Building Trust, Increasing Safety: Assuring Mutual Understanding and Trust Between Community Members and Police Officers

A NH Listens Summary Report

May 2015

New Hampshire Listens is a civic engagement initiative of the Carsey School of Public Policy at the University of New Hampshire.

Our Mission:

To bring people together for engaged conversations

Our Work:

- Create engaged community conversations on local and statewide issues
- Serve as a resource and support network for new local Listens groups
- Cultivate a network of facilitators for public engagement and action

Our Principles:

- Bring people together from all walks of life
- Provide time for in-depth, informed conversations
- Respect differences as well as seek common ground
- Achieve outcomes that lead to informed community solutions

New Hampshire Listens

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(603) 862-0692

EVENT HIGHLIGHTS

Event
Building Trust, Increasing Safety

Date
March and April, 2015

Duration
Three hours

Participants
146 Community Members and Law Enforcement Representatives

Project Team
Michele Holt-Shannon
Bruce Mallory
Quixada Moore-Vissing

Locations
Dover, Durham, and Rochester New Hampshire

Question
What can we do together to assure mutual understanding and trust between community members and police officers?

Background

The community conversations on community-police relationships that took place in March and April, 2015, were about building constructive, respectful relationships, mutual understanding, and identifying proactive steps between everyday citizens and representatives of the law enforcement community. *What is happening now with policing in your community? What actions would create the best possible relationship between residents, police, and public officials?* These were the kinds of questions at the heart of the conversations. New Hampshire Listens worked with community leaders and law enforcement leadership from the Dover, Rochester, Durham, and University of New Hampshire police departments to support facilitated discussions in each of the three communities. Our mutual goals were to:

- Create constructive, respectful, inclusive conversations between community residents and representatives of law enforcement

- Increase mutual understanding about the goals of community policing, public perceptions of police officers, and the challenges and tensions that can develop on both sides

- Identify specific, proactive steps that community residents, police, and public officials can take to assure strong, trusting relationships between the public and police departments

SUMMARY FINDINGS

The three conversations in each community focused on a discussion of local and national issues and concerns. Participants shared ideas and potential strategies for change, which are summarized below:

1. The Roles and Responsibilities of Police and Community Members

Participants discussed the qualities needed in police staff and community members to cultivate mutual understanding and trust in their communities. For police, these characteristics included ethics, honesty, equality, approachability, and effective communication skills. For community members, these included looking out for neighbors, getting involved, abiding by the law, role-modeling behavior, and communicating effectively with the police. For both police and community members, the importance of examining one's own biases and fears of others were seen as critically important.

2. Community Focused Police Philosophy and Practices

Participants talked about the importance of local police departments that embrace professionalism in how they treat all people, as well as transparency in their proceedings and accountability for their actions. There was discussion of how to build mutual understanding between police and the communities they serve and how to dispel biases and stereotypes. Participants talked about the importance of outreach to young people, residents of color, immigrants, and partners serving people with mental health needs in the community. As strategies for change, participants discussed hiring practices, training for police, police department philosophy and culture, and the need for funding and resources to support police officers.

3. Building Bridges Between Community and Police

Conversations placed value on communication and information sharing. In particular, participants discussed the importance of bringing together police and the community through education, relationship building, and outreach. A key aspect of this was communication and information sharing between various community groups. Participants talked about the importance of police visibility and everyday interactions in the community. There was talk about connecting with youth throughout their development. A need for increased understanding about police and the various aspects of their work was also discussed.

The following appendices to this report are located at http://nhlistens.org:

Appendix A: Invitation to Participants
Appendix B: Discussion Guide
Appendix C: Small Group Notes
Appendix E: How NH Listens Collects and Reports Findings

Key Findings

In light of recent national events related to community and police, three towns in Seacoast New Hampshire brought police and community members together in the spring of 2015 to discuss the following question:

What can we do together to assure mutual understanding and trust between community members and police officers?

One hundred forty-six people attended these events, including law enforcement representatives, students, and community residents. Of these participants, 105 completed a final evaluation at the end of the event. Slightly over half of the participants at the conversations were students or residents in the community (52.1 percent) whereas slightly less than half of participants (47.9 percent) were affiliated with law enforcement in some way. These evaluations indicated that there was an age range of 14 to 76 with an average age of 42. There was a healthy mix of young people at these events; 21 percent of participants in the conversations were under 30 years of age. There were more men at the event (60.4 percent) than women (39.6 percent). Political perspectives ranged from 32 percent conservative or somewhat conservative to 24 percent liberal or somewhat liberal. The majority of participants (44 percent) identified as moderate. There were a range of viewpoints shared at these conversations; the small group notes in Appendix C serve as a record of what was shared in each group at each event. However, there were some commonly discussed issues and actionable steps that are described below to serve as the basis for future actions.

The Roles Community Members and Police Play

Community problems often have deep roots and are part of larger, systemic issues. Participants in the conversations felt that both police and community members need to work together and take responsibility for strengthening their relationships in the community and in the justice system more broadly.

Participants discussed qualities that they felt an effective police force should encompass. These included:

- Treat all people with equality, dignity, and respect
- Take a caring, personable, and human approach
- Act with ethics, honesty, and integrity
- Keep calm and stay patient
- Exercise good judgment under pressure
- Use effective communication skills, including strategies to deescalate conflict
- Be approachable and visible in the community

Participants also discussed qualities that good community members should encompass, which included:

- Look out for your neighbors and report concerns to the police
- Take an active role in the community by being informed and getting involved
- Respect the role of officers and their need to do their jobs
- Follow the law and act responsibly
- Communicate with the police and get to know them; voice your concerns
- Role model ethical behavior to other community members and to children
- Approach officers as people and remember they are human
- Take care of and have pride in your community
- Learn about police from your own experiences rather than the media

In sum, both community members and police need to play their own part and work together to make effective progress. This was seen as part of the ongoing work of community members and law enforcement. Many of the issues and strategies below were shared as a way to establish ongoing mechanisms for increasing trust and understanding.

Community Focused Police Philosophy and Practices

Issues Discussed

Professionalism, accountability, transparency, power dynamics, mutual understanding, awareness of bias and stereotypes

Overall, there was a desire that police treat all people who they serve with professionalism, fairness, and respect. Participants want to see police be responsive to community members' complaints and to take responsibility when mistakes are made. Participants also emphasized the fact that police have a difficult, high pressure job where they often see people at their worst. There was discussion about how police are human, fallible individuals, and that progress could best be made in a police department culture that allows officers to get feedback, admit their mistakes, and grow from them. There was an interest in increased transparency by law enforcement and about how to share information effectively with the public. Participants discussed the balance of protecting people and keeping the public safe from police aggression and misuse of power. Some groups mentioned concern over the "militarization" of the police with equipment like "bearcat" armored vehicles.

Overall, the importance of building a mutual understanding between police and community members was discussed. Emphasis was placed on encouraging police to be sensitive and respectful to people from all walks of life, including those from different generations, socioeconomic statuses, racial and ethnic backgrounds, and world views. In particular, the importance of connecting with minority populations, youth, and immigrants was discussed. Considerable discussion also included how police frequently interact with individuals with mental health issues, and how this could be better approached both through police training and expanded social services in the community. Participants shared how it was important that police don't judge people based on how they look, talk, or dress, and that police are aware of their own cultural biases and stereotypes. At the same time, participants discussed how community members need to communicate their own fears and biases about the police and to understand that mass media and isolated experiences are not necessarily indicative of how local police think or function. Since police live in a changing world, participants discussed the importance of keeping police informed and aware of changes in local communities and society at large through continuing education, exposure to differences, and changes to police training.

Strategies for Change

Hiring practices, training, internal department culture, funding, and resources related to health and well-being

To address some of the issues discussed above, participants recommended attention to hiring practices, police training and continuing education, internal culture within police departments, and counseling and health resources for police. Participants expressed concern over the lack of women and minorities employed by the police. There was an interest in creating high standards for who is hired for local police departments. Some of these standards include addressing issues of diversity, encouraging high educational levels, and seeking out employees whose personalities would make them community oriented in their approach. The internal culture of police departments was also discussed, especially how

leadership and responsible management could set a tone for how all individuals in the department conduct themselves. Participants suggested that police departments establish clear policing principles, particularly principles around cultural sensitivity that encourage open mindedness and dispel stereotypes. Participants talked about the need for police to undergo cultural education and leadership training that includes an examination of their own biases and prejudices. There was also discussion about the importance of training police with the skills to deescalate conflict without aggression or force. Groups also commented on the need for checks and balances and a culture where law enforcement employees feel it is acceptable to report or correct inappropriate behavior. Some police representatives commented that it would be helpful to hear from those who were often in trouble with the police, including these individuals' positive and negative personal experiences.

There was discussion about the stress and challenges that come with working in law enforcement. Participants placed emphasis on the need to provide police with the resources they need to do their job effectively, including programs and benefits to encourage police to be in good physical and mental health. To attract the high quality police that participants seek, there was discussion about the need for funding so that these communities could attract good candidates with appropriate salaries and benefits to hire and retain them in the community and criminal justice field.

Building Bridges Between Community and Police

Issues Discussed

Community policing through outreach, education, and relationship building; clear and visible pathways for complaints, police approachability, and communication between groups

Overall, the concept of community policing was widely discussed. Groups discussed the importance of building trust and common understanding between the community and the police. A key aspect of building trust and understanding included focusing on the fact that both community members and police are humans, and that both parties can make mistakes and have bad days. Participants talked about how the uniform and police persona can be intimidating as police are often associated with trouble and negativity. As a way to diffuse this, participants expressed a desire for police to be approachable and accessible to the community. Generally, there was a focus on community outreach, relationship building, and the importance of educational opportunities to help police and the community better understand each other. In particular, groups talked about the importance of cultivating positive interactions between police and young people. However, in order for more community policing opportunities to exist, participants talked about how police would have to work within limited time, budget, and resource constraints. In general, it seemed there was a desire by both the community and police to encourage community policing, but that funding and resources could be an obstacle.

Effective communication was viewed as a key pathway to improving police-community relations. One key aspect of this was creating opportunities for community members to get to know the local police force in order to dispel assumptions or fears that may be perpetuated from national media and social trends. Participants felt that the community may not always understand police practices or approaches. The police may also not understand community trends or problems. Participants also discussed the importance of increased interactions between police and particular immigrant or minority groups, in order to increase understanding and to educate police about diverse cultures and norms. An aspect of addressing understanding on both sides was effective information sharing as well as communicating information in clear and accessible ways. There was also a desire for more conversation and interactions between police and the community in general.

Strategies for Change

Common interactions with police, educational programming, youth focus, communication strategies, and positivity

Participants brainstormed many avenues to better connect community and police. Some of these were outreach opportunities such as community dialogue and events where police and community members intermix. Participants wanted to see opportunities for casual, every day interactions with police, such as police on bicycles, horses, or on foot. Some people suggested opportunities like "coffee with a cop" or "adopt a cop," where police have an opportunity to share the realities of their work with the public. Several groups talked about the success around citizen police academies and expanding or sustaining these programs. Participants mentioned the importance of connecting police to local social services as well as public schools and public housing so that these groups could work together. There was a specific interest in creating positive early interactions between young people and police through schools, DARE, teen centers, and educational programming. But there was also discussion about how police interaction could only go so far without the support of parents and other community members to portray police in positive ways to children as well as to teach children appropriate conduct and behavior. In Durham, the importance of connecting police to new and existing UNH students was discussed. Several participants emphasized that this is a "two-way street" for better communication.

Participants discussed several strategies to encourage clear communication between community members and police. Social media and the use of police department websites and email lists were viewed as a way to communicate both routine and emergency information to the community. Participants also talked about the use of newspapers, word-of-mouth, and local TV stations as a way to publicize outreach and educational opportunities. Participants mentioned the success of past surveys from the police to get community feedback on issues. Participants also talked about how to encourage police and community members to intermix through existing opportunities such as ward meetings, festivals, or other established community events. Participants discussed the need for publicizing positive community-police interactions in the local media as well as in the community generally. These interactions could include accolades for officers, community statements of support for police, or the individual stories of people who want to thank the police.

Other Issues Mentioned

Overall, conversations did not tend to focus on crime and safety, but some issues were brought up including domestic violence, theft, substance use and abuse, including UNH student alcohol use and underage drinking in local communities. Participants took particular time to discuss how police often interact with mentally ill individuals and how to better support police in doing so effectively. The need for increased mental health and substance use resources and recovery facilities may take pressures off police in addressing these issues. Substance prevention programs, particularly for youth, were also discussed as important community resources that would enable police to do their jobs.

Conclusion

Police and community members in the communities of Rochester, Durham, and Dover spent three hours in each location discussing how to encourage mutual understanding and trust between communities and police. Participants from law enforcement and individuals from local neighborhoods worked together to reframe community problems as social issues where both community members and police play a role in problem solving. Participants expressed a desire for police departments that are to be community oriented, culturally sensitive, and act with equity and accountability. In turn, the community should take responsibility to communicate with the police, act responsibly, and formally and informally mentor youth. Participants expressed a willingness to communicate, build relationships, and educate each other in order to accomplish goals of mutual understanding and trust in their communities.

Participant Attendance and Evaluation Summary

Participant Demographics (summarized from events together including Dover, Durham, and Rochester)

- Participants ranged from age 14 to 76 years of age, with an average age of 42 years old. 21 percent of participants were people under 30 years of age.
- 17.9 percent of participants identified as students and 14.3 percent of participants were retired.
- 60.4 percent of participants identified as men, while 39.6 percent of participants identified as women.
- A little over half of the participants were community members (52.1 percent), whereas slightly under half of participants worked in law enforcement/police (47.9 percent).
- Participants were mostly college educated. 43.6 of participants had earned a bachelor's degree, 31.7 percent had earned a graduate or professional degree, and 19.8 percent had attended some college or had earned an associate's degree. A small percentage of participants had completed a high school or 8th grade education.
- Political perspectives in the room were fairly evenly distributed. The majority of participants identified as political moderates. 32 percent of participants identified as conservative or somewhat conservative, and 24 percent identified as liberal or somewhat liberal.

Feedback on NH Listens Processes From Participants

- 99 percent of participants agreed or strongly agreed that the facilitator was prepared.
- 99 percent of participants agreed that the facilitator made sure everyone took part in the conversation.
- 98.1 percent of participants felt that the facilitator did not impose his or her ideas or values on the group.
- 91.3 percent of participants agreed or strongly agreed that the information in the discussion guide was useful to the conversation.
- 96.1 of participants agreed or strongly agreed the group talked about the most important issues related to the topic.
- 97.1 percent of participants agreed or strongly agreed that everyone had an equal chance to express his/her views.
- 92.1 percent of participants learned new things about this topic from other members of their group.
- 83.3 percent of participants agreed or strongly agreed that, because of the conversation, they had a better understanding of people who they disagree with and their opinions.
- 99 percent of participants agreed or strongly agreed that their perspectives were respected in the conversation.
- 93.9 percent of participants agreed or strongly agreed that they understood how the results from the conversation would be used to inform next steps.
- The majority of participants (65.7 percent) felt that the time allotted for the conversations was just the right amount of time, while 22.5 percent felt it was not enough time and 11.8 percent felt it was too much time.
- 96.1 percent of participants agreed or strongly agreed that they were glad they participated in the community conversations.
- 86.1 percent of participants agreed they would attend another community conversation on this or a different topic, and 11.9 percent thought they might attend another conversation. 1.9 percent of participants felt they would not attend another conversation.

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Building Connections, Increasing Safety

A Community Conversation with the Dover Police Department

Thursday, March 26th
5:30 p.m. Doors Open
6:00–9:00 p.m. Program
McConnell Center Cafeteria

Refreshments and onsite child care provided

To register, visit: www.nhlistens.org

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Refreshments and onsite child care provided

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Building Connections, Increasing Safety

A Community Conversation with the UNH and Durham Police Departments

Monday, March 30th
3:30 p.m. Doors Open
4:00–7:00 p.m. Program
The Strafford Room

Refreshments provided

To register, visit: www.nhlistens.org

Building Connections, Increasing Safety

A Community Conversation with the Rochester Police Department

Thursday, April 2nd
5:30 p.m. Doors Open
6:00–9:00 p.m. Program
Frisbie Memorial
Hospital Conference Center

Refreshments and onsite child care provided

To register, visit: www.nhlistens.org

new hampshire listens

Building Trust, Increasing Safety

What can we do together to assure
mutual understanding and trust
between community members and police officers?

Community Conversations in Dover, Durham, and Rochester 2015

This event hosted by NH Listens
Everyone welcome!

Please Note:

We are delighted to have this event covered by the press, local bloggers, and others who wish to record community affairs. We want to balance your interests with our participants' ability to express themselves in a safe environment, share an incomplete thought, or convey a personal story as a part of this process. We respectfully request that all representatives of the media (formal and informal) please ask permission to tape, photograph, identify, or quote an individual participant directly. Attendees who wish to film may do so from our designated film area. Filming may not be done of or by participants from within the small discussion group. This is so we can promote an open exchange of ideas. We are happy to work with media who want to film and photograph large group activities. Thank you!

Welcome and thank you for joining today's conversation ~

We look forward to your questions, concerns, ideas, and hopes for community and police relationships in your town. This conversation is about building constructive, respectful relationships, mutual understanding, and identifying proactive steps between everyday citizens and representatives of the law enforcement community. *What is happening now with policing in your community? How do you feel about that? What actions would create the best possible relationship between residents, police, and public officials?* These are the kinds of questions at the heart of our conversation today.

This conversation is focused on your experiences in New Hampshire and asks us all to consider the critical question: ***What can we do together to assure mutual understanding and trust between community members and police officers?***

Here is the general outline of our evening:

5:30 – 6:00 PM	**Registration and refreshments**
6:00	**Welcome and Purpose**
6:20	**Small group conversations**
8:30	**Large group summary reports**
8:55	**Next steps**
9:00 PM	**Adjourn**

What is New Hampshire Listens?

New Hampshire Listens is a civic engagement initiative of the Carsey Institute at the University of New Hampshire. NH Listens works to strengthen New Hampshire communities by helping citizens participate directly in discussions about policies that affect their daily lives. Established in 2011, we engage state residents in local, regional, and statewide conversations on a broad range of topics to bring about informed, innovative solutions to complex issues. At the core of our work, we organize fair, nonpartisan discussions throughout the state, help communities establish their own, independent, local Listens organizations, and train facilitators for public engagement. If you are interested in more information, we look forward to you being in touch with us.

Detailed Outline

5:30 - 6:00   **Sign in and refreshments**
  - ➢ Welcome and sign in at registration table
  - ➢ Please join your small group for introductions and to start the dialogue immediately thereafter.
  We encourage you to review the information starting on page 7.

6:00 - 6:20   **Welcome**
  - ➢ Welcome from Chief of Police
  - ➢ Remarks from NH Listens Moderator
  - ➢ *Your input will influence community-police relationships in the months and years ahead.*

There are three main goals for these conversations:
- To create **constructive, respectful, inclusive conversations** between community residents and representatives of law enforcement
- To **increase mutual understanding** about the goals of community policing, public perceptions of police officers, and the challenges and tensions that can develop on both sides
- To **identify specific, proactive steps** that community residents, police, and public officials can take to assure strong, trusting relationships between the public and police departments

About the process: This conversation is…
- Designed to focus on what is important to *you*.
- Designed for participants to be here the whole time (please do what you need to do to be most present. Feel free to take a break or step outside for a phone call if needed).
- About a constructive focus and looking forward to desired actions and solutions.
- Organized to allow the greatest possible time for everyone to both speak and listen, which is why we use small, facilitated groups where ideas can be explored, differences understood, and preferences for action expressed.
- Respectful of your time. We will keep time and respect yours by ending on time.

Group agreements for a productive conversation…
- Share "air time"
- If you disagree, consider asking a question rather than arguing to prove your point
- It's OK to disagree, but don't personalize it. Stick to the issue, not the person who is disagreeing with you
- Speak up if the process doesn't seem fair
- Speak for yourself, not for others and not for an entire group (use "I" statements)
- Personal stories stay in the group unless we all agree we can share them
- We all share responsibility for making the group productive
- Be respectful and use respectful language
- Respect the facilitator's role
- Listen first…

6:20 – 6:50 **Introductions in small groups**
> Your small group has a neutral facilitator whose role is to:
> - Help with the process and keeping time
> - Serve as a reminder of our agreements to be fair and respectful
> - Make sure everyone gets a chance to participate, and
> - Record key information on flip charts

> Reminder: Your group will need someone to **report out** to the large group at the end.

> **Introductions:** One benefit of these conversations is to be in groups with people whose experiences and perspectives are different from your own. As a way to get to know each other a bit, please share your:
> - Name and a few roles you have in your community…
> - One thing you learned as a child about the police…

In most communities, residents and police departments have good relationships. Yet many communities are looking for ways to improve those relationships. This may be particularly true where cultural tensions, policing practices, and a lot of media attention lead to distrust, anger, and fear. Everyone is affected.
> - ❖ Citizens may think police are prejudiced and have unfair policies.
> - ❖ Police may feel blame for all kinds of social problems. They feel they don't get credit for doing their jobs.

> In light of this, describe an event in your life that has shaped your views on police and community.

6:50 - 7:00 **Information Review**
Take the time to look over the information section (starting on page 7) about current trends and information related to police/community relationships. While some data of interest is unavailable, *this information is incomplete and meant to prompt reflection and discussion.*

> While we won't be able to cover each area in depth, we will focus on what you find important to discuss.

For our purposes, we will be asking you "*what do you notice?*" or "*what is most important to you about this information?*" and "*What about this information rings true or not true for you?*"

> Take a few minutes to read and allow for clarifying questions.

7:00 – 7:20 **What do you notice? A Brainstorm**
To get us started, what key issues and priorities come to mind when you think about building mutual understanding and trust between community members and police officers? What shared responsibilities come to mind? In the information section, W*hat do you notice? What is most important to you about the information? What rings true or not true for you?*

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www.NHListens.org

7:20 - 8:00   **Key Questions and Priorities**
Next, consider the framing question: *What can we do together to assure mutual understanding and trust between community members and police officers?*

➢ Given your priorities when you came in and the information we have just reviewed, spend some time discussing the key issues and **their importance to you**. It might be useful for **each person to speak briefly about their perspective.** The following questions may be helpful to prompt your thinking (but you will likely not have time to address each one individually):

What are our experiences?
- What is happening now with policing in our community? How do you feel about that?
- How do preconceptions get in the way of police and community working together?

What do we expect from each other?
- How would you describe the *ideal relationship* between police officers and the public they serve?
- What makes a good police officer? How does that compare to what makes a good citizen or community member?
- What should a police officer's role and presence be in our neighborhood/town? How can we let each other know if he or she is doing a good job?
- How does race, culture, or a person's ethnic background affect how police and residents relate to each other?
- What should community members be responsible for when it comes to community safety?
- How do we usually let each other know what we expect? Is this the best way?

8:00 - 8:15   **How can we make progress?**
- Spend time here exploring the ideas and solutions discussed in your group. *What solutions would have the biggest impact on your life?*
- What positive things do we see happening with community-police relations that we can build on?
- What kind of information do you need so you can better understand how your police department works?
- What types of changes seem most important? What makes you say that?
- Which ideas make sense? What concerns or doubts do you have?

8:15-8:30   **Final Priorities**
Based on your group's conversation, "*Are there any common-ground thoughts or ideas in this group? If so, what do we want to say at the end of the evening? If not, what diverse points of view do we want to convey?*"

A consensus is not required, but if one emerges, or perhaps if the group wants to put forward two or three primary points of view, that is fine. These will represent your **key recommendations or findings.**

Your group will need to prioritize their top insights to report out to the large group and *select someone to speak.* The reporting out should include no more than **two or three** specific statements. To arrive at this point, the group should take a step back and look for *both the unique ideas and those that seemed to recur*. Group ideas together that seem to be related, but don't lose track of the unique ones. **List these on one page.**

The **written** flip chart notes from your small group will convey a more complete view of your group's ideas. You will likely not have time to represent **all** of your ideas on the summary sheet or in the large group report out (two minutes!). All notes from the small groups will be used to provide a Summary Report to participants and decision makers.

Finally, please make note of any additional information that your group feels is important to pass along to those compiling information for next steps.

8:30 – 8:50   **Reporting Out**
Each group will be asked to provide a VERY BRIEF summary of their most important findings, concerns or recommendations. If you are asked to speak for your group, please be brief and share what has been compiled *by your group*, including common ground and divergent views. (You will have two minutes!)

8:50 – 8:55   **Wrap up comments –   NH Listens Moderator**
- Please fill out the evaluation – it matters to us! Thank you!
- Forthcoming summary

9:00 PM   **Thank you for participating!**

We are grateful to our National Partner, Everyday Democracy.
Parts of this guide are adapted from their work on *Protecting Communities, Serving the Public*.

Background Information

The contents of this section partly come from the recently released <u>IACP National Policy Summit on Community-Police Relations: Advancing a Culture of Cohesion and Community Trust</u>**,** the *Principles of Policing* (Robert Peel, 1829), <u>The President's Task Force on 21st Century Policing Interim Report</u>, and available community and state data from New Hampshire police departments regarding crime rates. The guide was developed in partnership with police departments in Durham, UNH, Dover, and Rochester. ***It is incomplete and meant to prompt reflection and discussion.***

Please note: *Due to various collection procedures, data cannot be accurately compared across departments.*

Principles of Policing (Robert Peel, 1829)

These principles, written in 1829, remain fixtures in police academies today (emphasis added for ease of skimming):

1. The basic mission for which the police exist is to prevent crime and disorder **as an alternative to their repression by military force** and severity of legal punishment.

2. The ability of the police to perform their task is **dependent on public approval** of their existence, actions, behavior, and on the ability of the police to secure and maintain public respect.

3. The police must **secure and maintain the respect and approval of the public** as well as the cooperation of the public in the task of observance of laws.

4. To recognize always that the extent to which the **cooperation of the public** can be secured diminishes, proportionately, the necessity for the use of physical force and compulsion for achieving police objectives.

5. To seek and to preserve public favor, not by catering to public opinion, but by constantly **demonstrating absolutely impartial service to law**, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws; **by ready offering of individual service and friendship to all members of the public without regard to their wealth or social standing**; by ready offering of sacrifice in protecting and preserving life.

6. To use physical force only when the exercise of persuasion, advise and warning is found to insufficient to obtain public cooperation to an extent necessary to secure observance of law or to restore order; and **to use only the minimum degree of physical force which is necessary** on any particular occasion for achieving a police objective.

7. To maintain at all times a relationship with the public that gives reality to the history tradition that **the police are the public and that the public are the police**; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen, in the interest of community welfare and existence.

8. To recognize always the need for strict adherence to police executive functions, and **to refrain from even seeming to usurp the powers of the judiciary** or avenging individuals or the state, and of authoritatively judging guilt and punishing the guilty.

9. To recognize always that the test of police efficiency is **the absence of crime and disorder, and not the visible evidence of police action in dealing with them**.

What is Community Policing?

Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime. [1]

Role of Police in a Democratic Society

Trust between law enforcement agencies and the people they protect and serve is essential in a democracy. It is key to the stability of our communities, the integrity of our criminal justice system, and the safe and effective delivery of policing services.[2]

> *Effective policing is based on four central principles:*
> 1. Treating people with dignity and respect
> 2. Giving individuals 'voice' during encounters
> 3. Being neutral and transparent in decision making
> 4. Conveying trustworthy motives

> *Responsibilities of police officers:*[3]
> 1. Preserve freedom and uphold democracy
> 2. Uphold the law
> 3. Ensure justice
> 4. Protect life
> 5. Keep the peace

Bias Awareness and Cultural Responsiveness

Though today's law enforcement professionals are highly trained and highly skilled operationally, they must develop specialized knowledge and understanding that enable fair and procedurally just policing and allow them to meet a wide variety of new challenges and expectations. Tactical skills are important, but attitude, tolerance, and interpersonal skills are equally so[2].

> *Implicit Bias:* Unlike explicit bias (which reflects the attitudes or beliefs that one endorses at a conscious level), implicit bias reflects the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

Social scientists have found that implicit bias manifests even in people who consciously hold non-prejudiced attitudes. Once people are made aware of their own implicit biases, people can begin to consider ways in which to address them. Scientists have uncovered several promising implicit bias intervention strategies, starting with attention to the issue, which may help individuals who strive to be egalitarian.

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[1] Police, I. A. (2015). *IACP National Policy Summit on Community-Police Relations: Advancing a Culture of Cohesion and Community Trust.* International Association of Chiefs of Police .

[2] President's Task Force on 21st Century Policing. 2015. Interim Report of the President's Task Force on 21st Century Policing. Washington, DC: Office of Community Oriented Policing Services.

[3] Blue Courage. (2014). *Blue Courage.* Aurora, IL: Blue Courage LLC.

Police Training

Every Police Academy graduate completes a 14 week long course in Concord, NH[4] which includes topics such as constitutional law, criminal codes, human relations, as well as physical components such as firearms, emergency driving, and defensive tactics. The minimum passing grade is 70% and every subject must be passed in order to graduate.[5] A minimum of 8 hours per year of continued training is required, which can include firearms qualifications, first aid and CPR, and defensive tactics.[6]

College degree requirements for full-time instructors in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Percentage of academies with a minimum educational requirement that included a college degree		
	Total	4-year degree	2-year degree
All types	19%	11%	8%
State Peace Officer Standards and Training	13%	13%	0%
State police	11%	7%	5%
Sheriff's office	2%	0%	2%
County police	5%	0%	5%
Municipal police	7%	4%	3%
College/university	35%	22%	13%
Multiagency	15%	2%	13%
Other types	8%	8%	0%

Source: Brian A. Reaves, "State and Local Law Enforcement Training Academies, 2006," *Special Report* (Washington, DC: Bureau of Justice Statistics, 2009), http://www.bjs.gov/content/pub/pdf/slleta06.pdf.

Officer Safety

The wellness and safety of law enforcement officers is critical not only to themselves, their colleagues, and their agencies but also to public safety. An officer whose capabilities, judgment, and behavior are adversely affected by poor physical or psychological health may not only be of little use to the community he or she serves but also a danger to it and to other officers.

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[4] Council, N. P. (2013). *The Academy*. Retrieved March 15, 2015, from NH Police Standards and Training Council: http://www.pstc.nh.gov/academy.htm
[5] Council, N. P. (2013). *The Academy*. Retrieved March 15, 2015, from NH Police Standards and Training Council: http://www.pstc.nh.gov/academy.htm
[6] Council, N. P. (2013). *The Academy*. Retrieved March 15, 2015, from NH Police Standards and Training Council: http://www.pstc.nh.gov/academy.htm

The "bulletproof cop" does not exist. The officers who protect us must also be protected—against incapacitating physical, mental, and emotional health problems as well as against the hazards of their job. Their wellness and safety are crucial for them, their colleagues, and their agencies, as well as the well-being of the communities they serve.

Nationally, 100,000 officers are injured while on duty per year[7]
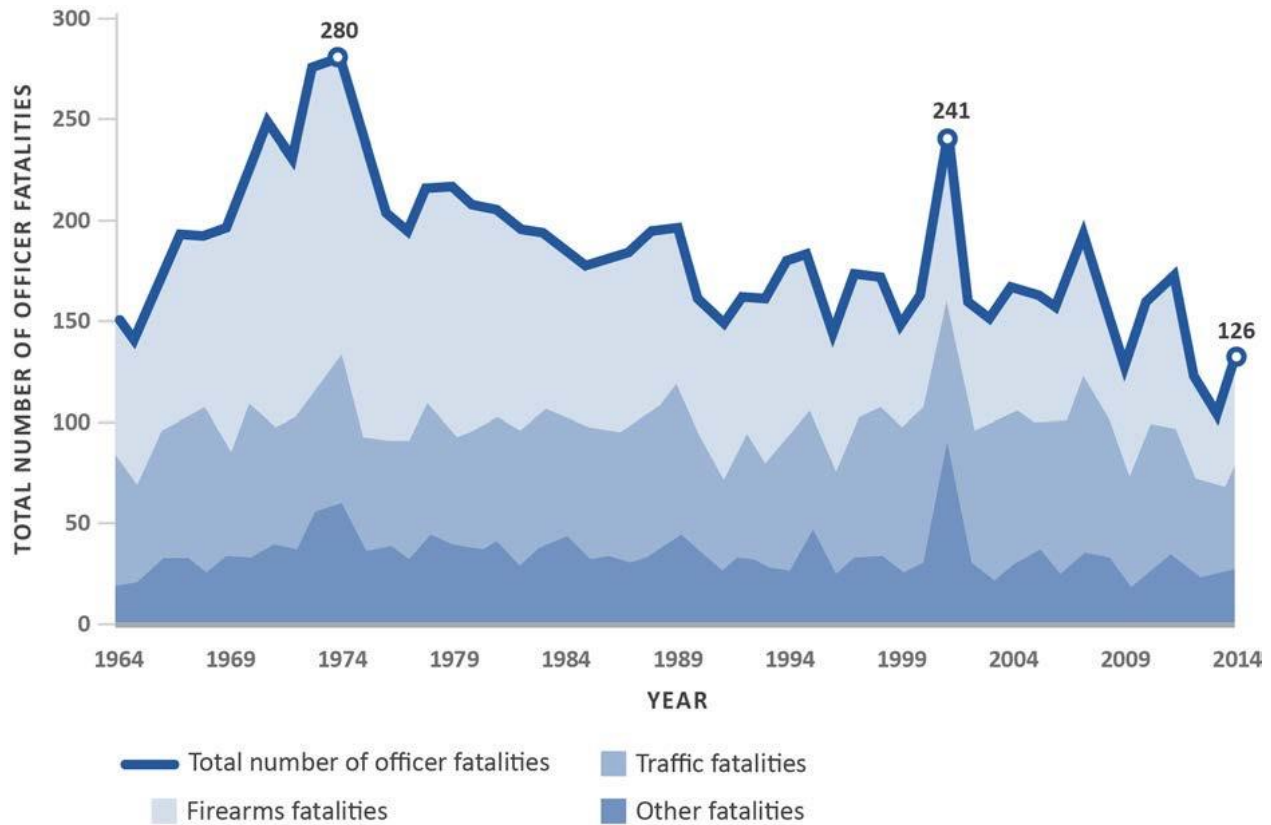
Total fatalities from 1964–2014[8]

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[7]President's Task Force on 21st Century Policing. 2015. Interim Report of the President's Task Force on 21st Century Policing. Washington, DC: Office of Community Oriented Policing Services.

[8] Source: "126 Law Enforcement Fatalities Nationwide in 2014," *Preliminary 2014 Law Enforcement Officer Fatalities Report* (Washington, DC: National Law Enforcement Officers Memorial Fund, December 2014), http://www.nleomf.org/assets/pdfs/reports/Preliminary-2014-Officer-Fatalities-Report.pdf.

Dover

Number of occurrences

Type		2010	2011	2012	2013	2014
Homicide		0	1	1	0	1
Sexual Assault		3	7	9	9	10
Robberies		15	12	9	5	3
Assaults		183	140	198	150	141
Auto Theft		11	15	8	15	8
Arson		2	2	15	2	8

Dover Police Department
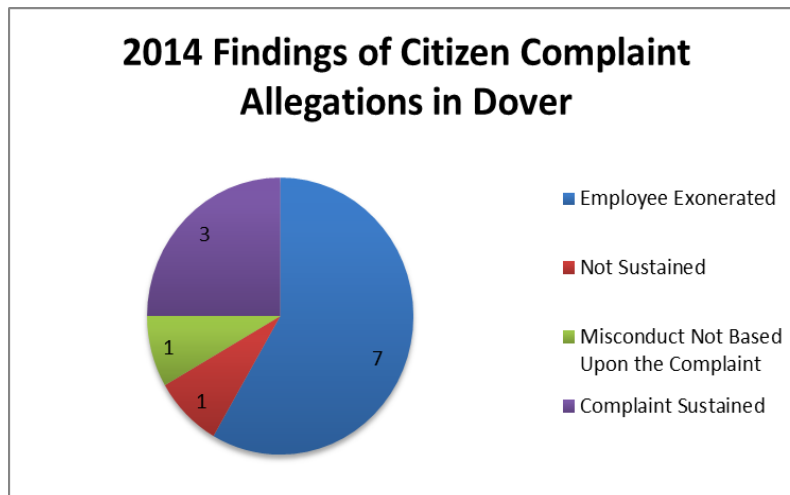
Source: Memo from Lieutenant Martinelli

Durham

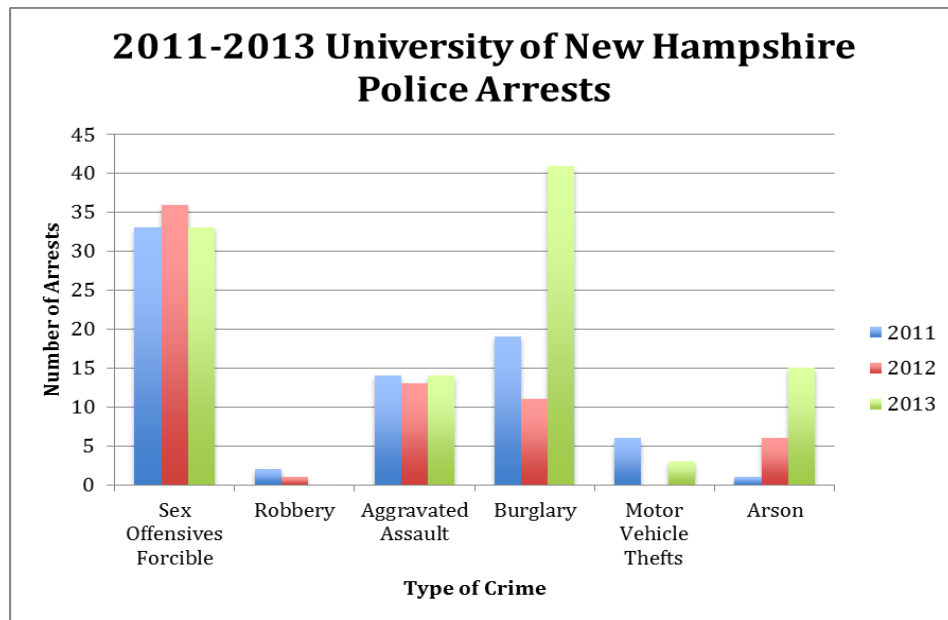|	
Calls for Service	16,080
Arrests	582
Accidents	197
Assaults	Investigations – 72 Arrests – 24
Thefts	Investigations – 87 Arrests – 4
Noise Complaints	Investigations – 65 Arrests – 65
Alcohol Violations	294
DWI	41
Speeding Violations	Warnings – 1,218 Summonses –101 Total – 1,319
Other Traffic Violations	Warnings – 1,433 Summonses – 93 Total – 1,526
Parking Tickets	PEO – 2,351 Officers – 1,660 Total – 4,011
Court Hours	175.5

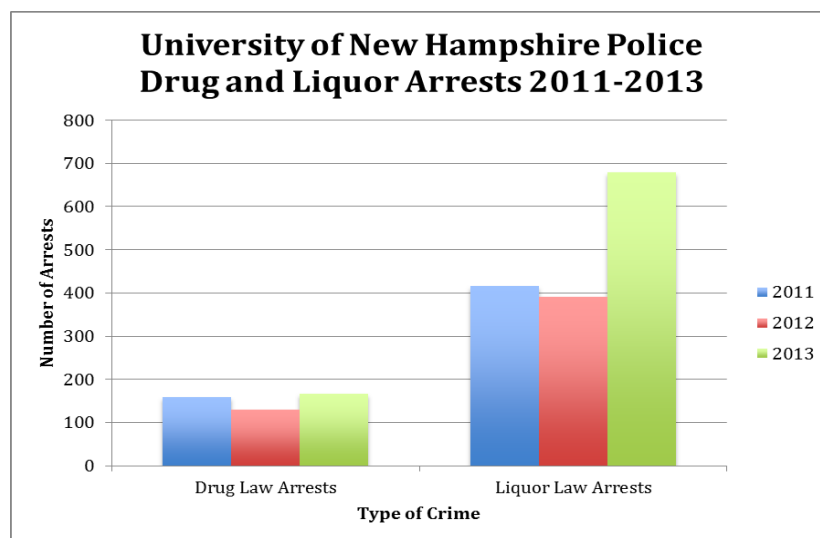Durham Police Department, ACTIVITY REPORT YEAR 2014

2014 Outcomes of Internal Affairs Investigations in Durham

■ Unfounded ■ Exonerated ■ Sustained
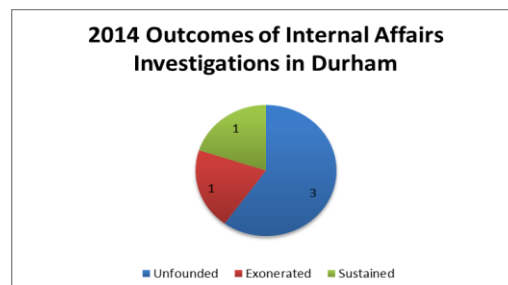
Source: Memo from Captain Holmstock
Compiled by NH Listens at the Carsey School of Public Policy
www.NHListens.org

2011-2013 University of New Hampshire Police Arrests

Source: UNH Annual Security Report

**University of New Hampshire Police Drug and Liquor Arrests 2011-2013**

Source: UNH Annual Security Report

UNH Police 2014 Public Letter: Citizen Complaints

There are policies in place to establish a system of accountability that is fair and responsive, while allowing for the unbiased and thorough investigation of citizen complaints and department initiated internal investigations. The University of New Hampshire Police Department shall investigate all complaints brought against the department or its employees, to ensure the objectives of this policy are met.

Of all of those interactions with the public, the University of New Hampshire Police Department completed four (4) internal investigations based upon four (4) citizen complaints. Of the four (4) internal investigations, the Department sustained the citizen complaints in one (1) instance; found one (1) of the complaints to be unfounded; and, exonerated personnel from any wrongdoing in the remaining two (2) complaints.
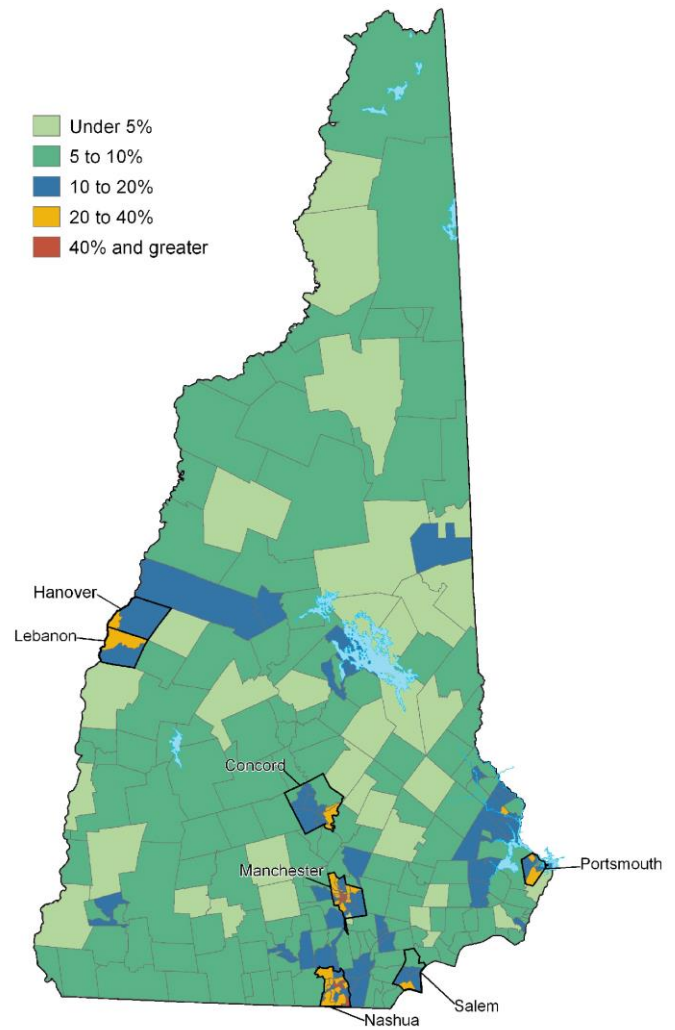
Rochester
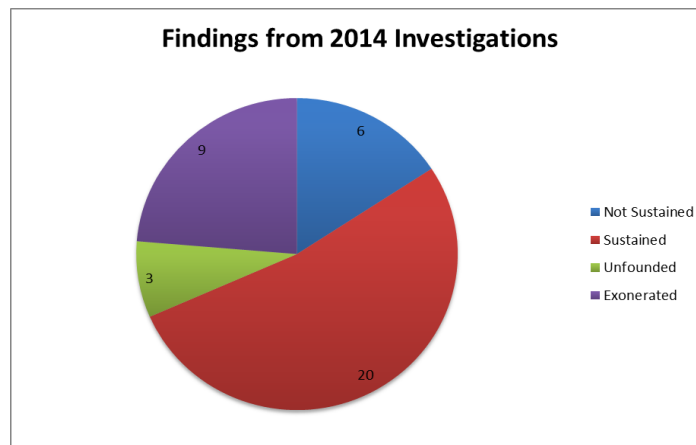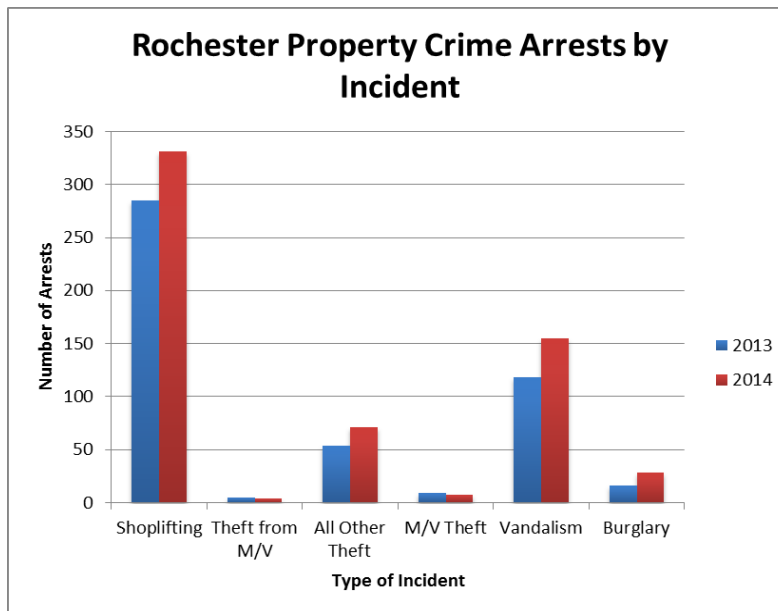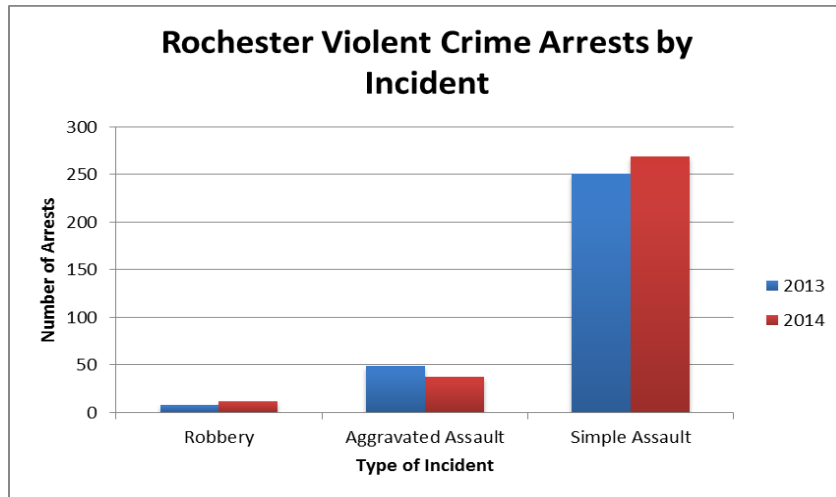
Source: Memo from Captain Toussaint
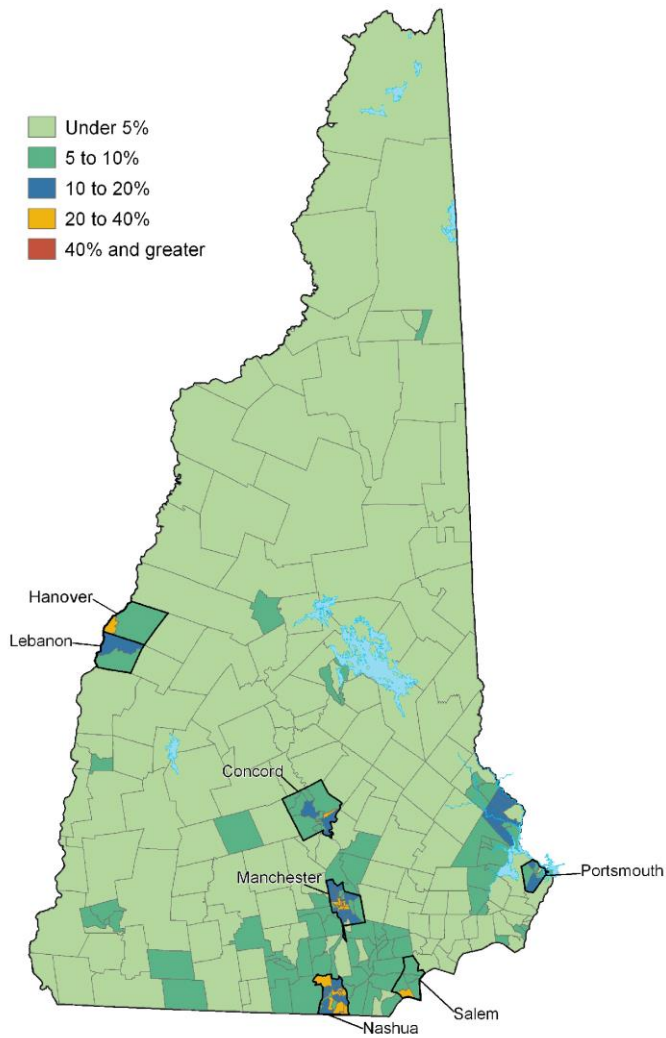
Percent minority by census tract, 2010

Percent minority under 18 by census Tract, 2010[9]

<hr/>

[9]Johnson, K. M. (2012). *New Hampshire demographic trends in the twenty-first century.* University of New Hampshire. Durham: Carsey School of Public Policy.

Appendix C: Building Trust, Increasing Safety
Small Group Notes by Site

Dover March 26, 2015

Group A
What sparked this community event?
- Dover has good community relationship with police department.
- Explain the roles of police
- Implicit bias statement
    - Good reminder that it exists
    - We are all human
    - Why we have checks and balances
- Experiences
    - Initial reaction to panhandlers
    - Set aside bias to uphold individual's dignity
    - We are shaped by our experiences
    - The uniform brings its own bias attitude from the public and the media.

Experiences with Policing
- Reach out to the people who do not feel comfortable interacting with Police.
- Mounted Police [are] approachable because of the horses and PD can reach parents through their kids- via school, community activities.
- Always be honest and ethical
- Community liaison officer program with respect to addicts.
- Importance of partnering with various populations (homeless, youth at risk, addicts)
- Preserve freedoms and safety/protection.
    - Limitations due to upholding
- Civil rights of all

Ideal Roles
- Most frustrating part-must be accountable for everything you do.
- Traffic tickets.
- Citizen accountability.
- Partnerships: interdependence between public and police.
- Building trust works both ways; communication.
- Data/Statistics with transparency to help public understand what police do and accomplish
- Dover PD uses follow up surveys after encounters/call response.
- Is the data understandable?
- Media focuses on the negative
    - Reality TV-this perception of reality
    - Media shows partial stories, missing important details, which badly influences children/youth
- Dover has expressed support of the PD and all the good they do

- Try to understand the perspective of the other; walk in their shoes.
- Job shadows/ride along with p.o.

How can we make progress?
- Outreach and education
  - Creative
  - Reach people
  - Commonly at the table
- Provide statistics
  - Overcome media hype
- Partnerships
  - With service agencies
  - Bring in experts
- Accountability
  - Inform through social media
  - "Did you know…"
  - Let police do their job
    - Maintain peace and safety

Group B

Brainstorm
- Has the role of a police officer changed?
- Bias: how the community looks at police has changed.
- Implicit bias: how do we make conscious what is unconscious?
- Bias vs. stereotyping vs. profiling vs. experience.
- Police have to be impartial & disciplined regardless of public opinion.
- How public events (9/11 or Ferguson) affect how public views the police in positive and negative ways and the effect that has on both groups.
- Technology and how it affects the police doing their job.
- Body cameras-phones that capture video
- Technology vs. community trust.
- Would a citizen feel uncomfortable communicating if the officer is wearing a body camera?
- Need to think about all facets of wearing a body camera
- Changes in culture, look at domestic violence
  - Under 21 with alcohol while driving
- Liability driven have mandates to keep people safe
  - Have to be black and white when something is grey
- More community oriented and make more arrests
- If there is an issue what is the barrier to call 911?
- Parents telling kids not to talk with police or telling kids they'll have a police officer arrest them if they don't behave.

- Younger people having a general lack of respect for authority, not limited to police, teachers say this too.
- What to do when law does not work?
  - Heroin

Key questions and priorities
- Community policing; Dover is ahead of the curve
- Proactive vs. reactive policing
- Mounted police; a non-threatening presence
- Housing authority liaison
- School resource officer
- DARE
- Teen Center
- Elected officials need to know what we have to do
  - How do departments become more diver
    - Hiring women and minorities
  - There is an issue with finding qualified candidates fall stop.
  - Encourage recruitment of young people.
- Police calls: often there is a mental health component
- Need services put in place starting with young people: need to be proactive
- There is an up and coming mental health court (should be addressing problem before it gets to this point.
- Majority of cases are related to mental health and substance abuse
  - Often jail is not where they belong
- Community can help the police by offering more mental health and drug and alcohol counseling to their communities
- Sometimes being arrested for drugs in the house leads to court ordered therapy or help with a problem (mechanism to start the process)
- How an event like Ferguson effects the community and the police force (preconception)
  - How do you put preconceptions to rest?
  - What happens elsewhere is not necessarily something that will ever happen in Dover
  - National viewpoints can pollute what will be discussed in Dover.
  - Media and instant technology apps feeds into the problem.
- Police accountable to the public
- From the perspective of the police working with the community that each interaction should be handled with integrity and fairness
- Problem: it's the one negative experience that everyone talks about.
- Police cannot internalize the situation they are in; they have to rise above it.
- Lack of accountability of free speech (this can spread via internet quickly)
  - Can't change how news is spread, can only be responsible for how the police treat people in their own town.
- From community perspective-might be helpful to do more of an outreach-police day
- What are Dover's top challenges for the police?

- o   Domestic violence and thefts due to mental health and substance abuse
- o   Community being forthright about what is going on.
- Community policing very strong in the 90's lay a great foundation now budget issues have cut many of the programs-need more programs

How do we make progress?
- Golden rule
  - o   Treat others the way you want to be treated
  - o   Be respectful
  - o   Maintain professionalism
- Funding
  - o   Mental health state: falls onto town because of lack of funding
  - o   Officer salaries: get qualified candidates (town)
  - o   More community based programs
- Keep having events (like this one)
  - o   Need better outreach to gain even more insight from the community
- Problem
  - o   Lack of funding
  - o   Not enough counseling
  - o   Make arrests
  - o   Get court mandated counseling
  - o   No one available to help/ or not for a sufficient period of time
- Have police go to targeted audiences to talk about their concerns
  - o   Explore if there are any groups that are missing
- Create an open house every so often at police department to ask questions
  - o   Community knows they can go

Final Priorities:
- How does the Dover Police department effectively reach out to the community?
  - o   More events like tonight
  - o   More education
  - o   Network and talk about tonight
  - o   Do something to increase community turnout
  - o   More advertising
- How do we clear up or breakdown misconceptions between community and the police?
  - o   9/11 or Ferguson affecting public opinion of police
- Long term implications of lack of funding of police resources
  - o   Dover trying to stay proactive
  - o   General feeling of trust and safety in Dover
- Lack of mental health services in New Hampshire
  - o   Has an effect on the Dover Police Department and community members

Group C

Brainstorm
- What do you notice?
- What is most important to you about this info?
- What rings true or not true for you?
- How does a police officer guard against prejudice?
    - Policing principles with leadership help guard against this. The hiring process is crucial- choosing the best candidate offsets issues down the road.
        - Ferguson police officers had issues with prior police department.
- Dover appears low compared to national, police cannot take all the credit- we need the community, education levels of community, officer assigned to housing
- Don't like to see murders and rapes in Dover
- 2013 jump in liquor law arrests in Durham- this is a surprise
- Luring on UNH, 2012 there is an increase in the number of assaults-more people are reporting? %wise it is still fairly low.
- Law enforcement likes to take credit for low crime rate but does not like to take responsibility for high crime rates.
- Complaint allegations chart-what does it mean? Citizen complaint about an officer: 8 citizens of the 12 officer complaints, 7 of the complaints did not hold.
- Officer may not have followed a public policy, every complaint is taken seriously at the Dover PD.
- We should also track the accolades of the officers.
- Most of our officer complaints are more about lack of soft skills and sometimes not following policy but no complaint of excessive force.
- Commission of law enforcement accreditation- Dover follows tis voluntary.
- Process 400 standards of best practice that need to be followed by Dover PD.
- Dover PD is accountable for documentation to these standards. UNH, Lee, and Durham are all accredited. This is high accreditation level for small geographical area. We have to show that we are trying to recruit minorities so PD reflects population
- We do not want PD to be the enforcers
    - There was a Republican Party gathering and no one spoke to immigrant Salvador.
    - DARE program is a strong outreach to the children-policy
    - 20% of PD is dedicated to outreach-says the chief
    - 10% for him personally: one program implemented was playing with children at recess.

What do you think is the ideal relationship?
- We need to educate minorities of the Dover PD policies to close gap on cultural differences
- How do we connect with the minorities?
    - Adult Learning center knows because the ESO classes are well attended.
    - Long term retainment of police officers because knows the community
- What makes a good police officer/
    - Be authoritative and friendly
    - Courage, judgment, empathy, fitting into the community, be approachable.
    - Self-awareness or prejudices they may have

- o   Love for your fellow men and police department
- o   Treating people with dignity and respect
- Militarization of the PD
    - o   If we have all the qualities of ideal officers are there
        - ▪   Whether PD is using weapons, bear cat, or other the equipment will be used appropriately
        - ▪   Armored vehicles protect the officers and the civilians
- Bearcat in news
    - o   Because these militarized vehicles were used in Ferguson caused a lot of damage.
    - o   Equipment does not necessarily mean militarization. Over militarization can happen if you have the wrong attitude of the community being the enemy. Law enforcement needs to be the right thing vs. the legal thing returning to the Rochester incident where a man's life was almost taken.
- How do you train an officer to make the right decision with little time to make the decision?
    - o   Good person
    - o   Good training
    - o   Shoot/don't shoot

Group D

Brainstorm: concerned about accurate depiction of police department: stats can be manipulated.
- Unusual events are captured by media
- Police department needs to keep community informed of what is actually happening, accurately.
- Police presence is basis for community perception
- Media draws own conclusions before investigations are complete.
- Lack of knowledge about police (about young people) in schools, discussion around Ferguson
- Meaning of statistics in relation to averages. Numbers in context.
- Disconnect between police principals and community perception
- Could departments ensure these principals to the community? How well is the department doing with principals?
- Principals based on approachability of officers
- Accreditation of departments proves adherence to standards, however it is voluntary and the standards change with the times.
- Do Dover citizens know the department is accredited?
- Happens each 3 years for an assessment
    - o   Part of the assessment is a public hearing
    - o   On the police dept. website is accreditation
- What we don't see makes us feel safe.
- Events like this are an opportunity for connection and trust.
- Things that officers do (positive) aren't highlighted or well known
- How much to share?
    - o   Should the community know when something is unsafe? Or just let them think it is safe?

- Too much info can feel like white noise, too much to pay attention to.
- Keep a balance.
- Officers sometimes have difficulty connecting with folks when patrolling.
- Role of relationship between officer and citizen only takes a few minutes to improve.
- Connection between relationships and solutions to problems.
- Positive tickets-catch someone doing the right thing to build relationships.
- Long term relationships
  - Kids in school are now sometimes victims of crimes
- Department needs community trust to improve
- Officers are human, everyone has a bad day, despite days that are hard, try to connect
- Rochester crime is 4x higher than Dover/Durham. How come?
- Accountability within department
- What does unprovable mean in citizen's complaint pie chart for Rochester.
- Do citizen complaints relate to crime rate?
- Other departments have a lot of internal problems.

Priorities:
- Preconceptions of police by parents of kids
  - Not there to help
  - Negative impact on family life
  - "my uncle got arrested"
  - Built-in dislike for officers in families.
  - Change perception with education, ask "who told you that?"
  - Challenging youth to think differently is challenging
  - The police department pays for the teen center
  - The right information provided so people can form their own opinions
  - Start conversations from comments
- Teens think police come around when something goes bad
- In Dover housing, people can have good conversations with police
- Some officers don't like talking to people on the street
- Officers have to make assessments and decide quickly what to do, without deciding how people should live
- Not about judging individuals-what they are wearing, etc.
- How to help citizens when certain things aren't officers business.
- Based in trust.
- Officers are human too, doesn't mean they don't make mistakes.
- The uniform is meant to send a message. No Hawaiian shirts on purpose.
- Each officer has discretion about how to handle the situations.
- DARE is not just about "don't do drugs"
  - Helps officers to break down barriers and become more approachable
  - Some of that is lost after middle school
  - Set the standard for relationships with students, willing to tell you anything
- Treat people like they are a person and expect the same

- Big emphasis set on kids and their ability to change especially at Dover housing.
    - Programs for kids.
- Parents asking police to discipline
    - Reinforces negative descriptions of police
- When people in the community see the police they assume something is trouble
- How many people actually talk to the police?
- Folks can ask, "Hey is everything alright?"
    - Officers can touch base and tell a little bit of what's going on, no details needed.
- Not knowing can make it difficult for people
    - Pick up on why they want to know and address it.
- Give info if people are worried about what is happening
- Some officers even stop and play
- Interaction between law enforcement and mental health and community based services
- Can share education on how to improve interactions.
- Discussions are happening now
- Ideal relationship=respect on both sides.
- Police can't always be everywhere; community needs to be eyes and ears.
- Crime line: you can call anonymous tip line to solve crimes
- Police can identify to help
- Community views crimes differently.
- If children are in danger (even if people have negative relationship with police) will call to help
- If someone calls to command an officer, they write it down to acknowledge it
- Within department officers don't get much positive reinforcement or interaction
    - It is difficult to let community know about the positive aspects
    - Social media helps
- It's okay to tell people when things are going well
- Positive interaction is important even if there is a problem.
- Youth programs that aren't always seen but with likes more know about it
- Facebook posts let people know about traffic and construction updates.
- Routine info shared on FB to help people.
- Race/cultural impacts?
- Don't see it too much
- Culture between states
- Differences between ME, MA, and NH
- Rural vs Urban
    - Independent culture, police don't tell people what to do
- Language barrier
    - What happens if someone doesn't speak English and doesn't understand?
    - Deaf community interactions
    - Translators
        - Lose tome
        - Difficult

- Internet sites to understand cultures
  - Info can go a long way
- Sensitivity around culture
- Missing piece for police at times
- Police work itself is different depending on location
- Training around how to speak and what to do

Progress:
- Expand community policing and outreach, build and enhance
  - Valuable practice
- Continue to build relationships between department and community through casual interactions
- Public schools, public housing, WDH connecting, expanding to other community agencies
  - More formal connections between social service groups and police department
- Improve partnerships to improve dealings with homeless population
- Consistent format for department to hear from community
  - Right now you have to email chief
  - More accessible so people don't feel targeted.

Reach out:
- Outreach, communication
- Youth perception
  - Officer and citizen are both human
- Relationships
- What the media and community depict of police isn't always under control of the officer.
- Community outreach from police to community
  - Including sensitivity to cultures and languages other than English.
- What you see and what you don't see.
- Relationships formal and informal
- Perception and context
  - Media influence
- Human and image of uniform
  - Cop car=trouble image
- Standards for Dover police
  - Messaging how well police are doing
- Buy-in=accountability in our Dover department
  - Makes it attractable not losing officers to small agencies but to bigger federal

Durham March 30, 2015

Group A

Events that affected us…

- Media after events
    - Sensational – that's what sells or incomplete information
- Parenting (effect) – role of family (structure)
    - Calling police to parent or recant to child or parents
- Immigration – racial profiling

Information Section
- Citizen complaints sustained 1 shows good management with all the data – hours/arrests
- Shows that complaints are dealt with seriously
- Role of the citizens to complain if don't think police dept. doing well
- Why spike in burglary in 2013?
    - Possible drug dependence in community
    - Correlated
    - Even UNH? Yes – problems don't stop at College Road
- UNH is magnet to draw people here even if not students

Key Issues
- Role of responsible management top down culture departments to officers
- Communication both ways: community what they can help with, what they do and can offer
- Education: citizens are responsible for understating their role
- Patrol officers need to be in the community – out of the car, walking around – on bikes
- Talk to students
- Leads towards good communication welcoming for people to go to department chief, etc.
- Accessible to community members
- P.O.P. problem oriented policy, interacting with businesses and landlords – good
- Community members need to report issues
- Community members as tax payers want to be fiscally responsible
    - Get info (reports) on how many police are using justification, same with all – dpw wide.
- Hiring requirements: community members can ask questions of conditions (Durham and UNH)
- Both police and community have agreed generally on whether to hire or not
- What makes a good officer? (Especially in UNH Student pop):
    - Calm, not hot-head, diffuser
    - Humility and empathy
    - Element of understanding
    - Willingness to talk with each other
    - Solve problems and prevent problems
- Biggest impact – to outreach to immigrant groups and understanding different roles by different authorities so community police aren't misunderstood as deportees. UNH does outreach police and fire to immigrant communities.

How to make progress
- Could public experience what it's like to be a police officer: sit in cruiser
    - Citizen police academy – learn more about police work, exposure to the experience to get another perspective – six week commitment (too much for some)

- Participants realized how hard the job is – keep your cool
- Choices matter – program, send to parents and UNH incoming students
  - Education, code of conduct, expectations of students
- Don't settle for a US vs Them relationship
  - Education – communication
- Sometimes the message needs to come from uniform police officer
  - Part of college experience
  - Police part of the education
  - Save them from themselves
- Being thanked by students
- UNH pop changes every 4 years, every year, different compares to other communities – always changing, turn over
- Durham/UNH not the 'clans' of repeat students
- But some type of offenses over and over
- Authority/experience consequences in the family in the past –now community and police department picking up some of that
- Huge challenge for police asking police to be involve
- Not just parenting
- Communication 0 fill
- Respect – both community and police
- Education – experiencing what it's like to be an officer, to sit in that position

Top Priories
- Communication – listen, speak, hear in both directions by both officers and community but in right context, circumstances consistent
- Education/Awareness – experience what it's like to be in an officers position – at times being in a cruiser "ride alongs"
- Respect/Responsibility – accountability to citizens/respect the role of the officer, also the right time for dialogue.

Group B

Police are the public
- Police make mistakes
- Create dialogue with/ get to know the community
- Long hours create mistakes
- Recourses are stretched thing

Community building
- Coffee with a cop, adopt a cop, work with international students, residence hall events, etc. (no widely known)
- Aggressiveness with community members – why?
  - Due to not knowing what the person's intentions are
  - Different styles based on the individual cop

Solutions
- Talking to the police department about your interactions with them
- A quality control program where the P.D. follows up with community members

Police:
- High public TRUST
- Survey
- Don't want to be painted with a broad brush
- Treated with respect

Community:
- Want protection
- Want comfortability/approachability
- Reflect values
- Don't want to be treated as a criminal
- Treated with respect

Shares Responsibilities
- Communications and dialogue
- Talk about uncomfortable things
- Need to define what we want from the PD

Priorities:
- More conversations
- More participation
- Broaden the reach of these dialogues
- More respect, understanding

Common Ground
- Gained perspective
- More alike than we are different
- Both sides want to go home at night
- We all want to be here to create change

Group C

Key Issues
- Use of force – increasing
- Cooperation with public
- Use of power, authority
- Public approval
- Trust
- Expecting equality
- Cultural effectiveness
- 1829 still applies
- Training today
- Approachable

- Community policing
- Tensions – building relationships
- Hiring – knowing your policing environment, all policing is local
- Community members need to reach out more as well 0 let us know we are not just "bas news"
- Perceptions
- Sustained relationship building

Systemic –
- Intoxicated students – large # of the interactions – this is tiring and frustrating
- Reports when weapons come out of holster "response to resistance"
- Culture in department to diffuse situations – role modeling from with in
- Pressure from community leadership
- Okay to say – "made a mistake"
- Works both ways
- Where are the opportunities for education with officers/community? – more gateways

Top Ideas/Insights/Actions
- Community policing peel 1829 (Horses – motorcycles) visible approachable
- Relationship building
- Two way street – not "us vs. them" – mutual respect (tone)
- Training matters and culture in the department
- Hiring mattes

Groups D/E
Brainstorming
- Understanding reporting structures
- Training and awareness of training
- Knowing who your officers are
- Relationship building
- Issues re: race, gender, sexual orientation, metal health
- Mental health and self-care of officers
- Stress of job for PD
- Officer turnover
- College department vs. town/city department
- Accreditation
- Information sharing
- Level of education of officers (pg. 9)
- Diversity in system education/ training
- Balance as a community
- Change in police presence
- Mutual aid for what
- Media
- Public perception
- Militarization
- Broken systems
- Funding

- Implicit bias
- Belief systems – law enforcement and police

How can we build these relationships?
- Better outreach
- Outreach to student orgs

What is the most difficult part of an officer's job?
- Coming into the conversation ¾ of the way
- Link with substance abuse

Substance abuse
- How serious are these younger infractions being taken?
- Judicial system does not take seriously
- Education and enforcement at middle/high school
- Happening at a younger age
- Who is allowing it to happen
- Drinking age – does it help or is it effective?

How do you create common understanding?
- Change in society – extremism (alcohol, violence)
- Generational changes/differences
- Right officer in night situation because of public biases or perceptions

Police presence
- Officers in building with more property damage
- Bringing officers into trainings and positive interactions so that students become familiar
- Public discomfort with so many officers around
- Balance between residence and students in town

How can we make progress?
- More Durham PD interaction with community
  - Non call related
  - Outreach
  - Monthly meeting
  - Driving or walking around instead of stationary
- More dialogue like this event (with better outreach to hey the key stake holders)
- Education vs media
- Substance abuse issue
  - More communication with parents about issues – collaboration with all
  - Education and enforcement at the middle and high school level

Group F/G

Standouts/brainstorming
- Communication and taking time to build relationships and community
- Continuing discussion

- Education – how to safely interact
- Compliance (importance of)
- Checking bias
- Share what you learn
- Community outreach
- Community relations
- Community surveys
- Community perceptions based on national events
- Ride alones

Building Community
- Citizen's police academy
- RAD & fireside chats
- Relations with hall directors
- Conversations w/ Greek Life, students

Rochester April 2, 2015

Group A

- Importance communication in neighborhoods (examples, break ins and process of an investigation/follow up)
- Changing image of city of Rochester
- Immigrants – are we safe to live here? Are we going to be ok?
- Facebook – rougher Rochester
- Continued dialogue with police and community people
- Follow through communication
- More in depth discussion on immigration – concerns – more information

"We smell food/we come especially doughnuts!"

Page 14 – Data in hand – out
- Holding own people/police accountable
- Many issues – compliment
- Internal investigation is key
- Cases 20 & 22 – we took action
- Citizen complaints – most are misunderstandings
- What really happened
- Shop lifted – drug involvements – tied to other crimes
- Aggressive actions reduce the shoplifting – by publicizing their picture of shoplifting – fueling other criminal actions (50% reduction)
- Minority population is really growing in NH

Key Issues
- Hold voting ward meetings in police manners
- Increase attendance (recently 2 people at meetings)

- Please pass it on to friends about this method of communication
- Post the dates on local TV channel – or own website and give to newspapers
- 10 people attended a meeting to learn more about police (35,000 people)
- Mini police academy (10 weeks)
- Citizen know what is expected from police written down
- Police presentations – specific topics required
- Lack of trust and disrespect to each other in USA
- People don't communicate with each other in my neighborhood
- Ward meeting – bring questions
- Monthly newsletters comes out from the police

How we can Make Progress?
- To make people aware of ward meetings, newsletters
- Citizen asking police to make presentations on specific topics – police does have expertise
- Neighborhoods – marry a great woman!
- Bridge the communication with police
- Officers ask for email address – would you like arrest updates or police actions and programs?
- Why you are requesting it – email address
- Start to build relationships to slow down and build
- Pace on police website to sign up to receive updates
- More personal communication with police
- Police riding a bicycle
- Cultural differences – need to be addresses
- What is it like to be an immigrant – come and talk to sheriff office

Report Out
- Communication and partnership back and forward with community
- (immigrants/minorities) "We can help you – if we don't know you" says police
- Emailing – sign up on police website
- Future discussion to explore together/understanding collective data
- What police progress is being made?
- Crime mapping in neighborhoods
- Ward meetings attendance – encourage more to attend!
- Facebook – reaching out

Group B

Brainstorm
- The principles – even though 1829, still relevant. Police are part of the same community trying to protect – good foundation
- Mutual trust – have to have it. Needs constant attention and no one is perfect
- Perceptions – need to understand each other
- Hard to build positive relationship with everyone
- Respect – police and community to each other, mutual respect
- Injuries and fatalities for officers – stressful work, hope to support people within organization

- Principles #9 absence of crime needs to be actual positive stories of police
- In citizens academy – opportunity to meet with many community members that we don't usually see
- Helpful in mutual respect – outreach programs like this (citizens academy)
- Police training – so much on repoire, curious on human relations – the right personality to be able to build relationships
- Its changed, more an interpersonal value- changed in whose hired in skill building for police work – it's in a higher standard now
- Mental health much more apart – more involved, officers trained to talk, support, to get help – required
- More patience and communication
- Police also tested with psychological test
- Page 9 numbers look low – experience more educating and also more physically fit
- The chart isn't New Hampshire specific
- Education higher – may just be required
- Training standards are changing – higher and continues to grow

Priorities
- Officers come to school – helpful for relationships with kids. Often they have negative perception because they see police get mom and dad in trouble so it's helpful to build trust and know they are people too – mutual respect
- Rochester police are progressive, transparent – lots of community outreach like breakfast and specific towards it's a different experience
- Proactive to reduce problems before they start
- Preconception of citizens may think police aren't doing somethings when just in car and may see someone taken down
- But here we are lucky –invites citizens in
- Ride alongs – opportunities for citizens to really see what it's like – the #1 thing we do to help people understand our job
- It's constant for police
- We police also have to do a better job – to be as empathetic as we can, like with multiples calls with something we see as basic parents skills lacking
- We police also have to remember demands on police
- As police, you see calls you see #s and try to remember it's people – but it's stressful at tunes – need to remember
- Skills are important, so are tolerance and attitude
- We police have to use interpersonal skills daily
- Partnership and good communication a need and helpful to have calls and questions received. When we ask for help.
- They are there to support us in the school district
- In incident that felt painful, I was met with so much respect from the police. They didn't know me and treated me with respect
- Teen nights and other polices experiences – have always been kind and positive experiences
- Lots of programs at our high school to connect us police and many people don't understand full extent of the job as an officer

- National night out – first time in Somersworth – it was hard to get people who we want involved – how to get more community members involved?
- It's hard to find places to connect with citizens
- National night out, just okay and it's growing attendance
- Citizens Academy – hard to get participants but we just keep reaching out
- The people we are looking to hear fro we can't reach as much – want a diverse perspective – from all forms of lime and from people getting in trouble – the 20% and people who don't have positive experience, people arrested a lot, and people downtown
- With opportunity to meet, perceptions can change- communication is key
- Less focus for neighborhood watch now
- Risk factor – we police don't want to encourage vigilantes
- People we interact with most, but we don't get the same opportunity to connect with them
- Police Facebook page – they all gathered and we don't delete by several people – so hearing from people "20%" on social media
  - Ex. Of complaint on Facebook – then they looked into it.
- Want a conversation like at this table with people for mutual discussion. A uniform puts us at a barrier – we'd have to be at the same level
- Police conducted a survey – tried to look at generic questions on service – learning experience – made calls
- Other barrios to connect with people "20%" if don't have great relationship, people may be more apt to share truth and how they feel without uniform – to feel more equal
- High school students see officer, think something is wrong – a perceived tension, perhaps worry of getting in trouble
  - And there can also be a comfort in seeing officers in uniform
- Young youth – more receptive to police – hearing parents instill scare tactic because parent may feel fed up with child, other times it's more innocent
- Police can sometimes be a call for problems – lots that we deal with aren't criminal
- A fair amount of mental health calls – lots more bow because more diagnosis – community member responsible
- Citizens need to put numbers on their mailbox – it will help with safety
- Lock house and car
- Understanding of how officer is thinking and what you can do to not put yourself – as action – at risk
- Teach out younger children in positive light – they might get a different experience/influence at home.
- All and any outreach to youth is helpful

How can we make progress?
- Why is crime so prevalent?
- Concern if department is well enough staffed?
- Feel adequately staffed to police the needs we have
- With heroine on the rise, need for more treatment centers & budget cuts at state level
- Cuts to mental health services – problems bigger than us, affect us
- Need a more collaborative approach with state budget and local budget – cuts have big implications – "it takes a village" but feeling as there is less willing villagers

- It's changed lots of single parents – we see people who live "off the state, off tax dollars, who don't better themselves – frustrating type. They won't get a job.
- How to help get people wrap around services – collaborate to get people support and issue when lack of services
- Only two mental health facilities. Not adequate enough to deal with mental illness – collaborate with hospital
- Base the time, effort and resources on priorities – community to establish their priorities
- Mental health and substance abuse – connected and few and bar between – opp. For youth for treatment
- Look at more prevention – get kinds and students involved, it help prevent us – so join clubs to help decide what they like
- Young people connected with that friends think
- A healthy respect to law starts at a young age
- A healthy respect to be a part of community
- Issue of access to alcohol and drugs for young people
- Police have structure to support interpersonal skills and lots of opportunities to build relationships with community members – the core belief of strong relationships with public is important
- Challenge – people police interact with most and less opportunity to connect with them – the 20%
- Importance of collaboration to ensure mental health and substance abuse – service – state funding – to influence decisions0 like the big cuts being made
- Mutual effort

Group C

Reviewing the Data: What do you notice?
- It's all about building relationships and keeping relationships strong between the police and the community
- Unilateral perspective of service
- Looking at the data, all 3 communities are in the same county, but each town has specific crime problems
- Sociology training, communications training are key early on in a police career/academy and continuing education
- Criteria for hiring officers
- Continuing education for community specific issues
- Trainings can be dollar driven for high liability areas
- 1829 – dependent on public approval
- Feeling of protecting me personally – I'm not a statistic
- Appreciating the real world experiences of police officers
- Media promoting "us vs them" to build ratings
- Opportunities to act in a community buildings way (vs punitive) are common on the job for police
- However time constraints, answering calls can make community building efforts a challenge
- Misinformation creates anxiety
- Do police feel respected?

- Majority of interactions are with repeat offenders
- Police walking on the street make a difference, get to know people better and also get to be known better, more visible
- That could help overcome the connotation when people see a cop, something bas is happening.
- Money, budget constraints

Key Questions and Priorities
- Community members being responsible for safety
  - Communication
  - Downtown business look out for each other
  - Neighbors look out for one another
- Letting each other know what we expect
  - Ward meetings
  - Neighbors talking
- Ward meetings work – good venue for people to talk and for people to know resources that are available. Are people attending?
- It's more comfortable approaching/talking to officers that I know instead of ones I do not know

What information do you need so you can better understand how your PD works?
- Junior Citizens Academy
- Citizens Academy
- Important to understand what officers experience
- Learning about comp stat program
- The ward program works – build on that
- Advertise, promote ward meetings (Facebook/social media)
- Find ways for public to give input on positive things for PD

Final Priorities
- Establish an open connection between law enforcement and community, to build trust in order to establish interpersonal relationships, and improve communication
- Build on the success of ward meetings
- Advertise the meetings more using social media – Facebook page
- Rochester police department is well respected

Group D

Website: Raids online data available activity tracking by type 1 location
What is missing from data in handout?
- Rates by ward, by zone, zone #1 single family
- Relationships between zones
- Population density
- Crime related to socio-economic status

How do these data help us use in terms of action?
- The data could drive changes in zoning /planning process for city

What about difference between arrests and convictions
- Are there benchmarks for this?
- What motivated/precipitated the arrest?

Arrested- then what? - Gradations
- Placed on file
- Thrown out
- To court

In order to arrest - warrant
- In their presence
- Domestic violence – within 12 hours
- Felony

Mental Health
Police officer as prosecutor- lawyer as prosecutor – Change in process in Rochester
Repeat Offenders – 5% of population create 80% of issues
First time offenders – aversion programs
Theft – return item to get cash
Societal problems – bigger than police
Community coming together for solving issues

How to create mutual trust?
- Preconceptions that get in the way
  - Officers in schools – scary face – look for opportunities for interaction – it's a good thing. Don't know officers personally
- Dare – getting to know officers (positive)
  - Effectiveness? – many kids used drugs/drank
  - Seeing students grow up – helping some students – does make a difference: years later students thank officers for making a difference
- Officers in public – parents say "watch out he'll arrest you
  - Officers help problem solving – some disadvantaged need assistance and problem solving: complex situation
- Rate of contacts vs arrests

What is the ideal relationship/role
- Probably 80% if calls are problem solving calls – feel pretty effective about problem solving
- Balance – relationship in presence of danger
- Important relationship prior to danger

Bridging gaps
- Interface – for better understanding – police are not robots: formal programs
- Relationship between rec. and police
- Coaching teams
- Officers in uniform is powerful – images challenges: customers don't see
- Uh-oh moments by police
- City councilors
  - Will take ideas and move them

- Use as a filter for various concerns/constituents
- Facebook – multiple types of info to public that is generation specific
  - Informational – not preachy
  - Referral to other agency activates/resources
- Citizens – if you don't know where to call – call the PD
  - Info to homeless drug issues – officers can get info from dispatch
  - Law enforcement and public share in responsibility to give info to the public
  - Role of dispatcher – info exchange, find resources

Other priorities/other elements
- Polarity – either pro or con about law enforcement – very polarized right now
  - Problem when generalizing about all officers. Need to get past all this or that
- Question of confidence in police "policing" each other – what if there is a bad egg?
- Rochester – supportive – coach each other and provide feedback to each other, this standard stats with the chief
- Internal investigation – more in Rochester: most are internal generated, we are policing ourselves and don't sweep things under the rug
- 4.7/year attrition rate
  - Standard higher for police as compared to another worker type such as a handy man.
  - "internal awareness of higher standards and expectations
- Personnel issues are private – how does public know that a corrective action has occurred
- Public doesn't know officer training requirements/education of officer/benefits
- Good cultural and social sensitivity – you acknowledge diversity: need to advertise this

Solution themes
- Better/more data – different way to look at it
- Wards/zones – need more transparency
- Importance of interface to build trust
- Communication avenues – Facebook, events
- Importance of sharing what you're doing to build trust
- Many not be reaching the people we want to reach
- Resolution to arrest – disconnects in data system
  - system not set up to pull the data
  - Tracking system – convection listed by person
  - Challenges in pulling data

What is most important?
- Interface – "attitude"/"customer service"
- Teach youth how to appropriately interact with police
- Keep with what works – do it more, bigger, better, opportunity for exchange
- Officers see people at their worst – can lead to burn out/stress
- Common ground points
- Diverse points
- Work with younger kids – start earlier
- Improved PR – brag about what the police department is going

- Middle schools leads to carry over to high school
- More uniformed officer interaction in natural settings
- Ongoing need for transparence
- Continue to do what you do well
- What can community support PD and how is that communicated to PD
- Times have change but continue with value of positive interaction with community
- Desire for more interaction now in high school and more with grade school
- Community policing helps break down barriers with kids especially k-9 and helps with communication
- Use dog as a tool to open communication
- Balance – goal 40% community policy
  - Demands of PD are community policing and calls for service

Group E

Info Section
- Definition on community policing
  - Simplify – make easily understood by all
  - Community relations, protection, problem solving
- Don't want to think of police as bad
- Common citizen impression should be positive – "should be less like a parental/authoritative/going to get in trouble.
- Penny wise – pound foolish with police department budget
- Police work and code enforcement
- Metaphor – police reflect society they live in
- Standards changed over the years (ex. Drunk driving – 70's drive you home, now – test).
- More punitive today – less personal judgement
- Supreme court sets policy
- Difference between city policy vs state police policy

Balance between approachable and intimidating
- 3rd/4th/ 5th person story a problem
- Repeat MV initiative – seen as successful
- Customer service perspective – good interaction
- Power – bad interaction
- Same as a business – one bad experience can hurt relationship
- Stat repair at younger age – better relationship in life
- Interaction in non-threatening environment
  - National night out, k-9 visits, high school resource officer full time, middle school full day events, Explorers 20 plus
- Department wide model for community policing
- How does the community step in and help with relationship?
  - Positive adult role models
  - Starts at hoe
  - YMCA - community police potential cooperation

- Rotary – PD – potential cooperation (strong police connection in Rotary in Rochester)

What makes a good citizen? (City, state, country)
- Someone involved (small or large ways)
- Someone who cares to be involved
- Understanding of what is going on
- Knows the community
- Aware of goings on
- Vote
- Law abiding
- General sense of pride in community
- Be informed
- Same as being a good community member
- To be a good police officer you first need to be a good citizen and know the community

What make a good police officer?
- Being a good citizen
- Know community
- Connect those in need to resources
- Intelligent – trust educated ability to reason and make sound judgement 0 cool calm and collected all the time, level headed, reasonable solutions stabilize a situation and decide proper reaction
- Recognize the difference between military and policing (daily vs crisis)
- Increase of SWAT – used too often
- Daily policing vs resources and training viewed as militarization

Mental Health/Substance Abuse
- Need for someone to responding with PD
- Recovery center in Portsmouth that will go through process with person
- Narean – "welcome back – you're under arrest" to diver into drug corp – protective response
- Where else can PD share this strategy?
  - Retell story with changing generations
  - Constant PR campaign is necessity
  - Headlines become constant negative after PD give facts of case

Social media
- tell the good stories
- PD limited in what they are allowed to say legally
- Positive news for Rochester – including PD involvements
- Bad news travels fast while good news isn't told

End Goal: Not to make police officers everybody's best friend but to:

- Responsibilities of citizens
  - Respect PD
  - Trust PD
  - Provide resources
  - Idea sharing

- Call – pick up the phone
- Help with PR – positive stories
- Non-profits – invite police to participate – allow PD to plug into your network
- Go to ward meetings
- See that officers are human
- Know your neighborhood officer
- Funding for programs, Girls Inc, afterschool programs
- Participation
- Need new faces to interact
- Understand the partnership between PD and community
- The way we talk about CE
- Tell PD what you know – no matter how small

Appendix D: How NH Listens Collects and Reports Findings

NH Listens bases this kind of community development work on small-group facilitated dialogue (typically eight to twelve participants per group) that produces specific findings. Depending on the topic, the findings might be at a more general level, articulating broad sets of values or criteria for decision making, or quite specific recommendations, such as concrete steps for action.

Whether a dialogue is constructed as a one-time event that stretches over several hours or multiple events occurring over several weeks, participants typically move through a four-stage process supported by the facilitator. These stages include:

1. Introductions and personal stories about how participants relate to the focus topic of the dialogue (including their prior experiences with and opinions about the topic)
2. Review of the available data on the topic to ensure common, comparable levels of knowledge among participants
3. Analysis of the topic and its multiple dimensions, leading to selection by the group of a small number of key issues (three to four) that serve as the basis for subsequent discussion from which the group generates concrete actions and recommendations
4. In-depth discussion of the selected key issues and articulation of a final set of views, values, or recommended actions directed at relevant decision makers

Throughout the dialogue, facilitators and participants document the conversation on large flipcharts and identify recurring statements or themes. That is, the information that is gleaned from each small group is inductively analyzed, moving from specific comments made by group members to general statements that represent the shared ideas and perspectives of the group. Both agreements and disagreements are recorded, to ensure that all points of view are heard and documented.