

A QUIET EVOLUTION: INTEGRATING COMMUNITY POLICING INTO POLICE FIELD TRAINING

By

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TRAINING

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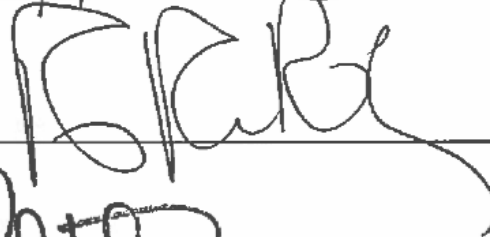


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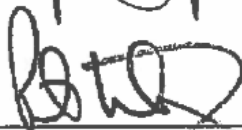
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For the College of Liberal Arts

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# A QUIET EVOLUTION: INTEGRATING COMMUNITY POLICING INTO POLICE FIELD TRAINING

## **Introduction**

Training has become an integral part of policing in the past few decades, and has evolved to reflect policing agendas and goals. Two forms of training, academy training and field training have proven to be critical components in the development of police officers and the legitimization of the policing profession. This is especially important today as police departments are under increased scrutiny. Citizens are calling for more accountability and transparency, even as law enforcement agencies are being asked to do more with less. Ever increasing responsibilities coupled with ever decreasing budgets calls for highly skilled and multi-disciplinary problem solvers who are the model of efficiency and civility. The practicality of such requirements is questionable, but the necessity of carefully constructed training programs in the face of such demands seems exceedingly apparent.

In 1988, Criminologist George Kelling wrote about a “quiet revolution” that was “reshaping American policing” (p. 1). He discussed how community policing was changing the way law enforcement practitioners were doing their jobs across the country. In hindsight, it is difficult to argue that point since community policing quite literally defined an era in law enforcement. Now, decades later, community policing has become such an ingrained part of policing, it has been said that we are no longer in the Community Era (Hooper, 2014; Oliver, 2006). The Homeland Security Era (Oliver, 2006) and the Information Era (Hooper, 2014) are two that have been mentioned as having taken the place of the Community Era. That is not to suggest community policing is no longer being practiced, but it is quite possibly such a fundamental part of policing that is universally accepted by most in the field. It has become so

inherent in policing today that it has transcended its own specific period to become a natural part of any future era in policing. It appears, then, that the revolution may have been successful.

The community policing endeavor has been vital in mending relationships between the police and communities. A review of past commissions like the McCone Commission, Kerner Commission and Christopher Commission (Bean, 2000; Brown, 2017) and civil unrest such as the Chicago riot of 1919; Harlem riots of 1935, 1943 and 1964; and Watts riot of 1965 (Brown, 2017) reveals examples of the often contentious relationship. More recently, similar events such as the Ferguson riots of 2014 (Brown, 2017) suggests there could be a resurgence of conflict and distrust that threatens to tear down the bridges of cooperation that have been built over decades of learning to cooperate and share the responsibility of community safety. Although it should not be considered a panacea for all societal problems, community policing may serve to ameliorate the divide between law enforcement practitioners and the communities they serve. It is important, then, to find the best way to institutionalize community policing and engrain its principles in every facet of law enforcement agencies.

Despite the setbacks, there have been advances and improvements in police-community relations relationships. Given some of the positive changes in policing over the last few decades, it could be argued the quiet *revolution* suggested by Kelling (1988) has transformed into a quiet *evolution* of the law enforcement paradigm and the vernacular of policing executives. One question that could be asked is whether or not this shift actually permeated the entire structures and organizational charts of law enforcement agencies. There has been debate about how fully and effectively community policing has been taught, accepted, and implemented in many police agencies. Kelling (1988) mentioned potential problems with community policing, including fitting community policing into the current structure of police agencies.



To be able to institutionalize community policing into law enforcement organizations, questions of officer training and conduct should be considered. For instance, has police training effectively prepared officers to be community policing agents? Has the style and substance of academy training and field training proven adequate in teaching and instilling the principles of community policing? Do officers truly believe in community policing as “real” police work, and do they practice its tenets? Has the way officers routinely conduct their business actually changed, or is there more lip service than community service? Has community policing truly become an innate and generally agreed upon form of police work? What is the best way to train and prepare officers to adequately practice community policing?

To effectively engage with communities and improve police-community relations with the principles of community policing, departments need to consider hiring quality candidates and provide effective training in the academy and in the field. Candidates have to be thoroughly screened for potential criminal history, integrity issues, physical and mental fitness, and some agencies even screen for emotional intelligence, cultural awareness and acceptance of diversity. Written tests, background checks, medical exams, psychological tests, and oral interviews can also be conducted (Reaves & Hickman, 2004). As part of the hiring improvements undertaken by many police departments, an emphasis was placed on aggressively recruiting and hiring minority officers to help improve relations with minority communities. This effort was encouraged at least as early as 1967 when President Johnson’s Crime Commission wrote “A major, and most urgent step in the direction of improving police-community relations is recruiting more, many more, policemen from minority groups” (p. 107). Interestingly, women were not mentioned. Luckily, there have been significant improvements since the 1960s in the recruiting and hiring of minorities, women and members of the LBGTQ community (Sklansky,

2006). For instance, the percentage of African American officers employed by American law enforcement agencies grew from 4.0 percent in 1973 to 11.3 percent in 1993 (Zhao & Lovrich, 1998).

Once hired, candidates attend training in an academic setting where the focus is on gaining the knowledge and mental expertise necessary to become a professional police officer. Physical training can be extensive and often includes defensive techniques, tactics necessary to effect arrest, de-escalation of heated or volatile situations, the handling of weapons safely and effectively, and pursuit driving instruction. Scenario-based training is an extremely effective form of instruction that allows trainees to get a sense of what working as a police officer is actually like. This type of training actually creates some of the same physiological responses officers experience in the field (Armstrong, Clare, & Plecas, 2014). It is also a great way for trainees to learn proper responses to threats in a safe environment, so they respond properly in the real world. Recent advances in technology have enabled many police academies to provide the latest in cutting edge scenario-based training. Hopefully, these efforts will improve interactions between police and citizens and result in better outcomes in dynamic and dangerous situations.

If a candidate successfully completes academy training, the next step is a progressively demanding program of field training. In this portion of training, candidates learn how to take what they have learned in an academic and sterile environment and apply that knowledge in real world situations in the communities they serve (Getty, Worrall, & Morris, 2016). Field training is usually broken up into a system of phases, each structured to build upon the prior and place more responsibility and expectations upon the new officer. Candidates ride with a training officer, often referred to as a field training officer (FTO) or a police training officer (PTO) who

can either be a trainer, evaluator, or both. Various forms of evaluation and remedial training can be utilized and various levels of approval are usually necessary to advance from phase to phase. Once an officer completes field training, he or she is released to “solo status” or relegated to riding with a senior officer for a specified amount of time until ready to patrol alone.

Field training is the time in a police officer’s career when he or she actually begins interacting with the public and doing the job of policing. It is the ideal time to build upon community-focused lessons that should have been taught in the academy (Haar, 2001, p. 424, 427). In field training, the lessons taught in the academy should be demonstrated by FTOs during actual interactions with citizens. The trainees, often called probationary officers (POs), will hopefully see positive examples of community policing from their FTOs. Just as important, the POs are able to demonstrate similar positive citizen interactions while under the watchful eye of their FTOs. Unfortunately, despite its importance, one of the most overlooked areas of police research and reform is in police field training (Chappell, 2007). That is regrettable since this is the portion of training where new recruits are immersed into the world of policing and its norms and customs. By integrating community policing into the training process, police field training could potentially reduce instances of police misconduct while rebuilding community trust.

This paper examines models of police field training in the context of police-citizen relations. Using data collected from surveys and interviews, a picture emerged about one agency’s field training program and intentionality with which measures were taken to instill community policing principals into the program and department. Through the surveys, FTOs and Neighborhood Police Officer/Field Training Officers (NPO/FTOs) were asked various questions about their agency’s field training program and about community policing. Interviews expanded on the data collected from the surveys by having direct conversations with a portion of

the participants. Results showed a distinct difference of opinions regarding the effectiveness and importance of community policing.

First, we will review the history of policing and the history of conflict between police and citizens by examining the pattern of urban riots that followed instances of police uses of force. We will also review multiple recent ambush-style attacks against the police that often-followed public outcry following police uses of force. Next, we will present a review of the literature on police academy training and field training, along with police-citizen relations. That will be followed by a review of our methods, and we will close with a discussion of our findings and policy implications.

## **Literature Review**

### **Community Policing**

Community policing and field training are both integral parts of efforts to strengthen and repair police-community relations. Community policing is an avenue through which the police and the communities they serve can work together to reduce incidents and fear of crime while improving their overall quality of life. This style of policing encourages law enforcement agencies and neighborhood residents to collaborate on determining priorities for the area and plans for addressing agreed upon concerns. It is a way for regular, positive interaction to occur while engaging in productive dialogue. In short, community policing is about productive and ongoing relationships between police officers and citizens.

“Ironically, even though most agencies claim to practice community policing, they have failed to prepare their officers in the philosophies and skills necessary to perform the tasks well” (Chappell, 2007, p. 498). This conclusion by Chappell is a sad one that likely reflects very accurately the state of community policing in many police agencies. Although it is difficult to

find any agency that does not claim to espouse community policing, research has shown that many fall short in truly instilling its tenets throughout their agencies.

Community policing is an effort aimed at forging and strengthening relationships, trust and communication between the police and the public, thereby empowering citizens in the efforts to improve their quality of life and reduce incidents of crime, and fear of crime (Trojanowicz, 1990). It has also been said that community policing is a necessary component of any strategy designed to heal the racially sensitive issues between minority communities and the police (Trojanowicz, 1990). “A comparison of traditional policing and Community Policing shows that Community Policing changes the fundamental nature of the relationship between people and their police to one of mutual respect and trust” (Trojanowicz, 1990, p. 14). Community policing is known by other names such as community oriented policing and neighborhood policing, and many people have been influential in its development. People from Sir Robert Peele to Louis Raddelet, to George Kelling, and even Bill Clinton have been credited with creating community policing (Reisig & Kane, 2014).

Similar to this lack of agreement on the origin of community policing, there is a lack of agreement on the definition as well. Although there is no agreed upon definition, the Community Oriented Policing Services (COPS) Office within the U.S. Department of Justice (DOJ) provides a good template. The COPS Office defines community policing this way:

Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime (<https://ric-zai-inc.com/Publications/cops-p157-pub.pdf>).

Additionally, the COPs Office asserts that:

Community policing emphasizes proactive problem solving in a systematic and routine fashion. Rather than responding to crime only after it occurs, community policing encourages agencies to proactively develop solutions to the immediate underlying conditions contributing to public safety problems

(<https://cops.usdoj.gov/Default.asp?Item=2558>).

While community policing requires everyone within a law enforcement agency to practice its concepts, some agencies have found it beneficial to assign officers to full time community policing duties. Chappell (2009), for instance, suggested a possible need for officers who specialized in community policing. Her findings indicated many officers join policing for the crime fighting, rather than the community relations aspects, and they may not embrace community policing. Additionally, some research indicates that those who specialize in community policing commit more time to problem-solving activities than those who are assigned general patrol duties (Parks, Mastrofski, DeJong, & Gray, 1999).

Sometimes called Neighborhood Police Officers (NPOs) or Community Police Officers, these specialists are normally not required to answer calls for service like patrol officers. Instead they focus on creating strong community relationships by attending neighborhood meetings, dealing with long term community concerns and addressing quality of life issues. NPOs are afforded the time necessary to work with citizens to develop long term solutions to non-emergency concerns. Although everyone in the agency should practice community policing, these officers specialize exclusively in community engagement on a full-time basis.

### **Implementation**

Community policing was developed in the 1970s, and it has seen varying iterations and levels of support across the country. Implementation has proven to be a challenge and many obstacles have been recognized by scholars, such as inadequate community involvement, a need

for organizational change within police agencies, and a traditional police subculture that places crime fighting and law enforcement over community engagement and problem solving (Chappell, 2009). Three barriers Chappell (2009) found that were specific to law enforcement agencies are lack of resources, time, and organizational resistance. She also found some officers were not likely to proactively undertake community policing activities without clear guidelines, that they may not have received enough training to know how to do so, and that officers who were not evaluated on community policing and problem solving had no incentive to do engage in such activities. Sadd and Grinc (1996) asserted that many officers were not adequately trained in community policing, and therefore did not have adequate knowledge of its principles.

Another problem with the implementation of community policing is the lack of overall support within many agencies. Community policing is sometimes supported by the command staff, but not by the line officers who are in the communities everyday (Chappell, 2009). Even officers who are ardent supporters of the community policing philosophy are unlikely to practice it without sufficient support (Engel & Worden, 2003). Likewise, many officers agree with the theory of community policing, but not the way it is operationalized by some departments (Schafer, 2002). “Consequently, fostering positive attitudes towards community policing among police employees is a necessary condition if community policing is going to work” (Schafer, 2002, p. 670).

Ford (2007) found one agency underwent multiple phases to successfully engrain community policing into its ever day activities. These phases were defined as Exploration, Commitment, Planning, Implementation, and Monitory/Revising. Using this process resulted in institutionalization of the change this agency sought. This ‘institutionalization’ can be quite difficult since it only happens when “new procedures, policies and systems formally replace the

old methods” (Ford, 2007, p. 323). Therefore, “widespread institutionalization of community policing still remains somewhat uncertain” (Zhao, Lovrich, & Thurman, 1999, p. 74).

Community policing came about as a response to the historic growing chasm between police and the public from police professionalization which stressed police insulation to prevent corruption.

### **The History of Policing and Police-Community Relations**

Despite the tense and often contentious relationship between the police and the public they serve, policing today is in one the best positions it has ever been. We are living in an exciting time full of possibilities and opportunities to take policing in directions it has never before been successfully led. Police officers in the United States began as an integral part of their communities, and community policing can help strengthen those ties again. To understand the evolution of policing over the last thirty years though, it is important to look further back in time and understand how policing reached the place in which it currently exists.

Starting with its English roots, American policing has experienced numerous transitions throughout the years from night watchmen to professional police departments. The first police forces that spawned after New York formed the first police department in 1845 (Thistlewaite & Wooldredge, 2014) were made up of men from within their respective communities. These officers did not receive extensive training, and their mission was geared more towards order maintenance and attending to the needs of the neighborhoods where they worked.

Unfortunately, the late 1800s saw the influence of local politics become a significant form of influence on police officers. Instead of serving their communities, officers were expected to serve their local politicians. Kelling and Moore (1988), noted the close relationships between politics and police during the political era, which began during the 1840s and ended in the early Twentieth Century. Although departments provided more social services during this



time which could help them connect with the community, they were also beholden to the politicians in power who likely appointed the officers in the first place. This often resulted in unethical alliances that harmed relationships between the police and the community.

During the early 20th century, important advancements were made towards decreasing the negative political influences felt by police officers. Efforts of individuals such as August Vollmer and O.W. Wilson to professionalize the police proved to be beneficial in removing corruption (Kelling & Moore, 1988). Vollmer, also known as “the father of American policing” (Jones, 2011, p. 12), was an innovator and advocate of training and education for police. During his more than 20 year tenure as the Berkeley, CA police chief, Vollmer instituted training requirements for police officers, developed improved forensic techniques, and started the Berkeley Police School in 1908 (Jones, 2011). Additionally, Vollmer modernized policing by integrating the technology of the day, co-founding the first police crime lab and instituting a code of ethics. By the middle of the century, America’s police departments were much more highly trained, educated and equipped. Unfortunately, they were also much more disconnected from the communities they served.

### **The Emergence of the Police Subculture**

The professionalization that occurred during the reform era was beneficial in many ways, but it also resulted in a diminished connection between police and communities. While the political era was fraught with political influence and corruption, there was also a police-community connection that was beneficial in many ways. Officers patrolled neighborhoods on foot and formed relationships with community members. Officers knew the people who lived and worked in their areas of patrol and were familiar with local issues. Officers were often members of the community and recognized as such by citizens. The Dragnet style “just the facts ma’am” attitude that came about during the reform era was in direct contrast to community

policing. Even the advent of automobiles in policing hurt community relationships. No longer did officers patrol on foot, engaging in conversation with citizens while about their duties. Now they were rushing from call to call in their police cars while totally separated from the average citizen. In an effort to reduce opportunities for corruption and make use of technological advances, a wall began to form between the police and the very people they were sworn to serve.

A very unfortunate outcome of this new policing reality was the forming of a police culture that permeated departments throughout the country. This culture included a distrust of citizens by officers and an emphasis of law enforcement activities rather than public service and order maintenance (Manning, 1977). A “we/they”, or “us versus them” mentality also developed that only compounded the distrust officers had for average citizens (Kappeler, 1998). Officers tended to think that members of the community did not understand police officers and that also contributed to their suspicion of the general public (Westley, 1970). In addition, officers tended to protect one another and insulate themselves from those outside of law enforcement (Westley, 1970). Another reason for this protection was a preoccupation with the dangers of policing (Kappeler, 1998). Beginning in the academy, officers are often told of the inherent dangers of policing and that can result in fear and enhanced distrust of the public.

From the political era, to the reform era, to the community era, policing has obviously seen many changes over its extensive history. The last thirty years have continued to see changes. Bayley (2016) contended that police work has become more complex, and dramatically so. He outlined six dimensions in which this increased complexity has occurred: tasks, public demands, strategies, resources, technology, and accountability. He went on to say that law enforcement agencies have become open to new methods for dealing with crime and have searched for ways to be more proactive rather than reactive. In sharp contrast to past practices,

police are also more likely today to set their agendas based on public concern and perception rather than their own. This has required restructuring, reorganization and resource reallocation along with new policing strategies and techniques. Additionally, technological advancements and enhanced accountability measures provide the opportunity for police to be perceived as more capable and legitimate. This accountability is not only about officer behavior, but also about the efficiency and effectiveness of police agencies and their operations. It also encompasses the ability to effectively train officers to be community policing professionals.

### **History of Conflict**

During the social unrest of the 1960s into the early 1970s, the police were seen by some as the government's thugs. Their peace keeping efforts were sometimes seen more as abuses of authority and violations of citizens' rights. In many parts of the country police-community relations were tenuous at best. A policing era that would one day be defined by its community policing efforts was beginning to take shape. Police departments were taking more deliberate steps to engage with their communities and have positive face-to-face interactions with them. Foot patrols were reinstated, programs designed to build the public's confidence in the police were implemented and departments took steps that promoted diversity in their hiring practices. Government agencies such as the Office of Community Oriented Policing Services were also created to further community policing practices in law enforcement agencies across the country.

Police departments across the nation are searching for ways to improve the current state of affairs, and community based efforts are drawing renewed attention as a means by which to close the gap between the public and the police. This focus is not entirely new either; it has actually been decades in the making. For instance, the Watts Riots in 1965 resulted in looting, destruction of property, and fires across much of South Los Angeles (Brown, 2017). After the Rodney King video was released in 1991, there were cries for changes in the use of force by the

police against minorities (Jacobs, 1996). After the grand jury returned with a “no bill” for the officers involved in the beating, the streets of Los Angeles, California erupted in violence and anarchy (Jacobs, 1996). In the wake of this incident, police departments across the country were forced to take an honest look at the state of their relations, specifically with poverty stricken, minority communities, and how connections could be improved. Community policing was seen by some as the answer, but implementation proved more difficult than some may have anticipated.

Even in recent years, the relationship between the police and public has suffered serious strain from instances of both perceived and actual police injustices and misconduct towards racial minority groups. This strained relationship and erosion of public trust has resulted in violence and hostility towards police. For example, in recent years, ambush killings of police officers have become more prevalent. Just between June, 2014, and December, 2017, alone there were at least 10 ambush style attacks resulting in the deaths of no less than 19 peace officers. These shootings have happened across the country, and some were clearly in retaliation for officer involved shootings:

**June 8, 2014:**

Officers Alyn Beck and Igor Soldo were ambushed and killed by a man and a woman while they were eating lunch in Las Vegas, Nevada.

**Sept. 12, 2014**

A survivalist ambushed two Pennsylvania state troopers outside a police barracks late at night, killing Cpl. Bryon Dickson and wounding Trooper Alex Douglass.

**Dec. 20, 2014**

New York City police officers, Wenjian Liu and Rafael Ramos, were ambushed and shot to death while sitting in their marked police car. The suspect was African American and moments before the attack made a post on social media indicating that he wanted to kill “pigs” in retaliation for the death of Eric Garner. The officers were Asian and Hispanic.

**May 9, 2015**

Hattiesburg, Mississippi, police officers, Benjamin Deen and Liquori Tate, were shot to death during a traffic stop.

**July 7, 2016**

Five police Officers were killed and nine others wounded by a gunman in Dallas, Texas as they provided security and traffic control for a thousands who were protesting the killings of two African American men in Minnesota and Louisiana. The shooter, who was African American, said that he wanted to kill as many white police officers as he could. “7-7”, as it has become known, was the single deadliest day for Law enforcement in Amercia since the terrorist attacks on Sept. 11, 2001. The officers who were killed included Patrick Zamarripa, Michael Krol, Michael Smith and Lorne Ahrens of the Dallas Police Department, and Dallas Area Rapid Transit Officer Brent Thompson.

**July 17, 2016**

Baton Rouge officers Montrell Jackson, and Matthew Gerald, and East Baton Rouge Parish Sheriff's Deputy Brad Garafola, were ambushed and killed and three others were wounded in Baton Rouge, Louisiana, by an African American man who had posted videos on social media in which he called for violence in retaliation for the what he referred to as "oppression" towards African Americans by the police.

**Nov. 2, 2016**

Urbandale Officer Justin Martin, and Des Moines Sgt. Anthony Beminio were ambushed and fatally shot in separate attacks while they sat in their patrol cars in Des Moines Iowa.

**November 20, 2016:**

Officer Benjamin Marconi of San Antonio, Texas, was ambushed and shot in the head while writing a traffic citation November 20, 2016. The shooter was not connected to the traffic stop.

**July 5, 2017:**

Officer Miosotis Familia, was ambushed and killed as she sat in a police RV in New York City.

**December 17, 2017:**

Officer Zack Parish was killed and four others wounded when a man ambushed and fired over 100 rounds at police officers responding to a disturbance in Highland Ranch, Colorado.

A combined effort between the public and the police - one that fosters open dialogue, cooperation, and collaborative action from both sides - is required for meaningful reform, and to prevent future incidents. Just as there is a renewed call by some citizens for increased police accountability, there are appeals from law enforcement agencies for more positive community participation and support in the criminal justice process in the communities where they live. Despite efforts by law enforcement agencies across the United States, such as community policing strategies and efforts in hiring more minority officers, police-community relations are more strained than we have seen in decades.

Media narratives and high profile incidents underscore the importance of proper field behavior derived from training. High profile media coverage of in-custody deaths and police

shootings intensifies hostility and emotional responses by many in the community. Some of the notable incidents created social upheaval across the country, and beyond. The death of Eric Garner in Staten Island, New York sparked protests throughout the United States (Fulton-Babicke, 2018). The shooting deaths of Michael Brown in Ferguson, Missouri and Keith Lamont Scott in Charlotte, North Carolina and Walter Scott in North Charleston, South Carolina (Adegbile, 2017; Nix, Wolfe, & Campbell, 2018) all resulted in social upheaval and animosity towards law enforcement. These types of incidents often culminate in police cars and businesses being set ablaze, and protestors throwing rocks and bottles at police officers, who in turn fire tear gas into crowds. Curfews have had to be set and strictly enforced to help prevent looting and further violence. Needless to say, the coverage of these events by the traditional media, and on social media, fan the flames of discontent and discord between the public and the police.

Another outcome of high profile, negative incidents is deep strains and mistrust between the Black community and the police. This contributed to the creation of a social movement known as Black Lives Matter (Adegbile, 2017). This movement started as a hashtag in 2013 in response to the acquittal of George Zimmerman in the deadly shooting of 17 year old Trayvon Martin in Florida (Biesecker, 2017; Rickford, 2015). The group became galvanized during the social unrest in Ferguson, Missouri in 2014 after the death of Michael Brown (Biesecker, 2017; Rickford, 2015). Soon there were calls to recognize that “white lives matter” and “all lives matter” (Biesecker, 2017), but it did not stop there as more incidents escalated the situation and sparked more social movements.

Feeling unjustly attacked by the Black Lives Matter movement and feeling they were being portrayed in the media as racists, a counter movement, Blue Lives Matter, emerged. This became the cry of many in law enforcement, and those who supported them. Unfortunately,

Black Live Matter and Blue Lives Matter only seemed to increase the mistrust between African Americans and law enforcement, with members on both sides perceiving the other's "BLM" as diminishing the importance of the lives of those in the other "BLM." So the gap widened, causing increased tension in the already strained relationship between the police and the public; specifically minority communities. Field training and community policing are integral in the efforts to repair and strengthen these police-community relations. By integrating community policing into the training process, police field training can significantly reduce instances of police misconduct while rebuilding community trust.

### **Police Training**

Three of the most pressing issues law enforcement agencies have faced, and will likely face in the future, are recruitment, selection, and training (White & Escobar, 2008). Identifying quality candidates who are not only willing to do the job, but actually have a desire to become police officers seems to be more difficult than ever. There are other jobs that pay more with fewer hazards and better schedules. Additionally, the current law enforcement narrative often seen and heard in the traditional media and on social media is less than flattering. Because of those factors, some who might otherwise be interested in a career in law enforcement may choose to seek employment in other career fields.

Once law enforcement agencies do secure new employees, attention is turned to the training and educational components of a law enforcement career. The importance of this phase of an officer's career cannot be overstated. Although many factors will affect the trajectory of an officer's development, training is where his or her foundation is developed. Without a firm foundation grounded in quality training and education, everything that comes after is ill fated at best and retention becomes a chronic challenge. "In short, recruitment, selection and training are



critically important issues for the police that represent the foundation of a professional and effective police department” (White & Escobar, 2008, p.119).

The difficulties related to recruiting and selection have been well documented and seem to be gaining renewed attention. “Recruitment, selection and training have become critically important issues for police departments around the world in large part because of significant changes in the philosophy and nature of policing, higher expectations by their constituencies, and because of continuing efforts at professionalization” (White & Escobar, 2008, p. 119). The discussion about whether policing is a true profession, and the push to promote it as such, often revolves around training and education standards (Breci, 1994; Sanders, 2006). Some see this effort as a way to legitimize policing in the eyes of the public. As Beckman (1976) asserted, “Many see professionalization of police as mandatory with particular emphasis on raised education and training standards” (p. 316).

For academics, the importance of police training and education has been obvious for generations, and continues to be a prevalent topic of research. In 1945, Shalloo wrote, “One aspect of police work that augers well for the future is police training. Many departments and institutions already have well equipped police training schools” (p. 71, 72). In 1954, Clift wrote about how education was becoming more important as many who worked within policing began to regard police work as a profession. Sadly, though, he described the pre-service training as “superficial,” and “objectionable” while referring to both pre-service and in-service training as “regrettably short” (Clift, 1954, p. 113, 115). He went on to remark about the unrelenting overuse of lectures in police training and how courses were not “new and refreshing” (p. 115) enough; both issues that could be considered contemporary and relevant in many of today’s police training academies.

It is up to police leaders and academic minds to ensure such issues do not continue. Clift (1954) suggested the use of diverse training devices along with teaching aids could give training facilities an edge. Fortunately, due to technological advances and a realization of basic training needs, more training environments have such devices and aids. In 1995, Hormann predicted the use of virtual reality in some forms of training and we are beginning to see such platforms in driver training and scenario-based training.

Vandall (1971) referred to a possible need for more training among police officers as he asserted that officers were not receiving adequate training to deal with the everyday, complex issues they were facing. He also stressed the importance of training because of the officers' use of discretion in the field. "The guiding question must be this: how can the patrol officer be more adequately trained to deal with the routine situations which have precipitated the problems police face today" (Vandall, 1971, p. 549). He also recommended the development of training materials that would be more relevant to the situations officers actually deal with on the job.

The recommendations of the 1967 President's Commission on Law Enforcement and Administration of Justice included a focus on recruiting, recruit training, in-service training, and higher educational requirements for both police officers and their supervisors. In fact, there have been multiple reports from various commissions that expressed doubts about the training and educational standards of police (Vandall, 1971). Even the most recent, the Final Report of the President's Task Force on 21st Century Policing (2015) stressed the importance of improving the training and education requirements for police officers. Particularly, topics such as mental health, immigration, terrorism and technology, and leadership training at all levels were discussed in Pillar Five.

The Report (2015) also recommended engaging with members of the community who had special skills that could assist in training, and the expanded use of scenario-based training. Additionally, it was suggested that “training innovation hubs” (Final Report, 2015, p. 4) should be developed in partnerships involving police academies and academic universities. Surprisingly, a very similar recommendation was made almost a half a century earlier in the report of the President’s Commission on Law Enforcement and Administration of Justice (1967), but it gained very little traction over the years. Not surprisingly, the partnerships that have been formed between law enforcement agencies and academic universities have proven to be very beneficial in the realms of training and education (Huey & Ricciardelli, 2016; Johnston & Shearing, 2009).

One impetus for change and advancement in police training has been the use of force by law enforcement. This has been a frequent catalyst for conflicts between the public and the police. Many agencies are working diligently to develop more effective methods of training that stress de-escalation and scenario-based training. Dayley (2016) conducted a study to find out how much police training time is spent on firearms and force training versus training in de-escalation topics. The results of his survey showed there was ratio of 8.9 to 1 with de-escalation training being represented by 1. Since force and firearms training made up almost nine times as much of the training time, Dayley (2016) recommended a more balanced approach to training and the inclusion of scenario-based training.

A 2015 report published by the Police Executive Research Forum (PERF) also found a disproportionate amount of police training being spent on force, such as firearms training, and recommended more scenario-based training that would develop officers’ decision making as well as communication and de-escalation abilities. Part of this report detailed the results of a survey

of more than 280 police agencies about their recruit and in-service training practices. The findings in regards to recruit training revealed that firearms training far exceeded other areas with an average of 58 hours of training. Additionally, an average of 49 hours was spent on defensive tactics training, with 24 hours spent on use of force scenario-based training. In comparison, only 10 hours were spent on communication skills, and 8 hours each on de-escalation and crisis intervention. When it came to in-service training (required periodic training for police officers) 93% of the agencies included firearms training, while only 69% included crisis intervention, 65% had de-escalation training, and 62% provided training in communication skills. When the various types of in-service training were broken down by average percentage of time spent on each, firearms training led at 18%, defensive tactics was second at 13%, use of force scenario-based training and crisis intervention each occupied just 9% of the training time, and de-escalation and communication skills each only made up 5% of in-service training. It is obvious more parity could be exercised when designing and conducting training for both police recruits and veteran officers. Doing so could possibly improve the outcome of situations involving potential conflict and violence between police and citizens as was detailed by Dayley (2016).

According to the Recognition-Primed Decision (RPD) model, when “in rapidly evolving, time-limited incidents, individuals make decisions based on prior experience” (Dayley, 2016, p. v). The RPD model was first proposed by Klein, Calderwood, and Cinton-Cirocco in 1986 while studying how Fire Ground Commanders made decisions related to resources and personnel at the scenes of fires. By combining both analysis and intuition (Klein, 2008), this model was meant to determine how decisions were made by highly experienced individuals who had to make quick decisions, the consequences of which could have an effect on peoples’ lives (Klein, Calderwood,

& Cinton-Cirocco, 1986). They found that about 88% of the time, the Commanders made decisions based on their experience (Klein, Calderwood, & Cinton-Cirocco, 1986).

The use, therefore, of scenario-based training for police officers based on real world situations would be one way to provide a basis for quick reflection on and recall of prior experiences for officers in the field. The question then becomes whether or not scenario-based training in a controlled environment can accurately mimic the real life stress experienced by officers in high stress, real life situations. In a study of the Royal Canadian Mounted Police scenario-based use of force training, it was shown that this type of training can produce similar physiological stress and heart rate patterns when compared to experiences of officers in the field (Armstrong, Clare, & Plecas, 2014). Especially interesting in this study was the inclusion of a control scenario, in which no use of force was necessary. The researchers found that there was no difference in the heart rate patterns of officers in any of the scenarios, including the control. It was believed the participants likely anticipated the scenario would involve a situation where the use of force would be required.

This highlights the importance of Dayley's recommendation to have a more balanced approach to police training. If every scenario an officer experiences in training involves the necessity of the use of force, he or she will enter the field with no other experiences upon which to draw. The RPD model has shown that experiences are likely to have the greatest effect on decisions made by people in high stress, time constrained situations. Would it not then be beneficial to include a relatively equal number of scenarios in which the use of techniques such as de-escalation were employed that could negate the need for force to be used at all? By doing so, the rapid and experientially based decision as to whether or not an officer should use force against a citizen could be based on a more balanced frame of reference.

If force is repeatedly taught as the best (or only) option in every training scenario, it stands to reason that force will be used against citizens in dynamic and rapidly evolving, stressful encounters. Police officers equipped with more options and honed verbal skills through de-escalation related, scenario-based training, will have enhanced discretionary abilities when dealing with citizens. It has been said of law enforcement use of force and zero-tolerance policing that, “If the only tool you have on your tool belt is a hammer, everyone starts to look like a nail” (Propser, Texas Police Chief Doug Kowalski during a lecture at the Caruth Police Institute’s 2015 Advanced Leadership Series in Fort Worth, Texas). It is absolutely critical that police officers have multiple “tools” on their belts, including effective de-escalation techniques, to ensure the proper responses to high stress circumstances involving real world situations and the people they have sworn to serve.

Other training suggestions that have gained more ground over the last several years are the use of adult-based learning (also known as andragogy), student-based learning and problem based learning (Birzer, 2003; Birzer & Tannehill, 2001; Marenin, 2004; Werth, 2011). Instead of traditional police training consisting of instructor-based lecturing and rote memorization, many scholars, police trainers/educators and administrators are beginning to understand the benefits of training and education methods that better equips officers with problem solving and decision making skills along with experience in collaboration and critical thinking. McCoy (2006) found this style of learning so important that he suggested it was the key to effective education and implementation of community policing for law enforcement.

Through experiential learning, officers are taught how to make sound, values-based decisions through a more analytical lens instead of being provided a series of particular steps to follow in a given situation. Officers are therefore more able to exercise appropriate, independent

thinking in most any situation they face during the course of their duties and be effective problem solvers (McCoy, 2006). Having these advanced skill sets better prepare officers to practice community policing in a democratic society (Birzer, 2003; Birzer & Tannehill, 2001; Marenin, 2004; Werth, 2011).

To ensure overall philosophical understanding and proper skill acquisition necessary for the success of community policing and problem solving within an agency, organizational change must occur that supports proper training (Glensor & Peak, 1995). Although community policing is often taught in academies, there has been little research focusing on community policing and field training (Chappell, 2007). In one 16 month study of 446 recruits that followed them from basic training, field training, and the completion of their one year probation, there were some interesting findings. The training academy showed to have a positive effect on the recruits' attitudes towards community policing and problem solving, but exposure to field training and organizational culture eroded those positive attitudes (Haar, 2001).

Palmiotto, Birzer, and Unnithan (2000) wrote that the police training model had to be reconstructed for community policing to be successful. They also contended that "the fundamental changes inspired by community policing require modifications in training procedures" (Palmiotto, Birzer, & Unnithan, 2000, p. 11). They also went on to say "Community policing philosophy should be incorporated into all aspects of the police recruit training" (Palmiotto, Birzer, & Unnithan, 2000, p. 14). This study was related to academy training as opposed to field training.

Very little research has been conducted on the integration of community policing into the structure of a field training program, and few programs are attempting to do so. It is true that community policing is intended to be practiced by everyone in the department on a daily basis,

but for some agencies with extremely busy patrol officers and FTOs, it can be difficult for them to effectively train new recruits in community policing when they rush from one call to the next. According to Chappell (2007) police agencies must update their training to better implement community policing into field training programs. Since field training begins immediately following academy training, practical applications can be more readily associated to the theories that were taught in the academy. That's why the first stage of police training, academy training, is so important.

### **Academy Training**

The training academy is where a police trainee first begins to learn the academic side of policing. It is where he or she learns about laws, ordinances, policies and procedures. It is intended to equip trainees with the academic knowledge required to be successful police officers in field. It has been said, though, that academy training is possibly irrelevant to officers' actual duties, outdated or failing to address training needs (Ness, 1991). There is also debate over what to teach and how. "To date, there is disagreement over the appropriate curriculum, format and instructors that comprise effective police training." (Marion, 1998, p. 54). Fortunately, there seems to be much less conflict over the purpose of academy training. "Both practitioners and academics agree that the primary function of police training is to help an officer perform the job (Ness, 1991).

One possible enhancement to academy training would be the inclusion of more academic style classes in the curriculum; classes aimed more at education than training. This is an area where the aforementioned police-university partnerships could be very useful. Unfortunately, such curriculum changes have been seen by some in law enforcement as threatening and have been staunchly opposed (Beckman, 1976).



It has been argued that the militaristic and disciplinarian style of training in many police academies can frustrate the learning process (White & Escobar, 2008). Some experts maintain that reducing the gap between the academy training and police work on the streets simply requires developing more relevant academy training programs while others promote the use of adult style learning. Andragogy has become recognized as an effective form of adult learning and suggested as a way to improve police academy training (Birzer, 2003). “Andragogy highlights self-directed learning with the instructor playing a facilitating role, rather than the traditional lecture-based pedagogical approach” (White & Escobar, 2008, p. 124).

A study by Van Maanen was unique because he actually went through a full police academy to engrain himself in the culture before observing police behaviors in the field. Through his observations he developed a theory about how officers become socialized into the police subculture through the four step process of preentry choice, admittance, change encounter and continuance: metamorphosis (Thistlewaite & Wooldredge, 2014). Additionally, it has been said that academy training has an effect on the eventual attitudes of patrol officers, and that police organizations are characterized by defensiveness and depersonalization (Thistlewaite & Wooldredge, 2014). The belief was that the impersonal way that recruits were treated by their superiors in the academy and in the field was reflected in the way they treated citizens on the job. Because of studies like these, changes began occurring in police academies as some shifted from the traditional militaristic style to one more akin to a college learning environment. After a recruit completes academy training, field training can serve as another possible learning point for exposing him or her to community policing

### **Field Training**

Field training is considered by some as the most important part of a police officer’s training. Vandall (1971) referred to it as “an inherent part of the training program” and said,

“The purpose of field training is evidently to give the new officer an introduction to the practical problems of policing” (p. 558). He also said field training could not make up for poor academy training. However, this training is undermined by some police officers are told by veteran officers, like some FTOs and PTOs, to forget everything they learned in the academy because they will learn how to do real police work in field training (White & Escobar, 2008). Those types of training officers may not stress the importance of community policing, and that is something all FTOs should do. “Because field training is such an important part of police socialization, it must teach recruits the skills of community policing” (Chappell, 2007, p. 498).

There is evidence suggesting that field training can directly impact misconduct later in an officer’s career. In a study about the relation between FTOs and future allegations of misconduct with their trainees, Getty, Worrall, and Morris (2016), found there was a statistically significant correlation. The results of this study revealed how much affect an FTO can have on a trainee’s career even after field training is over. It showed how an FTO’s attitude and disposition towards citizens could be imprinted on a trainee. “Field training has perhaps the most potential to influence officer behavior because of its proximity to the ‘real’ job” (Getty, Worrall, & Morris, 2016, p. 822).

The “book knowledge” that officers learn in the academy is partnered with practical application in real world situations during field training. Just as important, new officers are taught about morals, character, attitude, culture and appropriate conduct during field training. “FTOs are called on to implant in new officers a sense of values and competencies above and beyond those taught in the academy (Bennett, 1984; Engelson, 1999). The impact of field training officers goes well beyond the field training phase. “The FTO is a powerful figure in the learning process of behavior among newly minted police officers and it is likely that this process

has consequences not only for the trainee but for future generations of police officers” (Getty, Worrall, & Morris, 2016 p. 827).

Chappell (2007, p. 503) explained:

The small amount of research that exists on field training points to its importance in the shaping of recruits’ attitudes. In a time when the majority of police agencies have adopted community policing, training must be provided to prepare recruits for good practice. If agencies can establish training programs that send consistent positive messages toward community policing, community policing may finally reach fruition. Alternatively, the absence of such training increases the likelihood that community policing strategies will be destined for failure.

There are currently two main models of police field training, the Field Training Officer (FTO) model and the Police Training Officer (PTO) model.

### ***San Jose Model - FTO***

The birth of field training came about in San Jose, California in 1972 (McCampbell, 1986). A few years before, a young recruit who was determined to be unacceptable as a police officer was nonetheless retained. Within a year, he was involved in a traffic accident in which he killed another motorist and suffered severe injuries himself. Soon the San Jose Police Department would develop the first field training program, known as the San Jose Model (Haberfeld, 2013). This model began as a way to improve the process used to evaluate recruits and to lessen the department’s liability (McCampbell, 1986). For decades this was the most widely used and accepted field training model in the United States.

Konrath (2015) describes the San Jose Model as “a systematic approach for training and evaluating post-academy police trainees in order to assist them in successfully performing the

expectations for a patrol officer” (p. 1). This type of standardized training was meant to not only limit liability, but enhance the professionalization of law enforcement. Evaluating all officers according to a set standard made it easier to determine what areas individual officers needed additional instruction. It also made it known what standard had to be reached before an officer was released to solo status, or when an officer should be released. Additionally, evaluating all officers based on the same standard made the process more impartial for all officers.

Over the years police field training has become a standard part of most law enforcement agencies in the country with many departments patterning their own training models after the San Jose Model. Eventually, some concerns arose about the San Jose Model (President’s Task Force on 21<sup>st</sup> Century Policing, 2015). McCampbell (1986) wrote that the word “control” described the model because of its detailed policies and procedures. Because of this, some felt it was time for a change. In a study conducted by Chappell (2007), she was attempting to determine if community policing could be formally integrated into the San Jose field training model successfully. The agency in the study was supportive of community policing and the recruits received training on community policing in the academy. Unfortunately, the study found that despite these efforts, their field training program failed to successfully incorporate community policing into field training. “Police academies are beginning to train recruits in community policing, but most agencies still use the San Jose FTO model, which was developed before contemporary community policing existed.” (Chappell, 2007, p. 498). Similarly, Chappell (2007) pointed out the COPS Office (2001) recognized there were multiple unsuccessful attempts to adapt the San Jose model to reflect community policing.

### ***Reno Model - PTO***

In 1999, the Office of Community Oriented Policing Services (COPS) funded the testing of a new field training model with six police agencies across the country. It became known as the Police Training Officer (PTO) program and the Reno Model, since the Reno, Nevada Police Department initially collaborated with the Police Executive Research Forum (PERF) to develop the new training model. This model was designed to be based more on adult style learning methods and problem-based learning (PBL). Community-oriented policing and problem solving (COPPS) were given significant consideration and during the design of this model. In fact, the COPS Office asserted that current field training programs did not promote or emphasize the concepts of COPPS (2001), and described the PTO Model by writing:

The model presents an alternative to current field training officer programs. It is designed for training new officers and incorporates contemporary adult educational methods and a version of problem-based learning (PBL) adapted for police. The model is based on community policing and collaborative problem-solving principles. It addresses the traditional duties of policing, but in the context of specific neighborhood problems. This new model challenges recruits to think creatively and to use community resources to respond to crime and disorder.

There are differences of opinion among law enforcement practitioners about which model is the most effective and whether the PTO model does more to promote community policing and problem solving than the FTO model. Some feel the FTO model is based too much on checking boxes, following strict procedures and rote memorization. Others feel the PTO model is too academic in nature and has been rejected by some departments because it seems too writing intensive. This has led some departments to develop hybrid training programs that incorporate elements of both models.

Whatever program or model of training is chosen, it is very clear that field training programs along with the selection and training of FTOs and PTOs deserve considerable attention and resources. After all, “The field training officer is all important to the success of a department’s training program as the FTO is the first person in authority who will orient a new officer to the job environment” (The U.S. Department of Justice, 2003, p. 24).

### **Methods**

In order to examine the impact of field training on community policing, this study uses data from surveys and interviews of field training officers as explained in the methods of inquiry.

#### **The Agency**

In a study of one large southern police agency, research was conducted on their field training program (FTP). This agency was in a large metropolitan area with a population of approximately 850,000 residents. The agency had approximately 1650 sworn officers and approximately 400 civilian employees. A survey was offered to all FTOs and also to NPOs who were trained and worked as FTOs (NPO/FTOs), and a semi-structured interview was conducted with one group of NPO/FTOs from one patrol division.

This agency has a long history of practicing community policing, dating back to the early 1990s. One of the methods this agency used to enhance its community policing efforts was to create NPO (Neighborhood Police Officer) positions in each patrol division. Their general orders (GOs) define the position this way:

Neighborhood Police Officer (NPO) - incorporates non-traditional methods of crime prevention aimed at the inclusion of neighborhoods and the community, promoting an open channel of communication between the police department and the community to effectively eliminate or reduce crime.

These NPOs were to be hand selected for their ability to engage with the community in positive ways. They were to connect with the citizens and businesses on their beats to build productive relationships. They would be similar to beat officers in the regard that they would be permanently assigned to a specific and relatively small geographic area. Unlike beat officers, though, they would not be subject to calls for service.

NPOs are given flexibility to address community issues. For example, NPOs often have the time to deal with quality of life issues that a patrol officer might not have while rushing from call to call. NPOs also attend community meetings held by home owners associations (HOAs), neighborhood groups, crime watch groups, councilmembers, volunteer groups, etc. Additionally, they take active roles in planning and conducting various functions in the community such as community safety fairs, bike safety clinics for children, and family movie nights. Everything these officers do is geared to building long lasting relationships with the community and repairing those who might have been damaged.

In an effort to improve its FTP and its officers adherence to community policing principles, this agency created phases in field training that were specifically designed to demonstrate and instill community policing habits in new officers. This agency also wanted to use data and research to evaluate their FTP and agency's overall attitude towards community policing. They hoped to determine if their newly instituted NPO Phases were effective and whether they could be improved. The NPO Phases of field training consisted of one week at the beginning of field training and one week at the end after the officer had been released to solo status.

## **The Field Training Program**

The subject department uniquely integrates NPOs into field training, creating a “hybrid” program that integrates community policing, the PTO model’s problem solving, and elements of the traditional FTO program. This new model consisted of 18 total weeks of training broken down into 7 phases. The first phase was the introductory NPO Phase (also known as Orientation) which lasted one week and was taught by an NPO/FTO. That was followed by four weeks in Phase one and four weeks in Phase 2, both of which emphasized teaching over grading. Next came the two week Midterm which was based off the PTO model. It was meant as a type of “Shadow Phase” or a modified Ghost Phase because it was primarily evaluative in nature. Although the FTO was not as removed from the role of instructor as he or she would be in Ghost Phase, it was a time to let the PO work more independently and utilize resources other than the FTO when safe and practical.

The next four weeks constituted Phase 3 which was similar to Phases 1 and 2, in that it was more of a teaching phase. It should be noted that in each phase the PO would be expected to take on additional duties and increased responsibilities so the training was progressive in nature. Following Phase 3 was a two week “ghost phase,” where a training officer is only observing, allowing the probationary officer to make his or her own decisions and solve problems. This segment of training was meant to be entirely evaluative, with the FTO allowed to instruct only when absolutely necessary. This phase was similar to the Midterm, or Shadow Phase described earlier, but the PO was expected to be much more autonomous. By this phase POs should be very self-sufficient and know how to find answers to questions from something or someone other than their FTO. The final portion of training would be another one week NPO Phase.



## **Neighborhood Police Officer Phases**

The Neighborhood Police Officer (NPO) phases are unique portions of training in this department in which a probationary officer is under the guidance of a neighborhood police officer. It is intended to show the practical application of community policing that was taught in the academy. Like most of what is taught in the academy, the theory is learned in the classroom but the practical application does not happen until field training. These phases are a way to focus entirely on field training in the real world setting so that mindset becomes more automatic and natural when working as a patrol officer.

The first week of training and first NPO Phase was borne of the belief that when POs are first released from academy training, it would be beneficial to give them a week with an NPO to transition into working in the field. It is intended to ease officers into real world training while instilling in them that most citizens are not intent on doing them harm as commonly believed in the police subculture. While this agency considers officer safety to be paramount, it was also important to remind the POs that they could interact informally with the public in a way that is not as rigid as stressed during police professionalization decades earlier.

The last week was an NPO Phase designed to intentionally integrate the POs into the communities in which they would be working when released from field training. POs might change sides of town during training and/or could be released in a different area from which they were trained. This was not ideal, but sometimes happened because of unforeseen personnel changes. Being a large agency with considerable movement throughout the 18 week field training program, some moves could not be predicted. Therefore, it was not always possible to forecast exactly where all the openings would be and where all POs would be assigned. The subject agency felt it was critical that the final NPO Phase be structured to allow POs to train

with an NPO/FTO in the area to which they would be assigned after field training. The intent was for the POs to already be familiar with the community, residents and businesses so they could provide a higher level of service with a strong community policing mindset.

As part of their NPO training, POs would engage in community policing activities. For example, along with their NPO/FTOs they would meet with residents, attend public meetings, speak with employees of local business, talk with local faith leaders, and interact with volunteers. The POs would sometimes be required to speak in front of a neighborhood group, such as an HOA meeting, to help them polish their public speaking skills. Once the NPO/FTO had demonstrated the expected behaviors, the PO was expected to follow suit. To capture the impact and sentiments of integrating community policing training with the NPO phase, field training officers with an NPO background were surveyed and compared with more traditional training officers without community training and activities

All of this was intended to produce a new patrol officer who already had an idea of the neighborhood dynamics, crime trends, quality of life issues, and both the formal and informal leaders on his or her beat. This phase was designed to be a way to intentionally and proactively take steps to engrain community policing principles in all officers and institutionalize a community-minded way of doing business every day.

### **The Survey**

One specific goal of the survey was to determine what differences, if any, there were in the field training methods and perceptions of FTOs versus NPO/FTOs. Another goal was to determine what differences, if any, there were in the perceptions of community policing in FTOs versus NPO/FTOs. The findings showed that there were differences in both areas. A survey was distributed to 211 field training officers. The sample included current FTOs and officers who

were in several newly redesigned FTO schools within the agency. This included NPOs who were also trained as FTOs (NPO/FTOs). Of the 211 surveys that were sent out, 124 surveys were completed, resulting in a 59% response rate. 81 respondents were male (88%) and 11 were female (12%). The group of respondents were made up of 4% African American, 4% Asian, 67% Caucasian, 16% Hispanic, 3% Native American, and 7% Other. 66 of the respondents were FTOs (72%) and 26 were NPO/FTOs (28%). The new FTP had been in place for several months when the surveys were administered.

It should be noted that variations occurred in the number of respondents who answered certain questions throughout the survey. Some of the respondents who opened the survey declined to participate, while others that did participate skipped some of the questions. For instance, 124 surveys were completed but there were approximately 95 responses to the standardized questions and as few as 76 responses to some of the open-ended questions.

### **The Face-to-Face Interviews**

In late 2018, after the new NPO Phases had been in place for about two years, a semi-structured interview was conducted with the NPOs from one of the patrol divisions within this agency. The group of interviewees consisted of 8 NPOs and one NPO sergeant who supervised this team of NPOs. The experience these NPOs had as police officers with this agency ranged from 11 to 33 years, so there was a wide range of experience in the group. Likewise, their experience as NPOs ranged from one month to 19 years.

Open-ended semi-structured questions were used to elicit detailed discussions. Topics included community policing, perceptions of NPOs and the current training model. In an effort to determine both the quality, efficiency and effectiveness of the agency's model, questions were

asked related to the format. These questions were also intended to measure the level of acceptance with the newly taught adult learning techniques.

## Results

### Surveys

The findings suggest that almost a third (29%) of FTOs surveyed did not believe community policing was an important part of field training. NPO/FTOs on the other hand, unanimously agreed it was important (see table. 1).

Table 1

*Community policing is an important element of field training*

	Disagree	Agree	Total
FTO	19	46	65
NPO	00	25	25
Total	19	71	90

*Note.* 29% of FTOs say they disagree/strongly disagree with the statement that community policing is an important element of field training.

Similarly, about a quarter (26%) of FTOs said they spent little to no time emphasizing community relations with POs. Conversely, 100% of NPO/FTOs said they spent some to a lot of time on community relations when training POs (see table. 2).

Table 2

*How often do you emphasize community relations with POs*

	Little to no time	Some to a lot of time	Total
FTO	19	46	65
NPO	00	25	25
Total	19	71	90

*Note:* One quarter of FTOs say they spend little to no time on community relations.

An important element of training for all officers is teaching them about community relations. When asked if they had received adequate training in this area, a third (33%) of FTOs indicated they had not. Only 12% of NPO/FTOs indicated they had not (see table 3).

Table 3

*I received adequate training in community relations*

	Disagree	Agree	Total
FTO	20	41	61
NPO	03	22	25
Total	23	63	86

*Note:* 33% of FTOs disagree with the statement that they received adequate training in community relations.

Another series of questions was designed to determine attitudes about community policing. Questions measured whether officers ascribed more to a “law and order, crime fighting” mentality, or a community policing mentality. Using a four point Likert scale with responses of Strongly Disagree, Somewhat Disagree, Somewhat Agree and Strongly Agree, officers were asked to respond to statements such as:

- Getting to know residents at a personal level is important to police performance.
- Community activities unrelated to crime area waste of time
- Officers should solve problems not related to crime,
- Solving citizen problems should be left to other groups

The results revealed that 71% of the officers surveyed were pro-community policing while 29% were against. Additionally, a crime control scale was used to measure the average score of FTOs versus NPO/FTOs. This was meant to determine officers’ orientation towards community policing. The results showed a much higher average score on the crime control scale for FTOs

versus NPO/FTOs, meaning NPO/FTOs had a much higher community policing orientation (see table 4).

Table 4

*Average score on crime control scale*

	Mean	SD	Min	Max
FTO	44.14	4.86	31	58
NPO	42.09	3.22	37	49

*Note.*  $T=1.84$ ,  $p < .05$  (one tailed). FTOs rate significantly higher on the crime control scale than NPO/FTOs. In other words, FTOs have a significantly lower community orientation when compared to NPO/FTOs.

The responses to another statement might help explain this disproportionate result in relation to the crime control score. When survey participants were asked to respond to the question, “I find community relations work rewarding,” the results showed NPO/FTOs found that type of work more rewarding, but only by an encouragingly small margin (see table. 5). 85% of FTOs indicated they found community relations work rewarding, while 100% of NPO/FTOs reported they did.

Table 5

*I find community relations work rewarding*

	Disagree	Agree	Total
FTO	09	51	60
NPO/FTO	00	25	25
Total	09	76	85

*Note.* 15% of FTOs disagree that community relations work is rewarding while 9% of NPO/FTOs disagree.

A series of open ended questions was asked to discover how respondents defined community policing, how NPO/FTOs actually make use of the NPO Phase, and to reveal a more thorough understanding of the thoughts and opinions of the respondents. When asked to define community policing, answers to open ended questions show that there was no unified definition

or understanding of community policing. Answers ranged from “Involving the community in addressing crime problems” to “Interacting with the public to have a safe and involved community” to “Realizing that not every call/interaction needs to end with an arrest or citation.”

Some respondents focused more on empathy, transparency and approachability. For example, one expressed, “Policing as part of the community not policing a community. Becoming part of the community as a police officer through empathy and sympathy and not just by authority given to you by the State.” Others felt it was more about community interactions through the use of community policing programs. For example, one person explained, “Community Policing is the positive interaction within a community to resolve issues to include crime, disorder, and criminal activity through positive interaction with crime prevention programs such as Citizens on Patrol, Crime Watch, Crime Free Multi-housing, Teen Academy, Explorer Program, Ministers Against Crime and Clergy and Police Alliance program all with crime prevention in making the community safer and a better place to live.”

When asked to describe the community policing related activities NPOs engaged in during the NPO Phases, officers mentioned interacting with students at schools, checking on businesses, attending community events and government functions, working with volunteers, equipping citizens with target hardening and crime prevention techniques, and being well informed on trends in the area.

The varied responses on definitions of community policing may be reflected by officers’ general perceptions of NPOs and the NPO Phases. Answers to open ended questions showed several themes. First, some officers felt the NPO Phases were a “Waste of time” and said “Get rid of the NPO phase.” Secondly, some officers felt the NPO Phase was unnecessary and did not

grasp its relevance. They expressed the NPO Phases did not really teach POs how to be police officers. For example, one person stated “Again, more hand holding and making officers soft.”

Despite those types of comments, there were officers who saw the relevance of the NPO Phases and felt they were an important part of the program. Responses included “I believe this phase shows the PO that community relations and engagement is important in police work,” and “It also shows how to bridge the gap between the community and Department and how to engage and educate the general public.” Some even mentioned how the NPO Phases can relate to what some officers consider “real police work.” For example, one officer stated “PO will understand that the community is a great partner in preventing crime in our city.” Others stressed the importance of service in comments such as “It gives the PO the opportunity to meet and interact with the people that he/she is there to help and reaffirms the idea that our job is to serve the community.”

Another set of open ended questions was related to the ability of POs to enter comments on their evaluations. Since adult based learning is meant to be focused on the learner, these responses could help show the attitudes and opinions of FTOs and NPO/FTOs to this aspect of the new training model. Once again there were both positive and negative comments such as, “I feel it is a huge waste of time” and “I don't like it. I really don't care if I hurt their feelings. If I as a FTO am providing guidance, you should accept it and go on.” Others saw value in this process and its ability to give POs “a voice” in their training. Positive quotes included “I believe that it's a good idea for PO's to enter their own comments because it allows the FTO to better understand the PO's mindset and how the training is progressing along” and “I believe self-awareness is important for PO's. It also helps them to be more realistic in their own progress and assists the FTO with their PO's own perspective of how their training has developed.” These responses



indicate that in relation to the POs being allowed to enter comments on their evaluations, many of the participants have an orientation towards adult learning principals. There are obviously some who opposed as well.

When officers ranked what was most important in training, it was not surprising that officer safety was ranked as the most important consideration in field training by both FTOs and NPO/FTOs. It was interesting, though, that overall, NPO/FTOs found learning through experience to be more important than FTOs. This type of learning is more in line with adult learning teaching because it stresses a student-focused orientation rather than a style geared towards lecture, rote memorization, and merely following orders. Interestingly, 86% of all respondents agreed that POs should be allowed to evaluate their FTOs, indicating the majority welcomed input about their training styles from the POs. This acknowledgement of a need for feedback from the student is another indication of an acceptance of an adult learning orientation.

Table 6

*Rank the following considerations during training from most (1) to least (6) important:*

Question	1	2	3	4	5	6
Physical safety of officer	84	10	3	0	0	3
Physical safety of the community	9	68	9	9	5	0
Apprehension of suspects	1	3	36	32	25	3
Community relations	1	4	21	33	37	4
Learning through experience	2	11	28	24	30	5
Other (if any)	3	4	3	2	3	85

While it may seem that many officers did not fully support community policing, held negative attitudes towards the NPO Phases, and did not identify themselves as community policing officers, their beliefs indicated a community policing orientation. In other words, officers who did not believe they were community policing officers already engaged in activities directly associated with community policing principles. For example, results indicated that 71% of FTOs were pro-community policing versus 100% of NPO/FTOs, and 85% of FTOs found community relations work rewarding versus 100% of NPO/FTOs.

### **Interviews**

The data collected from the interview was consistent with the surveys in that the NPOs statements throughout the interview demonstrated their orientation towards community policing and adult style learning methods. Their commitment to community policing was evident in comments such as “the community policing style works much better with the public” and “Treat people with dignity and respect” as well as “The whole point...we’re here to serve the people.”

Likewise, their inclination toward using training methods related to adult style learning such as focusing on the learner and treating each PO as a unique individual were evident in their comments. For example one NPO said “Go at the rookie’s pace” while another said “Trying to paint everyone with the same brush doesn’t work.”

Throughout the interview, the NPOs reinforced how the NPO Phase allowed them to show POs “the human side of policing” and how rushing through calls and quickly writing reports does not necessarily equate to a good or productive day because you may have treated those people with whom you interacted as “obstacles.” One NPO went on to say, “Every single call is a personal thing for the person you’re dealing with.” He continued by stressing that NPO/FTOs are able to give a different perspective to POs by showing them how taking a little

more time with a complainant, victim or witness can make a significant and positive difference in that person's view of the service he or she received. It can change their opinion of police officers in general.

When asked about the FTO schools, the NPO with 33 years of experience as an officer and 19 years of experience as an NPO said, "The philosophy is a lot better now. The old philosophy didn't have much training. The new philosophy incorporates more learning instead of just throwing POs into the fire." It was refreshing to hear a veteran officer say he enjoyed the adult learning style of training and recognized that the way he was trained was not necessarily the best method. Instead of being set in his ways, he was open to new methods of training.

The NPOs were also asked what they thought made a good police officer and what qualities they would like to see in the people who were hired as officers. One NPO said that officers needed to have "the right world-view." He went on to explain they should not be narcissistic or concerned only with their image or what was in it for them. They should be guided by their principals, making a difference, doing what is right, improving the community, and driven by something outside themselves; something bigger than themselves.

Another NPO answered the question this way. "In a word, humility. Being able to not be so self-absorbed to think, I am the police and this is the way it's going to go." He explained that kind of mentality has proven to be very inefficient when dealing with the public. He said officers have to be willing to admit they could be wrong and that they do not have all the answers. FTOs have to be willing to not just train their POs, but learn from them too.

In referring to the type of person that should be hired as a police officer, another NPO suggested that effective training alone will not create the ideal officer. A person first has to be receptive to training and have a solid foundation on which to build. "All those things that

contribute to the growth of an officer have to be laid on fertile ground. Then it will blossom into a good work ethic and somebody who really makes a difference.” Another area of emphasis the NPOs mentioned was that of a person’s life experiences. “You’ve got to look at their life experiences too. You can’t just consider their age.”

The next phase of the interview focused on what makes a good NPO aside from the other qualities that were already mentioned. Responses included characteristics such as patience, versatility, resourcefulness, experience and being trustworthy. The interviewees stressed throughout the interview how NPOs should possess an innate desire to serve and interact with the public. They have to realize that much like community policing itself, their roles are ill defined. One interviewee noted that “The NPO job has morphed from a focus on part 1 crimes into a focus on everything.” The job of an NPO is ever-changing according to the needs of the public.

A good example of this ill-defined role was an example one NPO had with a particular citizen. He was contacted about a woman who wanted advice about going to speak to the man who murdered her father. At first that NPO thought, “That’s not my job. That’s not what we do.” After thinking about it he realized that *was* his job. NPOs do a little bit of everything. The job is about community service, and this was just one more way to serve a member of the community who had a need. This woman felt she had nowhere else to turn. The NPO called and talked with her for half an hour, and she cried as they spoke. At the end of the phone call she thanked him for taking the time to talk her. This NPOs ability to see an opportunity where others might have seen an unreasonable request and unnecessary burden, resulted in a very positive citizen interaction for a person in a very negative situation.

Another question focused on what the NPOs thought the public's view was of them. The overwhelming sentiment was that people are exceedingly appreciative of the job they do. The NPOs see themselves as ambassadors of the department and take that role very seriously. By providing personalized service to the citizens on their respective beats, they are representing the entire department in a very positive way. They told stories of people walking up to them to thank them for something they had done for them in the past, or just thank them for their service. There were also multiple stories of citizens wanting to buy their lunch or offer other gestures of gratitude. One NPO told of how surprised citizens are when NPOs go the extra mile or spend an extra hour working on a problem. He went on to explain that people who have moved into the area from other states or even nearby cities are shocked at the way officers treat them. "They expect us to be rude. They expect us to be mean." When they find officers approachable and accommodating, it can completely change their view of law enforcement.

The interviewees were not quite as positive when describing what they thought other officers' opinions were of NPOs. Through the surveys we found that some FTOs thought of NPOs as useless and a waste of resources. They went so far as referring to Neighborhood Police Officers as Non-Police Officers, or Non-Producing Officers. They felt that NPOs did not do "real" police work. The interviewees were well aware of the sentiments of some officers towards NPOs, but they were optimistic about how such attitudes were changing for the better.

NPOs believed being a part of field training was helping change the image of NPOs because POs were able to see firsthand what they did. The NPO Phases offer the opportunity to show the hard work NPOs do. Several NPOs mentioned they had heard some recent POs actually defend the NPOs when negative things were said about them, indicating the NPO Phases are promoting a paradigm shift among officers in relation to their opinions of NPOs. Through the NPO Phase

NPOs can play an enormous role in fully integrating community policing principals into the mindset of patrol officers.

### **Discussion**

Even though there were officers in this agency whose responses indicated they did not emphasize community policing during field training or believe in its merits, most officers indicated general agreement with its principles. The majority of the responding officers agreed with the most of the community policing principles (4 out of 7) in the survey. For instance, 85% either disagreed or strongly disagreed that community activities that had nothing to do with policing were a waste of police resources and time. This revealed significant support for non-law enforcement, community policing activities. Additionally, of the pro-community policing indicator questions asked, 73% did not agree that enforcing laws was the top priority in policing, 57% disagreed that lowering actual crime rates was more important than easing citizen fear of crime and 57% disagreed that solving citizens' problems should be left to other groups, such as social workers, if it does not relate to crime directly. All these responses showed a majority of the officers surveyed agreed with community policing principles.

There were some indicators, primarily from FTOs as opposed to NPO/FTOs, of anti-community policing sentiments. Of the 3 survey categories that indicated anti-community policing sentiments, one significant finding was that 81% of FTOs surveyed felt strongly that police should not give citizens more control to direct policing activities. This principle is a core component of community policing. Additionally, 54% agreed citizens in high crime areas are less respectful towards officers than low crime areas, and 38% disagreed officers should solve problems not related to crime. Conversely, that means that 62% agreed officers should solve problems not related to crime.

## **Summary/Conclusions**

Community policing and field training are both very familiar concepts in law enforcement. Although extensive research has been done on community policing, field training has received less consideration. Combined research on the two is even less common. This paper is a presentation and evaluation of the efforts of one police department to improve in both areas individually and collectively. This agency has a long history of practicing and promoting community policing, including the creation of Neighborhood Police Officers who specialize in community relations and personalized service to citizens. They have also been proactive in improving their field training model by reaching out to a local university to partner in a research project about their FTP. Finally, they recently decided to be innovative in transforming their field training model to better fit their agency's overarching community policing focus. This was accomplished by being more intentional about integrating community policing into the culture through a deliberate merging of the two efforts with the creation of NPO Phases.

Overall, it was clear among the NPO/FTOs they felt confident the NPO Phases should stay a permanent part of field training. The feelings among the FTOs were not as consistent as some believed the NPO Phases were beneficial but most felt they were a waste of time. Given the results of the survey, it is possible a number of FTOs might change their mind about the NPO Phases if they were given more adequate training on community relations and the purpose of the NPO Phases. The NPO/FTOs who were surveyed indicated much of what they do is not that different from what patrol officers do. It is possible more exposure to a competent NPO's work would change the minds of the FTOs. One positive affect of the NPO Phases that has already been seen is a change in the perception of some of the newer officers who have been through an

NPO Phases. It appears those who had positive experiences with good NPO/FTOs have positive opinions of NPOs regardless of the negative comments of some senior officers.

When the survey results of the FTOs and NPO/FTOs are combined, the sample of officers in this agency reveal a mostly positive community policing orientation in this agency. Most officers believe community policing is an important part of field training, and found community relations work rewarding.

### **Limitations**

This study is limited by the relatively small sample size of the survey. Additionally, more variables such as more detailed demographic information could have been considered in relation to the FTOs and NPO/FTOs that were surveyed to have a broader understanding of their perspectives. Surveys and interviews with the public could have provided a unique perspective of how the community felt about the level of service they were receiving from this agency. Additionally, I only interviewed NPO/FTOs from one of six patrol divisions and did not interview any FTOs. My position as a police officer could have affected by objectivity. My rank and position in the department and the chain of command of the NPO/FTOs could have influenced their participation and answers. I also wore my police uniform during the interviews, which were conducted at a police facility. To help reduce the impact of these limitations, the NPO/FTOs were informed I was only interviewing them as a student and not an officer or commander. They were made aware that their participation was completely voluntary with no impact on them or their positions in the department. They were also told they could chose to not participate at any point before or during the interview. The NPO/FTOs provided both positive and negative feedback, which led me to believe they were being upfront and honest in their responses.



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## Appendix A

### Survey Questions

Please describe the differences you see in today's rookie officers

How do you take individual learning styles into consideration as an FTO?

Rank the following considerations during training from most (1) to least (6) important (drag and drop):

- \_\_\_\_\_ Physical safety of the officer (1)
- \_\_\_\_\_ Physical safety of the community (2)
- \_\_\_\_\_ Apprehension of suspects (3)
- \_\_\_\_\_ Community relations (4)
- \_\_\_\_\_ Learning through experience (6)
- \_\_\_\_\_ Other (if any) (5)

How often do you try to emphasize community relations with PO's?

- Never (1)
- Sometimes (2)
- Often (3)
- Always (11)

How much time was dedicated to community policing?

	All of the time (1)	Most of the time (2)	About half the time (3)	Less than half of the time (4)	None of the time (5)
Orientation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phase I (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phase II (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midterm (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phase III (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ghost Phase (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NPO Phase (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

List the top 5 skills or duties you focus on during the NPO Phase

- 1 (1)
- 2 (2)



- 3 (3)
- 4 (4)
- 5 (5)

Does the PO complete a project/Resource Manual during this phase?

- Yes (23)
- No (24)

If No Is Selected, Then Skip To How do you choose to integrate commun...

Describe the typical project/Resource Manual (regarding aspects such as topic, citizen group, length, etc).

Describe the community policing related activities you engage in during the NPO Phase?

What would you change about the NPO Phase? (List up to 5 changes)

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

COMMUNITY QUESTIONS Please respond to the following questions concerning community relations.

Are you a Neighborhood Police Officer (NPO)?

- Yes (23)
- No (24)

Please indicate your agreement with the following statement:

	Strongly disagree (19)	Somewhat disagree (20)	Somewhat agree (22)	Strongly agree (23)
I received adequate training in community relations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find community relations work rewarding (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your definition of community policing?

Please indicate your agreement with the following statements in the table below.

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
Historically high crime rates in certain neighborhoods can be explained by residents tolerating crime and not willing to do anything about it (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime is a result of people's choices, which should be punished accordingly (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High crime in certain neighborhoods can be explained by the large amount of people who choose to commit crime (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited opportunities are to blame for high crime in certain areas more so than people choosing to commit crime (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your agreement with the following statements in the table below.

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
Police play a big role in crime prevention (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring more police officers can reduce crime in high crime areas (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police officers cannot help solve citizens' problems (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Officers need to make frequent informal contact with residents (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting to know residents at a personal level is important to police performance (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enforcing laws is the top priority in policing (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
Lowering the actual crime rates is more important than easing citizen fear of crime (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law enforcement and assisting citizens are equally important (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving citizens' problems should be left to other groups, such as social workers, if it does not relate to crime directly (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizens should direct police priorities and activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizens in high crime areas are less respectful towards officers than low crime areas (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community activities that have nothing to do with crime are a waste of police resources (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Officers should solve problems not related to crime (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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DEMOGRAPHICS In closing, please answer the following demographic/background questions.

How many years have you worked for FWPD?

Did you work for another law enforcement agency prior to joining FWPD?

How many years were you with another agency?

How many years have you been an FTO?

Which did you attend?

- LEO Class (1)
- Standard Academy Class (2)

Rank the following reasons for becoming a police officer (drag and drop):

- \_\_\_\_\_ Good pay and job security (1)
- \_\_\_\_\_ Desire to help/give back to the community (2)
- \_\_\_\_\_ Enforcing the law and putting away bad guys (3)
- \_\_\_\_\_ Variety of assignments, tasks and autonomy (4)
- \_\_\_\_\_ Potential excitement of the job (5)
- \_\_\_\_\_ Other (please specify) (6)

Current Assignment (division and shift)

Age

What is your highest level of education completed?

Gender

Race (Check all that apply)

Did you serve in the military?

What is your marital status?

## Vita

Neil W. Noakes

### Education

- 2019 M.S. Criminal Justice and Criminology (forthcoming May 2019)  
Texas Christian University (TCU)  
Thesis: *A quiet evolution: One effort to successfully integrate community policing into police field training*  
Committee: Johnny Nhan (Chair), Kendra Bowen, and Patrick Kinkade
- 2016 B.A.A.S. Criminal Justice Administration  
*Cum Laude*  
Tarleton State University

### Professional Experience

- 2019 – Present **Deputy Chief**  
North Command
- 2017 – 2019 **Commander**  
North Patrol Division
- 2015 – 2016 **Lieutenant**  
Internal Affairs Section, March 2016 – Nov. 2017  
Field Training Coordinator (ancillary duty), Sept. 2015 – July 2017  
Downtown Special Events Coordinator and Bike Unit, Sept. 2015 – March 2016
- 2012 – 2015 **Sergeant**  
Motor Unit, Sept. 2013 – Sept. 2015  
DWI Unit, Jan. 2013 – Sept. 2013  
Patrol, June 2012 – Jan, 2013
- 2008 – 2012 **Corporal/Detective**  
Traffic Investigations Unit, June 2010 – June 2012  
South Division Criminal Investigations Unit, Nov 2008 – June 2010
- 2000 – 2008 **Officer**  
East Patrol Division, June 2005 – Nov 2008  
North Patrol Division, Nov. 2000 – June 2005

## ABSTRACT

### A QUIET EVOLUTION: INTEGRATING COMMUNITY POLICING INTO POLICE FIELD TRAINING

by Neil Wayne Noakes, 2019  
Department of Criminal Justice  
Texas Christian University

Thesis Advisor: Johnny Nhan, Associate Professor of Criminal Justice and Graduate Director

Two forms of police training, academy training and field training, have proven to be critical components in the development of police officers and the legitimization of the policing profession. Additionally, community policing has changed the way law enforcement practitioners are doing their jobs and has been vital in mending relationships between the police and communities. Adverse police incidents, often involving racial minorities, have strained police-community relations for decades, even recently. Community policing could be one way for the police and the communities they serve to improve their relationships. This paper, therefore, examines the efforts of one police agency to intentionally integrate community policing into field training to improve police service, community relations, and officers' ability to acquire and practice effective community policing skills. Results showed most officers in the department agreed with community policing principles, but officers who specialized in community policing had a more positive opinion in general.