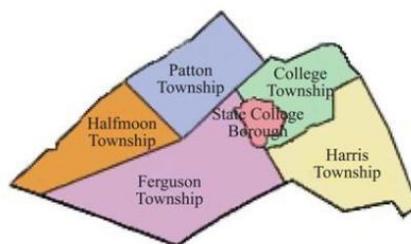
Chief John Petrick: jpetrick@twp.patton.pa.us
 100 Patton Plaza
 State College, PA 16803
 814-234-0273
<http://twp.patton.pa.us/departments/police/patton-township-police-department>

Bellefonte Borough Police Department

Chief Shawn Weaver: SWeaver@bellefontepolice.net
 236 West Lamb Street
 Bellefonte, PA 16823
 814-353-2320
<http://bellefonte.net/departments/police/>

Spring Township Police Department

Chief Michael Danneker: MDanneker@springtownship.org
 1309 Blanchard Street
 Bellefonte, PA 16823
 814-355-2801
<http://www.springtownship.org/index.html>



Appendix C. Race/Ethnicity Demographic Data

Police Departments: source = Police Department Chiefs or Human Resources Manager

Police Department	Police Officers	Officers of Color
State College	61	1 African American*
University Police	69	4 (2 Hispanic; 1 Two or More Races; 1 African American*)
Ferguson Township	22	0
Patton Township	18	1 Asian
Total	170	6

*By the time the task force concluded, this person was no longer an officer.

Penn State Full-time Students at University Park: source = Penn State 2015 Fact Book

Race/Ethnicity Category	Number
Hispanic/Latino	2,670
American Indian/Alaska Native	35
Asian	2,723
Black/African American	1,873
Native Hawaiian/Pacific Islander	42
Two or More Races	1,134
Sub-total	8,477
Unknown	834
White	30,571
International	6,966
Total	46,848

Penn State Full-time Employees at University Park: source = Penn State 2015 Fact Book

Race/Ethnicity Category	Number
Hispanic/Latino	262
American Indian/Alaska Native	41
Asian	473
Black/African American	329
Native Hawaiian/Pacific Islander	6
Two or More Races	92
Sub-total	1,203
Unknown	618
White	11,220
International	208
Total	13,249

State College Borough Profile: source = 2010 U. S. Census

Race/Ethnicity Category	% of 42,034
Hispanic/Latino	3.9
American Indian/Alaska Native	.2
Asian	9.8
Black/African American	3.8
Native Hawaiian/Pacific Islander	*
Two or More Races	2.0
White	83.2

*Value greater than zero but less than half unit of measure shown.

Centre Region Profile: source = Centre Region Council of Governments

Race/Ethnicity Category	% of 92,096
Black	4
Asian	8
Other	3
White	85

Centre County Profile: source = 2010 U. S. Census

Race/Ethnicity Category	% of 153,990
Hispanic/Latino	2.4
American Indian/Alaska Native	.1
Asian	5.2
Black/African American	3.0
Native Hawaiian/Pacific Islander	*
Two or More Races	1.5
White	89.4

*Value greater than zero but less than half unit of measure shown.

Note: For the U.S. Census data, Hispanics may be of any race, so they are also included in applicable “race” categories.

Appendix D. Task Force Enrichment

Educational Sessions:

- Penn State’s student enrollment and employee headcounts counts, by race/ethnicity
- Centre County race/ethnicity census data
- Demographic data and recruitment practices for the State College and University Park police forces
- Current “community policing” efforts of the State College and the University Park Police Departments
- “Levels of Force” definitions and policies for State College and University Park police departments
- Penn State’s Student Misconduct Protocol and related policies and procedures
- Penn State’s guidelines for handling employee misconduct
- Legal recourse for citizens involved in “civil disobedience” and/or “excessive use of force”
- Advisory Committee on Taser Use update
- Community & Campus in Unity updates
- Testing & Hiring Procedure for the State College Police Department
- Training process for de-escalating conflict for the State College and the University Park police departments
- Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) process
- International Chiefs of Police Association 2015 Conference summary
- Information meeting with Patton Township and Ferguson Township Police Chiefs
- Interviews with police officers to assess their concerns

Diversity & Inclusion Events:

- “Local Police & Immigration Enforcement” sponsored by the Penn State Law School, the Center for Immigrants’ Rights Clinic, and the Mayor of State College
- 2016 Dr. Martin Luther King, Jr. Banquet sponsored by the Forum on Black Affairs
- Dr. Steve Robbins’ (national speaker) interactive presentation on inclusion sponsored by Penn State’s Office of the Senior Vice President for Finance & Business
- Sybrina Fulton’s speech on the death of her son, Trayvon Martin, sponsored by Penn State
- “Meet & Greet” with University Park and State College police and students hosted by the Penn State Paul Robeson Cultural Center
- Taser Advisory Committee “Town Hall” sponsored by State College Borough
- Community & Campus in Unity “Open Forum”
- Lincoln University Concert, sponsored by Bellefonte’s St. Lutheran Church
- “Let’s Talk About Race – For a Change” sponsored by State College Area School District Public Issues Forum
- Presentation of the design concept for the Dr. Martin Luther King, Jr. Plaza sponsored by State College Borough

- Candidate presentations for Penn State’s Assistant Vice President for Police & Public Safety sponsored by the Senior Vice Presentation for Finance & Business
- American Indian Powwow sponsored by Penn State
- “American Indians, the Media and Team Sports” panel discussion sponsored by Penn State
- “The Fire This Time: Citizenship, Civil Rights, and New Racism in the 21st Century” symposium sponsored by Penn State

Suggested Readings/Resources:

- *Penn State Statement on Diversity, Equity and Inclusive Excellence:*
<http://equity.psu.edu/psu-diversity-statement>
- *Police Chiefs Magazine:*
<http://www.policechiefmagazine.org/>
- *President’s Task Force on 21st Century Policing:*
http://www.cops.usdoj.gov/pdf/taskforce/TaskForce_FinalReport.pdf
- *Investigation of the Ferguson Police Department:*
https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf
- *An Assessment of Deadly Force in the Philadelphia Police Department:*
<http://ric-zai-inc.com/Publications/cops-w0753-pub.pdf>
- *Implicit Bias versus the “Ferguson Effect” -- Psychosocial Factors Impacting Officers’ Decisions to Use Deadly Force:*
http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=print_display&article_id=4056&issue_id=22016
- *Strategy Summit on Future Local Government, Police, and Community Relations:*
https://www.majorcitieschiefs.com/pdf/news/strategy_summit_final_report_dec_2015.pdf
- *Campus Cops’ Contested Role, The Chronicle of Higher Education:*
<http://chronicle.com/article/Campus-Cops-Contested-Role/233798>
- *Law Enforcement Recruitment Toolkit:*
<http://www.theiacp.org/portals/0/pdfs/RecruitmentToolkit.pdf>

“If the society today allows wrongs to go unchallenged, the impression is created that those wrongs have the approval of the majority.” – Barbara Jordan

Appendix E. Outreach & Informational Resources

Community Organizations:

- Borough of State College Community Engagement Office
- Community & Campus in Unity
- Community Diversity Group
- Forum on Black Affairs
- Global Connections
- Leadership Centre County
- Mid-State Literacy Council
- Pura Vida Latina (Pure Latin Life)
- United Nations Association of Centre County

Community Businesses:

- Armstead Development Center
- Thee Lasting Look Hair Studio
- Fitted Cuts Barber Shop
- Styles by Candace
- Visions Multicultural Hair Design
- Voices Newspaper

Community Faith-based Organizations:

- Albright-Bethune United Methodist Church (predominantly African American)
- Asian American Christian Fellowship
- Association of Latino/a
- Comunidad Católica de Penn State (Latinx Catholic Community)
- Interfaith Initiative Centre County
- Islamic Society of Central PA
- Saint Paul's African Methodist Episcopal Church (predominantly African American)
- State College Chinese Alliance Church
- State College Korean Church
- Unity Church of Jesus Christ (predominantly African American)

Penn State Departments/Programs/Organizations:

- Administrative Council on Multicultural Affairs (ACMA)
- African American Studies Department, College of The Liberal Arts
- Bunton-Waller Fellowship Program
- Council of College Multicultural Leadership (CCML)
- Equal Opportunity Planning Committee (EOPC)
- International Student and Scholar Advising (DISSA)
- Language, Culture & Society Department, College of Education

- Latin American Studies Department, College of The Liberal Arts
- Multicultural Resource Center (MRC): Women of Color Empowerment Group, Black Male and Latino Male Empowerment Group, Asian American Students in Action (AASIA)
- Paul Robeson Cultural Center
- President’s Commission on Racial & Ethnic Diversity (CORED)
- Ronald McNair Program
- Second Language Education Department, College of Education
- Senior Faculty Mentor

Penn State Student Organizations:

- African Student Association
- Asian Pacific American Caucus
- Black Graduate Student Association
- Black Student Union
- International/Multicultural Student Organizations
- Latino Caucus
- Multicultural Greek Council
- Muslim Student Association
- National Association for the Advancement of Colored People (NAACP)
- National Council of Negro Women
- National Pan-Hellenic Council
- Student Black Caucus
- South Asian Student Association
- United Soul Ensemble

Other Resources:

- Sharon Barney, Esquire, Immigration Attorney: <http://www.sharonbarneylaw.com/>
- Wideline Seraphin, Community Narratives Project: <http://www.centredaily.com/news/local/education/penn-state/article42915570.html>
- Penn State Hotline: <http://www.psu.edu/hotlines>
- Report Bias Website: <http://equity.psu.edu/reportbias>
- National Immigrant Women’s Advocacy Project (NIWAP): <http://niwaplibrary.wcl.american.edu/>
- PA Human Relations Commission: http://www.phrc.pa.gov/Pages/default.aspx#.VylOo_krLcs
- U. S. Commission on Civil Rights: <http://www.usccr.gov/>

“There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction. – John F. Kennedy