

Police Forum

Chair's Comments

Happy New Year! I wish you and your family a happy, healthy and prosperous 2012.

The ACJS annual meeting is only two months away. That means that pre-registration is due, papers and poster presentations need to be finalized and hotel and travel reservations made. The ***Police Section General Meeting*** is scheduled for Friday, March 16 from 5:00 to 6:15 PM. I look forward to a productive meeting. There is Police Section designated Panels of Interest in the program book to help you in planning your session attendance.

Ballots to elect a vice-chair, a secretary and two counselor positions will be sent electronically to you. Please submit your vote by the deadline so that we can welcome the new Executive Board members at the General Meeting. Also on the ballot, will be a change in wording to the Police Section's Constitution and By-laws. This change is needed so that the section is in compliance with the current election process of our parent organization, ACJS. Members who were present at the 2011 General Meeting voted to adopt this change. We are now proceeding to formally make the change. Please support this measure. Not only will we be in-line with the national organization, this change will save us money as we will no longer be charged to conduct elections.

The Police Section is seeking nominations for two awards– the Police Section Outstanding Service Award and the O. W. Wilson Award. A call for nominations appears in this edition of the Police Forum. I will be designating a committee to determine the awardees. If you would like to serve on this committee, please contact me. Also, be sure to nominate worthy individuals for the awards.

If you have not already done so, please pay your ACJS and Police Section membership dues. As a member of the Police Section you are automatically subscribed to the *Police Forum* and *Police Quarterly*. Yes, you get your very own copy – and do not have to share with any one else unless you want to! Also, if you are a lifetime ACJS member you will still need to pay annual Police Section dues. At this time, we do not have lifetime membership. Should we consider this option? Send me your thoughts at ahmadj@uhd.edu.

I am looking forward to visiting NYC for the first time in March. See you there! Cheers,
Janice Ahmad
Police Section Chair

Predictive Analytics and Evidence-Based Policing: A Discussion of What It Is and How We Get There.

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Has the time come for policing to assert itself and begin to use its wealth of information about the communities we police to make more coherent policy choices? Will police agencies use modern analytical technologies to solve, crime, disorder and homeland security problems? What can we learn from the private sector regarding the potential for evidence-based policing?

The advances in data capturing technologies, data standards, data storage and analytical techniques has created opportunities for private sector companies to gain competitive advantages over their rivals (Davenport and Jarvenpaa, 2008). Analytical systems have been used in data-intensive industries such as financial services, telecommunications and marketing for years (Vining, 2010). They have enabled organizations to track trends, inventories and other factors in real time in order to make the most effective business decisions. Private sector companies like Amazon.com, Progressive Insurance and Harrah's casinos have used analytics to improve achievement of their business objectives (Davenport and Jarvenpaa, 2008). Sports teams such as the Boston Red Sox, Oakland Athletics and New England Patriots have seized upon the use of statistical analysis of key performance indicators to outthink competitors. If it's good enough for the New England Patriots, maybe it's good enough for law enforcement?

The rhetoric supporting data driven decision making in policing has been around since the crime prevention days of the 1970's, through the Community Policing Era, COMPSTAT and into the post 9/11 period. Lately, much has been made of the predictive policing concept (Bratton and Malinowski, 2008) culminating with several NIJ-sponsored Predictive Policing conferences (NIJ, 2010).

Despite this rhetoric, the idea of data driven policing is largely theoretical in most American police agencies. This article seeks to examine the concept of predictive analytics as a core component of an evidence-based policing strategy that can be implemented by any progressive police agency. First, it will define what is meant by predictive analytics and evidence-based policing, and then discuss a strategic framework to build an evidence-based capability.

Predictive analytics is a data-driven approach problem solving focusing on organizational objectives such as crime reduction (Parry, 2011) Predictive analytics apply sophisticated statistics, data exploration and machine learning techniques to an organization's data to uncover trends and patterns, specifically in large data sets (IBM, 2010). Analytics is the extensive use of data, statistical analysis, predictive models and evidence-based management to inform decisions within an organization (Davenport and Jarvenpaa, 2008; Parry, 2011).

Evidence-based policing uses the best evidence to shape the best practice (Sherman, 1998). Rather than rely upon traditional, but often unproven policing methods, evidence-based policing focuses on tactics and strategies that work. It examines the commonalities of effective

police strategies based upon rigorous evaluations of those strategies. Evidence-based policing merges police research with practice.

Government agencies can adopt these same analytical applications to improve performance and decision making in an era where resources are scarce yet demand for services is high. New York State used predictive analytics to identify more than \$150 million in Medicaid overpayments, duplicate payments and fraudulent claims (Davenport and Jarvenpaa, 2008) over a two year period. The IRS and state revenue departments are using analytics technology to discover tax nonfilers and to select candidates for audits. The Centers for Disease Control and Prevention and the National Institutes of Health relied on predictive analytics to track and predict the spread and virulence of the H1N1 virus to inform their public health advisories and activities (Nathan and Das, 2010).

Predictive analytics leverages an organization's business knowledge by applying sophisticated analysis techniques to enterprise data (SPSS, 2011). It models current and historical agency performance data and crime trends to make predictions about future trends and patterns (predictivesource.com, 2011). These techniques generate predictive models for classification, forecasting, pattern recognition, and advanced visualization. Predictive analytics interprets organizational data to create actionable responses to public safety problems. For instance the development of a predictive model examining crime indicators such as poverty rates, drug use levels and gang affiliation can assist in determining the allocation of police resources. Organizations use forecasting, predictive models and simulation to improve performance and increase efficiency. Predictive analytics enables the organization to tap into the institutional knowledge of the enterprise to manage resources, assess risk and identify emerging trends (Siegel, 2010; Parry, 2011). Modeling past crime hot spots can assist police managers with forecasting future problem areas. Rather than rely upon traditional preventive patrol methods to deter crime and disorder, predictive analytics can identify hot spots at key times where directed patrols can be deployed.

Too often in policing, data on arrests, traffic violations, crashed and crime incidents is collected but never used as a business intelligence resource. With the progression of business intelligence and predictive analytic technology, policing has an opportunity to use their own data to improve policy and tactical deployment decisions.

American police agencies capture large amounts of data that can be exploited using predictive analytics (Vining, 2010). Progressive agencies can use analytics to examine trends and patterns in their police information systems to identify high frequency offenders, problem locations and discover commonalities among various crime incidents. Analyzing historical data such as five years worth of monthly incident data can assist in forecasting future crime trends (IBM, 2010). These predictive technologies conform to contemporary policing models such as intelligence-led, evidence-based and problem oriented policing. Predictive analytics builds upon the data driven mind set of these philosophies to provide decision makers with concrete operational decisions.

Designing predictive models using community social and demographic data, police organizations can forecast resource needs and regional crime trends. The Richmond, VA Police Department uses data mining, crime mapping and predictive analytics technologies to forecast crime patterns and resource needs for special events (Vining, 2010). The New Jersey State Police Regional Operations Intelligence Center (ROIC) uses predictive analytics to create geospatial models examining violent crime across the state by time of day, day of week, location and modus operandi.

The Commonwealth Fusion Center has used analytics to identify relationships between stolen firearms and youth crime trends across Massachusetts. Using widely available statistics software, the fusion center examined National Incident Based Reporting System data submissions from police departments across the state. Analysts specifically looked at crimes by offenders aged 10 to 17 years old on a monthly basis in relation to stolen firearms in those communities. Using correlation and regression analyses, the center modeled changes in crimes such as aggravated assault by firearm and robberies. This high correlation was unexpected across a large number of communities, but illustrates previously unknown associations.

These examples illustrate the potential for the use of analytics in policing specifically is one element of the emergence of intelligence-led and evidence-based policing philosophies that innovative agencies are adopting. Predictive analytics will become part of a long-term organizational transformation where police leaders rely upon data-driven decisions that go beyond typical COMPSTAT models (Davenport and Jarvenpaa, 2008). However, organizational change in policing can be a tremendous challenge. The next section discusses a model to examine a police organization's readiness for using analytics for evidence-based policing.

The DELTA Model

Davenport and Jarvenpaa (2008) use the DELTA Model for assessing analytical capability within organizations, based upon their research in government and other agencies. Using this model, an agency can assess its ability to use analytics to meet evolving challenges that face policing.

The D in DELTA stands for the availability of high-quality data. Police agencies have data that is extremely valuable as analytical resource. Departments collect information on calls for service, crime incidents, crashes, field interviews, arrests and intelligence records. Predictive analytical products that are sent back to frontline officers reinforces the collection of high quality, accurate police data.

Police agencies should first assess their current data to assure that it answers the questions they want to ask (Parry, 2011). Many have failed to effectively use that data to make informed decisions. In some situations, police agencies must examine what data they collect, how they collect it and what additional data they need to collect to provide the answers they want from analytics. This is referred to as information planning in the intelligence world where policy makers first determine their intelligence requirements before embarking on information collection. Policy makers should answer the question, "What do you want to know?"

The E in the DELTA model refers to an enterprise orientation. In order to effectively use analytics, organizations must take an enterprise approach rather than have stovepiped analytical units across the agency. Similar to the implementation of community policing, predictive analytics or evidence-based policing must be an organization-wide orientation that involves department elements across the agency. Patrol officers and detectives must collect information accurately, administrative staff must establish appropriate data standards and quality controls and supervisors and managers must learn how to use analytical products to drive decisions.

In many cases in the private and public sector, analytics are performed in isolated units or in some cases by specific individuals within a planning or crime analysis unit (Davenport and Harris, 2007). Installing an enterprise analytics mind set elevates the use of data driven decision making to everyone in the organization, not just the crime analyst. It also assures the accessibility of data throughout the agency, which will in turn spur more analytical work.

The L in DELTA involves leadership across the agency. Police leadership is key to creating a strategic change toward predictive analytics. A police chief who is committed to using analytics to make decisions sets the example for the rest of the organization. Leaders support large scale organizational changes from intuitive to data-driven decision making. It will take strong leadership to move through cultural resistance to innovations in some police agencies. Executives and managers who will not support enhanced training and technology to implement that data-driven mind set will be quickly dismissed by the rank and file. Alternatively, Commissioner Bratton in New York, Commissioner Beck in Los Angeles and Superintendent Jody Weis in Chicago have all seen the potential for using data and predictive analytics to work smarter.

How do leaders develop a management style that incorporates analytical thinking in their traditional organizations? Well, policing has always been an analytical endeavor, much more intuitive than quantitative in the past, but analytical by nature. Once again, policing can learn from the private sector. The New England Patriots Chief Operating Officer Jonathan Kraft and Harrah's Gary Loveman have MBAs where quantitative analysis is a core component of leadership education (Davenport and Harris, 2007).

Does that translate to policing leadership? First, almost every graduate education program in criminal justice or public administration has a research and statistics track. In addition, some of the professional development programs in criminal justice such as Northwestern University's School of Police Staff and Command and Harvard's Kennedy School of Government contain analytical coursework to prepare future leaders for the analytics explosion.

Once a chief executive sees the potential of using analytics to effectively manage police departments, there are many possibilities for leading change in policing. COMPSTAT is but one model. Analytics can be used to examine traffic crashes, domestic violence, burglary patterns and any number of serial-type crime and disorder issues. Predictive analytics can project future new crimes such as prescription drug thefts, organized retail crime or cyber crimes.

Professional agencies should set out to have a long-term strategic target, the T in DELTA. Strategic change is embedded in a long-term vision for the department that includes data analytics as a core competency. Bratton generated that strategic focus with COMPSTAT that led to philosophical, cultural and technological changes in New York. Agencies that look at an organizational change toward evidence-based or intelligence-led policing must understand that it cannot be accomplished within one budget year. A more strategic focus will enable reasonable implementation over a longer time period with key milestones along the way. For instance, the first year may consist of re-training managers and analysts in the use of predictive analytics while at the same time developing user needs for a new police information system that support analytics at all levels.

In policing, the strategic target may vary by agency and its public safety environment. In some cases, the police mission may be to reduce youth violence using an intelligence-led policing approach. In that circumstance, the agency may devote leadership commitment and department resources to planning, gathering and analyzing internal and external data on youth violence such as incident and arrest data but also economic, educational and social metrics that can also inform the analyses of youth violence using predictive analytics techniques.

In other situations, the strategic focus may be on domestic violence, residential burglaries, prescription drug robberies or any number of chronic law enforcement problems. Despite the issue, the leadership challenge is to design a strategic focus where elements from across the agency will work in a coordinated and effective manner to address that specific issue. Rather than focus on the problem of the day, the strategy should be a long term plan to collect quality data, hire analysts, and procure analytic software solutions such as statistical analysis and geographic information systems that can provide evidence-based outcomes for police executives.

Finally, the A in DELTA stands for analysts, the line workers that will drive the predictive analytics that matter. These knowledge workers are the people that will take the rich sources of police information and turn information into useful intelligence that leads to policy choices. The introduction of civilian analysts into traditional police culture is an important innovation that has been met with tempered enthusiasm across the field. In many progressive police agencies, analysts are seen as equal partners that provide critical insight into crime and disorder issues in their communities.

One aspect of the challenge in bringing analysts aboard will be to find and hold onto qualified individuals. The historically low pay for crime analysts in policing has made it difficult to retain analytical personnel. In addition, most police agencies do not have analysts currently and may undervalue the need for analysts to inform police decisions. Innovative police departments have found ways to overcome these challenges and integrate analysts into the tactical and strategic decision making process. In many analytically-focused police departments, police managers enable analysts to brief command members and actively engage them with additional questions and requests for further analysis. These progressive agencies have crossed the cultural divide between police officers and non-sworn analysts.

The use of analytics in government is at its beginning stages but will evolve as a necessary knowledge base rapidly given the current environment. Departments that want to effectively address law enforcement challenges while facing extreme resource constraints will have to find a way to work smarter. There is less tolerance in the public or political realm to use traditional techniques that have little evidence of success. The use of analytics can provide policing with a strategic advantage. As in other professions, the use of predictive analytics is the future of government in an era of decreased resources and budget deficits. Evidence-based and intelligence-led policing philosophies are a natural evolution from the crime prevention and problem-oriented models of the recent past.

Leveraging analytics in policing will provide an opportunity to take advantage of the large amount of criminal justice data that it collects but rarely uses to make strategic or tactical decisions. Police departments can now analyze their calls for service or incident data using geospatial analytical methods or time series analyses. They will be able to forecast future crime and disorder trends once they have developed a data collection system that emphasizes high quality and timely information submission. The expansion of predictive analytics into administrative areas such as patrol allocation or fleet optimization has significant potential to enhance police management decisions. Using analytics is a common theme across most of the major policing paradigms today. This presents policing with a unique opportunity to use state of the art technologies to solve long standing problems.

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HOMOPHOBIC BEHAVIOR AND LAW ENFORCEMENT MAJORS: A CASE FOR SEXUAL MINORITY STUDIES

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INTRODUCTION

In 2001, we published our work on homophobia and law enforcement majors. We began by examining textbooks on police community relations or police personnel administration and the treatment of Gay, Lesbian, Bi, and Transgender (GLBT) issues. Our content analysis revealed little written on GLBT and the police in general and little when compared with other minorities. Based upon our content analysis, we felt that there was no substantial textbook provision of gay issues and information available to university law enforcement students. In summary, we reported:

“Our conclusion is that, typically, these texts hold significant discussions of the police and ethnic or racial communities, and recruiting ethnic or racial minorities to work in police departments, but lack a discussion of the gay community. Those that do provide limited necessary information (Olivero and Murataya, 2001, p 277).”

We scoured the literature and could find no research that focused upon law enforcement majors and homophobia. We did find some analysis of the police and homophobia. Several scholars had reported upon frictions between the police and the gay community through the 1960s into the present. We found research indicating that police knowledge of gay related issues was poor and few law enforcement programs willing to address problems for the GLBT community. We also noted calls for better police services for the gay community, including better protections for GLBT people and the hiring of GLBT police officers.

With respect to law enforcement and homophobia there was limited research suggestion that police officers held higher levels of homophobia than other sectors of society. One researcher found that many police officers have misconceptions about gays and lesbians; i.e. police feel that homosexuals are mentally abnormal, insignificant in number, are a cultural group and are indentified as an inherently illegal group. The researcher concluded that in general, police officers are fearful of gays and lesbians, and are homophobic. Owens (2007 p. 341) has stated that on historic bases, the relationship between the police and the gay community has been

hostile. Further, “Policing as a vocational field has long been a bastion of masculinity and machismo, resulting in institutionalized homophobia. The police also enforced laws against homosexuals including displays of gay sexuality and raids upon gay establishments.”

While there is limited research to suggest that police have higher levels of homophobia, there is little insight as to whether the police develop homophobia on the job, or whether homophobic people are attracted to law enforcement positions. Another issue of significance is whether college-educated police officers have reduced levels of homophobia as the result of higher education.

To address this issue we initially analyzed a sample of students enrolled at Central Washington University (CWU). CWU is a four-year institution with 12,500 students. A large number of majors in the University are Law and Justice (LAJ) majors. LAJ has a 25-year history of existence and grew out of a Law Enforcement Assistance Administration grant in the 1960s. We administered a questionnaire concerning homophobia to Law and Justice Majors as well as a control group. The LAJ program is divided into tracks, with specific curriculum assigned to each track, one of which is the law enforcement track for those desiring to go into careers into law enforcement. It is important to note that at the time we had no specific course work directed at gay issues, including course readings.

We administered a questionnaire designed to measure homophobia. The instrument was constructed of three sub-indexes designed to measure different aspects of homophobia designed to measure different aspects of homophobia, developed by Van de Ven, Bornholt and Bailey (1996). The questionnaire measured base levels of homophobia and changes in this level following courses on homosexuality. It has been used to measure homophobia among high school students and university students. There are three sub-indexes concerning homophobia, a behavioral scale, an affect scale and a cognitive scale.

Table 1 below illustrates the results of this administration.

Table 1. One-way Analysis of Variance for Differences in Means Between Law Enforcement Students and Other Students on the Homophobia Indexes

Tracks or Major	Mean Scores on Homophobic Indexes					
	Behavioral	Guilty	Anger	Delight	Cognitive	
Law Enforcement	28.21	5	3.61	5.16	120.66	
Paralegal/Prelaw	22.64	2.56	1.88	3.94	117.70	
Corrections	26.68	3.81	2.81	8.02	110.65	
Other	25.11	3.22	1.94	12.25	92.49	
	F	3.64	5.29	4.36	23.10	5.54
	Sig.	.01	.001	.005	.0001	.001

As can be seen, across the board, law enforcement majors held higher measures of homophobia.

We also did other analyses. We examined the relationship between gender and homophobia and found that in general males held higher levels of homophobia, which is consistent with the literature. We could not make the same analysis for law enforcement majors

as the sample for females was too small for an adequate comparison. In addition, we found that in general, as grade point went up, the level of homophobia went down.

As indicated previously, there is not lot of literature on homophobia and college law enforcement majors. We would assume that exposure to course materials and issues of diversity would reduce levels of homophobia. Douglas Janoff (1997) found his criminology students at Simon Frazier, primarily heterosexual, were open minded and eager to learn about “queer issues”. As part of the class, he brought in gay speakers and toured a gay district in Yaletown known for male prostitution.

Susan Iasenza (1997) taught law enforcement majors and reported upon the issues of attitudes concerning sexual orientation, homophobia, and heterosexism. She suggested that homophobia and heterosexism are categorical newcomers to definitions of diversity. Some even argue that they should not be included in the discussion. Further, despite high rates of violence against homosexuals and the number of youth considering suicide as the result of the societal mistreatment of sexual minorities, many educators abdicate their responsibility to raise these issues in the classroom. She felt that college students preparing for careers in law enforcement might especially benefit from education on sexual orientation, homosexuality, and heterosexism. Understanding of the history and nature of the harassment of homosexuals will provide the student an understanding of the wary or hostile attitudes that some homosexuals have towards the police.

Her class was based upon client centered counseling theory as the foundation for teaching the course. She assigned written projects on prejudice and homosexuality, group discussion, role-playing, exposure to GLBT people, and disclosed her own sexual orientation. She reported that students found the experience beneficial and resulted in changes to their lives and career development. She also reported behavioral changes with heterosexual students having an interest in learning about homosexuality, and being supportive. Homosexual students became more active in GLBT organizations. She concluded that, “There is no doubt in my mind that students leave this course different than people than when they entered it. They are more knowledgeable and skilled as helpers as well as more sensitive about how race, ethnicity, gender, and sexuality affect their lives and those of others “(Iasenza, 1997, p. 324)”.

Daya Sandhu (2001) reporting upon colleges and universities in general found that homophobic discrimination and heterosexism are found in most colleges and universities and impact strongly on gay and lesbian students, faculty and staff. Hundreds of colleges and universities now include protective policies concerning sexual orientation in official documents but specific protection is withheld from many documents which may lead to loss of employment or loss of promotion. The near future may include decreases in discrimination against homosexual staff and student to provide support for GLBT staff and faculty. Faculty may start to incorporate materials in their curriculum surrounding homosexuality and provide role models representing diversity on college campuses. Heterosexual students would become more tolerant and less homophobic as they are exposed to others who are more tolerant and accepting diversity on campus.

The issue of homophobia and college law enforcement majors is a subject matter that has received little focus. Indeed, there are few text books and possibly courses on this minority group. We assume, granted a lack of text books, there is little attention paid to it in criminal justice classrooms. We also believe that police services to minorities have historically been problematic. Part of the problem might stem from inherent bigotry towards LGBT people by the police. Some researchers have suggested that law enforcement officers hold higher levels of homophobia. A corollary question is whether the police adopt homophobia as a product of work experience, or are people attracted to law enforcement careers homophobic to begin with. One approach to answering this question and possibly reducing new law enforcement officer homophobia may be through exposure to LGBT issues on college campuses. Our initial research on law enforcement majors suggests that homophobic males may be more likely to be homophobic. This result could have been an artifact of the disparate presence of males in this career track and were unable to control for gender. We also made some other discoveries of interest, including in general, as grade point went up, the level of homophobia went down.

METHODOLOGY

In 2009, the Department of Law and Justice at Central Washington University adopted a new course call Sexual minorities and the Law. The course description includes the goals of examining, sexuality, homosexuality, bisexuality, and transgender/transsexual issues related to the legal system. It provides a political and sociological overview of history, morality, law, and law enforcement practices related to sexual orientation.

The course was offered in the spring of 2010 and there were 30 students enrolled in the course. The present research is in its preliminary and exploratory phase. We wanted to make an assessment of homophobia and whether the course impacted on those measures. We sought to analyze homophobia scores comparing those from the class on sexual minorities and those of a control group. After getting permission from the CWU Internal Review Board, we administered one scale, homophobic behavior, from Van de Ven, Bornholt and Bailey (1996) homophobic instrument. This instrument has been found to be reliable and viable, to students in the class and a control set from another class.

We realize that there are problems with inference with respect to this study. We do not know whether that the measure of homophobic behavior was the result of a self-selecting sample, i.e., people with lesser homophobic behavior were attracted to take the course, or whether the course actually had an impact on homophobic behavior. Further, study is necessary with respect to this and pre and post measures are imminent the next time that the course is taught. However, there was no association between sexual orientation and class. That is to say that the GLBT students did not seem to gravitate into the sexual minorities class ($X^2=1.497$; $DF=1$; $P=.221$).

CONCLUSIONS

The majority of the sample was seniors and juniors, with seniors reflecting 45.8% of the entire sample. The class composition of the general sample is illustrated in the following table:

		Class Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	1	1.0	1.0	1.0
	Sophomore	15	15.6	15.6	16.7
	Junior	36	37.5	37.5	54.2
	Senior	44	45.8	45.8	100.0
	Total	96	100.0	100.0	

The majority of the sample was male, with 67.1% being male. The results of this analysis are provided in the following table:

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	59.4	67.1	67.1
	Female	28	29.2	32.9	100.0
	Total	85	88.5	100.0	
Missing	Missing	11	11.5		
Total		96	100.0		

We had an item on the questionnaire capturing the respondents self identified sexual orientation. The GLBT content of the overall sample was 6.3% and is illustrated in the following table:

		Sexual Orientation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Heterosexual	89	92.7	93.7	93.7
	LGBT	6	6.3	6.3	100.0
	Total	95	99.0	100.0	
Missing	Missing	1	1.0		
Total		96	100.0		

The majority of the sample came from the control classes. The following table reflects the result of this analysis. As can be seen, 81.3% of the sample came from a class other than the sexual minority's class:

What class did the questionnaire come from?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sexual Minority Class	18	18.8	18.8	18.8
	Other than Sexual Minority Class	78	81.3	81.3	100.0
Total		96	100.0	100.0	

We made an assessment between grade point average (GPS) and homophobic score.

We believed from our prior research that as the GPA went up, the homophobic behavior score would go down. However, these data did not support that conclusion. As GPS went up, the homophobic behavior score did not go down and the relationship was insignificant ($R^2 = .012$; $P = .292$).

The mean homophobic behavior score for the entire sample was 12.98 with a standard deviation of 6.98. The mean homophobic score for males was 15.08 (S.D.=.967) and the mean homophobic score for females was 8.57 (S.D.= 4.30).

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Homophobic Behavior Score	Male	57	15.0877	7.30773	.96793
	Female	28	8.5714	4.30700	.81395

As was expected, there was a statistically significant difference in means between males and females ($T = 4.35$; $P = .004$).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

Homophobic Behavior Score	Equal variances assumed	8.884	.004	4.354	83	.000	6.51629	1.49677	3.53928	9.49331
	Equal variances not assumed			5.153	80.114	.000	6.51629	1.26467	3.99956	9.03302

Our first hypothesis was that the students from the sexual minorities' class would hold a lesser homophobic behavior score than those in the control class. The mean homophobic behavior score for the sexual minority class was 10.44 (S.D.= 6.74). The mean homophobic behavior score for the control class was 13.57 (S.D. 6.9). The results of this analysis are provided in the following table:

Group Statistics

What class did the questionnaire come from?		N	Mean	Std. Deviation	Std. Error Mean
Homophobic Behavior Score	Sexual Minority Class	18	10.4444	6.74076	1.58881
	Other than Sexual Minority Class	78	13.5769	6.95350	.78733

We performed a T-Test for differences in means between the control group and the sexual minority group and found not difference in the homophobic behavior scores (T=1.73; DF=94; P=.087). The results of this analysis are provided in the following table:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Homophobic Behavior Score	Equal variances assumed	1.087	.300	-1.732	94	.087	-3.13248	1.80832	-6.72295	.45799
	Equal variances not assumed			-1.767	26.028	.089	-3.13248	1.77319	-6.77714	.51218

We examined the relationship between the homophobic behavior score and grade point average with the Sexual Minorities class. Unlike the relationship between GPA and Homophobic score with the combined control and class, there was a relationship. As GPA went up, the homophobic score went down ($R^2=.046$; $P=.036$). The following table reflects this analysis.

Model Summary and Parameter Estimates

Dependent Variable: Homophobic Behavior Score

Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
_ Linear	.046	4.531	1	94	.036	19.428	-1.962

We controlled for gender and compared the homophobic scores for males in the sexual minority class and the control class. The results of this analysis are provided in the table below:

Group Statistics

What class did the questionnaire come from?		N	Mean	Std. Deviation	Std. Error Mean
Homophobic Behavior Score	Sexual Minority Class	15	11.5333	6.88546	1.77782
	Other than Sexual Minority Class	42	16.3571	7.10486	1.09630

Independent Samples Test

	t-test for Equality of Means				
	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Homophobic Behavior Score	.413	-2.275	55	.027	-4.82381

As can be seen, the males in the sexual minority class scored lower on the homophobic behavior score. This suggests that if you control for gender, the class may have reduced the homophobic behavior score for males exposed to the course materials, etc.

DISCUSSION

In 2001, we published our work on homophobia and law enforcement majors. We could find little in college law enforcement texts that adequately treated GLBT issues. We also found little in the literature focusing on law enforcement majors and homophobia. We believed this issue to be of interest for a couple of reasons. First, it would appear that on a historical basis the police have engaged in homophobic practices and provided poor services to this minority group. Second, there is the issue of police personality and whether the police develop homophobia as the result of work experiences, or are people with homophobic tendencies attracted to law enforcement.

We measured undergraduate law enforcement majors levels of homophobia and found that law enforcement majors held higher measures of homophobia. Unfortunately, we could not measure difference between males and females as the available sample of female majors was small. We also found in general using the control and law enforcement sample that males held higher levels of homophobia. We found that in general, as grade point average went up, the level of homophobia went down.

There is some suggestion that exposure to course materials and issues of diversity would reduce levels of homophobia (Janoff, 1997; Iasenza, 1997; and, Sandhu, 2001). Generally, our research supports this notion. While we did not find that in general as grade point average went up, the homophobic score went down. However, within the sexual minorities' class this did occur, as grade point average went up, the level of homophobic behavior decreased.

We found no significant difference in the homophobic behavior score between the sexual minority class and the control classes. The literature seems to show solid support for the possibility that males hold higher levels of homophobia than females. We controlled for gender and looked separately between males and females. As was expected, in general males scored higher on the homophobic behavior score. When we controlled for gender between male law enforcement majors and the control males, the law enforcement majors in the sexual minority class held a statistically lower homophobic score.

We realize and acknowledge that this study has problems with the methodology. We need an assessment as to why students decided to take the course to determine whether it is a self-selecting sample. Further, we admit the need for a pre and post measures to determine as to whether exposure brought the results found here. However, we cautiously conclude that this study seems to suggest that law enforcement major exposure to sexual minority issues in the classroom setting may reduce homophobic behavior score for males and may hold promise for reducing police bigotry in the future.

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CALL FOR NOMINATIONS POLICE SECTION AWARDS

The Police Section of the ACJS confers two awards annually at its general business meeting during the ACJS Conference. All Police Section members are encouraged to nominate individuals for the following awards. Nominations are due to Janice Ahmad, Chair Police Section, by Monday, February 6, 2012. Email nominations to ahmadj@uhd.edu

Outstanding Service Award

Awarded to people who are deemed deserving of special recognition for their outstanding contribution to the Police Section. The Police Section Outstanding Service Award was established as an annual award to honor the person who has provided the significant service to the Police Section.

O. W. Wilson Award

Given to recognize outstanding contributions to police education, research, and practice. The nominee should be a practitioner, policy maker, researcher, or educator who, over a number of years, has exemplified and supported the following ideals:

1. Quality higher education for the police field.
2. Careful and scientific police research.
3. Cooperation and collaboration among police educators, researchers, policy makers, and practitioners.
4. Effective, equitable, and accountable policing.

The nominee is not required to be a member of the Police Section.

Award Procedures

1. Nominations for each award must be submitted to the Chair of the Police Section by Monday, February 6, 2012.
2. Nominations may be submitted by any Police Section member.
3. Submission of supporting materials with nominations is encouraged but not required.
4. The nomination should include the following information:
 - a. a brief summary of the nominee's contributions in accordance with the award criteria;
 - b. an explanation of the significance of these contributions;
 - c. a current vitae or resume of the nominee.

Email nominations and supporting materials to Janice Ahmad, Chair Police Section, at ahmadj@uhd.edu. **Nominations are due Monday, February 6, 2012**

APPLICANTS WANTED

***Police Forum* Editor Position**

The Police Section of the Academy of Criminal Justice Sciences is seeking applications for the position of Editor of the *Police Forum*. The *Police Forum* is the official newsletter of the Police Section and is currently published four times per year. The *Police Forum* is an electronic newsletter that is the Section's main communication channel. The Editor is responsible for managing the newsletter for the Section and in consultation with the Police Section Executive Board, set editorial policy.

Current duties include:

- ★ Assemble and publish four editions of the *Police Forum* each year
- ★ Solicit and receive potential articles and other submissions for each edition
- ★ Review submissions and seek outside review if needed
- ★ Work with Executive Board to obtain meeting minutes, notes from officers, awards information, and other Section news
- ★ Maintain correspondence with submitters and Executive Board members
- ★ Maintain email list of section members for distribution
- ★ Post *Police Forum* editions to Section website
- ★ Work with EBSCO to ensure editions are in their database
- ★ Work with Police Section's Historian to maintain listing of archive holdings
- ★ Maintain contact with ACJS national office for issues relating to the *Police Forum*
- ★ Submit annual report to Executive Board
- ★ Currently the *Police Forum* website is maintained and supported at Sul Ross State University. The Section is exploring developing its own website and determining the host location. In the mean time, the new editor and host university will be needed to maintain and host the *Police Forum* website.

Applicants must be current members of both ACJS and the Police Section. Applications for co-editors will be considered.

Applications should include:

- ✓ Statement of applicant's qualifications, including vita
- ✓ Statement of editorial philosophy for the *Police Forum*

The term of editor will be for three years and can be extended for another term of three years upon mutual agreement between the Executive Board and the Editor.

Submit applications to:

Janice Ahmad
Department of Criminal Justice
University of Houston – Downtown
One Main Street; Commerce St. Bldg. Room C340
Houston, TX 77002

Or electronically to ahmadj@uhd.edu

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