VPP
VIOLENCE PREVENTION PLAN
2024
Violence Prevention Plan | 2024

Portions of this document may contain sensitive information pertaining to the strategic, operational, and tactical operations of the University of Illinois Chicago in response to threats or acts of violence and other aberrant, dangerous, or threatening behavior of or by UIC community members. To obtain a copy of this document, or to offer any comments/revisions, please contact:

To: The Office of Preparedness and Response  
Attn: Prevention Division  
Address: 1140 S. Paulina St., Suite 109, M/C 911 Chicago, IL 60612  
Email: ready@uic.edu
Foreword

The UIC Violence Prevention Plan (VPP or “the plan”) is prepared in compliance with the Illinois Campus Security Enhancement Act of 2008 (110 ILCS 12). It discusses the mechanisms used by the university, its students, employees, and visitors to prevent threats or acts of violence and address other aberrant, dangerous, or threatening behavior on campus.

The VPP addresses the prevention of campus violence and management of aberrant, dangerous, or threatening behavior by administrative and operational campus entities. The plan outlines policies, procedures, organizational structures, and guidelines for prevention. It is designed to supplement and support campus violence prevention initiatives and threat identification, assessment, and management efforts of the university.

The VPP was developed through the cooperation of administrative and operational campus entities as well as local first responder departments and agencies with threat assessment and response capabilities and assignments. Ongoing effort to maintain the plan is required to integrate improved processes and procedures, update guidance and best practices, and remain current with available campus violence prevention programs.
Letter of Promulgation

In accordance with applicable federal and state law, this plan is formally adopted as the University of Illinois Chicago (UIC) Violence Prevention Plan (VPP or “the plan”). It provides a comprehensive framework for each phase of violence prevention, and is designed to facilitate a timely, effective, efficient, and coordinated university response in dealing with issues related to acts or threats of violence or related behavioral concerns at UIC. It designates areas of responsibility and defines the university framework necessary to identify, assess, and manage concerning behaviors or situations to prevent threats or acts of violence on campus.

The VPP provides guidance to UIC community members about how to recognize, address and report aberrant, dangerous, or threatening behavior; sets forth the responsibilities of the Campus Violence Prevention Committee and Behavioral Threat Assessment Teams (BTAT); and describes the university’s campus violence prevention policy, procedures, and programs. The planning authorities and responsibilities conveyed to individual campus units, schools, colleges, departments, and agencies of local government are recognized and acknowledged.

This plan supersedes all other university violence prevention plans. The Office of the Vice Chancellor for Administrative Services, which includes the Office of Preparedness and Response and the UIC Police Department, under the direction of the Vice Chancellor for Administrative Services (or designee), is granted authority and responsibility for implementing this plan. All major administrative units and colleges under the university’s jurisdiction shall abide by and cooperate fully with the provisions described or referenced herein.

Adopted on March 15, 2024.

Marie Lynn Miranda  
Chancellor, University of Illinois Chicago
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Plan Concurrence

The undersigned university officials hereby acknowledge and agree to the duties, responsibilities, and relationships as outlined herein, and concur with the mission, goals, and objectives of the University of Illinois Chicago (UIC) Violence Prevention Plan (VPP). As needed, revisions will be submitted for review by the undersigned or their designees.

Campus Violence Prevention Committee Co-Chairs
(Also serving as Emergency Operations Policy Group Co-Chairs)

Karen Colley
Provost & Vice Chancellor for Academic Affairs

John Coronado
Vice Chancellor for Administrative Services
Record of Revisions

The use of this Record of Revisions table helps manage modifications to the UIC Violence Prevention Plan (VPP or “the Plan”) throughout the life of the document. All attempts have been made to ensure the accuracy of the information within this plan as of the initial distribution date. The Office of the Vice Chancellor for Administrative Services will maintain the official (master) copy of the UIC VPP. When changes are necessary, the following procedures should be followed:

1. The Office of Preparedness and Response will issue major changes to the VPP;
2. Plan-holders will be notified of changes by memorandum and/or e-mail, and will be responsible for updating their existing VPP; and
3. When any major change is made, an entry should be noted in the following log:

Table 2. Summary of Major Revisions

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<td>2/26/2024</td>
<td>Section 1.1</td>
<td>Updated Violence Prevention Policy with university policy OPR-4600-001</td>
<td>Office of Preparedness and Response (OPR)</td>
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<td>2/26/2024</td>
<td>Section 3.1</td>
<td>Addition of Situation Overview</td>
<td>OPR</td>
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<td>2/26/2024</td>
<td>Section 4.1</td>
<td>Corrected CVPC membership list and violence prevention responsibilities</td>
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<td>2/26/2024</td>
<td>Section 4.2</td>
<td>Updated BTAT membership lists; records management system and ownership</td>
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<td>Added description and role of the UIC CARE Team</td>
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<td>2/26/2024</td>
<td>Section 4.4-4.6</td>
<td>Defined the roles of: Deans, Directors, and Department Heads; Faculty and Staff; and Students</td>
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<td>2/26/2024</td>
<td>Section 5.2</td>
<td>Expanded the list of reportable behaviors of concern</td>
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<td>2/26/2024</td>
<td>Section 5.3</td>
<td>Defined new procedures for reporting threats and other aberrant, dangerous, threatening or concerning behavior, including the new BTAT reporting form</td>
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<td>2/26/2024</td>
<td>Section 5.3</td>
<td>Defined the intake and review procedures for reports submitted to the BTAT; provided list of potential outcomes to reported concerns</td>
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<td>Updated considerations for conducting fact-based behavioral threat assessment</td>
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<td>2/26/2024</td>
<td>Section 9</td>
<td>Added Plan Maintenance, Review, Evaluation, and Updating section</td>
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<td>2/26/2024</td>
<td>Appendix A</td>
<td>Updated and expanded on campus violence prevention programs and resources</td>
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<td>2/26/2024</td>
<td>Appendix F</td>
<td>Added Acronyms section</td>
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1. Overview

The University of Illinois Chicago (UIC) is committed to take reasonable action to provide a safe environment for students, employees, and visitors who live, work, visit, or study on campus. To reaffirm the university’s commitment to the wellbeing, health, and safety of the university community, and to remain in compliance with local, state, and federal laws, the UIC Violence Prevention Plan (VPP or “the plan”) has been updated, reviewed, and approved by university leadership. This plan has been developed for university violence prevention, reduction, and response, and outlines effective identification, assessment, and management strategies that will be employed to prevent campus violence, to reduce the effects of violence on victims/survivors, and to impose consequences upon those who threaten or perpetrate violence.

It is the policy of the university to be prepared for any acts of violence or threats of violence affecting the welfare, health, or safety of the university community. Violence prevention and response activities shall be coordinated to the maximum extent possible within the campus as well as comparable to activities of other local governments and other counties, the State of Illinois, the federal government, and private agencies and organizations of every type.

1.1 Violence Prevention Policy

In accordance with the university policy on Violence Prevention Planning (OPR-4600-001), the University of Illinois Chicago is committed to the welfare, health, and safety of its students, faculty, staff, patients, and visitors. In this regard, the university will take reasonable action to provide an environment free from acts or threats of violence and other aberrant, dangerous, or threatening behavior.

The university will not tolerate acts or threats of violence, and other aberrant, dangerous, or threatening behavior whether by students, employees, visitors, or other third parties on university-owned, -controlled, or -leased properties; at off-campus locations administered by the university; or in its programs or while using university-owned or administered systems such as email.

Individuals who violate this policy may be subject to sanctions including, but not limited to, removal from the premises, exclusion from the premises, criminal prosecution, corrective and/or disciplinary action, civil remedies under Illinois law, suspension and/or expulsion, and/or employee discipline up to and including discharge, in accordance with relevant investigatory procedures.

In service of its commitment to the welfare, health, and safety of the campus community, the university will develop, annually review, update, implement, and exercise a comprehensive Violence Prevention Plan (VPP or “the Plan”) that specifically addresses the university’s position on the prevention, reduction, and response to campus violence.

The university will have established a multi-disciplinary Behavioral Threat Assessment Team for Students and a Behavioral Threat Assessment Team for Employees that include trained personnel from faculty, campus administration, student affairs, law enforcement, access and equity, human resources, counseling services, residence life, local, county, or major municipal emergency managers, and other disciplines as necessary. The university will also form a Campus Violence Prevention Committee charged with implementing the Plan and determining the individuals responsible for education and prevention of violence on campus. The Campus Violence Prevention Committee also provides oversight to the Behavioral Threat Assessment Team(s).

All areas of the campus community are required to cooperate with requests from the chairs of the Campus Violence Prevention Committee and Behavioral Threat Assessment Teams relative to successfully monitoring any aberrant, dangerous, or threatening behavior and responding to acts or threats of violence on campus.

As part of the campus community, all students, faculty, staff, visitors, and other third parties are responsible for reporting threats or acts of violence, and other aberrant, dangerous, or threatening behavior experienced or witnessed to university officials, as specified in the UIC Violence Prevention Plan.
Plan. UIC prohibits retaliation in accordance with the UIC Prohibition of Retaliation Following Claims of Unlawful Discrimination Policy (OAE-1100-003) and the State Officials and Employees Ethics Act (5 ILCS 430/15-5 et seq.).

1.1 Purpose

The UIC VPP provides the necessary guidance to organize and direct the university’s identification, assessment, and management functions in the event of acts or threats of violence, and other aberrant, dangerous, or threatening behavior on campus. The plan addresses all types of violent threats (to self or others), and establishes policies, methodology, responsibilities, and operations designed to meet the needs of the university effectively and efficiently for preventing and managing campus violence.

The goal of the plan is to provide a means to use university resources to prevent campus violence, mitigate the effects of violence on survivors, and to identify, assess, and manage persons/situations of concern.

1.2 Scope

The Plan and its contents apply to all university units, departments, and offices at the Chicago main campus and all other university-owned, controlled or leased facilities. It is constructed to interface seamlessly within all existing university planning disciplines and legal authorities. The university will cooperate with federal, state, and local agencies and other responders in the development, implementation, and execution of its Violence Prevention Plan. Nothing in this plan shall be deemed to superseded or modify the UIC Policy on Open Expression. Additionally, nothing in this plan shall be construed in a manner that limits the use of good judgment and common sense in matters not foreseen or covered by the elements of the Plan.

The University of Illinois Hospital and Health Sciences System (UI Health) has its own Workplace Violence Plan but will integrate maintenance and sustainment activities through a collaborative process with university stakeholders, through transparency and information sharing, collaborative planning, training and exercise initiatives, and a continued review and evaluation and prioritization of prevention, mitigations and response protocols that benefit the entire university community.
2. Legal Authority, Basis & Additional References

This plan is promulgated under the authority of the Campus Violence Prevention Committee and the Vice Chancellor for Administrative Services of the University of Illinois Chicago (UIC). The Campus Violence Prevention provisions of the Campus Security Enhancement Act of 2008 [110 ILCS 12/20(b)(2)] establish the legal basis for campus violence prevention planning and authorities. The following laws, regulations, policies, and other documents are additional references.

2.1 Federal

Americans with Disabilities Act, 42 U.S.C. 12101 et seq.

Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; 34 CFR Part 99


2.2 State

Campus Security Enhancement Act of 2008, 110 ILCS 12/1 et seq.

All Hazards Campus Emergency Plan and Violence Prevention Plan, 29 IAC 305

Illinois Human Rights Act, 775 ILCS 5/101 et seq.

Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/1 et seq.

Right to Privacy in the School Setting Act, 105 ILCS 75/1 et seq.

State Officials and Employees Ethics Act, 5 ILCS 430/15-5 et seq.

2.3 Additional References


UIC All Hazards Emergency Operation Plan, go.uic.edu/EOP

UIC Fitness for Duty, HR-4103-001

UIC Nondiscrimination Policy Statement, OAE-1100-004

UIC Policy on Open Expression, DOS-8100-002

UIC Prohibition of Retaliation Following Claims of Unlawful Discrimination, OAE-1100-003
UIC Prohibition of Sex Discrimination, Sexual Harassment and Sexual Misconduct Policy, OAE-1100-001
UIC Student Disciplinary Policy, go.uic.edu/disciplinarypolicy
UIC Faculty Handbook, Section 10. Health and Safety
UIC Faculty Affairs Policies, Procedures, and Guidelines, Section FPP 800 et seq.
UIC Violence Prevention Planning Policy, OPR-4600-001
University of Illinois Hospital and Clinics, Management Policy and Procedure, No. EC 3.13 (Workplace Violence Prevention and Response)
University of Illinois, Policy and Rules for Civil Service Staff, Policy 1: Organization of Duties and Responsibilities, 1.07 Responsibility for Safety of Employees
University of Illinois Prohibition of Sex Discrimination, Sexual Harassment, and Sexual Misconduct, and Related Activities and Education Programs, University of Illinois Office of Human Resources and University Ethics Office
University of Illinois Code of Conduct
University of Illinois Non-Discrimination Statement
University of Illinois Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct
University of Illinois Statutes
University of Illinois The General Rules Concerning University Organization and Procedure
3. Situation and Assumptions

3.1 Situation Overview

UIC is a high-impact, global research university situated in an openly accessible, urban environment within a city of approximately three million inhabitants. It is the largest public research university in the City of Chicago, is a major contributor to the economic, academic, and healthcare vitality of the city, and has regional campuses throughout the state. UIC is a public research university with a $3.8 billion budget (FY 2023) and $509 million in research (FY 2023) for 33,522 students (2023) and 9,741 full-time employees (2022). UIC is designated a Minority, Hispanic, Asian American, and Pacific Islander Serving Institution by the U.S. Department of Education. The university programs span the arts, business, education, humanities, basic, social and health sciences, engineering and technology, social work, urban planning, and public policy. For information on demographics, population, and building information, refer to the UIC homepage, uic.edu.

3.2 Planning Assumptions

- Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts.
- In addition to students, others also engage in targeted violence in schools, including administrators, instructors, other staff, parent/guardians of students, third-party contractors, people in relationships with students and employees, and even people with no connection with the institution.
- Prior to most incidents of targeted violence, other people know about the individual’s idea and/or plan to attack.
- Most individuals who perpetrate violence engage in some behaviors, prior to the incident, that caused bystanders to have serious concerns about their behavior and/or well-being.
- Many individuals who perpetrate violence have significant difficulties with losses, failures, or other significant personal, social, or professional stressors. Many individuals who perpetrate violence are suicidal.
- In many cases, others (e.g., colleagues, students, peers, family members, etc.) are involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.
- Most individuals who perpetrate violence do not threaten their targets directly prior to engaging in violence.
- Violence is a dynamic process. No one is either always or never dangerous. Rather, the likelihood for violence perpetration is an interaction between many factors.
3.3 Phases of Violence Prevention

3.3.1 Identification

The identification phase involves the recognition and reporting of behaviors of concern. Anyone may recognize concerning behavior or situations that pose, or have the potential to pose, a threat of violence. When UIC community members or others recognize such behavior/situations, they should immediately report the behavior/situation to the appropriate campus officials (i.e., Behavioral Threat Assessment Teams) using the reporting options described in this plan. Additional information on the identification is described in Section 5 of this plan.

Once the behaviors or situations of concern have been reported to the appropriate Behavioral Threat Assessment Team, the behavior/situation of concern has been “identified.”

3.3.2 Assessment

When behaviors of concern have been identified, the appropriate Behavioral Threat Assessment Team may conduct a fact-based behavioral threat assessment and, when necessary, shall alert appropriate university officials, such as the Campus Violence Prevention Committee. Based on the assessment, members of the appropriate Behavioral Threat Assessment Team will determine whether they believe a subject (an individual, group, or organization) is on the pathway toward harmful or violent behavior, and the team will determine a level of concern (described in Section 8 of this plan), which guides threat management actions. Additional information on the behavioral threat assessment process is described in Section 6 of this plan.

3.3.3 Management

Multiple, concurrent management strategies are almost always appropriate for managing behaviors of concern. Members of Behavioral Threat Assessment Teams identify strategies and resources from the various disciplines represented on the teams, or in the community, to evaluate what can be leveraged toward managing the concerning behavior. There is no “one size fits all” approach to the management of concerning behavior; instead, the team should focus on case-specific, evidence-based solutions predicated upon communication, partnerships, and leveraging of resources. Additional information on threat management strategies is described in Section 7 of this plan.
4. Organizational Structure

4.1 Campus Violence Prevention Committee

The Chancellor’s Emergency Operations Policy Group will assume the role of the Campus Violence Prevention Committee (CVPC) (see the UIC Emergency Operations Plan for more information on the Chancellor’s Emergency Operations Policy Group).

4.1.1 Responsibilities

Scope of CVPC responsibilities includes:

- Provide university-wide leadership and strategic direction on policy, protocol, and authority to conduct threat assessments and prevent targeted violence on campus.
- Implement the campus Violence Prevention Plan
- Determine the individuals responsible for education and prevention of violence on campus
- Provide oversight to the Behavioral Threat Assessment Teams
- Ensure integrity and coordination of the process

Members have access to the Plan and specific information regarding incidents of violence or precursor conduct. Additionally, other individuals may have access to that information to the extent that it is necessary in order for the campus to fulfill its violence prevention missions and to ensure the safety of the campus community. Privacy interests will be protected as required by state and federal laws.

All areas of the university community are required to cooperate with requests from the CVPC relative to successfully monitoring any threatening behavior. CVPC will meet once in the fall and once in the spring semesters, or whenever appropriate, to review issues related to violence on campus and provide any necessary oversight to the Behavioral Threat Assessment Teams. The Behavioral Threat Assessment Teams report to the CVPC once in the fall and once in the spring semesters.

4.1.2 Principle Membership

- Vice Chancellor for Academic Affairs and Provost (Co-Chair)
- Vice Chancellor for Administrative Services (Co-Chair)
- Chief Executive Officer, University of Illinois Hospital & Clinics
- Senior Associate University Counsel
- Vice Chancellor for Budget, HR, Financial Administration
- Vice Chancellor for Health Affairs
- Vice Chancellor for Innovation
- Vice Chancellor for Strategic Marketing and Communications
- Vice Chancellor for Student Affairs
- Vice Chancellor for Research
4.2 Behavioral Threat Assessment Teams

The Behavioral Threat Assessment Teams (BTAT) are formally titled as the Behavioral Threat Assessment Team for Students (BTAT-S) and Behavioral Threat Assessment Team for Employees (BTAT-E). The BTAT consist of faculty, campus administration, student affairs, law enforcement, human resources, counseling services, residence life, local, county or major municipal emergency managers and other disciplines as necessary. The process of progressive community engagement is supported by the BTAT, which meet monthly or as needed.

4.2.1 Oversight

The Campus Violence Prevention Committee (CVPC) provides oversight to the BTAT. The BTAT report to the CVPC once in the fall and once in the spring semesters. The CVPC will be notified when, in the judgment of Behavioral Threat Assessment Teams, a high concern or significant emergency involving a threat of violence or act of violence poses a significant or imminent threat to the welfare, health, or safety of the university community.

4.2.2 Role

Behavioral threat assessment teams and programs are designed to address any behavior that raises non-imminent (non-emergency) concerns that a person or situation may pose a danger to the safety of the campus. UIC BTAT establish a set of common-sense behavioral thresholds, and when the team is in possession of information that an individual has crossed one of these thresholds, university personnel respond with one or more strategies, which may include, but is not limited to:

- Fact-finding meetings between university professionals and individuals exhibiting behaviors of concern.
- Fact-finding meetings with individual(s) who identified and referred/reported concerning behaviors to university officials, and with others who may have information regarding a subject or situation.
- Internal consultations and ad-hoc meetings among university professionals to assess and address the incident/situation.
- Application of policies and protocols designed to address the incident/situation.
- Coordination of UIC BTAT to monitor and oversee the university’s response to these situations.

Varying thresholds and responses may apply, depending on the UIC status/affiliation of a subject (e.g., current or former student or employee; indirectly affiliated or unaffiliated individuals).

4.2.3 Responsibilities

- Receive and review information about concerns regarding behavior that is potentially harmful and/or disruptive to the university community.
- Perform initial assessments of risk and develop support plans, within existing university policies, to mitigate risk and promote individual well-being and success.
- Provide follow-up and assessment of support plans.
- Make recommendations for action and share information with university employees and others, as appropriate, to assist with managing potentially harmful or disruptive behavior.
- Educate the university community on the Behavioral Threat Assessment Team process and how to identify and report behaviors of concern.
- Provide guidance and best practices for preventing violence and providing support services.
- Identify university policy and procedural issues and recommend changes to appropriate entities.
- Use a fact-based behavioral threat assessment process to investigate threats, actions, or conduct that may lead to targeted campus violence, and determine situation-specific management plans.
- Review Behavioral Threat Assessment Team procedures and protocols and assess team effectiveness and compliance with university policies.
- Conduct post-incident assessments and evaluations of the effectiveness of the response(s) on a case-by-case and aggregate basis.
All areas of the campus community are required to cooperate with requests from the Behavioral Threat Assessment Teams relative to successfully monitoring any threatening behavior.

4.2.4 Records

A Behavioral Threat Assessment Team record (BTAT record) is created when, at the discretion of the Chairs, a full inquiry/fact-based behavioral threat assessment is initiated and a level of concern (described on page Error! Bookmark not defined.) is assigned. A BTAT record includes a description of the behaviors of concern brought to the attention of the team, information known about persons involved, and the team’s response.

Threat assessment and management records will be documented by the Chair(s) of the appropriate BTAT and will be securely maintained in a database managed by the Office of the Dean of Students and the Office for Access and Equity.

Behavioral Threat Assessment Team records are shared on an as-needed basis for the purpose of assessing and managing concerning behavior and are otherwise kept private to the extent allowable by law.

4.2.5 Behavioral Threat Assessment Team for Students

The Behavioral Threat Assessment Team for Students (BTAT-S) is responsible for the intake, assessment, and management of concerning behavior exhibited by students (including current, prospective, and former students). The BTAT-S is coordinated by the Chair of the team (or a designee): the Executive Associate Vice Chancellor for Student Affairs/Dean of Students.

Core Members

Membership is composed of the following officials, or their designee(s):

1. Executive Associate Vice Chancellor for Student Affairs and Dean of Students, Chair
2. Assistant Vice Chancellor for Student Health and Wellbeing
3. Chief of UIC Police Department
4. Director of Counseling Center
5. Associate Dean of Students
6. Assistant Dean of Students

Ad-Hoc Members

Membership is composed of the following officials, or their designee(s):

- Assistant Dean for Student Life and Leadership, School of Law
- Assistant Vice Chancellor for Administrative Services
- Assistant Vice Chancellor, Student Engagement
- Associate Dean of Graduate College
- Associate Director, Preparedness and Prevention, Office of Preparedness and Response
- Associate Vice Chancellor for University Communications
- Associate Vice Provost for Global Engagement and Executive Director of the Office of International Services
- Associate Vice Provost for Undergraduate Affairs
- Director of Office for Access and Equity and Title IX Coordinator
- Director of UIC Dialogue Initiative and Diversity Education
- Director of Women’s Leadership & Resource Center
- Executive Director of Campus Housing
- Senior Director of Health, Education & Wellness
- Health Sciences Colleges Representative
- Legal Counsel
4.2.6 Behavioral Threat Assessment Team for Employees

The Behavioral Threat Assessment Team for Employees (BTAT-E) is responsible for the intake, assessment, and management of concerning behavior exhibited by employees (including current, prospective, and former students). The BTAT-E is coordinated by the Co-chairs of the team (or their designees): the Associate Chancellor, Office for Access & Equity and the Associate Vice Chancellor for Human Resources.

Core Members

Membership is composed of the following officials, or their designee(s):

1. Associate Chancellor, Office for Access & Equity, Co-chair
2. Associate Vice Chancellor for Human Resources, Co-chair
3. Chief of UIC Police Department
4. Director of University Health Services

Ad-Hoc Members

Membership is composed of the following officials, or their designee(s):

- Associate Chief Human Resources Officer, UI Hospital
- Associate Vice Provost for Faculty Affairs
- Chief Administrative Officer, UI Hospital
- Executive Associate Vice Chancellor for Student Affairs and Dean of Students
- Director for Human Resource Operations, Office of the Vice Chancellor for Administrative Services
- Director of Office for Access and Equity and Title IX Coordinator
- Employee Assistance Practitioner, Employee Assistance Services
- Senior Associate Athletic Director and Chief Ethics & Compliance Officer, Intercollegiate Athletics
- Senior Associate University Counsel
4.2.7 Behavioral Threat Assessment Process

Below is a graphic representation of the BTAT process; a written description of the procedures is located in Appendix C.

Figure 1. Behavioral Threat Assessment Process Chart
4.3 UIC CARE Team

The UIC Campus Awareness, Response, & Education (CARE) Team is a multi-disciplinary group of campus officials that work in a proactive and collaborative approach to respond to non-emergency concerns. The CARE Team works to intervene early and develop appropriate courses of action for referred students. The goal of the team is to support students who may be in distress and/or whose behavior is of concern to others before they arise to a crisis. The CARE Team is dedicated to providing support services for students to create the most enriching experience at UIC.

The CARE Team does the following:

- Offers a variety of educational, emotional, and financial services through collaboration with the University and surrounding community partnerships to aid students in their needs for assistance.
- Works to develop Care plans (see Appendix B) to support students in their success at UIC and to establish a pathway for post graduate success.
- Focuses on maintaining a positive environment that is conducive to the overall wellbeing of students.
- Provides liaisons from a multitude of departments within the university to be able to offer a variety of assistance plans tailored to each individual student.

4.4 Deans, Directors, and Department Heads

Deans, Directors, and Department Heads are responsible for the following:

- Distribute the Violence Prevention Plan to unit faculty and staff.
- Assist in the recognition of behaviors of concern by students or employees.
- Notify the unit’s faculty and staff of procedures for reporting and information-sharing about concerning student or employee behavior.
- Liaise with the Behavioral Threat Assessment Teams to review concerning situations.
- Participate in training, drills, exercises, and information sharing, as required.

4.5 Faculty and Staff

Faculty and Staff are responsible for the following:

- Become familiar with how to identify students or employees who may need support, assistance, or intervention.
- Maintain awareness of available support services/resources for UIC community members.
- Be familiar with warning behaviors and other behaviors of concern that should be reported to Behavioral Threat Assessment Teams and of the procedures to report.
- Report imminent threats or acts of violence to UIC Police at (312) 355-5555.
- Share information with unit Deans, Directors, and Department Head when there are concerns about aberrant, dangerous, or threatening behavior exhibited by students or employees.

4.6 Students

UIC students are responsible for the following:

- Become familiar with how to identify students or employees who may need support, assistance, or intervention.
- Maintain awareness of available support services and other resources offered by Student Affairs.
- Understand the role of the Office of the Dean of Students and the UIC CARE Team as a resource for requesting (or referring other students for) support or assistance.
• Maintain awareness of warning behaviors and other behaviors of concern that should be reported to Behavioral Threat Assessment Teams and of the procedures to report.
• Report imminent threats or acts of violence to UIC Police at (312) 355-5555.
• Become familiar with crisis resources, including those offered by the UIC Counseling Center and the 988 Suicide & Crisis Lifeline (dial 988).
5. Identifying Behaviors of Concern

Responsibility: All UIC community members

5.1 Recognizing behaviors of concern

Perpetrators of targeted violence typically premeditate or plan attacks prior to carrying them out, often following a “pathway to violence” (See Figure 4). Along the pathway to violence, perpetrators are known to display common warning signs, or “behaviors of concern,” which may be identified by bystanders (e.g., colleagues, classmates, family, friends on social media, etc.). When bystanders refer known information to the appropriate authorities, it creates the opportunity to assess the situation to determine (a) whether someone may be on a pathway to violence, and (b) which management strategies may be leveraged to divert behaviors away from the pathway to violence.

Educating the campus community on behaviors of concern, or potential indicators of future violence, is essential to the collective responsibility of campus violence prevention. When members of the university community understand: (1) what to look for to identify behaviors of concern, and (2) how and with whom to share known information, it equips them to serve as active bystanders. UIC community members should be familiar with the following behaviors of concern, as well as the appropriate reporting contacts to share information (following).

5.1.1 Behaviors that should be reported

Behavior that should be reported may include:

- Any physical violence toward a person or property.
- Communicated threats of violence (can be written verbal, electronic, or symbolic), including:
  - **Direct**: Identifies a specific target and is delivered in a straightforward, clear, and explicit manner: “I am going to place a bomb in the lecture hall.”
  - **Indirect**: Tends to be vague, unclear, or ambiguous. It may suggest that a violent act could occur, not that it will occur: “If I wanted to, I could kill everyone on this campus!”
  - **Veiled**: Strongly implies but does not explicitly threaten violence: “We would be better off without you around anymore” or “I’m more dangerous than you think, so do not interfere with me.”
  - **Conditional**: Warns that a violent act will happen unless certain demands or terms are met: “If you don’t fix this situation, I will place a bomb in the lecture hall.”
- Any act, gesture, or statement that would be interpreted by a reasonable person as threatening, such as overt physical or verbal threats, throwing objects or other gestures intended to cause fear, menacing behavior, or making contextually inappropriate statements about harming others.
- Repeated, severe, or escalating instances of interpersonal conflict with peers, colleagues, or authorities.
- Expressions of violent ideation or intention; fixation with mass murder, weapons, or violence generally; or fixation with hate group or violent extremist material.
- Unusual or bizarre behavior that would cause a reasonable person to fear injury or harm due to its nature and severity, which may include: stalking; erratic or bizarre behavior suggestive of...
mental disturbance or substance abuse; displays of severe paranoia or distrust; nonsensical or incoherent speech.

- Any statements or behaviors indicating suicidality or strong expressions of desperation (feelings of hopelessness or “nothing to lose”.

+ U.S. Department of Homeland Security (DHS), Pathway to Violence Video (11 min)

5.2 Reporting threats and other aberrant, dangerous, or threatening behavior

The following are the primary points of contact for reporting threats or acts of violence, or other aberrant, dangerous, or threatening behavior for the purpose of violence prevention at UIC. It is the role of all UIC community members to share concerns in a timely manner.

5.2.1 Imminent threats or acts of violence

All imminent threats or acts of violence, including any emergency situations, should be reported to the **UIC Police** by calling (312) 355-5555. UIC Police may also be notified by activating an emergency call box or blue light pole, or by reporting information via the UIC SAFE App.

5.2.2 Non-imminent (non-emergency) threats and other aberrant, dangerous, or threatening behavior

Non-imminent (non-emergency) threats of violence and aberrant or dangerous behavior that may pose a threat to the safety of the campus community may be reported to the **UIC Behavioral Threat Assessment Teams** using the **BTAT Report Form**. The BTAT Report Form is monitored during normal business hours (Monday-Friday, 9:00 a.m.-5:00 p.m.). Submitting the BTAT Reporting Form constitutes notice to UIC and UIC’s Office for Access and Equity, Human Resources, and Office of the Dean of Students. The report is not confidential and may result in UIC commencing an investigation into the information and allegations contained within the report.

+ UIC BTAT Reporting Video (2 min)

5.2.3 Other concerning behavior

Other concerning behavior indicative that a student or employee may need support or assistance should be referred to the Office of the Dean of Students (for students), the Office for Access and Equity (for employees), or Human Resources (for employees).

Concerning student behavior should be referred to the Office of the Dean of Students through one of the following methods:

- Call the Office of the Dean of Students at (312) 996-4857
- Submit the **Student Misconduct Incident Reporting Form**
- Submit the **Student Assistance & Support Referral Report**

Concerning employee behavior should be referred to the Office for Access and Equity or Human Resources through one of the following methods:

- Call the Office for Access and Equity at (312) 996-8670
- Utilize **Office for Access and Equity Reporting Resources**
- Call Human Resources at (312) 996-0840
5.2.4 Intake, review, and potential outcomes of reports made to BTAT

The goal of responding to concerns reported to the BTAT is to address the concerning behavior, remedy its effects on the community, and maintain a safe campus environment while supporting the student’s or employee’s success at UIC, to the extent possible.

Once a report is submitted to the UIC BTAT through the BTAT Report Form, the following process is followed:

- Report is logged in a secure database managed by the Office for Access and Equity and the Office of the Dean of Students.
- Notification is sent to the Office for Access and Equity, Human Resources, and the Office of the Dean of Students.
- Report is reviewed by the Chair(s) of both BTAT, during normal business hours (Mon.-Fri., 9 a.m.-5 p.m.), to determine case assignment, prioritization, and resource allocation.
- A meeting among the core members of the BTAT may be called to discuss the report.
- Reporting person will be contacted to confirm receipt of information, however, the reporting person will not necessarily be informed of the outcome of the report.
- Additional information may be requested from the reporting person or others who are involved or may have information.

Potential outcomes of reported student behavior

The outcome of reports made to the BTAT-S may include, but is not limited to the following:

- Recommend no action, pending further observation.
- Refer report to the UIC Campus Awareness, Response, & Education Team (CARE Team).
- Coordinate with relevant stakeholders (e.g., the student’s academic dean, faculty members, Campus Housing staff, or others) to develop a plan of action to address the concern(s).
- Refer student to existing on-campus support resources.
- Refer student to appropriate community resources.
- Initiate a full inquiry/fact-based behavioral threat assessment including ad-hoc members of the BTAT.
- Make recommendations consistent with university policies and procedures.

Specific examples of outcomes may include, but are not limited to:

- Addressing the concern through the Student Conduct Process when there is a violation of the Student Disciplinary Policy.
- Connecting the student of concern with the UIC Counseling Center.
- Discussing behavioral expectations with the student of concern and the impact of their behavior.

Potential outcomes of reported employee behavior

The outcome of reports made to the BTAT-E may include, but is not limited to the following:

- Recommend no action, pending further observation.
- Assist supervisors or unit heads in developing a plan of action to address the concern(s).
- Refer employee to existing on-campus support resources.
- Refer employee to appropriate community resources.
- Initiate a full inquiry/fact-based behavioral threat assessment including ad-hoc members of the BTAT.
- Make recommendations consistent with university policies and procedures.

Specific examples of outcomes may include, but are not limited to:

- Referring the employee of concern for a Fitness for Duty evaluation
- Referring the employee to Employee Assistance Services
- Coordinating with the employee’s supervisor to make changes to the work environment.
- Recommending Dispute Resolution Services to address interpersonal grievances.
6. Conducting a Fact-based Behavioral Threat Assessment

Responsibility: Behavioral Threat Assessment Teams

Behavioral threat assessments are a fact-based, investigative approach to determine the capacity how capable a person may be to carry out a threat of violence. These assessments are conducted by university Behavioral Threat Assessment Teams (BTAT) who are trained in conducting fact-based threat assessments and coordinating support services for persons exhibiting, or being affected by, behaviors of concern. The process from intake through assessment is standardized to the greatest extent possible in order to ensure a thorough, fair, and fact-based process for all persons involved.

A fact-based, behavioral threat assessment process considers warning behaviors in conjunction with known risk and protective factors, to help determine a level of concern, which guides threat management actions.

6.1 Principles of behavioral threat assessment and management

- The safety of the university community is the primary focus of the Behavioral Threat Assessment Teams (BTAT) and a shared concern of all members of the community.
- BTAT are not a substitute for an emergency response to an active or imminent threat to the welfare, health, or safety of the university community.
- Coordination, collaboration, and effective information sharing is critical to violence prevention, threat identification, assessment, and management.
- A fact-based, analytical approach will guide the process of the teams.
- The teams will establish or utilize existing collaborative relationships with local, state, and federal agencies and other local and institutional resources, as necessary, to expedite assessment and intervention with individuals whose behavior may present a threat.
- The teams will treat all persons fairly, with dignity and respect.
- The teams will address and manage impact to individuals, groups, and the community.

6.2 Warning Behaviors

Certain changes in a person’s patterns of behavior over time may represent warning behaviors that may be an indicator of an accelerating risk of violence. However, it is important to note that for each act of targeted violence completed by an offender who displayed behavioral markers in their past, there are likely several others who displayed comparable behaviors who did not attack. Each of the following individual warning behaviors are not certain signs that a subject is destined to become violent, and are considered in terms of frequency, intensity, and other known factors. Warning behaviors may include the following:
6.2.1 Pathway to Violence warning behaviors

Grievance: The formation of a deeply held personal grievance or humiliation based upon real or imagined injustices upon the grievant (motives for violence derived from a grievance may include: revenge for a perceived injury or grievance, quest for justice, desire for notoriety or recognition, desire to solve a problem perceived to be unbearable, or desire to kill or be killed).

Ideation: A subject may conclude that the idea of violence is justified, necessary, and the only choice for achieving redress.

Research and planning: Researching methods, the planned target, past offenders, and previous targeted violence incidents. Research and planning may occur concurrently with other steps in the pathway.

Preparation: Acquiring the equipment, skills, and/or any other resources necessary to conduct an attack.
- Preparation can include obtaining weapons and gear as well as familiarization of and practice with weapons in an actual or rehearsed virtual aspect of the attack.
- May include farewell writings or other end of life planning, or the creation of artifacts meant to be left behind and claim credit and explain motive.

Breach: Circumvention of security measures or boundaries at the target location.
- Can include conducting dry runs, engaging in approach behaviors to include stalking, testing security at target location.
- May occur immediately prior to an attack or earlier.

Attack: An offense may involve violence against both preplanned and opportunistically chosen targets.

6.2.2 Fixation warning behavior

An increasing fixation with a person or an issue (demonstrated through increased focus and/or frequency or intensity of communications).

6.2.3 Identification warning behavior

Adopting an aggressive “warrior” mentality with a focus on harming civilians or perceiving oneself as an agent to further the mission of a cause (including revenge) or set of beliefs.

Demonstrated through a fixation on weapons or firearms, a preoccupation with violent materials, ideations of engaging in violence as expressed in speech or writings, etc.

6.2.4 Novel aggression warning behavior

A first-time act of violence or first-time “pathway” behavior (a subject may engage in this behavior to “test” their capacity for completing a violent act).

Novel aggression may include animal cruelty, rehearsing violent acts, vandalism, etc.
6.2.5 Energy burst warning behavior
Increased pace, duration, or range of any noted activities related to a potential target, even if the activities themselves seem harmless.

Demonstrated through frequent trips, errands, purchase, or communications as a plan is finalized prior to an attack.

6.2.6 Leakage
Communicating one’s intent to engage in violence to a third party, either covertly or overtly, or other expressions (verbal or non-verbal including social media, emails, journals, etc.) that reflect a desire, willingness, or intention to do harm.

- Overt leak: “I am going to kill my professor on Friday.”
- Covert leak: “If I were you, I wouldn’t come to class tomorrow.”

6.2.7 Directly communicated threat
Direct and implied threats made to a target of violence or others of the intent to or desire to harm or be harmed.

6.2.8 Approach behavior
Attempts to gain access or proximity to a target through different methods or means (such behavior may indicate surveillance on a potential target as part of the preparation for an attack; includes stalking, burglary, and trespass).

6.2.9 End of life planning

6.2.10 Last resort warning behavior
Indications of accelerating desperation or grief, or the perception that violence is the only available option to remedy one’s problems. May be demonstrated through drastic changes in appearance, health (changes in sleeping, eating, and hygiene), or reckless acts indicating a disregard for consequences.

6.3 Precipitating events
The BTAT should consider precipitating events in their assessment and management of a person exhibiting concerning behaviors. Precipitating events can include significant events or new/compounding challenges in a person of concern’s life that may prompt changes in the nature or level of threat posed. Examples could include important dates such as anniversaries and new/compounding stressors such as failing a course, the ending of a relationship, or the loss of a job or financial security. Where possible, the BTAT should anticipate and develop contingencies for such events and attempt to prevent and mitigate negative impacts on the person of concern, any identified targets, or others.

Fact Sheet: Behavioral Approach to Violence Prevention
6.4 Risk and Protective Factors

Throughout the threat assessment and management process, it is important to consider the complex relationship of violence risk and protective factors that exists at the individual-, interpersonal-, community/campus-, and societal-levels. Behavioral threat assessment strategies should include the discovery and consideration of both risk factors and protective factors that may elevate or mitigate the potential threat of violence a subject may pose. Risk and protective factors should also be considered in the threat management process, wherein management strategies should aim to reduce risk factors and increase protective factors across multiple levels. From the public health perspective, maintaining and enhancing shared protective factors (i.e., factors that offer protection to the entire campus community) is one of the most effective strategies for preventing multiple forms of violence.

6.4.1 Risk Factors

Risk factors are factors pertaining to a subject that may elevate the level of risk or concern the person poses. Risk factors may be static-pertaining to factors that will remain unchanged, such as prior exposure to violence during childhood. Risk factors may also be dynamic-pertaining to situational or clinical factors that are subject to change, such as the possession of weapons or drugs.

Individual:
- History of violence
- Childhood exposure to violence
- Substance abuse or dependence
- Personality disturbance disorder
- Severe mental illness
- History of suicidality
- Possession of, access to, or familiarity with weapons or explosives
- History of non-compliance with limits and boundaries

Interpersonal:
- History of stalking, harassing, threatening, or menacing behavior
- Negative family dynamics and support system; High level of family disruption
- Isolation
- Instability
- Others are concerned.

Campus/Community:
- Lack of resources for mental health and social support
- Lack of integration/cohesion among orgs
- Lack of engagement or opportunities for connectedness
- Low levels of community participation
- Inconsistent disciplinary policies

Societal:
- Diminished economic opportunities
- High rates of violence or tolerance of violence
- Political polarization
- Norms or policies favorable to substance abuse

6.4.2 Protective Factors

In contrast to risk factors, protective factors in a subject’s life may mitigate the level of risk or concern the person poses and may serve to prevent a subject from seriously considering or completing an attack. Protective factors should be identified and weighed on a case-by-case basis for consideration in both the assessment and management of behaviors of concern.

Individual:
- Sense of humor
- Positive realistic goals
- Positive coping mechanisms
- High educational/professional aspirations
- Access and receptiveness to assistance
- Pursuit of non-violent, legally and socially sanctioned methods of conflict resolution

Interpersonal:
- Healthy social supports; supportive family
- Commitment to school/work (an investment in doing well)
- Close relationships with non-deviant peers
- Involvement in prosocial activities

Campus/Community:
- Sense of community, belonging
- Campus culture of respect
- Firm and consistent disciplinary procedures
- Availability of support resources
- Comprehensive drug and alcohol abuse prevention programs
- Engagement of families and faculty
- Norms for bystander intervention

Societal:
- Strict norms and policies pertaining to firearms
6.5 Social Ecological Model

The following social ecological model serves to demonstrate the overlapping ways in which risk and protective factors exist and interact across varying social levels.

**Individual**
The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse. Prevention strategies at this level promote attitudes, beliefs, and behaviors that prevent violence.

**Interpersonal**
The second level examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person’s closest social circle—peers, partners, and family members—influences their behavior and contribute to their experience.

**Community/Campus**
The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.

**Societal**
The fourth level looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms that support violence as an acceptable way to resolve conflicts. Other large societal factors include the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society.

*Additional reading: Violence Prevention from the Public Health Perspective*

6.6 Sources of Information

In order to gather information about potential warning signs, risk or protective factors, Behavioral Threat Assessment Teams should attempt to gather information from multiple sources. Fact-finding is most effective as a coordinated and broad-ranging effort, leveraging the diverse skills and networks of team members. The following are common sources of information relevant to a behavioral threat assessment.

6.6.1 Law enforcement and military records

- Criminal history or military service records
- Status of Illinois Firearm Ownership Identification (FOID)
- Conceal and carry permits
- Weapons ownership and registration records

6.6.2 Education and workplace records

- Attendance and academic performance
- Disciplinary or counseling records
- Employee performance records, etc.

6.6.3 Medical and mental health records

- Medical and mental health records or notes
- Interactions with social service agencies
- Substance use or abuse, or participation in treatment

6.6.4 Expressions and communications

- Correspondences, especially those to/from targets
- Journals, notes, or other writings which raise concerns
- Sketches, doodles, drawings, or artworks completed as course work or independently

6.6.5 Life and relationships

- Peers, friends, colleagues
- Family
- Roommates, cluster/suitemates or floormates
- Student organization members, advisors
- Others who may have information about:
  - Nature and quality of relationships
  - Descriptions of interactions with others
  - Living situation
  - Habits, routines, memberships, hobbies, pastimes

6.6.6 Digital Footprint

Digital footprints, or digital evidence, are becoming paramount to effective behavioral threat assessment practices. Teams should consider an individual’s digital behavioral baseline in all assessments, such as: nature and frequency of posts/engagement, social connections, group memberships, listed interests, etc.

- **Networking platforms:** Facebook, X, Instagram, Snapchat, Tiktok, Tinder, Whisper
- **Messaging apps:** Kik Messenger, textPlus, WhatsApp, Telegram
- **Gaming platforms:** Discord, Twitch
- **Blogging/Vlogging:** YouTube, 4chan, 8chan, Tumblr
- Other online research, business or professional activities.

+ UIC BTAT-Exclusive: Digital Threat Assessment Guide
7. Managing Behaviors of Concern

**Responsibility:** Behavioral Threat Assessment Teams and others, as feasible and necessary (such as on- or off-campus service providers, UIC faculty or staff, friends or peers of the subject, or others).

Once a *level of concern* has been assessed, a management plan may be implemented. Threat management is a carefully planned intervention or series of interventions focused on the subject exhibiting behaviors of concern, potential targets, the situation and/or the setting in which violence could occur. Management should consider how the decisions, actions, and delivery of management may impact a subject’s life, work, relationships, and sense of well-being.

Multiple, concurrent management strategies are almost always appropriate. Management is a dynamic process and will often require adjustments to enhance success. Once a strategy is implemented, it should be actively reassessed to evaluate for effectiveness and necessary changes. Options for management include but are not limited to, the following:

### 7.1 Subject

**Take no further action**
If a subject’s behavior poses minimal or no risk at the time.

**Watch and wait**
When a subject’s behaviors *may* pose a concern, but insufficient information is available upon which to base a complete assessment or implement more active management strategies.

**Third-party monitoring or assistance**
Identify and enlist a reliable and discreet individual to assist threat managers (such as a friend, family member, or co-worker) to monitor a subject’s concerning behavior, or to offer active assistance in managing the behaviors.

**Direct interview**
Interview a subject exhibiting behaviors of concern to gather information about a grievance, motivations, plans; identify additional interview contacts; redirect away from known targets and violence; offer appropriate assistance; serve as a deterrent by revealing the behaviors of concern have been noticed.

**Administrative actions**
E.g., suspension, probation, expulsion or other restrictions or disciplinary actions

**Civil actions**
E.g., trespass warnings, order of protection

**Criminal enforcement**
E.g., arrest and prosecution

**Setting specific boundaries and limits**
Establishing boundaries on behaviors associated with specific consequences or 100% enforcement of all rules, limits, boundaries, laws, and orders.

**Mental health commitments**
Hospitalization of a subject exhibiting certain behaviors of concern may be necessary. Stakeholders should provide collateral information to the mental health providers (note: HIPAA and other privacy laws do not prohibit law enforcement from providing information to mental health professionals).

**Substance abuse treatments**
Options such as inpatient hospitalization or outpatient drug treatment programs, and referrals to self-help programs.
7.2 Situation

Address the grievance
Addressing a grievance found to be contributing to concerning behaviors, through waiver of fees or debt, deadline extensions, distance learning, alternatives to standard business practices, or other options, may allow the subject to achieve a goal or allow the subject to feel heard.

Dual phase terminations or expulsions
If termination or expulsion is necessary, (1) the subject should be notified of separation through a minimally intrusive and minimally embarrassing manner; and (2) a cooling off period may be provided and assistance or service offered.

7.3 Setting

Increased vigilance/target hardening
Increased awareness by personnel in and around the environment in question, training on and adherence to security procedures, information sharing, and law enforcement alerts; thorough security process review, reduction of access points to the facility, more visible security, and other measures deemed appropriate.

Organizational cultural considerations
Healthy organizational cultures, which effectively mitigate violence via a culture of safety and respect (i.e., use of zero-tolerance policies).

7.4 Target

Target vulnerability reduction
Reduce a target’s exposure to violence potential through:
- Changes to work hours;
- Work space relocation;
- Social media privacy management,
- Varying routes, routines, and activities;
- Parking lot escorts;
- Ceasing communication, in some cases;
- Personal safety planning.

Encouraged target participation
Encourage target participation in investigations and interventions aided by a strong support systems or management techniques.
8. Levels of Concern: Standardized Response Chart

Levels of concern are thresholds used to inform the priority level, resource allocation, and urgency of response actions. A level of concern does not predict violence likelihood, but rather expresses the extent to which conditions may facilitate violence potential.

**Extreme Concern/Imminent Threat (Priority 1)**

The person/situation appears to pose an immediate threat to the welfare, health, or safety of the university community and requires containment.

**Indicators of Subject/Situation**

- Communications that suggest all inhibitors to violence may be evaporating; circumstances in the person’s life may be rapidly changing so as to force the action; a time or violent action imperative is presented.
- Communications that suggest the person perceives a window of opportunity for an attack to be rapidly closing due to any number of circumstances, stressors, or precipitating events.
- Communications that indicate that a breach or attack has begun or been completed; may contemplate that the author has already died; appears intended to claim credit for an attack, attempt to provide rationale for an attack, or establish a legacy.
- The person is displaying energy burst behaviors, last resort behaviors, end of life planning, sudden cessation of medications or other substance use, and sudden withdrawal from life pattern.
- The person may have initiated a violent incident plan by beginning travel/approach to the target.

**Behavioral Threat Assessment Team (BTAT) Response Actions**

- Immediately notify the Campus Violence Prevention Committee (CVPC) and the UICPD to pursue containment options, and/or take actions to protect identified target(s).
- Once such emergency actions have been taken, BTAT shall develop and implement a threat management plan in anticipation of the person’s release or return to campus.
High Concern (Priority 2)

The person/situation appears to pose a threat of self-harm or physical violence, usually to an identifiable target. Violence could occur within the near future following any precipitating events. Immediate and continuing attention is required from threat management resources to ensure violence does not occur.

Indicators of Subject/Situation

- There is a terminal theme to communications.
- Communications that convey action may be taken to end the grievance and achieve resolution.
- The person has exhibited highly concerning warning behaviors and a combination of serious risk factors.
- A person may have virtually or actually rehearsed the attack as a means to ensure the person has both the ability and the internal mettle to commit violence.
- The person has the means and ability to carry out the attack.
- The person appears willing to accept all negative consequences resulting from conducting violence.

BTAT Response Actions

- Develop and implement a threat management plan.
- Provide notice to the CVPC.

Elevated Concern (Priority 3)

A person/situation may be reaching a critical point on the pathway to violence from which that is perceived as difficult to turn back. This case warrants intervention, referral and monitoring to minimize risk for significant disruption to the community or escalation in threat.

Indicators of Subject/Situation

- The person may have surpassed all criteria for the low and moderate designations and now appears to have begun preparing for a violent act (i.e., weapons acquisition and training, time- and energy-consuming research such as surveillance and/or suspicious probes or approaches to the target location).
- Increasing warning behaviors may become more evident.
- The person may desire recognition and believe violence can help achieve this.
- Stressors in the person’s life appear to be escalating and ability to cope with stressors seem diminished.
- Suicidal or homicidal ideation is present.

BTAT Response Actions

- Develop a referral and/or active monitoring plan.
- Additional resources should focus on reducing the susceptibility to violence and the target’s vulnerability, through guidance and enhanced security efforts.
Moderate Concern (Priority 4)

The person/situation does not appear to pose an urgent threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. This case may warrant some intervention, referral and monitoring to minimize risk for escalation in threat or violence.

Indicators of Subject/Situation

- Communications that may have no sense of urgency; the person may still be pursuing peaceful alternatives to resolving a grievance.
- Communications that may be directed and fixated on a cause or a person and may invoke a special authority for violent action (e.g., divine sanction.)
- The person may have surpassed some of the low level of concern factors, or there is an absence of significant mitigating factors.
- The person may have a grievance and is more likely to be considering violence as an option and as a means to achieve justice.
- The person may not have a made a decision about whether to act violently.
- Others may be concerned about the person potentially acting violent.
- The person may exhibit a cluster of warning behaviors, potentially combining both expression and action, and an increased number of risk factors.
- The person may be involved in the research and planning phase of a possible attack.

BTAT Response Actions

- Develop a referral and/or monitoring plan.

Low Concern (Priority 5)

The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. Additional data gathering may be desirable.

Indicators of Subject/Situation

- The person has come to the attention of threat assessors, either directly by the person’s actions or by concerns reported from others.
- Communications that cause some concern about potential for violence; they may be confusing, unrealistic, or make no allusions to violence at all.
- Communications that appear to be more about venting about an issue than actually warning of future predatory violence.
- The person has evidenced few to no warning behaviors or does not have a significant number of risk factors.
- Circumstances that may make it impossible for the person to carry out a threat.

BTAT Response Actions

- Monitor changes in risk factors or warning behaviors.


9.1 Planning Process
The Office of Preparedness and Response (OPR), in consultation with the EOPG, developed this VPP. The plan is consistent with the requirements of the Illinois Campus Security Enhancement Act of 2008. This VPP is also consistent with the U.S. Department of Justice guide on identifying, assessing, and managing the threat of targeted attacks ("Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks").

9.2 Plan Maintenance
The Office of Preparedness and Response (OPR) has the primary responsibility to maintain the plan. This includes collecting new information and making changes in: administrative structure, communications, escalation/notification procedures, contact information, personnel, resources, policies, and operating procedures. Each authority assigned targeted violence prevention duties by the plan shall ensure OPR is advised of any/all respective changes to the VPP.

9.3 Plan Review, Evaluation, Update
A standardized method for reviewing, evaluating, and updating the VPP will be performed by the OPR as follows:

1. The plan will be reviewed annually.
2. Review, evaluate, and update as changes occur in personnel, equipment, resources, reporting methods, and operating procedures.
3. Review, evaluate and update after conducting an exercise of the plan, followed by a formal after-action review. The after-action review shall prompt a corrective action plan if necessary.
4. Review, evaluate and update as new targeted violence prevention services become available or are established.
5. Review, evaluate and update as new information and techniques are discovered that improve the efficiency and overall effectiveness of the plan.
6. Review, evaluate and update based on post-incident assessments and aggregate case reviews.

9.4 Planning Submission
The VPP is coordinated and submitted to the City of Chicago Office of Emergency Management and Communications (OEMC), the Cook County Department of Emergency Management and Regional Security (DEMRS), the Illinois Emergency Management Agency-Office of Homeland Security (IEMA-OHS) Regional Office, and the Illinois Board of Higher Education pursuant to the requirements of the Illinois Campus Security Enhancement Act (29 ILL. ADM. CODE 305). Any amendments deemed appropriate by the UIC for the plan will be coordinated with the OEMC. A copy of the amendments will be provided to OEMC, DEMRS, IEMA Regional Office, Illinois Board of Higher Education, and other agencies as appropriate.
Appendix A: Violence Prevention Programs

Active Threat Preparedness Resources
While the probability of an active threat situation occurring on campus is low, the impact is extremely high-making preparation critical for mitigating the effects of an incident, should one occur. To help you and our community better prepare for the possibility of such an event, we encourage you to review the compendium of resources available on UIC’s Active Threat Preparedness homepage. This page is rich with preparedness and response resources for UIC audiences, such as:

- Active threat response guidelines
- UIC’s Active Threat Educational Video
- Personal safety toolbox, including downloadable information sheets, frequently asked questions, information on UIC’s emergency messaging system, and more
- Student and employee resource portals
- Ready-to-post and customizable educational social media content
- How to request a Preparedness/Campus Safety Presentation for your group

UIC Campus Housing
Campus Housing is committed to providing a safe and healthy living/learning community for all residents living on campus. As such, the violation of the rights of any person is prohibited. This includes but is not limited to actions which are considered hazing, unlawful harassment, sexual misconduct, stalking, or coercion; as well as actions that may cause mental or bodily harm to another person(s) or oneself; or conduct that threatens or endangers the safety of others or constitutes physical or psychological abuse or intimidation; or any other inappropriate or disruptive behavior that evidences poor adjustment to the university community. Residents are encouraged to report any concerns of criminal acts, dangerous situations, or suspicious behavior by notifying Desk Staff, a Resident Assistant, a Peer Mentor, and/or Resident Director or by filing an incident report through apps.housing.uic.edu/dock. Residents may also file a police report by contacting the UIC Police Department directly or through a Residence Life staff member. They also offer resources, support, and referral assistance at any time of day. Staff living in the residence halls offer various programs to assist in educating residents about safety, alcohol awareness, and bystander intervention. For more information about Campus Housing visit housing.uic.edu

UIC Center for Student Involvement/Student Organizations
The mission of the Center for Student Involvement (CSI) is to build a foundation for holistic development through educational, social, leadership, and cultural programming for UIC students. With over 400 student organizations, UIC provides a wide range of opportunities for students to get involved and develop community. Student organizations play a significant role in providing effective learning environments for students, preparing members to live and work in a global community and develop affinity for the campus.

In addition to building lasting friendships and relationships, student organizations provide many benefits including serving as a forum for academic discourse, personal growth and development, leadership development, intercultural understanding and community engagement often for a lifetime. Involved students tend to perform better academically and are more likely to graduate when compared with their non-involved peers. To learn more about opportunities, events, and other ways for students to get involved at UIC, visit involvement.uic.edu.

Closed-circuit Television Systems
Closed-circuit television systems monitor high-risk and sensitive areas at the UIC Chicago Campus East and Chicago Campus West.

UIC Counseling Center
The Counseling Center provides diverse services to help students deal with stress, handle a crisis or trauma, cope with the transition to college, gain strength from gender and cultural identity, or manage serious mental illness and many other issues. Counselors can help students increase resilience and positive well-being by developing effective coping and problem-solving skills. The Counseling Center is supported by the Health Service Fee as assessed to all students enrolled at the university and therefore enrolled students are eligible for Counseling Center mental health services without additional cost. If you are an employee, parent, partner, or student who is concerned about a distressed student, the Counseling Center also provides consultation to assist in determining how you might best help. Contact the UIC Counseling Center at (312) 996-3490 or visit counseling.uic.edu.

Additional Counseling Center Services for Assisting Students (visit counseling.uic.edu):

- Counseling/Therapy
- Psychiatric Consultation
- Workshops/Presentations
- Anonymous Mental Health Screening Tool
• Helping an Emotionally Distressed Student Brochure (A Referral Guide for Employees)
• Classroom Discussions Following a Crisis Brochure (A Guide for Faculty)

UIC Crisis Services and Hotline
During business hours (M-F 8 AM-5 PM) call the Counseling Center at (312) 996-3490. You may be scheduled for a crisis consultation or connected to a counselor for an immediate assessment of need.

After business hours, call the Counseling Center at (312) 996-3490 and press “2” to speak with the Counseling Center After-Hours Crisis Counselor. The counselor is there to listen and help you create a plan to keep you safe.

If you are currently under the care of a mental health professions: Follow the plan that you and your provider have established for managing crises and contact your provider in a manner as agreed upon.

UIC Office of the Dean of Students
The Office of the Dean of Students (DOS) provides a student-centered learning environment that offers support, advocacy, and resources that contribute to student success. Contact DOS at (312) 996-4857 or visit dos.uic.edu.

• Serves as an advocate to assist students with academic and personal concerns
• Provides legal services to students
• Supports and assists student veterans in their transition to university life
• Assists students in resolving administrative, academic, and personal grievances
• Ensures that the university standards for student conduct are upheld through the administration of the Student Disciplinary Policy
• Provides support and assistance for student crime victims
• Addresses concerning student behavior
• Offers consultation services for students and employees on a variety of issues related to student concerns and student misconduct
• Supports students in crisis or with family emergencies
• Assists students who experience financial difficulties
• Refers students to on-campus and off-campus resources as necessary

Employee Assistance Services (EAS)
Employee Assistance Services is a confidential counseling resource that specializes in working with employees and their family members who are experiencing personal problem(s) that may be affecting the employee’s job performance. The assistance program is available to help clarify issues, identify resources and offer follow-up assistance as needed. Contact (312) 996-3588 Mon-Fri 7:30 AM – 5 PM.

Exterior Security Posts
The UICPD safety measures on the Chicago Campus East and Chicago Campus West include extra, visible contract security personnel. They are posted in visible locations and are being used as a visual deterrent and an extra set of eyes and ears during evening class hours. All exterior security officers are strategically posted near emergency call boxes (Blue Light Poles) for quick notifications to UICPD of any assistance needed.

Fleet & Campus Watch Programs
The Fleet Watch Program includes Physical Plant staff who operate radio-dispatched maintenance vehicles and act as “eyes and ears” for the UICPD. The Campus Watch Program operates as an extension of the Fleet Watch Program. The Campus Watch Program relies on parking lot attendants, building service workers, and other staff members to report in-progress crimes or suspicious activities.

UIC Human Resources Employee Relations Section
Employee Relations counsels academic professionals, nonacademic staff, and supervisors campus-wide on a variety of work-related issues involving employee and departmental rights. Their office number is (312) 355-3055.

Illinois Crime Victims Assistance Resources
The IL Attorney General’s Office has made it a priority to provide a variety of services to help victims meet the challenges that often result from a violent crime and to help them regain peace of mind. Visit the IL Attorney General Crime Victims Assistance website for a full list of services, resources, and financial support options.

Keep Our Flames Alive
Keep our Flames Alive is a UIC suicide prevention program intended to connect community members with resources for preventing suicide. Where you are helping a student, friend, family member, or yourself, the educational materials available are aimed at providing the resources, skills and strength to keep our flames alive.

UIC Office for Access and Equity Dispute Resolution Services (DRS)
DRS provides confidential consultation, facilitation and mediation services to students, faculty, academic professionals, and support staff. DRS assists in the resolution of many types of conflicts, such as (1) Interpersonal conflict; (2) Dissatisfaction with job/unit; (3) Dispute with rules; (4) Communication differences.
Police Officers assigned to the P.A.C.E. Unit are solving techniques to address the problems. Employees and students, and implement problem solving techniques to address the problems. P.A.C.E. officers actively seek out problematic situations that may adversely affect the community. P.A.C.E. is designed to enhance the quality of life within the campus and the surrounding community. P.A.C.E. officers actively seek out problematic situations that may adversely affect the safety and security of the campus, work with UIC employees and students, and implement problem solving techniques to address the problems.

Police Officers assigned to the P.A.C.E. Unit are responsible for:

- Education for students and employees on personal safety and Emergency Phone operations.
- Education for students and employees on individual response in emergencies.
- Interaction with Campus Housing staff to ensure safe student housing.
- Education for the campus community on quality of life issues (e.g., teach initial actions during emergencies).
- Advisement on building/office security infrastructure.
- Addressing building and parking structure safety issues.
- Development of restroom safety tips and localized building notification protocols.
- Implementation of bicycle registration program and additional bicycle patrol.
- Establishment of safety programs such as Child Seat Safety for Newborns.
- Liaising with the Chicago Police Department and Assistant State’s Attorney on specific campus and community safety issues.

The two Chicago campuses have been divided into geographic zones, with a specific officer assigned to each zone. Each officer is directly responsible for engaging UIC Deans (or designees), Department Heads, employees, and students to identify and positively address the complex issues that negatively impact the quality of campus life. Everyone is encouraged to reach out to their P.A.C.E. officer by calling the UIC Police Community Relations office at (312) 996-6779.

Public Safety Advisory Board

UIC Public Safety Board has been formally established as an enduring board to provide opportunities to improve the public safety on campus based on feedback gathered directly from community members. As part of these efforts, the board, in partnership with the UIC Police Department, will make recommendations about issues related to public safety at UIC, especially viewed from a perspective of racial equity and social justice. This Board is comprised of faculty, staff, students and community members who will meet at least once a month with leadership from the Office of the Vice Chancellor for Administrative Service and the UIC Police Department. The board will also meet with the Chancellor every semester to provide recommendations about public safety issues at UIC, especially pertaining to racial equity and social justice.

Safe2Help Illinois

Safe2Help is a program that provides students with a platform to share school safety issues, resources to get help, and encouragement to help others. Safe2Help has compiled a number of available resources for mental health, suicide, sexual assault, substance abuse, child abuse, and other services, located at www.safe2helpil.com/ways-to-get-help.

UIC Sexual Misconduct Training

The University’s Prohibition of Sex Discrimination, Sexual Harassment, and Sexual Misconduct policy requires all incoming, returning, and transfer students, as well as all employees, to be regularly educated on discrimination and harassment prevention, sexual violence, and reporting options and obligations. New students are required to complete training before or early in their first semester. All returning students are provided training materials and encouraged to review those materials each academic year. Paid university employees, including faculty, staff, and extra help, are expected to complete their designated training annually as well, though this occurs during the spring semester. The Title IX Coordinators will be responsible for responding to content-related inquiries. Additionally, a variety of sexual misconduct resources are available to the university community at sexualmisconduct.uic.edu.
State Employees Assistance Program (EAPS)
This program is a confidential assessment and referral service that provides problem identification, counseling, and referral services for employees and their families. All EAP care managers are professional, licensed clinicians and experienced in providing support, understanding, and guidance for a broad range of needs.

Trained customer service representatives and EAP care managers are available 24 hours a day, seven days a week at (866) 659-3848.

UIC State Officials and Employee Ethics Act Training
Enacted in 2003 by the General Assembly of the State of Illinois, the State Officials and Employees Ethics Act requires each officer and employee of all state agencies and universities to complete an ethics training program annually beginning in 2004. The Illinois Inspector General develops the timeline for the annual ethics training program and all University of Illinois employees must do the ethics training during that time. The University of Illinois has developed an interactive program that will allow employees to meet their annual ethics training obligation. This program is administered by the University of Illinois Ethics and Compliance Office. For further information regarding the training, timelines, and penalties for non-compliance, refer to the Ethics and Compliance Office FAQs.

UIC Student Patrol
The UICPD Student Patrol was established in 1980 to act as the “eyes and ears” of the police and to handle non-law enforcement calls for service. The Student Patrol is comprised of approximately 25 students and provides an invaluable service to the UIC community. The Student Patrol members are deployed from 6:30 AM–11:00 PM, 7 days a week, for walking patrols to observe and report suspicious or criminal activity to the department.

The Student Patrol is responsible for:
- Providing after-hours walking escorts for students, employees, and visitors.
- Verifying the identification of persons requesting access to campus facilities.
- Locking and unlocking buildings.
- Providing 24-hour access control at fixed posts (as needed).

UIC Police Department Community Relations Program
The Community Relations Program includes workshops and dissemination of crime prevention information on topics such as the responsibilities of the UICPD, the UIC Red Car service, information on sexual misconduct and other crimes, motor vehicle and bike theft, and personal safety information for students and employees. These programs are available to the campus community upon request and can be tailored to focus on particular aspects of crime prevention and safety. A member of the UICPD serves as a liaison to Campus Housing and addresses law enforcement and security issues within the residence halls, participates in the orientation and training of Campus Housing staff and private security agency staff employed by Campus Housing. Visit police.uic.edu to learn more about the UIC Police Department.

U & I Care
The U and I Care Program is an initiative of the Office of the Dean of Students to identify resources and aid students dealing with personal hardship. The program educates the campus community about services and programs on and off campus. The program empowers students and university personnel to take action in supporting the UIC community. With the multitude of partners within the U and I Care cohort, we are able to connect students with the care that fits their needs best.

UIC Centers for Cultural Involvement & Other Services
- African American Academic Network
- African American Cultural Center
- Arab American Cultural Center
- Asian American Resource and Cultural Center
- Disability Resource Center
- Gender and Sexuality Center
- International Student Services
- InterVarsity Christian Fellowship
- The John Paul II Newman Center
- Latin American Recruitment and Educational Services Program (LARES)
- Livine Hillel Center
- Native American Support Program
- A New and Inclusive Ministry
- Rafael Cintrón Latino Cultural Center
- Student Legal Services
- Student Veteran Affairs
- The Wellness Center
- Women’s Leadership & Resource Center
Walk and Talk Program

The Walk and Talk Program has UICPD officers on walking beats for the purpose of interviewing students and employees regarding the reporting of crime and safety concerns.

UIC Wellness Center

The Wellness Center is committed to fostering the personal growth and development of all UIC students. The Center seeks to expose students to knowledge, skills, and experiences that inform and guide their ability to make healthier choices. The Wellness Center offers a range of programs and services that promote wellness and may increase protective factors among community members, such as: alcohol and drug education; stress relief and healthy coping mechanisms; conflict management; wellness coaching; housing assistance; as well as the UIC Pop-Up Pantry, which supports food-insecure students.

UIC Digital Tools and Resources

UIC Violence Prevention Plan Source Literature and Additional References
UIC BTAT-Exclusive Resources Portal (Tools, Templates, and Resources for UIC BTAT)
UIC Anonymous Incident Reporting Form
UIC Anonymous Incident Reporting Video
UIC BTAT Reporting Video
UIC Violence Prevention Website

External Resource Repositories

The following repositories provide information about violence prevention programs, community partners and partner agencies, violence prevention trainings, information, and other resources.

DHS Campus Safety and Resiliency Resource Page
CDC VetoViolence, Public Health Violence Prevention Resources
Appendix B: U & I Care Plan Sample Form

This form serves to document the collaborative care plan created on DATE between STUDENT/UIN, STAFF/TITLE, and STAFF TITLE during our meeting at LOCATION.

Please note the attached plan and its action points are ongoing and thus the University may make additional or alternative reasonable requests as new information or situations arise.

REPORTED CONCERNS

<table>
<thead>
<tr>
<th>Incident &amp; Concerning Behaviors</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>On DATE, BLANK incident was reported. Of concern were the following behaviors:</td>
<td>UICPD #12345</td>
</tr>
<tr>
<td>a. Behavior One</td>
<td></td>
</tr>
<tr>
<td>b. Behavior Two</td>
<td></td>
</tr>
<tr>
<td>On DATE, BLANK incident was reported. Of concern were the following behaviors:</td>
<td>UICPD #12345 &amp; Housing Incident Report</td>
</tr>
<tr>
<td>a. Behavior One</td>
<td></td>
</tr>
<tr>
<td>b. Behavior Two</td>
<td></td>
</tr>
</tbody>
</table>

MEETING SUMMARY

Incident Reflections
In the course of our discussion, you acknowledged the following behaviors as occurring during or leading up to these incidents:

- Behavior One
- Behavior Two
- Behavior Three

You also recognized these behaviors as having the following community impact:

- Community Implication One
- Community Implication Two

We additionally discussed the following effects on the community you had not yet recognized:

- Community Implication One
- Community Implication Two

Identification of Coping Strategies and Resources
As a part of our meeting, you identified the following internal and external coping strategies to comfort or distract you when not feeling balanced:

- Coping Strategy One
- Coping Strategy Two
- Coping Strategy Three

You named the following people whom you can call and ask for help (should include related health providers and Emergency Medical Contact):

- Name, Relationship, Phone
- Name, Relationship, Phone
- Name, Relationship, Phone

The following U & I Care Network Offices (in addition to others) are also excellent resources to turn to in a crisis or to assist in building skills that will help maintain healthy behaviors:
PLANS FOR THE FUTURE

Meeting Community Expectations

- Sample bullet: I understand UIC Community Expectations require me to comply with reasonable directives of university officials and will endeavor to live within these expectations.
- Sample bullet: In situations where I feel I lack control, I will focus on my identified coping strategies and seeking help from noted resources. I will attempt to avoid involving other UIC Students, as it may negatively influence their health and safety, unless absolutely necessary.
- Sample bullet: I am aware seeking or continuing regular mental health treatment is strongly recommended because it will make it more likely for me to meet community standards and reach my academic and wellness goals.

UIC Communication Plan

In an effort to assist UIC in supporting my academic progress and well-being, I agree to the following communication plan:

- Sample bullet: I agree to sign and file a HIPAA release with my treatment providers by DATE so a verification of attendance and treatment plans can be shared with STAFF at UIC. My provider(s) are listed in my identified resources.
- Sample bullet: I agree to sign and file a FERPA release with UIC for my emergency medical contact by DATE so the Dean of Students can discuss with them my progress and support needs.
- Sample bullet: I agree to meet with TITLE/NAME on a BLANK basis starting on DATE. I further agree I will respond to any requests from the Office of the Dean of Students regarding meetings and appointments within 24 hours of the communication.
- Sample Bullet: If I decide to withdraw from BLANK semester and return to Campus Housing for the BLANK semester/year, I will contact BLANK at EMAIL and DOS CONTACT at DOS EMAIL within 48 hours.

Student Signature: 

Staff Signature: 

The focus of this U & I Care Plan is to help STUDENT address the listed incidents in a manner that both meets the needs of STUDENT and the behavioral expectations of students at UIC. UIC is committed to providing students with the assistance and resources to be a productive and successful member of our community within the appropriate scope. Continued reports of similar behavioral concerns may require updates to this care plan or consideration for formal action by the University, including but not limited to, a referral to the Student Conduct Process.
Appendix C: BTAT Procedures Description

I. Identify behaviors of concern

Behaviors of concern are identified when a Behavioral Threat Assessment Team (BTAT) becomes aware of, or receives a referral for, a subject exhibiting behaviors of concern.

**Responsible parties:** All members of the university community.

**Procedure:** University community members are encouraged to promptly report behaviors of concern using the reporting options described on page 15 of this plan.

II. Conduct initial threat assessment

Available information on the subject is assessed to determine whether the subject poses an imminent threat to the welfare, health, or safety of the university community, or whether the team should proceed with triage.

**Responsible parties:** Core members of the appropriate BTAT.

**Procedure:** Members employ the use of fact-based behavioral threat assessment techniques (described starting on page 15 of this plan) to make an initial assessment of the level of concern.

*If imminent threat (i.e., if Priority 1 Concern):* Notify Campus Violence Prevention Committee (and the UIC Police, if not already involved).

- Core members will immediately notify the Campus Violence Prevention Committee (CVPC) and the UICPD to pursue containment options, and/or take actions to protect identified target(s). Once such emergency actions have been taken, the members shall then develop and implement a management plan in anticipation of the person’s release or return to campus.

*If not an imminent threat:* Conduct triage

III. Conduct triage

A triage assessment is used to determine case prioritization and resource allocation.

**Responsible parties:** Core members of the appropriate BTAT.

**Procedure:** Members determine case prioritization and resource allocation based on preliminary information available; members may determine a preliminary level of concern and outline any management strategies immediately necessary. Members should consider the following during triage:

- Does the referral have validity in terms of raising concern for violence?
- What level of urgency is needed for the behavioral threat assessment team response?
- What expertise is needed to assemble a team?
- What immediate protective measures should be implemented?
- What investigative steps are needed to ensure sufficient information is gathered to enable a thorough assessment?
IV. Determine whether there are remaining concerns

Determine whether there are concerns remaining regarding the subject or behaviors of concern.

**Responsible parties:** Core members of the appropriate BTAT.

**Procedure:** Members determine whether there are remaining concerns regarding the subject based on information from the triage assessment.

- *If there are remaining concerns:* Conduct full inquiry
- *If there are no remaining concerns:* Monitor, close & document case

V. Conduct full inquiry & determine level of concern

**Responsible parties:** The appropriate BTAT.

**Procedure:** The Chair(s) will request the BTAT to assemble and assign responsibilities for conducting a full inquiry/fact-based behavioral threat assessment (described starting on page 17 of this plan). Based on the findings of the full inquiry/fact-based behavioral threat assessment, the team will confer and record a level of concern.

a. *Priority 2 Concern* (subject poses a threat):

**Responsible parties:** The appropriate BTAT.

**Procedure:** If the level of concern that was determined based on the full inquiry/fact-based behavioral threat assessment indicates a Priority 2 Concern (or subject who appears to pose a threat of self-harm or physical violence) then the team will develop and implement a threat management plan and will consider notifying the CVPC.

b. *Priority 3-5 Concern* (subject in need of assistance):

**Responsible parties:** The appropriate BTAT.

**Procedure:** If the level of concern that was determined based on the information from the full inquiry/fact-based behavioral threat assessment indicates a Priority 3-5 Concern (or a subject who does not pose a threat but may be in need of assistance), then the team will develop and implement a referral or assistance plan using available on- or off-campus services and/or resources.

VI. Close and document case

**Responsible parties:** The Chair(s) of the appropriate BTAT.

**Procedure:** Threat assessment and management records will be documented by the chair(s) of the appropriate BTAT and will be securely maintained by the UICPD as investigative law enforcement records.

A searchable and confidential record keeping system will be implemented that will be maintained by the UICPD to identify students or employees of concern; information known about persons involved; and a description of the response. Keeping reports and information separate from individual student or employee files and as confidential as feasible and appropriate for the situation will be important for protecting students and employees, and to encourage openness and reporting.
Appendix D: Crisis Support, Mental and Behavioral Health Resources

Individuals exhibiting, or being impacted by, behaviors of concern may benefit from on- or off-campus support options. In addition, UIC Behavioral Threat Assessment Team Members may be adversely impacted due to the nature of their work, and are encouraged to practice self-care and seek support services, when necessary. The following campus and community resources are available to support the mental and behavioral health of UIC community members.

Crisis Support Options

<table>
<thead>
<tr>
<th>UIC Crisis Counseling</th>
<th>National Crisis/Suicide Prevention Lifeline (24-hr)</th>
<th>NAMI Crisis Textline (24-hr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon-Fri 9 AM-5 PM</td>
<td>988 SUICIDE &amp; CRISIS LIFELINE</td>
<td>[National Alliance on Mental Illness]</td>
</tr>
<tr>
<td>(312) 996-3490</td>
<td>Dial 988 Text ANSWER to 839863</td>
<td>Text NAMI to 741741</td>
</tr>
<tr>
<td>After-hours:</td>
<td>Click to E-chat</td>
<td></td>
</tr>
<tr>
<td>(312) 996-3490 ext. 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mental and Behavioral Health Services

<table>
<thead>
<tr>
<th>UIC Counseling Center</th>
<th>Employee Health Services</th>
<th>IL Employee Assistance Program (EAP)</th>
<th>Office of Applied Psychological Services (OAPS)</th>
<th>Chicago Mental Health Clinics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 AM-5 PM, M-F</td>
<td>7 AM-4 PM, M-T, Th-F</td>
<td>(833) 955-3400</td>
<td>9 AM-5 PM M-Th</td>
<td>8:30 AM–4:30 PM, M-F</td>
</tr>
<tr>
<td>(312) 996-3490</td>
<td>7 AM-3 PM, Wed</td>
<td></td>
<td>(312) 996-2540</td>
<td>(312) 747-9884, ext. 1</td>
</tr>
<tr>
<td></td>
<td>(312) 996-7420</td>
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</tbody>
</table>

Confidential Assistance and Counseling

<table>
<thead>
<tr>
<th>Campus Advocacy Network</th>
<th>Employee Assistance Services</th>
<th>IL Crime Victim Assistance Line</th>
<th>NAMI Chicago Help Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>(312) 413-8206 Ask an Advocate e-form</td>
<td>(312) 996-3588</td>
<td>8 AM-5 PM, M-F (800) 228-3368</td>
<td>9 AM-8 PM, M-F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 AM-5 PM Sat-Sun</td>
<td>(833) NAMI-CHI (626-4244)</td>
</tr>
</tbody>
</table>
Appendix E: Definitions

**Behavioral Threat Assessment Team (BTAT):** Team to conduct threat assessments, address aberrant, dangerous, or threatening behavior on campus, and provide guidance and best practices for preventing violence and providing support services.

**Behavioral Threat Assessment Team for Employees (BTAT-E):** Multi-disciplinary team comprised of representatives from campus administration, employee health services, campus law enforcement, and other areas of employee engagement and affairs who coordinate the intake of reported concerns and the threat assessment and management process for employees of concern.

**Behavioral Threat Assessment Team for Students (BTAT-S):** Multi-disciplinary team comprised of representatives from student affairs, student counseling, campus law enforcement, and other areas of student engagement and affairs who coordinate the intake of reported concerns and the threat assessment and management process for students of concern.

**Campus Violence Prevention Committee (CVPC):** Committee tasked with implementing the Violence Prevention Plan, determines the committee structure and the individuals responsible for education and prevention of violence on campus, and includes participants from faculty, campus administration, student affairs, law enforcement, human resources, counseling services, residence life, county, or major municipal emergency managers and others deemed appropriate.

**Threat Assessment:** A process of evaluating the actions and conduct of individuals, and the circumstances surrounding those actions and conduct, to uncover any facts or evidence that indicate that violence is likely to be carried out. A threat assessment should occur when a person (or persons) threatens or induces others to commit a violent act or engages in behavior that appears to threaten "targeted violence."

**Targeted Violence:** An incident of physical violence in which both the perpetrator and targets are identified or identifiable before the incident.

**Violence Prevention Plan (VPP):** A comprehensive framework for each phase of violence prevention, designed to facilitate a timely, effective, efficient, and coordinated university response in dealing with issues related to violence that could affect the campus. It sets forth the responsibilities of campus administrative and operational units, and provides guidance to students, faculty, and staff about how to recognize, address, and report aberrant and threatening behavior.
# Appendix F: Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Term</th>
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<tbody>
<tr>
<td>BTAT</td>
<td>Behavioral Threat Assessment Team</td>
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<tr>
<td>BTAT-E</td>
<td>Behavioral Threat Assessment Team for Employees</td>
</tr>
<tr>
<td>BTAT-S</td>
<td>Behavioral Threat Assessment Team for Students</td>
</tr>
<tr>
<td>CARE Team</td>
<td>Campus Awareness, Response, and Education Team</td>
</tr>
<tr>
<td>CVPC</td>
<td>Campus Violence Prevention Committee</td>
</tr>
<tr>
<td>EOPG</td>
<td>Chancellor’s Emergency Operations Policy Group</td>
</tr>
<tr>
<td>UI Health</td>
<td>University of Illinois Hospital and Health Sciences System</td>
</tr>
<tr>
<td>UIC</td>
<td>University of Illinois Chicago</td>
</tr>
<tr>
<td>UICPD</td>
<td>UIC Police Department</td>
</tr>
<tr>
<td>VPP</td>
<td>Violence Prevention Plan</td>
</tr>
</tbody>
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