

GLOSSARY OF OPERATIONAL TERMS

CALEA® The Commission on Accreditation for Law Enforcement Agencies, Inc., was established as an independent accrediting authority in 1979 by the four major law enforcement membership associations: International Association of Chiefs of Police (IACP); National Organization of Black Law Enforcement Executives (NOBLE); National Sheriffs' Association (NSA); and Police Executive Research Forum (PERF). The Executive Directors of these four associations appoint members to the Commission annually; an endorsement requires a majority vote for each appointment. (The Commission on Accreditation for Law Enforcement Agencies, 1979, <http://www.calea.org/newweb/AboutUs/Aboutus.htm>)

Community Policing (COP) as defined by Dr. R. Trojanowicz and Carter, D. L.

(1988); A philosophy and not a specific tactic, community policing is a proactive, decentralized approach, designed to reduce crime, disorder, and by extension, fear of crime, by intensely involving the same officer in the same community on a long-term basis, so that residents will develop trust to cooperate with police by providing information and assistance to achieve those three crucial goals. Community policing employs a variety of tactics, ranging from park and walk to foot patrol, to immerse the officer in the community, to encourage a two-way information flow so that the residents become the officer's eyes and ears on the streets helping to set departmental priorities and policies. In addition, the officer then carries this information

back to the rest of the department so that problems can be solved and the quality of life improved. Unlike the precursor programs mentioned above, improved police/community relations is a welcomed by-product of this approach, not its primary goal. Community policing seeks to intervene directly in the twin problems of crime and disorder in communities by direct involvement in the community. The community policing officer acts as a uniformed armed presence to deter crime, but equally as important, he or she also takes action with citizen assistance to resolve problems before they erupt as crime. The officer performs a myriad of services, from educating citizens on preventing crime and organizing neighborhood organizations to gathering information that leads directly to the apprehension of criminals. In addition, the community policing officer also targets specific populations for special attention, typically children, women, and the elderly. The officers' efforts have concrete impact on the day-to-day lives of community residents. Community policing can also be distinguished from other forms of policing because it derives its priorities in part from community input. In addition, because physical and social disorder cluster closely with crime, the CPO also acts as the community facilitator in dealing with these problems. In the CPO's role as liaison, the officer acts as the community's link to public and private agencies, acting as an ombudsman to deal with neighborhood decay.

(Trojanowicz and Carter, 1988,
<http://www.cj.msu.edu/~people/cp/cpphil.html>)

Minimum entry level education requirements: Education levels that conclude with successful completion of the twelfth year of secondary education or an equivalent, resulting in a high school diploma or a high school general-education-development certificate (GED) or military high school equivalency being awarded.

Service Oriented Application (SOA): A selection of those trained job skills or subject areas that are more service oriented or problem solving. This selection was viewed as a positive community oriented policing (COP) response in the study. This researcher does not intend this category to suggest that police officers do not require coercive authority. It does, however, represent an individual assigning a greater level of significance to the service-oriented training subjects consistent with community policing. For instance, a respondent choosing interpersonal skills over arrest skills would acknowledge the value of interpersonal skills as being of primary importance for diffusing situations while viewing the coercive application of arrest power as a less important, less likely application.

Small Agency: Police departments employing less than one hundred sworn, full-time police officers.

Some college: Suggests having attended college classes amounting to less than two full years or at least successfully completing one or more classes.

Special Category Participants (SCP): Students involved in an experimental high school program designed to stimulate early interest in policing and other criminal-justice career paths. The age of students ranged between sixteen and eighteen years. This experimental program was designed for its magnet appeal to potential young police officers.

Strong Enforcement Application (SEA): A selection of those trained skills or subject areas that tend to be more confrontational or reflect a stronger measure of applied authority. This authoritarian selection was viewed as being more important to the respondent than service-oriented or problem-solving skills. This selection was viewed as a negative response for purposes of this study. The term does not denote illegality or inappropriate behavior. It does represent a selection viewed as an opposite of “SOA,” a selection that tends toward an enforcement-first attitude over a problem-resolution attitude. For instance, a respondent choosing arrest skills over interpersonal skills even though most incidents involving arrest could be resolved through interpersonal skills or even a summons.

Logical Receptivity: A term formulated and used by this researcher. It represents applications of educationally adjusted logic or reason, used in concert with a broad-based readiness to accept or at minimum, objectively evaluate innovative or different process even in the face of traditionalism. This state of mind or framework of reference appears to help guide practitioners in making value assessments or possibly remolding the so-called police personality, even after exposure to the agencies subculture. This term reflects an

individualized attitude that may also form collectively under certain working conditions.

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