Prepared for: The Evergreen State College Police Services

Chief Steve Huntsberry

Prepared by: Rosanne London, PhD

Site Visit Date: January 10, 2005

Final Report Date: May 24, 2005

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INTRODUCTION

This report is the result of a request by Chief Steve Huntsberry for an Onsite Assessment sponsored by the U.S. Department of Justice, Office of Community Oriented Public Safety and conducted by Western Regional institute for Community Oriented Public Safety (WRICOPS). The department requested an Onsite Assessment related to community policing and was interested in an independent examination of the organization and community to assess organizational readiness and to identify strategic community-based recommendations toward the implementation of community policing. The Onsite Assessment Process has been adapted from the Western Regional Institute for Community Oriented Public Safety (WRICOPS) Leadership Cadre Organization Assessment Program.

The Onsite Assessment Process provides organizational development and technical assistance to law enforcement agencies and their communities through a trained Assessment Team. The Onsite Assessment Process identifies the status of community policing within the department as well as the understanding and support of community policing by local government and community members. Information assembled by Assessment Team members through meetings, surveys, interviews, observations and document review and then organized into this comprehensive written report provides strategic recommendations to assist in the enhancement of community policing efforts.

The Assessment Team examined all aspects of the organization related to community policing. This report provides the chief and the members of the department with information to assist them in becoming more responsive and service-based in community policing. This report discusses many aspects of the organization, including values, goals, structure and the internal and external environments. Strategic recommendations provided for each topic area, designed to move the agency toward department-wide community policing, do not imply problems or errors, but rather offer a path for change. The suggestions are purposely not specific, as there is no easy "cookbook recipe" for the difficult challenge of implementing comprehensive organization change. The purpose of the recommendations is to stimulate discussion, self-examination and critical thinking. For long-term effectiveness and success, department members should address the political ramifications, pros and cons of the proposed actions, the potential impacts and how best to implement changes within the department. Without such active participation and reflection, this report becomes just another document by "some consultants" finding its place in the department's archives only to be later viewed in the context of when it can be legally destroyed.

This report is not a management audit or an accreditation assessment, nor is it meant to criticize personalities, views, or management styles of any department members. Management styles working very effectively in a traditional law enforcement agency may create barriers in a community policing environment that encourages decentralized operations and decision making, creativity and innovation, partnerships and problem solving. This report provides recommendations for change to help the department assess its readiness and commitment to community policing and problem solving.

ACKNOWLEDGEMENTS

The Onsite Assessment Team would like to thank The Evergreen State College Administration, Evergreen College Police Services, Chief Steve Huntsberry, Art Costantino, Phyllis Lane, all Police Services personnel, the Police Services Community Review Board, The Evergreen State College faculty,

staff and students for their friendly reception, time and willingness to spend time talking with the assessment team. A special thank you to Tracey Johnson for putting up with the numerous changes the team required her to endure. She was always responsive and very pleasant and made the teams visit and experiences on campus very enjoyable.

AGENCY PROFILE

Department: The Evergreen State College Police Services is staffed with 20 personnel, of whom 10 are commissioned/certified. The department is structured into two Divisions. The department provides law enforcement and parking services for approximately 5000 People and reports to the Vice President of Student Affairs.

Population: The total population of Thurston County is approximately 275,000.

Calls for Service: The Evergreen State College Police Services defines "calls for service" as any request for police assistance, either civil or criminal, that is assigned a case number. The department handles approximately 200 to 250 calls for service each year as reported by the Chief.

INTRODUCTION OF REGIONAL COMMUNITY POLICING INSTITUTE (RCPI)

The WRICOPS RCPI is one of 27 RCPI's across the nation funded by the U.S. Department of Justice, Office of Community Oriented Policing Services. WRICOPS provides training and technical assistance to agencies within the five-state area of Washington, Idaho, Montana, Wyoming and South Dakota. The mission of WRICOPS is to provide an integrated approach to the adoption of the community oriented policing and problem solving (COPPS) philosophy throughout the five-state region via three main components, Training, Technical Assistance and Applied Research.

ASSESSMENT TEAM MEMBERS

The WRICOPS staff would like to acknowledge and thank each of the following Onsite Assessment Team members involved in this effort: Rosanne London, Joseph Eisenbrandt, Dorothy Franklin, Norman Hand, Barbara Monaco, Todd Ramsay and Eugene Smith. The following describes the background of each Assessment Team Member.

Joseph Eisenbrandt: After serving for 4½ years in the Navy, I became involved in law enforcement in 1970 when I joined the Newark Police Department's Reserve Program while operating my own Shell Station in Freemont, California. I moved to Coeur d'Alene, Idaho in 1977 and went to work for the Kootenai County Sheriff's Office where I wrote, implemented and for 10 years worked the warrants and extraditions position and was instrumental in the development of the Co-Op Prisoner Transportation System for Idaho. Mr. Eisenbrandt was promoted to Lieutenant, became the Jail Commander and retired from that position in April of 1995. We moved to Plains, Montana and I went to work for the Sanders County Sheriff's Office as jail commander and worked there for 1½ years before was appointed Chief of Police for the Town of Plains. I retired from the Plains Police Department in June of 2002. Now that I'm retired I enjoy doing assessments for WRICOPS, my wife and I keep busy writing grants for the police

department and other entities and we relax by working on our 20 acres overlooking the Clark Fork River, watching the deer in our back yard and taking short trips around the Northwest

Dorothy Franklin: Dorothy Franklin has been a manager for the City of Sioux Falls Health Department for eight years. She has been working in the public and environmental health field for 22 years. Prior to working for the City of Sioux Falls, she worked as an environmental scientist for a private engineering and consulting firm and most recently, as a project manager for the State of Nebraska, Department of Environmental Quality.

Ms. Franklin's experience includes a broad background in public and environmental health, program development and project management. She has a Bachelor of Science degree in Biology with an emphasis in Criminal Justice from Culver-Stockton College and a Master of Science degree in Industrial and Environmental Health from the University of Michigan, School of Public Health. Ms. Franklin is currently involved in a variety of community safety and public health projects. She presently manages the Vector Control and the Animal Control Divisions for the City, in addition to participating in numerous other activities for the Department such as emergency preparedness.

Ms. Franklin has managed projects for the Department of Defense, the Corps of Engineers, the EPA, city and county government, as well as private business and has worked cooperatively with numerous other agencies on public health or law enforcement projects. She is currently pursuing a doctoral degree from the University of South Dakota, in Educational Administration, with an emphasis in adult and higher education. Ms. Franklin is originally from a rural agricultural community in central Illinois and is married with three children.

Sheriff Norm Hand: Norm Hand is the retired elected Sheriff of Yamhill County, Oregon. He has 33 years of experience in law enforcement in both city and county agencies and has extensive experience in all areas of policing and law enforcement management. He is a member of the Western States Sheriff's and the National Sheriff's Association. He holds Management and Executive certification from the Oregon Board of Public Safety Standards and Training and has completed the National Sheriff Academy and the FBI National Academy.

Sheriff Hand has attended numerous trainings in the area of Community Oriented Training including WRICOPS courses. He has held governor's appointments to the Law Enforcement Data System, the Missing and Exploited Children Advisory Board and was a member of the Attorney General's Task Force on Sexual Assault and Domestic Violence. Locally he served as a member of the Public Safety Coordinating Council and the Local Alcoholism and Drug Abuse Planning Committee. Sheriff Hand is a member of numerous community organizations including Chambers of Commerce, City Clubs, United Way, Boy Scouts and Rotary.

Barbara Monaco:. Ms. Monaco was appointed Deputy Juvenile Probation Officer for the Twentieth Judicial District in 1986 and Chief Juvenile Probation Officer for the District in 1989. She is an instructor for the Montana Law Enforcement Academy and a trainer for the National Council of Juvenile and Family Court Judges. Barbara is a member of the Montana Probation Officers Association and the Montana Corrections Association. She is a past officer for both associations and sits on a number of committees within both associations. Ms. Monaco also possesses skills in investigation and treatment of occult crime involving the youth. She specializes in the area of high-risk behaviors, youthful sex offenders. Barbara holds a BA degree from the University of Montana.

Deputy Chief Todd Ramsay: Todd has worked for the Bellingham Police Department since 1987. Todd currently serves as the Deputy Chief of Operations. His career began in Bellingham after graduating from Washington State University. Todd has served in the patrol division, drug unit, school resource, SWAT

and as a sergeant and lieutenant. In 1997, Ramsay was announced as the fourth Community Policing Fellow for the US Department of Treasury. Ramsay was assigned to the Federal Law Enforcement Training Center where he was one of the core coordinators for the development of the national Community Policing Curriculum, sponsored through the COPS Office. Since his fellowship, Ramsay has been involved in the delivery of community policing / leadership training throughout the United States, British Columbia and Central America.

In March of 2002, Ramsay was promoted to the position of Deputy Chief. He is one of two-BPD community policing facilitators. Deputy Chief Ramsay is a problem solving facilitator and Leadership Cadre assessor for the Western Regional Institute for Community Oriented Public Safety, a satellite instructor for the Washington State Criminal Justice Training Commission, the US Department of Treasury and contracts privately as a law enforcement consultant with an emphasis on strategic planning.

Eugene Smith: Eugene Smith has been in law enforcement since 1989. He is presently a Lieutenant with the Boise Police Department. His primary assignment is a patrol Watch Commander, but he is also in command of the Crowd Intervention and WMD Response teams. As a Sergeant, he supervised a patrol team, before taking over the Gang and Criminal Intelligence Units as well as the Domestic Violence Unit. Previously, Lt. Smith was a Neighborhood Contact Officer on the Community Policing Team. He was involved in the development of Neighborhood Service teams with the Community Policing Team. These teams furthered Community Policing by assigning officers from all assignments to a geographical area of the city. He also instructs part-time for Idaho State University's Institute of Emergency Management with the focus on Incident Command for first responders.

Rosanne London: Rosanne earned a doctorate degree from Washington State University in 1995. She has taught courses in political science, public administration and criminal justice over the last seventeen years at institutions of higher education in the Washington, Idaho and Utah. She is presently at teaching at Gonzaga University. Rosanne has conducted four other WRICOPS evaluations and worked with the Spokane Police Department in developing community policing efforts and consulted with various government and nonprofit organizations in developing strategic plans to promote organizational change.

ONSITE ASSESSMENT PROCESS

The Onsite Assessment Process provides technical assistance to police and tribal agencies, sheriff's departments and their communities, through the use of a trained Onsite Assessment Team. The Assessment Team consists of loaned police executives, community-policing experts and community members and elected, appointed and tribal government officials. The Assessment Team visits the requesting agency, conducts an assessment and delivers a report of their findings and strategic recommendations for further strategic implementation of community policing. The Assessment Team provides assistance with the implementation and institutionalization of community policing and problem solving. By developing an Assessment Team acting as consultants, many pitfalls associated with organizational change are avoided; thereby, enhancing innovative community policing strategies within the department.

The Onsite Assessment Process seeks to identify the current status of community policing within the department, assess the level of understanding and support of community policing shown by the local or tribal government and determine prevailing attitudes about community policing expressed by community members. The Onsite Assessment Process identifies barriers to community policing and available implementation strategies.

Information assembled by Assessment Team members through meetings, surveys, interviews, observations and document review and then organized into a comprehensive written report provides strategic recommendations to assist the department in the enhancement of community policing efforts. This report serves as a useful tool for direction and assistance in transitioning or advancing community policing efforts in a community. It also provides baseline information for use by the department in developing its community policing efforts.

The Onsite Assessment builds a comprehensive and accurate picture of the community policing efforts of the department and provides insight into the attitudes, perspectives and expectations of department personnel, local government officials, community leaders, citizens and volunteers. Activities during the Onsite Assessment may include interviews, ride-alongs, observations, document review and meetings. RCPI staff scheduling the Onsite Assessment work closely with the department to set up suitable experiences for the Assessment Team. The department provides the Assessment Team access to all relevant records and sets up interviews with appropriate persons. Three different interview questionnaires provide a guide to initiate discussion during the Onsite Assessment. Although confidential and conducted in private areas, the interviews do not assure anonymity. Typical stakeholders interviewed include:

- CEO, all ranks and divisions, support personnel (records, dispatch, etc.) and volunteers of the department
- Other law enforcement agencies
- Citizens, education, media, non-profits, professional, religious, youth and other civic representatives
- Judicial, social service, city/county/tribal administrators and elected officials
- Randomly selected, pre-identified community members

Whenever available, the Assessment Team also reviews the following items provided by the department:

- Organization chart
- Policies and procedures manuals
- Annual reports
- Planning documents
- Budget documents
- Demographics
- Surveys
- Newspaper articles
- Maps
- Existing partnerships
- Community policing strategies

This Onsite Assessment Process uses three types of questionnaires for conducting interviews—law enforcement, local or tribal government and community members. These questionnaires serve as guides to ensure the interviews cover important topic areas, including the following:

- Understanding of community policing
- Vision/mission of the organization
- Ethical and integrity issues
- Organizational structure
- Calls-for-service management
- Management and planning services
- Human resources
- Resistance or barriers to change
- Organizational communication patterns
- Issues of power and control
- Financial management
- Community Issues
- Community partnerships
- Role of local government, media and community groups
- Internal and external relations
- Social capital
- Roles of the chief executive, command staff and first-line supervisors

The Assessment Team conducted over 215 interviews in January 2005. Interviews were held with approximately twenty-five law enforcement officers and command staff from the department and neighboring law enforcement agencies and 6 local government officials. Along with elected officials from the surrounding community, as well as judges and prosecutors, the remaining interviews included students, faculty, The Evergreen State College administrative personnel and The Evergreen State College staff.

ELEMENTS OF COMMUNITY POLICING

Community policing measures its success as a philosophy and approach to policing promoting the formation of partnerships among law enforcement, the public and non-profit agencies. Activities associated with these partnerships actively engage law enforcement with citizens to address community issues and promote proactive problem solving to address the causes of crime and reduce the fear of becoming a victim of crime. Within the community policing philosophy the three interrelated, equally important core components of *partnerships*, *problem solving* and *organizational structure/leadership* give life to community policing principles.

Partnerships: As a key feature of community policing, partnership means working with community members and other governmental entities to identify problems and formulate practical solutions to those problems (problem solving). Community policing recognizes that crime is not exclusively a police problem, but more accurately constitutes a community problem. Long-term, effective solutions require involvement by many parties—community members, tribal and local government officials and agencies, schools, community and neighborhood groups and law enforcement. Partnership building is not a "community relations effort" but rather represents an authentic effort of achieve engagement with the community on the part of the police.
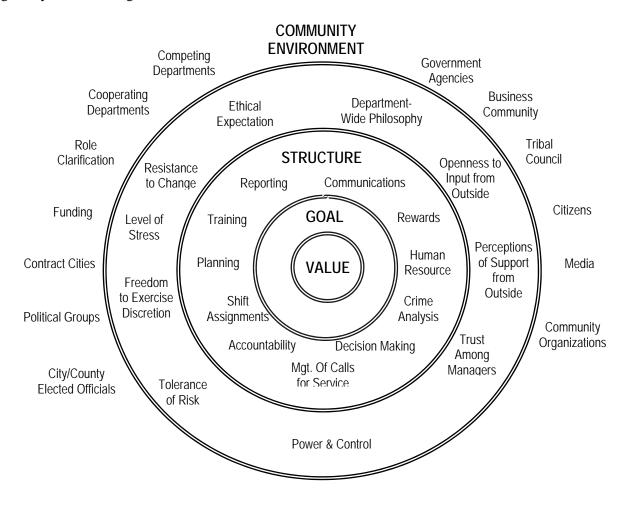
Problem Solving: As a structured process for identifying and analyzing problems, developing solutions and assessing the impact of those solutions, problem solving is most effective when all major stakeholders work together for problem resolution. Public safety problems often require solutions not traditionally associated with law enforcement agencies and typically involve other city, county, tribal and non-profit agencies. Community-based problem solving calls upon officers to make innovative decisions in the field. When an organization embraces the management philosophy of community policing, agency personnel adopt a customer service orientation.

Organizational Structure: Community partnerships and proactive problem solving cannot be effective, however, unless the structure, policies, culture, values and character of ethical leadership of the organization support and reinforce such activities. Line officers need enhanced decision-making authority to work with their community to help define and find solutions to localized problems.

Community policing officers often feel constrained in their work by the existing hierarchical structure, policies and procedures keeping decision-making authority at the top, limit the amount and type of information disbursed and require virtually all actions to go through the "chain of command." These disparate organizational motivations can cause internal conflict between expected outcomes of community policing police actions and the type of decision-making permitted via a command and control system. Distrust of change, lack of confidence in management and cynicism with respect to changing reward systems typically restrict the timely implementation of community policing.

ORGANIZATIONAL UNIVERSE

The Organizational Universe: Organizational Structure and Change (Jones, 1981): Inconsistencies between values and organizational processes contribute to the organizational conflict often experienced in implementing community policing and ultimately bring about attempts at organizational change. Law enforcement agencies attempting to implement a planned change need to examine their "Organizational Universe" (Jones, 1981). The Organizational Universe enables the department to view the entire organization and perceive its web of relationships both within and outside the department by providing an overview of the system in which police managers adopting community policing are working. The Organizational Universe includes values, goals, organizational structure, internal climate and external stakeholders. Key to success in the implementation of an organization-wide change such as that required by community policing is the examination of the congruency between each of the elements. When such congruency exists, the organization is most effective.

I.   ORGANIZATIONAL VALUES

At the core of the organization is a set of values or an underlying philosophy defining the organization's reason for existence. It is through these values members understand what actions are expected and considered ethical within the organizational structure. The culture of the department comes to reflect these values in the structure and management practices of the agency. Values look to the future and are not necessarily driven by the past, the system, or rules. Values define organizational goals without regard to the specific means to achieve those goals. Consensus among managers, especially on the core values, creates sensible, legitimate and coordinated management decisions directed toward common goals. Changes occurring in law enforcement's external environment necessitate a vision incorporating values to ensure appropriate policing behavior. The vision and changed behavior required entail embracing a management and organizational philosophy empowering virtually all members of the organization to meet community needs. The values of community policing—including problem solving, community partnerships, officer discretion, ethical behaviors, creativity, continuous improvement and customer service—must drive the organization. It is through these values members understand what actions are expected and considered ethical within the organizational structure. The culture of the department comes to reflect these values in the structure and management of the department.

II.   ORGANIZATIONAL GOALS

Organizational goals are derived from the articulation of the department's values. Goals describe what concrete outcomes the department is striving for and how it will actualize its values. Goals explain how organizational values will be implemented within the organization and as a consequence, they must be substantially outcome-based guides to action. Goal setting is the mechanism for connecting organizational values with observable outcomes. As a process, goals translate the organization's vision, mission and values into a framework of actions and objectives. Goals provide a standard against which budgeting, plans, human resources, structure and other elements are tested. The goal setting process, if inclusive, strengthens the relationship between the community and the agency and develops long-term support for changes made as a result of the planning effort. Goals should articulate organizational values in terms of outcome-based guides for action and be used to hold senior managers accountable for achieving these outcomes. Command staff must agree on how they will show personal commitment to community policing, how they will allocate resources to support it and what evaluation processes they will use to gauge progress toward community policing adoption.

III. STRUCTURE

Structure involves much more than the ubiquitous organizational chart, which depicts the formal mechanisms and relationships enabling the implementation of values and goals. Elements within the structure include manager roles, communication and decision-making procedures, human resource policies, training, accountability and commitment provisions, promotion and reward systems, crime analysis and calls for service management. Each element requires congruency among the values, goals and organizational structure elements. Congruency in this context means the rules, regulations, policies and procedures support the departmental implementation of the values, mission and goals.

IV. CLIMATE

Climate is the language of the organization expressed through words, gestures, situations, interpersonal relations and unwritten rules of behavior. The culture exists first and foremost as a result of the interpretation of managerial behaviors. The organizational climate depicts the atmosphere resulting from the implementation of the structure. Trust, risk-taking, support, competition, freedom, clarity of roles, stress and conflict resolution are all elements of the climate. Plummeted workforce morale, strained trust in the system, openly competitive relationships and lack of innovation result from incongruence among

the values, goals and structure of an organization. Organizational climate elements often determine the extent and success of a change process.

V. COMMUNITY ENVIRONMENT

The community environment describes the influences affecting the organization's ability to accomplish its goals. Organizations without a well-developed value system are at the virtual mercy of a changing environment. The community environment can have an impact upon an organization by altering goals based on partial information. Employees in these organizations tend to value stability within the workplace and to distrust new "initiatives" or "directives out of the blue," believing that within a relatively short time priorities will change again without much warning. Effective organizations learn to connect to their environments in appropriate and useful ways. Citizen groups, local interests and politicians can be involved in building workable partnerships, engaging in problem solving and promoting crime prevention. Collaborative interactions within jurisdictions and among the police, elected officials and the media reflect the extent of community-based problem solving and the success of community policing efforts. The "community" in community policing is made up of the stakeholders who must work together to ensure the success of any community policing effort.

The Organizational Universe provides a template for the comprehensive assessment of an organization and lends structure to the report of findings and recommendations. It is adopted for those purposes in this report.

FINDINGS AND STRATEGIC RECOMMENDATIONS

I. VISION, MISSION AND VALUES OF THE ORGANIZATION

The values of an organization determine its ability to adapt to outside influences, infuse new ideas into traditional systems and incorporate changing paradigms. It is the responsibility of top management to explicitly share and model organizational values. A written mission statement, helpful when addressing fundamental change within an organization, becomes one mechanism for employees and community members to understand the values of the department. Top management reinforces the statement by articulating a clear, powerful, consistent vision describing the kind of department expected from community policing implementation.

Managers are often good at championing change by others, but rather poor at changing their own behavior. Culture, established by employees observing what happens to them and then drawing conclusions about their organization's priorities, set their own priorities accordingly (Schneider et al., 1994). It is for this reason that it is so important for senior managers to address the implications of a community policing philosophy for their own work.

Findings from The Evergreen State College Police Services Assessment (TESCPSA)

The culture of The Evergreen State College (TESC) is, in many ways, unique from other state higher education institutions. Students, faculty and staff are expected to adhere to the College's Social Contract delineating the rights and responsibilities of all community members. TESC encourages critical thinking and, among other things, a community of learners dedicated to issues of social justice. The College's buildings and student housing are nestled within 1,000 wooded acres and are somewhat removed from the center of commerce, on Olympia's west side.

Two safety issues concern TESC administration, faculty, staff and students. One is the access of non-college individuals to the campus who engage in illegal behavior or directly threaten the safety of TESC community members. The other is a recent housing development on private property adjacent to the campus resulting in increased traffic through the campus' main road and the potential of increased speed and accident concerns. Both of these issues directly affect TESC's Police Services.

TESC Police Services' written mission statement acknowledges its role in providing a safe environment. It reads as follows:

 A partnership based on mutual trust and understanding, between the members of The Evergreen community and the department of Police Services, sharing the responsibility of providing a safe learning and working environment through community awareness, involvement and education.

This mission statement also reflects one aspect of Social Contract central to The Evergreen State College culture—that all individuals are part of the Evergreen community and all have "multiple, reciprocal and reinforcing roles in both the teaching/learning process and in the governance process" (Evergreen Catalog 2005-2006, p.8)

Various members of the assessment team interviewed individuals throughout The Evergreen State College (TESC) community (administration, staff and students), Police Services personnel and individuals from agencies in Olympia and the Thurston County. When these individuals were queried about the mission statement a wide range of responses were received and are illustrated below.

Numerous respondents indicated safety is the primary mission of the Evergreen Police Services as illustrated by the comment of one community member:

 "The mission of the department is to provide a safe and secure environment that allows for the educational environment to prosper."

When asked about the TESC Police Services mission or mission statements the some of responses were as follows:

"I feel really bad about saying this, but I am not sure that the police department knows what their mission is and where they want to go."

"Officers getting to know students on campus (is desired)."

"The mission of the department is to provide a safe and secure environment that allows for the educational environment to prosper."

"I am unaware of any mission statement of the police. If there is one, they should tell us."

"I'm pretty sure the mission statement of the police is the same as the college. You know, to provide an environment that is conducive to active learning."

"Their mission should be to give us a safe place to learn. It should include making sure the Parkway is safe and cars are not broken into."

Significant number of Evergreen Police Services (officers, staff and parking services employees) personnel knew there was a written mission statement, most of which noted it is posted on the Website.

One officer noted: "*The community working together to keep the campus safe; the law enforcement officers role is to oversee the safety on campus.*" The officer added that, "*People should be comfortable coming and talking with the police, there are some officers who are better at this they are making the best of the community and try to hear what the communities needs and wants are.*"

Another observed: *"I know there is one on the web, but I can't tell you exactly what it says".*

In summary, department members said they did not know the specifics or general message of mission and none reported having received any training regarding the content of the mission. The majority of Evergreen College Police Services agreed with community members about what it should contain--these included: to make the campus and community more secure, being involved with the community, helping people, working with community and helping improve the environment of TESC and enforcing rules.

The consensus of those interviewed was that the primary mission of the police is and should be public safety, enforcement of laws on campus, campus security and educating the community regarding police activities. It was generally felt they do a good job of service-oriented or public safety tasks such as providing escort service to students, answering safety related questions, or investigating concerns brought to them.

Complex historical issues, including personnel issues continue to influence the values, vision and mission for this organization. Its historical past, including that as a security department, has guided the decision-making and direction taken by the leadership through an effort to establish them as a well respected and

recognized police force within Evergreen and greater Olympia community. In many ways, this has become an informal mission for a few officers within Police Services. This may have distracted them from a more central, defined and agreed upon mission.

While elements of the existing mission statement were implicit in the above observations, it was evident to the assessment team a clear understanding of what the mission is of the Evergreen Police Services is lacking. Additionally, there is not a clear understanding of the overall vision of the department.

Strategic Recommendations

The assessment team strongly recommends the mission statement of Evergreen Police Services be widely discussed within the department and college community. It is recognized, by the team, that the mission statement should be revisited with an opportunity for police personnel and members of the community to take part in the process of reviewing and, if found needed, rewriting the statement. Through the revisiting of the mission statement, a fuller vision of Evergreen Police Services could emerge.

The culture of TESC, specifically questioning authority, offers unique challenges and opportunities to Police Services. Since traditional police work is authoritative, the very presence of an armed force on campus creates an interesting dynamic. Police services could use the development of a mission statement as an opportunity to educate and discuss with community members regarding their roles and responsibilities within TESC. This dialogue could result in developing a mission statement designed to further and more directly, reflect the overall mission of TESC.

II. GOALS

As noted above, a set of values or an underlying philosophy defines the organization's reason for existence. Through these values, organizational members understand what actions are expected and considered ethical within the organizational structure. Values look to the future and are not necessarily driven by the past, the system, or rules. Values define organizational goals without regard to the specific means to achieve those goals. Organizational goals are derived from the articulation of the department's values. Goals describe what concrete outcomes the department is striving for and how it will actualize its values. Goals explain how organizational values will be implemented within the organization and as a consequence, they must be substantially outcome-based guides to action.

"If you don't know where you want to go, any road with take you there." Goal setting is a mechanism for connecting organizational values with observable outcomes. As a process, goals translate the organization's vision, mission and values into a framework of actions and objectives. Goals provide a standard against which budgeting, plans, human resources, structure and other elements are tested. The goal setting process, if inclusive, strengthens the relationship between the community and the agency and develops long-term support for changes made as a result of the planning effort. Members of the organization should know the overall goals for the department.

The Evergreen State College Findings

Some observations of interviewees regarding values and goals are as follows:

"Our goal is to develop and enhance a partnership within the Evergreen Community that provides a safe and healthy campus."

"I am not sure there are any written goals or that a values' statement exist. It would be great to have those made public if, in fact, they are in place."

"The values of Police Services should be shared throughout the Campus Community."

"The goal of the police is be part of the community and provide a safe environment."

One value recognized (though not in written form) was ethical behavior. With two exceptions, there was widespread recognition by those interviewed that Evergreen Police Services demonstrates honesty and integrity. The first exception was (whether real or rumor) that some officers are being less than truthful or fully forthcoming in statements and reports. Interviewees addressing this concern, both internally and externally, used the word "lied" in reference to specific officers' behavior. It is also the perception of those addressing this situation that there were no ramifications for such behavior. The second exception was a broad-based perception of interviewees outside Police Services that there was a lack of teamwork and inconsistency regarding enforcement protocol among the officers. Most noteworthy, there was no mention of any illicit behavior of or acceptance of any gratuities by Police Services personnel from any of those interviewed.

Some values and goals of the Evergreen Police Services are found within the discussion of community policing located on their website. The statement refers to the Police Services personnel being sensitive of the culture of the community they serve. It also advocates open, receptive communication to foster relationships with community members. However, there is not a specific written document in place stating any clear values and goals of Evergreen Police Services. The Chief has, over time, provided various policy/goal memorandums to his staff addressing values and goals of the department.

Strategic Recommendations

The team recognizes Evergreen Police Services would greatly benefit from the development of values and goals. These could be developed through the process described above regarding the mission statement. In beginning the process of mission, values and goals development, Evergreen Police Services could consider two avenues. First, the College is about to begin a strategic planning process and personnel from the department could be represented in that process. By participating, they would have first-hand information regarding the mission, goals and values of The Evergreen State College. They could, in turn, then help ensure Police Services' mission, values and goals are consistent with those of the College. Second, there are numerous resources on campus the department could employ in helping them develop their individual mission statement and the accompanying goals and values. Again, it is important members of the community be part of the process. Such inclusion serves one of the goals of TESC: The education of its members.

An example of one goal suggested by the assessment team might be for each employee to make "X" number of "Quality Positive Contacts" with students, staff, faculty and/or visitors a month. A "Quality Positive Contact" might include an informational contact, an assistance contact, an interaction contact or other descriptions that are not dispatched calls. The contacts could be documented on a simple contact form making it possible to follow-up on the contact. Other goals might include the reduction of crime or traffic crashes and improvement in the quality of life issues identified by community members.

Once the above process is complete, statements should be posted in prominent places within the police services offices and throughout the campus, so all community members have an opportunity to know what the mission, vision, values and goals are of the Evergreen Police Services (PS). The team also recommends goals and their accompanying objectives become part of the evaluation of PS personnel. (This is addressed more fully below.)

Evergreen Police Services may need to develop a zero tolerance for violation of ethical principles crucial to law enforcement. Truthfulness is the cornerstone of trust in law enforcement, whether it is with the courts, administration, or the public. If officers or employees are perceived as not adhering to these principles it is a matter of time before confidence in Evergreen Police Services will erode. Consideration

could be given toward the development of a process for investigating internal matters that has the confidence of police personnel and the community.

III. ORGANIZATIONAL STRUCTURE

Crucial to success for a department is the congruency between the values, mission, goals and organizational structure. Congruency in this context means the rules, regulations and procedures support the departmental implementation of the values, mission and goals. When this is not the case, department personnel become frustrated as a result of mixed messages and ineffective systems. For example, if problem solving—seen as a method of operation—has no functional mechanism for internal communication among units, relationships falter and work stalls. The reward system, reporting arrangements and decision-making lines of authority must support the adopted mission and goals of the department. Structure affects how the organizational vision is defined, how goals are set, how decisions are made, how performance is appraised and how people are trained.

TESCPS Findings

The Evergreen Police Services is directly accountable to the Vice President for Student Affairs. The composition of the Police Services organization includes the Chief of Police, Steve Huntsberry and two units: police services and parking services. Police services' organizational structure includes one sergeant, one corporal and six officers (line personnel) with two of those officer positions not filled at the time of the assessment. There are two patrol squads referred to as A and B. There is also a position designated as the community policing officer, which at the time of the assessment was vacant. Parking services has one supervisor (reports to the Chief) and three parking checker positions. In addition to these are five Emergency Community Officer (ECO) positions. The ECOs tasks are generally dispatching, answering the telephone and assisting with customer service. The police officers and ECOs are directly accountable to the sergeant who reports directly to Chief Huntsberry.

There is a perception within the college community and from those outside TESC community that Police Services is directed and micromanaged by Student Affairs. Some expressed concern regarding who is responsible for what tasks and functions, leading to a lack of visible accountability and consistency. The following comments reflect this:

"From my perspective, structurally there appears to be organizational conflict."

"The reporting structure at Evergreen seems to be inconsistent with the current employees' behavior and job description."

"There is micromanaging by school administration on how Steve runs the department."

"The VP for student affairs run police services on campus."

Within the organization a similar perception is also in place as the following examples illustrate:

"The lines of responsibility and accountability are not defined."

"Everybody is scattering and doing their own thing."

"The officers do what they want to."

"Employees fulfill roles they are not designed to fill and do not take on roles at times that they should."

A uniform message of community members was that Police Services are responsive when called. Observations of the interviews were evenly mixed regarding the responsiveness of individual officers. There was a consistent, positive message expressed regarding the openness of the department with respect to its relations with the community. Law enforcement officials off campus noted Police Services has responded well to making changes on campus resulting in their not being needed as frequently as in the past. Police services have also responded to community concerns regarding the safety of a parking lot on campus; making a police presence felt through additional patrols.

Individual efforts on the part of Police Services personnel within and outside the Evergreen community have taken place. These include working with the Thurston County Domestic Violence Task Force, Washington State Traffic Commission, participating in student orientations and attending and participating in housing orientation training. Patrol has responded to the needs of students living on campus and to supervisors of those dorms. This takes the form of the swing/grave patrol walking through the dorms with the dorm advisors at 1930, 2330 and 0100.

There are, at present, no regularly held Police Services personnel staff meetings. Individual officers indicated there is not a formal process in place to share information between the day and night shift officers. Some indicated a lack of direct communication from Chief Huntsberry.

"The Chief needs to be more direct and give us more direction and leadership."

"Most of the time the information I get from the Chief is in emails."

"We don't have real meetings before our shift so we know what happened while we were off duty."

Within the department, there appears to be a separation between the parking and patrol units; a minority perceiving this separation is gender-based. A reasonable consensus existed among Evergreen College of a perception that parking is not viewed as important as patrol by the administration. There is also a broad-based perception by community members regarding a lack of consistency regarding when it is appropriate to issue parking tickets.

Despite these concerns, there exists, throughout the community and within the Police Services, a broad support for TESC Police Services. Community interviewees indicated consistent, positive views about the Police Services in general. Those included individuals who strongly opposed the arming of the police and individuals who had a "disciplined" contact with officers.

Strategic Recommendations

The location of Police Services under Student Affairs seems appropriate to the assessment team. However, the assessment team recommends efforts take place to clarify the perception that VP of Student Affairs is "running" police services. Both the VP and the Chief are aware of events that may have contributed to this perception and both are aware of actions needed to address it. The assessment team's observation is that the question of leadership will be addressed in conjunction with a comprehensive review of the recommendations provided within this report.

Historically, most organizations have, at one time or another, issues surrounding accountability and consistency regarding processes and procedures. It is important Chief Huntsberry bring all his staff together to address the issues of lack of accountability, officers "doing their own thing" and inconsistency. There should be regularly held staff meetings to ensure expectations are expressed and to ensure who is responsible for what and to whom. These meetings will also provide the Chief with an opportunity to engage in face-to-face communication with his staff, to receive and address concerns and

issues the staff may bring up. The Chief can also use these meetings to inform and update employees regarding the mission, values and overall goals of TESC. It is also an opportunity to discuss current issues occurring on/off campus directly affecting Police Services activities.

To directly address the issue of personnel "doing their own thing", clearly stated job descriptions, accompanied by clear verbal expectations communicated by the Chief, need to occur (this is discussed below). Similarly, it is suggested meetings between overlapping shifts be institutionalized and the Chief attend those shift meetings.

Efforts need to address the perceived division between parking and patrol. This is a common problem among many law enforcement agencies but one the Chief can begin to solve. Inclusion of parking personnel in regularly held staff meetings would be a step toward diminishing the perception of patrol being more important than parking. Formal and informal recognition by the Chief of parking personnel would also be helpful. For instance, the Chief could regularly "check-in" with parking personnel to ensure things are "going alright" or more formally, he could recognize the efforts of a parking employee when they have done more than might be expected. (This does not imply that only parking employees should be given recognition—it should be occurring throughout the organization).

A. Organizational Roles

It is important all members of the organization understand their role within the larger context of the system. CEOs and command staff members are critical to the successful implementation of community policing. The role of the police manager includes ensuring meaningful participation in the implementation of the values, goals and objectives of community policing. Virtually all members of the law enforcement agency must be committed to the values of crime prevention, policy innovation, continuous improvement, customer service, collaborative problem solving, ethical behavior and community partnerships. Traditional "permission giving" roles, based on "need to know" information and hierarchical power bases are destructive within a culture seeking to build accountability and reward independent innovative and creative actions. Resentment, confusion and lack of consistency usually result from mixed or unclear organizational roles. In some organizations, the role of the middle manager has shifted from "permission giver" to "problem solver." If managers view this shift as a loss of power, they may very well sabotage the change efforts. Command staff, left out of the information loop, may resent this relationship and thwart community policing efforts by adding additional procedures or paperwork, transferring officers, or making certain the rest of the agency knows he or she is not a part of the exclusive "in-group." Is the officer/deputy told to make decisions based on his/her assessment of community needs, but then held accountable to a bureaucracy demanding rules be closely adhered to? Are there some officers who have a different relationship, a more privileged role, as a community policing officer?

TESCPS Findings

1. Chief Executive

Chief Steve Huntsberry is well liked within and without the TESC community. He was hired in 1996 to head Police Services. He was described by various interviewees as personable, outgoing, candid and understanding the educational focus of Evergreen. There is a lot of support for him and a willingness by community members to engage in activities to help enhance Police Services' mission and activities. Some specific comments received follow:

"The Chief is outgoing, a problem solver and attends some community events."

"He is very candid, can be trusted and presents Police Services well."

"The Chief is affable. To his credit, he seems to be aware of problems within the police department. He took a big step by inviting you here to assessment the department and the College Community."

"The Chief is a good man. He cares about people."

"He has taken part in some classes on campus, teaching students some aspects of courses."

"He seems well aware of the education process so critical here."

"I would welcome an opportunity to work with Steve to help him with problems."

"Chief does seem to have good law enforcement experience and can be a good communicator."

The consensus of the interviewees is the Chief is a very friendly and patient person. He is viewed as having good law enforcement experience and can be good at communication. He could enhance his presence (and perceptions of him) by being proactive with the community in identifying their needs and expectations of the department and could spend more time internally discussing things on a personal basis.

As noted, it is widely recognized Steve is well liked. Concerns were expressed regarding his leadership, management and communication skills. Comments reflecting these concerns are as follows:

"Steve needs to be more direct and provide more leadership."

"The Chief appears to lack good management skills and doesn't seem to follow through."

"He tends to respond to hot topics as opposed to taking a more proactive approach."

"He communicates well, but only addresses issues when pushed."

"I think he can lead the department especially when he gets all his officers on the same page."

"The Chief appears to not like, or deal with, conflict. I find this to be a serious issue."

"We need leadership to make sure everyone knows what's expected from everyone so people aren't just doing their own thing."

"Steve treats employees differently; includes both rewards and discipline. If someone is dominant he will bend to those wishes and not confront the person."

Chief Huntsberry enjoys broad support by community members who want to see him and Police Services excel. While there was a reasonable consensus his leadership and management skills may need to be enhanced, there was also a uniform view those skills could be improved and individuals are ready and willing to assist, where applicable, in aiding that process.

2.   Command Staff and Supervisors

The sergeant is the only command position on the department besides Chief Huntsberry. The sergeant is well known on campus and is highly visible. Many expressed a view the sergeant as being engaged in public relations activities more than in a supervisory role. He is also viewed by many to be doing community policing; he regularly "stops in to visit" with various offices on campus and has a good rapport with students and staff. The Evergreen College Officers (ECOs) report to the sergeant, but the perception is most reporting goes through the most senior ECO before it is given to the sergeant.

"The sergeant has good interactive skills, delegates and involves other officers in opportunities."

"I like Sergeant Eddy. He listens and is always on campus."

"He seems to care about us students."

"He doesn't really supervise, or really lead us; he does PR work and filing."

1. Line Level Personnel

As noted above the historical context of the development from security services to armed police services may have affected the development of a mission statement and accompanying values and goals. The same can be said regarding the organizational structure of the Evergreen Police Services. The makeup of police personnel is perceived as "those on board before the change to armed services" and "those hired after the change". It is widely recognized there are two different policing styles within the patrol division of the department. They are described as A-Team and B-Team. A-Team is composed of those with the department in the early nineties and the B-Team composed of those hired after the officers were armed. Those on board prior to the arming are seen as "less cop-like", while those hired after seem to be more oriented to traditional police work. The following comment captures this sentiment:

"There are definitely two groups of officers on our department: the old group that was security officers and new ones that are and want to be, cops."

The patrol officers are the primary contact most students have with Police Services. The following comments reflect the distinction of the A and B teams.

"Some of the officers are very nice and want to listen to us before they get on our backs. There are others who seem to want to play the cop image seen on TV."

"There are two different approaches the officers seem to take when interacting with us."

There was reasonable consensus among TESC's staff and faculty that an undermining of the Chief and his efforts within Police Services may be present. Specifically, there is a perception a minority number of officers are not cooperative in undertaking some tasks when assigned. As noted above, there is an expectation by internal personnel that individuals should have clearly stated job descriptions and should carry out the functions and expectations stated within those descriptions and by Chief Huntsberry.

Strategic Recommendations

The assessment team recognizes chief executives may be viewed in any organization, as being too forceful or not forceful enough. The same individuals may direct these contrary views toward the head of the organization at the same time. For a police organization, it is important for the Chief to present a persona of leadership and demonstrate effective management skills including strong direction and communication.

The Chief can take advantage of many untapped potential allies. TESC personnel, including administration, staff and faculty expressed strong support for the Chief. Many want to see him succeed as Chief and feel he does have TESC and Police Services' best interests at heart. The team strongly recommends he expand his training repertoire. There are excellent programs designed for leaders of police enforcement agencies Chief Huntsberry could access. Many of these programs address specific leadership enhancement strategies as well as communication skills. A measure the Chief can immediately affect is to engage in more face-to-face communication with Police Services personnel as noted above.

As stated above, there needs to be an effort to address the public image of who leads the Department of Police Services. This should not be viewed as a power struggle to establish "who's in charge"—the VP or the Chief, but an opportunity to clarify roles and create an opportunity for internal planning and collaborations. These sessions can establish communication schedules and accountability measures.

Most university campuses have an established administrative and operational hierarchy, where colleges/departments report to Vice Presidents, Deans or chairs of departments are seen as leaders of their respective college or department. The assessment team believes this is also possible at TESC. This would require efforts on the part of Chief to be proactive regarding Police Services' needs and activities followed by support from the Vice President of Student Affair's when appropriate. The Chief could enhance his image as leader within Police Services by communicating to his employees those proactive efforts. Again, the assessment team is confident this can occur with the implementation of appropriate recommendations offered in this report.

Additionally, Chief Huntsberry, working collaboratively with Human Resources Services, could develop task analysis and job descriptions addressing the various positions with Police Services. Once these activities are concluded and job descriptions are implemented, they could help address the perception of a lack of direction. It might also demonstrate resources within Police Services that could be enhanced. For instance, through a task analysis it may be discovered the ECO's tasks and functions could be altered to the benefit of the individuals, Police Services and TESC. Additionally, a task analysis of the Sergeant's position may find his community policing efforts (seen as PR by some) could include providing direction to other officers regarding community policing efforts and activities. (This and other issues and efforts regarding community policing will be discussed later in this report.) Finally, through task analysis, training needs may become apparent and opportunities to meet those training needs could be provided.

Regarding Police Services resources, the team suggests examining the possibility of including a Lieutenant position. The individual could take on some supervisory as well as administrative tasks, which would offer the Chief opportunities to engage more frequently and proactively with all members of the TESC community and thus establishing himself more as the leader of Police Services.

Development of job descriptions needs to be accompanied by clear expectations regarding the type of policing the Chief expects. He has a clear desire and commitment to community policing as demonstrated through interviews with the assessment team and the Community Oriented Policing statement on Police Services website. He needs to fully communicate his commitment to community policing and job descriptions can provide one tool toward that end.

Dissent from personnel within any organization is not uncommon. However, if left ignored and/or unchecked, it can present serious problems. There is reasonable evidence a minority within Police Services is not supportive of the Chief (including his community policing efforts) and have gone so far as to put in writing criticism of the Chief personally and of his philosophies. Most people do not seek out or enjoy confrontation; this situation, however needs to be confronted. Discussing this situation with the individuals responsible and then taking appropriate action would enhance the Chief's management and leadership reputation within and without Police Services.

There should be an understanding based on shared values to establish the core tasks Police Services employees are expected to perform. With the advent of a mission and vision (discussed above), the employees will have a very good idea of where Chief Huntsberry wants Police Services to go. With the implementation of goals and objectives (along with job descriptions), the individuals will be come to know what is expected of them and how they should conduct themselves.

The assessment team reiterates there is strong support for the Chief and for Police Services in general. By pursuing the efforts discussed above, by tapping into College resources and employing members of the community to address issues of leadership and management, the Chief would be acting within the spirit of the TESC philosophy; one of collaboration benefiting all members of the community.

B.   Management of Calls for Service

Studies indicate as few as one-in-ten crimes result in an arrest as a consequence of rapid police response. In a traditional police organization, calls for service may dictate how patrol and dispatchers spend time. Many calls do not necessitate a rapid patrol response; rather 50 to 90 percent of dispatched calls are not about crimes. Community policing policies require examining calls for service management methods to move the agency beyond the traditional 911-initiated system of police-citizen contact. Differential response systems allow patrol officers discretionary time to use toward problem solving and building partnerships. Advancing community problem solving through differential response systems and dispatch policy modifications assists with the resource obstacles and time constraints often cited as roadblocks to the effective implementation of community policing.

TESCPS Findings

The TESC Police Services officers are responsible for about 1,000 acres of property on which the campus is located. This relates to about 1,000 residents in the dorms and 3,000-3,500 commuters. The commuters include faculty, staff and additional students. The Chief estimates they receive 3-6 calls per 24-hour cycle, in which reports are taken. They also respond to several community service calls, such as lockouts, jump starting cars, or escorting individuals at night. The college community expects and appreciates these types of service calls.

"They (officers) have always been there when I have needed them to escort me when it's dark."

"I have never had to wait too long for the police when I have locked myself out."

"It's nice to know you can call them and they'll come and help. It makes me feel safe."

"Officers should patrol wooded areas before large transient campsites are built."

"Officers enforce traffic on Parkway."

"They should assist with dead batteries and lockouts.

A few individuals observed a lack of continuity regarding priorities of officers; what calls should or should not be responded to.

"There is a difference of attitude to these calls between old officers and new officers."

Strategic Recommendations

Calls for service do not seem to be a significant issue within the community. There was some concern regarding response time, however, it appears to be that of prioritization by an individual officer or Police Services' staff members. A minority of responses reflected a concern regarding when an officer might respond but this was not a major issue expressed by the majority of community members.

Police Services could examine response call policy to ensure everyone is operating from the same page. What and when calls for service should be made clear to all patrol and dispatch personnel.

C. Human Resources

Commitment to change exists as a result of ownership to the community policing values and goals. Meaningful participation in the implementation of these values and goals is essential. All members of the department must be committed to the values of crime prevention, innovation, continuous improvement, customer service, collaborative problem solving, ethical behaviors and community partnerships. Human resource procedures often determine the level of accountability and acceptance of change. If an individual is held accountable only for following the rules or engaging in a set of established activities rather than for the outcomes of their actions, there is little incentive to take risks, especially if the outcomes are not assured. Why risk interaction with the community, attempt new crime prevention tactics, or initiate partnership efforts with other agencies when the organizational rewards are based primarily on the number of citations issued and/or number of arrests made? What is measured and rewarded through performance appraisal policies often determine the limits of effective implementation of community policing, as do hiring and promotion decisions.

1. Recruiting and Hiring. Essential to long-term change, recruitment of community policing personnel who are able to fulfill the essential job requirements must include characteristics identified by the community and law enforcement agency. Often this means seeking recruits with superior communication skills, empathy and sensitivity to ethnic, racial, sexual preference and cultural differences.

TESCPS Findings

When an opening for a police officer occurs, an announcement is placed in various publications throughout the region often in the Law Enforcement Digest (a Washington State publication). Additionally, TESC Police Services has had representatives at Fort Lewis Job Fair and various community activities geared to minority populations. Applications are made to Human Relations Services (HRS) for determination of minimal qualifications and those found eligible are then required to pass a physical agility test. Those passing the text are then referred back to HRS for a further screening. Those candidates then participate in an oral interview in front of a search committee composed of police officers and community members.   Immediately following the committee interview the candidates are interviewed by the Chief.   Subsequently, the candidates participate in a public forum composed of community members. Forum members submit their written comments to Chief Huntsberry for his evaluation in making the final selection.

Job announcements are the first opportunity for police agencies to recruit individuals with characteristics such as communication skills, etc. TESC Police Services' announcement includes "excellent public relations skills", "concerns of diverse cultures", working collaborative as both a team member and within the campus community. The announcement does address skills required of law enforcement personnel.

There were no significant concerns expressed by those interviewed regarding the present system of recruiting and hiring. There was a unique situation occurring at the time of the assessment, which resulted in a second community forum being held. This was a result of some community members feeling the time of the forum was such that few students were available to participate.

Strategic Recommendations

The system appears to be working well. While the job description does address some aspects of community policing, it could be expanded (this will be addressed further under the community policing section below). To address the unique situation discussed above (repeating forum), communication between college administration officials and the Chief could readily alleviate such occurrences in the future. While military personnel possess many attributes useful in police service, care should be taken during the selection process to assure that new employees are motivated by the "spirit of service" and not adventure.

2. Promotion. The promotion process is another method identifying what is important within the organization and should reflect the agency's vision, mission and values as well as the principles and activities associated with community policing.

TESCPS Findings

There has not been a promotion to a first line supervisor for some time; however there was the establishment of a lead position called a corporal. A minority viewed the filling of the position to be "preordained". The policy of Evergreen College Police Services is promotion based on merit.

Strategic Recommendations

The establishment of clear promotion guidelines would aid in improving the leadership and direction issues discussed above. The guidelines need to reflect Police Services mission, community policing, etc. Once these are implemented and adhered to, personnel seeking advancement would have a clear understanding of what is expected of them and of their peers. This would help resolve the issue of "favoritism" or "pre-ordination".

3. Rewards/Discipline. Real organizational change takes time and there is a risk of losing momentum if there are no short-term goals to meet and celebrate. As an organization changes, ongoing and visible signs of success are important for members to realize change is making progress and producing results. The chief/sheriff, supervisors and managers must look for ways to create, obtain and recognize clear performance improvements. Performance consistent with the agency's vision/mission must be recognized and reinforced. Complaints and misconduct policies and investigations must be clear, followed and fairly administered. Discipline procedures, as well as rewards provide clues to the integrity and ethical behaviors expected within the department.

TESCPS Findings

There appears to be no set process for rewarding individuals with Police Services. The assessment team became aware of a misperception that one individual had been afforded an opportunity for training (and thus been rewarded by the Chief) when such an opportunity would normally not be provided. Again, this was a misperception; one that could have been avoided if communication between the Chief and his personnel were more open and face-to-face. This situation does highlight the need for some stated, written guidelines for rewarding performances. When asked about rewards some of the responses from Police Services personnel were as follows:

"We do not get any rewards."

"There has not been an officer of the quarter for over a year. There have only been two since 9-11 in 2001." (Note" The assessment team was apprised of the fact the last officer refused to accept the Officer of The Quarter Award, which effectively "killed" its meaningfulness).

"Rarely are there any rewards; occasionally the Chief will get an e-mail from someone (community member) *praising or thanking an employee for something that has been done and then he just piggybacks a good job on the email instead of writing a letter or something more formal."*

Discipline is one of the hardest activities a Chief or other individuals in supervisory positions must undertake. It will always be necessary to some degree and cannot be avoided. For quite some time within Police Services, there have been some unresolved disciplinary actions. Reasons for this are not needed in this report. What these situations illustrate however is a need for appropriate, open communication to individuals within the police organization and between community members outside the Police Services explaining discipline is forthcoming and possible and why it has yet to take place. When individuals perceive there are no consequences for unwanted or unacceptable behavior, the entire organization suffers.

When asked about discipline with Police Services the following responses represent prominent perception among police services personnel:

"Discipline depends on who you are and how much crisis there is."

"I don't know when a guy's going to get it or what for. We need clear procedures of some kind."

Strategic Recommendations

Recognition is a motivator (Herzberg, 1966). The assessment team recommends the Chief provide a process for input from his employees regarding what they would like to have recognized. The process could initially ask for written suggestions and be followed with a forum of Police Services personnel for discussing the written suggestions and which seem feasible.

The Chief can take various actions to address the perception recognition is infrequent, lacks formality, or is not a regular occurrence. As noted above, he could informally talk with his employees, ask how things are going and if are there any problems (referred to by some as "management by walking around"). Additionally, letters of appreciation, publicly posting letters or comments from the public acknowledging or thanking a department member are easily accomplished. Reinstatement of the officer of the quarter, based on criteria aimed at the mission, etc., of the department could be considered with the alteration from "officer of the quarter" to "employee of the quarter". The assessment team recognizes in a small organization such as Police Services, such a "quarterly" event could become trivialized. Seeking the input of all in the organization as discussed above, could shed light on when, what and how recognition is desired by personnel in Police Services.

One such approach might be as follows: Any member of the department may nominate themselves or any other member for the award for something done during a given period. On a given date, ideally at an organizational meeting, the person receiving the award will be recognized. At TESC there are at least two viable ways this might be done: One is having nominations go through the Community Review Board who evaluate them on the criteria such as community policing, or another often used approach in law enforcement agencies is to draw a winner from those nominated. It is important, in this type of process for all nominees to be recognized with a letter or certificate recognizing their work. Rewards could, if permissible, be accompanied with a complimentary lunch at the Greenery, a free latte, etc. or lunch with the community members. This accomplishes both recognition and encourages interaction with community members (students, faculty and staff).

Unfair or nonexistent disciplinary procedures can be a "dissatisfier" (preventing optimum motivation/performance) to individuals within an organization (Herzberg, 1966). Police Services

employees recognize the need for disciplinary action may arise. What is most wanted are guidelines for such steps and consistent application of those guidelines. Again, the development of steps/guidelines can occur with the inclusion of Police Services personnel. Information regarding how discipline action proceeds through TESC's HRS may also provide some individuals with the view that action will occur; sometimes it just takes time. Toward this end, HRS personnel could be invited in to provide Police Services employees information on how the disciplinary process works. This collaborative undertaking could prove beneficial to both Police Services and HRS.

In all instances, good work, recognition and disciplinary actions should be memorialized in the employee's performance evaluation.

4. <u>Training</u>. Training programs structured to help managers and officers understand the implications of the changing organizational structure and the social dynamics of the broader community plays an important role in understanding the reasons behind planned organizational change. Managers—asked to embrace risk taking, engage in innovation and express creativity without the guarantee of success—must allow line officers to make decisions, take risks and then stand behind the decisions they make as much as possible. Training in cultural diversity, public service ethics and alternatives to the use of force help to establish successful partnerships with the community.

<u>TESCPS Findings</u>

The policies and procedures of the department in chapter 20 outline the training requirements. One is there will be 40 hours of in-service training in addition to traditional police-skill training. There has recently begun regular defensive tactic training and the Chief makes ammunition available each month for firearms practice in addition to quarterly firearms qualifications. The Chief observed that training is available to any member of the department and is usually granted to those who request it. Comments regarding training included:

As an ECO, I receive little or no training. I learn most things by listening to Thurston County Dispatch."

"Training with fire department would be beneficial, including basics on medical responses."

"We have not had much training for a long time."

"We need to train/teach the Community Policing Philosophy to all the members of the Evergreen Community, including people in police services."

A few community members noted some calls for service are needed when individuals are acting erratically. Often these individuals may be those needing prescription drugs due to mental illness. These types of calls require responses not frequently found within a traditional police officer's training. While no significant complaints were registered regarding how officers have responded, a concern was raised this may change as it is anticipated the population of students suffering mental illness is predicted to rise. According to the Chief, such calls are common on campus and TESC officers are skilled in responding to them. Also, all but two officers have taken the 40 hour Crisis Intervention Training in dealing with the mentally ill within the last two years.

<u>Strategic Recommendations</u>

Individuals within Police Services should be asked what type of training they need/want and opportunities should be explored to provide what is deemed necessary. In all instances, the policy of all training programs being open to all appropriate individuals in the organization should continue.

ECOs are part of the organization and may, as noted above, have many skills or abilities to add to the organization; they may in fact, be an untapped resource. The team encourages exploration of what training programs would benefit ECOs; training not only beneficial to Police Services but to the development of the individual.

Training should continue for officers regarding dealing with mentally ill persons. It is commonplace for individuals to stop taking their medication once they perceive they are functioning well. However, once the medication is stopped, the erratic behavior returns. Learning more about mental illness and, the behavior some may present, will continue to aid officers in appropriately handling situations while providing dignity and safety to all concerned.

There is an identifiable need for Community Oriented Policing (COP) training for all individuals within Police Services. Noting the collaborative mission of TESC, this training should be extended to include community members as well. More regarding COP training is discussed below.

5. <u>Performance Evaluation</u>. What an organization measures through its performance evaluation system generally determines what employees understand to be important and high priority activities. For this reason, in addition to counting the number of incidents handled, it becomes important to credit the absence of crime, to recognize the increased involvement of the neighborhood and to reward additional information links available to the agency. What is measured can determine who will be successful within the department. If the system measures important outcomes (community satisfaction, reduced fear of crime, willingness to solve problems), the department is able to recognize innovative and forward thinking personnel. When a system counts inputs (numbers of stops or arrests) without measuring the results or outcomes, it is impossible to differentiate between employees who develop meaningful community relationships and those who tacitly resist changed behaviors.

<u>TESCPS Findings</u>

Despite the understood requirement for performance evaluations to be done annually they have not occurred for some time, although 2004 evaluations were partially completed at the time of the assessment.

A review of past evaluations indicated they are not connected to community policing or to increases in pay. Some appeared to be more directed at measuring statistical outcomes as measure of officers' production.

<u>Strategic Recommendations</u>

The team strongly recommends the annual completion of performance evaluations for all employees of Police Services. It also strongly recommends that once the mission, values and subsequent goals are in place, the performance evaluation tool be revisited to reflect those outcomes. They must also include COP measures such as collaboration and problem solving.

<u>D. Financial Management</u>

An important way for employees to recognize the goals and priorities of an agency is through the organization's allocation of resources. For example, funding for problem solving, community meetings and neighborhood-assigned officers all provide legitimacy for community policing. When communities take part in problem solving, a sense of ownership and personal commitment to the accomplishment of outcomes is a natural result.

TESCPS Findings

While all public organizations are concerned with funding, this is not a primary issue of concern. A minority of comments from staff and faculty were received indicating a lack of aggressiveness on the part of the Chief in annual budget meetings resulted in being detrimental to Police Services. It is noted by the assessment team, the Chief indicated he has "always gotten what he asked for".

Strategic Recommendations

The team suggests the Chief could demonstrate leadership and direction by becoming proactive during the budgetary process by identifying future needs and asking for additional money to fill those needs. While this may not result in a change in budget levels for Police Services, it does again, address the perception of "who is leading the department".

E.   Organizational Communication Patterns

Implementation of community policing demands open communication with the community, frequent exchange among units within the agency and ongoing discussion and networking with other public and nonprofit agencies. When the traditional structure, which often views information as power, seeks to tightly control information, partnerships and problem solving, which depend upon the equal and open flow of information, cannot survive. This is not suggesting elimination of the chain-of-command communication requirements, but the organization should differentiate between "permission-seeking" and "notifying" types of communication within the chain of command.

TESCPS Findings

Most of the communication in the department is accomplished through e-mails. This appears to be true of the campus community as a whole. Email, in today's technological age has its place; so do other forms of communication—including personal face-to-face interaction. The uniform message provided to the assessment team was the preference of the Chief for email, rather than verbal communication. There were some observations information from ECOs is filtered by another ECO prior to being given to the sergeant.

Strategic Recommendations

As noted previously, there is a need for open, personal communication patterns to be established in Police Services. Regularly held meetings and personal contacts, by the Chief, need to augment email communications. He also needs to ensure all members of the organization are adhering to clearly stated lines of communication where necessary. In keeping with the spirit of community policing, individuals need to be encouraged to bring innovative ideas to the Chief and these need to be openly discussed by affected Evergreen College Police Services personnel.

Police Services is strongly encouraged to meet one of the goals of TESC; taking opportunities to initiate educational, learning interactions with community members. As discussed above, the unique environment of the campus, where critical thinking and questioning authority is encouraged, offers opportunities other law enforcement agencies may not enjoy. The culture encourages collaboration and Police Services can begin to include all community members in communicating COP principles and the goals, etc. of the organization. The establishment of a regular (quarterly or semi-annual) forum where Police Services shares with community members the accomplishments and challenges they face would be a good start to educating those members and offering them an opportunity to learn more about their police. In addition, these sessions afford an opportunity to learn from the ESC community about *their* concerns and issues. Many frustrations can be ameliorated by an active listening agency willing to learn.

F. Management and Planning Services

Strategic planning is not only a document, but a process as well. The document, if utilized, assists in meeting various goals and timelines. Formal feedback processes, including surveys from many sources provide important information to managers and community policing officers. Formal mechanisms for the release of that information internally and externally help managers, officers and citizens formulate plans, make decisions and take effective action.

TESCPS Findings

There is no strategic plan in place. There have not been any community surveys reportedly done. There is a Community Review Board, though the majority of members interviewed, seem unclear as to their role regarding Police Services. There was no reported system of tracking or collecting information related to community policing or problem oriented policing (POP).

Strategic Recommendations

TESC is about to begin a strategic planning process and again, Police Services personnel should be included in the process. Police Services is also strongly encouraged to develop their own strategic plan. The development of the mission, values, goals discussed above can be the beginning of such a plan. Resources on campus can be tapped to accomplish this. The Community Review Board could act as catalyst for input from staff, faculty and students.

G. Crime Analysis

Tied directly to the perceived need for rapid service response—a tendency reinforced by the advent of 911 service in American cities—community information collected by officers NOT in response to a criminal act tends to be rather limited. Structurally, effective reactive organizations must have a system to dispatch and coordinate reactive calls. (Police systems originally designed for sharing information on a "need-to-know" basis establishes community-policing barriers by limiting information when community partners want more data about their neighborhoods and patrol areas.) Crime analysis plays a very important role in providing timely data to officers/deputies and community members to assist them in their problem-solving efforts. Data provided by the police must be accurate, timely and openly shared with all stakeholders involved in problem solving. Community-policing crime analysis goes beyond the traditional statistics of the Uniform Crime Report (UCR) Part I and II crimes, or how many incidents of what type of crime occurred in the past.

TESCPS Findings

There is no formal crime analysis procedure in place.

Strategic Recommendations

Training should be considered regarding crime analysis. This can be done department wide or for an individual as a function of his/her duties. Analysis of what has occurred often gives information on what will occur and be of value to all parts of the organization, including patrol, investigations and parking.

With the limited calls for service Police Services presently experiences and a low crime rate, the department could concentrate their resources on analyzing areas where things are occurring. The recent purchase of a records system could aid in that process.

H. Shift/Beat Assignments

One of the core assumptions of community policing is patrol officers should be intimately acquainted with their neighborhoods and people living in neighborhoods should know their patrol officer. This

intimacy facilitates both the flow of communication and builds trust between law enforcement and citizens. Geographic integrity allows the officer to become familiar with the citizens in their service area and fosters partnerships among the police, businesses and neighborhoods. These relationships promote accountability and facilitate mutual interest in problem solving. Geographic patrol assignments, neighborhood based needs assessment meetings, door-to-door introductions and assigned problem solving responsibility all provide an opportunity for the officer to know and understand the issues and concerns of the neighborhood to which he or she is assigned.

TESCPS Findings

The current shift schedule of the department is 12-hour shifts, 4 days on and 4 days off. This shift is good for the employee but causes some management problems in terms of community policing. There often is a problem with continuity of follow-up and investigations. With the 4 days off, it is not uncommon for a citizen to attempt contact with an officer and be told they will not be available for 4 days. This may cause some problems in the area of serving community members.

An alternate shift schedule of this type is usually implemented for the benefits of reduced sick time, comp time and reduction in overtime. However, concerns regarding the use of overtime by the PD were expressed by a few faculty and staff members; the feeling was it was very high. Additionally, some officers on the 12-hour shift do not participate in community meetings they are assigned to serve on because the meetings occur on their off-hours.

Strategic Recommendations

If it has not been done, it is highly recommended an analysis of the overtime budget take place. The Chief should make clear to individuals that being part of the community is being part of the campus and participating in community meetings as assigned is necessary.

Police Services may want to revisit the 12-hour shift to determine if it is meeting the needs of the community it serves.

IV. CLIMATE

Climate is the language of the organization expressed through words, gestures, situations, interpersonal relations and unwritten rules of behavior. The culture exists first and foremost as a result of the interpretation of managerial behaviors. These powerful expectancy signals override many official mandates or directives. The challenge for management is to behave in ways leading employees to the kinds of attributions and expectations resulting in commitment to the department's most important values (Schneider, 1994). The organizational climate depicts the atmosphere resulting from the implementation of the structure. Trust, risk-taking, support, competition, freedom, clarity of roles, stress and conflict resolution are all elements of the climate. Plummeted workforce morale, strained trust in the system, openly competitive relationships and lack of innovation result from incongruence among the values, goals and structure of an organization.

Organizational climate elements often determine the extent and success of a change process. Kanter suggests organizational change consists in large part of a series of emerging constructions of reality, including revision of the past, to correspond to the requisites of new players and new demands (Kanter, 1983). She explains that successful organizational change normally requires three ingredients: 1) the right people with the right ideas; 2) the right times, which enable the right people to reconstruct reality on the basis of accumulated innovations; and 3) the right places, which allow an integrative environment. The organizational climate represents the "right place" element of Kanter's triad.

A. Department-Wide Philosophy and Community Policing Implementation

Approaching community policing as a program may result in conflict between patrol and community policing officers. Adopting community policing as a department-wide philosophy can minimize the tension (or dissension) arising from employing two different methods of policing within one organization. By fully integrating the philosophy throughout the department, the goals of community policing becomes the mission of the department. In this sense, all officers become community-policing officers and with this change comes the mandate for support from the chief/sheriff, line staff and fellow officers/deputies. As officers/deputies are encouraged and empowered to enlist innovative problem-solving methods, partnerships with other agencies invite new players into the task of making the community safer for all citizens.

TESCPS Findings

The Chief is committed to community policing as illustrated by the website, his discussion with assessment team members and his invitation for a COP assessment. There is also evidence the Chief has encouraged employees to practice COP activities, including participating in community meetings and activities. As noted, a position is designated as a community police officer position.

Those interviewed within the department appear to be committed to community policing, even though they may not be sure how to do it. There has been little formal training in COP or POP; what is being done is more in the area of community relations. There are, at the same time, some officers who are very active in promoting interaction with students and staff.

When asked what community policing is, some of the comments received were:

"Community policing is a way of trying to integrate as a resource in the community and being on preventative end."

"Community policing is trying to build a relationship with the community that helps minimize crime in community as opposed to only reacting to it afterwards."

"Community policing is officers getting to know students and faculty on staff. There should be more interaction than just enforcement activities."

"Community policing is the police and community working together in an intentional way to solve problems. "

"Community policing involves less enforcement and more prevention."

"Community policing involves officers getting out of their cars and interacting with the community."

Other sentiments included:

- Be aware of what is happening in the community
- Interact with those you serve
- Identify the root causes of problems and attempt to solve them
- Refer people with problems or concerns not being police issues to those who can help them
- Protect against crime like break-ins, graffiti – should have a presence and deliver a feeling of public safety
- Working with the community

- Use common sense in policing
- Work with other departments and agencies
- Work with students
- Get opportunity to know the community
- Educate all members of the community

Community policing does reflect many of the sentiments and comments above. Community policing is both a philosophy and a way of "doing police work". Its principles include building community partnerships, problem solving and supporting organizational change. These principles align well with the philosophy and approaches of TESC.

Strategic Recommendations

There should be efforts made to educate all community members regarding the basic philosophy and practical approaches of community policing. Educational opportunities need to be provided to community members to so they may become familiar with COP.

Police Services needs to bring specific COP and POP training to the organizations' employees. This can easily be accomplished. There is a law enforcement agency in close proximity to Evergreen with skilled trainers in both COP and POP who would willing present the needed training.

B. Power and Control

Many police agencies adopting community policing have a difficult time working with the broader community, sharing power with neighborhoods and collaboratively solving problems with other public and nonprofit agencies because they are used to having control and final decision-making. Not experienced with sharing power in this way, police culture tends to view power as a "zero-sum" game. When managers hoard potential power and don't invest in productive action, it atrophies and eventually blocks achievements. Power and authority based upon rigid structures of hierarchy often overlooks creativity and ingenuity (Kanter, 1982). Rather than viewing the acquisition of power as the goal, systems seeing power as a tool to accomplish their goals have the opportunity to share decision-making responsibility and authority. Police organizations regularly "giving away" power often see the return of their power manifested in community support.

Findings

Power and control within the organization is divided between positional authority and informal leaders. Some voices an opinion that power is granted on the basis of personal relationships. There is the strong perception among those interviewed within the department that the one corporal has informal control of what occurs within the department. He has the ear of the Chief and usually gets what he wants. Some observed officers on the A and B Team have different philosophies, one is more consistent with community policing than the other.

There was some evidence of sharing powers with others within the community. Officers share decision making with RAs in situations arising in the resident halls. They listen to the RAs in situations where a citation should or should not issued for various violations. There is a collaborative relationship at work there.

The Chief regularly attends meeting with other law enforcement leaders to discuss issues, concerns and engage in problem solving strategies.

Strategic Recommendations

The chief can initiate a more engaged leadership effort by actively guiding the process of developing clearly stated job descriptions and performance measurements based on organizational values and goals. In turn, the provision of training in the basic operational strategies of Community Policing and Problem Solving (COP and POP) can go along way toward defining accountability as well as internal power and control issues. WRICOPS has resources to bring this training to TESC .

Police Services can use their experience with the resident halls to establish further collaborations with other community groups. They could begin the process by attending meetings or creating forums with various campus groups to educate them regarding their role and what community policing is and how they, as community members could participate in COP and POP.

C. Resistance to Change

The fear of losing control, status, or influence is the basis for most resistance to change (Bridges, 1991). Managers may perceive a loss of power when the reallocation of decision-making down through the ranks occurs within the organizational structure. In some law enforcement organizations, community policing is associated with a loss of promotional opportunities. Resistance to change can be overt or covert, from outright defiance to subtle passive sabotage.

TESCPS Findings

There does not appear to be wide spread resistance to change. While, as noted above, there are different philosophies and approaches taken by some in the Evergreen College Police Services organization, no one indicated they would not be willing to see Police Services change and have COP become more integrated into the organization.

Strategic Recommendations

The Chief should bring the organization personnel together to discuss how COP/POP could become a major approach. Training in these areas will provide the personnel with an opportunity to understand how community policing and traditional policing work well together. Since little to no resistance seems present, organization members can provide valuable input to on how to enhance community policing efforts.

As already stated, there is a widespread sentiment throughout the community including administration, staff, students and Police Services personnel to see the Chief succeed. They are willing and wanting to help bring about desired/needed changes to the organization.

D.   Openness to Input from Outside

To be effective, law enforcement operations should be open to input, review and criticism. In a democratic society, the police represent the government and, in turn, the people. This requires direct involvement and partnership with those "outside" the department. The evidence is clear that law enforcement agencies are greatly limited in their ability to reduce crime without the frequent involvement and active support of their community. There is a community consensus that the narrow focus on crime prevention has shifted to the broader issue of community safety and security as a public good (BJA, 2001).

When community stakeholders are part of the needs identification process and participate in problem solving and evaluation, a sense of loyalty to the community and its crime prevention endeavors can develop within a community. Organizational change occurs when the character of conversation amongst groups relevant to public safety changes. Community needs assessments and project evaluations allow changes in the discussion, as well as the development of expanded expectations from both the community

and the police. Shared formal mechanisms for the release of information—both internally and externally—help managers, officers and citizens formulate plans, make decisions and take effective action. By creating methods to solicit input and gain involvement in planning and service delivery, an agency enhances the trust and support of those served.

<u>TESCPS Findings</u>

Police Services is not perceived as being open regarding what they do or what occurs through their campus activities. A reasonable number of community organizations indicated Police Services does not seek information from them, for instance meeting with them to seek suggestions on what their expectations or needs from Police Services may be.

<u>Strategic Recommendations</u>

Organizations with related missions, such as Emergency Response and Health may have important information; input from them and other community organizations could be sought. There are some very good avenues available for receiving input. The Community Review Board or Planning Council could be enlisted to be a sounding board for what the officers are doing and what they should be doing. They could be given statistics and information for each month and then review what kinds of things are happening on campus. They could also be utilized more in the area of reviewing and advising on complaints against the department.

Information should be shared by Police Services with members of the community through existing communication channels; assigning an ECO perhaps as an informational liaison is one approach to institutionalize information sharing activities.   Perhaps a project by students could be developed to find out what the community sees as needed information.

V. COMMUNITY ENVIRONMENT

The community environment describes the outside influences affecting the organization's ability to accomplish its goals. Organizations without a well-developed value system are at the virtual mercy of a changing environment. The community environment can have an impact upon an organization by altering goals based on partial information. Employees in these organizations tend to value stability within the workplace and to distrust new "initiatives" or "directives out of the blue," believing within a relatively short time priorities will change again without much warning.

Effective organizations learn to connect to their environments in appropriate and useful ways. There is recognition that local municipal leaders play a crucial role in protecting communities by organizing and motivating coalitions of local partners. Citizen groups, tribal members, local interests and politicians can be involved in building workable partnerships, engaging in problem solving and promoting crime prevention. Collaborative interactions within jurisdictions and among the police, elected officials and the media reflect the extent of community-based problem solving and the success of community policing efforts. The "community" in community policing is made up of the stakeholders who must work together to ensure the success of any community policing effort.

A. Community Issues

The essence of the community policing philosophy is the establishment of a close partnership between the police and their citizens for working together to identify problems and devising solutions to those problems. Community involvement must be authentic and ongoing to enhance trust and to ensure continued participation. In addition to responding to crime, law enforcement agencies can have a positive impact upon communities in a variety of ways. Troublesome issues, such as domestic violence, can tear a community apart. In the community governance model, the police officer may act as a neighborhood

ombudsman, coordinating a number of resources and building natural partnerships while addressing broad issues of concern. Understanding safe, secure and vibrant communities experience lower crime rates is a significant insight that can direct the collaborative efforts of public safety administrators and community stakeholders. A clear and practiced policy prohibiting discrimination of race, ethnicity, national origin, religion, gender, disability or sexual orientation ensures all citizens have access to help from law enforcement.

TESCPS Findings

Though it has been many years since its implementation, the arming issue still reverberates across the TESC community. (A student publication Disorientation Manual helps to keep this issue alive.) Another issue is safety; the expected increase in student population and the residential development near the campus are viewed as potential safety risks to community members. A number of concerns related to safety were expressed. These included alcohol and drug use: underage drinking on campus; underage drinking accountability; need for improved lighting throughout the campus; theft from campus/buildings, cars and housing; and the influence of people not from Evergreen: i.e. partying on campus, car prowling, living in the woods/homeless persons.

Strategic Recommendations

Police Services can use the concerns of the community as an opportunity to engage and educate community members. The arming of campus police is, according to more than one college administrator "Here to stay". It is directly related to many of the safety issues expressed. Police Services should seek collaboration with individuals and campus organizations supporting an armed police force and develop educational materials and presentation to inform community members of the benefits and risks of arming and not arming their police.

The Chief can take proactive steps towards ensuring he has the needed personnel in place for those safety issues likely to increase as population both on and off campus grows. Requesting additional funding for personnel, such as the lieutenant position suggested above, as well as an additional officer in the development, may be one place to start. Being prepared to demonstrate the need for additional personnel, based on external demand, how the resources will be deployed, and the expected outcomes to be achieved from this investment are critical steps in this process.

B. Media

Law enforcement agencies are inclined to view the media as an adversary, when in reality both groups have their own important role to play in society and can be effective allies in many circumstances. For community policing agencies, the media can disseminate important information effectively regarding department activities, meetings, problem-solving activities, crime and problem trends, the type of assistance needed from citizens and even information on the complexities of modern policing.

TESCPS Findings and Recommendations

There is a radio and campus newspaper. In the past, Police Services had regular contact or exposure with the campus newspaper. Representatives from these two media sources indicated a desire to work with Police Services to provide them a means for "getting their message out" and for communicating with the campus community. These and other outreach activities tend to normalize police services as a safety and support organization that is part of everyday campus life. Again, Evergreen College Police Services could "institutionalize" proactive media interactions through the assignment of an ECO as a liaison.

E. Cooperative Agreements and Community Partnerships

Partnerships allow people to come together for joint problem solving, resource exchange, cooperation, coordination, coalition building and/or networking. Partnerships are built on the assumption that by working together the cooperating jurisdictions will increase their effectiveness, resource availability and decision-making capabilities—thereby effectively addressing common pressing problems or needs. There are several different meanings of partnership. The chosen definition will often determine the type and extent of the partnership achieved.

- *Cooperation.* Defined as the sharing of information among partners, *cooperation* seeks to meet the agency's own interests through access to the information and experience of another organization. There is little or no commitment to collective action or to the enhancement of the relationship after mutual exchange of information is accomplished. Many agencies see educational programs such as "How to Prevent Home Burglaries," or "Establishing a Block Watch" as prime examples of a partnership. The police share their expertise and community members share information about their concerns and about countermeasures under consideration. Another example of cooperation is sending an information officer to a community meeting to report the latest crime statistics for the neighborhood. In other instances police jurisdictions view their partnership obligation as sharing crime data with other law enforcement agencies. The problem of school truancy frequently provides an opportunity for police agencies to develop cooperative partnerships. The police value information helping to manage daytime burglaries. School authorities value information about juvenile misconduct to assist counselors in developing programs for troubled youth. Social service agencies need family histories and corresponding juvenile misconduct data to help them respond with appropriate recommendations to the court. Each agency seeks information to meet their own agency's goals. Each agency identifies their own valued outcome, based on their role and perceived responsibility. The partnership may address agency needs, but not tackle the underlying issues surrounding truancy.

- *Coordination*. The second type of partnership—*coordination*—requires a considerably more sophisticated form of partnership, necessitating the parties or organizations to "act together." In order to act together, there must be agreement on the goals or "end products" and consensus on the implementation steps to reach these goals. Often such implementation steps identify which agency is responsible for each segment of the agreed upon plan. Coordination, because it requires coordinated collective action, implies a higher degree of formality and need for written agreements between the agencies involved. Multi-agency drug and gang task forces are good examples of coordinated partnerships. The task force takes action in undercover projects, joint training and/or media campaigns. Each agency agrees to work toward a common goal, act according to an agreed upon plan and collectively assess the outcomes. In most cases the partnership is restricted to only one part of the agency, or the action is limited to a specific problem or time period. Rarely is the entire criminal justice system actively involved in the partnership. Although coordination with non-police agencies is less frequent than with other law enforcement organizations, there are many examples of police and non-police agency coordinated partnerships. A community policing effort focusing on landlord code violation enforcement requires local planning or code enforcement departmental support, for example. Similarly, sex offender notification and tracking requires coordination among corrections departments, police departments, school districts and neighborhood groups. Coordinating an anti-drug marketing sweep with local business owners and other law enforcement agencies may result in dealer arrests and drug traffic reduction. Many view this type of coordination as a useful mechanism to enlist the community in implementing the police agency's agenda. If the goal is to increase the awareness of public order issues in the neighborhood, it is possible to assign responsibilities and hold each partner accountable for their own segment of the collective project. Coordination requires systematic action from all parties. It does not necessitate joint ownership of resources and shared accountability for outcomes.

- *Collaboration*. The highest degree of partnership, *collaboration*, demands common goals, shared resources, joint programming and a commitment to sustained sharing of program outcomes and accountability. Collaborative endeavors can be characterized as team efforts where two or more separate organizations commit to share power jointly to accomplish tasks, solve problems, or address public issues. The degree of formality and extent of involvement of the organizational hierarchy are both great, which in turn increases the commitment required for attaining this level of partnership. Because collaboration requires shared decision-making power, few law enforcement agencies are adept at this type of partnership. Community policing partnerships featuring collaboration require that "not only will power be pushed down through the police organization, but also out of the organization and into the neighborhoods" (Geller, 1995). Several examples exist of excellent collaborative efforts. In one community, the police along with community members identified criminal activity committed after dark by youthful offenders as a major problem. The solution originally proposed by the agency was a curfew, but the larger community did not embrace this idea. The role of a traditional police agency could have been to persuade the community to support their solution that, if undertaken, would be implemented by the police. Instead, through joint problem solving, goal setting and collaborative efforts, a school-based "neutral zone" now provides late night activities for teens. With the collaboration of the school district, neighbors, businesses, volunteers, police and parents a special place open to all kids on the weekends from 8 p.m. to 2 a.m. was created as the Neutral Zone. The facility invites all kids without reservation into the recreation center (even though they may belong to a gang or may have been drinking or doing drugs). If the agreed upon assumption is this place is in fact neutral, then the area must be safe in all respects for the kids. Drugs, alcohol, violence and guns are not allowed within the facility; however, the remaining rules come from the center volunteers and kids themselves. Each Neutral Zone partner shares responsibility in the implementation of the plans, rules, programs and services. The partners share in the success or failure of the Neutral Zone experience.

TESCPS Findings and Strategic Recommendations

There was no evidence of formal cooperative or formal collaborative agreements. Some informal activities as stated above do occur. The nature of context of Police Services within a college community may not lend itself to "formal" institutionalized agreements.

Police Services should continue to look for and take advantage of opportunities for collaborative working relationships throughout the college community.

F. Other Law Enforcement Agencies

Cooperation and collaboration amongst law enforcement agencies are crucial, regardless of the adopted policing styles. Community policing partnerships with other agencies can result in resource and information sharing, reduction in duplication of services and effective joint problem solving.

TESCPS findings and Strategic Recommendations

Police Services has good working relationship with other law enforcement agencies in the surrounding area.

G. Community Policing Strategies and Agency Improvements

Strategies that assess needs, organize volunteers and involve citizens in problem solving guide the implementation of community policing. These activities build continuity within the policing efforts and encourage goal and work-plan development based on community needs.

TESCPS Findings

Police Services officers do engage some members of the community in community policing activities. As noted, officers work with the RAs in determining when and how police services are needed. Police Services personnel also attend student orientation (which new students are required to attend).

STRATEGIES

Police Services should continue to explore and take advantage of opportunities to educate community members. Every encounter with a community member can become an educational opportunity. For instance, when an encounter with a student occurs, for instance, speeding, the officer could discuss the safety issues involved, the reasons for police intervention as well as issuing a citation. This approach could become part of SOP of all interactions between officers and community members.

Dialogue and educational opportunities between faculty, students and police services on topics such as constitutional issues, core values, etc. could take place.

There needs to be an increase integration of COP into the Community. The following are suggested:

- A public information officer could actively pursue opportunities to educate the community through various media and forum formats.

- An increase in visits to the day care facility.

- Regular visits to campus groups. Initially these would be "drop-ins" to say hi. Overtime as trust develops, these would provide opportunities for dialogue between officers and students.

- Officers should get out of the cars and walk, bike, etc. around campus. This would afford all community members opportunities for interaction with police.

- Police Services personnel should follow the example of the College's President and regularly have lunch with the students at the Greenery and other appropriate locations.

- Whenever possible, include community members to participate in recognizing problems and joining police personnel in how those problems could be solved.

- All officers with Police Services should be viewed as not only campus police, but as community police officers engaging in community policing.

CONCLUSION

The Evergreen State College Police Services is doing a good job and has a good start toward community policing as an approach. They have extensive support throughout the community and there is a desire for the organization to succeed. The assessment team has confidence that with the cooperation and assistance of community members throughout campus, they will achieve a high degree of community policing within their organization.

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RESOURCES

RCPIs are committed to assisting implementation of any recommendations contained in this report. If training programs, organization development, research, or consultation assistance is desired, the chief/sheriff can request those services through the regional RCPI.

The agency may find the following books, monographs and websites helpful:

- *Community Policing: How to Get Started,* (1998) by Robert Trojanowicz and Bonnie Bucqueroux.

- *Managing Innovation in Policing The Untapped Potential of the Middle Manager.* (1995) by William A. Geller and Guy Swanger Geller, W. A., & Swanger, G. Washington, DC: National Institute of Justice.

- *Community Policing in a Rural Setting.* (1997) by Quint Thurman and Edmund McGarrell *(contains a number of articles relevant to smaller cities in a rural or isolated setting).*

- *Community Policing Resource Allocation,* by the Community Policing Consortium.

- *Community Policing Deployment Models and Strategies,* by the Community Policing Consortium.

- *Differential Police Response Survey,* by the Community Policing Consortium.

- *Organizational Assessment Instrument: Development, Implementation, & Findings,* by Kevin Plamondon & J. Kevin Ford, The Michigan Regional Community Policing Institute. A research document with great insights into the incongruencies found between management and line officers in the implementation of community policing.   *http://www.cj.msu.edu)*

- GIS funding and crime mapping information.   *http://www.ojp.usdoj.gov/cmrc/*

- Department of Justice, Office of Community Oriented Policing Services for access to all RCPI specialties.   *http://www.cops.usdoj.gov*

- "Community Oriented Policing: A Force for Change." Summary document 2001. Neighborhood Problem Solving, Personnel Policies, Democratic Participation and Collaborative Information Gathering. Provides examples of cities implementing innovative change.   *http://www.policylink.org*

APPENDIX I: PROGRAM EXAMPLES

<u>Comprehensive Community Policing</u>

<u>Community Based Policing—Dayton, Ohio.</u> The community based policing program aims to strengthen the relationship between the police department and the public. Program coordinators assign an officer to a sector—a geographic area of approximately eight to fifteen square blocks. Sectors within a district are evaluated on criteria such as calls for service and criminal activity. The district commander chooses one of five sectors with the most need for service for the next community-based policing program. Individual officers volunteer for the assignment. During the first three months, the officers selected for the program are free from responding to calls for service. The officers are responsible for knowing everyone in the sector, for developing an understanding of the concerns in the sector and for addressing them.

The community is encouraged to provide the police officers with office space. The offices are donated and available to the officers seven days per week, 24 hours per day. Each community-based officer serves as the area's personalized officer. The officer has a pager and telephone answering system. The community-based officers are responsible for helping the neighborhood residents to make a list of safety concerns and for devising strategies to address those concerns. The officers also initiate projects in the community, including removal of abandoned vehicles, community meetings, neighborhood clean-ups and programs for youth. After the first three months, the officers are available to respond to calls for service in their area. Officers combine foot, motor and rollerblade patrol to make themselves visible in their area.

Contact Jaimie Bullens (5th District), 335 W. Third St., Dayton, OH 45402, (937) 333-1285 or Lieutenant Randy Beane, (937) 443-4538 (regarding new program, BEAT Responsibility).

<u>Community Oriented Policing—Providence, Rhode Island.</u> The community oriented policing program attempts to encourage a feeling of community among residents in neighborhoods by making police more accessible and meeting the following four goals:
- increasing the percentage of residents who own houses or condominiums;
- reducing the number of vacant buildings and lots through coordination with city agencies and property owners;
- eliminating existing drug houses/havens; and
- informing residents on consulting and counseling services.

The program makes police more accessible to the public by establishing 18 community policing storefronts that are staffed by police officers or community volunteers. During off-peak hours, the storefronts maintain a telephone answering service. Officers check in with their individual answering machines for messages and information. The police officers also help organize neighborhood clean-ups, removal of abandoned autos, securing of burnt-out buildings and removal of trash or debris from vacant lots and buildings. In addition, the police officers go "door-to-door" canvassing the neighborhoods. This community policing effort provides officers with the opportunity to establish a rapport with the citizens and to develop trust between the two parties. Officers maintain a log of citizen and community contacts, which can later be used for coordinating neighborhood activities or investigations.

Contact Lieutenant Paul Fitzgerald, Director, Community Policing, 209 Fountain St., Providence, RI 02903, (401) 272-3121 ext. 2450, www.ftp.spiritofasia.com/CPACFFolder/CPAC.html

<u>The Community Oriented Policing Program—Yonkers, New York</u>. The Community Oriented Policing Program seeks to increase communication between the police department and residents in housing developments. To make police officers more accessible to this community, the police department has opened substations and has police officers patrol the area on foot and bikes. The officers have started educational and recreational activities with neighborhood children. According to police officials, the program has shown great public acceptance and community support. Other neighborhoods are organizing to have their area designated for community policing. A grant from the U.S. Department of Housing and Urban Development funds the program.

Contact Lieutenant Bill Vangreen, vangreen@yorkcity.org, York City Police Dept., PO Box 509, York, PA 17405, (717) 852-0604.

Demand Reduction Through Community Policing—Tempe, Arizona. Demand Reduction Through Community Policing aims to improve the quality of life in the city by reducing drug and crime activity. All patrol officers are assigned to one of fifteen beats in the city. Each beat is assigned one sergeant, who has 24-hour responsibility for the beat. The fifteen beats are divided into quadrants, where one assigned lieutenant has 24-hour responsibility for the quadrant. Small neighborhood police stations have been opened and staffed by officers. Community members are encouraged to visit the station and call the station's hot line when they have any complaints, compliments, recommendations, or information to share regarding how the police department could better serve citizens.

This community policing strategy allows officers the familiarity and flexibility necessary to resolve public safety issues through the development and maintenance of partnerships with the community. Program coordinators believe the essential component of community policing is the advancement of partnerships between a police department and the community in order to solve public safety. In addition, the program involves the cooperative efforts of other local governmental agencies, businesses, schools, community/social organizations and citizens. Other program activities include citizen education seminars, youth intervention programs, neighborhood clean-ups and problem-solving training for citizens and police.

Contact Linda Saliani, PO Box 5002, Tempe, AZ 85280, (408) 350-8511.

Stop and Talk Foot Patrol Program—Parkersburg, West Virginia. Through the Stop and Talk Foot Patrol Program, officers develop citizen contacts within their patrol areas to increase community involvement on safety issues. Patrol teams, made up of two officers, are assigned to low-income neighborhoods with high levels of crime. Officers try to develop a rapport with the residents of their assigned neighborhoods, listening to their concerns, complaints and recommendations. The program encourages police officers to develop neighborhood organizations, such as neighborhood watch programs, so that citizens can work through an organized link with the police department.

Contact Officer Corbit or Heinsman, #1 Government Sq., PO Box 1167, Parkersburg, WV 26102, (304) 424-8508.

Community Partnership—Omaha, Nebraska. The Community Partnership focuses the community's concerns and energies to attack the drug problem. A steering committee is responsible for the overall direction and use of resources in the war against drugs. The partnership also has six task forces that focus on areas of concern—prevention and education, enforcement and prosecution, citizen involvement, employment and housing, treatment and corrections. The community partnership has developed the following committees and programs to deal with community concerns:
- Committees: Juvenile Prosecution Committee, Adult Prosecution Committee, Clergy Substance Abuse Committee and Business Initiative Ad Hoc Committee.
- Programs: National Night Out, Youth Volunteer Corps, summer youth programs and drug education classes.

Contact Dianne E. Zipay, Executive Director, Omaha Community Partnership, 1819 Farnam St., Suite 300, Omaha, NE 68183-0300, (402) 444-5921.

Diversion

Juvenile Outreach Program, formally known as Children At Risk (CAR)—Port St. Lucie, Florida. CAR is an outreach program designed to target juveniles who are at risk of committing criminal acts. The program provides children and families classes on decision-making skills and building self-esteem. CAR also refers them to local support services. The primary objective is to identify at-risk children before they start committing crimes. A counselor is specifically charged with early identification, onsite assessment, intervention, counseling, coordination with available community services and referrals for the child and family.

Contact Lynette Scott, Juvenile Specialist,121 SW Port St. Lucie Blvd., Port St. Lucie, FL 84984, (561) 871-5027.

The Juvenile Diversion Program—Culver City, California. The Juvenile Diversion Program tries to rehabilitate minor offenders and to prevent criminal behavior. Program coordinators work on the participant's psychological, intellectual and physical needs through a variety of activities. Parents are required to meet for ten one-hour group discussions to help identify parenting problems and to learn to cope with them. The program selects participants by receiving referrals from school administrators who have identified problem students or youths that have committed

minor criminal offenses. Many of the students referred are from dysfunctional families or single-parent households. The police department coordinator meets with both the participant and his or her parents to discuss and plan ways to help the youth address his or her problems.

The involved minors meet at the police station one night a week and receive counseling from a family counseling specialist in a group setting. During the sixteen-week program, the police department coordinator personally meets with the group for an additional hour of activities. The coordinator guides the juveniles through reading sessions, communication and reasoning exercises and field trips to expose them to the requirements for various professional careers. The coordinator also monitors their performance at school and arranges for tutoring as needed. A major component of the program is the camping trips. The police department has a program that teaches the minors water skiing, boating, water safety and life-coping skills.

Contact Captain Martin, 4040 Duquesne Ave., Culver City, CA 90230, (310) 253-6300.

Police Probation Team—Vallejo, California. The Police Probation Team tries to reduce the recidivism rate of youthful offenders by empowering youth to become responsible, productive citizens. It gives youthful offenders an alternative to the traditional juvenile justice system by requiring them to participate in counseling programs and community service work and to provide restitution for their offenses. The requirements attempt to teach youth accountability and to provide positive channels for behavior.

Contact Sergeant Jim Lyon, Vallejo Police Dept., 111 Amador St., Vallejo, CA 94590, (707) 648-4399.

Youth Jury—Naperville, Illinois. The Youth Jury is designed to be an alternative to court for first-time juvenile offenders of non-serious offenses. These juvenile offenders do not have claim to restitution or extensive family problems. The program has two main goals:
- deter first-time juvenile offenders from committing additional crimes by using a youth jury to exert positive peer pressure on offenders;
- instill a sense of civil responsibility in youth by having them participate in crime prevention activities.

The Youth Jury is an organization of high-school-aged students serving as an adjunct to the various diversion programs of the Youth Services Unit of the Naperville Police Department. The trial is intended to introduce first-time offenders to the judicial process in a non-threatening manner. The Youth Jury meets monthly to hear cases and assign consequences to first-time offenders who admit their guilt and agree to permit the Youth Jury to resolve the case. The consequences that are imposed generally consist of a period of community service at an area service agency such as the recycling center, historical area, or park district. The community service component benefits the entire community.

Contact Detective Mark Sizick, 1350 Aurora Ave., Naperville, IL 60540, (630) 305-5966.

Parents and Youth Against Drug Abuse (PAYADA)—Boise, Idaho. PAYADA aims to provide a community of drug-free youth and targets fifth and sixth grade students and their families. The program offers expertise on drug and alcohol prevention to youth, their parents, school staff, city employees and other community officials. Participants receive substance abuse education and referral services. Parents and youth meet together once a week for four weeks in a classroom setting to discuss chemical abuse and its effects on society. Specific topics, such as how to identify drugs, why kids use drugs and how to talk to kids about drugs, are covered in the classes. PAYADA also has community events that include health fairs, talent shows and summer programs.

Contact Brent Archibald, 7200 Barrister Dr., Boise, ID 83704, www.payada.org.

Gang Prevention and Elimination

Tying Neighborhoods Together (TNT)—Lakewood, Colorado. TNT addresses the problems of youth and families through comprehensive services and focuses on preventing youth from becoming involved in gangs. TNT board members are focusing their efforts in the area of community education, providing after-school and weekend activities, expanded membership in TNT, legislative lobbying and fundraising for the program. Each community forms a grassroots community committee that identifies the strengths and weaknesses in the community and then develops a plan to eliminate or reduce risk factors for youth in the community. The committee brings its community plan before a board of directors that reviews and suggests resources and strategies to the community. The program offers academic mentoring, graffiti paint-out projects, a junior fire fighter program, a community volunteer program,

sports programs and a gang elimination program. The U.S. Department of Justice has chosen Tying Neighborhoods Together to build a national model for gang prevention.

Contact Lonnie Peterson, 445 S. Allison Parkway, Lakewood, CO 80226-3105, (303) 987-7105, www.ci.lakewood.co.us/police/police.html

Neighborhood-Based Crime Prevention

Safe Neighborhoods—Cambridge, Massachusetts. The Safe Neighborhoods program assists residents to organize activities that encourage broader community participation. A number of crime watch Safe Neighborhood groups have expanded and now include representatives of the clergy, the private sector and school systems. Many of the current crime watch groups were formed in neighborhoods that experienced increased drug activity. The neighborhood groups' activities may include education workshops, forums for youth-police dialogue, block parties and "street sweeps". Most projects rely on volunteers. Many of the Safe Neighborhood groups receive staff support and some clerical support through the City's Community Schools program.

Contact Eileen Keegan, Director of Community and Youth Services, Dept. of Human Services, 51 Inman Street, Cambridge, MA 02139, (617) 349-6225.

Safety Education for Children

Basics of Bicycling—Burlington, North Carolina. Basics of Bicycling attempts to reduce bicycle accidents and injury. It targets third and fourth grade children. Police department officials and physical education teachers present the basics of bicycling through a seven-lesson program. The program focuses on safety and consists of classroom activities and hands-on experience with bicycles.

Contact Sergeant J. S. (Jacki) Shefield, 267 W. Front St., Burlington, NC 27215, (336) 229-3530.

Children Education Programs—Midwest City, Oklahoma. Children Education Programs attempt to minimize the chance of criminal victimization of children through proper education and to make children feel more comfortable with police officers. The programs include Say No to Drugs, bicycle and traffic safety, Stranger Danger, Officer Friendly, Halloween safety, McGruff visitations, Child I.D. and police department tours.

Contact Sergeant Bob Cornelison, Midwest City Police Dept., PO Box 10570, 100 N. Midwest Blvd., Midwest City, OK 73410, (405) 739-1331.

Crime Prevention Calendar—Naperville, Illinois. The Crime Prevention Calendar is designed to broaden elementary-aged youths' understanding of personal safety and how they can be an important part of the crime prevention process. Letters are sent to principals and art instructors, along with a list of crime prevention tips they can use in their lessons on this project. Using the calendar to stimulate children's interest, a police officer and a community liaison officer visit each school and present a program on personal safety and crime prevention to kindergarten through fifth grade students. It is a collaborative effort between the schools, the police department and city and community organizations.

Children participate in the program through a crime prevention poster contest. Many children have an opportunity to be winners in the calendar contest, whether or not their posters are selected to be on the calendar. The program awards first and second place certificates to each grade level at each school. The certificates are personalized with the child's name done in calligraphy. The mayor and police chief honor all children whose posters are represented on the calendar.

Contact Sharon Murphy, Naperville Police Dept., Community Education/Crime Prevention Unit, 1350 Aurora Ave., Naperville, IL 60540, (630) 420-6731.

Safety Town—Romeoville, Illinois. Safety Town seeks to educate children in kindergarten through fifth grade on safety. It provides hands-on experience in teaching safety programs. The programs include bicycle safety, railroad safety, pedestrian safety, fire safety, animal safety, drug abuse prevention, abduction and molestation prevention and vandalism prevention. Safety professionals teach all classes. In addition, Safety Town hosts a town-wide trick-or-treat party on Halloween.

Contact Dale Keith, Romeoville Police Dept., 10 Montrose Dr., Romeoville, IL 60441, (815) 886-7219.

<u>Senior Service</u>

<u>Retired Senior Volunteer Program (RSVP)—Fountain Valley, California</u>. The RSVP program is designed to provide a way for active seniors, fifty years or older, to participate in community service. Working alongside regular police department employees, the retired program participants perform a variety of non-hazardous jobs in the police department. After a screening and selection process, the candidates enter a six-week training program. During this period, they receive classroom instruction covering a broad range of topics and are given several opportunities to ride with on-duty patrol officers. At the conclusion of the training period, they are assigned to work in pairs for both inside and outside assignments. Inside assignments include assisting the staff with duties that include clerical work, reception work, support for detective and lab personnel, crime prevention and community relations. Outside assignments include going on "patrol" in specially marked vehicles. RSVP's wear uniforms that identify them clearly as volunteer members of the police department. The program allows the police department to provide services such as vacation home checks and prompt graffiti identification and removal.

Contact Crime Prevention Office, 10200 Slater Ave., Fountain Valley, CA 92708, (714) 593-4526, www.fvpd.org/index.html

<u>Youth Programs</u>

<u>Anti-Truancy Programs—Charleston, South Carolina</u>. The Anti-Truancy Program targets children who are required by state laws to attend school. The police department implemented the program to encourage children to stay in school and to decrease the number of burglaries and robberies committed by juveniles. During the school day, truancy officers search for students on the streets and return them to school.

Contact Charles Francis, 180 Lockwood Blvd., Charleston, SC 29403, (843) 720-2497.

<u>Community Opportunity Programs For Youth (C.O.P.Y.) Kids—Spokane, Washington</u>. C.O.P.Y. Kids attempts to improve the relationship between young people and police officers and instill a sense of community responsibility. The eight-week program is designed to target eleven- to fifteen-year-old youth. Each week program staff—sworn and non-sworn police department officials—arrive at one of five community centers. The youths are then transported along with their chaperons to local sites where they are offered the opportunity to participate in community service. The day continues with lunch at a park, followed by activities that build self-esteem, decision-making skills and conflict resolution skills. During this time period, the program offers recreational activities and role model interaction. The day ends with a tour of a local business or municipal organization and a ride back to the community center.

Each group of children participates in a similar routine for three days. On the fourth day youths are driven to Fairchild Air Force Base Museum, treated to lunch at a local restaurant and then given the opportunity at an area park to explore and reflect on the events from the previous four days. C.O.P.Y. Kids has the same format for each week of the program. On the final day of the program the youth visit a local bank, where an account with $40 has been opened for each youth participating in the program. The $40 reward is given to help the children understand the correlation between what they might accomplish through their own labor and receipt of appreciation for their efforts. A federal grant, city money and local business donations fund the program.

Contact Sergeant Gil Moberly, 1100 W. Mallon, Spokane, WA 99260, (509) 625-4087.

<u>Every 15 Minutes, Spokane, Washington</u>. "Every Fifteen Minutes" is a two-day program designed to discourage young people from drinking and driving. The program's name was conceived from the fact that every 15 minutes someone in the U.S. dies in an alcohol-related accident. The first day of the program, two officers pull the "living dead" students out of class (every 15 minutes), post obituaries and contact parents. The students are placed in "corpse" costumes and allowed back in class, but may not speak or take part in the class. At the end of the day, the "living dead" are bussed away to stay overnight at a local hotel. The second day starts with a slide show and skit by the "living dead." Parents speak, along with student testimonials. A commitment is made to not drink and drive.

Since the program began in 1990, there have been no alcohol-related fatalities involving a Spokane high school student during end of the year "graduation parties."

Contact Tony Giannetto, Spokane Police Department, 1100 W. Mallon Ave., Spokane, WA 99260-0001, (509) 625-4117.

PROTEEN—Greenville, North Carolina. PROTEEN aims to identify problems and form solutions for youth. A steering committee consisting of individuals from agencies and the private sector identified eight critical issues of concern: teen pregnancy; race relations; family communication and dysfunction; school and community violence; choice of heroes and heroines; drug awareness, prevention and intervention; peer pressure and self-esteem; and AIDS and sexually transmitted disease awareness and prevention.

After identifying the primary concerns of youth, the steering committee organized a youth conference to create solutions to these concerns. A group of over 200 sixth to twelfth grade students met in a theater-type setting to begin the youth conference. High school students performed two-minute thought-provoking skits on each of the eight topics. Following the presentation of the skits, forty-minute sessions on each of the eight topics were conducted, with each student choosing two different morning sessions and afternoon sessions to attend. Each session had one professional from the field and a social worker to facilitate. They attempted to keep the students talking and focused on the topic for the forty-minute session. Two or more college students were also present to write down the questions and the responses.

As an extension of the PROTEEN Conference, a networking system to address the concerns discussed by the conference youth has been established and is continuing to grow. The networking system is comprised of people from law enforcement agencies, middle and high schools, social services and the juvenile court system who act in a liaison capacity with the youth and the PROTEEN Executive Board of Directors. They cooperate in PROTEEN's efforts to effect beneficial solutions to youth problems. PROTEEN coordinators plan to have future summits and conferences.

Contact Captain Cecil Hardy, Greenville Police Dept., PO Box 7207 Greenville, NC 27835, (252) 329-4365.

School Resource Officer—Boise, Idaho. Through the School Resource Officer program officers develop positive relationships with students and are accessible to schools. The program is a joint effort between the police and the schools. Officers deal with issues of truancy, neglect or abuse and criminal activity. Officers act as counselors, investigators and teachers. They provide lectures and activities on drug education, delinquency, criminal law and crime prevention. Officers try to increase parental accountability through home visits and coordination of community services.

Contact 7200 Barrister Dr., Boise, ID 83704, (208) 377-6605.

The Teen Survival Guide—Santa Clara, California. The teen survival guide is published as a resource for young people between the ages of 13 and 18. The forty-two-page booklet provides vital information on such subjects as drug and alcohol abuse, gang prevention and juvenile laws and truancy, as well as more than 50 community resource phone numbers to assist with the problems they may encounter. The guide is distributed to health classes at the high schools and is available through many other community agencies.

Contact Sergeant Lee White, 23740 Magic Mountain Parkway, Santa Clara, CA 91355, (408) 261-5422, www.scpd.org

Youth and Family Services Program—Livermore, California. The youth and family services program targets families of delinquent, pre-delinquent and "beyond control/runaway" youth. The program's creators believe that the family counseling approach is effective in diverting the delinquent behavior pattern and re-establishing the parents as the most powerful and effective influence in the lives of their children. A temporary crisis shelter is provided through the county probation department upon written request of the youth and parents. Crisis sessions are provided without fee and a sliding scale is used for continuing counseling with 20 sessions available per referral.

Contact Leonard Lloyd, Manager, 3311 Pacific Ave., Livermore, CA 94550, (925) 371-4747.

Child Abuse

Crimes Against Children Unit (C.A.C.U.)—Louisville, Kentucky. C.A.C.U. provides a coordinated response and services to child abuse cases. The unit is comprised of detectives from the Louisville Police Department and the Jefferson County Police Department, along with a social worker from the cabinet of human resources. A police detective and a social worker are teamed to investigate incidents of child abuse. This collaboration increases efficiency in prosecution, reduces duplication of effort and allows immediate access to social services for the victim

and the family. The investigations place emphasis on the welfare of child victims and criminal prosecution of abusers. The unit also targets missing children, child exploitation and the distribution of child pornography.

Contact Sergeant Joe Culver, 436 South Seventh Ave., Louisville, KY 40203-1930, (502) 574-2451.

APPENDIX II: RESTORATIVE JUSTICE

Guiding Principles and Values

1. Crime is an offense against human relationships.

2. Victims and the community are central to justice processes.

3. The first priority of justice processes is to assist victims.

4. The second priority is to restore the community, to the degree possible.

5. The offender has personal responsibility to victims and to the community for crimes committed.

6. Stakeholders share responsibilities for restorative justice through partnerships for action.

7. The offender will develop improved competency and understanding as a result of the restorative justice experience.

Created for the NIC National Video Conference held December 12, 1996.

Fundamental Concepts

1. Crime Is Fundamentally a Violation of People and Interpersonal Relationships.

    - Victim and community have been harmed and need restoration.

        - The primary victims are those most directly affected by the offense but others, such as family members of victims and offenders, witnesses and members of the affected community, are also victims.

        - The relationships affected (and reflected) by crime must be addressed.

    - Victims, offenders and the affected communities are the key stakeholders in justice.

        - A restorative justice process maximizes the input and participation of these parties—but especially primary victims as well as offenders—in the search for restoration, healing, responsibility and prevention.

        - The roles of these parties will vary according to the nature of the offense as well as the capacities and preferences of the parties.

        - The state has circumscribed roles, such as investigating facts, facilitating processes and ensuring safety, but the state is not a primary victim.

2. Violations Create Obligations and Liabilities.

    - Offenders' obligations are to make things right as much as possible.

        - Since the primary obligation is to victims, a restorative justice process empowers victims to effectively participate in defining obligations.

        - Offenders are provided opportunities and encouragement to understand the harm they have caused to victims and the community and to develop plans for taking appropriate responsibility.

        - Voluntary participation by offenders is maximized; coercion and exclusion are minimized. However, offenders may be required to accept their obligations if they do not do so voluntarily.

        - Obligations that follow from the harm inflicted by crime should be related to making things right.

        - Obligations may be experienced as difficult, even painful, but are not intended as pain, vengeance, or revenge.

- Obligations to victims such as restitution take priority over other sanctions and obligations to the state such as fines.
- Offenders have an obligation to be active participants in addressing their own needs.

- The community's obligations are to victims and offenders and for the general welfare of its members.
  - The community has a responsibility to support and help victims of crime to meet their needs.
  - The community bears a responsibility for the welfare of its members and for the social conditions and relationships that promote both crime and community peace.
  - The community has responsibilities to support efforts to integrate offenders into the community, to be actively involved in the definitions of offender obligations and to ensure opportunities for offenders to make amends.

3. Restorative Justice Seeks to Heal and Put Right the Wrongs.

- The needs of victims for information, validation, vindication, restitution, testimony, safety and support are the starting points of justice.
  - The safety of victims is an immediate priority.
  - The justice process provides a framework that promotes the work of recovery and healing that is ultimately the domain of the individual victim.
  - Victims are empowered by maximizing their input and participation in determining needs and outcomes.
  - Offenders are involved in repair of the harm insofar as possible.

- The process of justice maximizes opportunities for exchange of information, participation, dialogue and mutual consent between victim and offender.
  - Face-to-face encounters are appropriate in some instances, while alternative forms of exchange are more appropriate in others.
  - Victims have the principal role in defining and directing the terms and conditions of the exchange.
  - Mutual agreement takes precedence over imposed outcomes.
  - Opportunities are provided for remorse, forgiveness and reconciliation.

- Offenders' needs and competencies are addressed.
  - Recognizing that offenders themselves have often been harmed, healing and integration of offenders into the community are emphasized.
  - Offenders are supported and treated respectfully in the justice process.
  - Removal from the community and severe restriction of offenders is limited to the minimum necessary.
  - Justice values personal change above compliant behavior.

- The justice process belongs to the community.
  - Community members are actively involved in doing justice.
  - The justice process draws from community resources and, in turn, contributes to the building and strengthening of the community.
  - The justice process attempts to promote changes in the community to prevent similar harms from happening to others.

- Justice is mindful of the outcomes, intended and unintended, of its responses to crime and victimization.

- Justice monitors and encourages follow-through since healing, recovery, accountability and change are maximized when agreements are kept.

- Fairness is assured not by uniformity of outcomes, but through provision of necessary support and opportunities to all parties and avoidance of discrimination based on ethnicity, class, or sex.

- Outcomes that are predominately deterrent or incapacitative should be implemented as a last resort, involving the least restrictive intervention while seeking restoration of the parties involved.

- Unintended consequences such as the co-adaptation of restorative processes for coercive or punitive ends, undue offender orientation, or the expansion of social control are resisted.

Howard Zher, Eastern Mennonite University, Harrisonburg, VA and Harry Mika, Central Michigan University, Mount Pleasant, MI

Helena, Montana, received a WRICOPS onsite assessment in July 1998. Troy McGee, Chief of Police in Helena, Montana and member of the Sheridan, Wyoming, assessment team, has provided examples of how his department has implemented the recommendations of the WRICOPS assessment team. His notes are included in an appendix because the ideas are to be viewed as only examples, not recommendations. These specific programs may not be appropriate for all agencies and should not be emulated just because they have worked in another community.

Statement from Helena, MT Police Chief Regarding the Impact of an Onsite Assessment

We formed a "Leadership Council," with its name soon changed to Community Policing Board. We are approaching the city commission to make this a formal board by resolution, where the mayor picks the members. The board is made up of members from the schools, chamber of commerce, employees and elected officials. They have helped us especially in giving direction to the department. We have come up with strategies to accomplish our goals, including crime analysis, neighborhood watch, etc.

We have divided our city into neighborhoods by using existing Helena Citizens Council areas. Under our charter, we have citizen council areas where citizens are elected to represent their neighborhood. They are an advisory council to our city commission. We used these areas since they are already formed and have citizen representation that we can use as contacts. An officer from each shift is assigned to one of the areas. They are to work in their area when possible, contact citizens, work on problem solving, etc. We allow the officers of the areas to meet with each other once a month (they set up the meeting and get overtime) to discuss among themselves what is going on in their area. We hope, in the near future, to have cellular phones for the areas so citizens can call or leave messages for their officers and personalized business cards for the officers in the areas and crime statistics with analysis for the areas.

In regards to the crime analysis and pin mapping, we are in the process of using ARCVIEW (mapping software) to enter our crime information. It will provide maps with icons of crimes and also statistical data of crimes. It can be manipulated to provide information for the entire county, city, or any area (neighborhood-defined). The officers and citizens are looking forward to this once it is completed. We are trying to involve an officer to help set this up so we have more of a buy-in from the officers.

We have reserve officers, auxiliary officers and volunteers in the department. Our reserves assist our officers, especially in crime prevention. We also use one reserve officer to handle all our abandoned vehicles to free up our regular officers; he is paid a salary to assist our animal control officer when the officer is off duty. Our auxiliaries are helping us in our crime prevention program and also in other clerical jobs in the department, such as entering pawn tickets into the computer system. We have volunteers that assist in paperwork within the department and also a group that does most of our handicap parking enforcement.

We formed a committee of officers that met and wrote a mission statement for the department after their training on community oriented policing.

In regards to training, we have used WRICOPS for an assessment of training, brought in trainers for community oriented policing, sent officers to seminars and sent officers, civic leaders and the mayor to learn how to be trainers in different areas.

A committee we have used extensively in our department is called the Chief's Advisory Board. It meets once a month and is comprised of representatives from the command staff, sergeants, corporals, officers and dispatchers. They review proposed policies, suggestions from the chief, make suggestions to the chief and can review disciplinary items from the chief. This committee has been invaluable in keeping the department involved and having "a say" in most of what is going on.

We have an officer that is assigned to work with our two high schools. This has produced very good feedback. We have our officers involved in many different community groups and committees that affect the police department, such as Healthy Communities, Boys and Girls Clubs, Youth Advisory Committee, etc.

We are a part of the city's home web page. It has a lot of information about the department and we are trying to update statistics for it. We hope in the future to use it for reporting current neighborhood statistics and also setting

up a system where citizens can fill out simple reports and send them through the Internet.

We do have a substation in our City County Building where citizens can stop and talk with officers or report crimes.

APPENDIX IV: SUPERVISOR AND MANAGER ROLES

1. Allows officers freedom to experiment with new approaches.

2. Insists on good, accurate analysis of problems.

3. Grants flexibility in work schedules when requests are proper.

4. Allows officers to make most contacts directly and paves the way when they're having trouble getting cooperation.

5. Protects officers from pressures to revert to traditional methods.

6. Runs interference for officers to secure resources, protect them from undue criticism, etc.

7. Knows which problems officers are working on and whether the problems are real.

8. Knows officers' beats and key citizens.

9. Coaches officers through the problem-solving process, gives advice, helps them to manage their time and helps them develop work plans.

10. Monitors officers' progress on work plans and makes adjustments, prods them along, slows them down, etc.

11. Supports officers even if their strategies fail, as long as something useful is learned in the process and the strategy was well thought through.

12. Manages problem-solving efforts over a long period of time; doesn't allow effort to die just because it gets sidetracked by competing demands for time and attention.

13. Gives credit to officers and lets others know about their good work.

14. Allows an officer to talk with visitors at conferences about their work.

15. Identifies new resources and contacts for officers and makes them check them out.

16. Coordinates efforts across shifts, beats and outside units and agencies.

17. Identifies emerging problems by monitoring calls for service and crime patterns and community concerns.

18. Assesses the activities and performance of officers in relation to identified problems rather than by boilerplate measures.

19. Expects officers to account for their time and activities while giving them a greater range of freedom.

20. Provides officers with examples of good problem solving so they know generally what is expected.

21. Provides more positive reinforcement for good work than negative for bad work.

Reprinted from Managing Innovation in Policing, Geller, W. A. & Swanger, G. (1995). Washington, DC: National Institute of Justice.

APPENDIX V: COMMUNITY COURTS

Few, if any, problems have created greater opportunities for police, courts, corrections and community partnerships than has substance abuse. America's drug wars of the 80's and 90's have resulted in incarceration of greater numbers of people for substance abuse violations alone, than for all other crimes combined. America's experiment with drug courts is now more than 11 years old. Agencies can consider the following information and evaluate the opportunities to take a leadership role in reducing substance abuse within the region. The following innovations are offered for consideration as models.

A recent evaluation of the three phases of drug court treatment (detoxification, stabilization and therapeutic aftercare) by a Washington State University graduate student reveals the following cost-benefit analysis. Providing treatment to an inmate who is a regular drug/alcohol user adds an estimated $3500 to incarceration costs. Providing the majority who are not high school graduates with education to acquire a GED and vocational training and aftercare for all treatment participants adds another $3000 cost over incarceration, for an estimated total of $6500 per inmate. Comparatively, the "pay-offs" from each inmate returning to the community after completing a treatment program and who remains sober with a job in the first year following release are:

- $5000 in reduced crime savings; conservatively assuming that drug-using ex-offenders would have committed 100 crimes per year with $50 in property and victimization costs per crime;

- $7300 in reduced arrest and prosecution costs (assuming that they would have been arrested twice per year);

- $19,000 in reduced incarceration costs (assuming that one of those arrests would have resulted in a one-year prison sentence);

- $4,800 in health care and substance abuse treatment cost savings (the difference in annual health care costs between substance users and non-users);

- $32,100 in economic benefits ($21,400 – the average income for an employed high school graduate – multiplied by the standard economic multiplier of 1.5 for estimating the economic impact of a wage).

The analysis concludes that only a modest success rate of 10 percent would be required to break even on the additional $6500 per inmate above incarceration costs. If only 10 percent of the inmates who are given one year of residential treatment stay sober and maintain employment during the first year after release, the economic benefits far outweigh the cost. Treating and training only 10 percent of the 1.2 million incarcerated substance abusers produces an economic benefit of $8.3 billion in the first year of work after release.[1]

A study of the Portland Oregon STOP Drug Diversion Program estimated that the costs saved by treatment of drug-involved offenders saved the criminal justice system $2.4 million during a two-year data collection period. Overall, avoided costs amounted to $10 million over two years. This supported a conclusion that: "every taxpayer dollar spent on cohorts of clients who participated in the program produced $2.50 in cost savings to the tax payers of Multnomah County. The benefit to the Oregon taxpayer was $10 saved for every $1 spent."[2]

Citing local data that 46 percent of arrests are directly related to drug or alcohol use and of all arrests involving drugs (90 percent are for methamphetamine), Ada County, Idaho officials have created a Jail Substance Abuse Program to attack the problem at their level. The mission of the Ada County Substance Abuse program is to reduce the use of drugs and alcohol by offenders who are sentenced to incarceration at the local level. Program officials believe that incarceration is an excellent time to provide education and group treatment to offenders through short-term treatment and post-release community-based treatment. Although the program has not been subject to rigorous

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1 "Reducing Prison Populations and the Costs of Incarceration: The Use and Effectiveness of Substance Treatment for Offenders in the Criminal Justice System," by Douglas Neal Holland, an essay for partial fulfillment of a Master of Arts Degree in Criminal Justice, Washington State University, December 14, 2000, p.p. 42-42. Cited by permission.
2 Ibid., p.36

evaluation, officials believe that the prospects for recidivism rates to fall below national ranges of 50 to 80 percent and replication are excellent.[3]

Facing a rapid growth in criminal activity and significant increases in jail sentences, the Rock County, Wisconsin Sheriff's Department implemented the Rock County Educational and Criminal Addictions Program: RECAP in 1992. Prior to this innovation, the number of criminal offenders housed at the Rock County Jail increased 400 percent between 1988 and 1991 and the average daily jail population from June 1996 through July was 463. County-level recidivism was estimated to be between 65 and 70 percent. A partnership between the Rock County Sheriff's Department, the Blackhawk Technical College and the Rocky Valley Correctional Programs, Inc., RECAP was designed to reduce recidivism by providing education and rehabilitation to incarcerated inmates using multiple mode short and long-term practices. Second year statistics reveal recidivism rates of 17 percent, well below the estimated 70-80 percent rate prior to program implementation. The current challenge appears to be the transition from grant to county funding.[4]

Arguably, the single most innovative collaboration between police, courts and corrections in the last few years, has been the evolution of community courts. Such innovations require a tremendous amount of planning, political good will and cooperation among collaborating parties.

Generally, community courts focus on neighborhoods and are designed to respond to the particular concerns of individual communities. In each community where they exist, they are shaped by the particular political, economic and social landscapes present. The nation's first community court, Midtown Community Court, was established in New York City, in 1993. Since then, a total of twelve community courts have been established and six more are expected to be opened by the end of 2000. At their outset, community courts must address each of the following questions:

- Can courts assume a problem-solving role in a community setting, bringing the community together and helping to craft solutions to community problems?

- How can courts address the impacts that chronic offending has on a community?

- Can courts improve the quality of community life?

- Can the voices of local residents, merchants and community groups be engaged in the administration of justice?

In answering these questions, community courts have developed programs that differ in ways that reflect each particular community. Almost all of these courts focus on one neighborhood; however, several are exploring ways to serve the jurisdiction of an entire city. While many community courts handle criminal matters only, some are experimenting with a broader range of issues, including juvenile delinquency and housing code violations.[5]

There is a close parallel between community courts and community policing. Community courts are said to grow out of public frustration with the justice system. *"Observers have noted that justice has become remote from communities and the people who live in them."* Community residents have reported feeling out of touch with the courts. They want courts to address low-level crime that is part of daily life. The midtown community court offered a model for addressing these problems by emphasizing the following:

- Locating the court in the community, close to where crimes take place.

- Repaying a community damaged by low-level crime by requiring offenders to compensate neighborhoods through community service.

- Using the leverage of the court to sentence offenders to complete social services that will help them address problems such as drug addiction or involvement in prostitution.

- Bringing the court and the community closer together by making the courthouse accessible, establishing a community advisory board and publishing a community newsletter.

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3 "Programs in Correctional Settings: Innovative State and Local Programs", 1998 Office of Justice Programs, Bureau of Justice Assistance, p.p. 29-32.
4 ibid., p.p.113-119.
5 "Community Courts: An Evolving Model" by Eric Lee, October 2000, U.S. Department of Justice, Bureau of Justice Assistance, p. 3.

- Using the court as a gateway to treatment and making social services available to offenders right at the courthouse."[6]

Determining which community the court should serve and where it should be located are difficult questions. Community courts are recognized as promising solutions to many communities' quality of life problems. More than half of the existing community courts serve inner-city residential neighborhoods with serious crime problems, run down and abandoned houses and other conditions leading to public disorder. Two of the courts that serve downtown jurisdictions focus on low-level crime and disorder that create barriers to social and economic revitalization. One of the courts serves a suburban jurisdiction and focuses upon problems caused by growth. Finally, in two medium size cities, community courts experiment with serving the entire community. In one, the city is divided in 17 neighborhoods, each with a committee to promote closer working relationships between the community and the court.[7]

Other critical questions include how the court should link offenders to social services, how can punishment and services be combined, what are the appropriate cases for community courts and what role the community should play? Although these questions, like community policing itself, are answered differently in each community, it is clear that community courts are changing the way court systems do business in each of the jurisdictions they serve. Community courts involve bringing new resources, technology and new players to the equation for the purposes of promoting significant change in court operations.[8]

6 Ibid., p.4
7 ibid., p. 5
8 ibid., p. p. 6-7.

APPENDIX VI: INTEGRITY AND ETHICS TOOL

Agencies may be interested in conducting their own organizational integrity and ethics self-assessment. The following questions, developed by WRICOPS Director John Turner in 2000, are only a guide to assist such a department.

"Use Of Force" Issues

1. Is there a written general policy recognizing current legal doctrine?
2. Does "use of force" include aiming and/or pointing a firearm?
3. Does the organizational policy require training? How often? What training records are kept?
4. Is there a continuum of force, which includes de-escalation of force?
5. Has the department been involved in any liability situations due to use of force?
6. Does the department have administrative review of *all* use of force actions?
7. What is the policy regarding accidental discharge of firearms?
8. Does the department use canines? Is there a policy? How is it related to "use of force" issues?

Complaints and Misconduct Investigations

1. Is there a general policy regarding citizen complaints and misconduct investigations?
2. Does the department process for receiving the complaints provide full and fair opportunity for all?
3. Is there a form? Does it require a signature? Who receives the form? What happens when the form is received? Does someone in the department acknowledge receipt of the complaint?
4. Is staff prohibited from refusing to accept complaints?
5. Are complaints accepted from all persons, including third parties?
6. Can department leadership recap several complaints and the outcomes of these complaints?
7. Are complainants contacted for feedback and perceptions of fairness? Are officers who have been the subject of complaints, contacted for feedback and perceptions of fairness?
8. Working within the law, does the department advise complainants of findings?
9. Has the agency experienced officer-to-officer misconduct complaints?
10. Is an "evidentiary" process used to determine findings?
11. In substantiated complaints, are officers subject to discipline?
12. Are citizens able to review the department's complaint process and history of complaints?
13. Are supervisors trained in and do they practice, "respectful policing" as it concerns use of force?
14. Are Terry Stop Searches (stop & frisks) required to be documented?
15. Are searches other than those prior to arrest, documented and receive administrative review?
16. Do consent searches require written consent?
17. Does the department prepare statistical reports for public review of citizen complaints?
18. Does the department solicit public feedback regarding its practices and behaviors?
19. Does the department hold public meetings to discuss agency performance?
20. Is the agency open to concepts such as civilian review boards, independent auditors, etc?

Training Issues

1. Is the agency aware of specific integrity training presented at the academy level?
2. Within the FTO program, is there an emphasis on courtesy, cultural diversity, verbal disengagement, alternatives to use of force, ethics and integrity?
3. Do supervisors receive basic supervision training as well as ongoing training on the previously mentioned subjects?

Non-Discriminatory Policing and Data Collection

1. Is there a clear and practiced policy prohibiting discrimination based on race, ethnicity, national origin, religion, gender, disability or sexual orientation?
2. Does the department offer specific training in the area?

3. Are all traffic stops and pedestrian stops documented?
4. Has the department engaged the community in a discussion regarding racial issues and data collection?
5. For agencies with video cameras in cars, what supervisory or administrative review is conducted of the videotapes?
6. Are there policies and procedures in place for contacts with individuals with limited English speaking ability?

Recruitment, Hiring and Retention

1. Does the department reflect the community in racial and gender make-up?
2. Does the department have a recruiting program to meet any deficiencies?
3. Does the department hiring process provide equal opportunity for all?
4. What is the departmental history of officer retention?

Early Warning Systems

1. Does the department conduct spot-audits of the evidence room?
2. Does the department administratively review citizen complaints and Internal Affairs files?
3. Does the department have a civilian advisory/review board?
4. Does the department monitor of sick leave and overtime?