From the Editor

Greetings! I hope everyone's summer is going well.

In this edition of the *Police Forum*, we are pleased to include two articles. It is rare that we are able to publish two articles in the same edition. The first, an essay authored by Darren Stocker, Charles Kocher, and Robyn Gritz, offers a timely exploration of the value of police body cameras. The second piece, by John Liederbach, is a research note on assessing police training (likewise a timely subject today) and concludes with informed recommendations for conducting training assessments.

This is the *Police Forum's* first issue of the calendar year. Unfortunately, we are effectively down to about two issues per year. This has primarily been due to a lack of submissions. We've been relegated to simply running an edition from time to time, once we have enough material to publish, whenever that may be.

At the Police Section executive board meeting and then at the general business meeting at ACJS last March, there was discussion and consideration of changing the format of the *Police Forum* to include a section of peer-reviewed works. As noted in the "From the Chair" on the next page, there is interest from the executive board in exploring this further. The primary argument for including peer-reviewed material in the *Police Forum* is that it makes our publication a more desirable destination for manuscripts. Peer-reviewed articles, even in lower-tiered publications, carry more weight in tenure and promotion decisions than do non-peer-reviewed pieces. Anecdotally, I received many inquiries from potential authors with a manuscript at the ready as to whether the *Police Forum* is peer-reviewed; generally, those authors chose not to submit after learning that we are not a peer-reviewed publication.

What has emerged from the discussion about format changes is the idea that the *Police Forum* could remain a newsletter much as it is now, but with the addition of a mastheaded peer-reviewed section. There are still a lot of questions concerning what this would look like, how soon we could make the transition, whether we should have an editorial board, etc. These are all questions which we hope to have answers for by the time we meet again as a section in Denver.

If you have any interest in being a part of the discussion regarding this potential format change, or already know you would like to be formally involved with the *Police Forum* in an editorial or other capacity as we explore and pursue the change, please let me or John DeCarlo know of your interest. I'm happy to receive phone calls or emails and would welcome the chance to talk about any ideas or suggestions you may have.

Jeff Bumgarner
Editor, *Police Forum*

From the Chair

I hope everyone is enjoying the summer! Since 2014 it seems as though policing in the United States is in the news almost every day. Most of the news is negative and speaks to many different aspects of the policing profession and organizational structure. After having spent 34 years wearing a uniform I am both dismayed and at the same time heartened by the opportunity for us in the Police Section of the Academy of Criminal Justice Sciences to help policing overcome this challenging time. With the publication of the President's Task Force on 21st Century Policing report, many opportunities for research and police education will arise.

If we look back at what happened after the 1931 Wickersham commission report and again, after the 1967 President's Commission on Law Enforcement and Administration of Justice, we should expect to see similar opportunities for police to improve. To do so, they will need the help of policing researchers and educators. In recent history, there has been perhaps no more vital a time for the Police Section to step up and assist in realizing the goals set forth in the President's Task Force on 21st Century Policing report.

The publication of research, not only quantitative, but qualitative, will be vitally important to policing in the near future. The easy dissemination of that research to practitioners and the applicability of research to operations is vital. It is no small coincidence that the editor of the *Police Forum*, Jeff Bumgarner, will take the helm in transitioning the newsletter into a publication that will not only host news of the organization but will also publish peer-reviewed articles. We hope that the transition goes smoothly and look forward to your feedback. We hope that with the formation of an editorial board and the implementation of the peer review process, we will be able to bring articles to press that will be highly applicable to police practice but might have escaped the attention of larger journals.

Over the next few months we hope to fund and build the new section of the *Police Forum*. If you would like to assist or have a part in it, contact me or Jeff for further information. In the meantime please start selecting articles that you may have on hand or are thinking of writing that you would like to submit to the editor for publication in the police forum peer-reviewed section.

All best,
John DeCarlo
Police Section Chair

The Case for Body Worn Cameras: Transforming Policing and Community Trust

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The underlining community outcry from recent tragic and fatal shooting incidents involving police officers that include Missouri, New York, and California is centered upon the relationship between the community and the police. The fundamental foundation of this association was laid during the 19th century by Sir Robert Peel, the founder of the Metropolitan Police Department and the purveyor of community policing (Trojanowicz & Bucqueroux, 1990; Oliver, 2001). It was strategically embraced by contemporary policing in the United States during the 1980s (Goldstein, 1990; Greene, 2000) and ceremoniously assimilated into the law enforcement community through the Office of Community Oriented Policing Services in 1994, as part of a Department of Justice initiative (Reisig, 2010).

The leading principle of the community policing philosophy is the ability to develop a sense of trust between the community and the local constabulary (Goldstein, 1990; Oliver, 2001). This concept was scrutinized and responded to by the populace in Ferguson, New York City, and Baltimore, where deadly force used against minority citizens by the police was called into question, and an investigation by the Justice Department was demanded. These events also spurred a multitude of questions. Did the individual officers act appropriately? Was deadly force necessary? Could the statements taken during the investigations be corroborated by others and by the physical evidence? Would the employment of body cameras by law enforcement provide significant evidence in an investigation and potentially suppress the level of force by the police?

Other tenets of the community policing philosophy suggest the implementation of problem solving techniques as well as transforming the department in a theoretical and pragmatic sense. Scholars of this model agree the objectives are to control crime, reduce fear in neighborhoods, improve the quality of life of citizens (Trojanowicz & Bucqueroux, 1998; Goldstein, 1990; Oliver, 2001), and improve police legitimacy (Friedman, 1998). These principles require a collaborative effort between the police and local stakeholders, with an understanding and appreciation for the job of law enforcement.

Movement toward Body Cameras

Body cameras are technically advanced lightweight devices that have been acknowledged as a resource that safeguard police personnel from exercising excessive force and maintain the police handling of the situations within an ethical temperament among the citizenry (Drover &

Ariel, 2015). The devices are attached to the front of an officer's uniform and are designed to visually and acoustically record the movements of the police and those they come in contact with. According to Westphal (2004), the use of video recording by law enforcement became widespread during the 1990s, when there was a call to equip patrol vehicles with in-car cameras. During that time, federal grant funding was made available to state law enforcement agencies in an effort to dissuade police from engaging in the use of excessive force. Additionally, the installation of in-car cameras became a national response by police administrators in a pragmatic effort to safeguard their officers from false accusations of misconduct, as well as unscrupulous, unauthorized, and dishonest actions. The capturing of digital video data helps to serve as a means to reduce civil litigation against law enforcement agencies, personnel, and the jurisdictions in which they served. Ultimately, the cameras, whether installed in the vehicle or on the officer's body, function as a psychosomatic mechanism that answered public demand to monitor police actions and deter dishonesty and latent corruption by the police.

The body-camera has garnered the support of the community at-large. Overall, the public appeal hypothesizes that if hostile interactions between the police and citizens are visually and acoustically documented, then police personnel would withhold their use of questionable tactics and be more affable during citizen interactions. Conversely, from the police management standpoint, body-worn cameras may lessen civilian complaints, alleviate disputes arising from verbal and physical antagonism by citizens, and assist both citizens and law enforcement by providing confirmation for further understanding of an incident when instructed that videotaping was being employed (Ariel, Farrar, & Sutherland, 2014). This elucidation can offer detailed recording of episodes in order to avoid debate between participating parties and adversarial witnesses. Likewise, from a federal perspective, inquiries about prospective civil rights violations will have an additional instrument to utilize in the analysis of these multifaceted and contentious matters.

The movement toward the use of body cameras and associated equipment on any large scale can be exorbitant and unaffordable for the budgets of most police departments. Whether the agency is large, moderate, or small in size, cost is often the undermining issue for the implementation of equipment and technology. Economic restraints within agencies affect the acquiring of supplementary police apparatuses while attempting to keep pace with the rising costs in procuring other much needed equipment utilized by police officers. Consider that the cost of a single camera can range in price between $300 and $700, not including the additional items needed to operate, maintain, and store the technology. Add those expenditures to the outlays for uniforms, weapons, duty belt items, body armor, and less than lethal weaponry, and the cost can easily exceed $2,000.00 to outfit a single officer. Also, consider the daily use of body cameras and the eventual need to maintain and replace them added to the time and expense of basic training and the archival of video.

As Sherman (2013) suggests, law enforcement, like society, purchases technology when it is advantageous and the costs decline. Therefore, body-worn video is dependent upon reliability and affordability in order to maintain and store data. While the advantages of technology are numerous and understandable, the capacity to purchase body cameras may be dramatically prohibitive for any size police agency. However, in the wake of several noted

tragedies, the move to make cameras part of the ritual for all police officers has been swift. For example, Representative Emanuel Cleaver (D-Mo.) in 2014, introduced legislation designed to necessitate all police officers to wear body cameras. The bill would apply to all law enforcement departments that receive federal grants from the Department of Justice (H.R.5865 2014). Subsequently, the White House proposed a plan to fund $263 million for law enforcement agencies to procure body cameras and expand police training. These proposals may serve to reduce police use of excessive force and quell some of the civil unrest that has been witnessed nationally. Nevertheless, if these initiatives are embraced, the outlying economic expenditures to police agencies and their communities remains rather steep. Weisburd and Eck (2004) purport, police tactics have been implemented across the United States with very little research that allow policy makers and practitioners to measure their effectiveness. The police have been reactive toward science and has allowed external entities to dictate what science would tell them to utilize (Weisburd & Neuroud, 2011). Therefore, it may be economically advantageous to employ experiential research to answer questions related to effective law enforcement strategies and apply the science that would be most suitable in solving problems.

Intrinsically, the utilization of police body-worn cameras may also lead to improved officer safety, lessen complaints from citizens and communities, offer prospective evidence in the prosecution of threats and violence by citizens against the police, and aid in the examination of criticisms of police brutality. Frequently, when video photography is provided to attorneys involved in civil litigation cases against law enforcement, the allegations are either alleviated or diminished. Similarly, when authentic video sequences are released in their entirety, instead of designated parsed clips from the news media, an impartial interpretation is uncovered and made visible leading to alleviated condemnations of the police. Consequently, the use of digital video by law enforcement can provide supportive indications pertaining to the actual events that take place during a police-citizen encounter, assist in the disclosure of any perceived or accusatory misconduct on the part of law enforcement, and kindle greater trust in society.

Conclusion

The public turmoil surrounding the recent shootings involving the police and citizens nationally, has resulted in the demand for increased scrutiny of law enforcement and its relationship with minority youth. The marches and rioting steered by demonstrators throughout the country in their response to incidents in these locales was a clear dispatch directed to law enforcement, that the pubic was seeking answerability when deadly force is employed. It also established a distinct message that police body cameras may be an instrument to lessen hostility as a result of defensive posturing on the part law enforcement, while concurrently improving trust between the police and the community it serves.

Cameras provide a prospective to alter the methods that police officers function and respond to hostile environments. There will be future questions and concerns to deliberate and resolve including the reality that not all police officers will be furnished with the equipment, and what is to be expected in the event a confrontation occurs with a non-equipped officer. Also, cameras may not capture everything that takes place during a serious incident, and there are some potential privacy issues. Furthermore, other methods of reducing police-citizen

interactions that become violent may be more effectively addressed in additional community policing strategies, implementing de-escalation of force training, and developing tangible relationships with community leaders and stakeholders. These and other inquiries will be answered and driven by policies and procedures, as well as lawful and Constitutional concerns. However, as a source of transforming policing and creating community trust, the technological advances realized in the implementation of body cameras, may be a functional and reasonable method of attaining that expectation and reducing the potential use of deadly force.

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The Assessment of Police Training: A Research Note

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Americans over the course of the last year have been exposed to events in Ferguson (MO), Cleveland (OH), and New York City that stoked civil unrest and threatened to undermine police legitimacy. The shooting deaths of Michael Brown and Tamir Rice; and, the chokehold death of Eric Garner resulted in wide-scale protests and anti-police sentiment (See *e.g.* Brown, 2014; Marzulli, 2014; Muskal, 2014). Public reaction to these events demonstrates how notorious street-level encounters can negatively impact police-community relations and inflame long-standing problems associated with the control of police discretion.

The search for solutions often involves appeals for improved law enforcement training and education. The former Chief of Police in Ferguson (MO) publicly commented on the need for "training that works" after the shooting of Michael Brown (Addo, 2014). The report on the federal investigation of the Cleveland Police Department (CPD) released one month after the Tamir Rice shooting references training that was not adequate in its "content, quality, and quantity" (USDOJ, 2014, pg. 43).   New York City hastily implemented a three day $35 million "retraining" program in response to the death of Eric Garner (Chasmar, 2015).

The challenges presented by recent controversies are not new however; they amplify longer-term concerns about the adequacy of police training within the context of shifting priorities and goals. Scholars identified some of the deficiencies of traditional police training as part of the three-decade old movement toward community policing (Berzer and Tannehill, 2001; Palmiotto, Birzer, and Unnithan, 2001). More recent concerns have been raised about police training and the potential for community alienation resulting from the "militarization" of local police agencies (Balko, 2013). For decades, police scholars and executives have repeatedly identified police training and education as the primary way to control misconduct and reform police (Klockers, 1995, Liederbach and Taylor, 2004; Sherman, 1978).

There is general consensus on the importance of police training—we need "more," or "better," or "different" training. But, these appeals almost always occur absent any discussion about how to *assess* police training. The ultimate success of training reforms depends on systematic assessment and the dissemination of methodologies to guide researchers. Assessments of police training programs and studies that describe methodologies to assess police training programs have unfortunately been rare. This research note is based on a study conducted by a research team to assess the training program of one large police agency referred to here as the "Southwestern Police Department" (SPD). The purpose of this research note is to use the experiences of the research team to: (1) describe a methodology to assess police training programs, and (2) provide recommendations to guide future assessments of police training programs.

A Method to Assess Police Training Programs

The research team was contracted by municipal administrators and SPD executives to conduct a comprehensive assessment of the SPD training academy. The SPD training academy is housed within the organization's personnel bureau. The primary responsibilities of the SPD training section include training development and instruction, the selection of training instructors, and the review, evaluation, and update of SPD training programs. The methodology utilized to assess SPD training incorporated multiples tasks and sources of data, including: (a) literature reviews focused on the identification of current best practices, (b) reviews of written department policies and training academy protocols, (c) reviews of documents used in academy courses, (d) observations of classroom training, (e) a survey of current academy instructors, (f) a test of instructors, and (g) an organizational climate survey of SPD officers.

(a) Literature Review and the Identification of Best Practices

The research team initially reviewed scholarly and practitioner-oriented literature on the development of officer skills in areas including use of force, arrest, search and seizure, community policing, and cultural diversity. Additional reviews of the literature focused specifically on the police training literature, including the development of appropriate curriculum and the use of instructional styles consistent with the principles of adult learning. The reviews contributed to the identification of best practices that were used as benchmarks for comparison and the ultimate development of recommendations to the SPD.

(b) Review of SPD Documents & Training Academy Protocols

The assessment included reviews of formal SPD policies and training academy protocols. This review included the SPD Procedures Manual, the rules handbook of the state governing board for police training, the SPD Police Academy Training Manual, the SPD Training, Organization, and Administration Handbook, and proofs associated with SPD compliance with the Commission on Accreditation for Law Enforcement Agencies (CALEA) standards governing police training. This portion of the review primarily contributed to a process evaluation designed to assess whether SPD training met minimum standards defined primarily by the state governing board and CALEA.

(c) Review of Course Documents

The research team developed a Course Assessment Instrument (CAI) based on the literature reviews and the identification of current best practices in the field. The CAI was adapted from RANDS's Training Document Review and Classroom Observation Instrument (*see* RAND, 2003). The CAI provided a basis for the systemic review, documentation, and evaluation of written course materials, including lesson plans, PowerPoint presentation slides, supplemental reading provided to students, and student evaluations of academy instructors. The CAI included sections on: (i) course demographics, (ii) general course description, (iii) type of trainees including pre-service cadets and in-service officers, (iv) training format and method, (v) testing procedures, (vi) items to measure general course content, and (vii) items to measure

specific course content (*e.g.* use of force, arrest, search and seizure, etc...). The CAI was completed for all SPD pre-service and in-service courses conducted during the previous two years.

(d) Classroom Observations

The research team completed in-person observations of selected courses. Observers attended academy classes and recorded their observations using the CAI for note-taking. Observers asked instructors questions related to the training, the content of the course, and any aspects of the course that needed clarification. The in-person observations served two primary purposes. The observations provided qualitative data on aspects of academy training that were difficult or impossible to assess based on document reviews including the quality of instruction, the physical classroom environment, and the manner and degree of interaction between academy instructors, cadets, and/or in-service trainees. The observations also provided information on the degree to which classroom instruction conformed to lesson plans, other written course documents, and formal SPD policies.

(e) Instructional Survey

The research team developed a survey that was distributed to all academy instructors. The survey provided data on: (i) instructor demographics, (ii) instructor training, (iii) instructional techniques, and (iv) job satisfaction. Individual teaching styles were measured using the Principles of Adult Learning Scale (PALS). PALS is self-administered, includes 44 items, and can be completed in about 10-15 minutes (Conti, 1990; McCoy 2006). A high PALS score indicates a preference for the learner-centered teaching style. A low PALS score indicates a preference for the teacher-centered instructional style. Instructor job satisfaction was measured using a 33 item job satisfaction scale that assessed the quality of employment developed by Quinn and Staines (1979).

(f) Instructor Test

The research team developed an instructor test that was distributed to all SPD instructional personnel. The purpose of the instructor test was to assess the level of basic knowledge among SPD instructional staff regarding a range of commonly known items pertinent to police training, including (i) landmark decisions of the United States Supreme Court, (ii) historical developments in policing, (iii) the tenets of community policing, (iv) department policies including the use of force continuum, and (v) definitions of basic concepts integral to police work (*e.g.* probable cause, excessive force). The test included both multiple choice items and short answer/essay questions.

(g) Organizational Climate Survey

The research team developed and distributed an organizational climate survey to all members of the SPD. Training occurs within the context of the larger police organization, at least within agencies similar to the SPD that operate their own academy. In these cases, the

academy and associated training bureaucracy must compete for organizational resources and respond to both formal and informal organizational arrangements. The purpose of the organizational climate survey within the context of the specific assessment of training involves the measurement of organizational priorities and employee perceptions of training and the degree to which they value the training provided by the SPD academy.

Recommendations on the Assessment of Police Training

The assessment project lasted several months, including both preparatory meetings and the formal presentation of the report of the research team to organizational stakeholders. These meetings provided opportunities for the research team to determine what worked and did not work as part of the assessment process. The second section of this note identifies recommendations based on the experience to guide future assessments given the lack of published scholarship on the topic and the absence of any generally accepted research protocols on the assessment of police training programs.

Recommendation #1: Clearly Define Goals and the Intended Outcomes

The preliminary identification of goals and intended outcomes has always been considered a basic characteristic of the process of applied research. This phase of the research is collaborative and involves input from the various stakeholders and sponsors of the assessment (Singleton and Straits, 2005). Training assessments present some specific problems in terms of the identification of goals and intended outcomes. There is likely to be at least some disagreement in regard to the goals and intended outcomes of the training assessment among various stakeholder groups, including police executives, training coordinators, and academy instructors. Training coordinators and academy instructors for example may view assessment as a threat, and police executives often use assessments as a tool to instigate reforms of the entire training function and/or ultimately replace training coordinators. Researchers must communicate with various stakeholder groups throughout the process to clearly define goals and the intended outcomes of assessment. The project needs to include mechanisms to facilitate the collaborative and ongoing definition of goals and intended outcomes including formal meeting, focus groups, and communication and feedback provided through informal interactions with various stakeholder groups.

Recommendation #2: Focus on Quality over Process

The assessment of police training needs to include evaluations of both process and quality. The process evaluation is designed primarily to assess the degree to which training meets minimum standards as defined by state governing boards and/or professional accreditation organizations. Process evaluations are necessary given the decentralized nature of police training and the need for minimum standards across the multitude of training academies and law enforcement jurisdictions (See *e.g.* Cordner, 2010). The mission of every police training academy includes meeting state-mandated requirements, and professional accreditation is an

indication of some degree of competency, at least in terms of documentation and the adequacy of formal training policies and curriculum.

The assessment of training however also needs to focus on quality over process—to discern the production of superior instruction and training beyond state-mandated requirements and accreditation standards. The assessment of the SPD training academy for example determined that the process met or exceeded state-mandated and accreditation standards; however, the assessment of quality identified a multitude of problems within virtually every facet of academy operation, including organizational structure, staff and methods of instruction, student evaluations and testing, and the content of courses designed to develop core skills such as arrest, use of force, and community policing. The dichotomy in regard to process and quality was perhaps most clearly illustrated by anecdotes from our on-site visits. The research team observed glaring deficiencies in terms of content and instruction, but during breaks in those very same classes we repeatedly encountered academy staff touting that "everybody (students) had passed!" the state-mandated licensing exam. Police academies need to re-focus on the production of exemplary performance on the street rather than 100 percent passing rates on state exams; and, valid assessments of police training need to recognize that the pursuit of state requirements and accreditation is no substitute for the provision of quality training in accordance with best practices in the field.

Recommendation #3: Distinguish between Pre-Service and In-Service Training

Comprehensive assessments of police training involve evaluations of both pre-service and in-service training. These two types of training diverge in terms of student demographics and characteristics, training goals and content, and recommended methods of pedagogy. Researchers need to recognize these differences within the methodological approach. For example, the nature and character of interaction between trainers and pre-service cadets is necessarily different than those between trainers and police veterans taking in-service training courses. These differences should be considered in the development of a course assessment instrument for example, or researchers may decide to develop unique instruments to assess pre-service and in-service courses. The assessment is also likely to reveal problems and issues that are different across pre-service and in-service training courses. The research team for example observed problems in many in-service courses in regard the attitudes of police veterans and a generalized lack of respect accorded to instructors. These sorts of problems were not identified among police cadets in any of the observed pre-service courses.

On the other hand, police agencies need to also develop and implement training—whether pre-service or in-service—that reflects the organization's "core values" and socializes *every* officer into a culture ethos that includes a respect for life, a commitment to community partnership, and a recognition that police derive power and authority directly from citizens (RAND, 2003). The core values of the organization need to be transmitted within the context of both pre-service and in-service training curriculum. Researchers and police executives in this regard confront similar problems; they both need to recognize necessary differences between pre-service and in-service training and the importance of larger organizational training goals that transcend those differences.

Recommendation #4: Utilize Multiple Methods

No single source of data can provide a comprehensive assessment of police training. The utilization of multiple methods provides opportunities to assess varied aspects of the training enterprise. For example, the review of formal written documents and policies can be used to assess the attainment of minimum standards as defined by state governing boards or professional accreditation organizations; but, the assessment of quality must include some form of classroom observation. Likewise, reviews of teaching qualifications and tests can be used to assess the level of knowledge among instructors, but pedagogical tendencies, teaching preferences, and expertise are most appropriately measured through instructional surveys and direct classroom observations. Finally, these varied methods are designed to specifically measure the training function, while an organizational climate survey indicates how the training function relates to other facets of the organization. The recommendations of the research team in this project incorporated data from multiple methods of assessment, and would have been quite different in the absence of any one of the assessment instruments.

The current context that includes notorious police shootings has forced police agencies to re-examine how they train and educate officers, and the need for training assessments has arguably never been greater. Many departments continue to struggle with a legacy that includes claims of racial discrimination, police brutality and excessive force. Police organizations also continue to attempt to build community partnerships and engage local residents within a new societal context that includes the war on terror and the need to improve technologies and police intelligence operations. Scholars and police executives need to begin to view these challenges as opportunities to provide expertise in the development of improved methodologies to assess and ultimately improve police training.

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Call for Papers, Authors, Applicants?

If you are working on a project and need authors for book chapters or encyclopedia entries, let us know. We'll include that call in the *Police Forum* for free.

Or, if you are hosting a conference or seminar and need participants, let us know that too. We'll be happy to help spread the word. <u>For free</u>.

Or, if you have a job opportunity—particularly of interest to those teaching or researching in areas related to policing—we'd love to help you announce that position…and yes, we'll do it **<u>for free!</u>**

Send any announcements that you would like to have included in the next issue of the *Police Forum* to Jeff Bumgarner at… jeffrey.bumgarner@ndsu.edu

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Please remember that you still must pay the Police Section dues annually to remain a member of the Police Section. Membership is $37 per year and includes a subscription to *Police Quarterly*. Payment of dues is made to ACJS. Thanks!!!

Submission Guidelines for the *Police Forum*

Format Criteria

The format criteria for all submissions are as follows: reasonable length (less than 30 pages), double-spaced, and in a font similar to 12 pt Times New Roman. All submissions should be in Word format. All charts, graphs, pictures, etc. must be one page or smaller and contained within standard margins. Please attach these at the end of the submission as appendices. Due to formatting limitations all appendices must be in a Word, Excel or similar format - PDF's cannot be used.

Feature Articles

Feature Articles can be quantitative or qualitative. Tables, figures and charts should be kept to a minimum and should be inserted at the end of the document with an appropriate reference to placement location within the text. The page limits are flexible, however the editors reserve the right to edit excessively long manuscripts.

Practitioners Corner

Articles written from the perspective of persons currently or formerly working in the field, expressing personal observations or experiences concerning a particular area or issue. Page limits are flexible, however long articles may be edited for length.

Academic Pontification

Articles for this area should focus on making an argument, presenting a line of thought, or formulating a new conceptual idea in policing.

Point/Counterpoint

Authors are encouraged to work with another person to develop a point/ counterpoint piece. The initial argument should be between 2 and 5 pages. The initial argument should contain roughly 3 to 5 main points. Following exchange of

articles between debating authors, a 1 to 3-page rejoinder/ rebuttal will be submitted.

Research Notes

Research notes should describe a work in progress, a thumbnail outline of a research project, a conceptual methodological piece, or any other article relating to research methods or research findings in policing.

Reviews

Book reviews on any work relating to policing. Reviews of Internet sites or subjects concerning policing on the Internet are also welcome.

Policing in the News

News items of interest to the police section are welcomed in any form.

Legal News in Policing

Reviews of court cases, legal issues, lawsuits, and legal liability in policing are welcomed submissions.

Letters to the Editor

Questions, comments or suggestions pertaining to a given Criminal Justice topic, article or research.

This Date in History

Submissions on prior hot topics, research or research methods in Criminal Justice from the past.

Good News

Submissions relating to professional and personal good news for our members - promotions, new jobs, marriages, etc.

How to Submit

Submissions may be made electronically by sending copy in a Word format to jeffrey.bumgarner@ndsu.edu or by sending a copy on CD or memory stick to Jeff Bumgarner, Editor, Police Forum, Dept of Criminal Justice and Political Science, NDSU Dept 2315, PO Box 6050, Fargo ND 58108. CDs or sticks can be returned if requested.

Disclaimer

The editor(s) of this publication reserve the right to edit any submissions for length, clarity or other issues.

The Michael C. Braswell/Routledge

Outstanding Student Paper Award

Deadline for Nominations:

August 15, 2015

Nominations to be sent to: Jennifer Gibbs, jengibbs@psu.edu.
Copy nomination to: Angela Gover, angela.gover@ucdenver.edu.

Nominations must include a carefully edited, electronic copy of the paper.

For the outstanding student paper presented at the 2015 Annual Meeting.

1. Relevancy of research problem.
2. Quality of theoretical orientation.
3. Rigor of empirical and/or logical documentation.
4. Quality of writing.
5. Papers must be authored only by a single student or students.

Department Chairs and Faculty mentors are encouraged to assist by contacting student presenters and advising them of this opportunity.

ACJS 53rd Annual Meeting

"Advancing Justice on All Fronts"

March 29-April 2, 2016

Pre-Registration Deadline: January 15, 2016

After January 15, 2016, all registrations will be conducted onsite.

https://www.acjs.org/onlineRegistration.cfm

2016 Hotel Accommodations

Sheraton Denver Downtown Hotel
1550 Court Place
Denver, CO 80202
303-893-3333

The hotel group rate for the ACJS Annual Meeting will be:

Single Occupancy	$165.00
Double Occupancy	$165.00
Triple Occupancy	$165.00
Quadruple Occupancy	$195.00
Club Level	$195.00
Executive Suite	$215.00

The above occupancy rates are available only until March 9, 2016, subject to available space in the ACJS room block. The room fees and taxes total approximately 14.85% in addition to the rates listed above.

It is preferred that you reserve your hotel accommodations through the online reservation system, which also provides more detailed information about the hotel. If you choose to call the hotel for reservations, be sure to mention that you re with the ACJS Annual Meeting group.

To reserve your guest room, go to: **https://www.starwoodmeeting.com/Book/acjs**

Business Meeting Minutes

NOTE: The minutes below are to be considered and approved, with corrections, at the Police Section Business meeting in Denver, CO during the 2016 ACJS Annual Meeting.

DRAFT MINUTES
ACJS Police Section General Business Meeting
Orlando, FL
March 6, 2015

Meeting called to order at 1702. Approximately 19 in attendance.

Executive board gave introductions.

There are about 300 members in the section. There is a need to increase the section and increase "active" members of the section.   Chair wants to be more active and establish an agenda of scholarship for the section throughout the year, even though there is more practitioner involvement than the ASC section of policing. We still want to increase involvement of practitioner/academics in the section.

Agenda for business meeting:

1. Awards

O.W. Wilson Award (last recipient Ed McGarel. This has historically been given out. We will be forming awards/nominations committee for it. We need 5 members for this committee and we need this sooner rather than later.

Founders Award—This is the service within section award. We would like to change name to Founder's Award. This is mainly an award for service for the section.

Innovation and Leadership Award—Section would like to establish a new award, and would like to select someone who is a practitioner who is able to come to the meeting and be a keynote speaker and give award to them. This would help to attract some good speakers with the advent of the award. This would also increase involvement of section and ACJS. Some possible speakers/award winners could be Charles Ramsey, George Kelling. However, other sections might want a speaker also. To be more cohesive, this should be an ACJS-wide speaker.

Awards/Nominations Committee: Phil Kopp, Charles Lieberman, Mike Wingginton, Veronyka, Connie Koski

2. Discussion of *Police Quarterly* and *Police Forum*:

Police Quarterly: John Worrall has signed on for 4 more years as editor. Opinions on journals of policing are more on business as aimed at those going for tenure, without applicability to practice, nothing for those in the field.

Police Forum: Jeff has a lack of submissions for *The Forum*, and gave a suggestion of turning it into a hybrid like publication, for a newsletter and mast headed peer review articles. Those interested in becoming a part of the process should speak with Jeff Bumgarner. It allow for items that are applicable to practice (e.g., case study, ethnography), and include qualitative items to *The Forum.*

Section would love to have information about publishing book or article relative to policing and talk to Jeff B. and put in *The Forum.* We would want it to be a voice for the section and be a different forum than PQ.

Would this be open access journal on the internet, and then one with peer-reviewed articles, will be open access with archive, must be some peer-reviewed. Idea posed it that it would be "half and half"—some peer-reviewed, and some not for those that don't "need/want" peer-review. There does need to be more looking into issue of changing *The Forum* and this will not happen immediately. We do need to increase submissions to *The Forum.* Should it only be policy related? There does need to be an outlet for longer pieces (ethnographies) that cannot fit in PQ. But this can offer the peer-reviewed component to attract those that are looking for that outlet that are not as "strong" for PQ. There have been research articles published in *The Forum* and this might increase submissions. Section Facebook page might help this a lot, since the membership may not be familiar with information being presented.

There was further discussion of counting articles, and changing *The Forum*.

Does *The Forum* need an editorial board for being peer-reviewed? With a publisher yes, if not maybe need only ad-hoc reviewers. It would only have a peer-reviewed component, and these articles would be mastheaded.

We need contributions from both practitioners and scholars, could be collaboration with both. It could be publishing anything on a historical basis, but we need to know the history to go forward. This could open journals to wider section of scholarship (e.g., history, etc.). We need more diversified scholarship that would be interesting and beneficial; historical items provide context and foundation.

3. Liaison to regional sections: Steve Morreale will be reaching out and establishing 5 regional awards. He will serve as liaison to regional sections and inquire about establishing regional awards.

4. Section needs to form committees: program committee, nomination and elections committee, constitution and by-laws (Jeff Smith and Pat Nelson)

Program committee: Chair would like this committee to be formed within the next month for the thematic panels, for a possible superpanel (or similar) to work together and to formulate that and other panels. We could have a superpanel where "old heads" speak to new heads, and see what was done with the last report on policing and compare that with the new report. We need to help practice through understanding police aspects and what they need. We would like section to be part of a sounding board about the media, and interpret things in the media, with the release of the interim report on 21st century policing, and Ferguson report by DOJ, section can explore thematic panels for next conference. Chair wants 5-6 panels and to solicit papers from membership and focus on these issues from the interim report as part of the program.

Ken Peak suggested a paper competition to increase publicity of section. Maybe the possibility of a "superpanel". We could have a police section sponsored super panel with Larry Sherman, Peter Manning, etc., even with scheduling conflicts, we could still have about 75 people coming and going to listen to the state of policing research, visibility, and this could increase interest in the section; this would be sponsored by the section.

Nomination and elections committee: We need an emergency election for vice-chair and executive counselor, and then "normal" election for other position(s). We need a nominations and elections committee for positions (5 people) of vice chair and executive counselor. Those interested on being on the Nomination and Elections committee should email chair (**jdecarlo@jjay.cuny.edu**) and he will form the committee in order to fill the positions.

5. Other Business

Chair will be sending out Blast email to membership.

There are officers that do not know there is a police section within ACJS, there is nothing really for undergraduates. Section could possibly look into funding a small scholarship to increase interest and publicity of the section.

We are looking for new faces for the section, professors and practitioners. Policing has a bright future, and we are in the position to make policing better than it has ever been. Incumbent upon the section to really become the leaders that we once were and activate the membership.

We are the oldest and still (barely) the largest section.

Facebook page: Connie is currently running the page. ACJS Police section, what should be there? Should there be publications? Links to report, stories? Reports on there currently only reach about 25 people. We could post general blast or newsletter, pictures. Direct press there for questions? We should add information on Facebook page with links to submit to PQ or Forum, etc. Facebook would tell what it does (e.g., what *The Forum* is) and what to do to if you want to be published. There would be a links page. ACJS gives web space, but not content. Section needs to provide the content.

Motion to adjourn, and seconded. Adjourned at 1753.