Land Acknowledgement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians of Oregon, and continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.
Synergies of Support: Success in Crisis through Campus Collaboration

Shelly Clark and Alexandra Garner
University of Oregon
Please Take Care Of Yourself

This session will discuss behaviors that can be troubling or disturbing. Please do what you need to do to take care of yourself during and after this session.
Your Presenters:

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Assistant Director of Residence Life
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Session Outcomes:

- Receive an orientation to threat assessment principles and practices.
- Understand the usefulness of relationships across campus offices in building support network for threat assessment and other applications.
- Evaluate institutional gaps and opportunities re: relationship building and processes/priorities of other departments.
- Apply the inter-departmental relationship model UO has demonstrated to own institution.
- Apply what participants have learned in this session to an example scenario.
What happens when a student or employee needs help?

Behavior is noticed

Individual is approached or approach someone for help

Staff/Faculty/Peers/Family submit their concern

Responding Team Receives Report
Community Care and Concern Form

Link: https://dos.uoregon.edu/report-concern
Information Workflow

Information reported through DOS website

Automated Routing Based on Concern Type

- OICRC
- Student Care Team
- Behavioral Evaluation & Threat Assessment Team
The UO Behavioral Evaluation and Threat Assessment Team (BETA-Team) assesses the risk of physical violence resulting from written, online, or verbal threats.

BETA is not a decision-making body but can make recommendations on mitigation strategies to department and university leadership.

BETA provides safety planning to those impacted.
The Student Care Team (SCT) was formed to address concerns about student behavior that may be disruptive to the integrity of the learning environment. Specific examples of these concerns may include:

- Suicide attempts
- Activities or events that may impact the campus community
- Activities or events that may impact a student’s ability to stay in school
- Activities or events that may impact the safety of the community

The SCT also functions as an interdisciplinary problem-solving group where multiple departments and personnel are working collaboratively to support a student or to support those impacted by a particular student’s behavior.

When to Refer a Student

- If your efforts to manage a significant classroom behavioral issue have not resolved the problem
- If you are concerned about the welfare of a student, yourself, or other students
- If a student asks for help in dealing with personal issues that are outside your role as a faculty or staff member
- If you have referred the student for assistance in the past and there seems to be no improvement, or things seem to be worsening
BETA Team Members

- Office of the Provost
- Counseling Center
- Safety & Risk Services
- OICRC
- General Counsel
- Human Resources
- Student Life
- UO Police Department
BETA Team Consultative Partners

- Eugene Police Department
- Association of Threat Assessment Professionals
- FBI
- Work Trauma Services
- University Housing
- Student Care Team
- Title IX Risk Assessment Team
- Demonstration Team
Overview of Case Activity

- New Cases Created: 65
- New Files created for Ongoing Cases: 35
- Updates to Ongoing Cases: 6

Discussions of the BETA Team

- Focused on Students: 44
- Focused on Faculty/Employees: 20
- Focused on a Mixture of Faculty/Employees and Students: 18
- Focused on Outside Community Members: 24

Cases moved to inactive status: 29
• Individuals experiencing paranoia or disconnection from reality and causing fear
• Individuals that express repeated disagreements about decisions supported by the University or requirements set by the University
• Requests for physical security measures
• Employees threatening harm after employment-action taken
• Community members causing concern when using campus services
• Child Endangerment
• Classroom safety
• Religious extremism
• Individuals that feel victimized by liberal bias
• Unsettling AI generated anonymous outreach
• Identity based violence and outreach

• Posts to social media/news outlets regarding disagreement over departmental practices
• Concerning communications regarding corporations or consultants connected to University activity
• Individuals that are holding onto a grievance against the University
• Threatening/Harassing anonymous phone calls, emails, and text messages
• Violence experienced by other campuses
• Stalking behaviors and relationship violence
• Basic needs and support
• Anonymous individuals signing campus members up for extremist list servs
• Threatening behavior during group projects
• Concerns regarding access to weapons and looking at weapons online
The primary focus of the WAVR-21 is to assess the risk of workplace or campus *homicidal targeted violence*.

The secondary purpose of the WAVR-21 is to capture other forms of problematic aggression. The WAVR may be used to identify and assess the risk, frequency, and severity of non-homicidal aggression such as stalking, disruptive anger problems, menacing behavior, and bullying.

The item domains of the WAVR include both static and dynamic factors. The WAVR items include psychological, behavioral, historical, and situational factors associated with targeted violence, including intimate partner violence posing a threat to a workplace or campus.

An evidence-based tool. By incorporating scientific findings in its definition of violence risk factors, the WAVR-21 attempts to bridge the gap between research and the case management needs of practicing professionals.

*Source: http://www.wavr21.com/the-wavr-21/*
Pathway to Workplace and Campus Targeted or Intended Violence

- Attack
- Probing & Breaches
- Pre-attack Preparation
- Research & Planning the Attack
- Escalation
- De-Escalation
- Violent Ideation

The “Grievance”

Adapted with permission from F.S. Calhoun and S.W. Weston (2003). Contemporary threat management: A practical guide for identifying, assessing and managing individuals of violent intent. © 2003 F.S. Calhoun and S.W. Weston. All rights reserved.
Behaviors of Concern

• History of violence or threats of violence
• Intimidating behavior
• Angry or argumentative behavior
• Interest, fascination & easy access to weapons
• Romantic obsessions
• Extreme stress
• Blaming others for problems
• Retaliation against perceived injustice
Behaviors of Concern

- Decrease in productivity and/or inconsistent work patterns
- Elevated frustration with the environment
- Major changes in mood or behavior
- Minimal support systems
- Chemical dependency (alcohol or drugs)
- Suicidal thoughts
- Some mental illness symptoms (e.g., command hallucinations, extreme disorganization)
Stabilizers

- Positive attachments to others (friends and family)
- Genuine remorse for fear-inducing conduct
- Obeys limits set by employers or authorities
- Taking action to address actions
- Seeing a future beyond grievance
- Positive coping skills
- Treatment compliance
“The best time to form a relationship is before it is needed.”

• How do we do this?
  – Overlapping of committees
  – Training Opportunities
  – Professional Development on shared interests
  – We think about who is not at the table, and what they may need.

• How else does this relationship help us?
  – We are better collaborators in understanding the needs, challenges, and priorities of departments outside our own
  – We can take initiative to address issues in a way that sets our colleagues up for success
Homework!

Get to know these folks:

• Emergency and Continuity Managers
• The individuals providing leadership for your Crisis Intervention Teams
• Incident Managers
• Human Resources for your department
• Campus Police/Public Safety/Security
• Housing equivalencies for these roles
Take Advantage of Your Time at NWACUHO:

★ Maxient
★ Roompact
★ StarRez

★ Other vendors that collect information about roommate pairing, dining card use, key card use, etc.

★ Other University programs to gather information.

• “How easy can I do a unique identifier search for information in your product?”
• “Do you have ready or customizable reports that I can pull?”
• “What is your data retention policy?”
• “Could I give privileges to someone outside of my department to look up information?”
• “Do your services talk to other services?”
Helpful Resources:

- Assisting Students Information from the Dean of Students
- Behavioral Assessment Teams Overview
- BETA and WAVR-21 Overview
- Helpful Resources from the BETA Team
- Faculty and Staff Resources from University Counseling
- University of Oregon “One Stop”
- Academic Freedom Website
- External Engagement Support & Resources for UO Employees
Safety Planning

Resources:

- Self Defense Classes – Pepper Spray
- Duck Rides
- Safety Escorts
- Extra Patrol Requests
- Vacation Watch
- Emergency Phones
- 1:1 Safety Planning
- Physical Security Assessments
- Online Safety

Link: https://police.uoregon.edu/services
Case Study 1, part 1:

There have been numerous and consistent reports of a male resident demonstrating odd behavior. IE – Walking around with his eyes closed, taking photos/videos of people, jumping out of trees, wearing *creepy* full-face masks, mimicking behavior, etc. None of the behavior is threatening, but certainly out of the norm.

When he is approached about the photos or videos, he is responsive and says that he will delete them.

Questions to consider:

• What documentation, if any, would you recommend creating about this?

• Do you feel that this is a situation that you should “report up?”

• If this information was presented to you as a supervisor, what information or resources should you be prepared to provide?

• If you don’t believe this should be reported “up”, would you recommend that this information be reported anywhere else? Where?

• What additional information would be helpful to know?

• What questions about this scenario do you expect to be asked?

• Are there any patterns of behavior that you might be looking for?

• As you begin to think about your role as a supervisor, what conversations does this scenario prompt you to have with those that you supervise?
Case Study 1, part 2:

Campus police interacted with this individual after he jumped out of a tree and scared someone. Campus Police indicated that he would not speak, had a fixed glare, and rigid muscles. After 45 minutes, he apologized to the students he scared and then people went about their day.

The next day, the Student Care Team received a report from a faculty member sharing their concern for his behavior in the classroom. They also shared concern about this individual's ability to pass the class since they were not regularly attending.

Questions to consider:

• What documentation, if any, would you recommend creating about this?
• Do you feel that this is a situation that you should “report up?”
• If this information was presented to you as a supervisor, what information or resources should you be prepared to provide?
• If you don’t believe this should be reported “up”, would you recommend that this information be reported anywhere else? Where?
• What additional information would be helpful to know?
• What questions about this scenario do you expect to be asked?
• Are there any patterns of behavior that you might be looking for?
• As you begin to think about your role as a supervisor, what conversations does this scenario prompt you to have with those that you supervise?
Case Study 2:

You are on call and receive a request for an emergency room change over a long weekend. The individual that wants to move says that they have been living in fear for weeks and that they have been threatened by their roommate. Their roommate has a fascination with knives and watches videos online about how to clean and use them. Their roommate also listens to death metal and has shared that they have sought counseling in the past for depression.

Questions to consider:

• What documentation, if any, would you recommend creating about this?

• Do you feel that this is a situation that you should “report up”?

• If this information was presented to you as a supervisor, what information or resources should you be prepared to provide?

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Take Home Case Study Prompts

• An employee shares with another employee that they are considering suicide and has weapons in their car.
• A faculty in residence is feeling harassed because of their area of study. They feel like they are being doxed.
• An unknown individual is making threatening posts to departmental social media accounts.
• Service Center employees are getting phone calls from angry individuals. “Don’t hang up because I know where to find you.”
• A student reports that another student has fanaticized about carrying out a mass violence event and has access to weapons.
Thank you!

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