



MIKE DEWINE

★ OHIO ATTORNEY GENERAL ★



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**OHIO PEACE OFFICER TRAINING SPECIAL COMMISSION MEETING
THURSDAY, DECEMBER 11, 2014
HELD AT THE
OHIO PEACE OFFICER TRAINING ACADEMY
1650 STATE ROUTE 56 S.W.
LONDON, OHIO 43140**

MINUTES

I. OPENING

A. CALL TO ORDER

Chairperson Vernon Stanforth called the meeting to order at 11:01 a.m.
Colonel Paul Pride led the Pledge of Allegiance.
Ms. Donna Long called the Roll Call.

COMMISSION MEMBERS PRESENT

Chairperson Vernon P. Stanforth
Sheriff Michael Heldman
Chief Paul Denton
Chief David Wiseman
Sergeant Troy Mineard
Mr. Willis Amweg
Mr. Stephen Schumaker
Colonel Paul Pride

B. GUESTS AND STAFF PRESENT

ATTORNEY GENERAL'S OFFICE

Attorney General Mike DeWine
Jeff Clark
Eric Porter
Jill Del Greco
Lisa Hackley
Ryan Stubenrauch

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GUESTS AND STAFF

Andrew Welsh Huggins	AP
Dee Moorman	WHIO
Jim Otte	WHIO
Joe Pagonakis	WEWS
Michelle Everhart	Columbus Dispatch
Jeremy Pelzer	Northeast Ohio Media Group
Carolyn Mendenhall	WCMH
Katie Love	WCMH
Maureen Kocot	WBNS
Mike Weinman	FOP
Shawn Smith	Cleveland Police Dept.
George Kwan	Cleveland Police Dept.
Brandon Kutz	Cleveland Police Dept.
Jeff Cox	Cleveland Police Dept.
Gregg Gaby	Dayton Police Dept.
Chris Malson	Dayton Police Dept.
Mary Davis	OPOTC Executive Director
Donna Long	OPOTC Secretary
Justin Hykes	OPOTC Assoc. Assistant Attorney General
Alice Robinson-Bond	OPOTC Deputy Director
Lou Agosta	OPOTA Deputy Director
Jessica Didion	OPOTA Deputy Director
John Green	OPOTA Deputy Director
James Burke	OPOTC Deputy Director
James Bennett	OPOTA Staff
Lynnette Rodrigue	OPOTA Staff
Rick Meadows	OPOTA Staff
Kelly Cain	OPOTC Staff
Kim Hahn	OPOTC Staff
Arienne Fauber	OPOTC Staff
Eric Schaefer	OPOTC Staff
Lori Wachtel	OPOTC Staff
Sarah Thomas	OPOTC Staff
Gail DeWolf	OPOTC Staff
Jill Cury	OPOTC Staff
Lori Rinehart	OPOTC Staff

Chairperson Stanforth stated, as a special OPOTC meeting, the agenda has been set. Commission members were asked to keep to those topics. Chairperson Stanforth turned the meeting over to the Attorney General Mike DeWine.

II. NEW BUSINESS

A.G. DeWine first thanked the members of the commission for being present this morning.

Over the past several months, officer-involved shootings and use-of-force situations across Ohio and our nation have ended in tragedy. Improving the trust between police and the communities they serve is vital to the functioning of our state and the safety of our communities. Equally important is ensuring that officers who encounter dangerous, life-threatening situations have the knowledge, skills, and judgment necessary to react in an appropriate manner.

As we examine all aspects of this issue, it is only appropriate that we look at police training. While there are many facets of the use-of-force issue, training is certainly something that has to be looked at. You, as members of the Ohio Peace Officer Training Commission, are in a unique position to do this because developing curriculum for police training comes within your jurisdiction.

Any examination of use-of-force issues must include a thorough review of the quality, availability, and practical application of peace officer training. The questions asked should include:

- Is the current basic curriculum and the current advanced curriculum the best it can be?
- Is the instruction and delivery of the basic curriculum also the best it can be?
- Is the basic training uniform and consistent across the state?
- Should there be administrative rule or statute changes to address quality control issues?

Once trained, are officers employing the techniques learned and following the guidelines of their training? Are they putting into practice the skills they have learned? Is there enough continuing education and re-enforcement of tactics already learned in the basic academy? And more specifically regarding police-involved shootings, do officers receive enough of the appropriate training in the use of deadly force?

While there has been an emphasis on what to do when faced with an active shooter, has there been enough focus on helping officers define when an “active shooter” situation exists? Does current training equip officers with the tools necessary to differentiate between an active shooter and someone who is just reported to have a gun?

In examining any of these questions, it is imperative that we also determine if officers are adequately prepared to deal with people with mental health issues. Three years ago, former Supreme Court Justice Eve Stratton and I established the Ohio Attorney General’s Task Force on Criminal Justice and Mental Illness. We knew how important it was that law enforcement personnel receive proper training because, candidly, every officer will, at some point in their careers, encounter someone with a mental health condition. My office has funded and promoted programs designed to keep offenders with mental illness from cycling in and out of the criminal justice system, as well as Crisis Intervention Training designed to increase officer safety through use of de-escalation and other skills.

Still, despite efforts to provide advanced training, a more fundamental question remains: Are officers getting appropriate training in the basic curriculum? Is there enough appropriate advanced training? And ultimately, what is the best way to ensure the safety of both the officer and the person in crisis?

To help answer all of these questions, I have put together a working group of law enforcement professionals and community leaders from around the state who will delve deeply into these issues. The group will begin its work next week. I will ask the group to report back to the Commission as soon as possible. I am also asking them to keep the Commission informed as to their progress and to present final recommendations to the Commission.

The A.G. DeWine took a moment to name the individuals who will serve on this advisory group:

Rev. Dr. David Cobb -- Rev. Dr. Cobb is a pastor at Emmanuel Baptist Church in Cleveland and is a very active member of the community. He studied at the University of Georgia and Luther Rice University.

Sergeant Ramon Diaz -- Sergeant Diaz works for the Delaware Police Department and helps lead the Delaware Tactical Team. He is a Regional Director of the Ohio Tactical Officers Association and has served two tours overseas in the U.S. Army Airborne Special Forces Group.

Detective Regina Dudley -- Detective Dudley has 30 years of law enforcement experience with the Columbus Police Department. She has been assigned as a patrol officer, a community relations officer, and as part of a Terrorism Early Warning Unit with the Department of Homeland Security. Detective Dudley also assists with minority recruiting and is currently assigned to Central Ohio Crime Stoppers.

Bishop Joey Johnson -- Bishop Johnson is the Organizer and Senior Pastor of The House of the Lord church in Akron. He has played a key role in organizing the Fugitive Safe Surrender Program at his church, working with the U.S. Marshals, the court system, and the Attorney General's Office. Bishop Johnson is very active in the community, leading one of Akron's largest churches for nearly 40 years.

Police Chief Joe Morbitzer -- Westerville Chief of Police Morbitzer has more than 32 years of experience as a law enforcement officer. Chief Morbitzer is also the President of the Ohio Association of Chiefs of Police.

Tony Ortiz -- Mr. Ortiz is Vice President of Latino Affairs at Wright State University. In 2012, Governor Kasich appointed him to the Ohio Commission on Hispanic/Latino Affairs. Mr. Ortiz has a great deal of experience in developing effective education programs.

Vince Peterson -- Mr. Peterson is a probation officer with the Trumbull County Adult Probation Department. He works with high-risk probation offenders and has worked on DEA drug task forces and the U.S. Marshals Violent Fugitive Task Force. Mr. Peterson is a trained hostage negotiator and is assigned to a crisis response team. He was a commissioned peace officer from 1990 to 2012. He is also the Senior Pastor of the Providence Baptist Church in Akron.

Terry Russell -- Mr. Russell is the Executive Director of the National Alliance on Mental Illness for Ohio. He began his career as the Mental Health Board Director in Springfield and has lent his expertise to law enforcement many times to help improve their ability to effectively deal with persons afflicted with mental health issues.

Officer Sarah Shendy -- Officer Shendy works for the Copley Police Department. She was born and raised in an Egyptian/Muslim household and has instructed police officers on diversity and interacting with minority and Middle Eastern communities. Officer Shendy holds a master's degree in Criminal Justice with a concentration in Global Issues.

Cincinnati City Councilman Chris Smitherman --Councilman Smitherman has been serving on the Cincinnati City Council since 2011. He is chair of the Law and Public Safety Committee. He earned a post-secondary degree in Criminal Justice from The Ohio State University. He is also a past President of the Cincinnati NAACP.

Dr. Reggie Wilkinson -- Dr. Wilkinson is the former Director of the Ohio Department of Rehabilitation and Correction. He is a well-known expert on Mental Health. He also holds a doctorate in education from the University of Cincinnati and is a noted author on numerous criminal justice topics.

Lieutenant Colonel George Williams -- Lieutenant Colonel Williams has more than 25 years of experience with the Ohio State Highway Patrol. He completed training at Northwestern University's School of Police Staff and Command in 2004 and served in the U.S. Army.

Clark County Prosecuting Attorney Andy Wilson -- Prosecutor Wilson has been working in the Clark County Prosecutor's office since 2002 and has served as Prosecutor since 2011. He is also a Captain in the Ohio Army National Guard. Before he started his career as a prosecutor, he served as a Juvenile Court Probation Officer.

Major Daryl Wilson -- Major Wilson works for the Montgomery County Sheriff's Office and has 25 years of experience in law enforcement. Major Wilson has worked in a Community Oriented Policing Unit and is also a Team Commander on the SWAT team.

Meigs County Sheriff Keith Wood -- Sheriff Wood has 35 years of experience as a law enforcement officer. His deputies have recently dealt with multiple situations of armed persons threatening to harm themselves or others.

Again, I want to thank the Commission for coming together today. Regarding training, OPOTA and the Commission have worked hard the past four years doubling the staff of the education & policy section, which was specifically created to address the quality of basic training curriculum. A job task analysis of peace officer basic training was completed in 2011 to validate the curriculum and ensure that it is legally defensible. And, over the last three years, you've been working to incorporate the information gathered from the task analysis results into the curriculum.

And while these efforts are significant, there is always more that can be done. The Commission's task of developing the curriculum for peace officers is of the utmost importance. Law enforcement officers have a sworn duty to protect the public, and at the same time, though, they have the right to return home safely after their shift is done.

Each May, we host a memorial service on the grounds of this Academy to honor those officers who have lost their lives in the line of duty. Every officer deserves the best possible training to minimize the risk that their name will be added to the memorial wall. I believe that this working group will be of great value in helping the commission address the training needs of peace officers across this state and ultimately the safety of law enforcement and our communities. The A.G. DeWine thanked the commission members for their time.

Chairperson Stanforth invite guest to ask any questions or comments at this time.

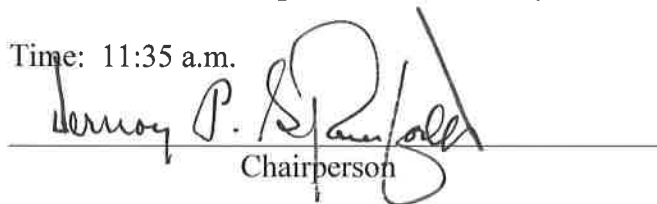
Mr. Christopher Giannini, a Criminal Justice Instructor at Cuyahoga Community College in Cleveland Ohio provided the commission a handout (**addendum 1**) for his presentation. Mr. Giannini addressed the OPOTC regarding his thoughts on the solutions for police training

through education and the community. He spoke about the history of policing and peace officer basic training in Ohio. While he recognized that the commission has been providing updated lesson plans for peace officer basic training, he also described how he felt that Ohio's police training has not kept up with the changing times. His solutions to this included requiring officers to obtain a college degree or tripling/quadrupling the hours for police academies. He also suggested a tiered level of police officers and the state housing a centralized pool of police applicants.

III. MOTION TO ADJOURN

Chairperson Stanforth asked if there were any other guest who would like to address the commission, with none forthcoming asked for a motion to adjourn.

Colonel Pride motioned to adjourn the meeting. Sgt. Mineard seconded the motion. A vote was taken and passed unanimously. Meeting adjourned.

Time: 11:35 a.m.

Chairperson

These transcripts are not verbatim. Audio recordings are available upon request.

**OHIO PEACE OFFICER'S TRAINING COMMISSION
SPECIAL MEETING 12-11-14**

**POLICE TRAINING, EDUCATION
AND THE COMMUNITY**

I. My Background:

Army Military Police, Police Officer to Lieut., Narcotics, SWAT, Private Security, Private Investigations (Ohio Class A license), Ohio Police Instructor since 1986, Co-Commander of police academy, Adjunct Professor Criminal Justice at C.C.C. since 1988, NHTSA-FST Instructor, U.S.D.o.J. Instructor for the J.U.S.T. system, NASA Security-Police Instructor, Quality Assurance Mgr. of Afghanistan Security Company.

Education: Associates Degree in Law Enforcement 1986, B.S. in Organizational Management, Many certifications in various aspects of policing.

II. Anti – Police Sentiment, Resentment, Controversial Issues:

While the majority of citizens still believe in police, there is a growing trend of calling in to question - police incidents, tactics and the results of those incidents.

- Three men released from prison, two spent 39 years, Cuyahoga County (Cleveland Police) 2014
- Cudell Playground – Cleveland 2014
- Walmart - Beavercreek 2014
- Put-in-Bay police investigated by sheriff and Att. General's office 2014
- Sandusky officer traffic stop, (national news) 2014
- Cincinnati police settled a taser case for jaywalking 2014
- Sandusky County deputies investigated by the Att. General's office 2014
- North College Hill settlement for excessive force taser case 2014
- Erie County Deputy fired for lying on duty records 2014
- Cleveland Police chase of 2012 - 137 rounds, 60 police cars
- Second time in 10 years the U.S. D.o.J. is investigating Cleveland Police for excessive force. In 2007, there were 36 incidents of police using deadly force* to stop and arrest, 2013 at 13 incidents.

* deadly force defined as: any action likely to cause death or serious physical injury. It may involve firearms, but also includes any force or instrument of force (such as a vehicle or edged weapon) capable of causing death or serious injury. Deadly force includes firing at or in the direction of a person, as well as head strikes with an ASP baton or any hard object.

This is just Ohio – and just a small portion of controversial incidents. There are many law suits filed in Ohio and U.S. District Courts in Ohio pertaining to police misconduct. The two major issues in those law suits are: 1. Excessive force; 2. Lack of Training.

III. Times have been changing – communities, education, technology, and tactics

- A. Population shifts, socio-economic classes, neighborhood diversity, housing anti-discrimination, E.E.O.C., recessions, domestic & foreign terrorism,
 - A. Race riots of the 60's; now citizen-police riots of the last two decades.

- B. High School graduation requirements have risen, alternative high schools, college for the economically disadvantaged, post graduate degrees on the rise.
- C. Fingerprinting (1858 England), blood typing (1900 Austria), Mass Spectrometers (1950's USA), DNA – (1986 England)
- D. Whistles and Truncheons (1829 England), Service Revolvers (NYPD 1896) Patrol cars (1899 Akron – electric car; 1909 Detroit), Tasers (1974 USA)
- E. Neighborhood watchmen, foot patrol, vehicle patrol, CCTV, GPS, Electronic Surveillance,
- F. Barricaded suspect, Hostage situations, now Active Shooter.

IV. But has our police training kept up with the changing times?

- A. 1980 OPOTA – was 292 hours
2015 OPOTA now 605 hours (4 hrs. of CPT?)
Curriculum has changed very little –
- B. Let's compare to other occupations in Ohio
 - 1. ORC 3301.071 School teacher – must have four year college degree – CEU's required
 - 2. OAC 4501:5-1-06 Private Investigator –College Degree and 2000 hours or 4000 hours of police, security, investigation experience – test
 - 3. ORC 4715.10 & .363 Dental Technician – College degree, 2000 hours + 24 hrs/ 2 year CEU
 - 4. ORC 4717.05 Embalmer – Bachelor's degree (science) One year apprentice.
 - 5. ORC 4709.10 Barber 1800 hour academy + 8 hours CEU's every two years.
- C. Let's compare to other countries
 - 1. England – 18 months
 - 2. Scotland – Two years
 - 3. Trinidad & Tobago 18 months
 - 4. Germany- initially, 2 final years of high school, then 3 years police training
 - 5. Costa Rica – 2400 hours @ national police academy

V. Us vs. Them – training and mentality

- A. Videos abound of police officers in physical confrontations
 - TV program COPS, News helicopters, Dash cameras
 - Old Timers' stories
 - Academy instructors – you must win, survive!
 - Firearms, 60 hrs + Physical Condition 44 hrs + Subject Control techniques 68 hrs + Stops and Approaches 20 hrs.
(Total 192 hours or 32% of academy)
 - Lack of proficiency training, mental & physical conditioning and scientific training.
 - Cultural shock

What is the mental impression when a cadet leaves the academy?

VI. What are the solutions?

1. Formal Education
2. Tiered Levels of Police Officers
3. State centralized pool of applicants
4. OP.O.T.C. given authority to suspend or revoke police certifications upon own investigation.

Sir Robert Peele's Principles - for the formation of the London Metropolitan Police 1829

- *The duty of the police is to prevent crime and disorder.*
- *The power of the police to fulfill their duties is dependent on public approval and on their ability to secure and maintain public respect.*
- *Public respect and approval also means the willing cooperation of the public in the task of securing observance of the law.*
- *The police must seek and preserve public favor not by pandering to public opinion but by constantly demonstrating absolutely impartial service to law.*
- *The police should strive to maintain a relationship with the public that gives reality to the tradition that the police are the public and the public are the police.*
- *The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with these problems.*

A. Formal Education:

1. Make a college degree a requirement

- August 2006 issue of The Police Chief magazine.
- Cited the 1973 National Advisory Commission on Criminal Justice Standards and Goals – ... “the establishment of a national minimum education level of a four year college degree.”
- President's Commission on Law Enforcement and the Administration of Justice in 1967 stating the “quality of policing will not improve significantly until higher education requirements are established for its personnel”
- The state already has many colleges and universities which have a police academy and a criminal justice degree program on the same campus.
- There are NO additional costs to city, county or state governments. If a person wants to be a police officer (or barber, embalmer, teacher) they will obtain the degree necessary.
- Numerous police chiefs with college degree standards report they are finding an adequate supply of well-qualified applicants, including minority and female officers. (Aug. 2006 The Police Chief)

2. Triple/Quadruple the hours for Ohio Police Academies if not a formal degree.

- Why offer hundreds of classes in “advanced training” – make it part of the academy. REASON- because most police agencies cannot send police officers to in-service schools.
- An Ohio barber or hairdresser has to go to school for 1800 hours and they don’t make life or death decisions, take peoples’ liberty away or investigate crimes.
- Mandate mental & physical conditioning, legal updates and proficiency testing annually
- (example) NASA’s Security Police academy – (private security companies) but C.A.L.E.A. certified. Officers graduating from the academy have Federal Arrest Authority.
Philosophy: Train annually, physical conditioning, practice, hands-off approach, “succeed in a confrontation” de-escalate & only escalate when necessary.

B. Tiered Levels of Police Officers

1. Report takers, parking tickets, property room
2. Basic Patrol
3. Investigators - Detectives
4. Supervisors - Chiefs

C. Centralized Pool of Applicants

- Statewide testing
- Statewide list can be distributed to every law enforcement agency
- Better vetting process
- Reduces costs to cities, counties looking for qualified applicants

D. O.P.O.T.C. Authority to Suspend or Revoke Police Certifications

- Other states’ police commissions can revoke police certification
- Other Ohio occupations have boards which investigate certified personnel
- Can suspend or revoke certifications of individuals that are not proficient, fail to maintain basic police standards
- Reduces the arbitrary or subjective discipline by departments

SUMMARY:

I have had high ranking police administrators tell me that they would rather have someone with common sense (street sense) than someone with a college degree. My reply has always been, “Why don’t you hire someone with both - a degree and common sense.”

Peace Officer Basic Training Curriculum History

1.	01/01/1966 to 02/28/1971	120 Hours	
2.	03/01/1971 to 12/31/1973	240 Hours	
3.	01/01/1974 to 12/31/1978	280 Hours	
4.	01/01/1979 to 03/31/1985	292 Hours	
5.	04/01/1985 to 12/31/1987	304 Hours	
6.	01/01/1988 to 12/31/1992	420 Hours	
7.	01/01/1993 to 12/31/1993	444 Hours	
8.	01/01/1994 to 12/31/1996	445 Hours	
9.	01/01/1997 to 12/31/1999	445 Hours	
10.	01/01/2000 to 04/06/2003	550 Hours	
11.	04/07/2003 to 01/31/2006	558 Hours	
12.	02/01/2006 to 07/31/2006	563 Hours	
13.	08/01/2006 to 05/31/2007	576 Hours	
14.	06/01/2007 to 10/31/2007	578 Hours	
15.	11/01/2007 to 6/30/2011	582 Hours	Curriculum Code BAS 022/023
16.	07/01/2011 to 12/31/2011	582 Hours	Curriculum Code BAS 024
17.	01/01/2012 to 06/30/2012	582 Hours	Curriculum Code BAS 025
18.	07/01/2012 to 12/31/2012	579 Hours	Curriculum Code BAS 026
19.	01/01/2013 to 06/30/2013	569 Hours	Curriculum Code BAS 027
20.	07/01/2013 to 12/31/2013	568 Hours	Curriculum Code BAS 028
21.	01/01/2014 to 06/30/2013	585 Hours	Curriculum Code BAS 029
22.	07/01/2014 to 12/31/2014	605 Hours	Curriculum Code BAS 030
23.	01/01/2015 to 06/30/2015	605 Hours	Curriculum Code BAS 031

Peace Officer Mandated Training History

<u>Reference</u>	<u>Description</u>	<u>Effective Date</u>
R.C. § 109.744	Domestic Violence	03/27/79
R.C. § 109.742	Crisis Intervention	04/04/85
R.C. § 109.741	Child Abuse & Neglect	04/09/85
R.C. § 109.741	Missing Children Investigation	04/09/85
R.C. § 109.741	Missing Persons	06/01/07
R.C. § 109.745	Human Trafficking	06/27/12

OHIO PEACE OFFICER TRAINING COUNCIL

BASIC TRAINING CURRICULUM

(1979 thru March 1985)

Basic Subjects	Hours	Basic Subjects	Hours
Orientation & Registration	1	Firearms Training	26
Role of Law Enforcement	2	First Aid - Emergency Childbirth	14
Police Canons & Ethics	6	Defensive Tactics & Use of Mace	16
Laws of Arrest	12	Human Relations	16
Criminal Law & Procedures	24	Techniques of Patrol	6
Tech. & Mech. of Arrest	6	Sex Offender & His Offenses	4
Lineups	2	Mental Illness & Alcohol Abuse	6
Rules of Evidence	8	Narcotics	8
Search & Seizure	8	Gambling & Vice	4
Physical Evidence	6	Liquor Law Enforcement	2
Court Structures in Ohio	6	Mob & Riot Control	16
Federal Civil Rights	4	Domestic Disputes	15
Law Enforcement & Civil Liberties	2	Police Communications	4
Interviews	2	Prisoner Booking & Handling	4
Legal Terms & Definitions	3	Juvenile Procedures	6
Surveillance	2	Traffic Control	5
Confidential Informants	2	Traffic Accident Investigation	16
Report Writing	4	Auto Theft Investigations	4
Testimony in Court	2	Service Calls	2
The Coroners Office	4	Mid Term	2
Preparing & Making Speeches	4	Final Examination	2
Prowler Calls	4		

TOTAL 292 HOURS



Peace Officer Basic Training Audit Sheet
Curriculum Code: BAS-031

All Topics & Hours are Mandatory

1. Administration

- 1. Introduction to Basic Training (7/1/14) 1
 - 2. Introduction to Policing (7/1/14) 6
 - 3. Fundamentals of the Criminal Justice System (7/1/14) 3
 - 4. INTENTIONALLY LEFT BLANK (7/1/14) 0
 - 5. Ethics & Professionalism (1/1/14) 3
 - 6. INTENTIONALLY LEFT BLANK (7/1/14) 0
 - 7. Fundamentals of Report Writing (7/1/14) 8
- 21**

2. Legal

- 1. General Provisions (1/1/14) 2
 - 2. Ohio Revised Code
 - A. Homicide, Assault & Menacing (1/1/15) 3
 - B. Kidnapping & Extortion (1/1/15) 1
 - C. Sexual Assault (1/1/15) 2
 - D. Prostitution & Obscenity (1/1/14) 2
 - E. Arson & Related Offenses (7/1/14) 2
 - F. Robbery, Burglary, Trespass & Related Offenses (7/1/13) 2
 - G. Theft, Fraud & Related Offenses (1/1/13) 3
 - H. INTENTIONALLY LEFT BLANK (1/1/14) 0
 - I. Liquor Control (1/1/14) 1
 - J. Drug Offenses (7/1/13) 2
 - K. Offenses Against Public Peace (7/1/14) 2
 - L. Selected Offenses Against the Family (7/1/13) 1
 - M. Offenses Against Justice & Public Administration (7/1/13) 3
 - N. Conspiracy, Attempt & Complicity (7/1/14) 1
 - O. Weapons (1/1/15) 1
 - 3. Arrest, Search, & Seizure (1/1/14) 24
 - 4. INTENTIONALLY LEFT BLANK (1/1/14) 0
 - 5. INTENTIONALLY LEFT BLANK (1/1/14) 0
 - 6. Civil Liability & Use of Force (7/1/12) 4
 - 7. Testifying in Court (7/1/14) 5
- 61**

3. Human Relations

- 1. Public Relations (7/1/13) 2
 - 2. INTENTIONALLY LEFT BLANK (1/1/13) 0
 - 3. Domestic Violence (1/1/15) 12
 - 4. Crisis Intervention (1/1/15) 16
 - 5. Child Abuse & Neglect (7/1/13) 8
 - 6. The Missing & Human Trafficking (1/1/15) 12
 - 7. Juvenile Justice System (7/1/12) 4
 - 8. Victims' Rights (1/1/15) 2
 - 9. INTENTIONALLY LEFT BLANK (7/1/14) 0
 - 10. Community Diversity (7/1/13) 12
- 68**

4. Firearms

- 1. Handgun (1/1/14) * N/A
 - 2. Shotgun (1/1/15) * N/A
- 60**

5. Driving

- 1. Driving (1/1/15) * 24

6. Subject Control Techniques

- 1. Subject Control Techniques (7/1/14) * 60
 - 2. Impact Weapons (7/1/14) * 8
- 68**

7. First Aid/CPR/AED

- 1. First Aid/CPR/AED (7/1/12) * 12

8. Patrol

- 1. Patrol Techniques (7/1/13) * 12
 - 2. INTENTIONALLY LEFT BLANK (7/1/13) 0
 - 3. INTENTIONALLY LEFT BLANK (7/1/13) 0
 - 4. Building Searches (7/1/13) * 12
 - 5. Stops & Approaches (7/1/12) * 20
 - 6. Vehicle Theft & Identification (7/1/13) 2
 - 7. Gang Awareness (7/1/13) 4
 - 8. LEADS (7/1/14) 2
 - 9. Prisoner Booking & Handling (1/1/14) 4
 - 10. Ohio Law Enforcement Gateway (OHLEG) (7/1/12) 1
- 57**

9. Civil Disorders

- 1. Civil Disorders (1/1/14) 8

10. Traffic

- 1. Introduction to Traffic (7/1/14) 1
 - 2. Motor Vehicle Offenses (1/1/15) 8
 - 3. INTENTIONALLY LEFT BLANK (7/1/13) 0
 - 4. Traffic Crash Investigation (1/1/13) 21
 - 5. Uniform Traffic Ticket (7/1/14) 2
 - 6. NHTSA Speed Measuring Device (1/1/14) * 40
 - 7. Traffic Direction & Control (7/1/13) 1
 - 8. NHTSA SFST (7/1/14) * 40
- 113**

11. Investigation

- 1. Crime Scene (1/1/14) 24
 - 2. Electronic Evidence (7/1/14) 2
 - 3. INTENTIONALLY LEFT BLANK (1/1/14) 0
 - 4. Police Photography (1/1/14) 3
 - 5. Tracing Stolen Property (1/1/14) 1
 - 6. INTENTIONALLY LEFT BLANK (7/1/13) 0
 - 7. Drug Awareness (1/1/14) 8
 - 8. INTENTIONALLY LEFT BLANK (7/1/12) 0
 - 9. INTENTIONALLY LEFT BLANK (7/1/14) 0
 - 10. INTENTIONALLY LEFT BLANK (1/1/14) 0
 - 11. Lineups (1/1/14) 2
 - 12. Gambling (1/1/14) 1
 - 13. INTENTIONALLY LEFT BLANK (1/1/14) 0
 - 14. Surveillance (1/1/14) 2
 - 15. Interview & Interrogation (1/1/14) 6
- 49**

12. Physical Conditioning

- 1. Physical Fitness & Conditioning (7/1/14) * 40
 - 2. Critical Incident Stress Awareness (7/1/14) 4
- 44**

13. Homeland Security

- 1. HazMat & WMD Awareness for the First Responder (7/1/12) * 8
 - 2. Bombs & Explosives (7/1/14) 2
 - 3. Terrorism Awareness (1/1/13) 4
 - 4. Incident Command System (ICS) (7/1/12) * 4
 - 5. National Incident Management System (NIMS) (7/1/12) * 4
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The Police Chief

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College Education and Policing

By Louis Mayo, Ph.D., Executive Director, Police Association for College Education, Mineral, Virginia

The genesis of this article was a panel presentation at the 110th Annual IACP Conference in Philadelphia, Pennsylvania. After the presentation, more than 100 law enforcement executives and police officials requested the free technical assistance provided by the Police Association for College Education (PACE) to establish bachelor's degree requirements in their departments.

To develop this article, panel members' comments were edited for magazine publication, and other departments were asked to share their experiences with requiring police recruits to have college degrees. Their efforts laid the groundwork for making a bachelor's degree the educational entry requirement for law enforcement.

Numerous studies since 1970 have concluded that higher education for police officers helps maintain integrity and discipline. Yet many chiefs ask if there is a definitive study of officers' education and its overall impact on police departments and, they want to know the advantages and disadvantages of requiring officers to have bachelor's degrees.¹

The Question of Degree

In 1973 the National Advisory Commission on Criminal Justice Standards and Goals called for the establishment of a national minimum education level of a four-year college degree² as had the President's Commission on Law Enforcement and the Administration of Justice in 1967, stating the "quality of policing will not improve significantly until higher education requirements are established for its personnel."³

In general, and sometimes as an ultimate rather than an immediate goal, these national commissions have recommended the following:⁴

- That some years of college be required for appointment
- That higher education requirements be set

for promotion

- That education programs be a matter of formal policy
- That higher education be viewed as an occupational necessity

The Commission on Accreditation for Law Enforcement Agencies concurs: "Officers who have received a broad general education have a better opportunity to gain a more thorough understanding of society, to communicate more effectively with citizens, and to engage in the exploration of new ideas and concepts."⁵

Many state and local agencies require either a two-year associate's or a four-year bachelor's degree, but these make up only a small percentage of all such agencies. Almost all federal law enforcement agencies require a four-year degree.

Departments require police officers to have college degrees for many reasons:⁶

- Better behavioral and performance characteristics
- Fewer on-the-job injuries and assaults
- Fewer disciplinary actions from crashes and force allegations
- Less use of sick time
- Greater acceptance of minorities
- Decrease in dogmatism, authoritarianism, rigidity, and conservatism
- Fewer citizen complaints
- Promotion of higher aspirations
- Enhancement of minority recruitment

A further reason to require the college degree is to enhance the status of the profession.

servants. Incidents of police misconduct and abuse of power concern everyone in the profession, because these incidents directly and indirectly lead to loss of public trust and confidence. Anything that tarnishes the image and reputation of policing needs to be examined, and police officers at every level owe a duty to the profession to police themselves.

In the early 2000s, the IACP Police Administration Committee considered that educational level might correlate to officer misconduct. To test this hypothesis, the committee undertook a study that compared discipline data from the Florida Criminal Justice State and Training Commission (CJSTC) to officers' education levels. Florida was chosen because it is an open-records state, and the data was readily accessible.

The Data

Florida—which requires a candidate to possess a high school degree to be certified as a police officer—had about 43,000 law enforcement officers in 2002. The study considered disciplinary cases decided by the state commission during the period 1997–2002. The study used this data, rather than local department data, because the CJSTC handles those disciplinary actions that can lead to loss of certification as a police officer.

The study assumed that if there was no relationship between education and discipline, the statistics should reveal that the distribution of discipline would reflect the education levels. For example, if 58 percent of the officers in the Florida study had only a high school diploma, then about 58 percent of the discipline problems would be with officers who had only a high school education. Any kind of relationship would tend to skew these results, either up or down.

The Florida Research

By Scott Cunningham, Chief of Police,
Cary, North Carolina

Police are the most visible government

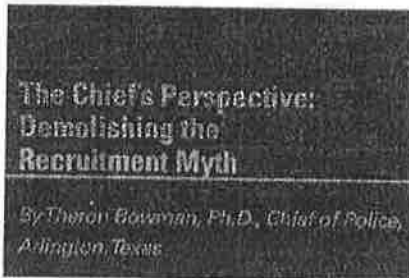
The Results

The data revealed that the higher the education level, the lower the level of discipline:

- Officers who had only high school diplomas—58 percent of officers—were the subject of 75 percent of all disciplinary actions.
- Officers who had only associate's degrees—16 percent of officers—were the subject of 12 percent of all disciplinary actions.
- Officers with bachelor's degrees—24 percent of officers—were the subject of 11 percent of all disciplinary actions.

Certificate revocation, the most severe form of discipline that the state can issue, was similarly distributed. Officers with high school diplomas—58 percent of the population, or a little more than half—suffered 77 percent of all certification losses, or a little more than three-quarters of the total.

This does not necessarily mean that there is a direct cause-and-effect relationship, or that an officer with an associate's or bachelor's degree will not get into trouble. But it does indicate that for some unknown reason, higher-educated officers account for fewer discipline problems at the state level than their less-educated colleagues.



Chiefs who consider requiring their officers to have degrees may wonder how their agency would benefit from the increased educational requirements. They also wonder if their department's recruiting can survive changing the requirements.

The major myth about raising educational requirements is that it increases the difficulty of recruiting minority officers. The Arlington, Texas, Police Department (APD), serving a city with a population of around 360,000, has proven by its recruiting success that departments can—and should—require their police officers to have degrees.

Requirements

For 20 years, the APD has required police officers to have bachelor's degrees.

Until 1986 the APD had required only a high school diploma. In 1986 then-police

chief David Kunkle changed the requirements to either a bachelor's degree or an associate's degree with two years police experience. In 1999 the associate's degree alternative was abolished; a candidate joining the department must now have a bachelor's degree.

Currently, 89 percent of the department's officers have bachelor's degrees. Furthermore, in 1996 Chief Kunkle required anyone promoted to supervisory rank to have a bachelor's degree; since 1999 anyone promoted to an assistant chief's position must have a master's degree.

Many critics thought that the raised educational bar would harm APD's diversification efforts. Since requiring degrees, the APD has successfully recruited officers, even protected-class officers (racial and ethnic minorities and females—often first-generation college students). In fact, people from these protected classes "have made up about two-thirds of each of our recruit classes since 1986."⁷ APD has the "highest entry-level standards in Texas, yet is the most racially and ethnically diverse among major cities."⁸

APD officers "contend that their education provides them a broader understanding of society and an improved ability to communicate, which translates into better problem-solving skills and a higher level of service to citizens."⁹

Today, officers are asked to police differently and to do more on their own: "We expect them to understand and apply the law evenly. We expect them to grasp the nature of social problems and the psychology of people with different attitudes toward the law. We expect officers to professionally and effectively handle disputes involving people from varying cultural, racial and socioeconomic backgrounds."¹⁰

The President's Commission on Law Enforcement and the Administration of Justice expressed this view 40 years ago:

"It is nonsense to state or assume that the enforcement of law is so simple that it can be done by those unencumbered by the study of liberal arts. Officers of any department should certainly be conversant with the structure of government and its philosophies. They must be well grounded in sociology, criminology, and human relations in order to understand the ramifications of the problems which confront them daily."¹¹

Degreed officers have developed

critical thinking skills and an ability to communicate with people from all walks of life.

One partial explanation for the recruiting success is that, in general, minority police officers tend to be first-generation college students. Many of these first-generation college students have come from a family environment that has stressed education. These students want to work somewhere that values their hard-earned degrees.

Recruiting protected-class applicants requires a targeted approach. Colleges with higher minority and female enrollment, directors of female athletic programs, community referrals—all are sources for college-educated recruits from those populations underrepresented in policing.

One unexpected benefit for agency recruiting is that officers create a network with college professors and instructors who now refer their students to the APD. When the APD goes on recruiting trips, its officers ensure recruiters' efforts reflect the population they are targeting. In fact, APD's bachelor's degree requirement has "enhanced our work force diversification efforts more than anything else we can identify."¹²

Recruiting white male applicants is not a problem either. When people go to college and sit in a college classroom, they are suddenly exposed to different ethnicities, races, and nationalities. The resulting dynamics help potential APD officers communicate with people from all backgrounds and understand how to live in a civilized society: when and how to agree to disagree, and how to communicate while respecting differences of opinion and without resorting to force.

Degreed officers have developed critical thinking skills and an ability to communicate with people from all walks of life. They have been already exposed to life experiences that otherwise might have taken an additional 10 years of street experience to achieve.

Higher education requirements have worked for the APD. Agency recruitment is booming; during a substantial staffing increase, APD hired 161 officers in 24 months between June 2000 and June 2002.¹³ Through June 2006, APD hired an additional 119 officers. Citizens are happy: in November 2005 City Crime Rankings listed Arlington as ranking

eighth in *Safest Cities in America* among cities with a population greater than 300,000.¹⁴

University Perspective: The Policing Profession in 2050

By Robert B. Friedmann, Ph.D., Professor of Criminal Justice, Georgia State University, Atlanta, Georgia

When police officers try to do their job today without a degree, their already difficult task is made more difficult. However, chiefs who mandate the degree requirement should be aware that the transition period—where the police department does not already have a clear majority of officers with degrees—could be difficult. Police officers sometimes resist higher education requirements. Despite this resistance, police officers need higher education for the good of the profession.

The police department as a whole must support police officers who have higher education. Some officers with master's degrees have acknowledged that they were placed on the graveyard shift after their graduation from the academy. Motives for this may range from envy to fear: degreed officers can be seen as a threat to the careers of colleagues who do not have a degree.

The Good of the Profession

Police officers need the degree, not only for what it brings to individual officers and their departments, but also for what the degree brings to policing as a profession.

Policing lags far behind the other helping professions. The professions of nursing and health, teaching and education, social work and psychology have a basic entry-level requirement of varied college degrees in the social services field, and as such, are recognized as professions. Policing lacks this educational requirement, and its reputation suffers as a result.

Education requirements set now will determine how police officers—and policing as a whole—are going to look in 50 or 100 years from now. Higher education helps future officers acquire a basic skill that is crucial to modern policing: critical thinking. Officers need to know how to think critically because they not only have to abide by the Constitution, and provide services in that context but also

have to serve in the frontline of government services.

Generalists vs. Specialists

The absence of a college-degree requirement means that policing is often not seen as a prestigious occupation. In fact, that is why hiring those candidates with higher education is easier. The policing profession, encompassing psychology, sociology, counseling, and often medicine, is a generalist one that appeals to people who seek variety. Most other professions are highly specific.

Without a degree, police officers are at a disadvantage whenever they meet with people who do have a degree: community representatives, civil committees, neighborhood organizations, associations, and volunteers. Almost everyone in those categories will probably be better educated than police officers. The officers risk having their valuable insights and suggestions unheeded because police officers lack professional certification or what, in the modern world, is seen as such: a college degree.

To remedy this problem, to forestall objections to police, and to increase the status of policing as a profession, police departments need to require their officers to have, or earn, degrees.

Beyond Budget

Higher education is not merely an annual budget issue between the police chief and the city manager. Since frequently the higher the education, the higher the salary, some managers have attempted to solve financial challenges by rejecting the degree requirement. But the issue goes beyond finances and budgets—important as those issues are.

Higher education has to do with how policing stacks up to all other professions. Requiring a degree for police officers is the first step in ensuring that the policing is taken seriously as a profession.

Support for College Degree Requirements: The Big Picture

By Louis Mayo, Ph.D., Executive Director, Police Association for College Education, Mineral, Virginia

Only the best professionally qualified

person should have the ultimate—and awesome—police power of summarily depriving a person of liberty or even life. And only such a person has the tools to deal with the many problems that afflict a community. A college degree, as many authorities have pointed out, is the mark of professional qualification.

The 1967 President's Commission on Law Enforcement and the Administration of Justice offered the following observations on policing: "Few professions are so peculiarly charged with individual responsibility. Complexities inherent in policing further dictate that officers possess a high degree of intellect, education, tact, sound judgment, physical courage, impartiality, and honesty." The commission recommended college degrees: "The quality of policing will not improve significantly until higher education requirements are established for its personnel."¹⁵

In Standards Relating to the Urban Police Function, the American Bar Association (ABA) reinforces that idea: "Police need personnel in their ranks who have the characteristics a college education seeks to foster: intellectual curiosity; analytical ability, articulateness, and a capacity to relate the events of the day to the social, political, and historical context in which they occur."¹⁶

In addition, the federal courts have echoed the necessity for officers to have college degrees: "The need for police officers who are intelligent, articulate, mature, and knowledgeable about social and political decisions is apparent. . . . [A] college education develops and imparts the requisite level of knowledge."¹⁷

Professionalism

To attract and retain professional, degreed officers, a police department needs to project the image of a professional organization. This recruitment goal is consistent with improving police services and reducing officer stress factors.

Part of officer stress comes from many agencies' management model: a paramilitary, hierarchical structure that supports top-down decisions. One way of relieving that stress is by decentralizing decision making in the job, moving from ineffective patrol rides to community involvement. This approach requires those qualities conveyed by a college education: maturity, discretion, and judgment. Community policing itself is requiring—and is producing—a change in police organizational culture.

Culture Shock

In order to move to a discretion-based police environment that understands and embraces basic democratic values, such as community policing, a police organization must discard the traditionally procedural, military-modeled organization that makes quality policing difficult, if not impossible. Increasing education requirements for officers will affect the police department's culture and ease the transition to community policing.

The culture of a police department that successfully requires college degrees for officers differs from that of a department that does not. The former creates a culture of responsibility; the latter, of obedience.

Community Policing: The Standard

The national commission, the ABA, and the federal courts made their recommendations before community policing was generally adopted. But it is a natural progression. College-educated officers are better able to harness their training and education and use their judgment to address a wider range of complex problems. They will focus on proactively solving problems, not fulfilling requirements. Those are the police officers the departments need.

The research by Dr. Cunningham regarding the Florida data offers clear justification for college-degree standards, if only to avoid multi-million-dollar malpractice lawsuits, as well as the resulting destruction of police reputations.

Numerous police chiefs with college degree standards report they are finding an adequate supply of well-qualified officer applicants, including minority and female officers. Community policing provides the optimal working environment for maximizing a college-educated officer's abilities. This professional working environment will also help recruit and retain college-educated officers.

The National Advisory Commission on Criminal Justice Standards and Goals has said, "The most enduring problems in criminal justice are not technical or financial—they are political."¹⁸ Changing police organizational culture is certainly political. But requiring a college degree is the first step in making the best political decisions for the city. Such decisions are critical to the chief as well as for the department's future.

Burnsville, Minnesota

By Bob Hawkins, Chief of Police,
Burnsville, Minnesota

For the past 38 years, the Burnsville Police Department in Minnesota has required a four-year degree for those candidates wanting to become police officers with our city. At first it seemed to create a bit of a challenge to hire qualified candidates; most of the officers in the greater Minneapolis-Saint Paul metropolitan area had only their associate of arts degrees as required by the statewide police standards and training regulations. Eventually, however, the hiring pool became deeper and deeper, and Burnsville really started to see the benefits of the four-year degree requirement. The applicant pool does include an adequate population of minorities and women with college degrees seeking employment with the police department.

Burnsville, a suburb of Minneapolis, has a population of nearly 65,000. It has a large and vibrant retail corridor that is accessible by two major interstates. The retail corridor, coupled with numerous multiunit housing neighborhoods, makes Burnsville a community rich with cultural diversity. Burnsville's minority population is nearing 30 percent with a mix of Somalians, Hispanics, Russians, and other ethnic or national groups.

An objective of the department is to ensure that all of the neighborhoods receive the same high level of service. To do this, it is necessary to bridge the communication barriers and instill a level of confidence and trust between the officers and all of the cultural populations. Similar to experiences in other communities, some of the immigrants moving to Burnsville come from a country where law enforcement is a part of an oppressive government, and bridging this communication barrier requires time, effort, and ability by the officers.

Burnsville's four-year degree requirement helps to recruit big-picture thinkers who are creative, culturally aware, and technically sound in constitutional law, and who look for the best solution to the multitude of challenges they encounter. An officer's well-rounded educational background enhances his or her ability and desire to partner with the community members, use the vast resources both the residents and business owners possess, and make them a part of the problem-solv-

ing process. The synergy created between the community and the officers is the basic foundation of Burnsville's community policing efforts.

Charleston, South Carolina

By Rouben M. Greenberg, Chief of Police
(Retired), Charleston, South Carolina

Considering today's job market and the past difficulties faced by departments attempting to recruit just enough employees to fill the ranks, many executives must wonder if requiring the college degree is responsible for low recruit totals. That is not Charleston's experience at all. The Charleston Police Department has a large surplus of well-qualified applicants with bachelor's degrees and higher.

Attracting college-educated personnel means retooling the traditional recruiting techniques. The secret to successful recruiting in Charleston is extensive outreach to all colleges in the southeastern United States. Professors and department chairs are frequently reminded of the police department's interest in hiring their graduates. Personal visits are made to college campuses for job fairs and other relevant occasions.

In recent decades, commissions at the federal, state, and local levels of government have reviewed, analyzed, and made recommendations for improvements in a number of disputes to which the police have responded and in which they have been involved. For example, police have encountered confrontations such as those involving organized labor groups, student groups, and ethnic residential groups. The task of these commissions was to determine ways to prevent and minimize the level of violence, injury, and loss of life in these situations. Commissions at all levels of government closely examined the role of the police in their response to law violations and in controlling and managing these confrontations and disturbances.

Unfortunately, several commissions concluded that police tactics and actions in responding to the disturbance resulted, in many respects, in exacerbating and compounding the situations the police were assigned to control. In some cases, the com-

missions reported that the actions of the police were counterproductive to public order. In certain instances, the actions of the police made the incident worse and more disorderly than it otherwise would have been.

In determining the reasons for this failure, the commissions cited the lack of training and education exhibited by the police and their leadership.

Often, local police have the lowest standards for education and training. During the time of these commission reports, the law enforcement profession deemed high school graduation or the industry standard of a GED education a sufficient educational requirement. But a careful and thoughtful analysis of critical situations beyond their routine daily assigned duties reveals that low education requirements were dangerous and unfair to these officers and the people they served. In some cases, officers who had not graduated from high school had to guide people through complex, life-threatening situations far beyond the officers' abilities and training.

Law enforcement—as long as it carries the possibility of having to take a life or to deprive someone of his freedom—is one of the most important actions of government agents. No one should expect just to get by and perform this duty inexpensively. The profession has a duty to establish college educational standards and to seek recruits who understand the many complexities of the job. Law enforcement needs to seek practitioners who are capable, and the departments should properly select, train, and pay them.

Dover Township, New Jersey

By Michael G. Mastrorady, Chief of Police, Dover Township, New Jersey

Dover Township is a community with 95,000 population, 158 sworn police officers, and 117 civilian police employees. The police department has an established history for requiring college education dating back to 1978, when it required all new officers to have associate's degrees. In 1994 the police department required a four-year degree for all new hires, and since then the department has had a surplus of well-qualified applicants who

have the required bachelor's degree, and many of the officers have graduate degrees.

The hiring regulations permit applicants to substitute two years of police experience or two years of military service for two years of college. Even with this flexibility, most new hires have a bachelor or higher degree.

There is extensive recruitment on college campuses, including Rutgers, the largest university in the area. Recruiting also includes advertising in local newspapers, on the radio and local cable television, and on the department's Web site. As noted in the benchmark study conducted in North Carolina by Douglas Yearwood and Stephanie Freeman,¹⁹ the word-of-mouth recruiting by current officers is important in any successful effort. In Dover, it has been found that many applicants are from other departments seeking the opportunity to work in the professional atmosphere of a department where all officers are college graduates.

The department does not have a residency requirement. The applicant written test is given once every three years, and the resulting list is good for three years following. For a typical three-year exam cycle, Dover will have about 450 applicants, and from that base about 150 pass the written exam with a score of 80 percent or higher. Of these, some will fail either the swimming or the physical agility tests.

The remaining applicants are scheduled for an oral interview board. The final selection scoring is weighted with 30 percent for the written examination and 70 percent for oral interview. Around 30 officers reach this stage in a typical cycle, and many will have graduate degrees. It should be noted that about 50 percent of the applicants successfully completing Dover's process will be hired by other departments because these highly qualified applicants have many opportunities before them, and they will have applied to other departments that may have an opening first.

A benefit noted by Dover is that a qualified officer who can handle the complex issues of today is acquired through this process. There are also fewer discipline issues with the college-educated officers, and the justification for competitive salaries is established by the high quality of service provided.

Multnomah County, Oregon

By Garr Nielsen, Captain, Multnomah County Sheriff's Office, Portland, Oregon

The Multnomah County Sheriff's Office is believed to be the first nonfederal major law enforcement agency in the United States to require baccalaureate degrees for entry-level sworn officers, in this case deputy sheriffs. The sheriff's office established the college degree requirement in 1965 during the administration of Sheriff Donald E. Clark. He tells the story in his book *A Forward Step: Educational Backgrounds for Police*, published by Charles A. Thomas in 1966.

A year after the appearance of Clark's book, the President's Commission on Law Enforcement and Administration of Justice issued its *Task Force Report: The Police*. That report, written during a period of high crime, social unrest, and generally ineffective police response, said that the failure to set high standards for police service had been costly for both police and society and that the quality of police service would not improve until higher educational requirements were established.

The college degree requirement for the Multnomah County Sheriff's Office coincided with the introduction of an innovative neighborhood policing model that made line staff responsible for engaging the community's help in addressing public safety problems. An early adopter of community-oriented policing, the agency expects its deputies to know psychology and the law, to be empathetic and flexible, to solve problems, to take charge, to exercise police powers with discretion and without prejudice, and to act with integrity, self-assurance, and courage under stress.

Given the agency's high expectations for its deputies, it seeks the most qualified candidates, and it has found that a college education is good preparation for community-oriented deputies. In the Multnomah County Sheriff's Office, college-educated deputies generally exhibit the following qualities:

- Greater knowledge of procedures, functions, and principles relevant to their present and future police assignments
- Better appreciation of their professional role and its importance to the criminal justice system and in a democratic society

- A more desirable psychological makeup: alertness, empathy, flexibility, initiative, and intelligence
- Greater range of interpersonal skills centered on their ability to communicate, to be responsive to others, and to exercise benevolent leadership
- Greater ability to analyze situations, to exercise independent judgment, and to make judicious decisions
- Personal values consistent with the agency's values

The department has accumulated anecdotal evidence to suggest that college-educated law enforcement deputies are less authoritarian, more liberal, and more flexible. They are less inclined to develop the rigid attitudes fostered by police experiences. They are generally more willing to experiment with creative problem solving, assume leadership roles, and accept challenges. They are also more sensitive and better able to deal with differences.

The agency has also noted a correlation between higher education and the following outcomes:

- Fewer injuries
- Fewer injuries by assault
- Fewer disciplinary problems
- Fewer preventable accidents
- Fewer sick days
- Fewer allegations of excessive physical force

The Multnomah County Sheriff's Office, which today has more than 100 employees in its law enforcement division, enjoys the support of elected officials who recognize the value in a college-educated work force and has been able to compensate employees for their educational accomplishments. It is common practice for law enforcement agencies to offer premium pay for educational achievement, and Multnomah County pays that premium at the outset of employment because its officials recognize the advantage of hiring new deputies who already have college degrees.

After 40 years of experience with a college-degree requirement for new sheriff's deputies, the Multnomah County Sheriff's Office has an institutional culture that values the college degree as necessary preparation for a career in law enforcement. Its personnel take great pride in the degree requirement and have demonstrated a willingness to protect it as a source of honor.

Lakewood, Colorado

*Ronald Burns, Chief of Police,
Lakewood, Colorado*

Since Lakewood, Colorado, was created as a city in 1970, it has required bachelor's degrees for all entering officers, who are referred to as agents. Lakewood was among the first departments in the nation to establish this educational requirement. Today, many Lakewood officers have graduate degrees, including a number of law degrees. The diversity of degrees ranges from social science to business to theology, and this educational standard helps officers address everyday issues in a diverse community. The on-the-job education also never ceases.

The department was formed 37 years ago out of concern for public safety because of the growth of nearby Denver. Early on, the department established a national reputation for being innovative and different. Throughout its history, the department has continually stressed the importance of integrity and leadership, and its philosophy is based on innovation and daring approaches.

What the original city leaders did not want was a traditional police department. Because the department was created without a detective division, officers handled everything from traffic violations to homicide investigations. The untraditional structure had street cops amassing more experience in a few years than officers in other departments get in entire careers. Since that time, the department has developed specialized investigative services but continues to involve patrol agents and all employees in many aspects of investigations. Employees are given the authority to take creative approaches in their daily assignments, and they are among the highest paid police officers in the state.

In the last several years, Lakewood has expanded its community policing approach to a geographic, or sector, deployment with an emphasis on working closely with the community and addressing ongoing problems. Their education has enhanced the agents' ability to dig below the surface and attack root causes. Further, they have begun to work together closely across divisional lines, tearing down any barriers that could cause turf issues. The Lakewood motto, "integrity, intelligence, and initiative," is exemplified everyday in the culture of the Lakewood Police Department.

When executive search firms look for police chiefs, the search often takes them to Lakewood, Colorado. Today there are 60 chiefs or sheriffs across the nation who were once part of the Lakewood Police Department.

Redlands, California

*By Jim Busermann, Chief of Police,
Redlands, California*

We need to advance the educational levels of police officers. Today's challenges—greater ethnic and racial diversity in the service population, increased outside scrutiny of police practices, added responsibilities arising from homeland security—require officers to be able to think critically. Higher education does not guarantee that a candidate will become a great cop, but it does promote critical thinking. And requiring a college degree of incoming police officers is an effective way to foster organization-wide critical thinking.

Law enforcement leaders refer to policing as a profession. Is it one? A hallmark of a profession is its high educational requirements. Medicine, for example, is considered a profession. Before one can become a doctor, one must meet rigorous educational standards: a bachelor's degree, a degree from an accredited medical school, and residency. It takes years to meet all the requirements, and all of it is done at the expense of the candidate.

Compare these standards with the educational requirements of a typical police officer: a high school diploma or GED, followed by less than six months of academy training and several months of field training at the expense of the police department. Until we raise these requirements, many will refuse to see policing as a profession.

Low educational requirements not only diminish the prestige of policing but also prevent police from meeting the high expectations of the people who invest heavily in each police officer position. In California, salary and benefit costs can easily exceed \$130,000 per officer per year. At this rate, many taxpayers and elected officials expect officers to have more than just high school diplomas. And they also expect much more from the police departments that employ them.

The Redlands Police Department is moving to increase the education levels of its officers and is "putting its money where its mouth is." The entry-level education requirement for police officers is 60 semester units of college, but most officers have bachelor's degrees at hiring. Educational requirements become higher as officers are promoted up through the ranks. For instance, a sergeant candidate must now possess a bachelor's degree at the time of appointment, and a lieutenant must possess a master's degree, or enroll in a graduate program, upon promotion to captain. To make it easier for officers to complete their education, the department offers flexible schedules and will pay for the officers' education at the University of California rate.

Clearly, education is important to the Redlands Police Department—important enough that it drives the department's hiring and promotional decisions; important enough that schedules will conform to school requirements; important enough that the officers' tuition and fees are paid by the department.

But it is more important to the community and the department's credibility. The notion of police legitimacy and its connection to education levels was underscored not long ago when a fatal officer-involved shooting was successfully defended in both the courts of law and public opinion. Most of the six officers involved had bachelor's degrees, a fact which supported the department's attorney's claim that these officers were smart, well-trained, highly educated critical thinkers who were forced to take the only option left them by the suspect. In addition, after the officers' names and backgrounds were made public, the community rallied around them and supported the department in large part because of its professionalism.

Advanced education will continue to be a critical requirement in the future for Redlands police officers. The community expects, and deserves, nothing less than a highly educated, professional police department.

Tulsa, Oklahoma

By David D. Bean, Chief of Police, and
Harry W. Stege, Chief of Police (Retired),
Tulsa, Oklahoma

The requirement of a college degree as an

employment standard was the goal of the Tulsa Police Department long before it was actually instituted in 1996. In the mid-1970s this initiative began with a target date of having the bachelor's degree requirement by 1982. Unfortunately, the collective bargaining process halted this progression to the full degree requirement, and the Tulsa Police Department settled on a requirement of 108 credit hours with a Coverage from an accredited university or college. That requirement lasted from 1981 until the full degree requirement was instituted in 1996. Notwithstanding this lower level, most officers actually hired during this period did in fact already have their bachelor's degrees.

The Tulsa educational standard also had additional setbacks. In 1977 the department was recruiting too few black applicants. To correct this, Tulsa started a program to attract young black men and women. The program was simple. If a young black man or woman met all the criteria for employment as a Tulsa officer except for education, the Tulsa Police Department would lend him or her the money for books and tuition with funds donated by the public and employ him or her for up to 40 hours a week on a schedule that met his or her academic needs. After meeting the incrementally increasing educational requirement, he or she would be employed as an apprentice police officer and would enter the police academy. Upon graduation from the academy, he or she would become a Tulsa police officer. The program was successful; claims of reverse discrimination caused it to be terminated.

As a way to further the educational goal, an educational financial incentive was offered. Originally, officers who had attained associate's degrees were eligible for an additional \$50 per month, and those who had attained bachelor's degrees were eligible for \$100 per month. This incentive certainly encouraged those who did not have their degrees to work toward that end. This incentive has now been extended to include advanced degrees where an officer with a master's degree or above receives an additional \$150 per month.

The current education levels of the Tulsa Police Department show that 82.3 percent of all sworn personnel have attained their bachelor's, or higher, degree. While 10.5 percent of the officers have attained only associate's degrees, it should be noted that many of these officers were hired before the first college-education requirements were instituted in 1975.

Recruiting efforts have been under way for quite some time to bolster the numbers of minorities and women in the department and a small degree of success has been achieved. In 1990, Tulsa's sworn force was 9 percent African American, 4.1 percent Native American, 0.4 percent Hispanic American, and 0.3 percent Asian American. Women constituted 10.9 percent of the sworn workforce.

The current demographic makeup of the 804 sworn officers of the Tulsa Police Department is 77.1 percent white, 11.2 percent African American, 9.3 percent Native American, 1.3 percent Hispanic American, and 1.0 percent Asian American. Women constitute 14.3 percent of the sworn ranks of the department.

The next recruit class, slated to start in August, demonstrates Tulsa's commitment to increasing the diversity of the police department. The composition of the next 20-member recruit class is 45 percent minority, including three African American men, two Hispanic American men, two white women, one Asian American woman, and one Native American man.

Tulsa's current recruiting activities have expanded beyond the typical career fair and college visit. Tulsa undertakes proactive class visits that specifically target certain classes, such as criminal justice and Spanish. The department's presence on the World Wide Web has been an effective recruitment strategy at this time.

There is no diminishing the value of word-of-mouth endorsements, both from department members as well as the community. Tulsa offers an added cash incentive of \$200 to current employees, sworn as well as nonsworn, who recruit personnel to the department. This bonus is paid to the employee once the recruit successfully completes field training.

A couple of interesting notes regarding Tulsa's recruiting efforts: most applicants are visiting the Internet to learn more about the department, and the higher education requirement has not made recruiting personnel more difficult for Tulsa than it is for departments without this requirement.

The assumptions regarding the benefits of a college-educated officer have long been debated. Some of the more commonly offered (though not exhaustive) benefits include better critical-thinking and problem-solving skills, more maturity, more effective communication skills (written as well as verbal), and a less authoritarian demeanor (resulting in fewer citizen complaints). Unfortunately,

these benefits are difficult to quantify, and comparative, historical, baseline data for the period before Tulsa's degree requirement is unavailable.

Many of the normal standard measures of performance (such as cases closed, arrests made, and citizen complaints) seem to fluctuate too greatly from year to year to be of value. But one area where the educational requirement does show an impact is in the higher level of community involvement that college-educated officers maintain. Whether coaching, mentoring, teaching, or volunteering, Tulsa officers are engaged with the community. Serving on boards or committees, taking or teaching leadership development courses, having a lifelong-learning mentality to strive continually to better oneself—all of these, we believe, are directly related to our higher educational standard. Continuing education is not only encouraged, it is expected and respected.

North Dakota Highway Patrol

By Bryan Kiptel, Colonel and Superintendent, North Dakota Highway Patrol

The North Dakota Highway Patrol consists of 186 full-time employees of which 136 are sworn officers. Seventy percent of officers have bachelor's degrees, 18 percent have associate's degrees, 10 percent have two years of college, and 2 percent have less than two years of college.

We currently require a minimum education level of a four-year degree, although two years of work experience or military service may replace up to two years of college. Even though the number of applicants has declined in recent years, we refuse to lower our minimum requirements for new hires.

The desire to have an employee with four years of college education is directly related to the fact that many of our employees work in an independent environment with minimal direct supervision. Our troopers patrol a state that encompasses more than 70,000 square miles and 7,300 miles of state highway. Often, a single trooper responds to a call for service or initiates a traffic stop with no assistance nearby. Education helps them research and interpret the laws, rules, and regulations they need to apply to the various situations they encounter. Education also enhances their communication

skills, allowing them to resolve many disputes with minimal physical confrontation. In my 29 years of experience on the patrol, I have observed that a well-educated employee is more confident in his or her knowledge and abilities and more willing to resolve issues in a logical and reasonable manner rather than resorting to threats and unnecessary use of force.

Our agency defines use of force as the use of hard empty hand control or greater force. It does not include an officer drawing his or her weapon unless the weapon was used in a deadly force incident. During the previous three years, the department has averaged seven use-of-force incidents annually. During this same time, agency personnel averaged 70,516 citations and arrests annually. Put another way, for every 10,073 citations and arrests, an officer is required to use the force of hard empty hand control or greater just once.

Another area that has seen benefits is the way officers deal with the public. In the past three years, our department has averaged 16 citizen complaints annually. If we again look at the 70,516 citations and arrests made annually, we see that for every 4,407 arrests we receive a complaint from a citizen. It is important to keep in mind that citations and arrests account for roughly half of all the contacts we have with the public, when you take into account written warnings, highway assists, crash investigations, calls for service, minor incidents, and motor carrier inspections.

Although education is important, I feel just as strongly that education alone does not make a good law enforcement officer. We regularly train to improve our skills. Our supervisors, including our district commanders, are on the road leading by example. We constantly stress the need to conduct ourselves in a professional manner and we regularly promote our department values: loyalty, integrity, commitment, diversity, respect, professionalism, and accountability.

Gaston County, North Carolina

By William J. Farley, Chief of Police,
Gaston County, North Carolina

Since 1984, the Gaston County Police Department in North Carolina has required a four-year degree as an entry-level requirement, and the requirement has worked well

for the department.

From time to time, some have wondered if the college degree requirement narrows the applicant pool, but there are always enough qualified applicants available whenever the department needs to hire. The requirement has a positive effect: by limiting the applicant pool, the requirement allows the department to focus more time and attention on the smaller number of applicants.

The four-year degree requirement ensures the department that the applicant is able to work toward and achieve a goal that takes time and commitment. Many people are looking for immediate satisfaction, and immediate satisfaction is seldom possible in law enforcement. The department seeks career-minded people who can look ahead, plan, and commit to a purpose, and are willing to make the commitment for some time. The attainment of a four-year degree demonstrates that the individual applicant can plan and commit to a long-term goal.

Upon entering a law enforcement career, the applicant will be exposed to new information and experiences that will be delivered in a variety of ways. It is hoped that on-the-job training, classroom instruction, and practical exercises will impart the knowledge and information new officers will use when performing their duties. The successful completion of a college education demonstrates that the applicant is capable of receiving and processing new information.

Applicants also benefit from the experiences of attending college. In the college setting, a student is almost always exposed to other students from different walks of life, different cultures, and diverse populations. For the traditional student, attending college may be the first step toward leaving home and taking on adult responsibilities. It may represent the first time the applicant has had the freedom to make decisions on their own without parental oversight. Attaining a four-year degree helps make the applicant ready for life and a career in law enforcement.

The degree requirement also serves as a recruiting tool. Top achievers are attracted by the higher standards. These applicants seek to use their degrees and want to become members of a department that recognizes their achievement.

At 1.3 officers per 1,000 persons served, Gaston officers are expected to be community problem solvers and good com-

municators. The college experience gives these applicants a head start. Analysis and assessment are critical components of the problem-solving model and applicants are likely to have developed these skills during their research for fulfilling academic requirements.

At the very least, the four-year degree requirement brings to the department applicants who are a little older. Graduating from college has allowed for some additional formative years before employment. Degreed applicants may have demonstrated public service through involvement in service associations or clubs. They may also have completed a law enforcement intern program with the department or another law enforcement agency.

The college degree requirement is not a cure-all. Careful screening and applicant processing will still be as important as they have always been. Getting the right people on board at the beginning helps determine the future of the organization. It may not work everywhere but here in Gaston County it has worked for more than 20 years. ♦

¹ Scott Cunningham, "Discipline and Educational Levels of Law Enforcement Officers: An Exploratory Report," paper presented at the 110th Annual IACP Conference, Philadelphia, Pennsylvania, October 2003.

² National Advisory Commission on Criminal Justice Standards and Goals, *Standards and Goals for the Administration of Justice* (Washington, D.C.: U.S. Government Printing Office, 1973).

³ President's Commission on Law Enforcement and the Administration of Justice, *Task Force Report: The Police* (Washington, D.C.: U.S. Government Printing Office, 1967).

⁴ Jeremy Travis, "Education in Law Enforcement: Beyond the College Degree," paper presented at the Forum on the Police and Higher Education, Center for Research in Law and Justice, University of Illinois, Chicago, Illinois, February 10, 1995.

⁵ Theron Bowman, "Diversity, Education, and Professionalism: Arlington's Path to Excellence in Policing," lecture, Heritage Foundation, Washington, D.C., October 24, 2001, www.heritage.org/Research/Crime/hl719.cfm, June 21, 2006.

⁶ Theron Bowman, "Educate to Elevate," *Community Links* (August 2002): 11-13.

⁷ Theron Bowman, "Educate to Elevate."

⁸ Theron Bowman, "Diversity, Education, and Professionalism."

⁹ Theron Bowman, "Educate to Elevate."

¹⁰ Theron Bowman, "Educate to Elevate."

¹¹ President's Commission on Law Enforcement and the Administration of Justice, *Task Force Report: The Police*.

¹² Theron Bowman, "Diversity, Education, and Professionalism."

¹³ Theron Bowman, "Diversity, Education, and Professionalism."

¹⁴ *City Crime Rankings*, 12th ed. (Lawrence,

Kansas: Morgan Quitno Press, 2005).

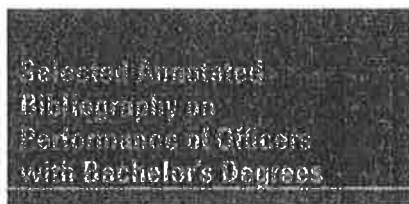
¹⁵ President's Commission on Law Enforcement and the Administration of Justice, *Task Force Report: The Police*.

¹⁶ American Bar Association, *Standards Relating to the Urban Police Function*, by Frank J. Remington (Chicago: Institute of Judicial Administration, 1972).

¹⁷ *Davis v. Dallas*, 777 F.2d 205 (5th Cir. 1985).

¹⁸ National Advisory Commission on Criminal Justice Standards and Goals, *Standards and Goals for the Administration of Justice* (Washington, D.C.: U.S. Government Printing Office, 1973).

¹⁹ Douglas L. Yearwood and Stephanie Freeman, "Analyzing Concerns among Police Administrations: Recruitment and Retention of Police Officers in North Carolina," *The Police Chief* 71 (March 2004): 43-49.



Aamodt, Michael G. *Research in Law Enforcement Selection*. Boca Raton, Florida: Brown Walker Press, 2004.

Summarizes 330 studies investigating the validity of methods used to select law enforcement personnel. Concludes that officers with a college education perform better in the academy, receive higher performance ratings on the job, have fewer disciplinary problems, have less absenteeism, and use force less often than their peers without a college education.

American Bar Association. *The Urban Police Function*. By Herman Goldstein and Sheldon Krantz. Chicago, 1973.

Police need personnel in their ranks who have the characteristics a college education seeks to foster; intellectual curiosity, analytical ability, articulateness, and a capacity to relate the events of the day to the social, political, and historical context in which they occur.

U.S. National Institute of Mental Health. *The Functions of the Police in a Modern Society: A Review of Background Factors, Current Practices, and Possible Role Models*. By Egon Bittner. Rockville, Maryland: 1972.

Recommends a goal of a master's degree for entering officers.

Carter, David L., Darrel W. Stephens, and Al D. Sapp. "Effect of Higher Educa-

tion on Police Liability: Implications for Police Personnel Policy." *American Journal of Police* 8 (1989): 153-166.

Officers with college degrees are less likely than officers with less education to incur citizen complaints. Higher officer education reduces liability risks for police departments.

Cohen, Bernard, and Jan M. Chaiken. *Police Background Characteristics and Performances: Summary*. New York: Rand, 1972.

Study of 1,600 New York City police officers found that when education is introduced into the regression equation for civilian complaints, it emerged as the most powerful predictor of civilian complaints.

Committee on Integrity. *Report to Mayor Daly*. Chicago, Illinois: 1997.

Recommends bachelor's degrees for officers to reduce corruption. The same recommendation was made for the same reason by the Royal Commission into the New South Wales Police Service (*Final Report: Volume 1: Corruption*, 1997).

Cunningham, Scott. "Discipline and Educational Levels of Law Enforcement Officers, an Exploratory Report." Paper presented at the 110th Annual IACP Conference, Philadelphia, Pennsylvania, 2003.

Statewide study in Florida found that officers with only high school diplomas accounted for a disproportionately high number of discipline cases.

Davis v. Dallas, 777 F.2d 205 (5th Cir. 1985).

The need for police officers who are intelligent, articulate, mature, and knowledgeable about social and political conditions is apparent. . . . [A] college education develops and imparts the requisite level of knowledge.

Finkenauer, J. O. "Higher Education and Police Discretion." *Journal of Police Science and Administration* 3 (December 1975).

A series of vignettes illustrating different police discretionary situations were presented to police recruits, comparing responses from college-educated and non-college-educated recruits. College-educated recruits were more likely to choose approaches not involving an arrest or other official action.

Fullerton, Ernie. "Higher Education as a Prerequisite to Employment as a Law Enforcement Officer." Dissertation, University of Pittsburgh, 2002.

Summarizes the works of ten researchers from 1967 to 1992 who found important desirable traits for officers that are achieved through college education: less cynicism, less authoritarianism, less attrition, fewer disciplinary problems, more local pride in the police department, fewer sick days, higher academic performance, more awards, higher felony arrests made, higher performance evaluations, better decision making, flexibility in problem solving, greater empathy toward minorities, less negativity toward legal restrictions, more discretion and less control-oriented, less inclined toward rigid enforcement of the law, and less support for insularity.

Kappeler, V. E., Allen D. Sapp, and David L. Carter. "Police Officer Higher Education, Citizen Complaints, and Departmental Rule Violations." *American Journal of Police* 11 (February 1992): 35-54.

This is a study of a midsize Midwestern police department for relationship between college graduate officers and complaints. Officers with college degrees had statistically significant fewer complaints than officers without college degrees.

President's Commission on Law Enforcement and the Administration of Justice. *Task Force Report: The Police*. Washington, D.C.: U.S. Government Printing Office, 1967.

It is nonsense to state or assume that the enforcement of the law is so simple that it can be done best by those unencumbered by the study of liberal arts. . . . Police agencies need personnel in their ranks who have the characteristics which a college education seeks to foster: . . . a capacity to relate the events of the day to the social, political, and historical context in which they occur.

Sanderson, B. E. "Police Officers: The Relationship of College Education to Job Performance." *The Police Chief* 44 (August 1977): 62-63.

College education is positively related to numerous performance indicators, including academy performance, discipline, absenteeism, terminations, and career advancement.

Tyre, Mitchell, and Susan Braunstein. "Higher Education and Ethical Policing." *FBI Law Enforcement Bulletin* 61 (June 1992): 6-10.

Specific studies indicate that better educated officers choose more ethical actions.

Wilson, Hugh. "Post-secondary Education of the Police Officer and Its Effect on the Frequency of Citizens' Complaints." *Journal of California Law Enforcement* 33 (April 1999).

Study of several California police departments found that officers with bachelor's degrees receive fewer complaints than officers with no degrees. ♦

Chiefs who would like more information

on requiring college degrees for

their officers should visit the PACE

Web site, www.police-association.org,

where a transcript of the full

panel discussion, including questions

and answers, is available.

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