

The Police Chief

THE PROFESSIONAL VOICE

OCTOBER 2005



**IACP's New President:
Mary Ann Viverette**

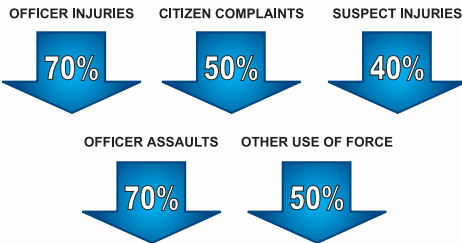
*Representing the International
Law Enforcement Community*

MAKE OFFICER SAFETY PART OF YOUR UNIFORM

PROVEN RESULTS

Cincinnati Police Department

Date of Full Deployment: January 2004
Number of Officers: 1,050



Phoenix Police Department

Date of Full Deployment: December 2003
Number of Officers: 2,700



Orange County Florida Sheriff's Office

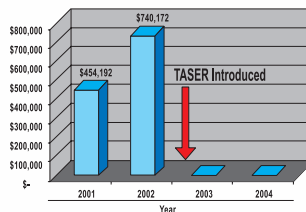
Date of Patrol Deployment: December 2000
Number of Officers: 1,050



Granite City, IL Police Department

Date of Patrol Deployment: December 2002
Number of Officers: 51

Granite City, IL Police Department Worker's Comp Expense



eXoskeleton holster system included



call for a command staff demonstration
800.978.2737 • www.TASER.com

Circle no. 44 on Reader Response Card



SOUTHERN POLICE INSTITUTE

Your
Personnel
Are Your
Legacy...

HOMICIDE INVESTIGATION: \$995 Tuition/60 Hours (6.0 CEU's)

October 24- November. 4-05 (Omaha, NE)

January 23-February 3-06 (Louisville, KY)

April 3-14, 06 (Cedar Rapids, IA)

October 31-November 11-05 (Meridian, ID)

February 20 – March 3, 06 (Salem, OR)

June 5-17, 2006 (Louisville, KY)

SEX CRIMES INVESTIGATION: \$650 Tuition/40 Hours (4.0 CEU's)

May 22-26, 06 (Louisville, KY)

BACKGROUND INVESTIGATION: \$300 Tuition/16 Hours (1.5 CEU's)

March 27-28-06 (Louisville, KY)

MAJOR CASE MANAGEMENT: \$375 Tuition/24 Hours (2.5CEU's)

March 29-31, 06 (Louisville, KY)

COMMAND OFFICERS DEVELOPMENT COURSE: \$2,995 Tuition/400 Hours (40.0 CEU's)

March 20-July 21-06 (Ft. Lauderdale, FL)

TRENDS & TECHNIQUES IN INTERNAL AFFAIRS: \$650 Tuition/40 Hours (4.0 CEU's)

November 14-18-05 (Louisville, KY)

MANAGEMENT OF SMALL LAW ENFORCEMENT AGENCY: \$650 Tuition/40 Hours (4.0 CEU's)

October 24-28-05 (Louisville, KY) November 7-11, 2005 (Meridian, Idaho)

April 3-7-06 (Louisville, KY)

STRATEGIC PLANNING DESIGN & IMPLEMENTATION FOR LAW ENFORCEMENT AGENCIES

\$650 Tuition/40 Hours (4.0 CEU's)

June 19-23-06 (Louisville, KY)

NATIONAL SHERIFF'S ASSOCIATION EXECUTIVE LEADERSHIP PROGRAMS

\$650 Tuition/40 Hours (4.0 CEU's)

Strategic Management: The Tools of the Trade

October 17-21-05 (Louisville, KY) November 28 – December 2-05 (Harrisonville, MO)

Organizational Leadership and Communication: Leading Your Team & Interacting with the Team and the Community

January 9-13-06 (Harrisonville, MO) January 23-27-06 (Louisville, KY)

Organizational Performance and Evaluation: How is Your Sheriff's Office Doing?

March 6-10-06 (Louisville, KY) April 10-14-31-06 (Harrisonville, MO)

Your People: Personnel Development and Assessment

April 24-28, 06 (Louisville, KY) May 8-12-06 (Harrisonville, MO)

All SPI Course Dates, Instructional Personnel, Locations & Fees Are Subject To Change

Southern Police Institute
Phone: (502) 852-6561
Fax: (502) 852-0335
www.louisville.edu/a-s/ja/spi

Circle no. 42 on Reader Response Card

Dept. of Justice Administration
College of Arts & Sciences
University of Louisville
Louisville, Kentucky 40292

IACP Section Membership Application

IACP Membership is a prerequisite for Section Membership.

Name: _____
 Title/Rank: _____
 Agency: _____
 Business Address: _____
 City, State, Zip: _____
 Business Phone: _____ Fax: _____
 E-mail: _____
 Web Site: _____
 IACP Membership #: _____
 Signature: _____

- I am currently an IACP member and would like to become a member of the following section(s).
- I am not currently an IACP member but would like to become one, as well as a member of the following section(s). I have completed an IACP membership application in addition to my section application. *(If you need a membership application form, please call 1-800/THE IACP.)*
- Drug Recognition Expert Section\$25
- Indian Country Law Enforcement Section.....No charge
- International Managers of Police Academy and College Training Section.....\$25
- Law Enforcement Information Management Section.....No charge
- Legal Officers Section.....\$35
- Police Physicians Section\$25
- Police Psychological Services Section(initial processing fee) \$10
(Must be licensed psychologist. Applications are reviewed and voted upon at the annual meeting. Upon admission to the section, \$25 annual dues will apply.)
- Public Information Officers Section\$15
- Public Transit Police SectionNo charge
- Railroad Police Section.....No charge
- Retired Chiefs of Police SectionNo charge
- State and Provincial Police Retired Officers SectionNo charge
- State and Provincial Police Academy Directors Section.....No charge
- State and Provincial Police Planning Officers Section.....No charge
- University/College Police Section\$50
(\$15 for each additional member from same institution)

Payment (Choose only one of the following methods of payment.)

1. Please charge my credit card: Visa MasterCard American Express Discover

Acct. #: _____ Exp. Date: _____
 Cardholder's Name: _____
 Cardholder's Billing Address: _____
 Signature: _____

**Fax completed form with credit card authorization to 703/836-4543.
 Do not mail and fax form—charges will be duplicated.**

2. Make checks payable to IACP (U.S. dollars only) and mail full payment (no cash) with completed form to:
 IACP: Membership, P.O. Box 90976, Washington, DC 20090-0976

3. Mail purchase order along with form to:
 IACP: Membership, 515 N. Washington St., Alexandria, VA 22314-2357

Drug Recognition Expert Section
 Provides a unique opportunity for those professionals already associated with drug recognition to share common management, training, administrative and practicing concerns.

Indian Country Law Enforcement Section
 Promotes the professional status of those engaged in providing police services to Indian Country.

International Managers of Police Academy and College Training Section
 Facilitates the exchange of ideas, procedures, and specific information for the professional leadership and management of education and training within police agencies, as well as enhancing the quality of law enforcement and policing at the international level through education and training.

Law Enforcement Information Management Section
 Facilitates the exchange of information among those individuals responsible for computers, records, communications or other support-service-related functions.

Legal Officers Section
 Assists in the establishment of professional standards, assistance and cooperation among attorneys who provide legal advice or representation to law enforcement administrators.

Police Physicians Section
 Facilitates the exchange of information among police medical practitioners, promotes effective police medical practices, and acts as a resource of professional expertise to the association.

Police Psychological Services Section
 Develops professional standards, facilitates the exchange of information among police psychological service providers, and acts as a resource of professional expertise to the association.

Public Information Officers Section
 Promotes the exchange of information and training among officers who are responsible for planning and implementing effective public information programs.

Public Transit Police Section
 Promotes meaningful relationships between police executives and cooperative efforts in the implementation of effective police matters and the achievement of an accepted professional status of the police service. Included in this section are gaming enforcement, public transportation, housing authority, airport police, seaport police and natural resources.

Railroad Police Section
 Explores ways to improve the services of those responsible for ensuring the safety and security of people and goods traveling by rail.

Retired Chiefs of Police Section
 Open to IACP members who at the time of their retirement were active members as prescribed in Article II, Section 2 of the IACP Constitution. For the purpose of this section, retirement shall be defined as the voluntary and honorable separation from a position in active and regular police duties because of age, physical disability, or retirement on pension from the agency of employment.

State and Provincial Police Academy Directors Section
 Membership is open to individuals currently serving as directors of state and provincial law enforcement training facilities. The section meets annually to exchange information and disseminate proven ideas, plans, and methodologies among members and other organizations interested in enhancing law enforcement training.

State and Provincial Police Planning Officers Section
 Open to sworn and civilian members of planning and research units of state and provincial law enforcement agencies, this section meets in the summer of each year to share information concerning trends and practices in law enforcement. The section maintains a database of current projects in progress, as well as a compendium of information on the status of state and provincial law enforcement agencies.

State and Provincial Police Retired Officers Section
 Open to any member or previous member of the IACP who is, or was, affiliated with an agency belonging to the State and Provincial Police Division and who was of command (lieutenant or above) rank at the time of retirement.

University/College Police Section
 Provides coordinated assistance in implementing effective university policing practices and achieving an accepted professional status.



Mary Ann Viverette, chief of police in Gaithersburg, Maryland, was sworn in as IACP president during the 112th Annual IACP Conference in Miami Beach last month. Photograph by Bochicchio Photography ©

The Police Chief

OCTOBER 2005
VOLUME LXXII, NUMBER 10

The official publication of the International Association of Chiefs of Police, Inc.

Eugene R. Cromartie / *Deputy Executive Director/
Chief of Staff*

Charles E. Higginbotham / *Editor*

Gregg A. Walker / *Assistant Editor*

Elsie Scott, Ph.D. / *Guest Editor*

B.J. Hendrickson / *Advertising Coordinator*

Lynette Robinson / *Circulation Assistant*

Christian D. Faulkner and

Mara Johnston / *Member Services*

Graphic Design and Production
TGD Communications, Alexandria, Virginia

Richard J. Ashton, William Grady Baker, David

Bostrom, Jennifer Boyter, Carolyn Cockcroft,

Beth Currier, Elaine Deck, John Firman,

Jack Grant, Keven Gray, Larry Haynes,

Kim Kohlhepp, Nancy Kolb, Valencia Kyburz,

Rick Larson, Phil Lynn, Jerry Needle, Laura Nichols,

Tom Robey, Paul Santiago,

Vincent Talucci, David Tollett, Nancy Turner,

Gene Voegtlin, Jennifer Zeunik / *Editorial Advisors*

Howe & Hutton, Ltd. / *Legal Counsel*

<http://www.policechiefmagazine.org>

© Copyright 2005, by the International Association of Chiefs of Police, Inc. Reproduction of any part of this magazine without express written permission is strictly prohibited.

The *Police Chief* (ISSN 0032-2571) is published monthly by the International Association of Chiefs of Police, 515 N. Washington St., Alexandria, VA 22314-2357, USA; 703-836-6767; fax: 703-836-4543. Periodicals postage paid at Alexandria, Virginia, and additional mailing offices. Subscription rate of \$25 to IACP members is included in annual membership dues of \$100; subscription rate to nonmembers is \$25 per year, domestic and foreign. Single copy, current issue, \$2.50; back issues, \$3, except April Buyers' Guide issue, \$12.50.

POSTMASTER: Send address changes to the *Police Chief*, 515 N. Washington St., Alexandria, VA 22314-2357, USA.

NOTE: New subscriptions and changes of address require six to eight weeks to process. Subscriptions begin with next available issue; for backdated subscriptions, place separate order for back issues desired. IACP will not be responsible for replacement of an issue if not notified of nondelivery by the 15th of the third month following the month of issue. Please check address label and promptly mail any necessary changes.

Articles are contributed by practitioners in law enforcement or related fields. Manuscripts must be original work, previously unpublished and not simultaneously submitted to another publisher. No word rate is paid or other remuneration given. Contributors' opinions and statements are not purported to define official IACP policy or imply IACP endorsement.

Printed in the USA.



BPA business publication membership granted September 1991

ARTICLES

18 The Influence of Higher Education on Police Officer Work Habits

By Matthew D. Bostrom

26 Building Training Capacity for Homeland Security:

Lessons Learned from Community Policing

By Ellen Scrivner

32 21st Century Issues Related to Police Training and Standards

By Patrick L. Bradley

40 Managing Municipal Police Training Programs with Limited Resources

By Elsie Scott

44 Distance Learning: Is It the Answer to Your Department's Training Needs?

By Susan Reiswerg

62 Law Enforcement-Driven Action Research

By Thurston L. Cosner

COLUMNS

8 President's Message: IACP—Rich in the Culture and Tradition of Global Policing Leadership

By Mary Ann Viverette

10 Chief's Counsel: The Nose Knows: The Odor of Marijuana and Probable Cause

By Karen J. Kruger

14 Legislative Alert: Appropriations Bills for 2006 Still Await Congressional Approval

By Jennifer Boyter

DEPARTMENTS

16 Advances & Applications

53 New Members

58 Product Update

69 Highway Safety Initiatives

70 Index to Advertisers

71 IACP News

Spot the tarnished one?

If you can't, IA PRO will.

IA PRO lets you analyze and organize your internal affairs data like never before.

IA PRO is an "ever alert" software program that tracks all incidents of errant behavior and lets you know when someone has crossed the line — a line you set.

Don't risk losing your agency's luster to an inefficient information management system. Investigate IA PRO, the IA software program trusted by America's top law enforcement agencies.

www.iaprofessional.com
1-800-620-8504



THE STANDARD IN IA UNIT SOFTWARE
FROM CI TECHNOLOGIES



Circle no. 9 on Reader Response Card

ASSOCIATION OFFICERS 2005-2006

President Mary Ann Viverette, Chief of Police,
Gaithersburg Police Department, 14 Fulks Corner Avenue,
Gaithersburg, MD 20877 USA

Immediate Past President Joseph G. Estey, Chief of Police,
Hartford Police Department, 812 VA Cutoff Road,
White River Junction, VT 05001 USA

First Vice President Joseph C. Carter, Chief of Police,
Massachusetts Bay Transit Authority Police Department, 240
Southampton Street, Boston, MA 02118 USA

Second Vice President Ronald Ruecker, Superintendent,
Oregon State Police, 255 Capitol Street NE,
Fourth Floor, Salem, OR 97310 USA

Third Vice President Russell B. Laine, Chief of Police,
Algonquin Police Department, 2200 Harnish Drive,
Algonquin, IL 60102 USA

Fourth Vice President Michael J. Carroll, Chief of Police,
West Goshen Township Police, 1025 Paoli Pike,
West Chester, PA 19380-4699 USA

Fifth Vice President Jimmy Fawcett, Chief of Police,
Farmers Branch Police Department, 3723 Valley View Lane,
Farmers Branch, TX 75244-4998 USA

Sixth Vice President Walter A. McNeil, Chief of Police,
Tallahassee Police Department, 234 East Seventh Avenue,
Tallahassee, FL 32303-5519 USA

Vice President at Large Susan Riseling, Chief of Police,
University of Wisconsin-Madison Police Department, 1429
Monroe Street, Madison, WI 53711-2018 USA

Vice President at Large Craig Steckler, Chief of Police,
Fremont Police Department, 2000 Stevenson Boulevard,
Fremont, CA 94538 USA

International Vice President Tom Driessen, Director,
National Crime Squad of the Dutch Police, P.O. Box 100, 3970
AC Driebergen, The Netherlands

Vice President-Treasurer Chief Carl Wolf, Hazelwood Police
Department, 415 Elm Grove Lane, Hazelwood, MO 63042 USA

**Division of State Associations of Chiefs of Police General
Chair** Mark Whitman, Commissioner, York Police Department,
50 West King Street, York, PA 17401 USA

Division of State and Provincial Police General Chair
Gwen Boniface, Commissioner, Ontario Provincial Police,
777 Memorial Avenue, Third Floor,
Orillia, ON L3V 7V3 Canada

Parliamentarian Edmund H. Mosca, Chief of Police,
Old Saybrook Police Department, 225 Main Street,
Old Saybrook, CT 06475-2332 USA

Executive Director Daniel N. Rosenblatt,
International Association of Chiefs of Police,
515 North Washington Street,
Alexandria, VA 22314-2357 USA

Annual IACP Conferences

2006 (113th) • Oct. 14-18 • Boston, MA
2007 (114th) • Oct. 13-17 • New Orleans, LA
2008 (115th) • Nov. 8-12 • San Diego, CA
2009 (116th) • Oct. 3-7 • Denver, CO
2010 (117th) • Oct. 23-27 • Orlando, FL

World Regional IACP Conferences

2006 • Feb. 26-28 • Durban, South Africa
2006 • April 30-May 2 • Sofia, Bulgaria

KNOW THIS ABOUT YOUR INDOOR RANGE:

1. Your indoor range is toxic. Every time you you shoot you expel poisons into the air.
2. These poisons can be a hazardous liability to anyone who uses the range.
3. Your range needs better ventilation to solve the problem and reduce liability.
4. Carey's Heating & Air Conditioning is your best source for help.

- Carey's ventilation design is the official standard for all U.S. Navy indoor shooting ranges.
- Carey's offers complete turnkey solutions including ventilation, targets, bullet traps and safety baffles.
- Carey's systems are installed in military, police, and civilian shooting ranges across the U.S., Europe and Asia.
- Carey's systems exceed EPA, OSHA and NIOSH standards.

For more information call us at (708) 532-2449
or visit our website at www.careyscentral.com



Circle no. 7 on Reader Response Card

IACP—Rich in the Culture and Tradition of Global Policing Leadership

It is an honor to be elected the president of the greatest police executive association in the world. The IACP is rich in history, culture, and tradition and I am humble with the opportunity I have to continue and add to this legacy.

As I assume the presidency, I do so knowing that I have a tremendous amount of support and that I am not alone in leading the IACP over the next year. I am both proud and honored to embrace the important responsibilities you have entrusted to me.

A great vision is like a magnet, attracting, challenging, and uniting people. The IACP is proof of this maxim. From its earliest days, the vision of the IACP founders and our first president, Webber Seavey, has guided our association and allowed us to remain at the forefront of law enforcement leadership worldwide. We have accomplished much over the last 112 years, but much remains to be done.

The IACP is also proof that the greater the vision, the more winners it has the potential to attract. Today, our organization has more than 19,000 members representing more than 90 countries worldwide. The success of the IACP is a credit to our members, who are the association's heart and soul; the volunteers who serve on the governing body, divisions, sections, and committees; and our dedicated staff, who work each day to make the IACP the great organization that it is.

Every member of this organization has a place where he or she can add value. Our members are involved and they want to be a part of something bigger than themselves. And when we provide effective leadership, it becomes the catalyst to make things happen, to effect change, to accomplish our mission, and to fulfill the vision of our founders.

Remarkably, the vision set forth over a century ago remains relevant today. Many of the concerns that brought our predecessors together in 1893 still confront us today. Yet, although much has remained the same, we as police chiefs in the 21st century find ourselves confronting individuals who perpetrated crimes and acts of terror that were unthinkable in the 19th century.

As a result, the leadership and membership of this organization have focused our efforts and taken the lead to strengthen the first line of defense in protecting the security of our homeland, our nation's law enforcement agencies. Only by ensuring that our police agencies have the capability to protect our communities effectively can we hope to protect our homeland.

The accelerating and unprecedented challenges faced by 21st century police executives are not exclusive to one nation or one region of the world. To be successful in fighting the global menace of crime and terror we must look beyond our borders and work in cooperation with our colleagues around the world. It is for this reason that the I in IACP has never been more important, and it is the IACP that we look to for leadership, guidance, and forum to accomplish our latest mission and defeat this terrible foe. The IACP is leading the way for law enforcement leaders around the world as we proactively seek out opportunities to integrate

and coordinate our efforts locally, nationally, and internationally to create a truly united front in the fight against crime and terrorism.

Principles, values, and uncompromised commitment to public service are the threads that bind us across borders, jurisdictions, and nations. Increasingly, it is clear that we are all in this together.

We share a common enemy; we share a common purpose; and we share a common goal: to protect the citizens we serve from the horrors of crime and violence.

This is not a new goal. Our communities have always needed leaders who create a better place to live. The public is entitled to no less. The police leader's job is not an easy one. Regardless of the trials and tribulations and the sometimes unwarranted criticism, we must remain confident that we are a value-added contribution toward the maintenance of an orderly and just society.

As law enforcement leaders, it is our responsibility to set and maintain the temperament of our respective organizations and the profession as a whole. So too is our responsibility to nurture and promote public trust and confidence in our profession.

We must continue to work cooperatively with all stakeholders in our respective communities in order to confront situations that compromise the safety, security, and quality of life of all law-abiding people.

We are so fortunate to be a part of this noble profession. In policing, we have the opportunity to make a difference in our communities, and we do every day. We are similarly fortunate, all of us, to be members of the IACP.

As did every president before me, I come to this office with goals and aspirations of my own, while at the same time committing myself to the goals and objectives of the IACP Strategic Plan. I am also committed to representing the best interests of the IACP and our members in our common pursuit of achieving the greater public good in all that we do. As a result, in the coming year we will continue to hone our approach and vision for the future in this dramatically changing world.



*Chief Mary Ann Viverette
Gaithersburg, Maryland*

The IACP leadership and staff will continue and expand on our Taking Command Initiative and strive to ensure that our ability to protect our hometowns is an essential element in our effort to protect our homeland.

As Hurricane Katrina and its aftermath have made clear, there is much that remains to be done to ensure that federal, state, tribal, and local law enforcement officials can work together in an effective partnership that will allow us to better protect the citizens we all serve. I am confident that the experiences of our fellow law enforcement officers from the Gulf Coast region will provide the public safety community with valuable lessons learned and help guide the development of future homeland security policies.

We will also be assuming a leadership role on the increasing problem of identity crime. Working in partnership with the Bank of America, the IACP will develop a national strategy to combat identity crime that will encompass the critical roles that must be played

by law enforcement, the private sector, and the public.

In addition, building on efforts already under way at IACP, we will focus on the continuing problems of human trafficking and violence against women.

Finally, I will use the authority provided to me by the constitution and rules of the association to establish several committee coordinating panels to focus on issues related to diversity in policing and also on proposals to make online training available to the membership.

This short list of priorities is certainly not exhaustive, but it does provide some sense of where we will be going as an association over the coming year.

As I conclude my president's message, I would like to take this opportunity to share a few thoughts on our noble profession.

Law enforcement is not, and must not be, simply about survival in admittedly difficult times. We are about problem solving and uncompromised professional public service. We

must always strive to uphold the three principles that must form the foundation for the character of all police officers: decency, honor, and integrity.

And as law enforcement leaders we promote a positive attitude and exude public confidence that our officers are respectable and dedicated professionals who, with only rare exceptions and without complaint, routinely rise to face danger, meet difficult challenges, and constantly strive to help those in need.

I am fortunate to serve with the finest law enforcement professionals in the world. With our combined effort and dedication, the IACP will continue to provide the framework for our profession to improve service delivery, to enhance safety in our communities, and to prepare for what lies ahead.

I am thankful for the opportunity to serve as your president for the coming year and will remain always grateful for the support, trust, and confidence that you have shown me. ♦

Aggressive and Creative Advocates for Law Enforcement Management since 1980

**Public Safety Officers Procedural
Bill of Rights**

Internal Affairs Investigations

***Pitchess* Motions**

**Peace Officer Disciplinary
Procedures**

**Fair Labor Standards Act
Exemption Issues**

Policies & Procedures

Free Speech Issues

LITIGATION | DISCIPLINE

INVESTIGATIONS | LABOR NEGOTIATIONS

CONSULTATIONS | TRAINING

LIEBERT CASSIDY WHITMORE

EMPLOYMENT LAW | LABOR RELATIONS | MANAGEMENT TRAINING

Los Angeles: (310) 981-2000 | San Francisco: (415) 512-3000 | www.lcwlegal.com

Circle no. 28 on Reader Response Card

The Nose Knows: The Odor of Marijuana and Probable Cause

Karen J. Kruger, Senior Assistant County Attorney and Legal Advisor to the Sheriff in Harford County, Maryland

The value of drug detection dogs cannot be overstated, but no law enforcement agency should forget the importance and accuracy of the human sense of smell. And nowhere is that sense more valuable than in the investigation of narcotics.

Strong Smell of Marijuana

In June 2003 police officers in Richmond, Virginia, were patrolling a neighborhood known for drug trafficking. They noticed a group of people gathered on a street corner, including Deute Humphries. One officer noticed that Humphries patted his waist, and the officer suspected that Humphries was instinctively feeling for his weapon.

The officers stopped their patrol car about 20 feet from Humphries. When they got out of the car, they smelled a strong odor of marijuana. One officer noticed out of the corner of his eye that Humphries turned quickly and walked rapidly away from the officers. The officer followed Humphries, asking him to stop, saying to him that he needed to talk to him. Humphries did not respond and continued to walk away quickly.

The officer quickened his step to catch up, and once he was within 10 feet of Humphries he smelled "the same strong odor of marijuana . . . coming off of [his] person," and the officer again instructed Humphries to stop. Humphries ignored the officer and began to walk up to a house, where he knocked on the door.

The officer paused at the foot of the stairs of the house and noticed that the smell of marijuana was still strong and was coming from Humphries. When someone opened the door, Humphries walked in, defying the officer's command that he stop and not enter the house. The officer followed Humphries and arrested him.

The officer took Humphries outside and smelled the odor of marijuana on his breath. He patted him down and recovered a 9mm semi-automatic handgun from Humphries's waistband. The officer then conducted a full search incident to arrest, and found 26 Percocet tablets and a small amount of crack cocaine in his pockets. He charged Humphries with possession of Percocet with intent to distribute, simple possession of Percocet, possession of crack cocaine, and possession of a firearm in furtherance of drug trafficking under federal law.

Before trial, Humphries moved to suppress the evidence, contending that the officer did not have probable cause to arrest him, but conceded that he may have had reasonable suspicion to stop and question him. The federal district court granted Humphries's motion and suppressed the evidence, but the Fourth Circuit Court of Appeals reversed that ruling.¹

The appellate court stated that it has "repeatedly held that the odor of marijuana alone can provide probable cause to believe that marijuana is present in a particular place."² The court went on to give examples of its prior rulings that included one in which the smell of marijuana emanating from a "properly stopped vehicle" constituted probable cause to justify a search of the automobile.³ Other examples included a 1974 case in which officers saw boxes inside a van and smelled marijuana, permitting the seizure of the boxes,⁴ and another where the strong smell of marijuana coming from an open apartment door "almost certainly" provided the officer with probable cause to believe that marijuana was present in the apartment.⁵

Marijuana Odor as Component of Totality of Circumstances

In *Humphries* the court acknowledged that "[w]hile smelling marijuana does not assure that marijuana is still present, the odor certainly provides probable cause to believe that it is."⁶ But this probable cause, or even knowledge of the presence of marijuana, does not in itself authorize the police to search any place or arrest any person in the area. The police must have additional factors to "localize" or "particularize" the placement of the marijuana to justify a search or arrest.⁷

To substantiate a warrantless search, "the question is whether the totality of the circumstances is sufficient to warrant a reasonable person to believe that contraband or evidence of a crime will be found in a particular place."⁸ When considering the legality of a warrantless arrest, one considers "whether the totality of the circumstances indicate to a reasonable person that a 'suspect has committed, is committing, or is about to commit' a crime."⁹ But in either instance, the "quantum of facts required for the officer to search or seize is probable cause" for either a search or seizure.¹⁰

The officer had probable cause to arrest Humphries because he recognized the odor of marijuana and was able to "localize its source," namely, Humphries. In addition, there were other factors that strengthened the officer's conclusion that probable cause existed, including Humphries's evasive conduct, his apparent check for a weapon, and the fact that the encounter took place in an area known for drug trafficking.¹¹

Officer Experience and Training in Drug Detection Is Key

The ability of an officer to explain and justify the accuracy of his perceptions is important when he or she relies on those perceptions to formulate probable cause. For instance, a

Bell Helicopter FLY SMART. FLY BELL.
A Textron Company



WE BUILT IT AS IF OUR LIFE DEPENDED ON IT. BECAUSE ONE DAY, IT JUST MIGHT.

We are duty bound. To better answer the demands of EMS and the prayers of those they are flying to save. By creating a remarkably fast, light-twin helicopter that flies farther with more payload than anything else



THE NEW BELL

in its class. The Bell 429 also features the largest open cabin, accommodating two litters and the personnel to watch over them. Because when lives are in the balance, there's comfort knowing a 429 is in the air.

©2005 Bell® Helicopter Textron Inc., all rights reserved.



Northeastern
UNIVERSITY

COLLEGE OF CRIMINAL JUSTICE

Programs for Today's and Tomorrow's Police Leaders

Northeastern University offers three new programs in professional development for police executives and senior managers.

The Chiefs' Forum

A certificate program consisting of a series of six intensive seminars examining key future and current challenges confronting police executives. Some seats still open. First meeting November 8, 2005.

Emerging Leaders in Policing

A certificate program for the next generation of leaders. Two weeks in the classroom and two weeks in the field with top academic faculty and practitioners equip tomorrow's leaders with new knowledge and skills in leadership, communications, strategic thinking and action, and innovative anti-crime strategies. Starts January 9, 2006.

The Institute for New Police Executives

An intensive one-week program for new and recently appointed chiefs and those looking to develop their skills and knowledge in anticipation of competing for the top job. Top academic faculty and veteran practitioners offer the new executive a rich preparation for success as a chief. Starts March 20, 2006.

To register or for more information, go to www.ace.neu.edu/criminaljustice or contact the program director, Jim Jordan, former strategic planning director of the Boston Police Department, at ja.jordan@neu.edu or 617.373.7814.

Circle no. 36 on Reader Response Card

Florida court held that a police officer had probable cause to search a vehicle after smelling burnt marijuana, in part because he had 20 years of experience and had smelled marijuana hundreds of times.¹²

Where Georgia police went to talk to occupants of a car outside a convenience store and smelled marijuana, their subsequent search of the vehicle was justified. The court found that a trained police officer's ability to identify the odor of burning marijuana constitutes sufficient probable cause to support the warrantless search of a vehicle, as long there is evidence that he in fact was capable of recognizing the odor.¹³

When officers in Kansas smelled burnt marijuana emanating from a car stopped at a checkpoint, the court held that they had probable cause to search the car and all containers in the car that may have contained marijuana. Here, the odor of marijuana provided suspicion that a crime had been committed and that the evidence of the crime was located within the vehicle.¹⁴

But when a police officer cannot prove that he smelled marijuana or that the smell was emanating from a particular place, he cannot reasonably conclude that probable cause existed.¹⁵ One court has held that an officer may only discern probable cause from the smell of burnt or raw marijuana if he can determine with reasonable accuracy the point in time when the marijuana was smoked. In that case, because the officer had not been trained in "determining the length of time a residual odor or marijuana has been present" it was not reasonable for him to believe that the vehicle contained marijuana.¹⁶

The Supreme Court and the Sense of Smell

The Supreme Court has long recognized the value of an officer's sense of smell in detecting the possible commission of a crime or identifying evidence of a crime. In 1932 the Court held that "prohibition officers may rely on distinctive odors as a physical fact indicative of a possible crime."¹⁷ Likewise, the distinctive odor of burning opium detected by an affiant qualified to recognize it was a sufficient basis on which a magistrate could issue a warrant.¹⁸ And a qualified officer's detection of the smell of fermenting mash in a location was a "very strong" factor in establishing probable cause for the issuance of a warrant.¹⁹

The Supreme Court has said that the standard for probable cause cannot, and should not be, defined with precision or quantification. Whether it exists depends on the specific facts and variables of each circumstance. Officers must rely on each of their five senses, plus a good dose of common sense and knowledge that comes from experience, in determining when probable cause exists. Likewise, they must be able to articulate and explain each of the facts they took into account, and why each fact or circumstance contributed to their conclusion that probable cause existed so as to justify a search or seizure. And it helps if they have a good sense of smell. ♦

¹ *United States v. Humphries*, 372 F.3d 653 (4th Cir. 2004).

² *Id.* at 658.

³ *United States v. Sheetz*, 293 F.3d 175, 184 (4th Cir. 2002).

⁴ *United States v. Sifuentes*, 504 F.2d 845, 848 (4th Cir. 1974).

⁵ *United States v. Cephas*, 254 F.3d 488, 495 (4th Cir. 2001).

⁶ 372 F.3d at 658.

⁷ *Id.*

⁸ *Id.* at 659, citing *Ornelas v. United States*, 517 U.S. 690 696 (1996).

⁹ *Id.*, citing *Michigan v. DiFillippo*, 443 U.S. 31, 37 (1979).

¹⁰ 372 F.3d at 659.

¹¹ *Id.* at 660.

¹² *Id.* v. *T. P.*, 835 So.2d 1277 (Fla. Dist. Ct. App. 4th Dist. 2003).

¹³ *State v. Folk*, 238 Ga. App. 206 (1999).

¹⁴ *State v. MacDonald*, 253 Kan. 320 (1993).

¹⁵ See *State v. Carlson*, 762 N.E.2d 121 (Ind. Ct.App.2002).

¹⁶ *People v. Hilber*, 403 Mich. 312 (1978).

¹⁷ *Taylor v. United States*, 286 U.S. 1 (1932).

¹⁸ *Johnson v. United States*, 333 U.S. 10 (1948).

¹⁹ *United States v. Ventresca*, 380 U.S. 102 (1965).

OLD GAME, NEW TRICKS

Internet scams are like old wine in a new bottle. Telemarketing and mail fraud scams from the past are now coming to you from cyberspace.

Although the Internet can be a safe and convenient place to do business, be aware that fraudsters are out there targeting unsuspecting consumers.

When you're online, be on guard, say U.S. Postal Inspectors.

- Be suspicious of e-mails that appear to be from banks, online auction sites or other retailers.
- Never use a link in an e-mail to visit any website.
- Only purchase goods and services from sites you trust.
- Examine all offers before purchasing.

Whether it's auction fraud or identity theft, reshipping scams or foreign lotteries, be cautious and be smart.



For more information on Internet fraud, visit www.LooksTooGoodToBeTrue.com. To order the free DVD, *Web of Deceit*, visit www.usps.com/postalinspectors.

Appropriations Bills for 2006 Still Await Congressional Approval

By Jennifer Boyter,
IACP Legislative Analyst

Congress continues to work on the 13 appropriations bills for fiscal year 2006. But only two of the bills have been signed into law by President Bush. Because the fiscal year ends on September 30, it is likely that Congress will have to pass at least one continuing resolution (CR) to keep the government operating.

On June 16, the House passed its version of the fiscal year 2006 Commerce-Justice-State appropriations bill (H.R. 2862), which funds several key state and local law enforcement assistance programs. The Senate version of H.R. 2862 has not yet been passed by the full Senate, although it is currently under consideration. It was approved by the Senate Appropriations Committee on June 23.

Justice Assistance Grant (JAG) Program

The House version of the bill would provide just \$370 million for the Justice Assistance Grant (JAG) program (the recently created combination of the Byrne Grant program and the Local Law Enforcement Block Grant program). This is down from \$634 million in fiscal year 2005, a 42 percent decrease. It also represents a cut of almost 60 percent from fiscal year 2004 and 65 percent from fiscal year 2003. President Bush had proposed eliminating this program altogether. In addition, the funding includes an \$85 million earmark for the Boys and Girls Clubs, further decreasing the amount available for law enforcement agencies.

The Senate version would provide \$625 million for the JAG program. This is a very slight decrease from fiscal year 2005 and a significant increase over the House version.

Community Oriented Policing (COPS) Program

As passed by the House, the bill includes \$554 million for the Community Oriented Policing Service (COPS) program. This is a slight decrease from the fiscal year 2005 level but a significant increase from the president's budget, which proposed just \$118 for the program. But the bill includes no funds for the COPS hiring program. It does include the following: \$38 million for tribal law enforcement; \$60 million to combat methamphetamine production and distribution, to target drug hot spots, and to remove and dispose of hazardous materials at clandestine methamphetamine labs; \$120 million for the law enforcement technologies and interoperable communications program; \$30 million for bullet-resistant vests; \$25 million for criminal records upgrades; \$177 million for DNA programs; \$60 million for a new anti-gang initiative; and \$10 million for the law enforcement costs related to establishing offender reentry programs.

The Senate version would provide \$515 million for the program, down \$91 million from fiscal year 2005 levels. This also includes the following: \$20 million for tribal law enforcement; \$60 million to combat methamphetamine production and distribution, to target drug "hot spots," and to remove and dispose of hazardous materials at clandestine methamphetamine labs; \$137 million for the law enforcement technologies and interoperable communications program; \$27 million for bullet-resistant vests; \$20 million for criminal records upgrades; \$141 million for DNA programs; \$5 million for programs aimed at preventing violence in public schools; and \$3 million for the law enforcement costs related to establishing offender reentry programs.

State Criminal Alien Assistance Program (SCAAP)

Lawmakers in both the House and the Senate included funding for the State Criminal Alien Assistance Program (SCAAP), which assists state and local governments with the costs of jailing illegal immigrants who have committed crimes not related to their immigration status. The president's budget proposal completely eliminated this program. The House bill would provide \$405 million, while the Senate version would provide \$200 million for the program.

Violence Against Women

In the House version, proposed funding for grants under the Violence Against Women programs remains at \$387 million, the same as last year. The Senate would provide \$363 million.

Other Provisions

Neither the House nor the Senate version would move the High Intensity Drug Trafficking Areas (HIDTA) program from the White House Office of National Drug Control Policy to the Justice Department, as recommended by the president. In addition, neither bill includes the \$1.2 billion rescission from the Crime Victims Fund that was proposed by the president.

Lawmakers in the House adopted an amendment, offered by Rep. Bernard Sanders (I-Vermont), that would prohibit the FBI from enforcing one of the most controversial provisions of the Patriot Act. The amendment targeted a section of the law (215) that authorizes investigators to access records that include borrowed library materials and bookstore sales records after obtaining a warrant. The amendment has triggered a veto threat from President Bush, and will most likely be removed during conference negotiations with the Senate. ♦



MSA POLICE LINE **MSA POLICE LINE** **MSA POLICE LINE** **MSA POLICE LINE** **MSA POLICE LINE**

Your office? It's the streets. The place where order needs to be restored, and people need help. It's not a job to be taken lightly. And neither is your protection. That's why you should know that MSA has a 90-year history of protecting people from harm's way. Our products serve on the battlefield with the U.S. military, and our commitment to engineering is unmatched. You can count on the fact that the Forcefield™ vest has withstood relentless testing. So you can expect comfort and protection. To find out more, visit msapoliceline.com or call 1-866-672-1001.

Circle no. 34 on Reader Response Card

MSA **POLICE LINE**

Protecting the Protectors Since 1914.

Where do the good ideas come from?

In this column, we offer our readers the opportunity to learn about — and benefit from — some of the cutting-edge technologies being implemented by law enforcement colleagues around the world.

Washington State Announces New Incident Planning and Mapping System

The Washington Association of Sheriffs and Police Chiefs (WASPC) and Prepared Response Inc. (PRI) announce the development of a critical incident planning and mapping system (CIPMS) for the state of Washington. The statewide system, available on laptop computers or via the Internet, is designed to provide police, fire, and other first responders with instant access to more than 300 data points per facility, including tactical response plans, satellite imagery, exterior and interior photos, floor plans, utility shutoffs, and hazardous chemical locations.

The CIPMS system is designed to provide police, fire, and other emergency responders with critical facility information allowing them to save lives and mitigate property damage.

The program is the result of a bill passed by the state legislature in 2003 that delegated to WASPC the responsibility to create and operate a statewide planning and mapping system. Congress appropriated more than \$1.5 million to initially fund the program in 2004. In June 2005 WASPC issued a request for proposal that resulted in proposals from 10 companies nationwide. After a formal review process, WASPC awarded the contract to Seattle-based Prepared Response Inc. (PRI).

"This innovative program is the result of strong governmental support by Gov. Christine Gregoire, Congressman Adam Smith, and State Representative John Lovick," said Don Pierce, executive director of WASPC.

"Whether it's a terrorist incident, a hazmat spill, an earthquake, or a volcanic eruption, first responders in Washington state now will be better prepared to quickly respond and mitigate an emergency."

For more information, circle no. 201 on the Reader Service Card, or enter the number at www.theiacp.org/freeinfo

Mississippi County's Communications System Survives Katrina

M/A-COM Inc. announces that the M/A-COM EDACS (Enhanced Digital Access Communications System) simulcast trunked radio system installed in Harrison County, Mississippi, remained operational at nearly 100 percent capacity throughout Hurricane Katrina and is now serving as the base of communications for more than 1,000 additional users now in the area to provide emergency support.

The simulcast system, which consists of three 20-channel sites and two 10-channel sites, was installed in 2003 to serve law enforcement, fire, emergency medical, emergency management, and public utility services in Harrison County, which includes two of the Mississippi cities most heavily affected by Hurricane Katrina, Gulfport and Biloxi.

Four of the five separate sites withstood the hurricane; the fifth was damaged when a microwave dish shifted in the heavy winds. That site was repaired less than 48 hours after the storm's passing.

Working at complete capacity since midday on Wednesday, August 31, the Harrison County EDACS system enabled area first responders to maintain critical communications before, during and after the storm.

The system currently provides the interoperability to link the many agencies that have arrived from surrounding areas, such as the Florida State Police and Florida Fish and Wildlife Agency, who are assisting with rescue and recovery operations.

"While this emergency has been truly catastrophic for our community, we believe that the situation would have been even more dangerous had our first responders and other public safety officials not had access to consistent, uninterrupted radio communications capabilities throughout the initial ordeal and continuing on to today," said Gil Bailey, telecommunications manager for Harrison County. "Not

only has our M/A-COM EDACS system held up to the extreme conditions brought about from Katrina, but the technical support and rapid response of the M/A-COM team has been tremendous."

For more information, circle no. 202 on the Reader Service Card, or enter the number at www.theiacp.org/freeinfo

Choctaw Nation Casino Chooses Network Video Recorders for Security

Petards announces that the Choctaw Nation of Oklahoma has chosen the Petards UVMS 5500 network video recorder for the new casino, which is scheduled to open later this year. The award was made after a competitive evaluation exercise run by Technical Investigative Services, a consulting company.

The world-class Choctaw casino in Durant is 90 minutes north of Dallas in the heart of Texomaland and represents a major addition in the choice of gaming venues in Oklahoma.

Under the contract, Petards will supply the casino with a state-of-the-art digital network recorder for recording and control of the casino's cameras, which are expected to expand to approximately 1,000 cameras. According to the company, the Petards UVMS system was selected due to its versatility, ease of use, and expansion capabilities.

The UVMS system is designed to simultaneously record conventional closed-circuit TV cameras as well as Internet Protocol (IP) cameras from a wide range of manufacturers including IPIX and AXIS Communications. The UVMS incorporates a virtual switch matrix for controlling the video wall display. ❖

For more information, circle no. 203 on the Reader Service Card, or enter the number at www.theiacp.org/freeinfo



ONE BADGE STANDS BEHIND THE REST.

For any other automotive company, showing its logo among respected police shields would be presumptuous. But then again, no other automotive company represents 80% of the police cars sold.* Just witness the Ford Crown Vic Police Interceptor in action to understand why. Its 250-hp V8 Police Engine and Rear-Wheel Drive give it outstanding performance. Plus, with a body-on-frame design that's heavy-duty constructed, it's especially durable. Then there are the Ford Explorer and Expedition to provide top-notch specialty backup. Ford. It has almost become the law.

*Based on R. L. Polk registration data from 1999 - Apr. 2004 MYTD.
www.fleet.ford.com or call 1-800-34-FLEET



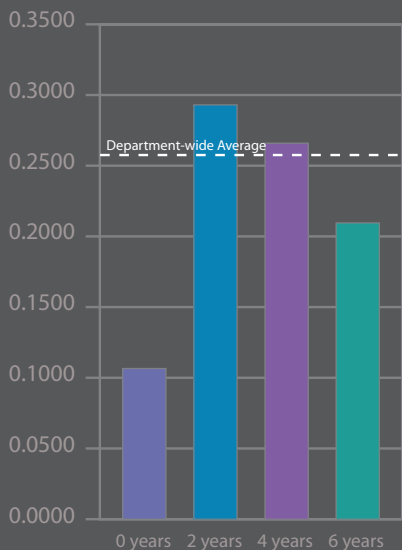
Circle no. 14 on Reader Response Card

A Study in Saint Paul, Minnesota

The Influence of Higher Education on Police Officer Work Habits

Matthew D. Bostrom, D.P.A., Chief of Staff,
Saint Paul Police Department, Saint Paul, Minnesota

Figure 1
On-duty vehicle collisions per officer,
September 1999–September 2002,
by years of formal education
beyond high school



Are street smarts better than book smarts? The question comes up often in policing and elsewhere. Television's *Apprentice*, featuring billionaire Donald Trump, recently pitted a street-smart team of successful businessmen and -women who did not have college degrees against a book-smart team of college graduates.

In law enforcement training there are still some instructors who criticize the recruitment of officers who have college degrees. This criticism comes in the form of

teasing or sweeping statements regarding the importance of street smarts and common sense versus book smarts, and behavior and comments placing added value on street smarts. Similarly, when officers enter the field training program, they are often assigned to work with veteran officers who utter statements similar to "Forget about what you learned in the academy, kid. Things are different in real life."

With the help of the Saint Paul Police Department, the author conducted a study to determine whether the level of educa-

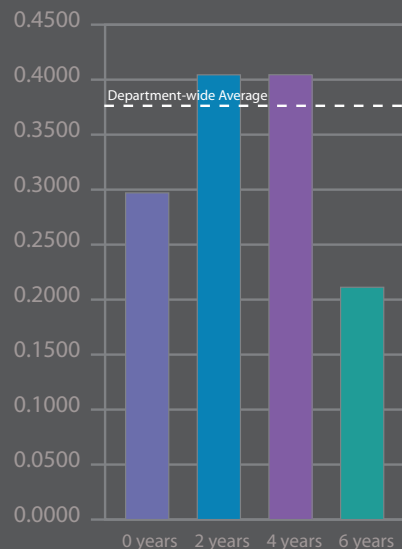
tion of Saint Paul police officers is a good predictor of their work habits.

Some social scientists believe that a college education matters greatly and likely improves a police officer's effectiveness. But data supporting this proposition are difficult to find. This study was designed to determine whether there is any relationship between police officer work habits and higher education. The method involved examining the level of education of Saint Paul police officers and noting any correlations between it and the officers' work habits.

Police literature does describe links between education and law enforcement professionalism. The professionalization of police work and its connection to education was noted as early as the 1930s by August Vollmer and later by presidential commissions in the 1960s and 1970s. These recommendations resulted in many of the requirements established in today's state peace officers standards and training boards.¹ Starting in 1982, police officers in Minnesota were required to have a two-year college degree.

The presidential commissions concluded that law enforcement should become more like a profession, and one of the fundamental aspects of professional occupations was that they required education beyond high school. Their reasoning led the commissions to recommend that educational requirements for police officers be raised from a high school diploma to a college degree.² The overarching thought seemed to be that if law enforcement officers became more professional, then the unprofessional actions of law enforcement officers would be curtailed.³ This approach seemed reasonable; but the basis for the commissions' findings and recommendations was anecdotal stories and assumed correlations between education and improved police officer behavior.

Figure 2
Disciplinary actions per officer,
September 1999–September 2002,
by years of formal education
beyond high school



Make government more mobile.

(And see how far it takes you.)



CDW•G
EXCLUSIVE
OFFER

Acer® TravelMate® 4011WLMi

- Intel® Centrino™ Mobile Technology
- Intel® Pentium® M Processor 725 (1.60GHz)
- Intel® PRO/Wireless 2200 Network Connection (802.11b/g)
- Memory: 512MB
- Integrated DVD-Dual drive (DVD+/-RW)
- 15.4" WXGA active-matrix display
- 3-year warranty included

acer® **\$896** NOTEBOOK
CDWG 824710
-200 TRADE-IN'
\$696



Recommended accessory:
Acer Lithium-ion battery
\$157.19 (CDWG 780309)



\$300
INSTANT
SAVINGS*

HP Compaq Smart Buy nc6120

- Intel® Centrino™ Mobile Technology
- Intel® Pentium® M Processor 740 (1.73GHz)
- Intel® PRO/Wireless 2200 Network Connection (802.11b/g)
- Memory: 512MB
- CD-RW/DVD-ROM combo drive
- 15" active-matrix display

hp® **\$1199** NOTEBOOK
CDWG 817916
-200 TRADE-IN'
\$999



Recommended accessories:
HP docking station \$198.83 (CDWG 747067)
HP Lithium-ion battery
\$174.56 (CDWG 749292)



Toshiba Portégé™ M200 Tablet PC

- Intel® Centrino™ Mobile Technology
- Intel® Pentium® M Processor 745 (1.80GHz)
- Intel® PRO/Wireless 2200 Network Connection (802.11b/g)
- Memory: 512MB
- 60GB hard drive
- 12.1" active-matrix display

TOSHIBA **\$1994** TABLET PC
CDWG 808934
-200 TRADE-IN'
\$1794



Recommended accessories:
Toshiba digital tablet PC pen
\$35.65 (CDWG 683393)
Toshiba advanced port replicator
\$179 (CDWG 577638)

The Mobile Solutions You Need When You Need Them.

The more mobile your department is, the better you can serve the people. CDW•G can make working wirelessly easier and stress-free. Our account team will get you the right products for your needs, as well as ensure they integrate with your existing systems. And because we're familiar with government and its unique buying processes, you'll get your mobility solutions how and when you need them. In other words, your department can work better so you don't have to worry.



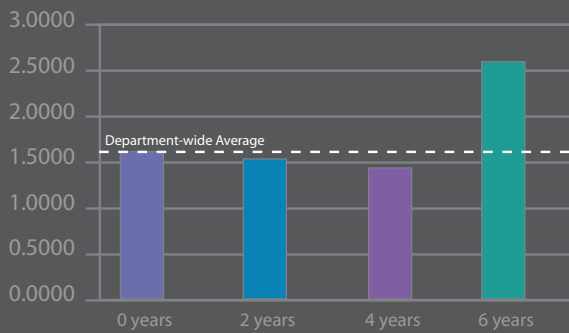
The Right Technology. Right Away.™
CDWG.com • 800.767.4239

*Eligible processors include Intel Pentium II, III or Intel Celeron; AMD processors do not qualify; trade-in values are estimates only; actual trade-in values may vary from \$100 to \$500; all products must be in good working condition and have a fair market value; call your CDW•G account manager for details; offer ends 12/31/05. *HP Smart Buy instant savings reflected in price shown; HP Smart Buy savings based on a comparison of the HP Smart Buy price versus the standard list price of an identically configured product if purchased separately; savings may vary based on channel and/or direct standard pricing. Offer subject to CDW•G's standard terms and conditions of sale, available at CDWG.com. ©2005 CDW Government, Inc.

Circle no. 8 on Reader Response Card

Figure 3

Commendations per officer, September 1999–September 2002,
by years of formal education beyond high school



Graduate Programs With a Unique Degree of Character.

ONLINE M.S. IN LEGAL STUDIES
Law & Public Policy
Homeland Security
(Certificate in Homeland Security also available)

DEPARTMENT OF PROFESSIONAL STUDIES
California University of Pennsylvania | PITTSBURGH CENTER
nemeth@cup.edu | 412-565-2328
www.cup.edu/graduate/homeland

Building Character. Building Careers.

CALU

A proud member of the Pennsylvania State System of Higher Education

Circle no. 6 on Reader Response Card

The Research Process

Expectations of excellent work habits are characteristics of a professional occupation.⁴ It seemed reasonable that if a police officer had excellent work habits that were consistent with those of members of other professions, then over time policing would be seen as a true profession.

At the Saint Paul Police Department several work habits and possible relationships with education could be quantitatively measured. Thus, if the data at the Saint Paul Police Department indicate that officers with more education have better work habits, and better work habits result in a perception that they are more professional, then it may be possible to quantitatively contribute to the theory of a relationship between increased professionalism of law enforcement and education beyond high school.

Since all new officers at the Saint Paul Police Department from 1982 had to meet the state requirement for a minimum two-year post-high school degree, this factor would affect the research. It was noted that most officers who held only high school diplomas were older than the college-educated officers. Age and experience could be factors in the work habits under consideration.

The Data

For the purposes of this research, the following demographic and educational data from the Saint Paul Police Department was obtained:

- Age
- Gender
- Ethnicity
- Years of experience
- Years of education beyond high school
- Type of college degree

The data selected to assess the work habits of police officers consisted of the following:

- Commendations
- Police vehicle traffic collisions
- Sick time usage
- Number of times disciplined

These measurements of work habits are not an exhaustive list but were chosen because the data had been collected in a consistent manner for several years at the Saint Paul Police Department. These indicators of work habits are generally objective in nature and not affected by subjective measurements.

The entire population of the Saint Paul Police Department was considered in the research design sample. Therefore, many of the traditional research measures associated with sampling error, validity, and reliability was not needed. The research was also limited to one three-year period,

from September 1999 to September 2002. Of the 551 Saint Paul Police Department police officers, 452 met the criteria. Therefore, the total population for the study was 452 police officers.

The data was initially examined through the lens of the correlation assumed by the presidential commissions of the 1960s and 1970s between professionalism and higher education. The departmental mean for each work habit was determined with the assumption that some sort of pattern associated with education would emerge.

Education by years of post-high school education was examined in the following manner: a high school diploma was measured as zero years of post-high school education; an associate's degree was measured as two years of post-high school education; a bachelor's degree was measured as four years of post-high school education; and a master's degree was measured as six years of post-high school education. The results of this data revealed that the mean (average) numbers for Saint Paul police officers' were as follows:

- 39.4 years old
- 12.2 years of experience
- 2.4 years of college education

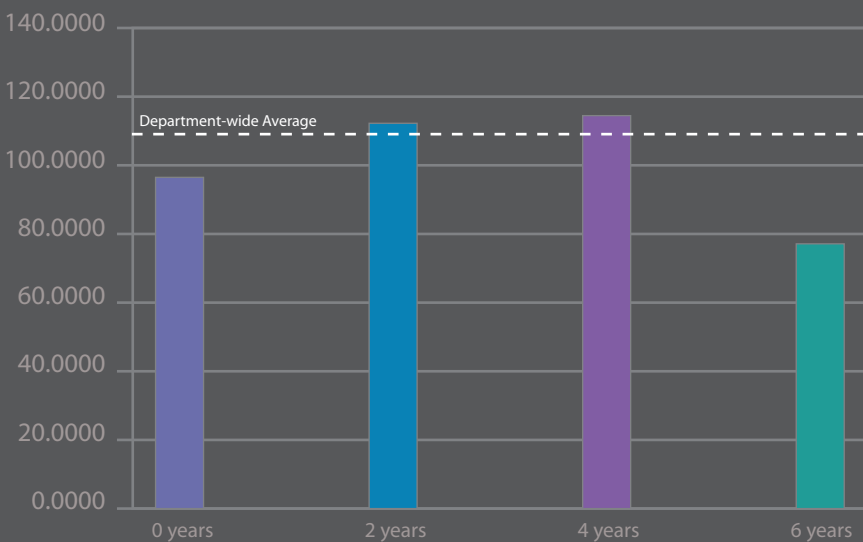
During a three-year period, the average officer will be in 0.25 vehicle collisions, will be disciplined 0.37 times, use 111.4 hours of sick time, and receive 1.6 commendations.

The Findings

The data indicated that officers with a high school education had work habits that tended to mirror those of the officers with a master's degree. As the data was

Figure 4

Sick leave hours used per officer, September 1999–September 2002, by years of formal education beyond high school



Weapons Storage Solutions

Store Virtually All Your Small Arms Safely and Securely

- ✓ Secure cabinets with up to three access locks
- ✓ Store weapons vertically or horizontally with attached accessories (scopes, grenade launchers, etc.)
- ✓ Store handguns with or without clips
- ✓ Safely store ammunition, gear, and evidence materials



Expandable Weapon Racks



Wright Computer Products, Inc.

For literature visit www.wcp-usa.com or Call 1-800-367-4216 for more information

Circle no. 47 on Reader Response Card

ASSOCIATE DIRECTOR INSTITUTE FOR LAW ENFORCEMENT ADMINISTRATION

The Center for American and International Law, parent organization of the Institute for Law Enforcement Administration, is seeking an Associate Director to join the Institute's leadership team. Reporting to the Director of the Institute, this person will help administer educational programs and services including the Center for Law Enforcement Ethics, while facilitating advanced professional seminars, workshops and schools in law enforcement administration. Responsibilities will include teaching, travel and program development.

The successful candidate will have the following characteristics: highly self-motivated, energetic, strong academic credentials, a distinguished background in police administration, significant teaching experience, ability to do research, and knowledge of quality-oriented administration. This person will also bring excellent verbal and written communication skills, proficiency in computer applications, and knowledge of adult learning principles.

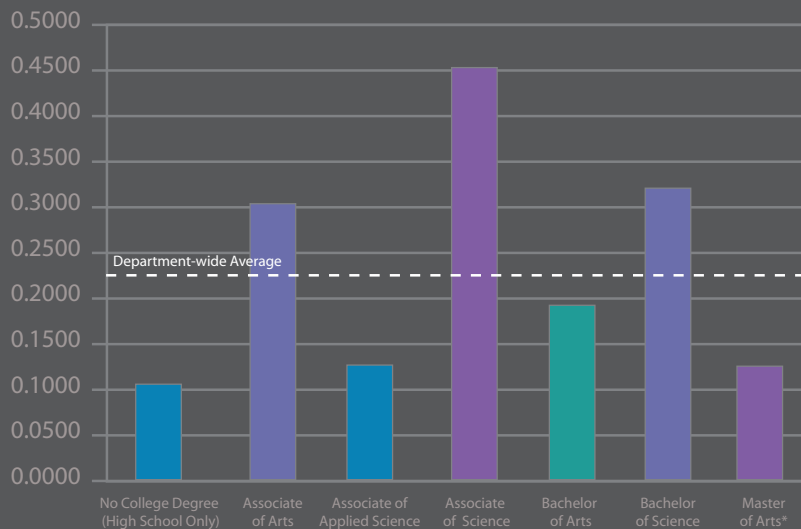
Compensation, depending on qualifications, will be very competitive, accompanied by outstanding fringe benefits.

Additional information is available by calling 972-244-3430 or 800-409-1090. Resumes will be accepted until the position is filled. A complete resume should include: three letters of recommendation; two additional references' names, addresses and phone numbers; and copies of college transcripts. Send resumes to:

Institute for Law Enforcement Administration ♦ Associate Director Search
5201 Democracy Drive ♦ Plano, TX 75024-3561
972.244.3430 or 800.409.1090 ♦ 972.244.3431 Fax
www.theLEA.org

Figure 5

On-duty vehicle collisions per officer, September 1999–September 2002, by type of college degree



*The number of officers who had a master of science (two) or doctor of philosophy (one) degrees is statistically insignificant, and those degree types are not included here.

further scrutinized, it yielded that officers with high school degrees and graduate degrees were the oldest and had the most

experience. In viewing figures 1-4, it is necessary to reinforce that the officers with high school degrees were hired be-

fore 1982. After 1982, new officers at the Saint Paul Police Department had to meet the state requirement for a minimum two-year post-high school degree. At this point in the research, the conclusion could be that police officers who are older and have more experience have better work habits. The Saint Paul Police Department data only seemed to corroborate what organizations and human resource managers have known for years.

Nevertheless, at this point in the research process, there was a strong sense that something was being missed. The results were examined again to look for any relationship between work habits and the type of college degree. Only the number of years of post-high school education was first examined and not the type of degree, so this meant that further tests could be completed.

No pattern with any of the various associate degrees was observed. Some degrees were above the mean (average) in one area and below the mean (average) in another. Once again, the officers who only high school diplomas and those who had master of arts degrees fared very well. They were below the mean (average) in the traffic collisions, discipline, and use of sick time, and above the mean (average) in the frequency of commendations. This obser-

What do these Police Agencies have in common?

Delaware State Police
St. John's Co. SO, FL
Asheville, NC
Virginia Beach, VA
Charlotte-Mecklenburg, NC
Wake Co. SO, NC

Greensboro, NC
Sarasota Co. SO, FL
South Carolina SHP
Virginia State Police
North Carolina SHP
Myrtle Beach, SC

Marion Co. SO, FL
Cape Coral, FL
Fairfax Co., VA
Raleigh, NC
Wilmington, NC
Highpoint, NC

Miami-Dade, FL
Anne Arundel Co., MD
Henrico Co., VA
Winston-Salem, NC
North Carolina SBI
Hillsborough Co. SO, FL

They are among the 65 agencies that have graduated at least six officers from the Administrative Officers Management Program (AOMP) at North Carolina State University.

AOMP is a twelve-week, fifteen credit leadership development program designed and delivered by the nationally acclaimed Public Administration Faculty at NC State.

To learn why agencies that send an officer continue to do so on a regular basis, visit our web site at: <http://www2.chass.ncsu.edu/aomp> or call 919-515-5149

Join the best: 1,233 AOMP graduates representing 125 agencies in 13 states & three other countries.

Circle no. 35 on Reader Response Card

vation came as no surprise, because the officers with these degrees are the oldest and most experienced.

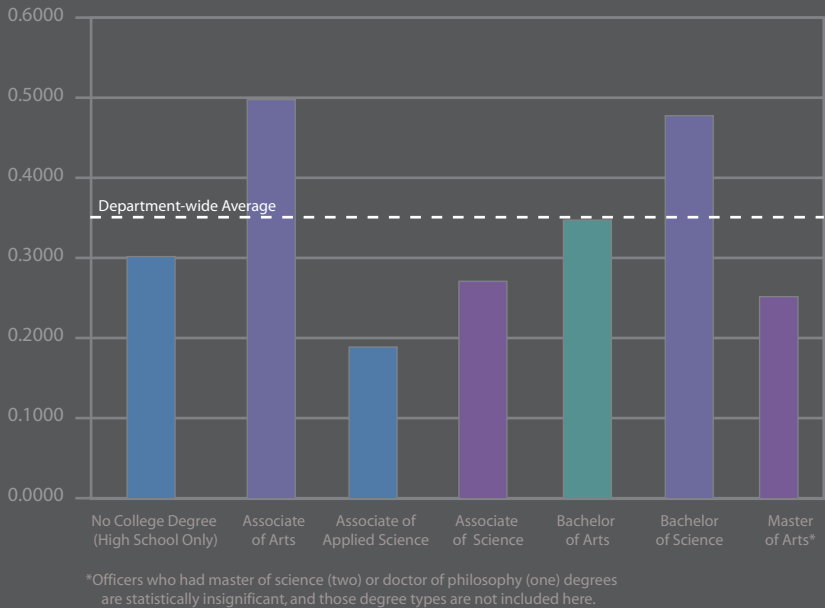
The Degree Discipline Makes a Difference

There were only two degrees left to examine: the bachelor of arts and the bachelor of science degrees. Interestingly, these groups were nearly equal in population, at 66 and 68 officers respectively. As the data associated with the officers with bachelor of science degrees was reviewed, it was noticed that they were below the mean (average) in the frequency of commendations and above the mean (average) in all the negative work habits of traffic collisions, sick time usage, and discipline.

Officers with bachelor of arts degrees, on the other hand, were above the mean (average) in the frequency that they received commendations and below the mean (average) in traffic collisions, sick time usage, and frequency of discipline. The results of this data are depicted in figures 5-8.

Finding another group of officers who had the same positive work habits as officers with high school diplomas or master of arts degrees was interesting. Next, the age and experience composition of the officers with bachelor of arts degrees was examined. These officers averaged 10 years less in age, and 10 years less in experience

Figure 6
Disciplinary actions per officer, September 1999–September 2002, by type of college degree



than officers with high school diplomas or master of arts degrees. Some may ask why these results were

Some may ask why these results were

Accept nothing less.

For over 150 years, Blackinton® has pursued the highest quality standard in the industry- our own. No company can match the Blackinton® combination of American craftsmanship, integrity and service.

Your department deserves the best. For badges and insignia, accept nothing less than Blackinton®

Blackinton®
THERE IS NO EQUAL.

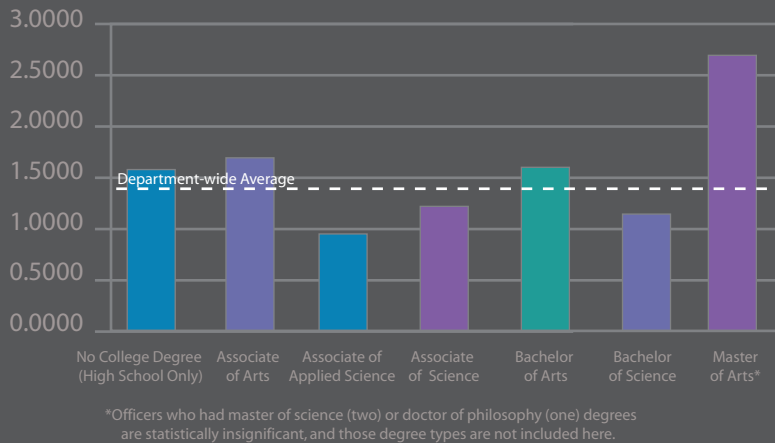
www.blackinton.com
Call 800.699.4436 for a dealer in your area.

MADE IN USA

Circle no. 4 on Reader Response Card

Figure 7

Commendations per officer, September 1999–September 2002, by type of college degree



not observed when measuring the years of post-high school education. The reason is related to the officers with bachelor of science degrees. When bachelor of science degrees were combined with bachelor of arts degrees and simply labeled four-year degrees, the mean (average) of the overall group of officers fell below the mean in the positive work habit and exceeded the mean in the negative work habits.

Also, the other demographic data associated with the officers with bachelor of arts degrees was examined and the positive profile (below the mean in the negative work habits of sick time usage, discipline, and traffic collisions and above the mean in commendations) remained consistent, regardless of gender, ethnicity, age, and experience.

What do these results seem to indicate? Specific to the Saint Paul Police Department, officers with bachelor of arts degrees have work habits (sick time usage, traffic collisions, discipline, and commendations) that are similar to officers with an additional 10 years of age and experience. It is also worth noting that the officers with 10 years of experience and who exceed 45 years of age are more reflective of officers who are not working in a patrol capacity. This seems to make the officers with bachelor of arts degrees stand out even more. Officers with bachelor of arts degrees tend to work in patrol assignments where they are more likely to receive citizen complaints that could result in discipline and spend more time driving patrol units. It stands to reason that they are likely to have more traffic collisions than older officers who are more frequently working in administrative assignments.

Based on these findings it would appear that a bachelor of arts degree may help positively influence and accelerate a police officer's positive work habits. But it would be premature to make an empirical conclusion that police departments ought to begin hiring police officer candidates with bachelor of arts degrees to the exclusion of others. One must remember that this is only one study of one midsize police department in the Midwest, where only four work habits were measured. Further research should be conducted to determine if these results are replicated in other police departments.

Possible Conclusions

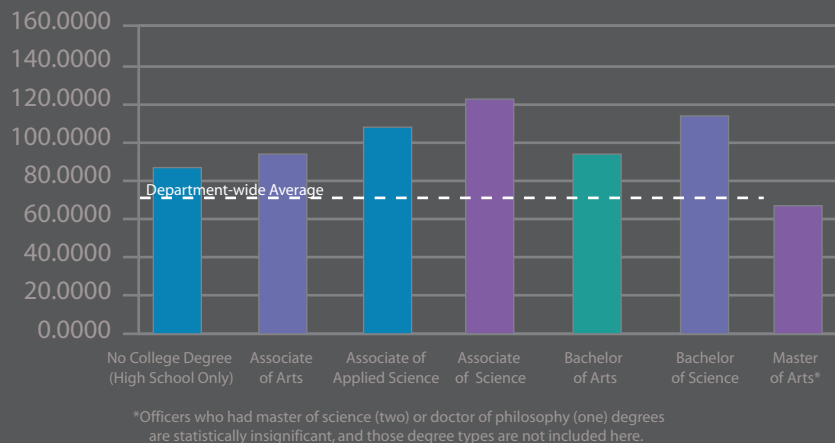
The reason that the officers with bachelor of arts degrees did well in this study could be related to the type of course work required to earn a bachelor of arts degree. For example, a bachelor of arts degree emphasizes problem-solving from a variety of viewpoints, develops understanding of how perceptions influence behavior, increases a person's comfort level with ambiguity, and assumes that the things going on in the world are fluid and interrelated. With this style of thinking, individuals with bachelor of arts degrees are likely more comfortable with the notion that there is more than one way to solve a problem.⁵

In contrast, the officers with bachelor of science degrees tend to be rewarded for collecting verifiable facts and drawing conclusions based on those facts. Frequently in the sciences there is one correct or best answer; or one best way to do things. It seems plausible that as officers attend college and learn to think scientifically in a traditional bachelor of science program, they may encounter resistance from citizens if they use the scientific approach to solving problems. This calls to mind the *Dragnet* television series, in which the officers and detectives would utter the recurring line, "Just the facts, ma'am." Soon after gathering the facts in an impersonal way, the *Dragnet* detectives would prescribe the solution to the crime victim.

These observations are not meant to diminish the value of a bachelor of science degree. The point is that citizens today seem to desire officers who are not impersonal but willing to listen to their concerns and help them solve problems. Most bachelor of arts degree programs encourage the

Figure 8

Sick leave hours used per officer, September 1999–September 2002, by type of college degree



consideration of multiple approaches to problem solving. Perhaps officers with a "just the facts" approach receive more complaints from citizens because of perceived rudeness or lack of empathy.⁶

There is another way to consider these findings. Perhaps the type of degree does not matter at all. The difference may be the type of person who chooses to pursue a bachelor of arts degree instead of a bachelor of science degree. Further research ought to be conducted to evaluate any differences in the individuals who choose a bachelor of arts degree versus a bachelor of science degree.

Future researchers may also wish to identify differences between officers who have four-year degrees before they entered a career in law enforcement versus officers who completed their degrees after they were hired. Monetary implications of hiring officers with bachelor of arts degrees should be considered. Do police departments that hire officers with bachelor of arts degrees actually save money? Specifically, what is the average cost to a police department for a vehicle collision, to investigate a citizen complaint that results in discipline, and to cover for on-duty time lost due to sick time?

In the end, it is possible that the anecdotal recommendations of the presidential commissions in the late 1960s and 1970s were accurate. But possessing a four-year degree at the Saint Paul Police Department does not necessarily correlate with positive work habits. The positive findings of this research indicate that as a group, officers with bachelor of arts degrees are excellent employees who use less sick time, are involved in fewer traffic collisions, are disciplined less often, and receive more commendations. ♦

¹Minnesota Peace Officer Standards and Training, *A Study of the Minnesota Professional Peace Officer Education System* (1991).

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

³Brookings Institution, *Upgrading the American Police*, by C. B. Saunders Jr. (Washington, D.C.: 1970).

⁴D. L. Carter and A. D. Sapp, "College Education and Policing: Coming of Age," *FBI Law Enforcement Bulletin* (January 1992): 8-14.

⁵D. J. Bell, "The Police Role and Higher Education," *Journal of Police Science and Administration*, vol. 7, no. 4 (1979): 467-475.

⁶H. R. Bowen, *Investment in Learning: The Individual and Social Value of American Higher Education* (San Francisco: Jossey Bass, 1977).

Most likely this study can be replicated in other departments. If the study is replicated, please send a copy to Dr. Matthew D. Bostrom, Chief of Staff, Saint Paul Police Department, 367 Grove Street, Saint Paul, MN 55101.



Our web-based Desk Officer Reporting System is the next logical step in citizen reporting, quickly replacing mail in and phone reporting systems.

Citizens file reports Online

- This program results in a great time savings and enhances service to your citizens at the same time, a very unusual combination.
- Interfaces with your existing RMS system, or acts as a stand alone system, producing professional reports suitable for filing.
- The interface to your existing report writing system is included, There is no additional cost from your Report Writing/RMS vendor.
- Average cost is between 10-20K with leasing options available to agencies who prefer a month to month agreement instead of a purchase.
- Qualifies under several grant categories including technology, community relations, service enhancement, etc.
- Agencies large and small are using our system, **Our customer references are outstanding!**
- We also build bridges to make your current systems communicate with each other.



"This new on-line reporting system has more than adequately met our needs. 26.3% of our reports are now done on-line by the customer."

Chief Craig Steckler
Fremont, Ca. Police
IACP Vice President at large

"Thank you to whoever in the SF Police Department that has made this on-line reporting possible. I consider this an excellent way to serve the public. What a good thing to do!"

Helen C.
San Francisco, Ca. Citizen

www.ePoliceDepartment.com

(8 0 0) 7 3 4 - 9 2 9 3

Circle no. 13 on Reader Response Card

TRAINING KEY VOLUME 32 ON CD-ROM

Covering issues on:

Bloodborne Pathogens • Electronic Control Weapons • Sexual Assault Investigations • Knife Safety and Usage • Volunteers and more



IACP Training Keys
trainingkeys@theiacp.org
1-800-THE-IACP x 319
www.theiacp.org/pubinfo/TrKeys.htm



Building Training Capacity for Homeland Security:

Lessons Learned from Community Policing

By Ellen Scrivner, Ph.D., Deputy Superintendent, Chicago Police Department, Chicago, Illinois, and formerly Deputy Director, Community Policing Development, Office of Community Oriented Policing Services, Office of Justice Programs, U.S. Department of Justice, Washington, D.C.

A heightened state of awareness of terrorist threats has been woven into the everyday experience of many Americans. Nowhere is this more keenly felt than in law enforcement. As law enforcement acknowledges the challenges of an expanded mission driven by global terrorism and a dual role, responsible both for prevention and response, it is becoming glaringly obvious that training capacity is lacking. Despite training efforts that are dedicated to building isolated skill sets, there is a lack of a coherent training strategy that incorporates all that is involved with intelligence-led policing. Consequently, there is a need to build a training model that integrates technical and site management skills required at different ranks, addresses changing mindsets, and provides simulated training experiences in complex real-world settings. Currently, there is limited access to this type of centralized training. Further, rather than coherency, training remains fragmented, and that poses serious risks to achieving mission critical antiterrorist objectives.

This article discusses how law enforcement faced a similar dilemma during the 1990s when transitioning to community policing and describes how a model was developed to build community policing training capacity across the country. Lessons can be learned from the development of that process and they can inform a coherent strategy for developing training capacity consistent with the needs of intelligence-led policing, the keystone of homeland security.

A Parallel Transition

Although the transition to community policing was more circumscribed and narrowly focused than the broad spectrum of requirements for antiterrorism strategy, there are certain parallels to what we are seeing today.

- There was an urgency to respond to increases in crime and there was no time to waste. Community policing had emerged as the vehicle to meet that need.
- As the law enforcement mission expanded to incorporate community policing, the law enforcement portfolio of skills was changing and a new way of policing was evolving. This is comparable to intelligence-led policing of today as a new policing evolution occurs requiring new skills.
- A new federal agency, the Office of Community Oriented Policing (COPS Office), was created. Although considerably smaller than the Department of Homeland Security, it too was providing unprecedented levels of funding to state and local law enforcement.
- Although chiefs and sheriffs concurred with the tenets of community policing, 600,000 police officers were asking, "What are we supposed to do and how do we do it?" Officers being told they are the front line for homeland security are asking that same question today.
- Training was not changing to meet their new requirements. Consequently, there was a need to develop a model

that would create a training capacity across the United States.

A similar capacity needs to be developed today to respond to the complex demands of antiterrorism. The factors just outlined culminated in the creation of a network of Regional Community Policing Institutes, what became known as the RCPIs. Tracking their development provides fertile ground for considering how similar efforts could build capacity for homeland security training and also demonstrates how new traditions in training can be created and sustained.

Historical Antecedents of the RCPIs

In 1994 the burgeoning needs of community policing created a need to build a new tradition in police training. At that time, in the opinion of many police leaders, the tradition-bound scope and methods of police training had begun to show a certain level of complacency. Although there were many examples of unique and creative police training programs across the country, for the most part police training in 1994 had not embraced contemporary techniques of adult learning. Training was largely instructor-centered, rather than learner-centered, delivery methods were becoming dated, and the law enforcement training landscape was ripe for change and fresh ideas.

The level of change needed to revamp training across the country and create a dynamic learning environment required

more than just resources. As with the development of any national training program, there needed to be a well-defined vision, a design that would facilitate substantive change, and a strategy to ensure that the vision became reality. Those factors became the lifeblood of the RCPIs that have become somewhat of a legacy of the COPS Office. RCPIs continue today to deliver state-of-the-art training. Their capacity to continue the focus on community policing while meeting emergent needs, such as training on issues as diverse as DNA evidence and homeland security, attest to their success.

The COPS Office provided the resources that supported the development of the RCPIs. Established in 1994 under the Violent Crime Control and Law Enforcement Act, COPS's primary goal was to increase the number of officers on the beat by 100,000. But the law also required that up to 3 percent of the funding be devoted to training and technical assistance. Hence, this legislative mandate ensured that resources could be available to make significant changes in training. But in so doing, there was a need to think carefully about what could be accomplished with those resources, to acknowledge that there was a window available that would not stay open indefinitely, and also to be careful that the design and strategy not get caught up in the urgency to accelerate the distribution of COPS funds to the field. Consequently, a design was needed that that would maximize the reach of available resources as well as create a new tradition for training that conceivably could outlast the COPS Office.

The Community Policing Consortium (CPC) had established one paradigm for community policing training. A cooperative effort of the five major law enforcement professional organizations,¹ the CPC had been operational since 1992. Originally established and funded under the auspices of the Bureau of Justice Assistance, U.S. Department of Justice, the CPC had developed community policing curricula with a focus on partnerships. They were delivering customized training to a small number of BJA grantees when the COPS Office assumed oversight for the CPC in June 1995.

The CPC training was designed for organizations seeking to transition to community policing. Curricula emphasized organizational culture, community policing philosophy, principles of problem solving, cultural diversity, and strategic planning. In 1995 they expanded the training to a select group of COPS grantees, those agencies that had special training conditions requiring them to access CPC training in order to make the best use of their grants.

Exploring New Models

The COPS Office saw the need to create a new training model that would build on the success of the CPC but also expand training beyond selected grantees. Further, COPS could make a sizable investment in training since the resources available through the 3 percent monies amounted to 35 million dollars. Although 35 million was a small amount in the context of the COPS overall budget, it was large enough to make an impact in training officers nationwide.

There were more important questions: What kind of impact should be made with these monies? How should it look? What was the best way to go about it? And how could it be sustained? Several options were being considered in light of their capability to deliver comprehensive and innovative training while ensuring the best use of the funding. These options, all of which had related concerns, included the following:

- Provide training funds to 17,000 police departments and encourage them to develop partnership-based training.

Uncle Mike's® makes Kydex® ... affordable!

Now get the ultimate durability and performance only genuine Kydex offers, starting at around \$21!

Uncle Mike's loads its Kydex holsters with value including these outstanding features:

- **Injection-molding** — assures consistent fit for all firearms.
- **Adjustable tension** — customizes fit and draw performance for total comfort.



Left-hand models also available!

- **Thumb breaks** — are available to meet retention needs.
- **Fitted belt loops, and rake-adjustable paddles** — fit your carrying needs. Available as inside or outside pants models.

**UNCLE MIKE'S
LAW ENFORCEMENT®**

UNCLE MIKE'S LAW ENFORCEMENT
OREGON CITY, OREGON
WWW.UNCLEMIKES.COM

Call for a dealer near you!

(800) 649-1081

©2005 Michaels of Oregon, Inc.

Circle no. 29 on Reader Response Card

The objective was to create a new tradition for training that conceivably could outlast the COPS Office.

Related Concern: The deliverable might result in a proliferation of two-hour community policing training modules sprinkled across the country.

- Invest all of the funding in the state peace officer standards and training (POST) commissions to ensure state mandated training in community policing.

Related Concern: Community policing could get lost in the press to fulfill state mandates and insufficient training time would limit, instead of maximize, the impact of the funding.

- Outsource training to groups with strong education or community backgrounds but not identified as police training entities.

Related Concern: Gaining credibility with law enforcement might be difficult and credibility would be an imperative in this type of training.

- Invest only in the CPC as the primary training venue.

Related Concern: CPC's training targets involved chiefs, sheriffs, and command staff. Was it realistic to expect the CPC also to accommodate the needs of the 600,000 police officers across the country?

Preliminary Field Testing

The COPS Office field-tested the above options in 1995-1996. Funding was provided for a state POST, to educational groups, to community groups, and to two regional law enforcement-partner initiatives. All demonstrated good results but the regional-partnership centers appeared to be more closely aligned with the philosophy of community policing and showed the most potential to sustain and institutionalize community policing. Given that the other projects had demonstrated innovative features that enhanced training, something of a hybrid was born. Hence, the groundwork was laid to develop a new regional partnership-based model that uniquely reflected the principles of community policing. It was believed that this model would provide a needed alternative to traditional training and would facilitate the institutionalization of community policing in departments across the country.

Once that decision was made, the next question involved flushing out the details of the regional concept and determining

what the model should look like in terms of training delivery and curricula. If it was to be successful in meeting law enforcement requirements, those requirements needed to be framed from the user's perspective in contrast to those of the federal government. Clearly, stakeholder input would be critical to a successful outcome.

Stakeholder Input

Given the urgency of the mission of the COPS Office, there was literally no time for a full-fledged needs assessment that could have taken over a year to complete. Moreover, it was clear that it was important to reach beyond the needs of 100,000 new cops and to address the requirements of those police officers who were seeking to make a difference through their community policing efforts. Although the underlying components of the community policing philosophy created a foundation for a training paradigm, developing the paradigm had to be infused with the real-life experiences, including the struggles, of the cadre of change agents in law enforcement—the chiefs and sheriffs who were working to make community policing the dominant philosophy in policing.

Instead of a systematic needs assessment, and consistent with the COPS Office tradition of seeking input from the stakeholders, field test data were combined with opinions sought from the COPS Office constituents, the police chiefs and sheriff change agents throughout the country. Believing that they were in the best position to know what was needed, opinions of chiefs and sheriffs were sought out at public meetings and through phone interviews as a way to gather relevant data in a time-sensitive environment.

A central question was posed to all. In addition to solid law enforcement skills, what do you need your officers to do to if you are to be successful as a community policing department? The focus on department needs conveyed the message that this was more than skill building for law enforcement officers. Rather, a broad spectrum of training that was integrated across all ranks was needed to institutionalize community policing.

The answers to this nontraditional and informal information gathering approach confirmed that change was occurring in policing. Several trends emerged in the re-

sponses that provided support for the development of a new model:

- There was a need to build capacity in officers and deputies to engage in critical thinking in contrast to simply reacting to situations.
- There was a need to develop officers as problem solvers who would be capable of applying problem solving to community crime and disorder.
- Officers needed to learn that arrest was not the only form of crime control and they needed training in how to explore and implement other alternatives, particularly when it came to prevention.
- Officers and deputies had to become proactive but not lose the capacity to react when necessary.
- Officers and deputies needed to learn how to collaborate with community partners. After years of being taught to be emotionally controlled and develop distance from the community, officers were now being asked to do something quite different, namely, engage the community in working partnerships.
- Organizations had to do a better job of empowering on-the-street decision making that could lead to flatter organizations and relinquishing some control.
- Appreciation of diversity in the community was critical, and there needed to be a collateral emphasis on ethics and integrity. Credibility as partners with the community could only be strengthened by this emphasis.
- Officers and deputies needed more than new curricula delivered in a classroom. Rather, a structure was needed that would change behavior and create a groundswell for institutionalizing community policing.
- Finally, there was concurrence on the importance of talking about more than training in new skills. Rather, there needed to be an emphasis on breaking down barriers and changing the mindset of American policing.

This compendium of information and the field test results framed the vision for the RCPI initiative. That vision would drive design and create a strategy to institutionalize a new tradition in training. Vision, design, and strategy were considered to be the building blocks that would lay the foundation for RCPI success.

RCPIVision

Without vision, you have business as usual. The vision for the RCPIs was to push the envelope and create a new training model capable of transforming the police industry and changing mindsets to transition to community policing. By supporting a training model that addressed the needs of all police ranks and went beyond the walls of a traditional police academy, the vision involved engaging collaborative partners in the design, delivery, and oversight of innovative community policing training that would be real world oriented and encouraged officers and their community partners to develop new solutions to public safety and crime control.

RCPI Design: The regional training approach was the foundation of the design and it would be populated by a cohort of training institutes in each region. An institute would need to demonstrate inclusion of all relevant partnerships in every aspect of the design from the beginning of the grant process to delivery of training and ongoing oversight. Initially, 35 RCPIs would be funded within four regions and they would have the responsibility of delivering community policing training for departments in all 50 states.

At the center of each institute was a

threefold partnership to be composed of law enforcement, education, and community. Consistent with the philosophy of community policing, the partnership would be the driving force in creating a dynamic training environment where curricula development and subsequent delivery would be shaped through the blending of perspectives of these different groups. This structure involved all three partner groups in the planning, staffing, and management of the institutes. Further, it was designed to encourage an environment defined by cutting-edge experimentation and interactive learning using adult learning models that engaged the learner in contrast to traditional classrooms. Talking heads and tired PowerPoint presentations could not be part of the equation. The design also required each institute to develop a core of community policing training in addition to a specialty area of training that would serve as their signature. Thus, a nucleus of community policing core competencies would be provided across the country and the signature specialties would identify each institute as the go-to place for particular types of community policing training.

RCPI Strategy: A coherent strategy was critical to achieve the vision, maximize learning capacity, and create substantive change. Therefore, from the outset, it was

important to convey to grantees that they were involved in a strategy that was quite different from a traditional training program. They were creating training institutes and would be faced with accelerating the availability of training and creating a new way to approach training. Also, they were signing on to become part of a national network of training institutes, in contrast to functioning as 35 isolated training programs, the goal being to create a critical mass of innovative community policing training across the country.

Making the RCPI Strategy Work

An idea that becomes a vision and is articulated in a design is one thing. Making it work is quite another. Thus, the RCPI strategy had to go beyond simply providing funds for new kinds of training and drive home the requirements that the threefold partnership had to be more than window dressing to secure funding and represented a significant change from traditional grant programs. Some leverage was provided by entering into cooperative agreements with each institute, in contrast to a grant, but there was a need for concentrated upfront activities to get the process off to the right start:

CRACK-DOWN ON ILLEGALLY TINTED WINDOWS

Free Tinted Offer

**Reduce The Number of Cars
With Blacked Out Windows
&
Puts Probable Cause In
The Palm Of Your Hand**

<p>Model 100</p> <p>Slides over roll down windows to test light transmission of after-market window tint. U.S. Funds \$89 IN QTY OF 3</p>	<p>New Product Free</p> <p>Window Tint Comparison Cards</p>	<p>Model 200</p> <p>A two-piece unit to test light transmission of any car window with after-market window tint. U.S. Funds \$149 IN QTY OF 3</p>
---	--	---

800-452-2344
Www.Laser-Labs.com

Circle no. 25 on Reader Response Card

tools of the trade

**MicroSlate
3500 Modular System**

SPACE-SAVING & SECURE: Trunk-mounted docking station saves space up front
COUNT ON IT: Touch screen, weatherproof keyboard & computer, meets Military Spec. 810, 3-year standard warranty
EASY-TO-USE: Light & compact, daylight-readable screen, Pen 'n Touch™ operation
POWERFUL: Wireless, Windows™-based, Pentium™ III processors

For more information and full specifications,
 Visit us online at: www.microslate.com
 or telephone (450) 444-3680

Rugged Mobile Solutions

Circle no. 30 on Reader Response Card

Intelligence-led policing is the keystone of homeland security.

- Concentrating attention on upfront activities that would help to solidify the institutes from the very beginning
- Creating the message of change, organizational development, and mutual governance by the partnership team
- Providing a cadre of consultants to ensure that the stakeholders and not the federal government drove the training
- Facilitating ongoing communication with participants across the network
- Sharing information through meetings such as curriculum conferences
- Providing opportunities for evaluation
- Enhancing the role of COPS Office project managers assigned to each region so that they not only monitored compliance with conditions of the cooperative agreements but also monitored the development of the network

Rather than send out congratulatory letters and then distribute funding, there was concentrated attention on upfront activities to ensure that the institutes got off on the right footing. As part of the strategy, the message of change was introduced at an initial three-day meeting with grantees. In contrast to a traditional grant managers meeting, this meeting was developed as an organizational development and partnership building event that came as something of a shock to some of the participants. The goal was to consistently reinforce a clear message that the grantees were building a new organization in contrast to simply developing law enforcement training. As such, representatives from all partner groups were required to attend the meeting and they participated in team building exercises and developed integrated action plans spelling out their involvement upon their return to their jurisdictions.

A critical byproduct of this approach was getting partnership concerns on the table. A nexus emerged that balanced mutual concerns about losing control of the training agenda and funding with a respect for what each brought to the table. Notwithstanding that it was a delicate balance at first, over the course of three days it began to solidify and the partners left with a clear picture of expectations for working collaboratively to develop and manage an institute. This meeting introduced the concept of mutual governance, which was critical to sustaining the institutes, and it was reinforced through subsequent meetings convened over the course of the year.

The RCPI strategy clearly recognized that a three-day meeting, regardless of how successful, could not ensure success in resolving the complex issues attendant to getting an institute up and running and creating and delivering innovative training across a region. Hence, the COPS Office contracted with the Institute of Law and Justice to create a cadre of consultants to provide services to each institute. The consultants were either law enforcement executives known for their involvement in community policing or well-respected researchers with particular expertise in community policing. Their mission was to provide onsite assistance on issues related to developing the institute and on creating innovative curriculum and accelerating delivery. This element of the strategy not only facilitated development it ensured that the training was shaped by professionals from law enforcement, education, and the community in contrast to the federal government.

As training delivery was initiated, curriculum conferences were introduced as another element of the strategy to make the RCPIs work. These conferences provided a much needed opportunity to discuss curricula, what was working and, equally important, what was not working in developing the core competencies of community policing. They also provided a forum for sharing curricula, particularly the signature specialties that eventually would be delivered to all 50 states. Subsequently, these meetings developed communication capacity across the network and enhanced its strength.

The RCPI strategy also built in an evaluation component and each institute was provided funding to work with an evaluator during the course of development. These evaluations provided process information that differed from the onsite guidance provided by the cadre of consultants.

The final piece of the RCPI strategy involved the role of the COPS Office project managers. One manager was assigned to each region and they were required to do site visits to all institutes in their region. But rather than focus only on compliance activities, they also were required to assess the strength of the institute partnership, assess mutual governance concerns, and to review the performance of the regional network.

With these elements of the strategy in place, at the end of the first year of operations, 30 of the 35 institutes qualified for refunding based on their capacity to cre-

ate and manage an organization and to deliver innovative community policing training in their region. That was just the beginning. As of 2005, 29 Regional Community Policing Institutes remain as part of a viable network that has trained over 400,000 law enforcement officers and their community partners. Although there have been many modifications to the program, as would be expected with a flexible model, a training capacity was created that has entrenched the core competencies of community policing in the law enforcement training landscape.

Lesson Learned for the Future

Given the success of the Regional Community Policing Institutes, lessons can be learned that can inform the development of a similar training capacity for homeland security and intelligence-led policing. The urgency for undertaking such an enterprise is underscored by ongoing terrorist attacks, which signify that September 11 was not an isolated incident or a fading memory. Community fears when crime was spiraling out of control pales in comparison to fears of suicide bombers or chemical attacks that kill innocent people going about their everyday lives. Further, the need for collaborative partnerships goes beyond community member stakeholders and now involves partnerships with complex organizations with public safety, emergency response, and public health missions. Hence, adapting a model similar to what was done with the RCPIs will do more than create the training capacity that is needed to facilitate intelligence-led policing. The potential is there for that type of model to develop a comparable network that is focused on public safety protection of the homeland. Just as the ongoing communication and information sharing provided through the network was key to the RCPI success, it is even more critical today if law enforcement is to meet its expanded mission brought about by threats to homeland security and global terrorism. ♦

¹ The Community Policing Consortium comprises representatives from the International Association of Chiefs of Police, the Police Executive Research Forum, the National Organization of Black Law Enforcement Executives, the National Sheriffs' Association, and the Police Foundation. For more information, visit the consortium's Web site at www.communitypolicing.org.



BECOME CERTIFIED IN HOMELAND SECURITY

Law Enforcement Personnel Are Earning Recognition as Credentialed Professionals in Homeland Security

The American Board for Certification in Homeland Security is the nation's leading Homeland Security professional membership association. It is an acknowledged leader in the certification, training, and continuing education of Homeland Security professionals.

Qualified law enforcement professionals at the local, state, and federal levels may become Certified in Homeland Security (CHS) at one of three levels (CHS I, II, and III) based on a rigorous examination of their Homeland Security-related training, knowledge, skill and education. Two additional pinnacle levels of certification (CHS IV and V) are available based on the successful completion of stringent coursework and examinations developed by some of the nation's leading Homeland Security experts.



(800) 423-9737

homelandsecurity@acfei.com

www.acfei.com

Circle no. 1 on Reader Response Card





21st Century Issues

Related to Police Training and Standards

By Patrick L. Bradley, Executive Director, Maryland Police and Correctional Training Commissions, Sykesville, Maryland, and First Vice President of the International Association of Directors of Law Enforcement Standards and Training

Law enforcement in Western culture is already several centuries old. Even the most casual reflection will identify the magnitude of change over the years. Police museums are populated with mannequins wearing tricorne hats and buckskins, high crown helmets, and greatcoats. Modern uniforms are produced from fire-retardant fabrics with cargo pockets and pockets for bullet-resistant vests. In the near future these fabrics will be weather-responsive, self-cleaning, and protective against a score of biochemical hazards. Firearms for police have evolved from cap-and-ball revolvers to today's semiautomatic weapons with high-capacity fast-loading magazines. Handguns now have night sights, lasers, and a multiple safety devices. Police weapons with neurological disrupters and muscle immobilizers are entirely predictable for the next generation of officers. Reporting technology has advanced from the snub pencil to preformat-

ted paper report forms to online computer-based reporting from mobile digital terminals. Information about crime and criminals is available on handheld personal data devices. The wanted poster has given way to Amber Alert electronic billboards. Gone are the days of three-by-five cards and pin maps as crime mapping and geographical profiling comes of age. DNA "fingerprinting" and universal access to databases will dramatically alter the investigative skills and resources for the 21st century police detective.

For all these material and technical advances, the essential component to any successful law enforcement operation that has gone fundamentally unchanged over the years is the police officer. Under the uniform, behind the weapon and the technology, is the man or woman selected to ensure public safety in America's communities. It is time to reexamine the processes employed to ensure that those who are

willing to be police officers are also capable of protecting our lives and property, securing civil liberties, and exercising the authority entrusted to them.

Across the United States, in nearly every state and commonwealth, the task of determining the suitability of police officer candidates has been delegated to a particular committee, council, board, or commission. Generally made up of police executives and sheriffs, academicians, and elected or appointed officials, these peace officer standards and training groups, or POSTs, are responsible for determining the eligibility criteria to be a certified law enforcement officer in their state. In many jurisdictions the POST also sets the training standards for recruits as well as requirements for ongoing professional development courses. This article explores the challenge to the American POSTs as they contemplate the demands on the 21st-century police officer.

SOUTHERN POLICE INSTITUTE



*Developing The Leaders
of Today and Tomorrow
Since 1951*

ADMINISTRATIVE OFFICERS COURSE

This challenging 12-week educational program is designed to develop informed, effective, ethically, and strategically competent police leaders. Drawing from the professional competence of the faculty and the skills, knowledge, and abilities of each other the participants will develop a strategic perspective on organizational leadership. Graduates earn either 15 undergraduate college credits or 12 graduate college credits from the University of Louisville

115th Administrative Officers Course

February 13 – May 12, 2006

Tuition \$1,700.00 Housing \$2,850.00

116th Administrative Officers Course

August 14–November 12, 2006

Tuition \$1,700.00 – Housing \$2,900.00

Graduates of this program will:

Possess the knowledge & skills required to command a law enforcement agency.

Be prepared to deal effectively with the administrative issues of command.

Possess an understanding of current law enforcement operational practices

Be able to maintain efficient & effective operations of a police organization.

Understand the legal responsibilities of law enforcement administrators.

Perform organizational problem identification, evaluation, and solving.

All SPI Tuition & Fees Subject to Change.

This advertisement prepared by the University of Louisville with state funds KRS 57.735

William F. Walsh, Ph.D., Director
Southern Police Institute
Phone (502) 852-6561
Fax (502) 852-0335

Dept. of Justice Administration
College of Arts and Sciences
University of Louisville
Louisville, Kentucky 40292

Registration Information SPI online www.louisville.edu/a-s/ja/spi

Standards for Certification

Every POST has identified basic standards for certification as a police officer. *The IADLEST Reciprocity Handbook*, published by International Association of Directors of Law Enforcement Standards and Training (IADLEST), consolidates police officer employment requirements gathered from all 50 state POSTs and the U.S. Bureau of Indian Affairs. The updateable document contains reciprocity provi-

sions of states for officers who received training elsewhere, addresses, and phone numbers in all 50 states and the minimum basic training hours for each state.¹

Citizenship: A near-universal criteria for certification as a police officer in any state is U.S. citizenship. Either by native birth or naturalization, candidates have expressed or are assumed to have an abiding appreciation for, and understanding of, the U.S. Constitution, civil liberties, and fundamental freedoms. In view of the

accelerating rate of immigration and the desire of many jurisdictions to have their police force reflect the diverse populations of their communities, is this criterion still essential? The absolute requirement for citizenship has already been challenged by some police agencies and compromised by a few POSTs.

Age: In some jurisdictions the minimum age requirement to be a police officer is linked to the statutory minimum age to possess a firearm. In most, howev-

POSTs, through the authority to approve instructors and courses, need to expand from traditional training and develop a process to certify developing technology such as elearning.

Personnel Testing

Entrance and promotion
— All Ranks —

Written tests and Assessment Centers

Custom written tests - You choose the sources tests come from, including which text books, your own SOPs, union contract, state statutes, etc.

Assessment Centers - Include tactical, in-basket, oral presentation, role play, group problem solve. Our examiners or yours – L.E. or Corrections

Law Enforcement Testing Company, Inc.

863-815-8287
www.LETCI.com

Circle no. 27 on Reader Response Card

JUDGMENTAL TRAINING YOUR DEPARTMENT CAN AFFORD

390v4 SYSTEM



- > Record custom video scenarios to fit your specific training needs
- > Conduct basic, remedial & advanced marksmanship/judgmental training
- > Use your own firearm (handgun, rifle, shotgun)
- > Train with paper qualification targets (Transtar II, Army Silhouette)
- > Software provides direct analysis of training results



10220 OLD COLUMBIA ROAD • COLUMBIA, MD 21046
1-800-232-6448 • 410-309-1500 • WWW.BEAMHIT.COM • INFO@BEAMHIT.COM

Circle no. 3 on Reader Response Card

er, it is a contrivance for assessing emotional development. The real underlying question is whether the candidate has the mental and emotional maturity to perform the essential tasks of a police officer in the operational atmosphere of their community. By all accounts, psychological assessment is a better barometer for this characteristic than chronological age. Then why do states continue to rely and insist on a chronological age standard? Tradition? Ease of administration? Cost of psychological testing and evaluation? Or is the reason a lack of confidence in psychological assessment? As the 21st century progresses these considerations will be eclipsed by the need for a better measurement of maturity than the age of the officer-candidate. At what point does the POST institutionalize the requirement of an actual assessment of the candidate's emotional development?

Education: Like age, education at a high school (or equivalent) level is a very common requirement for POST certification. Like age, there is a general appreciation that a candidate who completed high school possesses all of the essential mental preparation required to learn the job. This precept is as valid, or invalid, in the 21st century as it was for the last 50 years. That is, the value of the high school diplo-

ma is and has always been a product of the school's educational environment, graduation criteria, and the student's actual performance. What is unassailable, however, is the requirement that the applicant have the mental preparation (study habits, learning skills, and intellectual discipline) to learn to be an officer. As the essential tasks for law enforcement evolve, the capacity for the candidates to learn the underlying policing knowledge, skills, and abilities (KSA) will also change. POSTs must continuously examine how well the states' secondary education system is meeting these needs.

Not all American high schools have been successful preparing officer-candidates with the reading, science, and math skills necessary for police work. It is entirely predictable that the century ahead will witness significant advances in computer-based technology in law enforcement. Candidates will need fundamental math and science skills, not only for detection and investigation of crime but also for communication, data analysis, evidence collection and processing, and case presentation. More sophisticated job application testing is likely to supersede the high school diploma requirement as a better measurement of the candidate's readiness for the next step of preparatory

training. Aptitude testing, as adopted in other professions as a criterion for training enrollment, may serve POSTs as a better indicator of the officer-candidate's capacity to learn police-related KSAs than a high school diploma.

In this century it is highly likely that all police officers will be encouraged to have a college-level education. While this standard is laudable, it is unlikely that the POSTs will universally adopt this standard for two reasons. First, POSTs set absolute minimum requirements for law enforcement officers' certification. They defer to the individual agencies or jurisdictions to expand these requirements to better address their local interests and capacities, including the requirement that officer-candidates have varying levels of college experience. Second, a college degree is no guarantee of the learning skills necessary for training. Diploma mills surfaced in the 20th century, awarding college credentials with little or no real value. The 21st century has already witnessed the emergence and proliferation of degrees-by-distance-learning universities. While some are more creditable than others, all are different from the traditional learning experiences of the previous century. A whole new evaluation of the real value of college credits in the résumés of

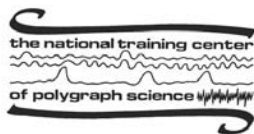
Congrats!!

This summer NYPD had 11 Detectives trained by NTC to become Certified Expert Polygraphists. Now they are...

Getting That Confession!

Your agency can also be obtaining court-admissible confessions from suspects plus disqualifying admissions from applicants...

For free info about our 7-week nationally-recognized Law-Enforcement Polygraphists Course, fax your request to 973-838-8661



Richard O. Arther, Director
Catherine Arther, Co-Ordinator
200 West 57th St.
New York, NY 10019-3211
800-643-6597

Mohawk Ltd.

Mobile Command Centers



FEATURING:

- Dispatch/Conference Areas
 - Integral AC/DC Power Systems
 - Safety & Traffic Control Lighting
 - Computer & Communications Systems
 - Furnishings & Potable Water Systems
 - Hydraulic, Pneumatic & Electrical Subsystems
- ... many more options available



Custom built to your specifications.

800-225-6642 ext. 248

PO Box 340 • One Newell Lane • Chadwicks, NY 13319
www.mohawkLtd.com

A WBE and ISO 9001:2000 Certified Company

Circle no. 31 on Reader Response Card



Law Enforcement Recognition CALEA®

Professional Credentialing For Small Agencies



web: www.calea.org

Phone: (800) 368-3757

Circle no. 5 on Reader Response Card



IACP EXECUTIVE SEARCH CHIEF OF POLICE BRIDGEPORT, CONNECTICUT



Responsible for a department consisting of 423 commissioned officers and 111 civilian employees and an annual operating budget of 38 million dollars. Candidate should possess the ability: to plan, organize and coordinate the activities of the department; to develop and make more effective the procedures and techniques of law enforcement; to keep abreast of modern developments in all the branches of police work and have extensive knowledge of the principles of modern police management.

Requirements: Candidate must be experienced in urban law enforcement, including supervisory experience in the operation and management of a law enforcement agency. Candidate must possess a minimum of ten (10) years of law enforcement experience, of which five (5) years shall have been in a command position in a community with a population of at least 80,000 people, of which at least 25% of said population are minorities. A four-year degree in criminal justice or a related field is preferred. Preference will be given to candidates who can demonstrate active and successful experience in advanced professional education including drug enforcement. Preference will be given to successful labor/management experience.

Selection Process: Candidates will submit resumes and file an application provided by the Civil Service Commission. The examination will be in two parts. In part one, all resumes will be evaluated and the highest rated candidates will be invited to participate in an assessment center process. Part two will be the assessment center. The International Association of Chiefs of Police will assist the City with the search process. The final selection will be made by the Mayor from the three highest ranking candidates. The term of office shall be for five years. One additional term of five years may be offered. The salary for the position is \$97,960 – 107,619 and there is a comprehensive package of fringe benefits.

Bridgeport, Connecticut, the largest city in the State of Connecticut is located in the southwestern portion of the state. The population of Bridgeport is 139,529 persons. Request applications and additional information in writing or by phone as soon as possible from: Ralph Jacobs, Personnel Director, CIVIL SERVICE COMMISSION, 45 Lyon Terrace, Bridgeport, Connecticut 06604, Phone (203) 576-7103

APPLICATION DEADLINE: October 31, 2005

An Equal Opportunity Employer

officer-candidates must include the source, the format, and, most important, the end result of college-level education.

Physical Requirements: Another time-honored criterion for police certification has been the capacity for physical strength and agility. As evidenced by the number of litigated cases, few requirements for certification have been as troublesome for POSTs as the determination of the minimum physical performance requirements to be a police officer. The strength and agility requirements to perform the tasks of the 21st century police officer will differ from those of their predecessors. These tasks will predictably be more intellectual and scientific and less involved in brute strength. The capacity to lift a spare tire and loosen lug nuts becomes irrelevant when vehicles are equipped with run-flat tires. Overpowering the resistance of suspects with the assistance of neutralizing chemicals or stunning devices will render hand-to-hand tactics and martial arts skills less meaningful. Over the next 95 years there may be only a few essential policing tasks that will retain a requirement for a minimum capacity for strength or agility. The POSTs are obliged to ensure that these and only these justify the continuance of this certification element.

Character: Generally the rest of the common criteria for POST certification can be drawn under the heading of character. POSTs strive to ensure that the men and women authorized to enforce the law of their jurisdiction are made of the right stuff. In an effort to give some definition to such a nebulous term, POSTs have identified several measurements that they have deemed as indices of character. Among the more common measurements are school and military behavior records, endorsements from prior employers and associates, criminal histories and traffic records, credit ratings, and prior drug use.

Many of the component indicators of character are long standing and well accepted. Others, however, fluctuate as the mores and tolerances of the community change. POSTs will need to maintain an acute sensitivity to the true indicators of character while also monitoring the expectations of the community as to what kind of persons it wants as its police officers. Without a doubt each law enforcement agency and POST would like to set character standards similar to the requirements for sainthood, or at least scouting honors. Practicality must, however, be considered. Police salary levels, rotating shifts, unstable leave, and the inherent job dangers do not attract every desirable applicant. POSTs, together with their communities, must determine which characteristics are absolutely essential and which are appreciated.

The purpose of the POST agency is to set minimum requirements; individual agencies can expand these requirements to better address their local interests and needs.

One of the more troublesome components of an applicant's character is their prior experience with controlled dangerous substances. When all of the potential criminal aspects of drug use are considered, it is generally acknowledged that only a tiny fraction of the wrongdoing ever comes to light in the form of arrest or prosecution. If prior drug possession, use, or sale is measured only by arrest records, applicants with significant drug experiences will easily pass unnoticed. The alternative is self-admission. To avoid blatant deceit, these declarations must be verified.

But what of the standards themselves? What is an acceptable level of complicity in the possession, use, or sale of drugs? What is youthful indiscretion? What is experimentation? Alternatively, what is a pattern or lifestyle of deliberate actions in violation of the criminal codes?² Across the board zero tolerance for all controlled substance categories was never the popular POST standard for police certification in the 20th century. As Americans become more comfortable with the casual use of recreational drugs, the prohibitions against these indulgences are likely to diminish. As the Ritalin generation matures, the acceptability of persons who have had drug use in their background will be more common. The standards regarding prior drug use will undoubtedly evolve during the 21st century. Because the underlying judgments and behaviors are so intrinsic to the practice of law enforcement, POSTs will need to be particularly sensitive to the changes in community acceptance of this character component.

Standards for Training

The second major category of standards for certification is training. Depending on the jurisdiction, the POST may be responsible for setting the training outcomes, composing the required curricula, and presenting the actual recruit level

course. Related responsibilities may include approval, certification, and licensing of instructors, academies, and alternative programs.

Just as the standards for certification must reflect the characteristics required to be a police officer, the standards for training must reflect the minimum knowledge, skills and abilities to perform essential law enforcement tasks. It is axiomatic that, as the tasks change, the minimum training requirements must change. Again, the

POSTs must be responsive. The motivation to be proactive in this area should be tempered with the purpose of the POST agency—to set minimum requirements. Design of training to address projected or potential needs may not be compatible with the regulatory authority of most POST agencies.

The evolution of law enforcement tasks will come on a variety of timelines. The transformation of policing duties has occurred as gradually as the adoption of the

Homeland Security Degrees

Prepare yourself for the job you'll be doing tomorrow...

The faculty at American Public University are experienced professionals from the Department of Homeland Security, the State Department, OSD, TSA, the Border Patrol, the CIA, NSA, FEMA, NYPD, State & Local Law Enforcement, and the White House. Learn from those who have been, or are, in your shoes.

- Forecasting Terrorism
- Weapons of Mass Destruction Preparedness
- Emergency Planning
- Counterterrorism
- Domestic Terrorism & Extremist Groups
- Intelligence Profiling
- Forensics
- WMD and the New Terrorism
- Interagency Disaster Management
- School Violence
- Criminal Profiling
- Law Enforcement Intelligence Applications
- Hate Crimes
- Protective Services

These APU courses will help you prepare for tomorrow's challenges.

Online graduate and undergraduate degrees in Homeland Security, Criminal Justice, Intelligence, Security Management are among those available.



Learn More at www.apu.apus.edu or email info@apus.edu

(Menu Option 2)
American Public University, 111 West Congress Street, Charles Town, WV 25414, 1-877-468-6268

Circle no. 2 on Reader Response Card

automobile as a patrol transportation mode, and as instantaneously as a reaction to the threat of international terrorism. From the interception of railroad mail cars by outlaws on horseback to the interception of data transmissions by identity thieves nearly a hundred years later, evolution in technology inevitably requires a responsive change to law enforcement skills. From lifting of latent fingerprints to the collection of DNA materials, investigative strategies have likewise motivated changes in fundamental police training. The constant question for the POSTs, however, remains unchanged: what are the fundamental KSAs required for officers to perform their essential job tasks?

The definition of essential job tasks was determined by POST committees, councils, boards, or commissions as they emerged during the last century. Each generated its own standards for its own police forces. Affiliation and communication among the POSTs, facilitated by IADLEST, has increased awareness that there is little difference in the essential tasks of state and local law enforcement officers in the United States regardless of jurisdiction. Form and format aside, policing skills are remarkably similar to skills applied by police officers throughout the United States. The initiation of the 21st century invites the POSTs to amalgamate their rosters of essential job tasks in a single national listing. IADLEST is well positioned and ideally suited to be the platform for this project. Such an enterprise will have a revolutionary and evolutionary impact on 21st century policing.

Recruit-level training is designed to ensure that the officer-candidate has mastered the KSAs to perform essential job tasks. To the extent these tasks are universally adopted by POSTs across the country, the referent curricula are also adaptable. With modest modification to allow for local nuances, lesson plans, supportive audiovisual programs, and education aids would be suitable for open exchange among POSTs. The benefits are obvious. Less obvious, perhaps, is the potential for enhanced reciprocity among the POST agencies when considering the credibility of recruit level training already completed by an officer-candidate while a police officer in another state.

Collectively, or individually, POST agencies must continue to work closely with elected officials, academicians, social scientists, community leaders, and others to identify new duties and responsibilities for police as they emerge. A potential checklist could include the following:

- What is the community's expectation of its police force?
- Do these tasks involve the statutory authority to make arrests or otherwise

provide services that are uniquely police functions?

- Are these tasks to be performed by every officer or are they to be delegated to specialists?
- Is performance of these tasks dependent on the actions of first responder officers?

Throughout the 21st century, the responses to these questions will assist the POST determine if the task is essential and whether the training to master the task should be delivered to every officer or reserved for advanced and specialized training. Some changing tasks may also have an affect on the characteristics required to be a police officer and thus change also the standards for certification.

In-Service Training

Reviewing the evolution of law enforcement practices over the last century belies any thought that the profession is static in nature. The dynamic changes to the roster of essential tasks, fueled by revised expectations, demand requirements for retraining. POST training standards cannot end with entrance-level courses. Professional development training is critical to being responsive to change.

There are inherent challenges to establishing annual in-service training requirements and the largest challenge is cost. In nearly all on-duty training environments, the most expensive component in the classroom is the cumulative cost of the students. This cost is exacerbated when critical posts are backfilled by overtime officers while on-duty officers attend training.

During the closing years of the 20th century, POSTs got their first taste of a potential, cost-effective solution to this challenge with the emergence of distance learning technology. Internet-supported courses, produced by credible public or commercial sources, can economically deliver a wide variety of training topics. This training can be distributed to individual specialist officers or entire squads. Delivery, through the Internet, may be directed to the academy, the officers' stationhouse, or their homes. Alternatively, scheduled training transmitted from a central location to outlying receivers has many of the same cost saving benefits.

While not a panacea, particularly for skills-based training, these innovations will change the platform for in-service police training in the 21st century. POSTs, cognizant of the availability of these resources, should not shy away from their responsibility to adopt professional development training requirements as a condition for retaining certification. Additionally, POSTs with the authority to approve instructors and courses need to expand their traditional thinking and allow devel-

oping technology to participate in the training processes. Such open mindedness will set the stage for the inevitable: virtual instruction, hologram imagery, and a host of 21st-century forms of training support.

The Future

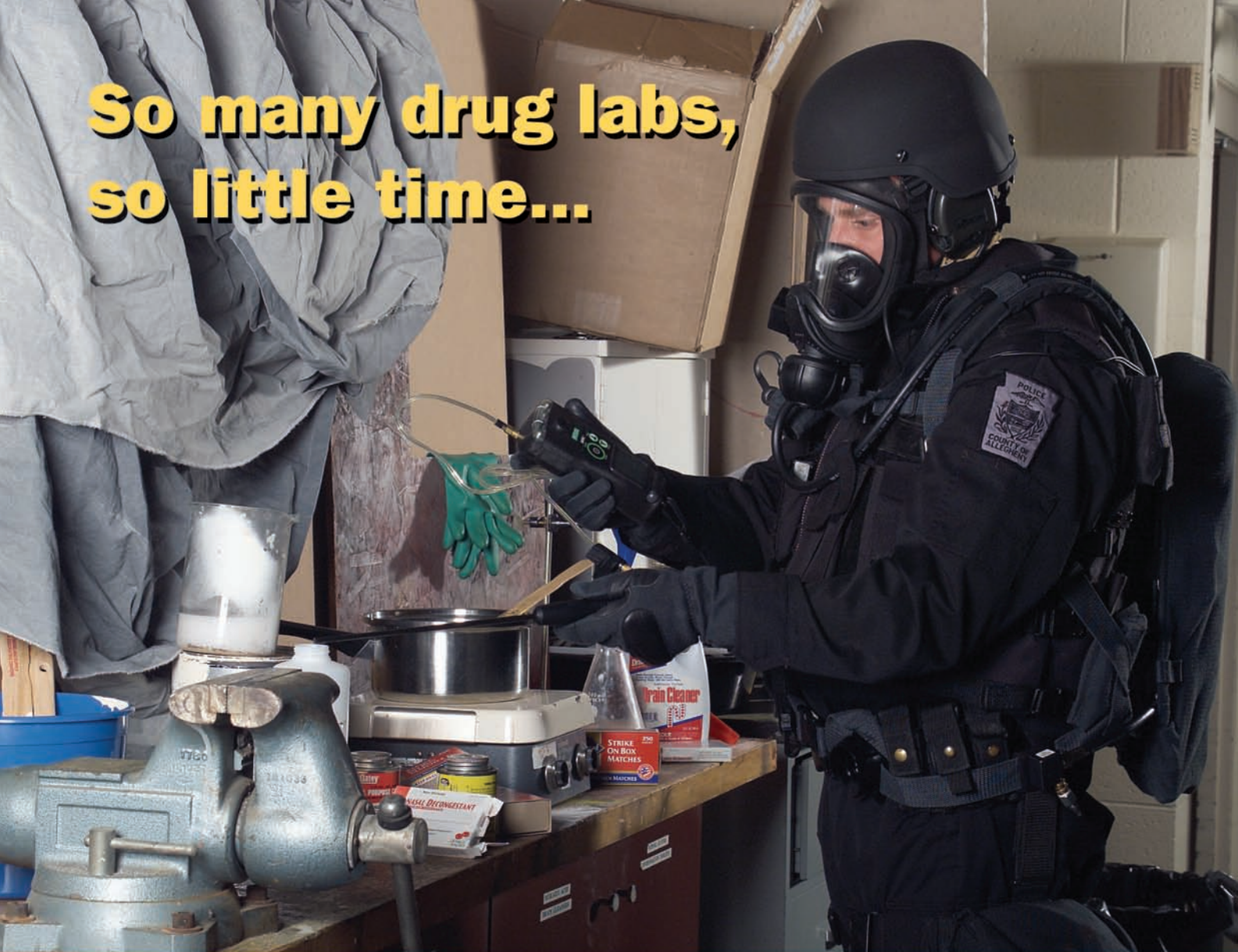
Each POST agency, in cooperation with and supported by community leaders, elected officials, professional law enforcement administrators, academicians, and the directors' association, has established a standard that each officer has passed. These standards are not arbitrary, not based on lore, supposition, or wishful thinking; rather, each required characteristic has been identified and validated as predictive of the officer's capacity to perform the job's essential functions. The characteristics are also such that any member of the community who genuinely reflects the values of the community can be a police officer. The ability to perform those same essential job functions serves as the basis for the officer's initial training. Career-long mastery of the evolving requisite skills is a POST requirement for certification. Each community can look upon its police officers with a sense of security and confidence, knowing that each officer has been certified by their POST agency.

As the community changes, either due to global or local alteration, the POST is responsible for ensuring the required characteristics for new members of its police force are adjusted accordingly. This goes for the training requirements as well. Changes were slow when the 20th century began. Now, five years into the new millennium, changes come quickly. POSTs are obliged to keep up. The local communities are counting on it. ♦

¹ International Association of Directors of Law Enforcement Standards and Training, *IADLEST Reciprocity Handbook*, August 22, 2005, www.iadlest.org.

² The consideration of prior drug use as an assessment of character does not conflict with the protections of the Americans with Disabilities Act. Character is not an evaluation of the addictive properties or physiological effects of controlled dangerous substances, but of the underlying judgments and decisions of the officer-applicant to participate in criminal activity, albeit self-admitted.

So many drug labs, so little time...



MSA POLICE LINE

MSA POLICE LINE

MSA POLICE LINE

MSA POLICE LINE



Take time to protect YOURSELF with MSA's Police Line:

- MSA **BlackHawk**® Tactical Air Mask
- MSA **Millennium**® CBRN Gas Mask
- MSA **Ultra Elite**® CBRN Gas Mask
- MSA **Sirius**® **Multigas Detector** with ammonia and phosphine sensors
- MSA **ACH Ballistic Helmet** with integrated **MICH**™ **Communication System**
- MSA **Rescue Equipment**



Ask for MSA technical support, fit testing, information, and training.

Circle no. 33 on Reader Response Card

Protecting the Protectors
Since 1914.

MSA POLICE LINE

1-888-MSA-0018
MSAnet.com

Managing Municipal Police Training Programs with Limited Resources

By Elsie Scott, Ph.D., Co-chair, IACP Education and Training Committee; Former Training Director, New York City and Detroit Police Departments; and Executive Director of the District of Columbia Police Training and Standards Board, Washington, D.C.

Editor's Note: Dr. Elsie Scott is the guest editor of the education section of this month's issue. Dr. Scott is vice chair of the IACP Education and Training Committee. She has served as the training director of the New York City and Detroit police departments. She has also been the executive director of the District of Columbia Police Training and Standards Board and a commissioner for the Michigan Commission on Law Enforcement Training and Standards. She has also worked for the U.S. Transportation Security Administration in the Department of Homeland Security.

The training function is a critical and significant function of any agency that is concerned about quality, productivity, liability, and morale. A number of benefits can result from a quality police training program: increased productivity, greater commitment from personnel, reduction in lawsuits, more efficient use of resources, and better delivery of services. Inadequate training can have a negative impact on delivery of services, officer safety, police resources, and the ability of police executives to lead their agencies.

According to a Bureau of Justice Statistics study of police academies conducted in 2002, there were 103 city or municipal police training academies.¹ Although these academies make up a minority of the 626 academies in the United States, the officers graduating from these academies tend to capture the most media attention because they tend to serve in larger metropolitan areas where there are more media outlets and there is no shortage of lawyers willing to sue the department for an alleged infraction.

This article discusses critical issues related to managing large municipal police training programs. The primary audiences for the information contained herein are police executives and managers in agencies that have their own police academies and directors of municipal training programs. Even though the focus is on managing municipal training programs, many of the concerns discussed are relevant to state, county, and university agencies that run training academies.

Resources to Maintain a Quality Training Program

The costs associated with operating a quality training program are increasing at a time when city police budgets are shrinking. Police departments across the country are experiencing tight budgets due to reduced city budgets and reductions in federal government grant programs. The everyday demands of big-city policing often constrain limited resources, and when cost cutting is required, training suffers. A large number of police agencies contract out their training to state, county, and university academies. Contracting out training reduces costs because fewer dollars are spent per recruit. County, regional, and state academies spend about \$11,200 per trainee, and college, university, or technical school academies spend about \$4,600 per trainee. On the other hand, city or municipal academies reportedly spend about \$36,200 per trainee.² Another way some agencies are reducing initial training costs is requiring recruits to be certified before being hired by the agency.

Even though measures such as requiring officers to be precertified may reduce costs, these measures are usually not options for large municipal agencies. There are a number of reasons why large agencies administer their own academies and manage their training internally. Local governments have specific regulations that have to be taught, and these regulations, as well as agency-specific policies, would have to be taught after recruits graduate from a contractor academy. Other academies may not have the space to accommodate the sheer numbers that need to be trained, and cities may have to adjust their hiring to fit the contractor academies' training schedules. A major reason why agencies operate their own academies is to instill and reinforce the organization's culture into the new employees. This opportunity would be lost if recruit training is contracted to external agents. Requiring recruits to be precertified could possibly negatively affect the recruitment goals, especially minority recruitment goals, of large agencies. Many potential recruits would not or could not afford to join a police department if they are required to make such an initial financial investment.

Because few, if any, big cities are considering closing their academies, they must find a way to run quality programs with limited budgets. These are some of the questions that agency executives must answer in relationship to training: How can an agency provide adequate training with a limited training budget? What outside resources are available to support training programs? Will good training reduce agency liability costs? How can training programs be managed more efficiently?

The funds to train new police recruits often are obtained from the agency's state standards and training commission³ but similar funds may not be available for in-service training. The costs of providing every officer with at least 40 hours of in-service training may seem very large to a police manager. Agencies have to bear not only the direct costs such as classrooms, instructors, and training materials but also the cost of releasing in-service personnel from their regular assignments and replacing them while they are in training. Nevertheless, agencies cannot afford not to invest in training.

Approaches to Finding Resources for Training Programs

There are several approaches to providing the resources needed to conduct in-service training that assist in reducing the financial burden to the department.

Internal Expertise: The first step in finding resources is to look internally to identify existing resources. Agencies should take advantage of the training expertise they

have in their departments. Large agencies often have a lot of talent that is not being used to its maximum. Agencies should survey their officers to identify those with skills that can enhance the training program. Not all trainers have to be assigned to full time training duties. They can be assigned out as needed, or they can be allowed to train for overtime pay if this would be cheaper than hiring additional instructors. Subject matter experts who do not have training backgrounds can be sent to instructor certification courses and added as adjunct trainers.

State POST Funds: Some state POST commissions have allocated financial assistance for in-service training and specialized training programs. Police departments should take full advantage of all the assistance allocated and participate actively in their state POST, ensuring that the agency receives its fair share of the training budget. Additionally, applications should be made for training grants that may be available from the state. To ensure continued state funding for police training, police executives should actively support funding for state POST commissions.

Corporate and University Resources: Agencies should take advantage of local business and university resources to augment the police budget. Police executives should seek out executives of local and national corporations located in their jurisdictions and speak with them about assisting the department with its training program. Police foundations have successfully solicited corporate contributions for projects that cannot be funded through regular police budgets. Some police executives have been pleasantly surprised at the amount of support emanating from that the business community. Corporations have offered classroom space and have offered training for police supervisors, managers, and executives when they had space in their employees' classes. Corporations have loaned instructors to teach courses such as communication skills, management principles, and leadership skills.

Similarly, mutually beneficial partnerships can be forged with local universities. Like corporations, they sometimes have space and instructors available at little or no cost. Many college professors are happy to work with the departments, and experience has shown that their fees are often significantly lower than the rates of professional training consultants. Remember, the subjects do not need to be policing but instead can include such programs as corporate risk analysis, budgeting, communications, management, supervision, and many of the forensic science subjects.



New Ways Of Thinking To Solve Old Problems.™

**BLSS™ Kit
(Ballistic Liner & Suspension™ System)**

- **Safer** — Dramatically Reduces Shock Loads
- **Always Stable** — Even With Mounted Equipment
- **Pain-Free**

For PASGT, RBR and Other Helmets



Painless • Safer • Quieter



- Aviation Headset and Helmet Upgrades
- Custom and Portable Seat Cushion Systems for Aircraft and Land Vehicles
- ShockBlockers™ Insole Inserts

800-888-6910 • www.OregonAero.com

VISA or MasterCard accepted. We welcome U.S. Government IMPAC cards.

Circle no. 39 on Reader Response Card

ARCHITECTURE



- Needs Assessment
- Site Evaluation & Planning
- Building Design
- Green Architecture
- Technology Integration

PSA Dewberry

email: droberts@dewberry.com
309.282.8189

Jack Evans Police Headquarters
Dallas, Texas
352,000 square feet

Boston • Chicago • Dallas • Fairfax • Naperville • Peoria • Tulsa

Circle no. 40 on Reader Response Card

Transferability

This discussion focuses on municipal training programs, but the concerns are relevant to all academies and departments regardless of size.

Use of Technology: Agencies should explore the possibilities of reducing training costs through increased use of technology. Police agencies have been slow to explore the use of e-learning methods for police training out of concern for the costs involved and fear that the essence of training may be lost without a classroom setting. Once the initial outlay for hardware has been made, the administration of on-line and distance learning can be cost effective ways of implementing training in a large agency. E-learning may not be appropriate for all training or even most training programs, but certain courses can be easily adapted to e-learning methods.

Available technology can record the time an officer spends online, maintain training records, stream in videos, allow for testing, and offer simulated training exercises. Online courses can help to ease strain on patrol operations by allowing officers to take courses at varied times. An officer can be brought in for training while other officers cover his or her sector for the hour he or she is participating in training. Courses broadcast by satellite can allow officers in locations throughout the city to participate in training without the costs of travel time from assigned site to a training facility that could be in another area of the city. Additionally, the cost of producing and distributing videotapes to the various police precincts and districts can be eliminated by offering the training video through the department's intranet system. There is not space in this article to fully discuss all the ways that technology can be used in training, but executives and managers are encouraged to invite vendors to the agency to exhibit their products. Many corporations will donate software and hardware to a large agency just to get into the market. Just know that the objective is to solicit business from other agencies by showing that an agency is using their product.

Training on All Shifts: Training should not be viewed as a day-shift operation. Offering in-service training during at least two patrol shifts will allow officers to take training during their assigned shifts. In some departments, union concessions do not allow managers to change an officer's schedule without advance notice of as much as 30 days. Training officers on their assigned shifts could help eliminate potential union problems. Training on the evening shift will allow the use of adjunct instructors who work day jobs. Less space is needed because the facility used during the day shift could also be used during the evening shift.

Risk Management and Liability

Good risk management involves keeping the knowledge and skills of the

department's personnel current. Police agencies have been slow to embrace risk management. Too many wait to be sued or to be threatened with other court action before instituting preventive measures to reduce agency risk. It is not enough to provide drivers training, defensive tactics training, and firearms training to recruits. In-service personnel must receive annual or periodic refresher training on these and other topics such as sexual harassment. The training director must see him or herself as a risk manager for the department.

The training director should meet regularly with the agency's risk manager (if one is assigned) and with legal staff to review areas of agency liability. The outcomes of these meetings should be used to develop training program to reduce agency liability. For example, if the agency is incurring unreasonable liability around damaged or destroyed vehicles, additional drivers training may be initiated.

Every police executive should be knowledgeable with regard to the major areas of liability for his or her agency. Most executives are aware of liability issues related to use of force, especially the use of firearms. Media stories on police shootings and related lawsuits and settlements underscore this liability. Citizen groups appear at public hearings to complain about police shootings and the costs to the city both in terms of human and financial capital.

Despite the potential liability of firearms misuse, some agencies do not enforce firearm re-qualification requirements. In one large police agency, only about half of its police officers were reporting to the range for re-qualification as required by agency policy. An agency executive has not satisfied his or her responsibility by merely issuing a policy. Measures must be in place to enforce the policy and to discipline those who violate the policy. The training director should be required to submit periodic reports concerning re-qualification.

The challenges of urban policing require more than target proficiency. A suspect is seldom, if ever, a stationary target. In-service training on firearms must include realistic targets, judgment and decision-making training. Officers must know not only know how to shoot but when to shoot.

Besides firearms liability issues, there are other liability issues that have training implications such as vehicular collisions, false arrest, wrongful death due to factors besides firearms usage, out-of-policy police pursuits, illegal searches and seizures, sexual harassment, discrimination, negligent hiring, and improper or inadequate training. Divisions of the agency responsible for maintaining databases on these issues should be required to pass along data



PASADENA CITY COLLEGE
A CELEBRATION OF LEARNING
FOR THE 21ST CENTURY

**DIRECTOR,
COLLEGE SAFETY SERVICES**

Pasadena City College has an immediate opening for a Director, College Safety Services that serves as Chief of Police for a POST certified department. Under general administrative direction of the Vice President for Administrative Services, plans, organizes, directs and supervises all Security, Safety and Parking personnel. Protect the safety and maintain the security of all individuals, buildings, equipment and interact with campus personnel to create a positive learning environment.

Requirements include any combination equivalent to a Bachelor's degree in police science, law, criminology, or related field and five years of increasingly responsible law enforcement or public safety experience, including two years in a supervisory capacity. Must possess a POST Supervisory certificate. \$5630 - \$7186/month (2004-2005), plus District-paid medical, dental and vision insurance.

For Job Announcement and required District application, go to: www.pasadena.edu or call: 626.585.7257

Equal Opportunity Employer

to the training director. The director should be required to report on training program revisions needed to address these concerns. The revisions could be individualized training program plans for persons with accumulated or egregious offenses or agency-wide training programs to address issues that are universal throughout the department.

Another area of liability that is often overlooked during in-service training is related to off-duty actions. Officers are trained on the rules relating to off-duty behavior during recruit training, but they are seldom refreshed after that. A quick review of disciplinary records in any department will show that a large number of the infractions are committed off duty. A more in-depth review may reveal areas of necessary training.

Training must be provided on the appropriate use of equipment such as Tasers, batons, pepper spray, canine units, and video equipment. The training must be more expansive than simply how to use the equipment. Like firearms training, it must include training on the circumstances under which the equipment should be used. Inappropriate use of dogs or any department equipment can result in liability for the department.

Smart Management

The purpose of training is to meet the needs of the departments. In order to accomplish this goal the management of the entire process must be carefully established and validated. It will take planning, research, internal and external assets to manage today's police training needs.

Planning and Research: Training academies should not be placed on automatic pilot and expected to produce quality officers and keep veteran personnel proficient without planning and research. New courses should not solely be the product of a crisis. Strategic planning and research should be institutionalized and made a part of an agency's standard operating procedures. Needs assessment surveys should be conducted periodically with everyone in the agency being invited to participate. If the survey results are implemented, more personnel will participate and the training division is more likely to get buy-in for the training programs.

Internal Management: Staff development seminars with training and nontraining staff in attendance can help upgrade the skills of the training staff. Officers assigned to training should periodically be assigned out to patrol functions to get a more realistic view of current issues and challenges confronting street officers. A department-wide training committee composed of persons representing the major divisions of the agency and the various ranks within the agency should set the training agenda for in-service training. The training director should take the leadership in identifying areas of training needs and deficiencies, but the selection of the courses offered should have input from persons outside the training division.

External Support: Training staff should be encouraged to participate in national training conferences and professional organizations. Professional conferences offer an opportunity to network with their counterparts from other agencies and to view new products from the vendors exhibiting at the conferences. Staff should be encouraged to read professional publications to learn about new research and innovations. Review programs successfully executed in other agencies for possible implementation, duplication, or modification. ♦


¹U.S. Department of Justice, Bureau of Justice Statistics, *State and Local Law Enforcement Training Academies, 2002* (Washington, D.C.: 2005): iii, 2.

²U.S. Department of Justice, Bureau of Justice Statistics, *State and Local Law Enforcement Training Academies, 2002*, 5.

³Every state has a form of a peace officer standards and training (POST) commission. Information about them is available on the Web site of the International Association of Directors of Law Enforcement Standards and Training (IADLEST) at www.iadlest.org.

Circle no. 48 on Reader Response Card

Distance Learning: Is It the Answer to Your Department's Training Needs



*By Susan Reisweg, President,
eTraining Services Inc.,
Zionsville, Indiana*

Training is vital to the success of individual police officers and their departments. The better trained the officers, the more successful the department. Every department has certain training mandates that must be met yearly. But to be successful most often it is necessary to go beyond the minimum requirements and provide training in various fields. How can the training be accomplished effectively and economically? Often, there is little time in the schedule to pull officers off the street or away from investigations for additional training sessions, let alone send them away for the training program. Budget constraints are always a major concern.

Technology has developed new tools and delivery systems that make training

more easily available. Distance learning is a technology being used in many environments. Could the distance learning option be a viable option for a police department? There is no easy answer to this question because every department has different needs and resources. To help the chief make this decision, this article provides information about distance learning concepts and provides questions chief executives should ask.

How to Begin

Although quality training is no longer limited to a classroom setting or books and handouts and distance learning is a valid option consideration by most orga-

nizations, deciding which distance learning option is right for the department and officers is not all that easy. Now there are six different distance learning techniques available. There are three important questions to consider when evaluating any distance learning options:

- What are the training needs of the department?
- What tools and capabilities are available?
- Who needs the training?

Training Needs: The objective is to determine what minimum training needs are not being met and what additional training would be desirable. Once the

type of training is identified, then it is necessary to consider if the training is suitable through a distance learning program.

Properly designed distance learning programs can teach, for the most part, non-physical skill techniques. On the whole, if it can be taught in a classroom, it can be taught by distance learning programs.

Without question there are certain training activities can only occur in a specialized class or by practical exercise. Sometimes this specialized training is only available a few times a year at a few locations. If that is the case, then distance learning courses are probably not available; however, in some instances distance learning materials may exist that will help prepare the officer for the specialized training to ensure the most benefit is derived.

Availability: Does the department have access to trainers on staff or by contract? Lacking regular access to trainers increases the value of distance learning as an option. Does the department have, or can it obtain, the necessary equipment and programs for distance learning sessions? At the least the department will need to provide a study area and a computer with high-speed Internet access.

Who Needs the Training: The next step is determining who in the department needs the training. For most part, the police department training is invested in line operational personnel who tend to be younger than the supervisory and command staff. Typically, younger people are more comfortable using computers for training sessions. They spent their lives with technology, and their first choice for information is often computers and the Internet. Regardless of age, judge the merits of distance learning technology based on the preferences of those who need the training: would they prefer to listen to a lecture, read a book, or use a computer? Most importantly, it must be determined that the desirable skills are transferable through a distance learning program.

Training younger officers can be a challenge. They do not learn the same way people did just a decade ago. They do not spend their time or look up information in the same way. Young people want the access and answers now and they want to be actively involved in the process.

They enjoy sports video games that allow them to control the players, manage the team, and call the plays. If a basketball player in real life doesn't pass the ball enough, the game-player can improve his game by changing the electronic player tactics. The video game, the computer, and the Internet have empowered this age group. They tend to be bored if they have to read about techniques and case studies. Today, training is all about interacting with information and people using technology.

What Is Distance Learning?

Distance learning is a method of training that does not require people to be physically present in the same room as the instructor. People may use written materials such as books and workbooks or videos, audiotapes, and CD-ROMs or courses on the Internet to learn. Contact with the instructor in some way is important. Grading of papers and tests can be done by stamped mail, fax, e-mail, the Internet, or videoconferencing over broadband network connections. Distance learning falls into five main categories:

Course on CD-ROM: A course delivered on a CD requires an officer to have the CD and a computer with a CD-ROM drive. Only one officer can use a CD at a time. The course may be customized and use complex graphics because there is no real download time (see the Quick Reference sidebar for a definition of the term). Some type of software may be needed. An educational downside is that there is no good way to ask questions, provide feedback, or check progress.

Home Study or Correspondence Course: With correspondence courses the officer can control the study time and progress; there is no instructor present when the officer uses printed materials or a CD-ROM. A test given at a designated facility is often required upon completion of the correspondence course study material. There is little interaction with the instructor. Records are based on tests and papers submitted to the instructor for grading.

Internet or Online Training: Web-based courses are available for users whose computers have Internet access. Interactive elements and customized sections can be incorporated in a course. The officer may control study time or the course may be available only at specific times. Records may be kept automatically by the system presenting the course online.

Video: A course can be recorded on a videotape or DVD. This type of course may require attendance at a designated meeting place for a supervised presentation. The proctor may answer questions after the video. One or more officers are trained at the same time. The proctor records attendance and any test results.

Webinar: This is a seminar, workshop, or lecture similar to a classroom presentation presented over the Internet. It may allow for live information exchange and a question-and-answer session. It may feel familiar to the users because it transmits a live classroom-style presentation, it just happens to be over the Internet.

One practical side of distance learning that uses computer technology is location, and location creates flexibility. Training is not limited to a classroom that may be downstairs or across the country.

ONLINE TRAINING

REPORT WRITING

FOR

INCREASED CONVICTIONS

This POST approved 8-hour online training course will help your officers write clear, concise reports — reports that will meet legal requirements and increase your chances of conviction.

TOPICS

- Everyday Language
- Writing Tips
- Organization
- Facts & Details
- Legal Requirements
- Writing the DUI/DWI Report
- Writing the Domestic Violence Report

PACKAGE INCLUDES:

- 138-page workbook
- CD-ROM w/crime scene scenarios
- Website Password

More than 6000 officers & recruits have completed the course

Training as low as **\$19** per Officer

Law Enforcement Resource Center



1.800.279.8284
www.lerc.com

Circle no. 26 on Reader Response Card

An officer can take a course at a desk in the department during a designated part of a shift, or at home on their own time, or in an assigned area as long as a computer and Internet access are available.

Security is also an important consideration. Law enforcement uses sensitive information and techniques that should not be available to the public. When using commercially available training offered on the Internet, be sure to ask about security and access. A system should require a user name and password to access any courses or materials. If an officer or department pays for a course online, the

credit card information should be secure as well. If an officer has to type in personal identity information for registration, the system should have good security to protect the information.

E-learning: A Growing Trend

There is a growing trend called e-learning, or training online. It is fast becoming the standard for distance learning. So it is important to look at the benefits and pitfalls of this method in detail.

Advantages of Training Online: Online training has several important advantages that serve several policing needs in-

cluding documentation of the training, a testing component to establish successful completion of the training, retention of information, and cost effectiveness.

- **Tracking:** Timing and login systems can track who is doing the training as well as the officer's progress through a course.
- **Control:** An officer can take an Internet course anytime, anywhere, and he or she can control the pace of the training. This control empowers the individual, sharpens concentration, and increases the effectiveness of a course.
- **Consistency:** The course content is always the same. It does not depend on the health or ability of the presenter. It is quick and easy to update ensuring that training is contemporary.
- **Positive Learning Environment:** An officer makes the decision about when and where to do the training without the affecting factors found in a live classroom setting such as room temperature, hard chairs, long hours, difficult-to-read slides or worries about personal schedules and deadlines.
- **Interactivity:** Studies show that an individual learns and retains more information when involved in the learning process, as opposed to sitting and passively listening to a presenter. (Types of interactivity are listed further on in this article).
- **Up-to-Date:** The information can be updated with ease, enabling an officer to keep current about changes in the law or procedures.
- **Immediate Training:** A new officer or an officer with a new assignment can be trained quickly without the handicap of waiting for a scheduled classroom training session meeting.
- **Cost-Savings:** An officer can stay in the jurisdiction and avoid travel expenses. While there may be fees associated with the e-learning program, it is usually less than the registration fees for classroom sessions and does not involve travel time and associated expenses.
- **In-Service Credit:** An e-learning course has the elements for training certification including a student tracking system, course content for evaluation and testing procedure to assess the learning accomplished. If the proper authority approves the course, an officer can receive required in-service credit.

Pitfalls of Training Online: E-learning is not without its pitfalls; rather, it is a learning tool that can serve a department in certain situations.

International Association of Chiefs of Police

for Newer Police Chiefs of Smaller Agencies

MENTORING PROJECT

Providing newer police executives with leadership development and policy guidance as they begin their tenure by matching them with seasoned chiefs from similar sized agencies and through resources.

Resources | Networking | Referrals | On-Site Support

For more information contact:
 Kristine Saltarelli, Project Coordinator
 mentoring@theiacp.org or 800-THE-IACP, ext. 338

in partnership with
BJA Bureau of Justice Assistance
 Office of Justice Programs U.S. Department of Justice

Visit us at:
www.theiacp.org/research/RCDChiefMentoring.html

- **Content Quality:** Accreditation of the online training courses is an important consideration. Carefully evaluate the material and make sure it meets the training standard set by the state's peace officer standards and training commission. The Internet has empowered anyone to design a training program and offer it to departments. Content of e-learning programs must be valid and reliable.
- **Video and Audio Production Quality:** The proliferation of video recorders and digital cameras has also bought about widespread amateur production of educational material. While well meaning, these unskilled productions can be distracting in an educational environment when the quality is unprofessional. Simply setting a camera up in the back of a room to record a live session does not meet today's sophisticated viewers' expectations of a well-produced presentation.
- **Networking:** Perhaps the greatest drawback to e-learning is that an officer works directly and individually with an online course so there is no opportunity for personal interaction with other officers. The exchange of information, experiences, and problem solving has been hallmark of intra-agency training.
- **Download Time:** Students become impatient if the transfer of information (the lesson) is not fast. It is essential that the computer equipment and the Internet connection be high speed and have the capacity to handle a large volume of data and graphics. Fast Internet connections now are DSL and cable lines. The dial-up line is slow and will limit the type of information accessed.
- **Contact with Instructor:** If an officer has a question, an e-mail or instant message system is needed. This interaction with the instructor may not be immediate as the officer may be studying on the midnight shift or weekends.

The most important factor is that an online training system must fit the department's needs. A well-designed system can provide officers and the department training supervisor the ability to do many things, but too much capability can destroy a training program. If a system claims to do everything, look at the way it will fit the needs and operation of the department.

For example, the capacity to exchange e-mail or to post messages with other students can be beneficial, but if someone has to slog through 200 e-mails to glean some nuggets of information, it may be a waste of time and discouraging to the student. If

the instructor uses a bulletin board to answer questions, an officer could spend many minutes searching for a response to just their question. If the instructor answers "Yes, Jerry, you have the right idea!" students will have to spend more time looking for Jerry's right idea.

Interactivity

Courses presented online often use different types of interactivity that can bring the training alive. Here are some samples that have proven effective:

- **Fast Facts:** Fast facts are links to information relevant to the course material

but may interrupt the content flow. It can be a definition of a word, an audio clip, a video clip, or a pertinent quotation.

- **Case Studies:** The best way to learn something is to do it yourself. Role-playing and breakout sessions are popular and effective teaching methods. In an interactive case study, a person can try things, make mistakes, and take time to consider the options of what to do next. This exercise allows an officer to work through a situation such as "You Take the Case." An officer can decide how to handle the case based on available information at certain stages, and then see what the actual investigating officer did and why.



No witness. No suspect. No problem.

This is the power of DNA. Solving more crimes and taking more criminals off the streets. Even when there's no witness or suspect. Through the analysis of DNA, Orchid Cellmark has assisted thousands of law enforcement agencies to reduce overall investigation costs and solve a higher percentage of crimes. Orchid Cellmark now offers three crime-solving programs - Cold Case:DNA, Biotracks:DNA and Rape Kit:DNA - to help solve cold cases, property crimes and sexual assault cases more quickly and reduce future crime. For a detailed brochure, contact us at 1-800-DNA-TEST or visit us online at orchidcellmark.com.

FORENSIC:ID
 ORCHID CELLMARK
 EXPERIENCE THE POWER OF DNA

Circle no. 38 on Reader Response Card

GSG 9

Introducing
the
original



**30 % Introductory
Discount
on \$ 275 list price**

Special offer valid thru November 15th, 2005 postage date!
Limited to one pair of boots per original ad!



To take advantage of this offer, mail this ad to:

HAIX® North America INC.
157 Venture Court · Suite 11 · Lexington · KY 40511

Sorry, no faxes or photocopies will be accepted.

Quick Reference: Distance Learning Terms Including Advantages and Pitfalls

Chat Room: real-time communication between any number of users usually using text; similar to instant messaging, but everyone can see every comment posted

Advantage: officers can network, discuss information, and share experience

Pitfall: discussion can wander to unrelated topics, become unprofessional, or ramble

Download Time: the time it takes to transfer information from the Internet to the computer

Advantage: a fast Internet connection like DSL or cable will transfer information quickly and give you access to large files, complicated graphics and capabilities

Pitfall: a slow connection like dial-up will limit the types of information that can be accessed and may raise user's impatience and frustration levels

E-mail: a method of sending and receiving messages over the Internet

Advantage: officer can send a question or comment any-time

Pitfall: response is not always immediate and the number of messages can be overwhelming

Games (Edutainment): simulations used by the military and others to help people understand situations; some simulations are graphics-intensive, others use only word descriptions

Advantage: as with role-playing, officers can experience a situation, test responses and get immediate feedback

Pitfall: simulations can be expensive, and may require special equipment

Instant Messaging (IM): real-time text communication between an instructor and officer over the Internet

Advantage: officers communicate directly with the instructor or add a question to the Q&A session as they do during a live class without leaving the jurisdiction

Pitfall: live sessions are offered only at specific times

Interactive Online Course System: a training system that works completely on the Internet; usually offers a way for officers to buy, take a course, take a test with immediate scoring, do an evaluation, and print out a certificate of completion on the Internet

Advantage: access to a complete training experience any-time fits an individual officer's schedule, and training records created automatically and stored for supervisor review

Pitfall: not a live classroom situation and there is no direct supervision unless there is a proctor for the training session

Quick Reference:
Distance Learning Terms
Including Advantages and Pitfalls
(Continued)

Interactivity: active involvement with course material by the officer

Advantage: a person can manipulate the material to meet individual learning needs and be directly involved in the process to raise interest and effectiveness

Pitfall: download time may be longer than plain information pages, and the cost of interactive programs may be higher

Message Board (or E-mail): a list of comments and questions from a group of people on the Internet, and all participants see the whole list

Advantage: officers can ask questions and make comments as the thoughts occur to them

Pitfall: people may face dozens or hundreds of messages to find important points if comments are no more sophisticated than "Good idea!" or "I don't agree"

Pages of Information: basic pages of information written in HTML, a technical language of the Internet

Advantage: printed information is accessible anytime from any computer with Internet access

Pitfall: allows for no action or involvement on the part of the officer

Webcast or Netcast (Web-based broadcast): a video or audio one-way transmission, live or recorded, using the Internet

Advantage: similar to a live classroom experience

Pitfall: does not usually allow for interaction between the instructor and officers

Web-Hosted Program or Service: capability available only through an Internet connection

Advantage: a program does not live on your computer or network; no one in the department needs to learn or maintain the program; upgrades are often automatic

Pitfall: your department does not own the program, although all user records and data for your department do; additional or specialized hardware or software is needed to use the program

Webinar (Web-Based Seminar): a seminar or panel discussion presented over the Internet that can be recorded

Advantage: it can reach a large audience with a live presentation and offers all the benefits of an instructor-led class without officers leaving a jurisdiction or incurring travel expenses

Pitfall: poor quality production or a slow download can interfere with the training process



HAIX® North America INC.

157 Venture Court · Suite 11 · Lexington · KY 40511
Toll free 866 - 344 - HAIX (4249) · Fax 859 - 281 - 0113

Circle no. 20 on Reader Response Card

Untether your two-way radio.

FreeMotion™ 200

Durable design.
Comfortable.
Voice-operated.



FreeMotion™ 100

Lightweight.
Slips on quickly.
Push-talk or voice-op.



FreeMic™ 200

Compact size.
Loud & clear voice.
Rugged design.



FreeRange™ 200

Impact-resistant.
Voice-operated.
Noise-canceling.



Wireless accessories for two-way radios.

Near-field magnetic technology supports all FreeLinc two-way radio accessories—providing superior reliability, security & battery life over typical RF-based wireless.



Circle no. 16 on Reader Response Card

- **How-To Experiences:** This exercise takes a person through the different steps of a procedure or process. It is a step-by-step instructional “booklet” within a course. The officer controls the progress. An officer can learn the approaches, lines of questioning, and legal requirements for specific situations as recommended by the experts. A printed version can give the officer a reference for specific types of future investigations.
- **Interactive Review:** A content review can reinforce the material like a quiz. It is also an opportunity for a self-test to prepare for an examination or real-life situation.
- **Practice Exercise:** People learn by doing, especially in a safe environment. This exercise works for multiple-choice questions, such as which law applies, so an officer is actively involved in the learning process. A practice exercise is flexible: it may contain only one problem or an entire practice test.
- **Read Aloud:** For those who would rather skim the printed material as someone narrates, a course can be read aloud if desired, when an audio track is activated. Read-aloud can be recorded in any language.

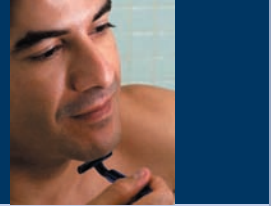
Putting Distance Learning to Work

A department should established realistic expectations for a distance learning program and distance learning should not be the only training method available to officers. Distance learning sessions can easily augment and enhance a training program but certain subjects require hands-on training or require a live-instructor environment. A good way to determine if a distance learning program will work is by answering the following questions:

A “yes” to six or more of these questions means distance learning an option for the de-

- | | | |
|--|---------------------------|--------------------------|
| 1 Does your jurisdiction cover a large area or is it difficult to bring everyone in for one training session? | <input type="radio"/> Yes | <input type="radio"/> No |
| 2 Is it difficult to fill in for officers who are in a training session? | <input type="radio"/> Yes | <input type="radio"/> No |
| 3 Are in-house training trainers and supervisors unavailable? | <input type="radio"/> Yes | <input type="radio"/> No |
| 4 Does the department have appropriate high speed Internet access? | <input type="radio"/> Yes | <input type="radio"/> No |
| 5 Can officers do training online at home? | <input type="radio"/> Yes | <input type="radio"/> No |
| 6 Is the budget for outside training and travel strained? | <input type="radio"/> Yes | <input type="radio"/> No |
| 7 Do officers learn when they are actively involved with the material presented and must apply it in simulated situations? | <input type="radio"/> Yes | <input type="radio"/> No |
| 8 Do officers need updated information quickly? | <input type="radio"/> Yes | <input type="radio"/> No |
| 9 Does the department need an accurate record of training for each officer? | <input type="radio"/> Yes | <input type="radio"/> No |
| 10 Do officers have to fulfill an in-service requirement? | <input type="radio"/> Yes | <input type="radio"/> No |

TO SOOTHE AND PROTECT.



Let us soothe and protect your skin, as you protect and serve our communities. Moore Unique™ Razor Rash Relief soothes your skin, prevents razor burn, and treats razor bumps. Moore Unique™ Hydroglide hydrates the skin for greater shaving comfort and protection against cuts and nicks. Our patented shaving products, developed by dermatologist Dr. Milton D. Moore, have been endorsed by the Houston Police Department and are used by U.S. Military personnel worldwide. For a free sample, contact us at **(800) 745-9422**, or go to **www.mooreunique.com/policechief**.

- 1 Does your jurisdiction cover a large area or is it difficult to bring everyone in for one training session? Yes No
- 2 Is it difficult to fill in for officers who are in a training session? Yes No
- 3 Are in-house training trainers and supervisors unavailable? Yes No
- 4 Does the department have appropriate high speed Internet access? Yes No
- 5 Can officers do training online at home? Yes No
- 6 Is the budget for outside training and travel strained? Yes No
- 7 Do officers learn when they are actively involved with the material presented and must apply it in simulated situations? Yes No
- 8 Do officers need updated information quickly? Yes No
- 9 Does the department need an accurate record of training for each officer? Yes No
- 10 Do officers have to fulfill an in-service requirement? Yes No

partment's training program and it should be given careful consideration for augmenting the current training effort.

Selecting the Program Providers

There are many organizations, including highly regarded colleges and universities, providing distance learning programs today. The local department can use the following questions to assess the ability of each program to meet its needs.

- Does program provider allow for access to the instructor by e-mail, message board, or other methods?
- How will the record keeping for the program be handled? Does the training system have an automatic record keeping system or does the department need to have someone on staff to handle the records?
- What software is currently available? Does a distance learning method require additional equipment or software and does the cost fit into the department's budget?
- Is technical support available from the provider? Is there anyone who could help answer questions about the training system?
- Does the department require testing as a component of training? If so, how is it handled? Does the distance learning provider include appropriate testing with the system?
- Do the officers to receive a certificate for completed courses?
- Is the course approved for in-service credit by the state training commission or some other accreditation body?
- How are the training sessions recorded and verified?
- Is there a substantial investment in time, product, and cost of personnel to set up the system for use by the officers? While some start-up costs and time expenditure is to be expected, if it is overwhelming then the return on the investment may be questioned.

It is recommended that before investing completely into a system a trial run or test of the distance learning package be undertaken prior to bringing it into the department. This test will also establish the department's comfort level with the program as well as determining the level of effectiveness for the department's training effort.

Law enforcement faces an avalanche of information that officers need. Distance learning can help manage time, training, and information. Experience has shown it can save the department money and keep officers current on rule and law changes as well as effective investigation and interrogation techniques. Properly planned as a part of the training effort, distance learning's flexibility can benefit the officers and the communities they serve. ♦



November 2005 Training Catalog

7-8 Excellence in the FTO Program
Tuition: IACP Member \$285, Nonmember \$385
Location: Biloxi, MS

7-8 Leadership and Quality Policing
Tuition: IACP Member \$385, Nonmember \$385
Location: Rapid City, SD

7-9 Criminal Investigation Techniques I
Tuition: IACP Member \$360, Nonmember \$460
Location: Grays Lake, IL

7-9 Contemporary Patrol Administration
Tuition: IACP Member \$360, Nonmember \$460
Location: Melbourne, FL

14-15 Documenting Use of Force
Tuition: IACP Member \$300, Nonmember \$400
Location: Greenwood, ID

14-16 Crisis Negotiations
Tuition: IACP Member \$360, Nonmember \$460
Location: Page, AZ

16-18 Police Law and Legal Issues: What Every Police Manager Needs to Know About Law
Tuition: IACP Member \$360, Nonmember \$460
Location: Allen, TX

New Courses for 2006 CALL 1-800-843-4227, ext 234 if you want this delivered to your area.

TBD Early Warning Systems: Training for Supervisors and Managers
Member Price: \$285.00, Nonmember Price: \$385.00

This course will investigate the definitions, purposes, and components of Early Warning or Early Identification and Intervention Systems (EIIS). The curriculum includes a systematic review of the processes by which agencies identify, intervene, and follow-up with officers who exhibit problematic behavior. There is a discussion of the information necessary to develop a system that includes measures of officer performance and supervisory and managerial actions. Systemic organizational issues and problems as well as methods to evaluate the effectiveness of an EIIS are also discussed. Students will have an opportunity to develop a strategy for developing and implementing an EIIS or a performance management system in their departments.

TBD Police – Media Relations Training For Mutual Effectiveness
Member Price: \$175.00, Nonmember Price: \$225.00

This one-day program is tailored specifically to meet the needs of law enforcement commanders and supervisors (not just PIOs) who have occasional contacts with the media, especially in their roles as on-scene incident commanders and shift supervisors from whom reporters will seek information. The program is designed to give students an introduction to the world of the news media, as well as basic practical skills and techniques for handling a variety of media contacts. In this class you will gain insights into the culture of the news media: Who they are, what they do, why they do it, and how you can control them before they do it to you. You will learn real-world practical skills and techniques that will dramatically increase your effectiveness in dealing with reporters. Numerous video clips make the class informative and entertaining.

TBD Pre-Employment Background Investigations
Member Price: \$285.00, Nonmember Price: \$385.00

This program is designed for individuals who are inexperienced in performing background investigations or the veteran seeking to brush up on the latest techniques in conducting quality pre-employment background investigations. The seminar will focus on conducting pre-employment background investigations within law enforcement, security, corrections or government organizations. Past behavior is a tremendous indicator of future performance. The course will focus on the importance of conducting thorough and legally defensible character investigations. Topics will focus upon: (1) Federal and State laws applicable to background investigations; (2) Conducting legal interviews and obtaining the truth from deceptive applicants; (3) Developing resources to obtain information regarding the applicant pool; (4) ADA legal compliance and its impact on Medical background investigations; (5) Conducting "out of state" background investigation; (6) Conducting interviews with spouses, neighbors, references and co-workers; etc. (7) Obtaining credit history information. (8) Understand the legal liability associated with negligent hiring practices.

See the 2005 IACP Training Catalog in PDF format
www.theiacp.org

REMINDER: We cancel or confirm training classes 21 days prior to the start of the event to facilitate travel arrangements. PLEASE register early so we have an accurate count.

To register or for more information on these or any other courses, call the IACP Training Division at 1-800-THE-IACP, or check out our Web site at <http://www.theiacp.org>.

NEW MEMBERS

This posting of new member applications is published pursuant to the provisions of the IACP Constitution & Rules, Article II, Section 2(c). If any active member in good standing objects to any application, written notice of the objection must be submitted to the executive director within 60 days of publication. The application in question shall then be submitted to the Executive Committee and shall require the affirmative vote of two-thirds of the members of that committee for admission of the applicant.

This listing also serves as a supplement to the IACP 2002-2003 Membership Directory.

*Associate Members

All other listings are active members.

BAHAMAS

Nassau—*Barr, Dencle, Sergeant, Royal Bahamas Police Force, East St, PO Box N458, 242 302-8014, E-mail: barr255@hotmail.com

—Bassett, Melisande S, Corporal, Royal Bahamas Police Force, PO Box N458, E-mail: bassettm@rbpf.gov.bs

—*Deveaux, Audrey E, Sergeant, Royal Bahamas Police Force, PO Box N458, 242 364-8996, Fax: 242 364-1818, E-mail: deveaux704@hotmail.com

—Evans, Morey, Asst Superintendent, Royal Bahamas Police Force, Cable Beach Police Station, PO Box 4458, 242 327-8800, Fax: 242 327-8807

—Ferguson, Franklyn, Police Corporal, Royal Bahamas Police Force, E Hill St, 242 302-8411

—*Gaitor, Tiffany, Constable, Royal Bahamas Police Force, East St PO Box N458, 242 364-8996, Fax: 242 364-1717, E-mail: tippy445@hotmail.com

—McCoy, Camalo K, Corporal, Royal Bahamas Police Force, East St PO Box N458, 242 364-8996, Fax: 242 364-1717

—Rahming, Anton G, Corporal, Royal Bahamas Police Force, East St Hill, PO Box N458, 242 502-9946, E-mail: smoothtones@hotmail.com, Web: www.rbpf.org

—*Romer, Kimbler M, Sergeant, Royal Bahamas Police Force, East St, 242 302-8484, Fax: 242 322-7034, E-mail: romerk@hotmail.com

—*Seymour, Melinda S, Constable, Royal Bahamas Police Force, East St #2, 242 377-8391, Fax: 242 377-6193, E-mail: spicesonly@hotmail.com

—Strachan, Kesna K, Corporal, Royal Bahamas Police Force, East St, PO Box N458, 242 324-7524, E-mail: ankes172@batelnet.bs

—*Zancolla, Maria E, Sergeant, Royal Bahamas Police Force, East St #1, N-458, 242 393-7714, Fax: 242 393-3418, E-mail: santosze2003@yahoo.com

BRAZIL

Brasilia—Camargo, Flavio L, Colonel/Deputy General Cmdr, Policia Militar do Distrito Federal, SAISO Sector Policial Sul QCG, Palacio Tiradentes, 70610 200, 5561 34452558, Fax: 5561 34451356, E-mail: chefe.em@pmdf.df.gov.br, Web: www.pmdf.df.gov.br

CANADA

British Columbia

Victoria—Laur, Darren, Acting Inspector, Victoria Police Dept, 850 Caledonia Ave, V8T 5J8, 250 995-7654, E-mail: laurd@police.victoria.bc.ca, Web: www.victoriapolice.org

—Naughton, Bill, Deputy Chief of Police, Victoria Police Dept, 850 Caledonia Ave, V8T 5J8, 250 995-7389, Fax: 250 384-1362, E-mail: bill.naughton@police.victoria.bc.ca, Web: www.victoriapolice.org

Ontario

Cambridge—Larkin, Bryan M, Inspector, Waterloo Regional Police Service, 200 Maple Grove Rd, N3H 5M1, 519 653-7700, Fax: 519 650-8551, E-mail: bryan.larkin@wrps.on.ca, Web: www.wrps.on.ca

Orillia—MacDonald, Ken, Superintendent, Ontario Provincial Police, 777 Memorial Ave, L3V 7V3, 705 329-6052, Fax: 705 329-6050, E-mail: kenneth.macdonald@j.us.gov.on.ca

—Skelding, Nora M, Superintendent Hwy Safety Div, Ontario Provincial Police, 777 Memorial Ave, L3V 7V3, 905 841-5777, E-mail: nora.skelding@j.us.gov.on.ca

Quebec

Montreal—*Auclair, Robert, Coordinator of Police Services, Cree Regional Authority, 277 Duke St Ste 102, H3C 2M2, 514 861-5837, Fax: 514 861-0760, E-mail: robert@kra.qc.ca, Web: www.gcc.ca

—Latulippe, Jocelyn, Inspector, Surete Du Quebec, 1701 Parthenais, H2K 3S7, 514 598-4700, Fax: 514 598-4480, E-mail: jocelyn.latulippe@surete.qc.ca

CHAD

N'Djamena—Mallah, Mahamat G, Secretary General, Ministry of Public Safety

DOMINICAN REPUBLIC

Santo Domingo—Fernandez, Jose S, Major General Director AMET, Policia Nacional Dominicana, Expreso V Centenario Esq, San Martin, 809 685-1438, Fax: 809 686-6766, E-mail: fernandezfadul@hotmail.com

EL SALVADOR

San Salvador—Avila, Rodrigo, Vicem de Seg Ciudadana, Policia Nacional Civil de El Salvador, 9a Calle Pte y 15 Av Nte, Centro de Gobierno, 503 22214014, Fax: 503 22712484, E-mail: rodrigo.avila@gobernacion.gob.sv

—Vigil Recinos, Jaime F, Director General, Academia Nacional de Seguridad Publica, Av Melvin Jones Fte a Parque, Sn Martin Sta Tecla, 25 1941, E-mail: vigiljosue@yahoo.com, Web: www.ansp.gob.sv

GERMANY

Koeln—Doerrenberg, Dirk, Director, Bundesamt Fuer Verfassungsschutz, Merianstrasse 100, D-50765, 202 298-4382, Fax: 202 298-4307, E-mail: dirk.doerrenberg@diplo.de, Web: www.verfassungsschutz.de

INDIA

Andhra Pradesh—John Diwakar, Alexander D, Sub Inspector of Police, Andhra Pradesh Police, Rural Police Station Nirmal, Adilabad District, 91 8734242213, Fax: 91 8734242518

—Raghuchander, Durisetty D, Sub Inspector of Police, Andhra Pradesh Police, Rural Police Station Nirmal, Adilabad District, 91 8734242533, Fax: 91 8734242518

—Tajuddin Ahmed, Mohammed, Inspector of Police, Andhra Pradesh Police, Mandamarry Adilabad, 504231, 91 8736220173, Fax: 91 8735222018, E-mail: tajtayyaba@yahoo.com

ISRAEL

Tel-Aviv—*Yakim, Aharon, Managing Director, A Yakim Ltd, 8 Karl Neter, PO Box 62523, 61651, E-mail: yakim@ayakim.com

JAMAICA

Kingston—Grant, Novelette, Asst Commissioner, Jamaica Constabulary Force, 101-105 Old Hope Rd, 876 978-3371, E-mail: pnovelg@yahoo.com

MALI

Bamako—Diallo, Yacouba, Director General, Mali National Police

MOROCCO

Rabat—Badda, Mohammed, Police Controller General, Morocco National Police

NEW ZEALAND

Wellington—Ronald, Campbell B, Superintendent, New Zealand Police, Office of the Commissioner, PO Box 3017, E-mail: cam.ronald@police.govt.nz, Web: www.picp.org

NIGER

Niamey—Moumouni, Amadou, Police Director, Niger Police Dept

NIGERIA

Abuja—Adeoye, Olafimihan A, Chief Superintendent of Police, Nigeria Police Force, Force Hqs B Dept Operations, Louis Edet House, 234 8033415589, Fax: 234 92343958, E-mail: fimihanadeoye@yahoo.com

—Aloysius, Okorie C, Commissioner of Police, Nigeria Police Force, Louis Edet House Shehu, Shagari Way, 23480 37217361

—*Bwacha, Emmanuel, House Honorable Member, National Assembly Abuja, Nass Complex 3 Arms Zone, 23480 33112559

—Ehindero, Sunday G, Inspector General of Police, Nigeria Police Force, Louis Edet House Shehu, Shagari Way Area II

—*Ibe, Emmanuel C, Special Assistant, Police Service Commission, Federal Secretariat Central, District, 234 94131729, Fax: 234 95236510

—Muri, Umar M, Chief Superintendent of Police, Nigeria Police Force, Force Hqs Louis Edet House, Central Area, 23480 33018835, E-mail: fildaus@yahoo.com

—Ibadan—Anike, Okunola T, Asst Superintendent of Police, Nigeria Police Force, NW 6/9 Afonta Dugbe, E-mail: titololani@yahoo.com

—Illorin—Amiengheme, Andrew, Chief Superintendent of Police, Kwara State Police Command, E-mail: andy2pol@yahoo.com

—Jalingo—Atama, Chris C, Superintendent of Police, Nigeria Police Force, D Dept State Hqs, Taraba, 23480 38098738

—Okoh, Peter O, Chief Superintendent of Police, Nigeria Police Force, State Criminal Inves Dept, State Police Hqs, 23480 36155233

—Lafia—Zarewa, Mohammed H, Commissioner of Police, Nigeria Police Force, A Dept State Hqs, Nasarawa State, 234 47221507

—Lagos—Anuniru, Emmanuel, Commissioner of Police, Nigeria Police Force, CIB Force Hqs Anex, Moloney St, 234 90412167

—Garyba, Ali, Superintendent of Police, Nigeria Police Force, Port Authority Police, 26128 Marina, 234 8033029444

—Ismaila Don, Daniel S, Director, National Drug Law Enforcement Agency, 4 Shaw Rd PMB 40004 Falomo, Ikoyi, 234 12670366, Fax: 234 12693850, E-mail: danielshaga@hyperla.com

—Odwoon, Emmanuel E, Chief Superintendent of Police, Nigeria Police Force, Police Hospital Falomo, Ikoyi

—Maiduguri—Ajakaiye, Ade A, Commissioner of Police, Nigeria Police Force, Police Headquarters, Borno State, 23480 33041320

—Port Harcourt—Iyoturu, Miebaka, Esq, Asst Superintendent of Police, Nigeria Police Force, Police Mobile Force 19 PH, 234 803310398, E-mail: miyoturu@yahoo.com

NORWAY

Oslo—Halvorsen, Hans, Deputy Police Commissioner, Oslo Police Dept, Pb 8101 Dep, N-0032, 472 2669530, E-mail: hans.halvorsen@politiet.no

PHILIPPINES

Pasay City—Asuncion, Domingo M, Jr, Police Senior Inspector, Philippine National Police, NAIJA Complex, 632 9284309

—Quezon City—Soriano, Fe C, Police Chief Inspector, Philippine National Police DilG, Hqs Camp Crame, 632 7224104, Fax: 632 4159190

SENEGAL

Dakar—Boye, Mamadou, Chief Sea Land Air Frontiers, Border Police Senegal,

SWEDEN

Jonkoping—*Lofquist, Goran, Technical Manager, Sensys Traffic AB, PO Box 2174, 55002, 4636 342980, Fax: 4636 125699, E-mail: goran.lofquist@sensystraffic.se

—Stockholm—Radner, Eva, Asst Commissioner, Swedish National Police Board, Box 12256, 12256, 468 401-9004, E-mail: eva.arestad-radner@skane.polisen.se

—Wardig, Par L, Section Head, Swedish National Police Board, Hantverkargatan 25, 10226, 46 84019560, Fax: 46 86514546, E-mail: par.wardig@rps.polisen.se

SWITZERLAND

Zurich—*Gentilezza, Bruno, Detective Sergeant, Zurich City Police, Bahnhofquai 3, E-mail: bruno.gentilezza@stp.stzh.ch

Floyd—*O'Neil, John A, Oak Ridge National Laboratory, 244 Christiansburg Pike, 24091, 540 745-5300, Fax: 540 745-5301, E-mail: oneilja@ornl.gov, Web: www.ornl.gov/directories/nsd

Fredericksburg—*Hagmaier, W, Executive Director, Intl Homicide Investigators Assn, 10711 Spotsylvania Ave Ste 3, 22408, 540 898-7898, Fax: 540 898-5594, E-mail: whag3@aol.com, Web: www.ihia.org

Hampton—Nisley, Larry R, Major, Hampton Police Div, 40 Lincoln St, 23669, 757 727-6500, E-mail: nisley@hampton.gov, Web: www.hampton.gov/police

—Troutman, Jean M, Major, Hampton Police Div, 40 Lincoln St, 23669, 757 727-6519, Fax: 757 727-6096, E-mail: jtroutman@hampton.gov, Web: www.hampton.gov/police

Hopewell—Baxley, C Ray, Captain, Hopewell Bureau of Police, 300 N Main, 23860, 804 541-2285, Fax: 804 541-2206, E-mail: rbaxley@ci.hopewell.va.us, Web: www.ci.hopewell.va.us.com

—Costanzo, Gabriel W, Jr, Detective Sergeant, Hopewell Bureau of Police, 300 N Main, 23860, 804 541-2284, Fax: 804 541-2377, E-mail: gcostanzo@ci.hopewell.va.us, Web: www.ci.hopewell.va.us

—Dixon, Garry C, Lieutenant, Hopewell Bureau of Police, 300 N Main, 23860, 804 541-2275, Fax: 804 541-2345, E-mail: gdixon@ci.hopewell.va.us, Web: www.ci.hopewell.va.us

—McQuage, Franklin P, Sergeant, Hopewell Bureau of Police, 300 N Main, 23860, 804 541-2222, Fax: 804 541-2345, E-mail: fmcquage@ci.hopewell.va.us, Web: www.ci.hopewell.va.us

—Taylor, Gregory D, Lieutenant, Hopewell Bureau of Police, 300 N Main, 23860, 804 541-2278, Fax: 804 541-2206, E-mail: gtaylor@ci.hopewell.va.us, Web: www.ci.hopewell.va.us

Norfolk—Kool, Dwight A, Deputy Chief of Police, Norfolk Airport Authority Police Dept, 2200 Norview Ave, 23518, 757 857-3415, Fax: 757 857-3900, E-mail: dkool@norfolkairport.com

Quantico—*Grace, Latricia D, Program Analyst, FBI, 1 Hoover Rd, 22135, 703 632-1904, Fax: 703 632-1853, E-mail: lgrace@fbiacademy.edu

—*Long, Tabetha L, Program Analyst, FBI, FBI Academy, Hoover Rd, 22135, 703 632-1903, Fax: 703 632-1853,

E-mail: tabbylong@earthlink.net

—Rodriguez, Armando, Supervisory Special Agent, FBI, 1 Hoover Rd, 22135, 703 632-1907, Fax: 703 632-1853,

E-mail: arodriguez@fbiacademy.edu

Richmond—*Gunderman, Sheila H, Training Coordinator, VA Community Policing Institute, 701 E Franklin St, Ste 1407, 23219, 804 644-0617, Fax: 804 644-0309, E-mail: sgunderman@vcpionline.org, Web: www.vcpionline.org

—*Heydenberk, Laurel A, Deputy Director, VA Community Policing Institute, 701 E Franklin St Ste 1407, 23219, 804 644-0616, Fax: 804 644-0309, E-mail: lheydenberk@vcpionline.org, Web: www.vcpionline.org

Roanoke—*Kellison, Lewis A, Jr, Manager Facility Security, Norfolk Southern Railway Police, 110 Franklin Rd SE Box 25, 24042-0025, 540 855-6971, Fax: 540 981-5434, E-mail: lew.kellison@nscorp.com

Virginia Beach—Hayden, John W, Lieutenant, Virginia Beach Police Dept, 2509 Princess Anne Rd, 23456, 757 427-4514, Fax: 757 427-9163, E-mail: mhayden@vb.gov.com, Web: www.vb.gov.com/dept/police

Woodbridge—*Jones, DiJon, Law Enforcement Zone Officer, US Fish & Wildlife Service, Zone LE Office, 14344 Jefferson Davis Hwy, 22191, 703 491-3123, Fax: 703 491-3127, E-mail: dijon_jones@fws.gov

Washington

Bellevue—Montgomery, James E, Chief of Police, Bellevue Police Department, PO Box 90012, 98009, 425 452-6059, Fax: 425 452-4553, E-mail: jmontgomery@ci.bellevue.wa.us

Fort Lewis—Halasz, Scott A, Commander/Colonel, 6th Military Police Group CID USACIDC, Bldg 4291 9th Division Dr, 98433, 253 967-3049, Fax: 253 966-3681, E-mail: scott.halasz@lewis.army.mil

Seattle—*Hutchinson, Robert H, Architect, Integrus Architecture, 1426 Alaskan Way Ste 101, 98101, 206 628-3137, Fax: 206 628-3138, E-mail: hutchinsonrobertharry@hotmail.com

—*Meyer, Shannon, PhD, Victim Specialist, FBI, 1110 Third Ave, 98101, 425 317-4097, Fax: 425 317-3160, E-mail: smeyer3@leo.gov

Tacoma—*Knutson, Mark A, Asst Director of IT, Law Enforcement Support Agency LESEA, 955 Tacoma Ave S, Ste 101, 98402, 253 798-2781, Fax: 253 798-7612, E-mail: knutsonm@lesa.net, Web: www.lesa.net

Wisconsin

La Crosse—Abraham, Robert M, Captain, La Crosse Police Dept, 400 La Crosse St, 54601, 608 789-7207, E-mail: abrahamr@cityoflacrosse.org, Web: www.cityoflacrosse.org/police/police.htm

Wyoming

Diamondville—Meyers, Scott, Chief of Police, Diamondville Police Dept, PO Box 281, 20 US Hwy 189/30, 83116, 307 877-6251, Fax: 307 877-6709, E-mail: chiefmeyers@kdis.net

Kemmerer—McConkie, David, Chief of Police, Kemmerer Police Dept, 222 WY Hwy 233, 83101, E-mail: dave@kemmerer.org, Web: www.kemmerer.org/police.html

The IACP notes the passing of the following association members with deepest regret and extends its sympathy to the families and coworkers left to carry on without them.

Mark K. O'Donnell, Chief of Police, Belt Railway Police Department, Chicago, Illinois

Douglas F. Shaeffer, Chief of Police, Novi, Michigan

Upcoming Issues in the *Police Chief*

November 2005

Editorial Feature **Equipping Today's Police Car**
Manuscript Deadline **September 1, 2005**
Advertising Deadline **October 3, 2005**

December 2005

Editorial Feature **IACP Conference in Review**
Manuscript Deadline **October 3, 2005**
Advertising Deadline **November 1, 2005**

January 2006

Editorial Feature **Practical Technology**
Manuscript Deadline **November 1, 2005**
Advertising Deadline **December 1, 2005**

February 2006

Editorial Feature **Homeland Security**
Manuscript Deadline **December 1, 2005**
Advertising Deadline **January 2, 2006**

March 2006

Editorial Feature **Communications**
Manuscript Deadline **January 2, 2006**
Advertising Deadline **February 1, 2006**

April 2006

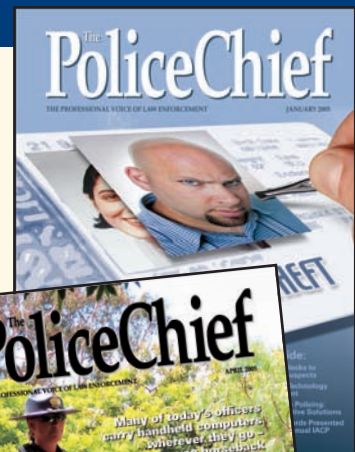
Editorial Feature **Buyers' Guide**
Manuscript Deadline **February 1, 2006**
Advertising Deadline **March 1, 2006**

May 2006

Editorial Feature **Police Facilities**
Manuscript Deadline **March 1, 2006**
Advertising Deadline **April 1, 2006**

June 2006

Editorial Feature **Science and Technology**
Manuscript Deadline **April 1, 2006**
Advertising Deadline **May 1, 2006**



The *Police Chief* keeps you on the cutting edge of law enforcement technology with monthly product announcements. For free in-depth information, visit us at <http://www.theiacp.org/freeinfo>, or circle the appropriate Reader Service Numbers on the Reader Response Card (adjacent to the index of advertisers in this issue), and fax or mail the postage-paid card today. Items about new or improved products are based on news releases supplied by manufacturers and distributors; IACP endorsement is in no way implied.

Firearm security system

VisuaLock introduces its patented firearms security system, which is designed to render a firearm inoperable by making it impossible to chamber a live round with a VisuaLock device in place. VisuaLock devices are available to accommodate revolvers, pistols, rifles, and shotguns and are designed to be easy and quick to install or remove. The security cartridge or shell is solid brass. The red outer security rod is

made of heat-treated stainless steel with a powder coating that will not damage or mar barrels or crowning. The inner security rod is made from hardened steel. Rifle and shotgun versions have nylon spacers along the inner rod to further protect barrels and crowns.

For more information, circle no. 204 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Touch-screen personal computer

DLoG Logistics Inc., a supplier of transportation and logistics hardware solutions, announces the industrial mobile personal computer DNeT MPC 5/110. The sophisticated features and rugged construction of DLoG's fanless MPC 5/110 are designed for use indoor and outdoor vehicles. The optional 3M Near Field Imaging (NFI) MicroTouch 10-inch touch-screen is designed to provide high visibility even in bright



environments. The optional heating capability is engineered to allow the MPC 5/110 to operate in temperatures as low as -22 degrees Fahrenheit. An internal UPS storage battery is available for backup during power failures and transportation from one vehicle to another. An optional automatic switch-off feature powers down the computer when the vehicle's ignition is turned off. For more information, circle no. 205 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Flame-resistant fabric

Kermel, a French company, introduces Heroskin, a line of flame-resistant outer fabrics intended to be worn by emergency responders. The Heroskin twill fabric is made of 99 percent Kermel thin fibers and 1 percent antistatic fibers. The fabrics are designed to be resistant to chemicals, to be color-fast, and not to pill. Heroskin fabrics can be made to measure and are available in different weights, weaves, and colors.

For more information, circle no. 206 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo





Hearing protection

Howard Leight introduces Targo Trap, an electronic earmuff specifically designed to meet the needs of law enforcement officers and other shooters. Targo Trap is engineered to electronically amplify low-level ambient sounds, like range commands or normal conversation, while instantly reducing loud noises, such as gunfire, above 82 decibels down to acceptable levels. Targo Trap incorporates a number of other features, including low-profile, beveled earcups designed to minimize interference with gun stocks. Water-resistant, directionally placed microphones are designed to enable the user to pinpoint the location of incoming sounds while consistently understanding voice and other signals. Standard AAA batteries provide extended life up to 350 hours, and an automatic four-hour shutoff designed to prevent accidental battery drain.

For more information, circle no. 207 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Management software

Orion Communications introduces the policeMANAGER, an officer management system designed to automate the management of agency personnel command structures, assignments, funding, shifts, leaves, training, quartermaster administration, and applicant tracking. The Web-based application is designed to store personnel background, dialogue notes, and comprehensive history logs. History logs track all activities for assignments, pay, training, personnel changes, and slot allocations. The system features visual icons for fast comprehension and ease-of-use. The system is designed to be deployed as a stand-alone solution or be incorporated into existing or planned technology infrastructures.

For more information, circle no. 216 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Public safety software

Spillman Technologies announces the release of Summit 4.5, a software package that brings together all of the company's public safety applications into one collection designed to support both Unix and Windows operating systems. Summit 4.5 enhancements include a redesigned user interface that features a high-contrast color scheme designed to improve screen viewing, large icons to facilitate touch-screen use, and simplified one-click access to master names, vehicle, and property tables from any screen in the system. Also updated for Summit 4.5 are Spillman's CAD software, workflow and approvals management software, and integrated message center.

For more information, circle no. 208 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Master's degree program

Kaplan University announces the introduction of a master of science degree in criminal justice (MSCJ) that is designed to prepare law enforcement professionals for leadership roles and to educate researchers on topical issues in the field. The MSCJ is designed to combine theory and real-world practice. Specialization areas include policing, global criminal justice issues, leadership and executive management, and law. Courses cover terrorism, fiscal issues, ethics and diversity, and criminological theory. The thesis track focuses on applied research within the profession to prepare students for future academic studies in either advanced research or teaching at the college level. The nonthesis track consists of a practical curriculum in criminal justice for law enforcement professionals seeking advancement in the field.

For more information, circle no. 209 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo



Mobile Command Units

Now Available in Factory 4-Wheel Drive!

- Crime Scene
- HAZMAT
- Community Relations
- DUI (Testing/Enforcement)
- Emergency Support
- 22' - 40' Lengths
- Aluminum Cage Construction
- Steel Floor Frame
- Smooth Interior and Exterior Side Walls and Roof



Our Competition Builds a Great Product.
WE SIMPLY BUILD A BETTER ONE !!!

La Boit, Inc.

4290 East Fifth Avenue • Columbus, Ohio 43219 • 1.800.776.9984 • www.laboit.com

Circle no. 24 on Reader Response Card



Chemical hazard detector

Morphix Technologies introduces the Chameleon, a chemical hazards detector for first responders. The Chameleon is a wearable device, allowing for hands-free detection of up to 10 different hazards at one time, under harsh conditions, and even after immersion in water. The Chameleon is designed to detect chemical hazards in the air and does not require a liquid sample.

For more information, circle no. 210 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Digital recorder

SEMCO introduces the R250 digital video recorder (R250DVR), a high-resolution digital video/audio recorder designed to replace - in form, fit, and function - analog 8mm recorders. The R250's internal hard drive is designed to record more than 11 hours of video and audio in DVD quality and at full motion (30 frames per second) and approximately 24 hours at VHS quality. The operator has

control of both frame rate and compression ratio (that is, resolution) to enhance video quality or to extend recording times. The R250 is also engineered to allow users to configure it to respond to alarms or triggers. In alarm mode, the recorder features programmable pre- and post-event recording.

For more information, circle no. 211 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Portable communications device

Communications-Applied Technology announces the



ICRI-2P, a portable device designed to provide first responders with voice communications with command and support personnel, even in a shopping mall, a tunnel, or a similar structure. Designed for ease of deployment and field maintenance, the ICRI-2P is engineered to operate for five hours with a single nine-volt battery and for 30 hours or more with the optional 12-volt battery pack.

For more information, circle no. 213 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Police helicopter

Enstrom Helicopter Corp.'s announces the newly configured 480B Guardian police helicopter. The 480B Guardian is outfitted with a front-mounted camera, a digital video recorder and monitor system, and a searchlight. The turbine-powered 480B is also available as a three-place advanced trainer or as a three- to five-place VIP aircraft.

For more information, circle no. 212 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo

Digital video system

The Electronic Services Agency offers a portable digital video system designed for vehicle fieldwork with multiple cameras (from four to 16) and engineered to be PC-compatible and downloadable to wireless local area networks. The X200 recorder is designed to be used with a removable hard disk cartridge to record from multiple video and audio sources. The X201 reviewer is designed to allow for onsite reviewing of video and audio recordings and to configure the optional menu settings of the recorder. The removable hard disk cartridge is designed to be connected to a PC to analyze, copy, or archive recordings and to download new operating software.

For more information, circle no. 214 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo



Handheld safety tool

LifeBarrier introduces the ProSafetyGrip, a handheld pat-down search and retrieval tool designed to provide critical standoff distance from needles and other sharp objects that may harbor deadly pathogens while simultaneously maintaining tactile feedback that is paramount for successful task performance.

For more information, circle no. 215 on the Reader Response Card, or enter it at www.theiacp.org/freeinfo



IACP Membership Application

International Association of Chiefs of Police
515 N. Washington St.
Alexandria, VA 22314-2357
1-800-THE IACP; 703-836-6767; Fax: 703-836-4543

Please send payment to P.O. Box 90976, Washington, DC 20090-0976

I am applying for the following category of membership:

Active Associate Associate employed by profit-making firm **\$100 (U.S. dollars only)**

(Associate members enjoy the same privileges as active members except those of holding office and voting.)

DO NOT USE

Amount _____
Acct. # _____
CK # _____
MS # _____

Name:

Title/Rank:

Agency/Business Affiliation:

Business Address:

Residence Address:

Residence Address:

Business Phone: Fax:

E-mail:

Web Site:

SEND MAIL TO: BUSINESS RESIDENCE

Please provide me with a current complimentary copy of the IACP Membership Directory (valued at \$15).

Do you currently subscribe to *Police Chief* magazine? Yes No

Signature of Applicant: _____
Sponsor (IACP active member): _____ Membership number _____

EACH APPLICANT MUST BE SPONSORED BY AN ACTIVE MEMBER OF IACP IN HIS/HER RESPECTIVE STATE/PROVINCE/COUNTRY.

Date of birth: _____ Number of sworn officers in your agency (if applicable) _____

Approx. pop. served (if applicable): a. under 2,500 b. 2,500-9,999 c. 10,000-49,999 d. 50,000-99,999 e. 100,000-249,999 f. 250,000-499,999 g. 500,000 and over

Education: _____

Date elected or appointed to present position: _____

Law enforcement experience (with approximate dates) _____

Have you previously been a member of IACP? Yes No If yes, when? _____

Membership dues (U.S. dollars only) include subscription to *Police Chief* magazine (valued at \$25)

____ Purchase order enclosed ____ Personal check/money order enclosed ____ Agency check enclosed

____ Charge to: MasterCard VISA American Express Discover

Cardholder's Name: _____ Card #: _____ Exp. Date _____

Cardholder's Billing Address: _____

Signature: _____

All memberships expire December 31 of each calendar year. Applications received after October 1 will be credited to the following year.

MEMBERSHIP REQUIREMENTS

The following persons are eligible for **Active** Membership:

- Commissioners, superintendents, sheriffs, chiefs and directors of national, state, provincial, county, municipal police departments.
- Assistant chiefs of police, deputy chiefs of police, executive heads and division, district or bureau commanding officers. Generally the rank of lieutenant and above is classed as active membership.
- Police chiefs of private colleges and universities who are qualified as law enforcement officers within their respective states/provinces.
- Officers who command a division, district or bureau within the department. Command must be specified on the application.
- Chief executive officers of railroad police systems and railway express company police systems.

The following persons are eligible for **Associate** Membership:

- Police officers employed by police agencies below the rank of lieutenant.
- Superintendents and other executive officers of prisons.
- Chief executives, departmental officers and technical assistants of city, county, state, provincial and national agencies with administrative or technical responsibility for police-related activities.
- Prosecuting attorneys, their deputies and deputy sheriffs.
- Professors and technical staffs of colleges and universities engaged in teaching or research in criminal law, police administration and other phases of criminal justice.
- Staffs of crime institutes, research bureaus, coordinating councils, law enforcement associations.
- Chief executive officers of industrial or commercial security police agencies and private police or detective agencies.

For further information on membership benefits and eligibility, contact the IACP Member Services Department, at 1-800-THE IACP.

Law Enforcement-Driven Action Research

A wake-up call to researchers—practical use and ability to apply solutions is what the police seek in research.



Unresolved Problems and Powerful Potentials: Improving Partnerships Between Law Enforcement Leaders and University Based Researchers

The IACP embraced the goal of promoting effective law enforcement and research partnerships in every agency. Joining with the Association of Doctoral Programs in Criminology and Criminal Justice and the National Institute of Justice, the IACP hosted a roundtable for improving the partnership between law enforcement leaders and university based researchers. The goal of the roundtable was to identify the problems that hinder the establishment and perpetuation of effective law enforcement and research partnerships and draft solutions to those problems.

The result of this effort is found in the IACP publication *Unresolved Problems & Powerful Potentials: Improving Partnerships Between Law Enforcement Leaders and University Based Researchers*. The publication is available online at www.theiacp.org; click Research Center, then National Policy Summits.

By Thurston L. Cosner, Ph.D., Police and Public Safety Psychologist, and Greg M. Loftus, Chief of Rangers, Cleveland Metroparks, Fairview Park, Ohio

In a study comparing highly rated police officers to lower-level performers, high performers were found to be more gregarious, display a more positive outlook on life, exhibit greater interpersonal warmth, and have a quicker reaction style than their lower performing counterparts.¹ Although the findings might be useful for selecting new officers, they are of limited value to the sergeant or administrator who is interested in improving performance on the front line. Inasmuch as psychological research may identify important characteristics of police officer candidates, findings are frequently of limited value in providing recommendations for improving performance of existing personnel. Police administrators and supervisors need information that is going to be useful in managing the department. One chief told researchers that he had to deal with present officers. He asked for techniques to make his personnel more gregarious and less deliberative, and observed that this was a nearly impossible task. Another asked if this finding would help his sergeants improve their supervision skills. The answer to their questions was not to be found in the data.

It is little wonder that many police departments are not particularly impressed with the research efforts of social scientists. Few studies produce immediately usable concepts. Police officers are a practical lot. As a rule they do not want to spend time in the abstract, reflective realm. Police want concepts that they can put to use today, not theories that may explain events but offer no immediate practical value.

Police officers are thoroughly trained in the inquiry skills needed for research: observing situations, assessing conditions, developing hypotheses, and taking action to deal with problems. As researchers, the authors have observed substantial research curiosity among police officers about the police culture and social climate studies. Not only have the officers shown an interest in the research process, but their responses to questionnaires suggest an almost universal interest in the development of an achievement culture.

Police Organization Culture

To understand the type of research sought by the police it is necessary to understand the police organizational culture. Research has identified four different types of organizational culture: power, role, achievement, and support.²

Power Culture: Power cultures contain strong and benevolent leaders who reward employees for loyalty. Emphasis is placed on the difference between those who control the resources and those who receive rewards from them. Those who do well in this type of culture obey the chief and the administration. They reap the benefits of unquestioned loyalty to the edicts of the administration. However, there is a disconnect between those who are in power and those who work for them.

Role Culture: The role culture often emerges as a reaction to the power culture. Role cultures emphasize job descriptions and rules for role behaviors. Individual performance is judged against job descriptions and assignment. The individual who does well in the role culture is the individual who knows what his or her prescribed role is and does the job as described.

Achievement Culture: The achievement culture is a work environment in which employees share a commitment to the attainment of departmental goals. In the achievement culture, individuals work as a team to accomplish the mission of the department. Individuals are judged for their ability to work as a team and to make a positive contribution. The individual who does well in the achievement culture is aligned with the goals and mission of the department. There is an intrinsic quality to the culture, and individuals are rewarded by doing a job that fulfills the department's mission.

Support Culture: Support cultures emphasize a cooperative work environment where people are treated as individuals. In the support culture, employees care and are supportive of each other. Individuals have a strong sense of belonging and experience a strong sense of acceptance in this type of culture. The warm, nurturing, and encouraging worker in the support culture is the organization's most prized employee. Emphasis is placed on personal growth, with the assumption that a fully functioning individual will do the best job.

Culture Preference of Police

A major finding from culture studies is that most officers, regardless of rank or department, reveal a strong preference for the achievement work culture. An organization is aligned when it lines people up behind a common vision or purpose, the major feature of the achievement culture. It uses the mission to attract and release the personal energy of its members

in the pursuit of common goals. Because members make their contributions freely in response to their commitment to a shared purpose, they willingly give more to the organization, and the whole prospers accordingly. Culture research findings found that officers preferred a culture emphasizing the learning new things to improve the attainment of goals.³

As an aside, it is noted that one of the important personality traits assessed when hiring a new officer is the need for achievement. Because this is the case, the findings regarding the research design preferred by law enforcement is not surprising. Participation in the research endeavor is one way to express an achievement culture preference as well as satisfy an individual's achievement motivation. That there is a lack of attention to the strength of the achievement imperative in the police officer as well as police culture is perhaps one of the major oversights in policing today.

Nearly 100 officers from two departments voluntarily participated in the research for this article. Many asked for feedback of the results. Officers also were interested in conducting research related to their own interests. They were interested in the practical use and application of the

studies. These officers wanted to know and understand not only themselves but also their departments. They were curious to learn if performance reviews, training methods, management approaches, police-community relations, and personnel development could be meaningfully studied through research. Although many showed interest at the prospect of doing their own research, they were also frustrated because of work demands. There just doesn't seem to be enough time to do research for today's busy police officer. Their schedules are quite full, and there is little room for additional tasks.

Many situations in police work create frustration, such as dealing with court leniency, improving police-community relations, using the right amount of force, writing effective reports, testifying in court, dealing with inferior or worn-out equipment, and budget problems, to name a few. These sources of frustrations are deficit frustrations, because they involve the salient task demands of police work. Deficit frustrations occur largely as a result of clearly defined work demands in policing. But there is another category of growth frustrations that are largely ignored. Studies have shown that engaging in the research process is a

major growth frustration among police officers. Not only does this frustration exist at the level of administrator, it appears to exist at every rank in the departments we studied. Although the need to conduct research is rarely listed as a frustrating condition for police officers, anecdotal findings provide clear evidence for this growth frustration.

Police Research

The aforementioned observations parallel the International Association of Chiefs of Police (IACP) roundtable's findings, which were reported at the 2004 annual IACP conference in Los Angeles. In a document from that conference titled *Leadership Tools for Law Enforcement Research Center Projects*, it was noted that, contrary to conventional wisdom, law enforcement agencies are actually quite open to the research process. The problems that have been associated with police research, according to the document, have been related to the current exclusionary style of conducting research by academics who are more interested in publications than in providing useful information for departments. The emphasis on publications in the absence of practical accountability has led to



CRIMINAL JUSTICE INSTITUTE

Fast Forward Your Career

The M.S. in Criminal Justice program at Nova Southeastern University offers an online course of study for individuals committed to becoming the finest of criminal justice professionals. At NSU, you can choose from various specialty tracks:

- Organizational Leadership
- Behavioral Science
- Business Administration
- Public Administration
- Substance Abuse
- Community Solutions and Partnerships
- Information Systems and Security
- Conflict and Crisis Management
- Child Protection and Juvenile Justice

NSU NOVA SOUTHEASTERN UNIVERSITY
Beyond the Classroom
Home of Alpha Phi Sigma National Headquarters

(954) 262-7001 ■ 800-541-6682, ext. 7001 ■ www.cji.nova.edu

Nova Southeastern University admits students of any race, color, and national or ethnic origin. Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1865 Southern Lane, Decatur, Georgia 30033-4037, telephone number: 404-679-4501) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees. 11-24/03 pgs

Circle no. 37 on Reader Response Card

Circle no. 11 on Reader Response Card

police distrust for research. The solution to this problem is the development of a research model that includes those who are affected by the results. Research is a partnership and its best application and realization of meaningful results begins when the user is directly involved in the process.

Included in the same document were 49 recommendations made by experts regarding the need for improved police-researcher coordination. A summary of these recommendations includes the following:

- Law enforcement agencies should partner with skilled researchers to carefully design research.
- Law enforcement agencies should train their leaders in evaluating potential research to ensure their ability to identify suitable research partners and to recognize relevant research topics.
- Law enforcement agencies and research departments should fund educational fellowships that will enable individual officers to take a leave from their agency to design and execute a research project, and they should encourage and fund officers in their pursuit of academic degrees.

- Agencies should establish regular forums through which their own research interests and priorities are communicated.
- Law enforcement leaders and researchers should dedicate substantial time to turning a general understanding of the other's distinctive culture into a deeply personal familiarity through a series of concrete involvements.
- Law enforcement agencies should be willing to initiate research partnerships on regional, national, and local levels.
- Law enforcement leaders should partner with researchers to perform long-term (multiyear) research projects so that the research may offer results that are robust and lead to sound policy implications.
- Action research is the most preferred model for conducting research in law enforcement.

The committee also pointed out that some research has been of considerable value: "Over the last thirty years, these interests—merged into law enforcement/researcher partnerships— have produced vastly improved policing practices in vital areas of criminal justice. Not only are law enforcement leaders

overcoming the distrust that resulted from decades of interactions with researchers who only sought to expose agency corruption, but also they are discovering researchers' own commitment to the development of best policing practices. In the last ten years, several high profile research partnerships have succeeded in aiding law enforcement agencies identify their most pressing policy questions and discover workable solutions."⁴

Action Research

It is the opinion of the IACP team that the best model for police-researcher alliance is an action research approach, an approach to research first employed by Lewin in the 1940s.⁵ Action research emphasizes full participation in the research endeavor by everyone who is directly affected by the process and results. It is a participatory model of research designed by those who are most likely to be affected by the findings, allowing everyone the opportunity to participate in the process. Because police officers participate in the design and conduct the research, they are likely to make good use of the results. The following are some characteristics of action research:⁶

Introducing the **Franklin UNIFORME**TM line of Police Gloves

FROM USE ON THE FIELD **TO USE IN THE FIELD**

Tri-CurveTM Design For A More Comfortable, Anatomical Fit

Seamless Palm Construction Eliminates Bunching And Weak Points

Pittards[®] Digital[®] Leather Technology For Better Grip, Washability And Breathability

ArmorTan[®] Plating Increases Overall Durability For Longer Wear

***Aegis Microbe Shield[®] Anti Microbial Prevents Bacteria That Causes Odor**

Pittards Parados[®] Chemical Resistance Leather

Pittards Parados
Chemicals run off the leather surface

Standard Leather
Chemicals penetrate the leather.

HAND WASHABLE

****Aegis Microbe Shield is the registered trademark of Aegis Environmental Mgmt, Inc**
Hipora & Kevlar Lined Gloves Available**

For additional information call 1-800-225-8647 X134 or E-mail to: csavage@franklinsports.com

Circle no. 15 on Reader Response Card

ELECTRONIC RECORDING OF INTERROGATIONS

By Dave M. Buckley and Brian C. Jayne

TOPICS DISCUSSED:

- The Pros and Cons of Electronic Recording
- Proper Investigator Conduct During the Interview/Interrogation
- The Physical and Technical Aspects of Electronic Recording
- Issues Regarding Miranda
- How to Offer Compelling Testimony in Court
- Overview of The Reid Technique®

For additional details or to order the book:

www.reid.com

JOHN E. REID & ASSOCIATES, INC.

250 S Wacker Dr Ste 1200 Chicago IL 60606
Call 800 255-5747 Fax (312) 876-1743
E-mail info@reid.com



Introductory price **\$25⁰⁰**
plus shipping.

“ WHETHER YOU ELECTRONICALLY RECORD INTERROGATIONS OR NOT, THIS BOOK WILL ENHANCE THE INTEGRITY OF YOUR INTERROGATION AND THE SUSPECT'S CONFESSION. ”

Circle no. 23 on Reader Response Card

DOGS

- Drug Detector Dogs (four odors)
- Explosive Detector Dogs (eight odors)
- Import Police Certified Dogs
- Arson, Mine-Finding and Tracker Dogs

Additionally, Global offers:
Dog and Certification of Team
Annual Evaluations/Certifications
Supervisor and Trainer Courses
Many Types and Services Available

Global Training Academy, Inc.

P.O. Box 445
Somerset, TX 78069
210/622-9460 (primary)
210/680-9068 (alternate)
830/429-3122 (fax)
800/777-5984 (toll free)

In business since 1984.
Texas License C-4522

Circle no. 18 on Reader Response Card

Statement of Ownership, Management and Circulation (USPS Form 3526) filed with the Postmaster, Alexandria, Virginia, 09/15/05.

The Police Chief is owned and published by the International Association of Chiefs of Police, 515 N. Washington Street, Alexandria, VA 22314. The publisher is Daniel N. Rosenblatt; the chief of staff is Eugene Cromartie; the editor is Charles E. Higginbotham. There are no stockholders. In the preceding 12 months (October 2004 through September 2005), the average number of each issue printed was 26,052 distributed as follows: 18,124 paid and/or requested circulation, 0 paid single sales; total paid and/or requested circulation 18,124; 4,343 free distribution by mail, 1,625 free distribution outside mail for a total free distribution of 5,968; 24,092 total paid and free distribution; 3,586 copies not distributed. The actual number of copies of the September 2005 issue was 29,507 printed, distributed as follows: 18,080 paid and/or requested circulation, 0 paid single sales, totaling 18,080 paid and/or requested mail subscriptions; 5,148 free distribution by mail, 4,120 free distribution outside mail for a total free distribution of 9,268; total paid and/or requested mail subscriptions and free distribution 27,348; 2,159 copies not distributed./s/ Charles E. Higginbotham, Editor.

U.S. Police Research Is Unique

Police research in the United States since 1967 is unique in the world in several respects.

First, no other country has made a more concerted effort to harness the rigor of social science to the study of policing.

Second, police research in the United States is behavioral rather than jurisprudential. It is based more on accurate description of the police in action, whether by individuals or agencies, and less on its legal authorization. Police researchers in the United States are trained primarily in social science rather than law.

Third, rigorous police research is done mostly by people who are employed outside of government.

Fourth, over the past 35 years, private philanthropy has largely withdrawn from the support of police research. Today, government dominates the funding of police research.

State and local police agencies, which account for the bulk of American policing, are the most open bureaucracies in the land, second only, perhaps, to schools. Few other American institutions, public or private, allow outsiders to observe routine operations or share in-house information as freely as the police do.

Source: National Research Council, Committee to Review Research on Police Policy and Practices, *Fairness and Effectiveness in Policing: The Evidence*, edited by Wesley Skogan and Kathleen Frydl (Washington, D.C.: The National Academies Press, 2004), 34-35.

Contrary to conventional wisdom, law enforcement agencies are actually quite open to research that is practical and relevant.



- Is conducted by a team encompassing a professional action researcher and members of a community (in this case the police community) seeking to improve their situation
- Rests on the belief and experience that all people accumulate, organize, and use complex knowledge constantly in everyday life
- Develops information that provides both practical and theoretical knowledge
- Is an alliance between the researcher and the clients or subjects
- Democratizes the relationship between the professional researcher and the participants
- Is a change process where people and the system are affected as a result of the research process
- Results in findings that are more likely to be used because the studies and ideas are generated and studied by the participants
- Enhances organizational effectiveness and efficiency by building involvement in the achievement culture
- Leads to greater use and application by the departments
- Is an inquiry process and is not just concerned with results

Cooperating with academic institutions makes a number of benefits available to law enforcement agencies. The expertise and guidance of academic researchers, schooled in the research process, would help guide individuals who display an interest. For example, police officers participating in the research process could be awarded academic credits, which could be used to pursue degrees or to receive certification for their learning. Eventually, those who conduct the research should become leaders of department research teams, as the model gains acceptance by rank-and-file personnel in the department.

In summing up the need for partnering the research process, the IACP committee had this to say: "Effective partnerships between leaders and academic researchers are critical to discovering and implementing best policing practices. Robust research projects performed within law enforcement agencies with the direct involvement of law enforcement leaders lead to sound and substantive policy. These partnerships are mutually satisfactory: researchers are intensely interested in pursuing such projects, while law enforcement leaders are just as interested in turning the results into enhanced policing practices."

It is incumbent on police departments to take the initiative in this practice. This

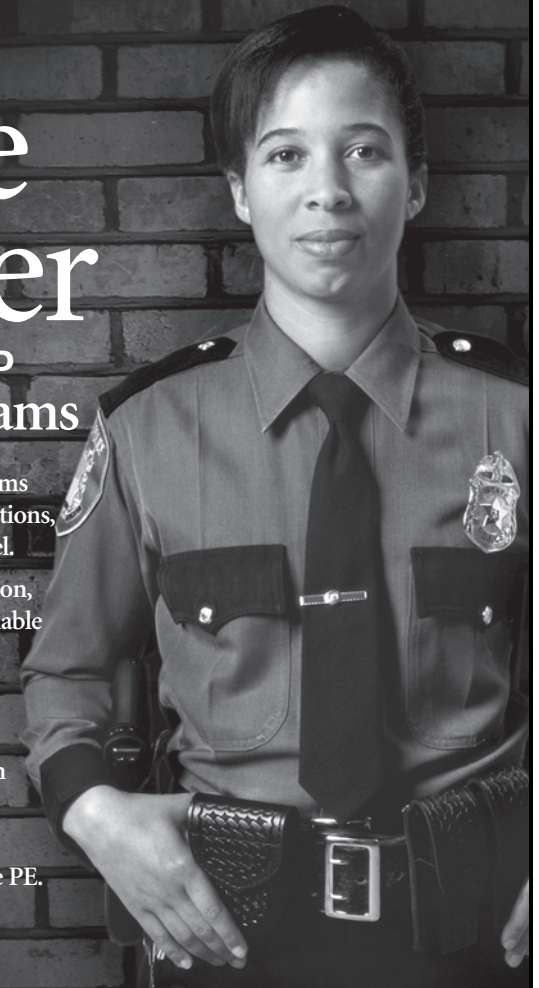
**THE MORE YOU
EXPECT FROM YOUR**

Police Officer

**THE MORE YOU NEED
IPMA-HR Exams**

- Professional, top-quality exams for police, fire service, corrections, and administrative personnel.
- Exams for hiring or promotion, with customized exams available for upper-level positions.
- A leading specialist with over 50 years of experience.
- Currently assesses more than 200,000 candidates per year.

Contact us for a test catalog or questions. Please mention code PE.



WEB: www.ipma-hr.org
 PHONE: 1-800-381-TEST (8378)
 or 703-549-7100
 E-MAIL: assessment@ipma-hr.org
 FAX: 703-684-0948

Circle no. 22 on Reader Response Card



MODEL POLICY VOLUME FIVE ON CD-ROM

INCLUDING POLICIES ON:

- ARRESTS
- EVACUATIONS
- RESPONDING TO SUSPICIOUS MAIL
- IDENTITY THEFT
- VOLUNTEERS AND MORE...

\$126.65 IACP MEMBERS • \$149.00 NONMEMBERS

VOLUME FIVE BINDER \$10.00 (INSERTS NOT PROVIDED)

TO ORDER VISIT: WWW.THEIACP.ORG/PUBINFO/POLCTR.HTM

POLICYCENTER@THEIACP.ORG • 1-800-THE-IACP x 319

ONLINE

*Master of Science in Administration of Justice
(MSADJ) Degree*

*Bachelor of Science in Administration of Justice
(BSADJ) Degree*

Earn yours from the convenience of your home or office!

- Fully accredited and nationally recognized programs led by University of Louisville faculty
- One affordable tuition rate – for both in-state and out-of-state students
- Transfer credit from accredited institutions
- Academic credit earned through our Southern Police Institute's Administrative Officer's Course applies toward degree completion
- 24/7 access to the university's Distance Learning Library Services and the Kentucky Virtual Library (www.kyvl.org)
- Limited openings available
- Bachelor's degree offered in cooperation with the Kentucky Community and Technical College System (KCTCS)

Begin this Spring!

Conditional admission is available

The University of Louisville is an equal opportunity institution. The university does not discriminate against persons on the basis of race, religion, sex, age, disability, color, national origin or sexual orientation.

UNIVERSITY of LOUISVILLE
dare to be great

For further information, call (800) 334-8635 extension 852-4319, or visit our web site:

www.louisville.edu/a-s/ja/ap.html

Circle no. 12 on Reader Response Card

LEARN FROM THE BEST!

Earn a Master's Degree in Criminal Justice from the most distinguished and published Criminal Justice Faculty in the Nation.



Dr. Edward Latessa
Division Head
Co-Author, *Corrections in the Community*
Corrections in America

COMPLETELY ONLINE!
NO CAMPUS VISITS REQUIRED
Call 1-800-645-5078 or visit
www.cjonline.uc.edu for
additional information



UNIVERSITY OF
Cincinnati

Circle no. 10 on Reader Response Card

is the right time for action and the development of an action research model to address the growth frustrations of the changing police cultural landscape. It is an idea whose time has come. Let's not miss this opportunity. By taking a proactive stand in the research process, police departments will not only have a greater role in defining areas that directly benefit departmental effectiveness and efficiency, but it will provide individuals in departments the opportunity to satisfy a long-neglected frustration: a frustration that arises from having others tell the police who they are, and what they should be doing. Once this is accomplished, officers will discover that the greatest influence comes from having a say in what is said about the police. ♦

¹T. L. Cosner, D. Maine, and W. Baumgart, "Personality

Research is a partnership and its best application and realization of meaningful results begins when the police are directly involved in the process.

Characteristics of High vs. Average Performing Police Officers," unpublished study (Euclid, Ohio: 1966).

²T. L. Cosner, T. Brickman, and R. Payne, "Exploring the Police Work Environment," conference paper, International Public Management Association Assessment Council's annual meeting (Baltimore: 2003); T. L. Cosner, R. Payne, and T. Brickman, "Exploring the Implicit Police Work Environment," conference paper, International Public Management Association Assessment Council's annual meeting (Seattle: June 2004).

³Cosner, Payne, and Brickman, "Exploring the Implicit Police Work Environment."

⁴International Association of Chiefs of Police, *Unresolved Problems & Powerful Potentials: Improving Partnerships Between Law Enforcement Leaders and University Based Researchers* (August 2004), 3

⁵K. Lewin, "Action Research and Minority Problems," *Journal of Social Issues* 2 (1946): 34-46.

⁶T. L. Cosner, "Developing and Maintaining a Police Psychology Program," conference paper, Society of Industrial and Organizational Psychology's annual meeting (New Orleans: 2000); D. J. Greenwood and M. Levin, *Introduction to Action Research* (Thousand Oaks, Calif.: Sage Publications, 1998).

⁷International Association of Chiefs of Police, *Unresolved Problems & Powerful Potentials*, 3.

Best Ideas in Traffic Safety

*By Joel Bolton, Lieutenant,
Lake Charles, Louisiana,
Police Department*

Finding new ideas to improve your traffic safety programs just got a lot easier. The IACP has compiled 50 of the best initiatives from this year's IACP National Law Enforcement Challenge.

Identifying the Best in Traffic Safety

A fun and friendly competition, the IACP National Law Enforcement Challenge allows agencies of all types and sizes to showcase their efforts to increase safety belt use, reduce impaired driving, and manage speed in their communities. The challenge looks at public information and education work, officer training, policy guidance, enforcement, and results to determine the winners, who stand a chance to win great prizes.

Each year, the judges comb the applications for ideas that other departments can replicate. The best are compiled and shared as the Nifty Fifty, a publication available on the Web at www.lawenforcementchallenge.org.

Many of the programs are new, innovative, and creative ways to improve traffic safety. Others are old ideas that work well, perhaps with a new twist thrown in. All are programs that have been proven by your colleagues to work in their communities, and are worthy of consideration for your jurisdiction.

Highlights include the Washington State Patrol's program to evaluate district- and division-level performance and the Buffalo Grove, Illinois, Police Department's program to promote bicycle helmet use by recognizing cyclists who survived crashes or falls because of their safety equipment.

Seat Belts

If you're searching for ways to reach young drivers with your traffic safety message, the Nifty Fifty has some interesting programs for you to consider. In Brooklyn Heights, Ohio, police provide soft drinks to teen drivers that are buckled up, but give written warnings and a penny for luck to those who aren't. Raising awareness of traffic safety among students in Lemont, Illinois, involved having German language classes research differences between U.S. and German traffic laws and having physics classes study crash dynamics and impact forces.

Crystal Lake, Illinois, police took partnership with their local high school to a new level. To promote safe driving and increase safety belt, students who did not have moving violations or seat belt citations were qualified for a drawing for a new 2005 Pontiac.

Impaired Driving

There are also some great ideas in the Nifty Fifty to reduce the toll of impaired driving crashes. Martin, Tennessee, police helped prevent New Year's Eve tragedies caused by alcohol and promoted designated driver programs by using a surplus military bus to provide safe transportation for partygoers.

Juvenile DUI offenders in Dover, Tennessee, get a dose of reality from local judges when they are sentenced to attend four-day classes that require offenders to use wheelchairs, wear adult diapers, and feed and care for each other as though they had been seriously injured and incapacitated by a crash. They also pay a visit to funeral home as part of the class.

Speed

The Nifty Fifty also contains several ideas for speed management programs. A local ordinance was adopted in Stafford County, Virginia, that allows roadways with a documented speeding problem to be designated as fine enhanced zones. The roadways are marked with special signs and selective enforcement is conducted in those areas to better control the problem. The Burlington, Vermont, Police Department enlists concerned citizens to assist with speed monitoring in their neighborhoods. Citizens are provided training and surplus radar equipment to report problems and increase awareness. To combat street racing, a video was developed by the Colorado Springs, Colorado, Police Department to educate high school students about the dangers of speed.

Pedestrian Safety

Among the many other great program ideas you can replicate in your jurisdiction is the pedestrian safety program of the Moreno Valley, California, Police Department. During the holiday period, officers dress as Santa Claus and work crosswalks near schools. Motorists who yield to Santa are rewarded with gift certificates from local businesses and those who don't yield are ticketed.

Pick what would help address problems in your jurisdiction from the programs that have worked for others. Making it work for you—and saving lives on your streets and highways—could be the key to your own winning entry in next year's IACP National Law Enforcement Challenge.

INDEX TO ADVERTISERS

The advertisers in this issue can help equip your department with the most efficient tools available today.

Use the Reader Response Card at right to obtain additional FREE information. Always mention the *Police Chief* when contacting our advertisers.

Reader Response Number

Page

1	American College of Forensic Examiners 800.423.9737 www.certifiedhomelandsecurity.com	31
2	American Public University 877.468.6268 www.apus.edu/APU	37
3	BEAMHIT 800.232.6448 www.beamhit.com	34
	Bell Helicopter, A Textron Company 800.FLY.BELL www.bellhelicopter.com	11
4	Blackinton, V.H. & Co., Inc. 800.699.4436 www.blackinton.com	23
5	CALEA 800.368.3757 www.calea.org	36
6	California University of Pennsylvania 412.565.2328 www.cup.edu/graduate/homeland	20
7	Carey's Heating & Air Conditioning 708.532.2449 www.careyscentral.com	7
8	CDW Government, Inc. 800.767.4239 www.cdwg.com	19
9	CI Technologies, Inc. 800.620.8504 www.ci-technologies.com	7
11	CTA Communications 434.239.9200 www.ctacommunications.com	64
12	Delphi Center for Teaching and Learning Distance Education Programs, Training and Support 800.334.8635 www.delphi.louisville.edu	68
13	ePoliceDepartment.com 800.734.9293 www.epolicedepartment.com	25
14	Ford Motor Company 800.34.FLEET www.fleet.ford.com	17
15	Franklin Sports Inc. 781.344.1111 www.franklinsports.com	65
16	FreeLinc 866.467.1199 www.freelinc.com	50
17	General Motors - Impala 800.222.1020 www.chevrolet.cpm/impala/	72-73
18	Global Training Academy, Inc. 800.777.5984 www.globaltrainingacademy.com	66
19	Haix N. America, Inc. 866.344.4249 www.haix.com	48
20	Haix N. America, Inc. 866.344.4249 www.haix.com	49

Reader Response Number

Page

21	IACP/IACPNet 800.227.9640 www.iacpnet.com	CV3
	IACP/Membership Application 800.THE.IACP www.theiacp.org	5, 61
	IACP/P&R: Policy Center 800.THE.IACP www.theiacp.org	67
	IACP/P&R: Training Keys 800.THE.IACP www.theiacp.org	25
	IACP/Research: Mentoring Project for New Chiefs of Police from Smaller Departments 800.THE.IACP www.theiacp.org	46
	IACP/Special Section Membership Application 800.THE.IACP www.theiacp.org	4
	IACP/Statement of Ownership, Management and Circulation 800.THE.IACP www.theiacp.org	66
	IACP/Training Programs 800.THE.IACP www.theiacp.org	52
22	International Public Management Association for Human Resource 800.381.8378 www.ipma-hr.org	67
23	John E. Reid & Associates, Inc. 800.255.5747 www.reid.com	66
24	La Boit, Inc. 800.776.9984 www.laboit.com	59
25	Laser Labs, Inc. 800.452.2344 www.laser-labs.com	29
26	Law Enforcement Resource Center 800.279.8284 www.lerc.com	45
27	Law Enforcement Testing Company 863.815.8287 www.letci.com	34
28	Liebert Cassidy Whitmore 310.981.2000 www.lcwllegal.com	9
29	Michael's of Oregon Co. 503.655.7964 www.unclemikes.com	27
30	MicroSlate, Inc. 450.444.3680 www.microsplate.com	29
31	Mohawk Ltd. 800.225.6642 www.mohawk ltd.com	35
32	Moore Unique Skin Care 800.745.9422 www.mooreunique.com	51

Reader Response Number

Page

34	MSA 888.MSA.0018 www.MSAnet.com	15
33	MSA 888.MSA.0018 www.MSAnet.com	39
	National Training Center of Polygraph Science 800.643.6597	35
35	North Carolina State University / AOMP 919.515.5071 www2.chass.ncsu.edu/aomp/	22
36	Northeastern University 617.373.7814 www.neu.edu	12
37	Nova Southeastern University 954.262.70 www.cji.nova.edu	64
38	Orchid Cellmark 301.512.3449 www.orchidcellmark.com	47
39	Oregon Aero, Inc. 800.888.6910 www.OregonAero.com	41
40	PSA - Dewberry Inc. 309.282.8189 www.dewberry.com	41
42	Southern Police Institute 502.852.0333 www.louisville.edu/a-s/ja/spi	3
41	Southern Police Institute 502.852.0333 www.louisville.edu/a-s/ja/spi	33
43	Southern Poverty Law Center 334.956.8200 www.splcenter.org	CV4
44	TASER International, Inc. 480.991.0797 www.TASER.com	CV2
45	U.S. Postal Service 800.782.6724 www.usps.com/postalinspectors	13
10	University of Cincinnati 800.645.5078 www.cjonline.uc.edu	69
47	Wright Computer Products 800.367.4216 www.wcp-usa.com	21
48	Z-Medica Corporation 203.294.0000 www.quikclot.com	43
	Position Open: Bridgeport, CT 203.576.7103	36
	Position Open: Institute for Law Enforcement Administration, Texas 972.244.3430 www.theLEA.org	21
	Position Open: Pasadena City College 626.585.7257 www.pasadena.edu	42
	Position Open: St. Joseph, MO 816.271.4670	51

The IACP does not recommend, endorse or accept responsibility for the proper performance of any product advertised in these pages.

For advertising information, call Steve Currie, The Coy Group at 877-247-7142

Police 10-Codes

Homeland Security Secretary Michael Chertoff announced during his remarks at the 112th Annual Conference of International Association of Chiefs of Police in Miami Beach, Florida, on September 27, 2005, that the abolition of the police 10-codes will not be necessary for NIMS compliance.

Chertoff said, "Under the implementation of the National Incident Management System there has been discussion of requiring the elimination of the 10-code in every day law enforcement communications. However, there was a strong response from the law enforcement community against this proposal, and we listened to your concerns.

As a result, I have decided that NIMS compliance will not include the abolition of 10-codes in everyday law enforcement communications, but we will work to ensure that we have a common language system for multi-jurisdiction and multiagency events.

I want to assure you that as a department we will continue to listen, continue to work with you, and reach out to this vital community so that your valuable insight and firsthand experience are brought to bear on the difficult challenges we confront."

For more information, visit the Department of Homeland Security home page at www.dhs.gov.

Biometric Entry Procedures at Ports of Entry

The U.S. Department of Homeland Security announced the scheduled expansion of the US-VISIT program's biometric entry procedures to additional land border ports of entry. US-VISIT entry procedures have been operational in the secondary inspection areas of the 50 busiest land border ports of entry since December 29, 2004, and are also in place at 115 airports and 15 seaports.

"By moving ahead with the scheduled expansion of US-VISIT to these additional land border ports of entry, we are taking the next step toward achieving our long-term and comprehensive vision of a 21st-century immigration and border management system," said Jim Williams, director of the US-VISIT program at the Department of Homeland Security.

As part of the process, Customs and Border Protection officers collect digital, inkless finger scans and take a digital photo of the visitor. To date, more than 38 million international visitors have been processed through US-VISIT at air, sea, and land border ports, and more than 850 criminals or immigration violators have been denied admission to the United States with the help of US-VISIT procedures.

US-VISIT is part of a continuum of security measures that begins overseas and continues through a visitor's arrival in and departure

from the United States. It incorporates eligibility determinations made by both the Departments of Homeland Security and State. In many cases, US-VISIT begins overseas, at the U.S. consular offices issuing visas, where visitors' biometrics (digital finger scans and photographs) are collected and checked against a database of known criminals and suspected terrorists. When the visitor arrives at the port of entry, the same biometrics are used to verify that the person at the port is the same person who received the visa.

NIMS Compliance and Day-to-Day Operations

Must organizations use National Incident Management System (NIMS) concepts and principles in day-to-day emergency operations or only during major incidents involving federal participation?

The requirement to adopt and implement NIMS and ICS means NIMS and ICS for incident management every day. Those who don't are not NIMS compliant.

The intent of Homeland Security Presidential Directive 5, which ordered the development of the NIMS, is clear: "The objective of the United States Government is to ensure that all levels of government across the Nation have the capability to work efficiently and effectively together,

Managing Parkinson's: Straight Talk and Honest Hope

Mike Shanahan, IACP life member and former chief of police at the University of Washington in Seattle, retired from active duty law enforcement after he was diagnosed with Parkinson's disease in 1993. IACP members who know Mike are not surprised to learn that he has taken what could be considered a disadvantage and turned it into an opportunity to help others.

Shanahan has co-chaired a DVD initiative to help others to learn more about Parkinson's disease. The DVD, "Managing Parkinson's: Straight Talk and Honest Hope," provides personal accounts of experiences and challenges facing those afflicted with Parkinson's and identifies successful initiatives that improve patients' quality of life.

In the last several years a number of high-profile people have raised the level of awareness surrounding Parkinson's disease, which afflicts 1.5 million Americans (another 3 million display symptoms). Among the most recognizable patients are Muhammad Ali, the Reverend Billy Graham, Janet Reno, and Michael J. Fox. Pope John Paul II was a Parkinsonian.

Parkinson's research receives much media attention because many in the medical community believe a cure or major breakthroughs are at hand.

"Managing Parkinson's: Straight Talk and Honest Hope" demonstrates the value of user-friendly digital communications technology for managing a major chronic disease. Families and close friends can share the DVD viewing experience together in a meaningful way. In most cases this can be done in the supportive environment of their own homes.

The complimentary DVD is designed to carry a message of honest hope. Some patients who are featured in the video report feeling confused and isolated after diagnosis. Even though there are support groups and resource centers available, few want to start off by going public, as that leads to other challenges, not the least of which is "telling the boss." The video sets out to answer questions frequently asked by those touched by the disease.

The DVD stresses the message that a Parkinson's diagnosis doesn't mean the patient's life is over. On the contrary, this diagnosis may represent a first step toward improved quality of life through medication, diet, and exercise to effectively manage the

disease. The DVD is a comprehensive guide to maximizing quality of life in the face of this chronic illness that affects families, friends, coworkers, and the community at large.

Law enforcement executives can use this DVD to reach out in community programs to develop relationships with the citizens and community groups helping Parkinsonians.

Michael Shanahan served in several capacities during his tenure with the IACP, including general chair of the Division of State Associations of Chiefs of Police, co-chair of the Private Sector Liaison Committee, and member of the IACP Executive Committee. He was active in Law Enforcement Exploring and hosted an Exploring conference at the University of Washington. Mike is also active in civic projects and in 1982 he cofounded Rotary First Harvest to get surplus produce to the needy, a program that raised 100 million pounds of produce and is still going strong today.

To obtain a free copy of the "Managing Parkinson's" DVD, please visit www.waparkinsons.org, or send an e-mail message to honesthope@comcast.net.

AN AMERICAN



impala

DESIGNED FOR THE FORCE RIGHT FROM THE START: STANDARD 242-HORSEPOWER 3.9L V6 WITH FRONTAL AND AVAILABLE HEAD-CURTAIN SIDE-IMPACT AIR BAGS; PLUS A FULLY INTEGRATED ELECTRICAL

RE^{EVOLUTION}™



INVESTIGATE THIS.



*Fuel economy estimates based on GM testing. Official EPA estimates not yet available. †Always use safety belts and proper child restraints, even with air bags. Children are safer when properly secured in a rear seat. See the Owner's Manual for more safety information. Impala and the Impala Emblem are registered trademarks of the GM Corp. ©2005 GM Corp. Buckle up, America!

VARIABLE VALVE TIMING FOR MAXIMUM TORQUE, ESTIMATED 25 MPG HIGHWAY,* DUAL-STAGE SYSTEM FOR EASY INSTALLATION OF AFTERMARKET EQUIPMENT. IT'S A WHOLE NEW ANIMAL.



Circle no. 17 on Reader Response Card



Line of Duty Deaths

"They will be remembered — not for the way they died, but for how they lived."

The IACP wishes to acknowledge the following officers, who made the ultimate sacrifice for their communities and the people they served. We extend our prayers and deepest sympathies to their families, friends and colleagues.

Trooper Todd Larkins
Tennessee Highway Patrol
Date of death: July 8, 2005
Years of service: 5

Officer Larry William Cantrell
Sapulpa, Okla., Police Dept.
Date of death: July 30, 2005
Years of service: 3

Agent Jesus Lizardi Espada
Police of Puerto Rico
Date of death: August 1, 2005
Years of service: 1

Deputy Sheriff Timothy David Graham
Pima County, Ariz., Sheriff's Office
Date of death: August 10, 2005
Years of service: 2

Police Officer Francis M. Ortega
Pine Lake, Ga., Police Dept.
Date of death: August 11, 2005
Years of service: 1

Police Officer Roy L. Nelson, Jr.
New Smyrna Beach, Fla., Police Dept.
Date of death: August 13, 2005
Years of service: 6

Officer Timothy Webster
Crystal Springs, Miss., Police Dept.
Date of death: August 13, 2005
Years of service: 1

using a [single, comprehensive] national approach to domestic incident management."

The point is that all responders at all levels use the same organizational structures, terminology, procedures, and systems all the time. The idea is to achieve interoperability among jurisdictions and disciplines. Those who do not train for, exercise, and use NIMS and ICS in their day-to-day operations will not be able to integrate their activities into a system they do not know, haven't practiced, and don't use.

To underscore the importance of the nationwide adoption of NIMS, the U.S. Department of Homeland Security has directed that all federal preparedness assistance to states and local jurisdictions be tied to compliance with the requirements of NIMS. Beginning Oct. 1, 2005, all recipients of federal preparedness funds must adopt and use NIMS as a condition for the receipt of fiscal year 2006 preparedness assistance funding. This does not just include funds from the Department of Homeland Security; it includes preparedness funds from all federal departments and agencies, although there is no linkage between post disaster assistance funds and NIMS compliance. Specific preparedness grants will outline the requirements for eligibility in the grant language.

A preliminary list of affected federal preparedness grant programs is listed on the NIMS Integration Center's Web page at www.fema.gov/nims. The NIMS Integration Center has made this preliminary list available to help state and local entities identify funding streams that may be affected in connection with NIMS implementation requirements. The listing should not be considered a definitive list of federal preparedness grants and agreements. Questions? Ask the NIMS Integration Center at NIMS-Integration-Center@dhs.gov or 202-646-3850.

GJXDM National Virtual Help Desk Goes Live

The IJIS Institute has established the GJXDM Help Desk and it is available to users via the Internet. The help desk serves government and industry computer solution developers who are working on implementing the Global Justice XML Data Model (GJXDM). More than a conventional help desk, the GJXDM help desk contains a significant knowledge base users can access on the Web and then submit unanswered questions via the Web, e-mail, or telephone.

The help desk is staffed in three levels of response. Tier 1 is staffed directly by the IJIS Institute to provide the basic responses to questions and build the knowledge base in addition to managing the project. Specific domain expertise is available as tier 2 support from the National Center for State Courts and from Search, the national consortium on integrated justice. Further support from technical expertise of IJIS Institute member companies and the Georgia Tech Research Institute is available for tier 3, or the most difficult, technical questions.

The goal of the GJXDM help desk is to respond to developers within 24 hours whenever possible. The operation will keep open hours of 9:00 a.m. to 8:00 p.m. Eastern time to ensure service to the west coast during afternoon hours.

The GJXDM help desk project manager, Ashwini Jarral, reports that the intent is to grow the knowledge base to the point where developers can get their questions answered without submitting a problem report but to never let a developer starve for answers to pressing questions. The objective is to keep the staffing level in place until the knowledge void has been filled.

Funding from the U.S. Department of Justice's Bureau of Justice Assistance (BJA) started the project as begun by the IJIS Institute and funded most of the planning effort. Once plans were in place, the U.S. Department of Transportation provided additional funding to ensure that the help desk will assist developers in getting questions answered about the exchange of information between intelligent transportation systems and public safety communications centers or computer aided dispatch systems.

The XML Advisory Committee of the IJIS Institute is the basic steering committee for the help desk having created the concept of operations and providing significant contributions to the knowledgebase contained in the help desk. Mike Hulme, enterprise system architect at UNISYS, who is chairman of the XML Advisory Committee, said, "This collaborative effort is exactly what we have needed to spread the knowledge about how to implement the GJXDM in order to accelerate the implementation of this important standard throughout the nation."

The fundamental idea of creating such a virtual help desk was originated in the GJXDM Training and Technical Assistance Committee (GTTAC), a consortium of service providers that attempt to provide a consistent educational and support service to developers to encourage adoption of the GJXDM in ways that ensure interoperability. GTTAC is an adhocacy formed at the encouragement of BJA, and has been actively engaged in national training efforts.

The software supporting the GJXDM Help Desk is provided by Right Now. The Center for Advanced Defense Studies assisted in the development of the GJXDM knowledge base.

The IJIS Institute is a nonprofit company formed by the information technology providers who work with local, state, tribal, and federal governments to improve information sharing among public safety and justice organizations. Over 130 companies are affiliated with the IJIS Institute, and members volunteer to serve on important national committees and work groups in order to advance the state of the art in information sharing in justice systems.

For more information, call Paul Wormeli, executive director of the IJIS Institute, at 202-628-8615, or write to him at paul.wormeli@ijis.org.

Do you have the

funding

you need?

Find more dollars for your agency with

IACP Net's Funding Section.

Expedite your
funding search.

IACP NetSM summarizes available funding opportunities applicable to law enforcement so you can locate and apply for grants quickly and efficiently. Deputy Chief Smith of the Dallas, TX, Police Department uses IACP Net to search for purely law-enforcement related information. **"I also use IACP Net to check for grant opportunities we may not have been aware of,"** Smith says. **"There's no surfing a multitude of sites. You just log on to IACP Net and there's pertinent information literally at your fingertips."**

Join IACP Net's online network of law enforcement professionals and benefit from their experience by accessing

- **Tried and tested policies**
- **32,000+ searchable documents**, procedures, programs and practices
- **Online information-sharing tools**
- **Updates** on funding, legislation, news and hot topics

Visit the IACP Net Web site at **www.iacpnet.com** and take a tour, or call **800.227.9640** for more information.

The premier online information network
dedicated to police business since 1991.



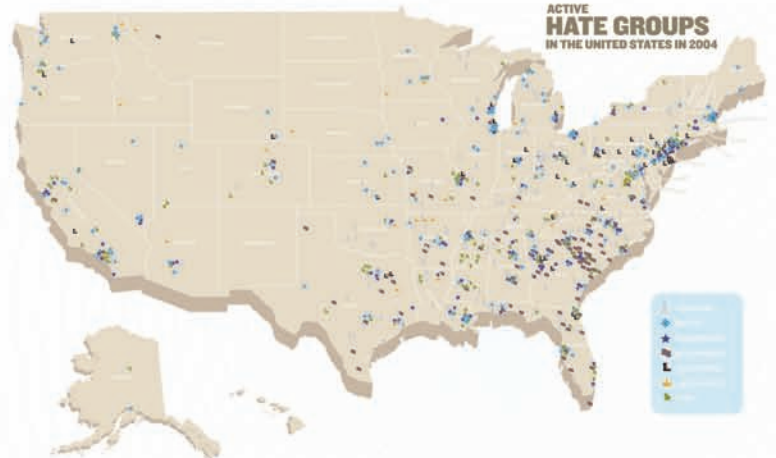
Tracking Domestic Terrorists, Fighting Hate and Extremism



THE SOUTHERN POVERTY LAW CENTER'S **INTELLIGENCE PROJECT**

"[The Intelligence Project] has cracked cases even the FBI couldn't solve." — CBS NEWS

"The information provided in the *Intelligence Report* has been most helpful. I am grateful."
— CHIEF OF POLICE, NORTH CAROLINA



FREE QUARTERLY MAGAZINE FOR LAW ENFORCEMENT SUBSCRIBE TODAY!

For more than 20 years, the Intelligence Project has tracked the activities of white supremacist and other extremist groups in the U. S. Its investigations have resulted in judgments against 9 major white supremacist organizations and 46 individuals for their roles in hate crimes. Its award-winning *Intelligence Report* is the nation's leading magazine on domestic extremism.

sign-up online at www.intelligencereport.org

Circle no. 43 on Reader Response Card

