



Putting the Pieces Together: UNC Charlotte's Strategic Management of Escalating Behaviors

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**What comes to mind when you think about a
threat to the university community?**

University Processes

Students –

- Pre-Admission Safety Review
- Niner Care
- Campus Behavioral Intervention Team
- Interim suspensions (Code of Student Responsibility and/or Civil Rights & Title IX)
- Involuntary Protective Withdrawal

Employees –

- Pre-employment criminal background checks & reference checks
- Human Resources & managers
- Campus Behavioral Intervention Team
- Administrative leave
- Separation/discharge

* Orders to Leave and Not Return (aka: no-trespass) and/or criminal charges for unaffiliated individuals

Legal Considerations

- **Americans with Disabilities Act (ADA)**
 - Cannot discriminate against individuals with disabilities
 - Must engage in an individualized assessment to determine whether an individual poses a threat based on specific factors
- **Negligence principles**
 - Must act reasonably based on the information available
 - Standard of care post-VA
Tech is a centralized multi-disciplinary team

Legal Considerations

- **First Amendment**
 - Must not infringe on individuals' freedom of speech unless the speech is a true threat, harassment, substantial disruption, or other type of unprotected speech
- **Privacy laws**
 - FERPA (for students) – cannot disclose student information absent consent or exception (e.g. health/safety emergency)
 - State Human Resources Act (for employees)

Relevant Policies

UNC System

- Regulation on Behavioral Threat Assessment and Management Teams (1300.7[R]- adopted 7/11/2024)

UNC Charlotte

- Threat Assessment and Management (UP 720)
 - Student Involuntary Protective Withdrawal Policy (UP 408)
- Workplace Violence (UP 101.17)
- Sexual Misconduct and Interpersonal Violence (UP 502)

Threat Assessment and Management is a **multidisciplinary approach** and coordinated process, which involves careful and **contextual identification** and **assessment of behaviors and situations** that raise concern and **may precede violent behavior** from occurring.

Early identification of these concerning behaviors and situations enable campuses to carefully and thoughtfully take appropriate precautionary steps intended to prevent targeted violence from occurring.

Scope

- University community members, including
 - Faculty
 - Staff (EHRA & SHRA)
 - Students
- Non-University community members whose behaviors may affect the safety of the University community

Threat Assessment and Management is a coordinated process for identifying and assessing behaviors/situations that raise concern for violent behavior.



Identification

Referral/Reporting

Behaviors of concerns or warning signs that indicate an individual may pose a threat and/or commit an act of violent behavior.

Communicate concern through the Concern for an Individual form at **incidentreport.charlotte.edu**

- Imminent concerns contact Police and Public Safety (7-2200)

Behaviors to Look For

Anger/Aggression

- Engaging in hostile, aggressive, abusive, intimidating, stalking, bullying or harassing behaviors towards others
- Escalating anger or aggressive behavior
- Inappropriate displays of aggressive attitude/temper

Impulsivity or Risk-Taking

- Impulsivity: actions that, in context, appear to have been taken without usual care of forethought
- Risk-taking: actions that show more than a usual disregard for significant negative consequences

Personal Changes

- Amount of quality sleep: unusual sleep patterns or noticeable changes in sleep patterns
- Quality of thinking or communication: indications of confused, irrational thought processes, or paranoia
- Sudden and/or recent change in use of substance use

Threats

- Direct communication of the intent to harm
- Communication to a third-party of the intent to harm another person or group

Violence

- Attempts to cause physical harm to others
- Identifying with or idolizing persons who have engaged in violence
- Retaliating against others that report acts of violence
- Violent media usage: more than usual or inappropriate interest in visual or auditory depictions of violence

Weapons

- Change, escalation or contextually inappropriate firearms behavior, interest in or use of firearms that appears unusual given the individual's background and experience with firearms
- Possessing, brandishing or using a weapon that is contextually inappropriate for the situation
- Writing about weapons or violence that would be inappropriate for the context

Other (behaviors that are coupled with one or more behaviors listed above)

- Decreased ability to cope with change/hardship
- Displaying significant decreased performance in work/academics
- Radical fluctuation in mood/disposition
- Significant changes in hygiene/appearance

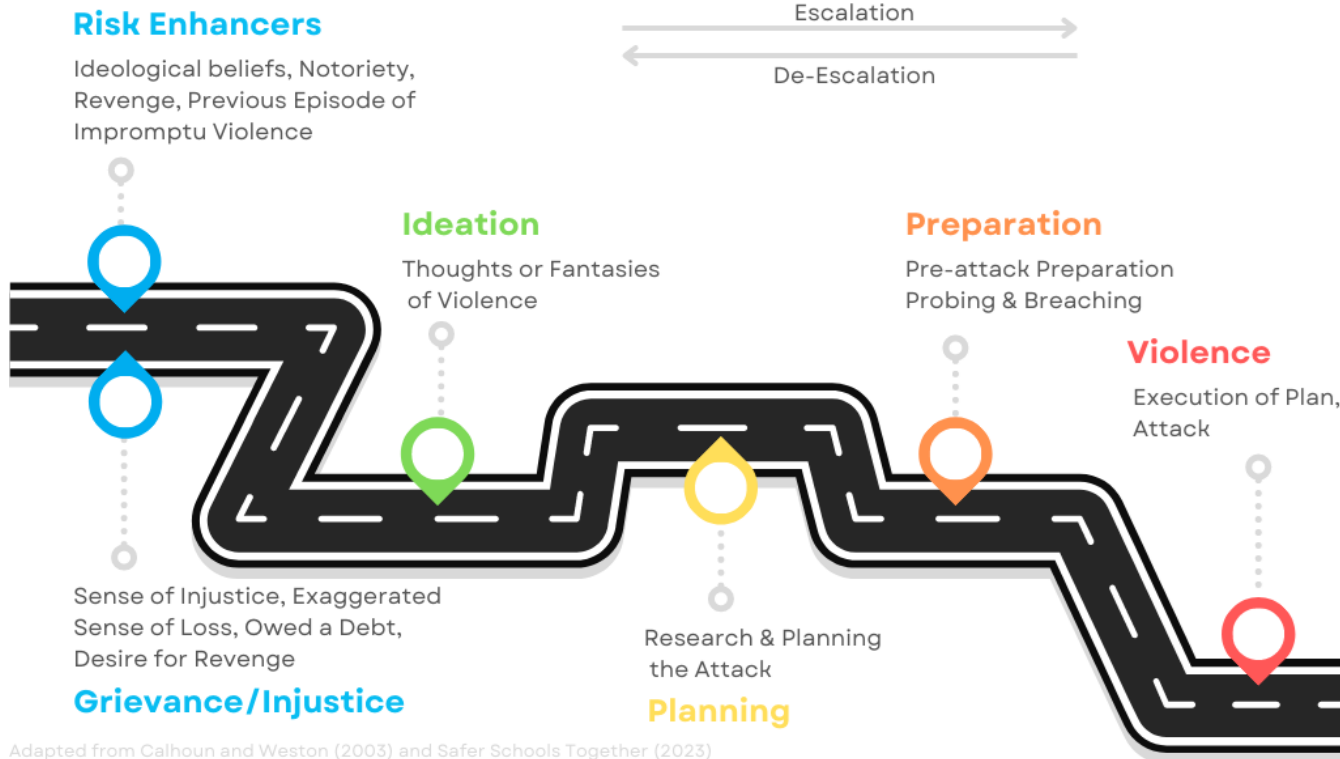
These examples are NOT all-inclusive and this information is not intended to be used as a checklist.

Information Gathering

May include information from:

- Reporting party
- Campus partners
- Academics
- Disciplinary history
- Criminal history
- Peers and/or Colleagues
- Roommates
- Faculty members
- Family members
- Online platforms

Pathway to Targeted or Intended Violence



Adapted from Calhoun and Weston (2003) and Safer Schools Together (2023)

Assessment

US Secret Service Secret Eleven
Key Questions
&
Structured Professional Judgment
Tools

An assessment consists of reviewing the available information to assist with understanding the totality of the situation, determining the level of threat posed, and informs the management plan.

Campus Behavioral Intervention Team

- Student
- Employee

Campus Behavioral Intervention Team (CBIT)

Student Involved Cases

- Center for Integrated Care
- Counseling and Psychological Services
- Housing and Residence Life
- Office of Academic Affairs
- Office of Disability Services
- Office of Civil Rights and Title IX
- Police & Public Safety
- Student Accountability & Conflict Resolution
- Student Assistance and Support Services

Employee Involved Cases

- Human Resources
- Mental Health Consultant
- Office of the Provost
- Police & Public Safety

Chair: Office of Threat Assessment and
Management

Advisor: Office of Legal Affairs

Management

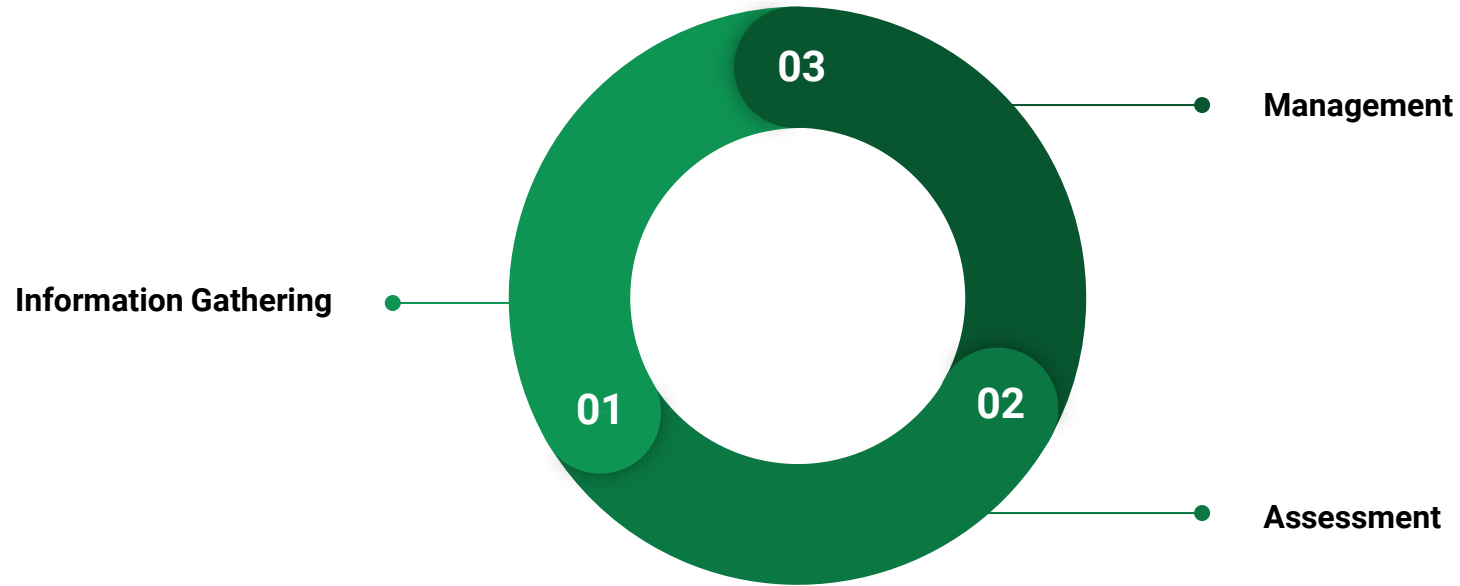
Intervention

May be done for the person of concern and/or other impacted persons

May include:

- Resource referrals
 - On-Campus
 - Community Based
- Case management
- Accountability measures
- Interim actions
- Safety planning

Cyclical Process



Student Case Study

On Monday:

During a class presentation, Mark presents a topic related to cybersecurity that includes references to hacking techniques for Ring cameras and his attempt to purchase an alternate online identity on the Dark Web. Some classmates express discomfort to the professor about the content of the presentation, finding it alarming and inappropriate.

Student Case Study (cont'd)

On Wednesday through Sunday:

Mark's postings on social media start to become increasingly cryptic and include references to feeling isolated, disillusioned with society, and frustrated by rejections of romantic interests. He has tagged a specific fellow student seven times in these posts.

Student Case Study (cont'd)

On the following Thursday:

Mark's roommate hears him openly discussing a fascination with weapons and violence, recently telling the roommate "Something big is coming on Halloween. You'll see me on the news." The roommate becomes worried about Mark's intentions and reaches out to a Resident Advisor.

Employee Case Study

Lesley is a staff member in an academic department. She's always been a little eccentric and opinionated. Every once in a while, she has sparred – verbally – with colleagues, but they usually work it out.

Last week, Lesley stood up in the middle of a staff meeting and began yelling at a coworker. Some of what she said related to the topic being discussed, but some of it seemed disconnected.

Employee Case Study (cont'd)

When the department chair calls Lesley into his office the next day, she apologizes profusely for her behavior. She says she hasn't slept in several days and is stressed with multiple personal issues going on in her life. She starts to mention "an arrest" that was "just a misunderstanding" but then stops herself. She assures the chair that an outburst like that won't happen again.

threatassessment.charlotte.edu

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