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**Oral Testimony**

**Presidents Task Force on 21<sup>st</sup> Century Policing**

**Listening Session: Training and Education**

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## **A Little Background**

A few months after Garry McCarthy became Superintendent of the Chicago Police Department in May of 2010, he directed the Training and Education Academy to prepare and deliver Police Legitimacy to the entire CPD. To date over 10,000 Chicago Police Officers have been trained as well civilian department members. The program has also been modified and presented to several hundred community residents as well as the entire Independent Review Authority (IPRA), the city agency that investigates police misconduct. The training has been shared with police departments, criminal justice agencies and universities in 19 states and England. In some cases visitors attended the training in other cases train the trainer programs were conducted for visiting departments, as was the case the case with the Oakland PD and some others.

Occasionally, our trainers would visit another location and conduct training as was the case with the Baltimore P.D. and other agencies. The PowerPoint, Participant Guide and Lesson Plans were given to any law enforcement agency or other legitimate entity requesting it. New York, Dallas, Las Vegas, Seattle, New Orleans and Boston are just a few of the other departments that either received materials or attended the training.

## **Program Design and Presentation**

A good deal of research was conducted before program design was initiated. We were fortunate in that Dr. Dennis Rosenbaum and Dr. Amie Schuck from the University of Illinois Chicago had developed a four hour block of instruction for recruit training called Quality Interactions with People (QIP) we had been presenting to recruits for a couple of years. This program was built on the tenets of Procedural Justice; i.e.: Fairness, Listening, Respect and Trust. As Police Legitimacy is built through Procedural Justice, we built the program around the principals of Procedural Justice. The biggest breakthrough we had was when Police Officer Al Ferreira and I

were able to spend two days with Dr. Tom Tyler and Dr. Tracey Meares at Yale University. Tom and Tracey graciously shared their wisdom and insights with two cops from Chicago. By the time we left Yale we had the outline for the content of the training program and for a second phase to be conducted at a later time. It was important that training be more than just a class defining Procedural Justice and Police Legitimacy; we wanted to make a lasting impact on attendees. Using Bloom's Taxonomy Model, we looked to operate in the Affective Domain where feelings, emotions and values are addressed. To accomplish this we worked hard to use the Socratic Method of learning where questions and discussions lead to self learning. The training was conducted over an eight hour day with an hour for lunch and a ten minute break every hour. The day is divided into five modules. There were videos used to stimulate discussion as well as four group exercises intended to stimulate small discussion in smaller groups and raise questions and concerns that the entire class could discuss. Adult learners want to know, "What's In It For Me," when they take a class; what will they get from the training to benefit them. This was always in our mind in designing and presenting the class.

## **Results**

We have both anecdotal and scientific proof that the class was effective. Evaluations were given out at the end of every class and we had around a 98% participation rate. 93% of participants rated the class as good, very good or excellent; with 83% rating the class as very good or excellent. The director of IPRA related that he believed that a little credit is owed this class for a reduction in complaints against the police. Dr. Wes Skogan from Northwestern University conducted a pre and post class survey and found that officers taking the class were in fact learning the concepts. A longitudinal study of officers on the street found that a small but significant number of officers were doing it.

## **Training**

Training is just the start of the process of making our police departments legitimate and training cannot be a one and done, but on going. The Chicago Police Legitimacy program was always been envisioned as being three parts. The second part is done and in the process of being rolled out and may even be better than the first training. Typically the cost of the training is only looked at in terms of actual cost of the training. What isn't looked at is the cost to replace officers who at training to maintain appropriate staffing levels. Something simple that is often over looked is refreshments for those attending class. Coffee, water and snacks can go along way toward making training more enjoyable and effective. Department leaders have to demonstrate Police Legitimacy towards their own department members as well if they wish to develop trust between them and their subordinates. Procedural Justice must be the way department's conduct business at all levels and in every aspect of their operations. To this end leadership training that is designed specifically to teach how to use the principals of Procedural Justice can be applied to leadership should be developed and delivered. It is absolutely critical; however, that training is not looked at as a be all and end all. Departments must fully integrate the Procedural Justice Principals into the fabric of their organizations. Performance evaluations, promotions, awards, promotions, etc. must all be reflective of Procedural Justice Principals. The community should be made aware of what departments are trying to achieve with Procedural Justice and should receive training too.

## **Recommendations**

1. There needs to be a nationally recognized training program approved by and funded by the Federal Government so everyone is on the same page.

2. Funding must not only include training, but also include the cost of materials, travel, refreshments and paying for officers to take the place of those taking training.
3. Training should not be a onetime event, but be ongoing.
4. Training in and of itself is not the be all and end all, if support structure are not built into the organization to support Procedural Justice, the training will not be as effective.
5. Funding needs to be provided to help departments fully integrate Procedural Justice into their organizations.
6. Training must be learner focused.
7. Training on what Procedural Justice is and what they should expect from the police must be provided for the community as well.