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Policing in the Library Public Report

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University of Michigan Library Diversity Council Subcommittee: Policing in the Library Public Report

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Introduction

This report provides a summary of University of Michigan library staff-led interrogative work directed at examining police presence in University Library spaces, as well as policing behaviors, and required security procedures performed by staff. A number of factors determined the formation of this group:

- The ongoing murders of Black people at the hands of police, which were in national headlines in 2020, and the public calls to action from the Black Lives Matter movement.
- Evolving discussions of health equity related to gun violence, police surveillance, and the ongoing pandemic.
- Calls from campus student organizing groups, such as the statement from Graduate Employees' Organization (GEO), to disarm and demilitarize campus police, and, reexamine agreements between DPSS and AAPD police to address non-violent incidents and surveillance of on-campus student gatherings, stating, "Policing and surveillance are not "public health informed;" they are harmful to physical and mental health."
- Experiences with library policing, voluntarily verbalized by library staff over time, that necessitated an examination of how police presence and partnership impacts the work climate for library staff.

Through a combination of research, staff interviews, and other data collection, the Policing in the Library Library Diversity Council (LDC) subcommittee has endeavored to examine the Library's relationship with campus police, its practices of monitoring library spaces and visitor behavior, and how these activities compare to approaches in comparable institutions. In addition to documenting the Library's relationship with policing, the primary purpose of this report is to provide recommendations for University of Michigan (U-M) Library Administration to assess and take action on.

Connections to anti-racism & inclusivity

Since the murder of George Floyd was recorded and viewed by Americans, many citizens have been reexamining their responsibility in perpetuating and actively dismantling systemic racism. Library workers are responsible for ensuring library spaces are inviting and safe for the library community to learn and gather. The presence of police officers is often viewed as unwelcoming and unnerving for Black people, Indigenous people, and individuals from a spectrum of marginalized groups. While the subcommittee does not have evidence to suggest a direct correlation between presence of armed individuals in library spaces and safety of BIPOC visitors in library spaces, the subcommittee has identified research that suggests[1] white people compartmentalize police brutality. It is incumbent upon the library, as a predominantly white group with white administrative leadership, to reflect on its policies and practices; this includes reexamining who the library invites into its spaces and why, in order to improve inclusivity.

The subcommittee's objectives

- Discuss the current use and impact, on library employees and library users, of police presence and policing practices in library spaces.
- Collect information on community and institutional alternatives to campus police on a local and national level.
- Examine viable, non-violent, identity-affirming alternatives to police and staff policing routines.
- Gather and analyze the views and experiences related to police and policing in the library of a diverse group of library employees who occupy various service positions through interviews.
- Recommend actions the library can take based on the information the subcommittee gathered and the data the subcommittee collected.

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[1] "Police killings of unarmed black Americans have adverse effects on mental health among black American adults in the general population. Programmes should be implemented to decrease the frequency of police killings and to mitigate adverse mental health effects within communities when such killings do occur." Police killings and their spillover effects on the mental health of black Americans: a population-based, quasi-experimental study Bor, Jacob et al. 2018. *The Lancet* 392, no. 10144: 302 - 310.

Relevant terminology

Policing
- (Dictionary.com) The regulation and control of a community, especially for the maintenance of public order, safety, health, morals, etc.
- (U-M Library context) The act of observing and enforcing behavioral expectations in library spaces. This activity may be performed by library employees, campus police, or library patrons.

DPSS
- Division of Public Safety and Security at the University of Michigan. They are responsible for police and security operations on campus. Colloquially, they are campus police. Departments that fall under the Division of Public Safety & Security are: Community Engagement, Dispatch Services, Emergency Management, Guest Services (GSS), Housing Security, Michigan Medicine Security, Museum Security, and Police (UMPD).

GSS
- Guest Services Specialists are employees of DPSS who support the maintenance of a safe and secure environment. The University Library has a service level agreement with DPSS for the Hatcher/Shapiro complex, the Duderstadt, and Taubman Health Sciences. GSS provide:
  - Protection of property, people, and assets,
  - Performance of rounds and inspections of all spaces,
  - Enforcement of library policies,
  - Handling of unattended items,
  - Assistance with any/all emergencies and coordinating response with the DPSS Communications Center,
  - Coordination with the circulation desks for all issues,
  - Daily coordination with UMPD and DPSS resources,
  - Compliance with all division reporting requirements,

  - ○ Walkthroughs of the Hatcher Library at the closing to ensure all patrons have exited the building.

UMPD
- The University of Michigan Police Department (UMPD) is a department under DPSS and is a full-service community-oriented law enforcement agency dedicated to promoting a safe and secure environment for students, faculty, staff and visitors.
- UMPD police officers are licensed by the [Michigan Commission on Law Enforcement Standards (MCOLES)](#), and have full authority to investigate, search, arrest, and use reasonable force, if necessary, to protect people and property under Michigan law and the [U-M Regents' Ordinance](#).

SUMA

- SUMA is an open-source mobile web-based qualitative and quantitative assessment toolkit for collecting and analyzing observational data about the usage of physical library spaces and services.
- SUMA is used in the library to count how many people are in a given space at specific times, monitor levels of noise on floors, and to collect observational data based on specific research initiatives to inform space designs in public areas. This data is used to inform staffing decisions, furniture placement, and to consider how the library can better serve patrons using its spaces.
- The library switched to doing specific "initiatives" before the pandemic — only collecting data once a semester for a few weeks using SUMA. The library is not actively using this tool at this time.

Policing in libraries: a research / literature review

The subcommittee investigated the relationships between policing and libraries by:
- examining available research, publications, and media;
- contacting colleagues at peer institutions.

Key research/literature review findings

1. Police intervention can be a source of harm, rather than a source of safety, especially to individuals who are Black.
2. There is widespread interest in limiting police presence on campuses and in library spaces — at U-M, at peer institutions, and nationally.
3. While many academic libraries acknowledged the issue of potential harm and expressed interest in evaluating relationships with police/policing, none that the subcommittee contacted could describe concrete policy changes they made with regard to policing.
4. Public libraries offer promising models and tactics for increasing safety, while limiting police interactions.

Policing can be a source of harm

This finding is supported by decades of research, activism, and organizing. Works on Black history in the United States, from the 19th through the 20th century, track the ways in which state authorities have worked against Black political power and Black freedom. More recent scholarship and activism, from the 1980s forward, has examined the prison industrial complex — including prisons, policing, and criminalization — and called for its abolition. Data on violent police interactions show that Black individuals are about two times more likely than White people to be shot during a police interaction (Washington Post, n.d.), people with disabilities are about 2.5 times more likely than non-disabled people to be the victims of police violence (Treatment Advocacy Center 2013), and, among those who are killed during police interactions, at least half are experiencing a mental illness (Harrell 2017).

There is interest in limiting police presence

This interest is seen in national and local movements for "cops off campus," in U-M specific actions including the GEO fall 2020 bargaining and strike, town halls and teach-outs, and the demands from the Black Student Collective at the School of Education. Beyond U-M, many peer institutions reported that they were reviewing policy related to policing on campus.

Academic libraries recognize the problem; have yet to change

While some peers we reached out to reported that they were reviewing their policing-related policies, most of the academic libraries contacted (nine out of eleven, ten out of twelve if we include U-M[2]) could not speak to policy changes related to policing and do not maintain a formal policy. This is in spite of recognition within the LIS literature that academic libraries need to go further towards putting commitments to DEI and anti-racism into practice (Gibson et al. 2021, Mehra 2021).

Public libraries offer promising models

In various municipalities, library staff have worked to develop crisis response options with first responders who are not armed, are not police, and have relevant mental health training (in some cases these responders are themselves library staff, while in other cases they are outside partners). Public libraries have been discussing policing in the libraries, developing alternatives, and making/sharing policies for at least a decade. Promising approaches are found at Denver Public Library, San Francisco Public Library, and others.

Policing in U-M Library Spaces: Methodology

In addition to consulting relevant research and reviewing the policies and practices of other libraries, the subcommittee felt it was important to get a clear sense of how policing has been deployed and experienced in library spaces at U-M Ann Arbor. To investigate how policing has been experienced in our spaces at the U-M library,[3] the subcommittee conducted interviews with U-M library employees who had seen policing in the library and/or who wanted to share their views about the use of police in library spaces. As a first step, a draft interview protocol was developed by the subcommittee. The subcommittee crafted questions that focused on three main topics: (1) the context in which employees interviewed work (e.g., specific buildings, typical work hours), (2) the training and information that interviewees receive related to incidents in the library and when and how

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[2] Names of institutions redacted for public distribution of this report. Our method for contact was based purely on social contact; we did not formally survey a cohort of institutions.
[3] The interviews were conducted with library employees who work under the 'University Library' administrative unit. Other libraries on the Ann Arbor campus (Law Library; Kresge Library at the Ross School of Business), and libraries on the Flint and Dearborn campuses, were not included.

to involve the police, and (3) the types of interactions interviewees have seen when police have been in the library. After drafting questions for each of these topic areas, the interview protocol was then iteratively edited to eliminate redundancy and to improve clarity and flow. After a strong draft had been developed, subcommittee members practiced conducting interviews and taking notes. Once subcommittee members felt ready, two willing library employees took part in pilot interviews. These pilot interviews went very smoothly, and no major changes to the interview protocol or process were made; thus the responses from the pilot interviews were retained and are part of the findings presented below. The final interview protocol can be viewed in the [Appendix](#).

An invitation for employees to participate in interviews with the subcommittee was sent out on April 23, 2021 as part of the weekly library employee newsletter; the text of that invitation can be viewed in the [Appendix](#). A total of 34 employees provided responses to interview questions; 31 did so in interviews with the subcommittee, and 3 chose to provide written responses to questions. Study participants worked in a wide range of buildings and shifts, and represented six library divisions. Most participants (24) were from Operations, which was expected due to this divisions' role in managing and monitoring library desks and spaces; other divisions represented were Collections, the Deans' Office, Learning and Teaching, LIT, and Research. Each interview was scheduled for an hour; some interviews took most of that time while others were rather brief. Additional information about the subcommittee's interactions with study participants is available in [the Appendix](#).

After all of the interviews were completed (and after three people submitted written responses), subcommittee members met several times to develop a system for categorizing responses to each interview question by theme. Some questions lent themselves to simple categorization schemes. For example, interviewee responses to the question "Are there typical types of situations that would lead you to call DPSS?" were first simply categorized into yes/no answers, and then for the "yes" responses there were additional categories such as medical situations, alarms/door issues, property damage/theft, etc. Other questions elicited more complex responses that required relatively complex categorization schemes. For example, the question "What are your feelings about calling DPSS?" required a larger number of themes in order to capture the wide range of interviewee reactions to the question. Importantly, the subcommittee employed a grounded approach to creating the

themes used to categorize interview responses; this means that the themes were inspired by the interview data, and not by preconceived ideas or existing theory.

After themes were created for each question, pairs of subcommittee members were assigned to each question in order to formally map interviewee responses to the themes. The subcommittee did this in pairs to ensure that multiple people agreed on how interviewee responses were being interpreted. This was especially valuable for complicated and nuanced interviewee responses. The Findings section below presents the themes that emerged from the interviews conducted.

Policing in U-M Library Spaces: Findings

Upon analyzing the categorized responses from employee interviews, four themes emerged:

1. Documentation and communication relevant to police and/or policing in the library are lacking.
2. There are a variety of reasons for contacting DPSS, and the nature of interactions with police vary as well.
3. Interviewees have generally not observed bias in interactions with DPSS or among library employees who contact DPSS; however, they acknowledge there is potential for bias.
4. Library practices and procedures contribute to policing behavior, some of which is acceptable to patrons, some of which is not.

Library documentation, training, and communication are lacking

One key theme that emerged from the interviews is that the library has no formal policies documented on the staff intranet or the public website related to when, how, and why to call the DPSS. Instead, different employee groups within the library rely on informal communication, by word of mouth or past experiences, to convey practices. The subcommittee's findings supporting this include:

- Many library employees have not received documentation or guidelines for resolving conflicts between individuals when they occur in public areas. When (or if) such

documentation exists, it is not readily accessible and is sometimes confusing or problematic.

- Instructions for when to call DPSS differ between departments, locations, and at times even among individuals responsible for training new employees. For example, some interview participants have been asked to contact their AUL to determine whether or not DPSS should be called, whereas other participants within the same department have not received a directive like this.

- Instructions differ between employee classifications within the organization. For example, student employees are often asked to consult a full-time employee first, when possible, before calling campus police, while other employees outside of Operations are told to call Operations staff when public conflicts occur.

- Interviewees (both Operations and non-Operations employees) discussed process discrepancies, noting especially the difference between frontline and non-frontline employees. Beliefs about whether or not Operations employees are responsible for conflict de-escalation and interaction with DPSS vary.

- Any training for when to contact DPSS, and how to de-escalate is usually peer-to-peer or from observing peers over time. There is no formalized training for employees.

The inconsistent approach to sharing guidelines, practices, and procedures is bound to leave individuals and whole work groups out, leading to confusion and inconsistent responses to incidents in the library.

Library interactions with DPSS vary

DPSS responds to a wide range of incidents in the library, and has many different officers. Thus, the nature of police interactions in the library is quite varied.

- Primary reasons for calling DPSS to the U-M library include: medical issues, alarms, harassment/bigotry, theft, physical altercations and/or threats to physical safety, after-hours building issues, and patron wellness issues.

- Smaller numbers of interviewees also noted that police are sometimes called to help with minor disputes, and that sometimes library patrons call DPSS to report on other patrons' behavior.

- When DPSS's presence in the library is not invited by library employees, it is more often due to walkthroughs and wellness checks, rather than responses to illegal activity. For the most part, DPSS checks in with library employees when they arrive in these types of situations.
- DPSS also responds to alarms triggered in the library and to building security issues. Since staff at entry points are not always alerted to these alarms, interactions can be fraught, with staff not knowing why officers are present, and officers looking to library staff for directions to the alarm locations.
- DPSS is typically prompt in emergency situations; non-emergency police responses take longer. Response time is also dependent on factors such as time of day, weather, activities on campus, and library location.
- The general consensus among interviewees was that a response by an armed force such as DPSS is not necessary for most situations in the library.

The point at which most people interviewed make the decision, or are instructed, to contact DPSS is when there is a threat to, or fear for, physical safety. However, a majority of the interviewees reported that they try to de-escalate situations before contacting DPSS, and some employees contact DPSS only as a last resort. Though several of the people interviewed had a neutral or positive feeling about calling DPSS, over 20 interviewees expressed mixed feelings or purely negative feelings about the prospect of having to call the police into the library. Some interviewees described instances in which they wanted only to consult with DPSS, but DPSS then took over the situation and, in some instances, escalated the situation.

Some interviewees noted that positive or helpful outcomes with DPSS occured when officers were focused on, and skilled in, managing interpersonal interactions, such as calming patrons down or connecting them with the resources they required (e.g., for situations like suicide risk, substance abuse, transport to a hospital).

Some interviewees also described negative outcomes associated with police being in the library:
- Five interviewees reported seeing DPSS officers engage in aggression, targeting, or belittling of patrons, in addition to intimidating or being dismissive of staff.

- There were two instances reported in which biases, held by both staff and patrons, resulted in calls to DPSS, both of which escalated to patrons being led out of the library in handcuffs.

When library employees encounter these kinds of deeply problematic situations, they do not necessarily know how or to whom to report this unacceptable behavior. According to the interviewees, this apparent lack of recourse is further exacerbated because the organization does not have a formal method to document or follow up on DPSS interactions.

Potential for bias in interactions acknowledged

Two-thirds of respondents have not seen any mistreatment by DPSS of people of color, young people, people with varying sexual orientation or gender identity, people with disabilities, people experiencing housing insecurity, etc. However, some interviewees were aware of patrons that have had DPSS called on them multiple times, and these patrons tend to be unaffiliated with U-M. They are often unhoused, and these incidents usually occur after-hours. Since only about one-third of interviewees indicated having seen guidelines for when to call DPSS, most respondents rely on potentially uninterrogated subjective judgements to determine whether or not to call DPSS. Interviewees acknowledge that differences in library employee's socio-economic and racial backgrounds affect how situations are perceived and impact their interactions with campus police. Per the subcommittee's interviews, this has led to at least two major internal conflicts between staff members who were on opposite sides of the opinion regarding whether or not a DPSS presence was required in specific situations. Library Human Resources does not provide guidance on when to contact DPSS for patron-related concerns (this does not imply that LHR should or should not be active in this area). We note that LHR has helped with advice about when to contact DPSS for library employee-related concerns, however.

Library policing practices and varied outcomes

There are a handful of library practices that, in the view of the interviewees, constitute policing behavior and/or lead to confrontations in the library.

- Some interviewees feel that the library might cause more upset feelings and confrontations by asking for MCards after hours, waking sleeping patrons, changing

closing hours, and leaving "could have been a thief" signs on people's unattended belongings.

- Interviewees felt that the presence of staff simply walking through library spaces doesn't typically cause problems, and there were even examples of when this type of employee presence in the library has been helpful. However, most interviewees noted that more intensive monitoring of patrons in the library, for example, when doing SUMA counts, makes some patrons uncomfortable or disgruntled.

Enforcing rules that result in confrontation (e.g., MCard checks and waking sleeping patrons) is uncomfortable for library employees, especially when asked to do so without any practice or training. Seven interviewees pointedly asked for more Operations-specific training on how to deal with conflicts in public spaces, and four interviewees asked for such training to be delivered library-wide.

Recommendations

These recommendations are informed by our research and by the information we collected from library employees who volunteered to be interviewed. While the subcommittee did not have the capacity to engage with the larger campus community, research helped formulate recommendations that have the potential to support members of the community that could not be represented during interviews. These recommendations do not represent the sum of the work the library needs to do to evaluate its relationship with policing, but we feel that the following actions must be taken in order to align with and center the library's values of Humanity, Diversity, and Anti-Racism.

Compensate library employees responsible for issue management

Any library employee responsible for and trained in issue management — e.g., handling crises, disruptions, and conflicts — should be compensated more, as this is an increase in job duties. These duties should be documented in job descriptions, supported with systematic training, and compensated accordingly. It is not equitable to ask some of the lowest paid

employees in the organization to be responsible for these duties, without recognizing the burden of that labor through appropriate compensation.

Match the need with like response - alternatives to contacting DPSS

The library must identify and invest in alternative solutions to contacting DPSS. The following are a set of recommendations regarding how the library should adopt alternative mechanisms for calling DPSS in the specified type of situation.

- Having armed officers in the library is dangerous, escalates issues, and heightens anxiety. Research and interviews with library staff indicated that the presence of a gun intensifies interpersonal interactions and can cause stress and fear in individuals present. The library should utilize Guest Services Specialists (GSS) more, and be engaged in their training. If the library has to use a private firm for safety and security, then there should be transparency. Who the firm is, why they are being retained, what services they are being asked to provide, if the firm carries weapons, and what their process for escalation is.

- While the library cannot always control the presence of DPSS (e.g., when a patron initiates a call to DPSS, or DPSS performs a walk through), the library can and should initiate practices that decrease uncomfortable interactions by partnering more with GSS. For example, GSS could respond to issues related to lost and found, building alarms, or other building security issues. While DPSS provides GSS training, the library should be involved in and aware of the training GSS receive. GSS training, expectations and responsibilities should be documented and made broadly available to all library employees.

- Hire an embedded social worker for the library; social workers in library settings provide support and resources for patrons. This practice is well documented in many public libraries and reduces the reliance on police intervention ([see this recent NPR report on this practice, as an example](#)). The social worker's hours and availability should support the needs of late night and weekend library employees. That is when there is less support available to them, and when interviewees indicated they needed that kind of assistance.

- Connect library users to mental health resources. Services are available for campus affiliates during working hours, Counseling and Psychological Services (CAPS) for students and Faculty and Staff Counseling and Consultation Office (FASCCO) for staff and faculty. Both of these programs serve as a valuable resource for a patron experiencing mental duress.
    - For after hours needs there are several resources:
        - CAPS has a 24 hour phone service (734) 764-8312
        - U-M Psychiatric Emergency Services: (734) 936-5900
- Establish a voluntary team with representatives from across the organization that are deeply familiar with, and have been trained in, the library's issue resolution guidelines and procedures. Part of their responsibilities should include availability to on-duty employees to support de-escalation.
- There is also an opportunity for the library to partner with outside organizations such as the Delonis Center, the School of Social Work, [The Corner Health Center](#), or be trained to make use of the [Community Mental Health of Washtenaw County 24/7 Crisis Services](#). There are also training sessions available to help employees navigate issues related to mental health such as a [90 min online NAMI mental health presentation](#).

Develop library-wide, comprehensive documentation for issue resolution

If documentation exists, it is decentralized and often organized at the unit level. The interviews revealed that there is not a general awareness of policies or procedures for how to manage problems and crises. Further, some interviewees who thought policies might exist were not sure where or how to find the policies. Guidelines and procedures for when and how to contact DPSS should exist, and should be available to all library employees.

- Form a cross-divisional team to create library-wide policies and documentation that align with the library's values of Anti-Racism and Humanity. The team should have diverse membership, with representation from each division as well as from each of the library's multiple buildings. This group will create documentation and procedures that will be followed at all library buildings (though certain procedures may be

tailored to particular buildings). The documentation should be reviewed and updated at least annually.

- Create and document formal guidelines and procedures for how to resolve conflicts between people. If the conflict cannot be resolved by library employees, then there needs to be a clear path on when and how to pass the issue along to another authority. Documentation should be online (see below) and in print so it is both easily accessible and available in different formats to support people who have different learning needs. Documentation should include decision trees and infographics; these tools can help to distill information and act as a reference guide for employees making decisions quickly and under pressure.

- Library policies directly impacting patrons should be made publicly available on the library's website (lib.umich.edu). The public documentation does not need to include all guidance; rather, the implications of certain actions taken by patrons should be known broadly by the patron community. This will inform library users and potential library users what kind of training library employees have and what paths for escalation are.

- All documentation related to library reliance on police support and presence, and related staff training should be reviewed annually by the designated cross-divisional group. Unit managers should incorporate review of materials into regular staff discussions, reviews and emergency procedures.

Develop library-wide, comprehensive training for issue resolution

Training is an area where the library needs to commit ongoing resources. The library's onboarding practices related to issue resolution (potentially requiring police presence) are inconsistent. Moreover, some service point employees receive peer-to-peer training, which results in inconsistent outcomes and is insufficient for library employees.

- Develop and provide a robust training program to reduce the reliance on DPSS with a focus on de-escalation and crisis management. Training should be required for any public facing employees (e.g., Research, Operations, Collections, Learning & Teaching) and made available to all library employees. Training should include:

- ○ Scenarios depicting typical issues to orient library employees so they are not relying on their own judgment in tense situations.
- ○ Role playing, based on the above scenarios, to give library employees practice in how to engage with patrons in various scenarios.
- ○ Guidance on having difficult conversations, with examples of non-violent and de-escalation practices, and conflict resolution. This should include scripts to guide consistent responses.
- ○ Bias interruption and identifying personal bias.
- Make free optional CPR and first aid training available to all library employees annually.
- Train library employees on the relevant resources available for different types of patrons and situations, how library employees should refer patrons to available resources, what autonomy library employees have to make decisions based on an established emergency response workflow, what the potential repercussions of those referrals are (e.g., calling DPSS and an ambulance for intoxicated underage students, calling an ambulance for people without insurance who do not want care because of cost, what can happen to undocumented students, etc).
  - ○ This training should include guidance on how a library employee can identify when a mental health issue may be at play, so they can activate the appropriate resources. All library employees who have regular interactions with patrons should be trained on basic mental health awareness, on any new protocols for seeking help when a mental health crisis arises, and how and when to request a DPSS officer with special training in mental health response.
- Every employee that works with patrons should go through training at least once, as a baseline expectation. Once current library employees are fully trained, then this should be part of the onboarding process. There should also be refresher training for all employees with regularity. The cross-divisional group creating documentation should recommend how often employees should attend refresher training.

Develop library-wide reporting mechanism

Though most library employees in Operations know to email a specific group within Operations following an incident when DPSS was either contacted or responding to an incident, what to include and what the outcome of such a message would be is not known. Since issues arise in all areas of the library, mechanisms for reporting and summaries of those reports should be available to all library employees.

- All library interactions with DPSS should be documented. The library should create a form that collects incident numbers (library employees should ask responding officers for the incident number), name of officer, date, time, library location, what the interaction was, what led to DPSS being contacted, and additional notes.

- The library should develop a scale of concerning behavior exhibited by DPSS officers. This scale should be integrated into library documentation so employees are aware of the definitions as well as the aforementioned form so that data can be collected. If concerning behavior becomes a pattern the library can contact DPSS with data points.

- Any division with a service point should be able to review the data accumulated via the aforementioned form.

- A summary report written by the cross-divisional documentation team with support from the Assessment Specialist should be written quarterly and shared library-wide to both inform and educate library employees. Issue management is largely invisible labor, the burden of which would be better shared if library employees better understood the frequency and severity of these interactions.

Adjust policies and practices to reflect inclusivity

The subcommittee has observed different policies and practices between library buildings, and in some cases between parts of the same building, that result in what the subcommittee believes to be unnecessary DPSS response and/or perceived policing behavior. The subcommittee encourages the library to engage in conversation about the following areas to bring buildings into alignment with each other, but also to improve community relations.

- Areas of the library rely on alarms differently. An inventory of how alarms are used throughout the different library buildings should be collected. This inventory should inform a critical evaluation of how and why alarms are used and responded to and whether or not they are still necessary. The subcommittee's research found that bringing police into library spaces for alarm responses can heighten anxiety and stress for both patrons and library employees. Pending the outcome of the evaluation, the library needs to engage DPSS to discuss modifying their response to library alarms. Some suggested changes to library alarms:
  - Alarms that are triggered during working hours should be handled initially through a phone call.
  - Replace alarms with card swipe entry. A card swipe can identify who should have access to certain spaces and at what times. Using a card swipe will eliminate accidental alarm tripping.
- Many people interviewed have a complicated relationship with the library's no-sleeping policy. Some library employees do not enforce the policy because they do not think it aligns with the library's value of humanity. Others think that the policy should be adjusted to ensure it is not punitive, and some have seen library colleagues use the no-sleeping policy as a way to be punitive. Application of the policy is inconsistent and it should be eliminated or reevaluated to identify and make clear its purpose.
  - If the policy is an issue of wellness for unresponsive patrons, then the library should institute a separate wellness check policy. This policy should describe when to evaluate whether a patron is responsive, with succeeding levels of escalation centered in keeping the patron safe. The library should not create or enforce policies that put patrons — especially those who may already be at risk for marginalization — in danger of being confronted by campus police.
- Other policies that need to be reviewed for alignment with anti-racism and humanity values are MCard checks and guest computer usage.
- While useful for library programming and management, SUMA initiatives can be perceived as policing or otherwise monitoring a patron's activity.
  - If the library will continue SUMA initiatives and counts, then the library should have signage explaining what the intent is.

- - Some colleagues of color shared that they did not feel comfortable performing these counts because patrons have had negative reactions to them doing so. Do not make performing these tasks mandatory.
  - Library employees should wear something that indicates that they are a library employee when performing these duties.
- Investigate the usefulness and purpose of security gates. Does the library actually use them as a way to prevent theft? Are they used to provide a sense of security and/or safety? An interviewee mentioned in their previous experience security gates gave patrons the false impression that they were metal detectors leading to a false sense of safety and security. If the library is using them as door counters, then the library should explore other ways to capture that data. (The library could also consider simple signage to clarify the current purpose of the security gates.)

Continued advocacy for reducing armed responses

As a campus leader in DEIA initiatives, there is an opportunity for the library to take an active role in changing campus policing. Moreover, the library's centrality to faculty and student life should be a motivating factor for the library to assess its responsibilities in engaging in conversations about policing. While this subcommittee knows the library cannot implement campus-wide unarmed response on its own, the library can give voice to and dialog with partners seeking alternative responses.

The library should also create a group that is scoped to connect with and collaborate with other campus and community leaders in interrogating policing. The City of Ann Arbor created a report that investigates unarmed police in the city.[4] The Advancing Public Safety at the University of Michigan Task Force released their final report in June 2021. The library should review these documents and charge a team to evaluate how the library can connect and contribute to these missions.

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[4] Interim Report on Unarmed Police Response (Resolution R-21-129)

Conclusion

The work on this report was started for a number of reasons, many of which were external to the library. As the work continued, it became clear this was needed for the good of our whole community, including library employees, students, faculty, staff, and any person — affiliated with U-M or not — who walks through our doors. The data we collected through our research and interview processes shows that there is a clear interest in limiting armed force and some forms of policing in our library, and that taking such steps can make our library more inclusive. It also shows that there have been repeated incidents with DPSS in which bias and unnecessary escalation emerged as areas of concern. We argue that there are actions we can take that will limit these concerns and make our library a safer and more welcoming space for all, aligning with our stated values.

This report and its recommendations provide opportunities for the University of Michigan, Ann Arbor University Library to live its values.

- The Library can embody **Diversity and Anti-Racism** by taking into consideration the harm perpetrated through policing, particularly for the historically marginalized and minoritized members of our community, and by investing time and money in alternatives to policing.
- The Library can demonstrate its **Humanity** by recognizing the needs library employees have as people for transparent and meaningful communication and by creating clear documentation and reporting structures.
- The Library can show its **Engagement** by listening to and following through on these staff-led recommendations and the similar calls from many student groups.
- The Library can show its **Interdependence** by realizing that there are a number of resources and groups throughout the University of Michigan which it could tap into for training and support to help lessen the Library's reliance on police.
- Finally, the Library could truly show its **Excellence** by taking this opportunity it has been presented with and becoming a leader in changing how policing is handled on campus and in research libraries throughout the country.

The committee knows that following through on our recommendations will take time and additional funding. We know all of the recommendations we have made are possible, and believe they should all be enacted. We look forward to the many conversations we expect this report to provoke with the library administration and with the greater library community. We also look forward to a transparent response to our findings and recommendations from the library administration. The Library Diversity Council will continue to monitor progress and send out additional reports as needed to the rest of the library community.

Appendix

Appendix Contents:

Interview protocol

Work Context Questions

1. How long have you worked in the Library?

2. What days and times have you had shifts where you were able to observe activity in patron-accessible spaces in the Library?

3. In what buildings have you worked in where you were able to observe activity in patron-accessible spaces?

Training Questions

4. Does your unit, department, or division have documented guidelines for when to call DPSS (U-M Division of Public Safety and Security)?
   a. [IF YES] What are the main guidelines, if you know them?
   b. [IF YES] Are the guidelines available to all? (How to access?)
   c. [IF NO] Is there a general understanding about when to call DPSS?

5. Does your unit, department, or division have documented guidelines for resolving conflicts between people, when they occur in public areas of the Library?
   a. [IF NO] Have you received any instructions for how to handle conflicts?

6. Have you been asked or trained to document your interactions with DPSS?
   a. [IF YES] What are the mechanisms for documenting and follow-up?

7. Have you ever trained new employees, including student employees?
   a. [IF YES] What, if anything, do you tell new employees about calling and interacting with DPSS?

8. Have you or your unit ever received any guidance or instruction from Library Human Resources to call DPSS?
   a. [IF YES] Please describe the situation.

Interaction Questions

9. Have you ever called DPSS, or another police department, while working in the Library?
   a. [IF YES] What kind of situation — or situations — led you to call the police?

10. Are there typical types of situations that would lead you to call DPSS?
    a. [IF YES] What are they?
    b. [F YES] Are medical situations leading to DPSS calls more or less common than other types of situations?

11. Are there times when you do not call DPSS when others might? Or vice versa?
    a. [IF YES] Why?

12. As far as you know, has DPSS been called repeatedly for specific patrons?
    a. [IF YES] Can you describe this type of situation?

13. Sometimes patrons call DPSS. Have you ever been in a situation where this has happened?
    a. [IF YES] How common is this, in your experience?
    b. [IF YES] Can you describe situations like this?
    c. [IF YES] Have you ever had patrons inform you that they've called the police?

14. Do you know of situations in which student employees have called DPSS?
    a. [IF YES] How common is this, compared to staff calling DPSS?

      b.   [IF YES] If you have any examples of student employees calling, we'd like to hear about them.

We're about halfway through the interview questions.
I just want to see how things are going in terms of how long this is feeling,
or if there is anything else you want to say about the interview

15. If DPSS enters the building(s), and they were not contacted by the Library, do you have any interaction with them?
      a.   Are there some consistent reasons why they come in?

16. Are there times when you think the Library should have DPSS on standby?
      a.   [FOLLOW UP WITH ASKING ABOUT THESE EXAMPLES IF THEY ARE NOT MENTIONED] What about times such as football games, Diag demonstrations, Hash Bash, etc.?

17. What are response times like when DPSS is called?
      a.   Does it depend on things like time of day, and type of incident?

18. Do you know of any particularly strange and/or scary situations that led to DPSS calls in the Library?

19. Do you know of any times when calling DPSS led to additional problems?

20. Do you know of any times when calling DPSS led to positive or helpful outcomes?

21. What are your feelings about calling DPSS?
      a.   [FOLLOW-UP] Have you had uncomfortable interactions with DPSS? [IF YES] Please describe.
      b.   [FOLLOW-UP] Have you had positive interactions with DPSS? [IF YES] Please describe.

22. Are there officers you interact with regularly or have formed a working relationship with?
    a. [IF YES] Please share a little about that.

23. In what ways have you seen DPSS officers treat:
    a. Library employees?
    b. Library patrons?
    c. Local community members?

24. Some people have traditionally been more at risk for mistreatment by police and security officers in our society, such as people of color, young people, people with varying sexual orientations, people with varying gender identity, people with disabilities, people experiencing housing insecurity, etc. Have you seen any issues like this in your interactions with DPSS?

Question about Patron Observation

25. There are times when patron activity in Library spaces is monitored by Library employees. Examples of this are head counts, and the special initiatives where types of activities in spaces are observed and the enforcement of library rules. Have you been involved in this type of work?
    a. [IF YES] Have you ever seen any issues or problems arise during the monitoring of Library spaces?

Closing Question

26. Do you have anything else to add, before we finish the interview? Are there things you hoped to share that we didn't ask about?

Additional information about the interview methodology

All interviewees received the interview questions ahead of their interviews, and each interview was conducted via the Zoom online meeting platform. Interview invitations with Zoom links were placed on interviewees' calendars. After interviews took place, the calendar

invitations were deleted, in order to further protect interviewee privacy. Three people were involved in each online interview: the interviewee and two interviewers. One interviewer asked the first half of the questions while the other interviewer took notes; the two switched roles for the second half of the questions. The interviews were not recorded. Prior to the start of each interview, the subcommittee shared the following with interviewees:

- The goals of the LDC Subcommittee Policing in the Library.
- The measures being taken to ensure privacy and to protect data (e.g., deleting interviewee names from all documents, retroactively deleting calendar invitations, limiting access to interview notes, categorizing responses by theme and not reporting on specific responses, etc.).
- The fact that there were no right or wrong answers to interview questions, and that the subcommittee was truly interested in interviewees' experiences and honest opinions.
- The basics of consent (e.g., it is fine to pass on any question, it is fine to stop the interview at any time).
- An invitation for each interviewee to check the notes from their interview for accuracy.
- An invitation to ask questions before starting with the interview.

Text inviting employees to participate in interviews

The Policing in the Library Committee, part of the Library Diversity Council, would like to invite employees from across the library to participate in an interview process regarding individual experiences with DPSS and policing practices in our library spaces. We are hoping to gather data and feedback from library employees across our campuses, divisions, and shifts. You do not need to have a public service desk assignment to participate. Perspectives from employees in all library roles are welcome.

Our interview process is conducted over Zoom with two interviewers from our team. Participants will be provided questions beforehand. Interviews are not recorded, and once concluded, all identifying information, survey data, calendar invitations, and coordinating emails will be permanently deleted.

If you are interested, please fill out this brief Qualtrics form [link removed] and a member of our team will contact you to schedule a time slot that fits your working schedule. If you have any questions or accessibility requests, please contact us at LDC-Policing@umich.edu. We look forward to speaking with you!

Research report

Research report contents:

Background

The Policing in the Library group was charged by the Library Diversity Council to:

- Evaluate the relationship between the Library and the U-M Division of Public Safety and Security
- Conduct data collection and research, to make a list of recommendations for policy change in how the library manages issues and concerns that currently result in contacting DPSS

This work was done over academic years 2021 and 2022.

The subcommittee's vision for the future is one in which:

- The library has policies and practices to respond to unsafe or emergency situations in ways that rely on staff training, campus services, and other resources to promote the life and wellbeing of all patrons and staff.
- These policies and practices do not increase danger of bodily harm, incarceration, or other adverse consequences to any specific population.

Research Question

Identify resources (blogs, publications, LibGuides, vlogs, other video content, etc.) to better understand what policies, practices, and solutions exist which affirm the lives of BIPOC patrons and staff in academic libraries and other campus environments.

Summary

There is widespread concern with policing in the United States and that concern has been showing up in conversations about police in the Library. While academic and research libraries are active in critiquing structural conditions that make libraries less welcoming to people of color, and to Black and Indigenous people in particular, they have been less active

in developing practices and policies that reduce police encounters in libraries. Public libraries have led the way in innovating solutions to serve all patrons, including patrons who may be perceived as a threat, while limiting police presence.

Our analysis of U-M specific resources and library specific resources shows that there is a concern with police in libraries, both locally and nationally. This concern is grounded in decades of organizing and research around policing as a source of harm rather than safety for marginalized people, especially Black people, and in recent uprisings in response to the highly public deaths of George Floyd, and many others, at the hands of police.

The concern with police and policing is reflected in higher education with movements for "cops off campus" and reflected in the national discourse with movements to defund and/or abolish police. These movements have gained significant increases in mainstream attention and viability since 2020. There have been calls from several student groups at U-M to divest from policing and/or remove armed police from campus spaces.

Related literature suggests a climate on college/university campuses where Black and Brown people are not safe, and statistically have negative experiences with campus police/safety officers. Related literature suggests that LIS activities toward improved DEI have failed in achieving significant material or structural change. These activities are therefore often categorized as performative.

Peer institutions largely reflect U-M Library's current position. There is universal interest in exploring, or at least being aware of, the issues that police in the library present. But libraries did not have revised policies, action plans, or other formal work to share as of early 2021. Most were at the stage of acknowledging this issue.

The literature on academic/research libraries also did not have examples of academic/research libraries taking action to develop formal policy in the library; moreover, the subcommittee found very little addressing this topic specifically in academic/research libraries.

Public libraries have been discussing policing in the libraries, developing alternatives, and making/sharing policies for at least a decade. There are promising frameworks and approaches for staffing, training, and policy coming from several examples including Denver Public Library, San Francisco Public Library, and others.

Additional resources included in the report identify several environmental factors contributing to perpetuating systemic racism and anti-blackness.

Resources

The sections below highlight resources the subcommittee consulted in its research, on policing, critiques of policing, safety, and the experiences of Black and Brown people in libraries and other contexts. They are arranged into the following sections, with a summary in each.

- [University of Michigan Specific Resources](#)
- [Abolition and Defunding the Police](#)
- [Calls for Cops off Campus](#)
- [Black History](#)
- [LIS Failed Attempts at DEI](#)
- [Transformative and Restorative Justice](#)
- [Violence Prevention, De-escalation, Alternatives to Policing](#)
- [Police Violence Against People with Disabilities](#)
- [Case Studies of Police Perspectives, Training, or Reforms](#)

University of Michigan Specific Resources

At U-M during 2020 and 2021 there was an increase in attention to the U.S. history of policing and of police brutality against Black and Brown people, as evidenced in teach-outs, town halls, Michigan Daily articles and more.

"Police Brutality in America Teach Out."
https://online.umich.edu/teach-outs/police-brutality-in-america-teach-out/
In this Teach-Out, you will learn about the history of police violence in America, become aware of laws and policies that prevent accountability, understand the demands of protesters, and gain the knowledge and tools to fight for change locally.

Heynard, Ryan. "Police Brutality in America Town Hall" (July 2020)
https://www.henyard.com/main/police-brutality
As part of the Police Brutality in America Teach-Out, Ryan hosted a Live Town Hall with Dr. Angela Dillard, Dr. Lisa Jackson, Dr. R. L'Heureux Lewis-McCoy, and Barbara McQuade, JD. Ryan Heynard is Faculty Experience Designer at the University of MIchigan's Center for Academic Innovation.

Lewis, Calder. "Grad students' anti-policing demands echo protests over armed officers decades ago." Michigan Daily (October 3, 2020)
https://www.michigandaily.com/administration/no-cops-no-guns-students-alumni-reflect-history-armed-officers-u/

Graduate Employees' Organization AFT Michigan 3550. "GEO Statement on AAPD-University of Michigan Partnership." (August 5, 2020)
https://www.geo3550.org/2020/08/25/geo-statement-on-aapd-university-of-michigan-partnership/

Counseling and Psychological Services, University of Michigan. "What to Do in an Urgent Situation With a Student." Accessed April 28, 2021
https://caps.umich.edu/article/what-do-urgent-situation-student

Counseling and Psychological Services, University of Michigan. "Faculty and Staff." Accessed April 28, 2021
https://caps.umich.edu/taxonomy/term/311/

Abolition and Defunding the Police

Abolition is a political position that insists on the abolition of the prison industrial complex — including prisons, policing, and criminalization — and has historical connections to the movement to abolish trans-Atlantic slavery (Davis, 2005). Defunding the police is a political strategy, in the service of abolition, that has rapidly grown in terms of popular attention and support. One of its aims is to limit police presence in order to limit violent police interactions. Defunding police departments is usually paired with rerouting funding to community

services and resources that promote safety by supporting people's basic needs (housing, health services) and wellbeing (education, recreation).

In libraries, there are several specific examples of limiting police presence in library spaces and/or rerouting library funds to alternate resources (Balzar 2020). Denver Public Library has hired social workers and trained its own unarmed security team to handle situations that might otherwise result in 911 calls; Sherrod Library at East Tennessee State University ended a contract with a security firm; and Redondo Beach Public Library in California has trained staff to limit 911 calls (Balzar 2020).

Blogs

Berger, Dan. "'Imagining a New World Without Cages': An Interview with Stephen Wilson." Black Perspectives (August 2020)
https://www.aaihs.org/imagining-a-new-world-without-cages-an-interview-with-stephen-wilson/

Oliver, Amanda. "Racism, Violence, and Police In Our Public Libraries." Medium (June 8, 2020)
https://aelaineo.medium.com/racism-violence-and-police-in-our-public-libraries-cd3983ac6044

Washington Post. n.d. "Police Shootings Database 2015-2021." Accessed Feb 15, 2022.
https://www.washingtonpost.com/graphics/investigations/police-shootings-database/

Books

The CR10 Publications Collective. *Abolition Now!: Ten Years of Strategy and Struggle Against the Prison Industrial Complex.* [California]: AK Press, 2008

Davis, Angela Y. *Abolition Democracy: Beyond Prison, Torture and Empires.* New York: Seven Stories Press, 2005.

Davis, Angela Y. *Are prisons obsolete?* New York: Seven Stories Press, 2003.

Gilmore, Ruth Wilson. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press, 2007.

Gaskew, Tony. *Stop Trying to Fix Policing: Lessons Learned From the Front Lines of Black Liberation*. Lanham: Lexington Books, 2021.

Sinha, Manisha. *The Slave's Cause: A History of Abolition*. New Haven: Yale University Press, 2016.

Vitale, Alex S. *The End of Policing*. London: Verson, 2018.

Newspaper articles/magazines

Balzer, Cass. "Rethinking Police Presence: Libraries consider divesting from law enforcement." *American Libraries* (July 8, 2020)
https://americanlibrariesmagazine.org/2020/07/08/rethinking-police-presence/

Berger, Dan, Mariame Kaba, and David Stein. "What Abolitionists Do." *Jacobin* (August 2017)
https://www.jacobinmag.com/2017/08/prison-abolition-reform-mass-incarceration

Felber, Garrett. "The Struggle to Abolish the Police is Not New." *Boston Review* (June 9, 2020)
http://bostonreview.net/race/garrett-felber-struggle-abolish-police-not-new

Hanes, Stephanie. "If police on campus have guns, is college more safe?" *Christian Science Monitor* (July 2, 2020)
https://www.csmonitor.com/USA/Education/2020/0702/If-police-on-campus-have-guns-is-college-more-safe

Grant, Melissa Gira. "The Rush to Redefine 'Defund the Police." *The New Republic* (June 9, 2020)
https://newrepublic.com/article/158104/rush-redefine-defund-police

Kaba, Mariame. "Yes, We Literally Mean Abolish the Police." *The New York Times* (June 12, 2020)
https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-abolish-defund-police.html

Kushner, Rachel. "Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind." *New York Times Magazine* (April 17, 2019)
https://www.nytimes.com/2019/04/17/magazine/prison-abolition-ruth-wilson-gilmore.html

McCoy, Austin. "Defund the Police: Protest Slogans and the Terms for Debate." *Perspectives on History* (July 12, 2020)
https://www.historians.org/publications-and-directories/perspectives-on-history/summer-2020/defund-the-police-protest-slogans-and-the-terms-for-debate

Purnell, Derecka. "How I Became An Abolitionist." *The Atlantic* (July 6, 2020)
https://www.theatlantic.com/ideas/archive/2020/07/how-i-became-police-abolitionist/613540/

Robinson, Ben. (2019). No Holds Barred: Policing and security in the public library. *In the Library with the Lead Pipe.*
https://www.inthelibrarywiththeleadpipe.org/2019/no-holds-barred/

Taylor, Keeanga-Yamahtta. "We Should Still Defund the Police." *The New Yorker* (August 14, 2020)
https://www.newyorker.com/news/our-columnists/defund-the-police

Research guide
For a World Without Police. "Study Guide: Disempower, Disarm, Disband." January 2021.
http://aworldwithoutpolice.org/study-guide/
This study guide is intended to help activists understand the police and craft strategies to abolish them.

Calls for Cops off Campus

Student, faculty, and staff activists at many college campuses have called for "cops off campus." At U-M, specific demands have been made by the Black Student Collective at School of Education and by the Graduate Employees Organization. These demands have resulted in actions including:

- Ending the Michigan Ambassadors program in September 2020, which had student volunteers and unarmed DPSS officers patrolling campus to enforce mask guidelines in summer 2020;
- Forming the Advancing Public Safety Task Force to review policing practice on campus in 2020.

Beyond U-M

Davis, Angela Y. et al. "California must lead the way in abolishing school and university campus police." (January 31, 2021)

https://www.sacbee.com/opinion/op-ed/article248636275.html

- Documents calls for cops off campus at California's large public university systems (California State and University of California).

Police Free Penn. "Abolition Now: We Demand a #PoliceFreePenn." (June 15, 2020)

https://policefreepenn.medium.com/abolition-now-we-demand-a-policefreepenn-8f6ca2d30f1a

University of Michigan

Black Student Collective at School of Education (University of Michigan). "Open Letter to Dean Moje, Senior Leadership, Faculty, Staff, and Students in the School of Education at the University of Michigan." (June 19, 2020) [redacted original link, different, public, version of the letter is included here]

https://sites.soe.umich.edu/rsji/a-letter-to-the-dean-of-the-school-of-education/

Graduate Employees Organization. "GEO Membership Votes to Reject Offer, Continue Work Stoppage." (September 9, 2020).

https://www.geo3550.org/2020/09/10/geo-membership-votes-to-reject-offer-continue-work-stoppage/

- GEO membership went on strike at the start of the fall 2020 semester with the following demands:
    - a demilitarized workplace;
    - diversion of funds from campus police (involving a cut of 50% to DPSS' annual budget);
    - and ending any and all ties to local law enforcement (AAPD) and other agencies (ICE).
- U-M administration ultimately agreed to:
    - a commitment to a revision of the Michigan Ambassadors program;
    - a commitment to substantive consultation with the undergraduate Students of Color Liberation Front about changing the role of the police in the revised program;
    - a commitment to meetings with Regents on public safety;
    - a commitment to a policing task force that works with the SoC LF and GEO, evaluates best practices for DPSS information transparency, and issues a public report with recommendations on policing;
    - (see https://www.geo3550.org/2020/10/06/strike-offer-text/).

Black history

Works in this section track the history of Black political identity and power in the United States, from the 19th through the 20th century. Although not about police or policing, they also track the way that state authorities have worked against Black political power and Black freedom during the period.

Books

Du Bois, W.E.B. *Black Reconstruction in America, 1860-1880*. New York: The Free Press, 1935.

Hahn, Steven, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*. [Cambridge]: First Harvard University Press, 2005.

Joseph, Peniel E. *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*. New York: Henry Holt and Company, 2007.

Ture, Kwame (Stokely Carmichael) and Charles V. Hamilton. *Black Power: The Politics of Liberation in America*. New York: Vintage Books, 1967, 1992.

Essay

Carmichael, Stokely (Kwame Ture). "What We Want." *The New York Review*, September 22, 1966.
https://www.nybooks.com/articles/1966/09/22/what-we-want/

Library Information Science Failed Attempts at DEI

While individual libraries and major library organizations have professed a commitment to diversity, equity, and inclusion (and to other keywords for social justice and anti-discrimination), this commitment has resulted in only limited material change in librarianship and libraries. The articles in this section critique the ways Whiteness structures libraries and librarianship, and offer suggestions toward more transformative social justice strategies.

Journal articles

Gibson, A.N., Chancellor, R.L., Cooke, N.A., Dahlen, S.P., Patin, B. and Shorish, Y.L. "Struggling to breathe: COVID-19, protest and the LIS response." Equality, Diversity and Inclusion, 40, no. 1 (2021): 74-82.
doi: 10.1108/EDI-07-2020-0178

Hathcock, April. "White librarianship in blackface: diversity initiatives in LIS." In the Library With the Lead Pipe, October 7, 2015.
http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/

Mehra, Bharat. "Enough Crocodile Tears! Libraries Moving beyond Performative Antiracist Politics." The Library Quarterly, 91, no. 2 (2021): 137-149.
doi: 10.1086/713046.
Santamaria, Michele R. "Concealing White Supremacy through Fantasies of the Library: Economies of Affect at Work." Library Trends 68, no. 3 (2020): 431-449.
doi:10.1353/lib.2020.0000.

Transformative and restorative justice

Transformative justice and restorative justice are frameworks for collective resolution and healing from harm that do not rely on carceral logics of "locking up" wrongdoers. They instead focus on the desires and needs of those who were harmed, the accountability of the ones who caused harm, and steps towards a community in which similar harm will not happen in the future. As such, they exist as alternatives to policing and the prison industrial complex.

Books

Beyond Survival: Strategies and Stories from the Transformative Justice Movement. [California], AK Press, 2020.

Research guides

Project NIA. "Transformative Justice: A Curriculum Guide." Fall 2013. https://project-nia.org/uploads/images/tjcurriculum_design_small-finalrev.pdf Project NIA developed these educational resources to help grassroots activists teach transformative justice practices in their communities.

Study and Struggle. "Curriculum." Fall 2020, Spring 2021 https://www.studyandstruggle.com/curriculum The Study and Struggle curriculum, built by a combination of currently- and formerly-incarcerated people, scholars, and community organizers, centers around the interrelationship between prison abolition and immigrant justice, with a particular attention to freedom struggles in Mississippi and the U.S. South.

Violence prevention, de-escalation, alternatives to policing

The absence of policing requires a greater presence of other support and services to promote safety. Various municipalities have worked to develop crisis response options with first responders who are not armed, are not police, and have relevant mental health training (Wood 2020, Llanes 2021).

Many libraries have trained or hired staff with expertise in social work, de-escalation, trauma-informed practices, and other relevant approaches (DC Public Library 2014, Dwyer

2019, Fraga 2016, Rehagen 2020). This allows library staff to respond to and support patrons who may be activated or perceived as a threat. This staff expertise also allows the library to better serve patrons and thereby support their wellbeing.

Blogs

The Abolition and Disability Justice Coalition. "Alternatives to Policing Based in Disability Justice." Accessed April 28, 2021.
https://abolitionanddisabilityjustice.com/main/
https://abolitionanddisabilityjustice.files.wordpress.com/2020/09/adjc_pdf_form_.pdf (Full site content in PDF)

Estreicher, Deborah. "A Brief History of the Social Workers in the Library Program." Whole Person Librarianship (May 5, 2013)
https://wholepersonlibrarianship.com/2013/05/05/a-brief-history-of-the-social-workers-in-the-library-program/

Books

Down, Ryan J. *Librarians guide to homelessness: an empathy-driven approach to solving problems, preventing conflict, and serving everyone.* Chicago: ALA Editions, 2018

Legislation

Maryland General Assembly. HB0670. "Maryland Police Accountability Act of 2021 - Police Discipline and Law Enforcement Programs and Procedures."
Effective July 1, 2022
https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/hb0670
Repealing the Law Enforcement Officers' Bill of Rights; prohibiting a police officer from preventing a citizen from recording the officer's actions if the citizen is otherwise acting lawfully and safely; establishing the Maryland Loan Assistance Repayment Program for Police Officers and the Maryland Police Officers Scholarship Program; requiring the Police Training and Standards Commission to take certain actions in response to violations of a certain Use of Force Statute; requiring each county to have a police accountability board; etc.

Media

Flyers in English, German, Spanish, and Chinese addressing alternatives to violence, mental health crises, car troubles, homelessness, fighting, among others. Flyers are in full color and black and white. The author is anonymous, but information about their origin can be found in this [document](#).

[Google drive folder containing flyers](#)

Newspaper article

Wood, Josh. "The US police department that decided to hire social workers." *The Guardian* (September 19, 2020)
https://www.theguardian.com/us-news/2020/sep/19/alexandria-kentucky-police-social-workers

DC Public Library. "Pioneering a New Approach to Serving Customers without Homes." *MLK Library Modernization Blog* (October 28, 2014)
https://www.dclibrary.org/node/45604

Dwyer, Colin. "Your local library may have a new offering in stock: a resident social worker" *NPR* (July 17, 2019)
https://www.npr.org/2019/07/17/730286523/your-local-library-may-have-a-new-offering-in-stock-a-resident-social-worker

Fraga, Juli. "Humanizing Homelessness at the San Francisco Public Library." *Bloomberg CityLab* (March 29, 2016)
https://www.bloomberg.com/news/articles/2016-03-29/the-social-workers-humanizing-homelessness-at-the-san-francisco-public-library

Llanes, Caroline. "Ann Arbor City Council moves forward with unarmed crisis response team." *Michigan Radio* (April 7, 2021)
https://www.michiganradio.org/post/ann-arbor-city-council-moves-forward-unarmed-crisis-response-team

"Library social worker helps homeless seeking quiet refuge." *PBS Newshour* (January 28, 2015). Transcript.
https://www.pbs.org/newshour/show/library-social-worker-helps-homeless-seeking-quiet-refuge

Rehagen, Tony. "How Denver Public Library is Services for Its Most Disadvantaged Patrons." 5280 (January 2020)
https://www.5280.com/2019/12/how-denver-public-library-is-improving-services-for-its-most-disadvantaged-patrons/

Research guides/presentations

Ontario Association of Children's Aid Societies. "De-escalation and responding to challenging situations." Accessed April 28, 2021.
https://oacas.libguides.com/deescalation
This guide provides access to a number of resources related to de-escalation and responding to challenging situations. Use the sidebar menu on the left to browse information and find resources – such as publications, videos, and eLearning modules – to assist with your research and inspire continued learning.

Saunders, Michael. "Crisis Intervention and De-escalation Techniques" No date.
http://www.cit.memphis.edu/modules/De-Escalation/presentations/FL%20-%20De%20Escalation%20Techniques.pdf
Slide deck of a presentation given to Crisis Intervention Officers; describes in detail the C.A.F. (calm, assess, facilitate) model and provides examples for each phase.

Webinars

Public Library Association (PLA). "Violence Prevention in the Public Library." Originally presented May 14, 2014. Webinar, 1:01:39.
http://www.ala.org/pla/education/onlinelearning/webinars/archive/prevention
This on-demand webinar discusses violence risk factors in terms of both customers and employees and helps enhance situational awareness skills.

Police Violence Against People with Disabilities

While there is disproportionate police violence against Black people in the U.S, research shows that there is also disproportionate police violence against people with disabilities and/or people experiencing mental health conditions. These are interconnected problems, as ableism and anti-Black racism are intertwined. Research in this section provides statistics and analysis on these issues.

Treatment Advocacy Center, and National Sheriffs' Association. "Justifiable Homicides by Law Enforcement Officers: What Is the Role of Mental Illness?," September 2013. http://www.treatmentadvocacycenter.org/storage/documents/2013-justifiable-homicides.pdf "Although no national data is collected, multiple informal studies and accounts support the conclusion that 'at least half of the people shot and killed by police each year in this country have mental health problems.'"

Harrell, Erika. "Crime Against Persons With Disabilities, 2009-2015 - Statistical Tables." U.S. Bureau of Justice Statistics, July 11, 2017. https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5986. "During the 5-year aggregate period from 2011 to 2015, for each age group measured except persons age 65 or older, the rate of violent victimization against persons with disabilities was at least 2.5 times the unadjusted rate for those without disabilities."

Perry, David M, and Lawrence Carter-Long. "How Misunderstanding Disability Leads to Police Violence." The Atlantic, May 6, 2014. https://www.theatlantic.com/health/archive/2014/05/misunderstanding-disability-leads-to-police-violence/361786/.

Cokley, Rebecca, and Lawrence Carter-Long. "Without Addressing Disability We'll Never Make Meaningful Progress in Ending Police Violence." Westside Gazette. July 30, 2015. https://search.proquest.com/docview/1717315505?pq-origsite=summon. A September 2014 review of San Francisco officer-involved shootings between 2005 and 2013 by KQED found that a whopping 58 percent of people killed by law enforcement had "mental illness as a contributing factor."

Elizabeth A. Shaver; Janet R. Decker, "Handcuffing a Third Grader: Interactions between School Resource Officers and Students with Disabilities," Utah Law Review 2017, no. 2 (2017): 229-282

"Part I provides background about SROs, focusing on their training, definition of their roles and responsibilities, and available studies regarding their interactions with students, including students with disabilities. Part II reviews the provisions of IDEA that pertain to the use of behavioral interventions to address undesired behavior of students with disabilities. Part III examines recent cases involving claims brought by students against school districts, local law enforcement agencies, and SROs.... These cases reveal the need for a comprehensive training program for SROs, clear delineation of the scope of-and limitations on-the SROs' duties, and strict adherence by both school personnel and the SROs to their respective roles. It is in Part IV that we offer recommendations with regard to these items."

Zimring, Franklin E. *When Police Kill*. Cambridge, Massachusetts: Harvard University Press, 2017.

"When Police Kill is the first comprehensive analysis of police use of lethal force in the United States. The first seven chapters of this volume provide a summary and analysis of the known facts about killings by police.... The final five chapters of the book provide an account of how federal, state and local governments can reduce killings by police without risking the lives of police officers."

Violence against people with disabilities, and safety strategies

Powers, Laurie E., Paula Renker, Susan Robinson-Whelen, Mary Oschwald, Rosemary Hughes, Paul Swank, and Mary Ann Curry. "Interpersonal Violence and Women With Disabilities: Analysis of Safety Promoting Behaviors." Violence Against Women 15, no. 9 (September 2009): 1040–69. https://doi.org/10.1177/1077801209340309.

"women without disabilities, women with disabilities are more likely to experience physical and sexual violence (Brownridge, 2006; Martin et al., 2006; Powers et al., 2002; Smith, 2008), increased severity of violence (Brownridge, 2006; Nannini, 2006; Nosek et al., 2001), multiple forms of violence (Curry et al., 2003; Martin et al., 2006; Nosek et al., 2001), and longer duration of violence (Nosek et al., 2001)."

Petersilia, Joan R. "Crime Victims with Developmental Disabilities: A Review Essay." Criminal Justice and Behavior 28, no. 6 (December 2001): 655–94. https://doi.org/10.1177/009385480102800601.
"The first section describes the nature and extent of crimes against individuals with developmental disabilities. The second reviews the literature on risk factors associated with their victimization. The third discusses the manner in which justice agencies respond to these crimes. The final section enumerates what research and policy initiatives might address the problem."

Case Studies of Police Perspectives, Training, or Reforms
Materials in this section analyze some techniques that police departments have used to address and prevent violent police encounters, with specific marginalized individuals, through police training. Some show success in officers' own self-assessed awareness and abilities, but not necessarily in statistics on police encounters.

Hunger, Aaron. "Reforming Honolulu Police Oversight: Evaluating the Ability of Gender and Disability-Based Police Violence to Reform Oversight Mechanisms." Dissertation. University of Hawai'i at Manoa, 2017.
"While race has been the primary intersectional stimuli for change in most U.S. states, gendered and ability violence by Honolulu police has driven local reform efforts following APEC in 2011."

Oschwald, Mary, Rosemary B. Hughes, Mary Ann Curry, Emily M. Lund, Michael J. Sullivan, and Laurie R Powers. "Responding to Crime Victims with Disabilities: The Perspective of Law Enforcement." Journal of Policy Practice 10, no. 3 (2011).
"This focus group study identified methods and techniques to improve the criminal justice system's response to crime victims with disabilities.... Results indicate increased vulnerability of people with disabilities and explain barriers law enforcement faces in its service to crime victims with disabilities."

Steele, Linda. "Policing Normalcy: Sexual Violence against Women Offenders with Disability." Continuum 31, no. 3 (May 4, 2017): 422–35. https://doi.org/10.1080/10304312.2016.1275144.
"…analysing the recorded police contacts of one woman offender designated as disabled, 'Jane'. Jane has had multiple contacts with police over a period of 15 years as a victim of sexual violence, alleged offender and 'mentally ill' person. The article finds that through multiple contacts with police as victim, alleged offender and 'mentally ill' person, the police events records build a narrative of Jane as an 'abnormal' body … and, perversely, in need of punishment by the criminal justice system for her public displays of trauma, mental distress and requests for police assistance."

Engelman, Alina, and Julianna Deardorff. "Cultural Competence Training for Law Enforcement Responding to Domestic Violence Emergencies With the Deaf and Hard of Hearing: A Mixed-Methods Evaluation." Health Promotion Practice 17, no. 2 (March 2016): 177–85. https://doi.org/10.1177/1524839915621538.
"This evaluation assesses the efficacy of a 2-hour training workshop for law enforcement…. There were significant differences between pre- and posttests for several targeted outcomes, including knowledge and perceived self-efficacy. … participants gained cultural competency skills as indicated by changes in attitudes toward the Deaf/HH, both in DV emergencies and in large-scale emergencies."

Examples of Police Training documents (some quite dated)

- *The Police Response to People with Mental Illnesses : Including Information on the Americans with Disabilities Act Requirements and Community Policing Approaches : Trainers Guide and Model Policy*. Washington D.C.: Police Executive Research Forum, 1997.
- United States. Community Relations Service. *Principles of Good Policing : Avoiding Violence between Police and Citizens*. Washington D.C.: U.S. Dept. of Justice, 2003.
- Illinois. Office of Secretary of State, and Illinois. Governor's Planning Council on Developmental Disabilities. Law Enforcement And the Disabled. [Springfield, Ill.]: Secretary of State, 19891985.

- Brennan, Mark, and Roslin Brennan. "Cleartalk: Police Responding to Intellectual Disability." Educational Resources Information Center (U.S.) Charles Sturt Univ., Wagga Wagga (Australia). School of Education., 1994. https://eric.ed.gov/?id=ED379821.