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# Law Enforcement Environmental Assessment Tools

192997

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National Criminal Justice Reference Service (NCJRS)  
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**Anonymous Survey**

**Focus Group Guide**

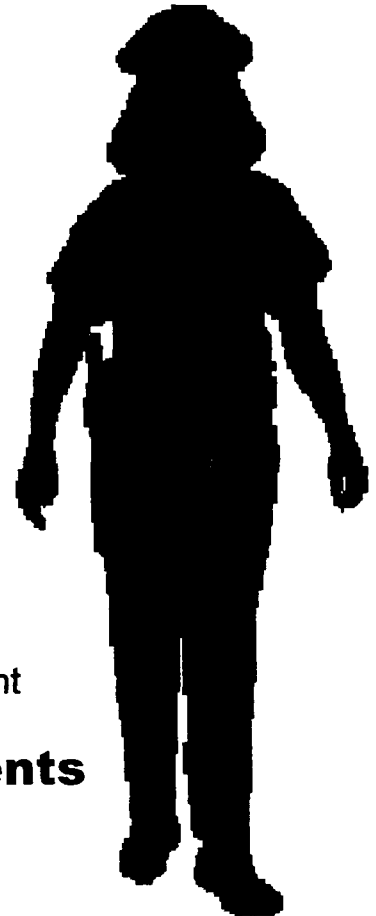
**Recruitment & Selection**

**Training Academy**

**Sexual Harassment Prevention**

Including Pregnancy, Childcare, Uniforms & Equipment

**Promotions and Special Assignments**



FINAL REPORT

Approved By: \_\_\_\_\_

By Donna Milgram: \_\_\_\_\_

Date: \_\_\_\_\_

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October 16, 2000

Dear Colleague:

I strongly believe that law enforcement agencies want to recruit, retain and promote women officers but often don't have the human resource "tools" to do so. The Law Enforcement Environmental Assessment Tools (LEEAT) provide, for the first-time, off-the-shelf tools that are police-specific and field-tested. The LEEAT Tools enable departments to easily self-monitor on workplace environment issues to determine if the Department's workplace is receptive to women and minority police officers. The LEEAT Tools enable Departments to pinpoint what barriers (if any) exist for women and minority police officers so that they can take action to overcome them.

The Law Enforcement Environmental Assessment Tools (LEEAT) were five years in the making. The current version of the LEEAT Tools were field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The first generation of LEEAT Tools was field-tested in the Tucson and Albuquerque Police Departments in 1995-96 with a grant from the US Department of Labor.

The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The LEEAT Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, DC, served as a consultant to this Project and advised on development of the assessment instruments. Dr. Evan Stark, an organizational psychologist and focus group expert, advised on the development of the focus group guide and assisted in its field-test.

I can not thank enough the Durham and Albuquerque Police Departments for participating in the field test of the LEEAT Tools so that not only their own Departments could benefit but so that other Departments could use these Tools as well. Thank you to Chief Chambers of Durham Police Department and Chief Joseph Polisar, formerly with the Albuquerque Police Department and now with Garden Grove in California; and Chief Gerald Galvin of the Albuquerque Police Department.

In particular, I would like to thank the following individuals for generously volunteering so much of their time reviewing and re-reviewing the LEEAT Tools:

- Chief Teresa Chambers of the Durham Police Department;
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- Deputy Chief Sal Baragiola, formerly of the Albuquerque Police Department, now retired; and
- Chief Mary Ann Viverette of the Gaithersburg Police Department and now 6<sup>th</sup> Vice-President of the International Association of Chiefs of Police (IACP). Chief Viverette was asked to review the LEEAT Tools because of her expertise as an assessor for the Commission on Accreditation for Law Enforcement Agencies (CALEA) and her graduate degree in Human Resource Management.

I am interested in hearing about your experience using the LEEAT Tools in your law enforcement agency. Please write me via e-mail at [donnam@womenpolice.com](mailto:donnam@womenpolice.com). I also hope to see some of you at the training I am conducting on use of the LEEAT Tools, for more information visit our Web site at [www.womenpolice.com](http://www.womenpolice.com).

Sincerely,

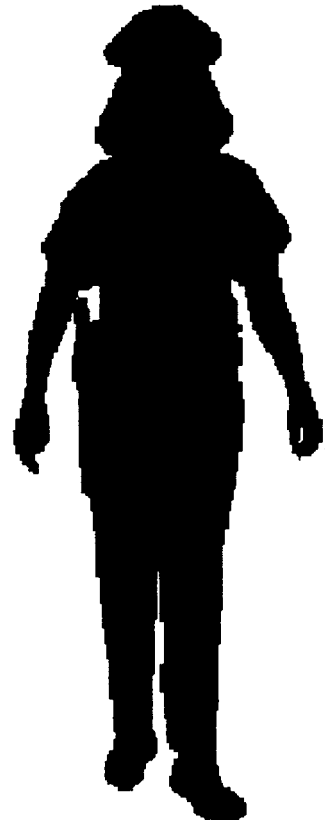
Donna Milgram  
Executive Director

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# **LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOLS**

## **ANONYMOUS SURVEY**



**By Donna Milgram**

*Funded in part under  
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### Instructions for Using the Law Enforcement Environmental Assessment Tools (LEEAT) Anonymous Survey

**Terms of Use/Disclaimer:** By using the Law Enforcement Environmental Assessment Tools owned and operated by The Women in Policing Institute, you are agreeing to comply with and be bound by the following terms of use. Please review the following terms carefully. **If you do not agree to these terms, you may not use the Law Enforcement Environmental Assessment Tools.**

**Users of the Law Enforcement Environmental Assessment Tools must agree to the following:** In no event will The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. be liable for any actual, direct, incidental, consequential or punitive damages, including, but not limited to, damages from the use of its Law Enforcement Environmental Assessment Tools.

**The user agrees that usage of these Law Enforcement Environmental Assessment Tools is at the user's own risk.** The user further agrees to indemnify, defend and hold harmless The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. from any and all such actions or claims.

**Police Departments and all other entities using the Law Enforcement Environmental Assessment Tools Anonymous Survey MUST also agree to the following:**

- 1) This Anonymous Survey will not be used to identify individual survey respondents under any circumstances.
- 2) Questions in this Survey will not be altered or changed other than to indicate the name of the Department or outside agency administering the survey and to customize the rank structure under identifying information. To do so would significantly change the validity of the instrument.
- 3) Barriers that are identified through this survey instrument will be addressed. Swift action will be taken to address sexual harassment barriers that are identified.

**©2000 Copyright:** The Law Enforcement Environmental Assessment Tools are copyrighted by the Women in Policing Institute and may not be reproduced in part or whole or shared electronically or posted to a Web site without the express permission of the National Institute for Women in Trades, Technology and Science.

**Purpose:** The Law Enforcement Environmental Assessment Tools Anonymous (LEEAT) Anonymous Survey was designed to assist law enforcement agencies in identifying and pinpointing barriers that police officers are experiencing in the workplace related to gender and race – or just the work environment in general – and to gain the input of their workforce on

possible solutions. The Anonymous Survey assists management in recognizing problems before they become complaints or lawsuits and provides information that will assist departments in taking action to improve the workplace. Collecting accurate data allows a department to pinpoint problems and develop interventions and solutions that are customized to the department's needs.

**Survey Categories:** This survey is divided into ten categories: 1) Work Environment - General; 2) Mentoring and Support; 3) Promotion; 4) Health and Safety; 5) Family; 6) Harassment/Discrimination; 7) Reporting Sexual Harassment; 8) Sexual Harassment Training; 9) Leadership; 10) Personnel Policies. There is also a section on Personal Information. Departments may want to administer this 99 question survey in sections over time, depending on their departmental needs. See customization below.

**Administration of the Survey:** Survey participants should always be voluntary: employees should never be mandated to complete the LEEAT Anonymous Survey. It is important to have this survey administered by an outside organization to protect the anonymity of the respondents and to increase the survey response rate. While no survey is signed, there is sufficient information in the identification section to reveal the identity of some respondents -- especially respondents that are part of a small group (less than ten), for example, black female recruits in an Academy that has only two. Thus, it is crucial that departments ask an outside entity to administer this survey such as University Departments of Criminal Justice, Industrial Psychology, or Sociology, a consultant in sexual harassment experienced in survey research, or a research firm.

**Agencies with Less Than Fifty Women Officers and/or Fifty Minority Officers:** Agencies that have less than fifty women officers and/or less than fifty minority officers may not want to use this survey as the identities of the respondents will be easily revealed because of their small numbers in a department. While results are reported collectively to maintain the confidentiality of respondents, this anonymity is compromised when a small group is identified that is easily recognizable, such as women or minorities. One possible solution to this problem is to eliminate the race and sex identifiers in the personal information section of the survey. This will eliminate the ability of the agency to link barriers in the workplace to gender or race but may be a solution to the anonymity issue for small agencies. Please note that these instruments were only field-tested with police departments of 500 to 1,000 sworn officers.

**Who to Survey:** This survey was designed to be administered to both female and male officers of all ranks, and can also be used with civilians (see civilian section below). The survey was also designed to be administered to both white and minority officers.

**Sample:** Departments that are not surveying all of their officers should keep the following in mind when developing a representative survey sample: 1) Women officers should be over-represented in the sample so that their actual numbers are significant. For example, a department of 1,000 sworn officers that is 10% female (n=100) and has a survey sample of 200 sworn officers, should survey more than 10 percent females in the sample (n=20). At least 50 if not all 100 of the female officers should be surveyed. This is also true for minority officers where their percentage in a department is small; 2) Officers of all ranks and recruits should be surveyed proportionate to their percentages in the Department; 3) There should be a distribution of officers across all shifts and squads; 4) There should be



a distribution of officers across length of service (number of years with the department) proportionate to their numbers in the department; 5) Departments with their own Training Academies should consider administering this survey to all recruits upon their graduation.

**Survey both females and males and all races:** Surveying both female and male officers enables male responses to be used as a baseline so that it can be determined if barriers are gender-based or if there are gender differences regarding possible solutions. For example, if 33% of female officers report uniform and equipment fit problems in comparison to only 7% of male officers, this may be indicative of a gender-based problem. Or if 20% of women officers report experiencing "having an officer refuse to work with me in the past two years" in comparison to 25% of male officers, this may be indicative of a morale problem in the department but it is not gender-based. Similarly, if 60% of minority officers indicate that "the level of stress I experience on the job due to the work environment created by my co-workers" is very serious compared to only 20% of white officers, this may be indicative of a race-based problem.

**Civilians:** This survey was designed for use with sworn employees but can also be administered to civilians. A small percentage of the survey questions will not apply to civilians such as "Have you experienced being kept out of physical fights with a suspect." Civilian employees can be instructed to disregard the questions that do not apply to them or the survey can be customized to eliminate these questions for civilian employees only. Either way, civilian results should be reported separately from the results of sworn employees and the data should not be aggregated across the two groups.

**Cross Tabulations:** Data should be cross-tabulated by identifiers in the Personal Information section.

**Customization:** Law Enforcement is very decentralized and information such as rank varies greatly from department to department. This survey is provided on a floppy disk so that it can be easily customized to individual departments' identifying information and rank structure. Some departments may want to administer the survey in sections depending on departmental needs. Under no circumstances should individual questions be altered or additional questions be substituted.

**Software Applications:** This survey was created in Microsoft Word 97 and Excel 97.

**How This Survey Was Developed:** This survey was field-tested in its first generation in the Tucson and Albuquerque Police Departments. The current version was field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The survey questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. Survey instruments cited in the literature and in the public domain were obtained and reviewed; about twenty altogether. This survey was reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, D.C., served as a consultant to this Project and advised on development of the assessment instruments.

**Responsibilities of Police Departments Regarding Sexual Harassment:** 1998 Supreme Court Decisions on sexual harassment – Burlington Industries, Inc. v. Ellerth, No. 97-569 (1998) and Faragher v. City of Boca Raton, No. 97-282 (1998) and Equal Employment Opportunity Commission (EEOC) regulations – Title 29, Section 1604.11 – can hold employers liable for its supervisors' and employees' sexual harassment under Title VII of the Civil Rights Act of 1964, even if the employer did not know of the misconduct; in some cases, the employer can defend itself by showing it took steps to prevent or correct harassment. For more information on the responsibilities of employers visit the EEOC's web site at [www.eeoc.com](http://www.eeoc.com).

**Risks to Police Departments regarding Self-Assessment:** Employment case law is mixed on the "critical self-analysis" privilege which prohibits discovery of the company's audit but allows discovery on the underlying factual underpinning of such audits. Employers may have to disclose information from self-audits that could be used by plaintiffs in lawsuits. ALL employers using this survey should be prepared to take immediate corrective action in response to evidence of harassment or discrimination uncovered. For an example of the type of corrective actions that could be taken, see (EEOC) regulations – Title 29, Section 1604. Employers that administer this survey and do not act to correct negative findings may put themselves at greater risk for liability under Title VII of the Civil Rights Act. Employers who do take action may ultimately prevent discriminatory behavior and lawsuits.

**Responsibilities to Respondents:** Police Departments using this survey have a responsibility not to identify individual respondents or groups with less than ten people and to take swift action to remedy sexual harassment problems identified through its use.

**For guidance on solutions to sexual harassment problems:**

- 1) Read *Preventing Sexual Harassment: Integration of Women into Male-Dominated Occupations, An Annotated Bibliography, Policing, Fire Service, Military, Building Trades* by Donna Milgram and *Recruiting, Integrating and Retaining Women in Policing, Police Chief*, October 1998 by Chief Joseph Polisar and Donna Milgram (information on both can be found on the organizational web site at [www.iwitts.com](http://www.iwitts.com) along with other information on women and policing);
- 2) Visit the Equal Employment Opportunity Commission (EEOC) web site at [www.eeoc.com](http://www.eeoc.com);
- 3) Hire a consultant specializing in sexual harassment and law enforcement and women and policing.

October 2000

X  PD: Work Environment Survey

Anonymous and confidential survey conducted by X, an independent organization

**INSTRUCTIONS**

1. **Do Not** put your name on any page. Your answers will be confidential. They will not be given to or shared with your employer in a way that identifies you.
2. Feel free to leave any question blank if you don't know the answer or don't want to answer.
3. Please complete this survey and mail it in the envelope provided by **DATE**.

**WORK ENVIRONMENT – GENERAL**

Please indicate to what degree you agree with the following statements:

1 = strongly agree    2 = agree    3 = undecided    4 = disagree    5 = strongly disagree

	Circle One				
	SA	A	U	D	SD
1. I am satisfied with my job. . . . .	1	2	3	4	5
2. My fellow officers recognize when I've done a good job. . . . .	1	2	3	4	5
3. My immediate supervisor recognizes when I've done a good job. . . . .	1	2	3	4	5
4. I feel supported by the Administration. . . . .	1	2	3	4	5

0 = none    1 = a little    2 = moderate    3 = serious    4 = very serious    5 = severe

	Circle One					
	0	1	2	3	4	5
5. The level of stress I experience on the job due to the nature of the work is . . . . .	0	1	2	3	4	5
6. The level of stress I experience on the job due to the work environment created by my co-workers is. . . . .	0	1	2	3	4	5
7. The level of stress I experience on the job due to the work environment created by my supervisors is. . . . .	0	1	2	3	4	5

**MENTORING AND SUPPORT**

	Circle One					
8. Do you have a mentor (a more senior officer who guides and assists you)? . . . . .	Yes (1)	No (2)				
9. If Yes, my mentor is. . . . .	Male (1)	Female (2)				
10. If No, I would like to have a mentor. . . . .	Yes (1)	No (2)				
11. I would prefer a mentor who is. . . . .	Male (1)	Female (2)	Doesn't Matter (3)			
12. I would prefer a mentor who is	White (1)	Hispanic (2)	Black (3)	Asian (4)	Native American (5)	Doesn't Matter (6)
13. Would you be willing to serve as a mentor to an officer of the opposite sex? . . . . .	Yes (1)	No (2)				

14. Would you be willing to serve as a mentor to an officer of another race/ethnic origin? Yes (1) No (2)
15. Would you like the Department to establish a formal mentoring program? . . . . . Yes (1) No (2)
16. I belong to a women's policing association. . . . . Yes (1) No (2)
17. I would join a national women's policing assoc. if it was supported by the Dept. . . . . Yes (1) No (2)
18. I would join a local women's policing association if it was supported by the Dept. . . . . Yes (1) No (2)

**PROMOTION**

**Circle One**

19. I plan on working toward a promotion. (If yes, skip to 21). . . . . Yes (1) No (2)
20. If no, is it because you believe promotions are not based on merit? . . . . . Yes (1) No (2)
21. I plan on working toward a special assignment. (If yes, skip to 23) . . . . . Yes (1) No (2)
22. If no, is it because you believe special assignments are not based on merit? . . . . . Yes (1) No (2)
23. My current job assignments are career enhancing towards promotion. . . . . Yes (1) No (2)
24. Women officers have heavier workloads because they are called upon to perform gender-related duties (e.g. female suspect search). . . . . Yes (1) No (2)
25. What is the rank you expect to achieve by retirement?

Officer (1) Sergeant (2) Lieutenant (3) Captain (4) Command Staff (5) Expect to leave before retirement (6)

**HEALTH AND SAFETY**

**Circle One**

26. Does all of your protective gear, uniforms and equipment fit satisfactorily? (If yes, skip to 29). . . . . Yes (1) No (2)
27. If no, circle all items that do not fit. . . . .
- |          |      |            |         |          |           |       |       |
|----------|------|------------|---------|----------|-----------|-------|-------|
| Uniforms | Vest | Duty       | Holster | Duty     | Hand-     | Bikes | Other |
| (1)      | (2)  | Weapon (3) | (4)     | Belt (5) | cuffs (6) | (7)   | (8)   |
28. If other, state the problem \_\_\_\_\_
29. If you have fit/size problems with gear, uniforms and/or equipment, did you advise the Department of the problem? . . . . . Yes (1) No (2)
30. Have you had health problems or job-related injuries that caused you to be off duty (or reassigned to light duty) for more than 2 weeks during the past 2 years? Yes (1) No (2)

**0 = none 1 = a little 2 = moderate 3 = serious 4 = very serious 5 = severe**

**Circle One**

31. How serious are uniform and equipment problems in the Department? 0 1 2 3 4 5

**FAMILY**

**Circle One**

32. I have children that require childcare. . . . . Yes (1) No (2)
33. If yes, how many currently require childcare? . . 1 2 3 4 5 6 7 8 9 10 or more
34. If yes to question 32, childcare during work hours is a problem for me . . . . . Yes (1) No (2)
35. If yes to question 34, my greatest difficulty with childcare is: **Circle One**  
 Nightshift (1) Mandatory Overtime (2) Court (3) Rotating Shifts (4) Sick Childcare (5) Other (6)
36. If the Department could assist with childcare what would be most helpful? **Circle One**  
 On Site Child Care (1) Nearby 24hr Childcare (2) Subsidies (3) Sick Childcare (4) Childcare Referrals (5)
37. I have been pregnant in the past two years. . . . . Yes (1) No (2) N/A (3)
38. If yes, I am satisfied with how my light duty assignments and maternity leave were handled. . . . . Yes (1) No (2) N/A (3)
39. I have taken family and medical leave (FMLA) for maternity leave. . . . . Yes (1) No (2) N/A (3)
40. If yes, I am satisfied with how my FMLA leave was handled . . . . . Yes (1) No (2) N/A (3)

**HARASSMENT/DISCRIMINATION**

**Please indicate if, and how often, you have been subjected to the following types of behavior while working at NAME OF DEPARTMENT during the last two years. Use the following to code your answers:**

**1 = never 2 = once 3 = occasionally 4 = 2 to 3 times a month 5 = once a week or more**

If you circle 2, 3, 4 or 5 for any behavior, then also indicate who bothered you:

**A = Co-worker C = Training Academy Officer**  
**B = Supervisor D = Field Training Officer**

- | I have experienced, in the last two years:                    | <b>Circle One</b> | <b>Circle All That Apply</b> |
|---------------------------------------------------------------|-------------------|------------------------------|
| 41. Having an officer refuse to work with me. . . . .         | 1 2 3 4 5         | A B C D                      |
| 42. Having my work sabotaged. . . . .                         | 1 2 3 4 5         | A B C D                      |
| 43. The silent treatment (refusal to talk to me). . . . .     | 1 2 3 4 5         | A B C D                      |
| 44. Important job-related information being kept from me. . . | 1 2 3 4 5         | A B C D                      |
| 45. Requesting back up and not receiving it. . . . .          | 1 2 3 4 5         | A B C D                      |
| 46. Overprotection from dangers of the job. . . . .           | 1 2 3 4 5         | A B C D                      |

1 = never    2 = once    3 = occasionally    4 = 2 to 3 times a month    5 = once a week or more

If you circle 2, 3, 4 or 5 for any behavior, then also indicate who bothered you:

**A = Co-worker**                      **C = Training Academy Officer**  
**B = Supervisor**                    **D = Field Training Officer**

I have experienced, in the last two years:

Circle One

Circle All  
That Apply

47. Being kept out of a physical fight with a suspect . . . . .	1	2	3	4	5	A	B	C	D
48. Being set up for a physical fight with a suspect . . . . .	1	2	3	4	5	A	B	C	D
49. Unwelcome sexual teasing, jokes, remarks, or questions . .	1	2	3	4	5	A	B	C	D
50. Unwelcome sexual comments/innuendo directed toward me. . . . .	1	2	3	4	5	A	B	C	D
51. Being the target of sexual rumors. . . . .	1	2	3	4	5	A	B	C	D
52. Unwelcome sexually suggestive looks or gestures . . . . .	1	2	3	4	5	A	B	C	D
53. Unwanted touching, fondling, cornering or pinching. . . .	1	2	3	4	5	A	B	C	D
54. Pictures of naked or partially dressed women/men. . . . .	1	2	3	4	5	A	B	C	D
55. Racially demeaning pictures . . . . .	1	2	3	4	5	A	B	C	D
56. Anti-women comments. . . . .	1	2	3	4	5	A	B	C	D
57. Anti-male comments . . . . .	1	2	3	4	5	A	B	C	D
58. Anti-minority comments . . . . .	1	2	3	4	5	A	B	C	D
59. Anti-white comments. . . . .	1	2	3	4	5	A	B	C	D
60. Being repeatedly asked out by someone I repeatedly refused dates with . . . . .	1	2	3	4	5	A	B	C	D
61. Unwelcome requests for sexual favors. . . . .	1	2	3	4	5	A	B	C	D
62. Sexual bribery (a request for sex with a threat of punishment or promise of reward) . . . . .	1	2	3	4	5	A	B	C	D
63. Retaliation for complaining about sexually offensive conduct . . . . .	1	2	3	4	5	A	B	C	D
64. Rape, or attempted rape or sexual assault. . . . .	1	2	3	4	5	A	B	C	D

65. Have you ever considered leaving the Department because of sexual harassment? . . . . .      Yes (1)      No (2)

66. I understand the Department's sexual harassment policy. . . . .      Yes (1)      No (2)

**REPORTING SEXUAL HARASSMENT**

Please indicate to what degree you agree with the following statements

1 = strongly agree    2 = agree    3 = undecided    4 = disagree    5 = strongly disagree

	Circle One				
	SA	A	U	D	SD
67. If sexually harassed, I would use the sexual harassment complaint process. . . . .	1	2	3	4	5
68. I fear use of the sexual harassment complaint process would lead to retaliation by my fellow officers . . . . .	1	2	3	4	5
69. I fear use of the sexual harassment complaint process would lead to retaliation by my supervisor . . . . .	1	2	3	4	5
70. If the Department had an informal dispute resolution process, I would use it if sexually harassed . . . . .	1	2	3	4	5
71. If the Department had an anonymous hotline for information on sexual harassment complaints, I would use it if sexually harassed. . . . .	1	2	3	4	5

**SEXUAL HARASSMENT TRAINING**

Circle One

72. I have attended sexual harassment training sponsored by the Department, city or county . . . . .	Yes (1)	No (2)
------------------------------------------------------------------------------------------------------	---------	--------

1 = strongly agree    2 = agree    3 = undecided    4 = disagree    5 = strongly disagree

	SA	A	U	D	SD
73. If yes to question 72, the sexual harassment training was useful . . . . .	1	2	3	4	5
74. I would like to receive sexual harassment training that is police specific with police examples. . . . .	1	2	3	4	5
75. I would like to receive sexual harassment training that uses case studies and role plays and evaluates legal cases. . . . .	1	2	3	4	5
76. I think sexual harassment training is not useful. . . . .	1	2	3	4	5

**LEADERSHIP**

77. The Department has zero tolerance for sexual harassment. . . . .	1	2	3	4	5
78. The chain of command in this Department is an effective way to resolve harassment problems. . . . .	1	2	3	4	5
79. Actions are being taken in the Department to prevent sexual harassment . . . . .	1	2	3	4	5
80. People in this Department who sexually harass others usually get away with it. . .	1	2	3	4	5
81. Sexual harassment training is taken seriously in this Department . . . . .	1	2	3	4	5

For each group below give your opinion about whether they make honest and reasonable efforts to stop sexual harassment in the Department, regardless of what is said officially.

- |                                  |         |                |        |
|----------------------------------|---------|----------------|--------|
| 82. Chief                        | Yes (1) | No Opinion (2) | No (3) |
| 83. Command Staff                | Yes (1) | No Opinion (2) | No (3) |
| 84. Supervisors                  | Yes (1) | No Opinion (2) | No (3) |
| 85. Training Academy Instructors | Yes (1) | No Opinion (2) | No (3) |

**PERSONNEL POLICIES**

Listed below are some actions a police department might take to reduce the occurrence of sexual harassment. Please indicate your opinion on the effectiveness of each action by using the scale below.

**1 = Very effective 2 = Effective 3 = Neutral 4 = Somewhat Ineffective 5 = Not Effective**

	<b>Circle One</b>				
	VE	E	N	SI	NE
86. Top down message from the Chief of zero tolerance. . . . .	1	2	3	4	5
87. Informal dispute resolution process/mediation. . . . .	1	2	3	4	5
88. Enforcing penalties against supervisors who allow that behavior to continue. . . .	1	2	3	4	5
89. Enforcing penalties against sexual harassers. . . . .	1	2	3	4	5
90. Sexual harassment training for officers. . . . .	1	2	3	4	5
91. Sexual harassment training for supervisors . . . . .	1	2	3	4	5
92. Anonymous hotline for information on sexual harassment . . . . .	1	2	3	4	5
93. Counseling for victim. . . . .	1	2	3	4	5
94. Counseling for perpetrator . . . . .	1	2	3	4	5
95. Complaint process outside the chain of command . . . . .	1	2	3	4	5

**PERSONAL INFORMATION**

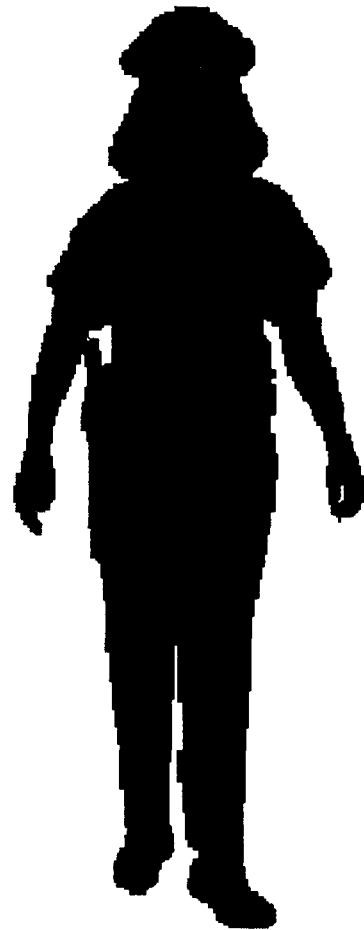
**Circle One**

- |                                       |                       |                   |                              |                             |                        |              |
|---------------------------------------|-----------------------|-------------------|------------------------------|-----------------------------|------------------------|--------------|
| 96. Please indicate your sex. . . . . | Male (1)              | Female (2)        |                              |                             |                        |              |
| 97. Race/Ethnic Origin. . . . .       | White<br>(1)          | Hispanic<br>(2)   | Black<br>(3)                 | Asian<br>(4)                | Native<br>American (5) | Other<br>(6) |
| 98. Rank . . . . .                    | Recruit<br>(1)        | Officer<br>(2)    | First Line<br>Supervisor (3) | Mid/Upper<br>Management (4) | Civilian (5)           |              |
| 99. Length of service. . . . .        | Less than 5 years (1) | 5 to 10 years (2) | More than 10 years (3)       |                             |                        |              |



# **LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOLS**

## **FOCUS GROUP GUIDE**



**By Donna Milgram**

*Funded in part under  
National Institute of Justice  
Grant No. 98-IJ-CX-0013*

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October 16, 2000

Dear Colleague:

I strongly believe that law enforcement agencies want to recruit, retain and promote women officers but often don't have the human resource "tools" to do so. The Law Enforcement Environmental Assessment Tools (LEEAT) provide, for the first-time, off-the-shelf tools that are police-specific and field-tested. The LEEAT Tools enable departments to easily self-monitor on workplace environment issues to determine if the Department's workplace is receptive to women and minority police officers. The LEEAT Tools enable Departments to pinpoint what barriers (if any) exist for women and minority police officers so that they can take action to overcome them.

The Law Enforcement Environmental Assessment Tools (LEEAT) were five years in the making. The current version of the LEEAT Tools were field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The first generation of LEEAT Tools was field-tested in the Tucson and Albuquerque Police Departments in 1995-96 with a grant from the US Department of Labor.

The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The LEEAT Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, DC, served as a consultant to this Project and advised on development of the assessment instruments. Dr. Evan Stark, an organizational psychologist and focus group expert, advised on the development of the focus group guide and assisted in its field-test.

I can not thank enough the Durham and Albuquerque Police Departments for participating in the field test of the LEEAT Tools so that not only their own Departments could benefit but so that other Departments could use these Tools as well. Thank you to Chief Chambers of Durham Police Department and Chief Joseph Polisar, formerly with the Albuquerque Police Department and now with Garden Grove in California; and Chief Gerald Galvin of the Albuquerque Police Department.

In particular, I would like to thank the following individuals for generously volunteering so much of their time reviewing and re-reviewing the LEEAT Tools:

- Chief Teresa Chambers of the Durham Police Department;
- Chief Vicky Peltzer, formerly of the Albuquerque Police Department, now Chief of University of Washington at Seattle;
- Deputy Chief Sal Baragiola, formerly of the Albuquerque Police Department, now retired; and
- Chief Mary Ann Viverette of the Gaithersburg Police Department and now 6<sup>th</sup> Vice-President of the International Association of Chiefs of Police (IACP). Chief Viverette was asked to review the LEEAT Tools because of her expertise as an assessor for the Commission on Accreditation for Law Enforcement Agencies (CALEA) and her graduate degree in Human Resource Management.

I am interested in hearing about your experience using the LEEAT Tools in your law enforcement agency. Please write me via e-mail at [donnam@womenpolice.com](mailto:donnam@womenpolice.com). I also hope to see some of you at the training I am conducting on use of the LEEAT Tools, for more information visit our Web site at [www.womenpolice.com](http://www.womenpolice.com).

Sincerely,

Donna Milgram  
Executive Director

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## Women in Policing Institute

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### Instructions for Using the LEEAT Work Environment Focus Group Guide

**Terms of Use/Disclaimer:** By using the Law Enforcement Environmental Assessment Tools owned and operated by The Women in Policing Institute, you are agreeing to comply with and be bound by the following terms of use. Please review the following terms carefully. **If you do not agree to these terms, you may not use the Law Enforcement Environmental Assessment Tools.**

**Users of the Law Enforcement Environmental Assessment Tools must agree to the following:** In no event will The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. be liable for any actual, direct, incidental, consequential or punitive damages, including, but not limited to, damages from the use of its Law Enforcement Environmental Assessment Tools.

**The user agrees that usage of these Law Enforcement Environmental Assessment Tools is at the user's own risk.** The user further agrees to indemnify, defend and hold harmless The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. from any and all such actions or claims.

**Police Departments and all other entities using the LEEAT Work Environment Focus Group Guide MUST agree to the following:**

- 1) This focus group guide will not be used to identify individual participants under any circumstances.
- 2) Questions in this focus group guide will not be altered or changed other than to indicate the name of the Department or outside agency conducting the focus group and to customize the rank structure under identifying information. To do so would significantly change the validity of the instrument.
- 3) Barriers that are identified through this focus group instrument will be addressed. Swift action will be taken to address sexual harassment barriers that are identified.

**©2000 Copyright:** The Law Enforcement Environmental Assessment Tools are copyrighted by the Women in Policing Institute and may not be reproduced in part or whole or shared electronically or posted to a Web site without the express permission of the National Institute for Women in Trades, Technology and Science.

**Purpose:** The Law Enforcement Environmental Assessment Tool (LEEAT) Work Environment Focus Group Guide was designed to assist law enforcement agencies in identifying and pinpointing barriers that police officers are experiencing in the workplace related to gender and race – or just the work environment in general – and to gain the input of their workforce on possible solutions. The Work Environment Focus Groups assists management in recognizing problems before they become complaints or lawsuits and provides information that will assist

departments in taking action to improve the workplace. Collecting accurate data allows a department to pinpoint problems and develop interventions and solutions that are customized to the department's needs.

**Focus Group Categories:** The focus group questions are divided into five categories: 1) General Attitudes; 2) Uniforms and Equipment; 3) Promotion; 4) Childcare and Pregnancy; 5) Sexual Harassment. Departments may want to customize this focus group guide, depending on their departmental needs. See customization below.

**Focus Group Participants:** Focus Group participants should always be voluntary: employees should never be mandated to participate in the Work Environment Focus Groups.

**Focus Group Moderator:** It is important to have the focus groups conducted by an outside organization to protect the anonymity of the respondents. It is crucial that departments ask an outside entity to conduct these focus groups such as University Departments of Criminal Justice, Industrial Psychology, or Sociology, a consultant in sexual harassment experienced in conducting focus groups, or a research firm with expertise in moderating focus groups. Ideally, the moderators of focus groups on gender should be of the same gender as the group they are interviewing to increase the comfort level of participants in sharing sensitive information.

**Agencies with Less Than Fifty Women Officers and/or Fifty Minority Officers:** Agencies that have less than fifty women officers and/or less than fifty minority officers may not want to conduct focus groups as the identities of the respondents will be easily revealed because of their small numbers in a department. While results are reported collectively to maintain the confidentiality of respondents, this anonymity is compromised when a small group is identified that is easily recognizable, such as women or minorities. Please note that this focus group guide was only field-tested with police departments of 600 sworn officers.

**Who to Interview:** These focus groups were designed for the participation of both female and male officers of all ranks, and can also be used with civilians (see civilian section below).

**Sample:** Departments that are not conducting focus groups of all of their officers should keep the following in mind when developing a representative focus group sample: 1) Women officers should be over-represented in the sample so that are half of who is interviewed. This is also true for minority officers where their percentage in a department is small. 2) Officers of all ranks and recruits should be surveyed proportionate to their percentages in the Department; 3) There should be a distribution of officers across all shifts and squads; 4) There should be a distribution of officers across length of service (number of years with the department) proportionate to their numbers in the department; 5) Departments with their own Training Academies should consider conducting focus groups with all recruits upon their graduation.

**Conduct focus groups with both females and males:** Conduct separate focus groups for both female and male officers to increase the likelihood they will speak freely. Departments may also want to conduct separate focus groups by rank to increase the candidness of participants.

**Civilians:** This focus group guide was designed for use with sworn employees but can also be used with civilians. A small percentage of the Guide questions will not apply to civilians such the section on Equipment and Uniforms.

**Customization:** Law Enforcement is very decentralized and information such as rank varies greatly from department to department. This focus group guide is provided on a floppy disk so that it can be easily customized to individual departments' identifying information and rank structure. Some departments may want to eliminate some of the focus group sections depending on departmental needs. Under no circumstances should individual questions be altered or additional questions be substituted.

**Software Applications:** This survey was created in Microsoft Word 97 and Excel 97.

**How This Survey Was Developed:** This focus group guide was field-tested in the Durham Police Department with five focus groups of male and female officers with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The focus group questions are based on an extensive review of the literature on women and policing. This focus group guide was reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Evan Stark, an organizational psychologist, who has conducted hundreds of focus groups around the country, served as a consultant on the development of the Focus Group Guide and field-tested it with the Durham, NC Police Department.

**Responsibilities of Police Departments Regarding Sexual Harassment:** 1998 Supreme Court Decisions on sexual harassment – Burlington Industries, Inc. v. Ellerth, No. 97-569 (1998) and Faragher v. City of Boca Raton, No. 97-282 (1998) and Equal Employment Opportunity Commission (EEOC) regulations – Title 29, Section 1604.11 – can hold employers liable for its supervisors' and employees' sexual harassment under Title VII of the Civil Rights Act of 1964, even if the employer did not know of the misconduct; in some cases, the employer can defend itself by showing it took steps to prevent or correct harassment. For more information on the responsibilities of employers visit the EEOC's web site at [www.eoc.com](http://www.eoc.com).

**Risks to Police Departments regarding Self-Assessment:** Employment case law is mixed on the "critical self-analysis" privilege which prohibits discovery of the company's audit but allows discovery on the underlying factual underpinning of such audits. Employers may have to disclose information from self-audits that could be used by plaintiffs in lawsuits. ALL employers using this focus group guide should be prepared to take immediate corrective action in response to evidence of harassment or discrimination uncovered. For an example of the type of corrective actions that could be taken, see (EEOC) regulations – Title 29, Section 1604. Employers that conduct LEEAT Work Environment Focus Groups and do not act to correct negative findings may put themselves at greater risk for liability under Title VII of the Civil Rights Act. Employers who do take action may ultimately prevent discriminatory behavior and lawsuits.

**Responsibilities to Respondents:** Police Departments conducting focus groups have a responsibility not to identify individual respondents or groups with less than ten people and to take swift action to remedy sexual harassment problems identified through its use.

**For guidance on solutions to sexual harassment and sex and race discrimination problems:**

- 1) Read *Preventing Sexual Harassment: Integration of Women into Male-Dominated Occupations, An Annotated Bibliography, Policing, Fire Service, Military, Building Trades* by Donna Milgram and *Recruiting, Integrating and Retaining Women in Policing, Police Chief*, October 1998 by Chief Joseph Polisar and Donna Milgram (information on both can be found on the organizational web site at [www.womenpolice.com](http://www.womenpolice.com) along with other information on women and policing);
- 2) Visit the Equal Employment Opportunity Commission (EEOC) web site at [www.eeoc.com](http://www.eeoc.com);
- 3) Hire a consultant specializing in sexual harassment and law enforcement and women and policing.

October 2000

# FOCUS GROUP SCREENER

Hello. This is (CALLER NAME). I'm calling for (NAME) in reference to a memo the Chief sent out about focus groups. An outside organization, (NAME OF ORGANIZATION), will be conducting focus groups on the Department's work environment. We would like to know if you would be interested in taking part in a group discussion on (DATE) at (TIME). It's an opportunity to have anonymous input into policy changes in the work environment and to discuss work issues with other officers. Please be assured that the records from the focus group are kept completely confidential and that the conversations/comments will not be associated with any one person but are reported as a group discussion. The focus group will be off-site at (LOCATION) and will last for two hours. A meal will be served before the focus group starts. The Chief has authorized participation on duty time.

Would you like to participate in the focus group?

*If NO:* Thank you for your time. [TERMINATE]

*If YES:* The focus group will be held on (DATE) from (TIME) to (TIME), but you must arrive at the facility by 1/2 hour prior to participate and for the meal. The focus group session will be tape recorded to help the (NAME OF ORGANIZATION) write reports about the discussions. But, again, we assure you that these records are kept completely confidential.

If you agree to attend, it is vital that you honor your commitment, since we are only inviting 12 people and each person's participation really counts a lot. We will send directions and call back to confirm the date, time, and location of your group.

GROUP: \_\_\_\_\_ TIME: \_\_\_\_\_

NAME \_\_\_\_\_

DAY PHONE \_\_\_\_\_

DATE \_\_\_\_\_

RECRUITER \_\_\_\_\_



# FOCUS GROUP MODERATOR'S GUIDE

## I. Standard Introduction (10 minutes)

### A. Describe Project

Thanks for coming. My name is (MODERATOR'S NAME) and I'm with (NAME OF OUTSIDE ORGANIZATION).

We're here today to talk about *your Department's* workplace and how it can be improved. (NAME OF OUTSIDE ORGANIZATION) will be writing an assessment of the workplace for the Chief which will include what the problems are and strategies to overcome them. The focus groups are just one of the components we'll use to write the assessment. Other components include an anonymous survey, interviews with key staff, a review of data and policies. Some findings from this assessment and strategies to be implemented will be shared with you by the Chief in the next few months.

### B. Describe Focus Groups

Has anyone ever been in a focus group before? Let me explain what it is:

A focus group is just a group that comes together to focus on and talk about a couple of issues. I just want to cover a few points to help us settle back and have a good discussion.

### C. Not a Test/Honest Opinion

1. **This is not a test.** Think of this as much as possible as like sitting around with your friends in your living room and talking. **Anything you say is the right answer.** Feel free to agree with each other or disagree or change your mind. There are some questions I'll ask you to write down your responses to anonymously, but again this is not a test, it's to get your opinion.
2. Think of yourself as representing maybe a thousand other police officers like you who can't be here. Your honest opinions are important and I'm very interested in hearing what each of you has to say.

### D. The Focus Group Room

Just a few comments about the room we're in. Because your comments are important, the room has some things to help me out.

1. **Tape Recorder.** Since I write a report after the group, we tape record the session so I don't have to take notes and I won't miss anyone's comments. **The tape will never be in the custody of the Police Department and will always remain the property and in the possession of (NAME OF OUTSIDE ORGANIZATION).** You can be assured that the records from the focus group are kept completely confidential and that the conversations and comments will not be associated with any one person but reported as a group discussion. **We write about what you said and not who said it. And what you say is kept confidential.**
  - a. Because we're taping, please **speak at least as loud as I do.** Also, **try to speak only one person at a time** so you don't drown each other out on the tape.
  - b. Along these lines, try to speak to the whole group when you have something to say and not just to your neighbor. We want everyone to be able to hear everyone else, and also, if you speak only to the person next to you, the tape recorder won't pick it up.

#### E. Talking Rules

1. **Calling on people.** Just a couple of words about how we carry on the discussion. Since some people talk a lot and others don't, **we try to get everyone equally involved in the discussion. I may from time to time call on some people who haven't spoken up.** It's not to single anyone out; it's just to make sure that we include everyone.
2. **Jumping from topic to topic.** I have an outline that I use to make sure we cover all the things we need to get to today. We try to have a free-flowing discussion, but to make sure that I cover everything I have to, I may jump around a little bit or cut the conversation short on some points.

#### F. Housekeeping

Feel free to get up any time to go to the rest room or get a drink of water. I only ask that you do this one at a time so I'm not left here alone and that we can keep the conversation going.

Let's start by going around the table and introducing ourselves. If you could say your name, rank, how long you've been with your Police Department, describe your current job assignment and what you like the most about your job.

## II. General Attitudes (10 minutes)

Let's start with some general questions, and then we'll have to move on to more specific ones.

- A. What makes for a good work environment in a police department?  
**(Use flipchart)**
- B. What makes for a bad work environment in a police department?  
**(Use flipchart).**
- C. What about your Police Department? What do you think are some positive aspects of the work environment in your Department? **(Use flipchart, Plus).**
- D. What do you think are some negative aspects of the work environment in your Department? **(Use flipchart, Negative).**
- E. Now that we've talked about this, what the top 3 good things about your Department's work environment? **(Handout).**
- F. What are the top 3 bad things about your Department's work environment?  
**(Handout).**

**Now, lets move on to some specific questions.**

### III. Uniforms and Equipment

Some police officers say that proper fitting uniforms and equipment are important from both an image and a health and safety perspective. By equipment I mean anything ranging from a protective vest to a community policing bicycle. What kinds of issues do you have regarding equipment and uniforms. **(flipchart)**.

#### If not brought up ask...

A. Do the uniforms come in adequate sizes, do they fit properly?

1. In some police departments officers have not been able to get uniforms in the size they need, has anyone had a problem with this, what happened?

B. Does the equipment come in adequate sizes, does it fit properly?

1. In some police departments officers report that their duty weapons do not fit their hand properly, has anyone had a problem with this, what happened?

2. In some police departments officers report that their holster does not fit properly, has anyone had a problem with this, what happened?

3. In some police departments officers report that their gunbelt does not hold all of the equipment they need, has anyone had a problem with this, what happened?

4. In some police departments officers report that their protective vests do not fit properly, has anyone had a problem with this, what happened?

5. In some police departments officers on bikes or motors report sizing problems with their equipment, is there anyone here who works in bikes or motors or knows someone who does, has anyone had a problem with this, what happened?

6. In some police departments officers report that the handcuffs that they use are difficult to handle, does this happen in your Department, what happens in this situation?

C. In some police departments officers report suffering injuries as a result of equipment that was not adequate? Does this happen in your Department and if so what kinds of injuries?

D. For those of you who have experienced fit problems with your uniforms and equipment, did you report it to your supervisors? Why or why not? If so, what happened?

- E. Now that we've talked about these issues a bit, tell me which ones are most important to you – which ones need change most?
1. How do you feel about these issues?
  2. Are these serious concerns, all things considered or not so serious?
  3. Please rate how serious a problem you think this is in your **(handout)**. Please rate it on a scale of 0 to 10, one being the lowest and ten being the highest.
- F. Can you tell me some ways to address the uniform and equipment problems we've been discussing.

#### IV. Promotion

- A. How satisfied are you with your present rank in the police department?
- B. How important is it to you to be promoted? What about being promoted is important?
  - 1. In your opinion, what is required to move up the ranks in your Department?
  - 2. Which assignments and work experiences lay the groundwork for promotions?
  - 3. Do you believe you're getting these assignments and work experiences?
  - 4. In your opinion, how important is access to training and overtime for promotion?  
How so?
  - 5. Do you believe you're getting access to training and overtime?
  - 6. In your opinion, how important are evaluations to your Department's promotional process?
- C. Do you think having a mentor is important to moving up the ranks in your Department?
  - 1. Do you think it's equally easy for male and female officers to find mentors?
- D. A national study conducted by the Police Foundation found that women officers were much less likely to be promoted than male officers when evaluations were a key part of the promotional process. Do you think this is true for your Department?
- E. What are some of the barriers officers face in the promotional process other than evaluations?
- F. Do male and female officers face different barriers in the promotional process?

**Now we are going to turn to something different.**

## V. Childcare and Pregnancy

### Childcare

Surveys in other police departments have shown that some officers have problems finding childcare during work hours. So now we're going to talk for a few minutes about childcare.

- A.
  1. First, how many of you have children? **Handcount out loud.**
  2. How many of you have primary responsibility for childcare? **Handcount.**
  3. How many here have problems finding childcare during work hours or know of others that do? **Handcount.** In what ways?
- B. Some officers have said that some shifts create more of a problem than others, is this true in your Department? Which shifts? What problems?
  1. How do you handle childcare with rotating shifts?
  2. How do you handle childcare when you have to go to court?
  3. How do you handle childcare when you have to work mandatory overtime?
  4. How do you handle childcare during night shifts?
- C. Who is your primary childcare provider? Who takes care of your kids?
  1. How many of you have children who are at home with the other parent? **Handcount.**
  2. How many of you have relatives that take care of your kids? **Handcount.**
  3. How many of you take your kids to a childcare facility? **Handcount.**
  4. How many of you leave your kids home alone? **Handcount.**
  5. How many of you have other arrangements? **Handcount.**
- D. If you currently care for or have cared for children of any age, how have your childcare responsibilities affected you at work?

**Ask if not brought up:**

  1. Has this caused you to adjust your schedule? How?

2. Has it caused you to be late for work or have you had to leave work early? How often? How does this make you feel?
  3. Have you ever had to miss full work days because of childcare problems or a child's illness? How often? How does this make you feel?
  4. Have you ever had to use sick time or vacation time for childcare? How often? How did you feel about that?
  5. Have you ever found yourself distracted at work or unable to accomplish as much as usual because of concern for your child's well-being?
  6. Have you ever found it difficult to work overtime because of childcare responsibilities?
  7. Have you turned down assignments because of childcare responsibilities?
- E. If your Department could assist you with childcare, how would this affect your level of job satisfaction? Would this be something important for your Department to do, or is it not so important?
- F. How could your Department help with childcare?

**G. IF NOT PROVIDED ASK**

1. Sponsoring a childcare center at work?
2. Sponsoring a childcare center near work?
3. Facilitating a 24-hour childcare center with another City agency such as the hospital?
4. Providing assistance in finding childcare?
5. Providing subsidies for childcare?
6. Providing assistance with sick childcare?

H. Pregnancy

**Females Only**

1. How many of you have been pregnant while serving as a police officer with your Department?



2. Some pregnant female officers have found that their Department's light duty policy was not fairly applied to them. In your opinion, is your Department fair in the way it handles light duty for pregnancy?
3. How do you feel uniforms should be handled during pregnancy?
4. Are there other issues related to pregnancy that it's important for us to discuss?
5. If you could send your Chief a message about how to improve pregnancy policies and procedures, what would it be?

**Now I'd like to turn to a different subject**

## VI. Sexual Harassment

- A. How would you describe the working relationships between officers in the department? Are they okay or not okay?
- B. How would you describe the working relationship between officers and their supervisors? Are they okay or not okay?
- C. How would you describe the working relationship between officers of different races?
- D. How would you describe the working relationship between minority officers and their supervisors?
- E. How would you describe the working relationship between male and female officers?
- F. How would you describe the working relationship between female officers and their supervisors.
- G. Do you think women officers feel differently than male officers about your Department's work environment? How so?
- H. Do you think minority officers feel differently than white officers about your Department's work environment? How so?
- I. What do you think the morale of officers in your Department is like?
  1. Do you think the morale of women officers is different than the morale of male officers?
- J. A 1993 survey of law enforcement agencies in Florida – conducted by the Ocala, Florida Police Department -- found that 62% of women officers (n=1,270) reported having been the victim of sexual harassment at work. In your opinion is sexual harassment a problem in your Department?
  1. **(Handout).** Please go to your handout and rate what you feel is the severity of the problem. On a scale of 0-10, how much of a problem is it. Zero is no problem at all. Ten is a very big problem.
- K. If you think sexual harassment in your Department is a problem, what are some of the ways it happens?

### Now I'd like to turn to sexual harassment policies and procedures.

- L. How clear are your Department's sexual harassment policy and procedures? Do you understand them?

1. I'm not going to ask anyone to do this, but, if I did, how many of you could give a good summary of your Department's sexual harassment policies and procedures? **(Handcount)**.
  2. If not, how come you cannot? What's hard about this?
- M. Do you think most officers would use your Department's sexual harassment complaint procedure if they were experiencing sexual harassment? Why or why not?
- N. Have many of you have attended sexual harassment training in the past two years? **(Hand count)**. Why or why not?  
In your opinion, how useful was it? How did it affect your views?
- O. If a police department has a problem with sexual harassment, what do you think would be the best way to stop it? What would help? **(Flipchart)**.
1. Would it be a top down message from Chief? What would it say?
  2. Would it be better training – what kind?
  3. Would it be a better complaint process or investigation procedure – what kind?
  4. Would it be a better policy – what kind?
- P. How would you say women officers and male officers differ in terms of their performance? **(Flipchart)**.

**If not volunteered ask...**

- Physical Strength
- Courage and bravery
- Coolness under fire
- Thinking on your feet
- Driving
- Handling firearms
- Dealing with stress
- Keeping personal issues from interfering with the job

How would you say women supervisors and male supervisors perform differ in terms of performance?

Q. Training Academy – Women Only

Some officers say that Training Academies—while hard on all recruits—are especially hard on women recruits. Is this true for your Department?

---

**PARTICIPANT'S HANDOUT**  
**LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOL**  
**FOCUS GROUPS**

---

Group: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

**Please do not put your name on this handout.**

**Also, please  
do not turn the page until the moderator asks you to.**

**Thank you.**

## WORK ENVIRONMENT

Please write down the top three good things about *your Department's* work environment:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## WORK ENVIRONMENT

Please write down the top three bad things about *your Department's* work environment:

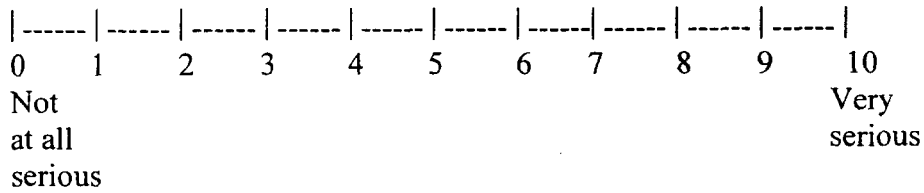
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## UNIFORMS AND EQUIPMENT

Please circle the number on the scale below to indicate how serious uniform and equipment problems are in *your Department*, where 0 means not serious at all and 10 means very serious:



## SEXUAL HARASSMENT

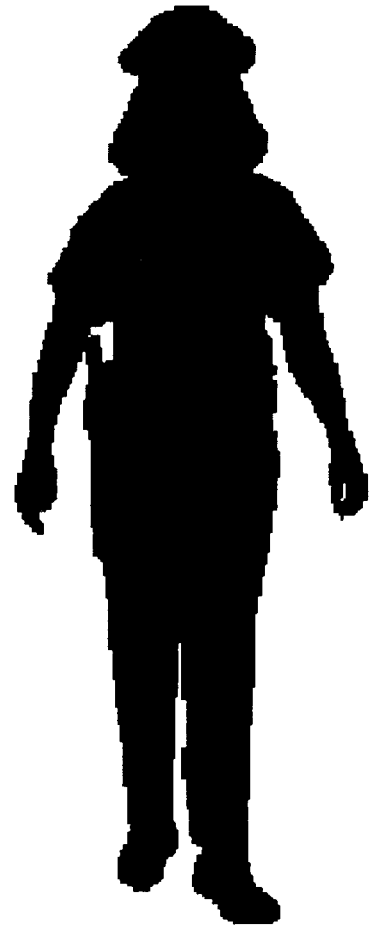
Please circle the number on the scale below to indicate how serious a problem sexual harassment is in *your Department*, where 0 means there is not problem at all and 10 means sexual harassment is a very serious problem:

-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
0	1	2	3	4	5	6	7	8	9	10
No problem at all										Very serious problem



# **LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOLS**

## **RECRUITMENT & SELECTION**



**By Donna Milgram**

*Funded in part under  
National Institute of Justice  
Grant No. 98-IJ-CX-0013*

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October 16, 2000

Dear Colleague:

I strongly believe that law enforcement agencies want to recruit, retain and promote women officers but often don't have the human resource "tools" to do so. The Law Enforcement Environmental Assessment Tools (LEEAT) provide, for the first-time, off-the-shelf tools that are police-specific and field-tested. The LEEAT Tools enable departments to easily self-monitor on workplace environment issues to determine if the Department's workplace is receptive to women and minority police officers. The LEEAT Tools enable Departments to pinpoint what barriers (if any) exist for women and minority police officers so that they can take action to overcome them.

The Law Enforcement Environmental Assessment Tools (LEEAT) were five years in the making. The current version of the LEEAT Tools were field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The first generation of LEEAT Tools was field-tested in the Tucson and Albuquerque Police Departments in 1995-96 with a grant from the US Department of Labor.

The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The LEEAT Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, DC, served as a consultant to this Project and advised on development of the assessment instruments. Dr. Evan Stark, an organizational psychologist and focus group expert, advised on the development of the focus group guide and assisted in its field-test.

I can not thank enough the Durham and Albuquerque Police Departments for participating in the field test of the LEEAT Tools so that not only their own Departments could benefit but so that other Departments could use these Tools as well. Thank you to Chief Chambers of Durham Police Department and Chief Joseph Polisar, formerly with the Albuquerque Police Department and now with Garden Grove in California; and Chief Gerald Galvin of the Albuquerque Police Department.

In particular, I would like to thank the following individuals for generously volunteering so much of their time reviewing and re-reviewing the LEEAT Tools:

- Chief Teresa Chambers of the Durham Police Department;
- Chief Vicky Peltzer, formerly of the Albuquerque Police Department, now Chief of University of Washington at Seattle;
- Deputy Chief Sal Baragiola, formerly of the Albuquerque Police Department, now retired; and
- Chief Mary Ann Viverette of the Gaithersburg Police Department and now 6<sup>th</sup> Vice-President of the International Association of Chiefs of Police (IACP). Chief Viverette was asked to review the LEEAT Tools because of her expertise as an assessor for the Commission on Accreditation for Law Enforcement Agencies (CALEA) and her graduate degree in Human Resource Management.

I am interested in hearing about your experience using the LEEAT Tools in your law enforcement agency. Please write me via e-mail at [donnam@womenpolice.com](mailto:donnam@womenpolice.com). I also hope to see some of you at the training I am conducting on use of the LEEAT Tools, for more information visit our Web site at [www.womenpolice.com](http://www.womenpolice.com).

Sincerely,

Donna Milgram  
Executive Director

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## Women in Policing Institute

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### Instructions for Using the Law Enforcement Environmental Assessment Tools

**Terms of Use/Disclaimer:** By using the Law Enforcement Environmental Assessment Tools owned and operated by The Women in Policing Institute, you are agreeing to comply with and be bound by the following terms of use. Please review the following terms carefully. **If you do not agree to these terms, you may not use the Law Enforcement Environmental Assessment Tools.**

**Users of the Law Enforcement Environmental Assessment Tools must agree to the following:** In no event will The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. be liable for any actual, direct, incidental, consequential or punitive damages, including, but not limited to, damages from the use of its Law Enforcement Environmental Assessment Tools.

**The user agrees that usage of these Law Enforcement Environmental Assessment Tools is at the user's own risk.** The user further agrees to indemnify, defend and hold harmless The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. from any and all such actions or claims.

**©2000 Copyright:** The Law Enforcement Environmental Assessment Tools are copyrighted by the Women in Policing Institute and may not be reproduced in part or whole or shared electronically or posted to a Web site without the express permission of the National Institute for Women in Trades, Technology and Science.

**Software Applications:** These materials were created using Microsoft Word 97 and Excel 97.

**Purpose:** The Law Enforcement Environmental Assessment Tools were designed to assist law enforcement agencies in identifying and pinpointing barriers that police officers are experiencing in the workplace related to gender and race – or just the work environment in general – and to gain the input of their workforce on possible solutions. The Law Enforcement Environmental Assessment Tools assist management in recognizing problems before they become complaints or lawsuits and provides information that will assist departments in taking action to improve the workplace. Collecting accurate data allows a department to pinpoint problems and develop interventions and solutions that are customized to the department's needs.

**Customization:** Law Enforcement is very decentralized and information such as rank varies greatly from department to department and should be customized by the Department. Some departments may want to administer the Law Enforcement Environmental Assessment Tools in sections depending on departmental needs. Under no circumstances should individual questions be altered or additional questions be substituted.

**How These Tools Were Developed:** The Law Enforcement Environmental Assessment Tools were field-tested in their first generation in the Tucson and Albuquerque Police Departments. The current version was field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the

Work Environment" grant # 98-IJ-CX-0013. The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The Law Enforcement Environmental Assessment Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, D.C., served as a consultant to this Project and advised on development of the assessment instruments.

**Responsibilities of Police Departments Regarding Sexual Harassment:** 1998 Supreme Court Decisions on sexual harassment – Burlington Industries, Inc. v. Ellerth, No. 97-569 (1998) and Faragher v. City of Boca Raton, No. 97-282 (1998) and Equal Employment Opportunity Commission (EEOC) regulations – Title 29, Section 1604.11 – can hold employers liable for its supervisors' and employees' sexual harassment under Title VII of the Civil Rights Act of 1964, even if the employer did not know of the misconduct; in some cases, the employer can defend itself by showing it took steps to prevent or correct harassment. For more information on the responsibilities of employers visit the EEOC's web site at [www.eeoc.com](http://www.eeoc.com).

**Risks to Police Departments Regarding Self-Assessment:** Employment case law is mixed on the "critical self-analysis" privilege which prohibits discovery of the company's audit but allows discovery on the underlying factual underpinning of such audits. Employers may have to disclose information from self-audits that could be used by plaintiffs in lawsuits. ALL employers using the Law Enforcement Environmental Assessment Tools should be prepared to take immediate corrective action in response to evidence of harassment or sex or race discrimination uncovered. For an example of the type of corrective actions that could be taken, see (EEOC) regulations – Title 29, Section 1604. Employers that administer this survey and do not act to correct negative findings may put themselves at greater risk for liability under Title VII of the Civil Rights Act. Employers who do take action may ultimately prevent discriminatory behavior and lawsuits.

**Responsibilities to Respondents:** Police Departments using The Law Enforcement Environmental Assessment Tool have a responsibility not to identify individual respondents or groups with less than ten people and to take swift action to remedy sexual harassment or sex and race discrimination problems identified through its use.

**For guidance on solutions to sexual harassment and sex and race discrimination problems:**

- 1) Read *Preventing Sexual Harassment: Integration of Women into Male-Dominated Occupations, An Annotated Bibliography, Policing, Fire Service, Military, Building Trades* by Donna Milgram and *Recruiting, Integrating and Retaining Women in Policing, Police Chief*, October 1998 by Chief Joseph Polisar and Donna Milgram (information on both can be found on the organizational web site at [www.womenpolice.com](http://www.womenpolice.com) along with other information on women and policing);
- 2) Visit the Equal Employment Opportunity Commission (EEOC) web site at [www.eeoc.com](http://www.eeoc.com);
- 3) Hire a consultant specializing in sexual harassment and sex discrimination and law enforcement and women and policing.

A color version of LEEAT can be printed using the LEEAT floppy disk and Word 97.

October 2000

# RECRUITMENT

Base this information on the Department's practices during the past year.

## Staff Composition

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

TABLE 1 Recruitment Staff Gender and Race		
<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Female		
Male		
<b>Total</b>		<b>100%</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>
White		
Black		
Hispanic (any race)		
Asian/Pacific Islander		
Native American		
Other		
<b>Total</b>		<b>100%</b>

The Department Recruitment staff should reflect the community they are serving in both gender and race.

The salary, benefits and retirement plans of police officers are attractive to many women and racial minorities.

## Job Information

Recruit Salary: \$ \_\_\_\_\_

• Entry Level Salary After the Academy: \$ \_\_\_\_\_

• Median Salary After Two Years: \$ \_\_\_\_\_

Some disability plans cover pregnancy as a disability and provide benefits accordingly.

## Benefits Information

- Retirement \_\_\_\_\_  
 Minimum Years Required \_\_\_\_\_  
 % Upon Retirement \_\_\_\_\_
- Health Insurance \_\_\_\_\_  
 % Paid by Department \_\_\_\_\_
- Life Insurance \_\_\_\_\_  
 % Paid by Department \_\_\_\_\_
- Disability  Yes  No  
 Covers Pregnancy?  Yes  No

Formal recruitment plans should include specific strategies to recruit women and minorities.

1. Does the Department have a formal recruitment plan?

Yes  No If yes, attach copy:

# RECRUITMENT METHODS: PRESENTATIONS

This section will help Departments identify their current recruitment strategies.

2. Indicate if presentations were made in the past year at the following events, and if yes, describe.

<b>TABLE 2 Presentations</b>	<b># of Times</b>	<b># in Attendance</b>	<b>Description</b>
<b>Career Fairs</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Armed Forces/Military</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Community Colleges</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>High Schools</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Colleges</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Community-Based Organizations</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Religious Institutions</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			



# RECRUITMENT METHODS: MEDIA

3. Indicate if these forms of media were used for recruitment during the past year and if yes, describe. Please attach a copy of each.

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

TABLE 3 Media	# of Time	Description	Photo Images	
			#M	#F
<b>Newspaper Classified Ad (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Newspaper Feature Stories (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Magazine Classified Ads (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Magazine Feature Stories (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Television Ads (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Television Feature Stories (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Public/Government TV Channels</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Radio Ads (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Radio PSAs (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Posters/Flyers</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Brochures</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		(include locations posted)		
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				

# RECRUITMENT METHODS: MAILINGS

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

4. Indicate if mailings to the community were used for recruitment during the past year and if yes, describe and attach a copy of each mailing.

TABLE 4 Mailings to the Community		
To Whom	# of Pieces	Description

# RECRUITMENT METHODS: EDUCATIONAL LINKAGES

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

- 5a. Indicate if educational linkages were used for recruitment during the past year and if yes, describe.  
 5b. Indicate if such a program exists in your community and describe the working relationship with each program.

TABLE 5 Educational Linkages	#M	#F	Name of School	Description
High School Internships <input type="checkbox"/> Yes <input type="checkbox"/> No				
Criminal Justice Internships – 2 yr college <input type="checkbox"/> Yes <input type="checkbox"/> No				
Criminal Justice Majors – 2 yr college <input type="checkbox"/> Yes <input type="checkbox"/> No				
Criminal Justice Internships – 4 yr college <input type="checkbox"/> Yes <input type="checkbox"/> No				
Criminal Justice Majors – 4 yr college <input type="checkbox"/> Yes <input type="checkbox"/> No				
School-to-Work Program/Police Specific <input type="checkbox"/> Yes <input type="checkbox"/> No				
Police Career Academy High School <input type="checkbox"/> Yes <input type="checkbox"/> No				
Workforce Development Board (Job Training) <input type="checkbox"/> Yes <input type="checkbox"/> No				
Other <input type="checkbox"/> Yes <input type="checkbox"/> No				

# RECRUITMENT METHODS: POLICE PROGRAMS

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

6. Indicate if police programs exist in the Department and if yes, give gender breakdown and program description.

TABLE 6: Police Programs	# of Females	# of Males	Description
<b>Police Aide Programs</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Explorer Program</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Reserve Program</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Citizen Police Academy</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Police Corp</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			

# RECRUITMENT METHODS: WORLD WIDE WEB

7. Indicate if Internet strategies are used in the Department and if yes, describe.

8. Does the Department have a Web site?

Yes  No      www Address: \_\_\_\_\_

TABLE 7: World Wide Web	Description	Photo Images	
		#M	#F
<b>Departmental Recruiting Web Page</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Internet Advertising</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>List Servs</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Electronic Mailing List</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			

9. Does the Department have an e-mail address that can be easily accessed by the recruiting officers?

Yes  No      e-mail address: \_\_\_\_\_

9a. If yes, is e-mail promptly returned?

Yes  No      Responsible person: \_\_\_\_\_

## RECRUITMENT: MARKET

10. Where can the Department recruit from geographically? Check all that apply and describe:

- Locally \_\_\_\_\_  Nationally \_\_\_\_\_
- In-state \_\_\_\_\_  Other Restrictions \_\_\_\_\_
- Regionally \_\_\_\_\_

11. If the Department recruits outside of it's immediate community, is there a cap on the percentage of recruits that can be from the outside?

- Yes  No If yes, what percentage? \_\_\_\_\_ %

12. Does the Department track how applicants learn of openings? (i.e. Radio Ads)

- Yes  No If yes, describe and attach tracking tool.

## RECRUITMENT: UTILIZING FEMALE AND MINORITY STAFF

13. Does the Department allow non-recruitment officers duty time to assist in the recruitment of women and minority officers?

- Yes  No If yes, describe:

14. Does the Department provide incentives to officers to recruit for the Department?

- Yes  No If yes, describe:

# Recruitment: Proactive Strategies to Identify Women & Minority Candidates

## Proactive Strategies

This section will help Departments determine if they are using proactive recruitment strategies to identify women and minority candidates.

## PRESENTATIONS: WOMEN SPECIFIC RECRUITMENT

<b>Time period</b>
From: _____
To: _____

15. Indicate if presentations were made in the past year and if yes, describe.

<b>TABLE 8 Women and Minority Presentations</b>	<b># of Times</b>	<b># in Attendance</b>	<b>Description</b>
<b>Women Presentations</b>			
<b>Women in Policing Career Fair</b> (hosted by the Department) <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Women In Policing Orientation</b> (hosted by the Department) <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Minority Presentations</b>			
<b>Minority Policing Career Fair</b> (hosted by the Department) <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Minority in Policing Orientation</b> (hosted by the Department) <input type="checkbox"/> Yes <input type="checkbox"/> No			

# MEDIA: WOMEN SPECIFIC RECRUITMENT

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

16. Indicate if these forms of media were used to proactively recruit women during the past year by featuring women (and minorities), and if yes, describe. Indicate if these media efforts were linked to a Women and Policing Career Fair. Attach a copy of each.

TABLE 9 <i>Media Women-Specific Recruitment</i>	# of Times	Description	Photo Images	
			#M	#F
<b>Newspaper Classified Ad (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Newspaper Feature Stories (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Magazine Classified Ads (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Magazine Feature Stories (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Television Ads (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Television Feature Stories (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Radio Ads (paid)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Radio PSAs (free)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Posters/Flyers</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Brochures</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		(include locations posted)		
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				

# OUTREACH: WOMEN SPECIFIC RECRUITMENT

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

17. Indicate if the Department has conducted outreach to women in these groups/places.

TABLE 10 Outreach - Women Specific Recruitment	# of Times	Description/Method
<b>Women in the Military Veterans Groups</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Women in the Reserves</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Women who are Physically Active</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Sports Teams <input type="checkbox"/> Gyms/Health Clubs <input type="checkbox"/> Outing Groups (i.e., running, hiking, biking) <input type="checkbox"/> Other _____
<b>Women Volunteers in Emergency Response Environments</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Emergency Medical Technicians <input type="checkbox"/> Firefighters <input type="checkbox"/> Other _____
<b>Women with Traditionally Male Hobbies</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Shooting Range <input type="checkbox"/> Aviation <input type="checkbox"/> Boating <input type="checkbox"/> Parachute Jumping/Skydiving <input type="checkbox"/> Automobile Restoration <input type="checkbox"/> Motorcycle Clubs <input type="checkbox"/> Other _____
<b>Places Women Frequent</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Supermarkets <input type="checkbox"/> Laundromats <input type="checkbox"/> Hairdressers <input type="checkbox"/> Other _____
<b>Other Groups/Places Not Listed Above</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		

# EDUCATIONAL LINKAGES: WOMEN SPECIFIC RECRUITMENT

18. Indicate if the Department is collaborating with educational institutions in the community to proactively recruit women (and minorities) to criminal justice classes and internships during the past year and if yes, describe.

**Time period**  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

<b>TABLE 11 Educational Linkages Women-Specific Recruitment</b>	<b>#M</b>	<b>#F</b>	<b>Name of School</b>	<b>Description</b>
<b>High School Internships</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Criminal Justice Internships - 2 yr college</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Criminal Justice Majors - 2 yr college</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Criminal Justice Internships - 4 yr college</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Criminal Justice Majors - 4 yr college</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>School-to-Work Program/Police Specific</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Police Career Academy High School</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Workforce Development Board (Job Training)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				

Formal relationships between the education system and Police Departments increase the likelihood that students will choose a career path in law enforcement. Educational institutions can serve as a feeder of women and minority candidates.



# POLICE PROGRAMS: WOMEN SPECIFIC

## RECRUITMENT

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

19. Indicate if the Department proactively recruited women (and minorities) to Police Programs in the Department during the past year, and if yes, please describe.

<b>TABLE 12: Police Programs Women-Specific Recruitment</b>	<b># of Females</b>	<b># of Males</b>	<b>Description</b>
<b>Police Aide Programs</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Explorer Program</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Reserve Program</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Citizen Police Academy</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Police Corp</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			

## WORLD WIDE WEB: WOMEN SPECIFIC RECRUITMENT

20. Indicate if the Department has proactively recruited women (and minorities) via Internet strategies.

<b>TABLE 13: WWW Women-Specific Recruitment</b>	<b>Description</b>
<b>Departmental Recruiting Page for Women (and minorities)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Departmental Recruiting Page Featuring Women (and minorities)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Advertisements on Job Web sites Dedicated to Women (and minorities)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Internet Ads such as banners and pop up messages on web sites dedicated to women (and minorities)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Participation in electronic ListSerts dedicated to women (and minorities)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Other</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

# SELECTION

---

## Timeline

21. What is the Department's fiscal year?

The recruitment and selection timelines should be linked for an effective recruitment strategy

22. How many officers is the Department authorized to hire in the next 12 months?

23. What Academy classes are scheduled to begin in the next 12 months?

24. How many recruits does the Department intend to seat in each class?

25. Typically, how many officers has the Department hired in the previous 24 months?

26. How many recruit classes has the Department had in the previous 24 months?

27. Does your Department have its own Academy or does it send recruits to a regional or state Academy?

28. Does the Department conduct a new selection process each time the Department hires?

29. How many selection processes has the Department had in the previous 24 months? What were the dates?

# SELECTION RULES

30. Indicate if selection rules exist in the Department and if yes, give description.

TABLE 14 Selection Rules	Description
<p><b>Does the Department select based on rank order?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, describe at what stage of the selection process.</p>	
<p><b>Does the Department maintain a list of candidates who are eligible to be hired?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, what are the rules regarding the list?</p>	<p>What percentage of the list is female? ____%</p> <p>What percentage is minority? _____%</p>
<p><b>Is the Department's selection process restricted by state law or other laws?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, describe at what stage of the selection process.</p>	
<p><b>Are there some other rules regarding selection in the Department?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, describe at what stage of the selection process.</p>	
<p><b>Is the Department's selection process mandated by court order?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, describe at what stage of the selection process.</p>	<p>If yes, is it based on a percentage of:</p> <p><input type="checkbox"/> Women <input type="checkbox"/> Minorities</p>

The rules of selection processes may negatively impact women (and minorities). For example, a requirement to hire off a list with very few women.

# BASELINE REQUIREMENTS FOR APPLICANTS

Some selection process components have a history of disproportionately screening out of female and minority candidates.

31. What are the minimum educational requirements for being a police officer with the Department?

- High School
- 2 Years College
- 4 Years College
- Other \_\_\_\_\_

TABLE 15 <i>Baseline Requirements</i>	Description
<b>Is preference given for college or other special training?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe:	
<b>Does the Department have minimum physical fitness requirements?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe:	
<b>Does the Department have a body fat ratio requirement?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe:	
<b>Does the Department have a minimum or maximum height/weight ratio requirement?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe:	

## DESCRIPTION OF THE PROCESS

32. What are the stages of the selection process? List them in sequence from start to finish, beginning with initial contact such as interest cards and ending with the academy class.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

33. How frequently is testing offered?

- Weekly
- Monthly
- Other \_\_\_\_\_

34. What is the length of a typical selection process from the first phase of selection to the Academy class?

35. Do you maintain regular contact with applicants?

- Yes     No    35a. If yes, describe how and how often:

36. Are there any stages of the selection process which are developed and administered outside the police department by other city or county departments?

- Yes     No    36a. If yes, describe:

## PREFERENCES

TABLE 16 Preferences	Description
<p><b>Do Veterans or any other groups have a preference?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	
<p><b>Does the City or Department have an affirmative action plan?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, is it</p> <p><input type="checkbox"/> Voluntary    <input type="checkbox"/> Court Ordered</p>	(attach a copy of the affirmative action plan)
<p><b>Does the Department have goals and timetables for hiring women and/or minorities?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, please describe goals and timetables separately for women and minorities.</p>	
<p><b>If the Department has goals and timetables does it hire off of more than one list?</b></p> <p>Women:        <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Minorities:    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	(describe goals and timetables for each list separately)

# INTERVIEWS/BEHAVIORAL ASSESSMENT DEVICES

TABLE 17 Interviews	Description
<p>Are interview questions pre-determined standard questions?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe</p>	
<p>Are there pre-identified acceptable responses to questions in a written form?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe</p>	(if yes, attach a copy of acceptable responses)
<p>Are interviewers/raters trained?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe</p>	

It is important to minimize the possibility of bias. It is important the selection process team be diverse in both gender and race. The team should be trained in interviewing, interview questions should be predetermined, and there should be pre-identified acceptable responses to questions.

TABLE 18 Interviewers/Raters: Gender and Race		
	Number	Percent
Men		
Women		
Racial Minorities		
<b>Total:</b>		<b>100%</b>

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

TABLE 19 Background Investigators: Gender and Race		
	Number	Percent
Men		
Women		
Racial Minorities		
<b>Total:</b>		<b>100%</b>

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

TABLE 20 Psychologists: Gender and Race		
	Number	Percent
Men		
Women		
Racial Minorities		
<b>Total:</b>		<b>100%</b>

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

# PHYSICAL AGILITY TEST

37. What type of physical agility test is used? Name: \_\_\_\_\_ (Attach copy)

Check all that apply:

- Commercially Developed, i.e. Cooper       Validated  
 Developed Locally/Departmentally       Different Standards Based on Gender  
 State Mandated

38. Are any of the following components of the physical agility test?

Yes No

- Climbing over a six foot wall  
  Grip strength test  
  Bench press

Physical agility tests should be job related and carefully reviewed to ensure they do not disproportionately screen out women.

39. Does the Department have a pre-hire program that allows otherwise qualified applicants to get into physical condition?

- Yes     No

39a. If yes, what percentage of the applicants in pre-hire programs are women?

	Number	Percent
Men		
Women		
<b>Total:</b>		<b>100%</b>

Time period

From: \_\_\_\_\_  
To: \_\_\_\_\_

# RANKING

40. Are any of the stages of the selection process weighted?

- Yes     No

40a. If yes,  Check all that apply:

- Formal, written criteria for weighting.  
 If checked, please attach copy.  
 Physical Agility  
 Oral Boards/Interview Process  
 Chief Selection  
 Rank ordered from highest to lowest

It is important to ensure that women and minorities are not disproportionately screened out of the selection process in the areas in which there is the most discretion.

# HIRING SELECTION CHARTS

## Purpose

The purpose of the Hiring Selection charts is to determine the percentage of female and minority candidates (Tables 23 and 24, respectively) in the applicant pool and to identify if there are any stages in the selection process in which they are disproportionately screened out. The Hiring Selection chart enables Departments to pinpoint why they have few female or minority recruits. Is it because only a small percentage apply or is it because very few make it through a particular phase of the selection process?

## Instructions

Table 22 on page 19 provides an example of a chart that was completed using hypothetical data and the following steps.

List each stage of the Department's Hiring Process in sequence, beginning with the first recorded contact between potential candidates and the Department and ending with the first day of the Academy. Indicate the total number who have **Taken** part in each stage of the selection process. Where applicable, indicate the number who **Passed** each stage of the selection process.

For those stages that **do not** have a test, such as **Interest Cards**, calculate the percentage of males vs. females **across gender**. For example, Table 22 shows that 1,000 males and 100 females completed interest cards, for a total of 1,100 applicants. To calculate the percentage of males, divide the total number of males (1,000) by the total number of applicants (1,100). This yields a percentage of 91% ( $1,000 \div 1,100 = 91$ ). Similarly, the number of females divided by the total number of applicants yields 9% ( $100 \div 1,100 = 9$ ). Using your own data and Table 23, insert the percentages in the shaded or blue columns with the % heading. Round off all percentages to whole numbers.

For those stages that **do have** a test, calculate percentages so that the Department can compare pass rates **by gender**. Do this by calculating the total number of **Taken** vs. **Pass** by gender. For example, Table 22 shows that 600 males have **Taken** the **Written Exam** and 500 **Passed** it, for an 83% pass percentage for males ( $500 \div 600 = 83\%$ ). Table 22 shows that 85 females have **Taken** the **Written Exam** and 75 **Passed** it, for an 88% pass percentage ( $75 \div 85 = 88\%$ ). Using your own data and Table 23, insert the percentages in the shaded or blue columns with the % heading. Round off all percentages to whole numbers.

To calculate the **No Show %**, begin by subtracting the total number of males and females in the **current stage** (listed in the table under the **Taken** column heading) from the total number who **Passed** in the **prior stage**; this yields the total number of **No Shows**. Divide the **No Shows** for the **current stage** by the number who **Passed** the **prior stage**. For example, Table 22 shows that 500 males and 75 females **Passed** the **Written Exam** and 480 males and 72 females have **Taken** the **Physical Agility** test. Thus, the **No Show %'s** for the **Physical Agility** test are calculated as follows:

$$[(500-480 = 20) \div 500 = \mathbf{4\%}] \text{ males}$$

$$[(75 - 72 = 3) \div 75 = \mathbf{4\%}] \text{ females}$$



## Example Hiring Stages Selection Chart (Gender)

Time period  
 From: March 13, 2000  
 To: June 23, 2000

**TABLE 22 Example Hiring Stages Selection Chart (Gender)**

Selection Stage	Status	Male	%	Female	%
Interest Card	Taken	1,000	91%	100	9%
	Passed	N/A		N/A	
	No Show	N/A		N/A	
Application	Taken	800	90%	90	10%
	Passed	N/A		N/A	
	No Show	200	20%	10	10%
Written Exam	Taken	600		85	
	Passed	500	83%	75	88%
	No Show	200	25%	5	6%
Physical Agility	Taken	480		72	
	Passed	400	83%	58	81%
	No Show	20	4%	3	4%
Psychological Exam	Taken	390		56	
	Passed	300	77%	55	98%
	No Show	10	3%	2	3%

# HIRING STAGES SELECTION CHART (GENDER)

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

TABLE 23 Hiring Stages Selection Chart (Gender)					
Selection Stage	Status	Male	%	Female	%
	Taken				
	<b>Passed</b>				
	No Show				
	Taken				
	<b>Passed</b>				
	No Show				
	Taken				
	<b>Passed</b>				
	No Show				
	Taken				
	<b>Passed</b>				
	No Show				
	Taken				
	<b>Passed</b>				
	No Show				
	Taken				
	<b>Passed</b>				
	No Show				

# HIRING STAGES SELECTION CHART (RACE)

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

**TABLE 24 Hiring Stages Selection Chart (Race)**

Selection Stage	Status	White	%	Black	%	Hispanic	%	Asian	%	Native Am.	%
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										

# DEMOGRAPHICS OF THE COMMUNITY

## Community

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

TABLE 25 Gender Breakdown		
Gender	Number	Percent
Male		
Female		

TABLE 26 Ethnic Breakdown		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population:</b>		<b>100%</b>

Complete this chart for the Department's Service Community with the most recent data available.

These numbers will provide the data needed to compare a Department's gender and race composition to the community.

TABLE 27 Unemployment Rate	
Current Year	%
Previous Year	%

# DEMOGRAPHICS OF THE DEPARTMENT

## \_\_\_\_\_ Police Department

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

Total Number of Sworn Personnel:

<b>TABLE 28 Gender Breakdown</b>		
Gender	Number	Percent
Male		
Female		

Complete these charts for the Department's Sworn Officers with the most recent data available.

<b>TABLE 29 Ethnic Breakdown</b>		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population:</b>		<b>100%</b>

Note the percentage of women (and minorities) at each rank.

# RANK BY GENDER

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

**TABLE 30 Gender Breakdown Across Job Categories**

Gender	Officers		Special		Detectives		Sgts		Lts		Captains		Dep Chief		Total	
	Number	Perc.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female																
Male																
Total		100%		100%		100%		100%		100%		100%		100%		100%

**TABLE 31 Race/Ethnic Breakdown Across Job Categories (Female Only)**

Race	Officers		Special		Detectives		Sgts		Lts		Captains		Dep Chief		Total	
	Number	Perc.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White																
Black																
Hispanic																
Asian																
Native-Am																
Other																
Total Minority																
Total		100%		100%		100%		100%		100%		100%		100%		100%

# RANK BY RACE

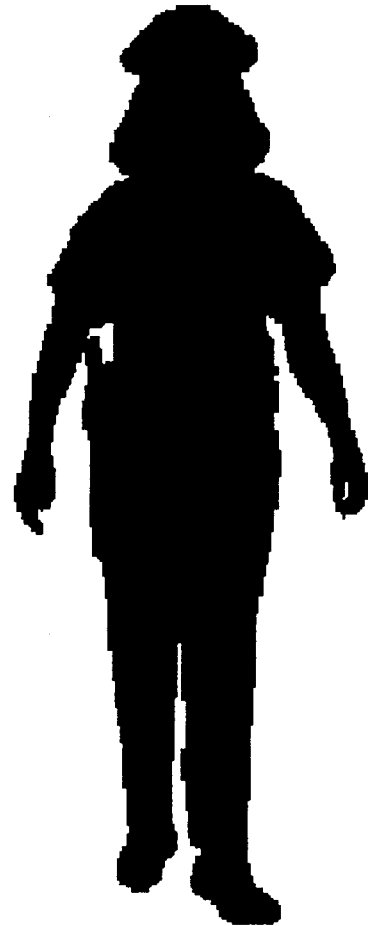
Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

**TABLE 32 Race/Ethnic Breakdown Across Job Categories (Female and Male Combined)**

Race	Officers		Special		Detectives		Sgts		Lts		Captains		Dep Chief		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White																
Black																
Hispanic																
Asian																
Native Am																
Other																
Total Minority																
<b>Total</b>		100%		100%		100%		100%		100%		100%		100%		100%

# **LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOLS**

## **TRAINING ACADEMY**



**By Donna Milgram**

*Funded in part under  
National Institute of Justice  
Grant No. 98-IJ-CX-0013*

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October 16, 2000

Dear Colleague:

I strongly believe that law enforcement agencies want to recruit, retain and promote women officers but often don't have the human resource "tools" to do so. The Law Enforcement Environmental Assessment Tools (LEEAT) provide, for the first-time, off-the-shelf tools that are police-specific and field-tested. The LEEAT Tools enable departments to easily self-monitor on workplace environment issues to determine if the Department's workplace is receptive to women and minority police officers. The LEEAT Tools enable Departments to pinpoint what barriers (if any) exist for women and minority police officers so that they can take action to overcome them.

The Law Enforcement Environmental Assessment Tools (LEEAT) were five years in the making. The current version of the LEEAT Tools were field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The first generation of LEEAT Tools was field-tested in the Tucson and Albuquerque Police Departments in 1995-96 with a grant from the US Department of Labor.

The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The LEEAT Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, DC, served as a consultant to this Project and advised on development of the assessment instruments. Dr. Evan Stark, an organizational psychologist and focus group expert, advised on the development of the focus group guide and assisted in its field-test.

I can not thank enough the Durham and Albuquerque Police Departments for participating in the field test of the LEEAT Tools so that not only their own Departments could benefit but so that other Departments could use these Tools as well. Thank you to Chief Chambers of Durham Police Department and Chief Joseph Polisar, formerly with the Albuquerque Police Department and now with Garden Grove in California; and Chief Gerald Galvin of the Albuquerque Police Department.

In particular, I would like to thank the following individuals for generously volunteering so much of their time reviewing and re-reviewing the LEEAT Tools:

- Chief Teresa Chambers of the Durham Police Department;
- Chief Vicky Peltzer, formerly of the Albuquerque Police Department, now Chief of University of Washington at Seattle;
- Deputy Chief Sal Baragiola, formerly of the Albuquerque Police Department, now retired; and
- Chief Mary Ann Viverette of the Gaithersburg Police Department and now 6<sup>th</sup> Vice-President of the International Association of Chiefs of Police (IACP). Chief Viverette was asked to review the LEEAT Tools because of her expertise as an assessor for the Commission on Accreditation for Law Enforcement Agencies (CALEA) and her graduate degree in Human Resource Management.

I am interested in hearing about your experience using the LEEAT Tools in your law enforcement agency. Please write me via e-mail at [donnam@womenpolice.com](mailto:donnam@womenpolice.com). I also hope to see some of you at the training I am conducting on use of the LEEAT Tools, for more information visit our Web site at [www.womenpolice.com](http://www.womenpolice.com).

Sincerely,

Donna Milgram  
Executive Director

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## Women in Policing Institute

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### Instructions for Using the Law Enforcement Environmental Assessment Tools

**Terms of Use/Disclaimer:** By using the Law Enforcement Environmental Assessment Tools owned and operated by The Women in Policing Institute, you are agreeing to comply with and be bound by the following terms of use. Please review the following terms carefully. **If you do not agree to these terms, you may not use the Law Enforcement Environmental Assessment Tools.**

**Users of the Law Enforcement Environmental Assessment Tools must agree to the following:** In no event will The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. be liable for any actual, direct, incidental, consequential or punitive damages, including, but not limited to, damages from the use of its Law Enforcement Environmental Assessment Tools.

**The user agrees that usage of these Law Enforcement Environmental Assessment Tools is at the user's own risk.** The user further agrees to indemnify, defend and hold harmless The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. from any and all such actions or claims.

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October 2000

# TRAINING ACADEMY

1. Check all that apply and attach applicable documents.

<b>TABLE 1 Training Academy Documents</b>		
<b>Department has the following:</b>	<b>Check all that apply:</b>	<b>Copy Attached:</b>
<b>Fraternization Policy for Academy Instructors and Staff</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Sexual Harassment Training Curriculum for Recruits/ Cadets</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Dedicated Sexual Harassment Training for:</b>	<input type="checkbox"/> Academy Staff <input type="checkbox"/> Guest Instructors <input type="checkbox"/> Field Training Coordinators <input type="checkbox"/> Field Training Officers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# STAFF COMPOSITION

2. How are Academy Staff selected? Please describe:

3. How are guest instructors selected? Please describe:

The Academy Staff and Field Training Officers should reflect the community they are serving in both gender and race.

**TABLE 2 Permanent Training Academy Staff**

Gender Breakdown		
Gender	Number	Percent
Male		
Female		

Ethnic Breakdown		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population:</b>		<b>100%</b>

**TABLE 4 Academy Guest Instructors**

Gender Breakdown		
Gender	Number	Percent
Male		
Female		

Ethnic Breakdown		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population:</b>		<b>100%</b>

**TABLE 3 Field Training Officers Permanent Coordinators (Staff)**

Gender Breakdown		
Gender	Number	Percent
Male		
Female		

Ethnic Breakdown		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population:</b>		<b>100%</b>

**TABLE 5 Field Training Officers**

Gender Breakdown		
Gender	Number	Percent
Male		
Female		

Ethnic Breakdown		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population:</b>		<b>100%</b>

# ACADEMY RETENTION

*Instructions: The Academy Retention Self-Monitoring Chart provides Chiefs and Training Academy Directors with an easy reference tool for assessing if women and/or minority recruits/cadets are completing at the same rate as other candidates. Initially, Departments may want to complete this chart for the past two years to assess the past history. Then, this chart can be used on a bi-weekly or monthly basis during the course of the Academy.*

It is important the Training Academy Staff, Guest Instructors, and Field Training Officers include females and be racially diverse.

## Academy Self-Monitoring Charts

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

TABLE 6 Academy Retention Self-Monitoring Chart (Gender)					
Academy Dates	Status	Male	% Completed	Female	% Completed
	Started				
	Completed				
	Started				
	Completed				

TABLE 7 Academy Retention Self-Monitoring Chart (Race)											
Academy Status	Status	White	%	Black	%	Hispanic	%	Asian	%	Native Am	%
	Started										
	Completed										
	Started										
	Completed										



# FIELD TRAINING RETENTION

*Instructions: The field training retention self-monitoring chart provides Chiefs and Field Training Directors with an easy reference tool for assessing if women and/or minority recruits/cadets are completing at the same rate as other candidates. Initially, Departments may want to complete this chart for the past two years to assess the past history. Then, this chart can be used on a bi-weekly or monthly basis during the course of the field training.*

It is important Field Training Officers include females and be racially diverse.

## Field Training Self-Monitoring Charts

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

**TABLE 8 Field Training Retention Self-Monitoring Chart (Gender)**

Field Training Dates	Status	Male	% Completed	Female	% Completed
	Started				
	Completed				
	Started				
	Completed				

**TABLE 9 Field Training Retention Self-Monitoring Chart (Race)**

Field Training Status	Status	White	%	Black	%	Hispanic	%	Asian	%	Native Am.	%
	Started										
	Completed										
	Started										
	Completed										

# REASONS FOR ACADEMY ATTRITION

4. Fill out for each class. Note: For new recruits only, don't include lateral classes.

Time period
From: _____
To: _____

**TABLE 10 Reasons for Attrition Chart**

Reasons for Attrition	#M	#F
Terminated (describe)		
Knee Injuries		
Lower Leg Injuries		
Other Injuries (describe)		
Wrong Career Choice		
Academic Standards		
Physical Standards		
Paramilitary model		
Other (describe)		

**TABLE 11 Injury Rate Chart**

Injury Rate (Gender)		
Gender	Number	Percent
Male		
Female		

Injury Rate (Ethnic Breakdown)		
Race	Number	Percent
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Total Population</b>		<b>100%</b>

A high proportion of lower leg and knee injuries among female recruits is a red flag that the physical training may be at too fast a pace.

Military studies have shown that training females at the same pace as males can cause injuries. Most women can achieve the heaviest physical standards but training needs to take into account their differing physiology.

# ACADEMY

---

## General

5. What is the average length of an Academy?
6. Determine the cost of training a recruit.
7. Does the Academy provide training on gender roles?  
 Yes  No If yes, describe:
8. Does the Department conduct exit interviews for recruits?  
 Yes  No If yes, describe:
9. If exit interviews are conducted, are there standard interview questions?  
 Yes  No If yes, please attach copy.

## PHYSICAL HANDS-ON TRAINING

---

### Physical Hands-On Training

10. Does the physical training include techniques for improving upper body strength?  
 Yes  No If yes, describe:
11. Are male and female recruits trained at the same pace in physical training?  
 Yes  No If no, describe:
12. Do female recruits have difficulty in keeping up with male recruits in physical training classes?  
 Yes  No If yes, describe:

13. What physical training standards does the Department use?

14. Are the physical training standards age or gender based or is there a single standard?

Age       Gender       Single Standard

15. Does the Department's defensive tactics course include techniques which smaller officers can use to bring down larger suspects?

Yes    No   If yes, describe:

16. Is there any area of training that female recruits have greater difficulty in successfully completing than male recruits? If yes, please describe:

Driving       Shooting       Other \_\_\_\_\_

17. Is there any area of training that male recruits have greater difficulty in successfully completing than female recruits? If yes, please describe:

Driving       Shooting       Other \_\_\_\_\_

18. Does the Department have:

18a. Preparatory physical training prior to start of Academy?

Yes    No   If yes, describe:

18b. Remedial training available for the physical/hands-on requirements of the Academy?

Yes    No   If yes, describe:

# ACADEMY SEXUAL HARASSMENT PREVENTION

19. Are Sexual Harassment Policy and Complaint Procedures part of the recruit curriculum?

Yes  No

19a. If yes, how many hours are dedicated to it?

Sexual Harassment Training should be provided to recruits at the beginning of the Academy. It should be police-specific, customized by the Academy, and taught by sworn Academy staff.

20. Is it taught by sworn officers when it is provided?

Yes  No

20a. If not, by whom?

21. Is it customized to the Academy environment?

Yes  No If yes, describe:

22. At what point in the Academy is Sexual Harassment training given?

23. What are penalties for:

23a. Academy recruits who violate Sexual Harassment policy?

Academy Staff, Guest Instructors, and Field Training Coordinators and Officers should participate in Sexual Harassment Training that is police-specific and customized to the Academy.

23b. Instructors who violate Sexual Harassment policy?

24. Is Police-specific sexual harassment training provided for:

	<u>Yes</u>	<u>No</u>
Training Academy Recruitment Staff? .....	<input type="checkbox"/>	<input type="checkbox"/>
Training Academy Guest Instructors? .....	<input type="checkbox"/>	<input type="checkbox"/>
Field Training Coordinators? .....	<input type="checkbox"/>	<input type="checkbox"/>
Field Training Officers? .....	<input type="checkbox"/>	<input type="checkbox"/>

## SUPPORT STRATEGIES

---

25. Does the Training Academy have a formal mentoring program?

Yes  No If yes, describe:

26. Does the Training Academy connect women recruits with female officers formally or informally?

Yes  No If yes, describe:

27. Does the Training Academy have information about women and policing groups that the Department shares with women recruits?

Yes  No If yes, describe:

28. Does the Academy provide support groups for female recruits?

Yes  No If yes, describe:

29. Does the Academy use other support strategies designed for the retention of recruits?

Yes  No If yes, describe:

## FIELD TRAINING

---

30. How are recruits and field training officers matched? What criteria are used?

31. Is consideration given to gender when matching recruits and field training officers?

Yes  No If yes, describe:

32. How are field training officers selected? Please describe.

33. Do field training officers receive training themselves?

Yes  No If yes, describe:

# UNIFORMS AND EQUIPMENT – ACADEMY

34. Are there problems with the fit of uniforms and equipment for female recruits?

Yes  No If yes, describe:

34a. If yes, has any action been taken to address these problems?

35. Please check all that are available to women recruits:

- Body armor with cup sizing
- Guns with small handle grips
- Holsters designed for women
- Dedicated women's supply duty belt
- Dedicated women's sizing in uniforms
- Dedicated women's sizing in shoes and boots
- Community Policing Bicycle for women's frame
- Motorcycle in lighter weight
- Other \_\_\_\_\_

36. Are manufacturer representatives available for sizing checks of uniforms and equipment issued?

Yes  No If yes, describe:

37. Is there a mechanism for recruits to report problems with uniforms and equipment?

Yes  No If yes, describe:

38. How are problems resolved and who is in charge of overseeing this process?

Contracting specifications or request for bids issued by the Department for uniforms and equipment should require dedicated sizing for women.

37. Who in the Department serves as a liaison between the recruits and the vendor?

# FACILITIES (PHYSICAL INSPECTION)

	<u>Female</u> <u>Locker Rooms</u>	<u>Male</u> <u>Locker Rooms</u>
Secure	<input type="checkbox"/>	<input type="checkbox"/>
Clean	<input type="checkbox"/>	<input type="checkbox"/>
Free from Pin-Ups	<input type="checkbox"/>	<input type="checkbox"/>
Adequate Bathrooms and Showers	<input type="checkbox"/>	<input type="checkbox"/>
Adequate Changing Room/Lockers	<input type="checkbox"/>	<input type="checkbox"/>
Gym Access	<input type="checkbox"/>	<input type="checkbox"/>
Vending Machines with Feminine Hygiene Products	<input type="checkbox"/>	N/A

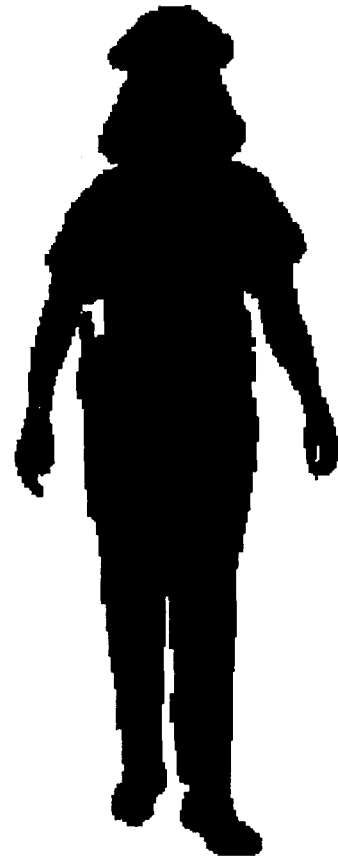
## SOLUTIONS

38. What do you think is important—from the Academy’s perspective—for ensuring the success and integration of female recruits in the Academy and the Department?



# **LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOLS**

## **SEXUAL HARASSMENT PREVENTION**



**By Donna Milgram**

*Funded in part under  
National Institute of Justice  
Grant No. 98-IJ-CX-0013*

**Women in Policing Institute**  
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Trades, Technology and Science (National IWITTS)  
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1150 Ballena Blvd. Suite 102 ♦ Alameda, California 94501 ♦ 510-749-0200 ♦ 510-749-0500 (fax)  
info@womenpolice.com ♦ www.womenpolice.com

October 16, 2000

Dear Colleague:

I strongly believe that law enforcement agencies want to recruit, retain and promote women officers but often don't have the human resource "tools" to do so. The Law Enforcement Environmental Assessment Tools (LEEAT) provide, for the first-time, off-the-shelf tools that are police-specific and field-tested. The LEEAT Tools enable departments to easily self-monitor on workplace environment issues to determine if the Department's workplace is receptive to women and minority police officers. The LEEAT Tools enable Departments to pinpoint what barriers (if any) exist for women and minority police officers so that they can take action to overcome them.

The Law Enforcement Environmental Assessment Tools (LEEAT) were five years in the making. The current version of the LEEAT Tools were field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The first generation of LEEAT Tools was field-tested in the Tucson and Albuquerque Police Departments in 1995-96 with a grant from the US Department of Labor.

The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The LEEAT Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, DC, served as a consultant to this Project and advised on development of the assessment instruments. Dr. Evan Stark, an organizational psychologist and focus group expert, advised on the development of the focus group guide and assisted in its field-test.

I can not thank enough the Durham and Albuquerque Police Departments for participating in the field test of the LEEAT Tools so that not only their own Departments could benefit but so that other Departments could use these Tools as well. Thank you to Chief Chambers of Durham Police Department and Chief Joseph Polisar, formerly with the Albuquerque Police Department and now with Garden Grove in California; and Chief Gerald Galvin of the Albuquerque Police Department.

In particular, I would like to thank the following individuals for generously volunteering so much of their time reviewing and re-reviewing the LEEAT Tools:

- Chief Teresa Chambers of the Durham Police Department;
- Chief Vicky Peltzer, formerly of the Albuquerque Police Department, now Chief of University of Washington at Seattle;
- Deputy Chief Sal Baragiola, formerly of the Albuquerque Police Department, now retired; and
- Chief Mary Ann Viverette of the Gaithersburg Police Department and now 6<sup>th</sup> Vice-President of the International Association of Chiefs of Police (IACP). Chief Viverette was asked to review the LEEAT Tools because of her expertise as an assessor for the Commission on Accreditation for Law Enforcement Agencies (CALEA) and her graduate degree in Human Resource Management.

I am interested in hearing about your experience using the LEEAT Tools in your law enforcement agency. Please write me via e-mail at [donnam@womenpolice.com](mailto:donnam@womenpolice.com). I also hope to see some of you at the training I am conducting on use of the LEEAT Tools, for more information visit our Web site at [www.womenpolice.com](http://www.womenpolice.com).

Sincerely,

Donna Milgram  
Executive Director

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## Women in Policing Institute

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**Terms of Use/Disclaimer:** By using the Law Enforcement Environmental Assessment Tools owned and operated by The Women in Policing Institute, you are agreeing to comply with and be bound by the following terms of use. Please review the following terms carefully. **If you do not agree to these terms, you may not use the Law Enforcement Environmental Assessment Tools.**

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October 2000

# SEXUAL HARASSMENT

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<b>TABLE 1 Sexual Harassment Policies, Procedures and Legal Cases</b>		
<b>Department has the following:</b>	<b>Source:</b>	<b>Copy Attached:</b>
<b>Sexual Harassment Policy</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Sexual Harassment Complaint Procedure</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Sexual Harassment Investigation Procedure</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Chart of Sanctions or Penalties for Sexual Harassment</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Sexual Harassment Complaint Form</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Departmental Audits and/or Reports on Sexual Harassment During the Past 24 Months</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Copies of Sexual Harassment Court Cases</b> lost, settled, or resolved through settlement, mediation, or litigation by the Department during the past 24 months	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

TABLE 1 Sexual Harassment Policies, Procedures and Legal Cases (continued)		
Department has the following:	Source	Copy Attached
<b>Fraternization Policy</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Cohabitation Policy</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Copies of the Sex Discrimination Cases</b> lost, settled, or resolved through settlement, mediation, or litigation by the department during the past 24 months	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Exit Interview Questions</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Other:</b> (Please Describe)	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## SEXUAL HARASSMENT POLICY

2. What is the Department's time limit for filing a sexual harassment complaint?

3. Has the Department's policy been communicated to employees?

Yes  No If yes, complete Table 2.

Police Departments should communicate their sexual harassment policy to all employees on a regular basis. Changes to the sexual harassment policy and procedures necessitate a re-communication of the policy.



Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

<b>TABLE 2 Sexual Harassment Communications Checklist</b>				
<b>Method</b>	<b>Yes</b>	<b>No</b>	<b>How Often?</b>	<b>Please Describe</b>
Copy given to all sworn officers				
Copy given to all civilian employees				
Roll Call				
Training				
Inspections Unit (Internal Compliance)				
Message from Supervisors				
Message from Chief				
Other:				

# **FORMAL SEXUAL HARASSMENT COMPLAINT PROCEDURES**

4. Which office and/or who can sexual harassment complaints be made to?

- Internal Affairs
- City or County Agency
- Other
- Supervisor
- Outside Contractor

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5. Can complaints be made outside of the immediate command structure?

Yes  No If yes, describe:

Sexual harassment procedures should clearly outline the complaint process. Employees should have the option of making complaints outside the immediate command structure.

6. Which office and/or who handles the investigation?

- Internal Affairs       City or County Agency       Other  
 Supervisor       Outside Contractor

Gender	Number	Percent
Male		
Female		

7. Have investigators of sexual harassment complaints received specialized training on investigation of sexual harassment complaints?

Yes  No If yes, describe:

Date: \_\_\_\_\_

Training Provided By: \_\_\_\_\_

Length of Training: \_\_\_\_\_

# SEXUAL HARASSMENT POLICY

8. Which office and/or who is responsible for resolving sexual harassment complaints?

- Internal Affairs       City or County Agency       Other  
 Supervisor       Outside Contractor

9. Is the individual who is responsible for providing information about the sexual harassment complaint process required to trigger the complaint process when he/she learns of a possible complaint?

- Yes     No    If yes, describe:

10. Are supervisors required to initiate a formal sexual harassment complaint if made aware of such behavior, even if it is against the victim's wishes?

11. Are peers required to initiate a formal sexual harassment complaint if made aware of such behavior, even if it is against the victim's wishes?

12. Is sexual harassment reporting mandatory for employees?

- Yes     No    If yes, describe:

13. Are employees required to notify the harasser that their behaviors are unwelcome prior to a formal complaint being initiated?

- Yes     No    If yes, describe:

14. From whom can an employee get information about the sexual harassment complaint process?

15. Can complaints be made outside of the immediate command structure?

Yes  No If yes, describe:

Employees should have easy access to information about the complaint process.

16. Are the penalties/sanctions for sexual harassment contained in any policy? Are they specified?

Yes  No If yes, describe:

17. Are sexual harassment investigation files confidential?

Yes  No If yes, describe:

18. Are sexual harassment complaints kept in personnel files?

Yes  No If yes, describe:

It is important that sexual harassment complaints be kept confidential to prevent retaliation against either the complainant or defendant.

19. If yes, are they kept in the file of the complainant?

Yes  No If yes, describe:

20. If yes, are they kept in the file of the alleged harasser?

Yes  No If yes, describe:

# SEXUAL HARASSMENT SELF-MONITORING SUMMARY CHARTS

The Sexual Harassment Self-Monitoring Summary Chart provides Chiefs and Administrators with an easy reference tool for assessing the number of sexual harassment complaints and their status at all stages of the process. Initially, Departments may want to complete this chart for the past two years, then regular updates may be made to provide current data. The Self-Monitoring Chart provides Departments with one measure of the climate of the Department and the impact of interventions to prevent or solve sexual harassment problems.

**TABLE 4a Number of Sexual Harassment Complaints**

TYPE	TOTAL
Supervisor Defendant	
Co-Worker Defendant	
Unfounded	
Not Sustained	
Sustained	
Sanctions	
Outstanding	
Average Length of Investigation	
Average Time between Finding and Action	
Resolved Internally*	

**TABLE 4b Number of Sexual Harassment Legal Cases**

TYPE	TOTAL
Supervisor Defendant	
Co-Worker Defendant	
Cases Dismissed By Competent Authority	
Cases Resolved Through Settlement/Mediation	
Cases Decided in Favor of Defendant	
Cases Decided in Favor of Plaintiff	
Legal Cases Outstanding	
Total \$ paid in Settlements or Legal Cases	\$

**TABLE 4c Number of Sexual Harassment Retaliation Cases**

TYPE	TOTAL
Supervisor Defendant	
Co-Worker Defendant	
Dismissed	
Sanctions Imposed	
Outstanding	
Average Length of Investigation	
Average Time between Finding & Action	
Case Resolved through Settlement/Mediation	
Resolved Internally*	
Decided In Favor of Complainant	

**TABLE 4d Number of Sex Discrimination Cases**

TYPE	TOTAL
Supervisor Defendant	
Co-Worker Defendant	
Cases Dismissed	
Cases Resolved Through Settlement/Mediation	
Cases Decided in Favor of Defendant	
Cases Decided in Favor of Plaintiff	
Legal Cases Outstanding	
Total \$ Paid in Settlements or Legal Cases	\$

\* Actions taken satisfied complainant/concerns

NOTE: Table 4d addresses discrimination based on gender that is not sexual harassment

Time period
From: _____
To: _____

## Informal Sexual Harassment Complaints

21. Is there an option of informal resolution of sexual harassment complaints through a process such as mediation?

Yes  No If yes, describe:

Increasingly sexual harassment complaints are handled through an informal dispute resolution process designed to stop the harassment without requiring a formal complaint.

22. Which office and/or who can complaints be made to?

23. Which office and/or who handles the investigation?

24. Can all types of sexual harassment complaints go through the informal resolution process?

Yes  No If yes, describe:

25. What are the possible resolutions to a sexual harassment complaint using the informal resolution process?

26. How many complaints have been handled using this method in the past 24 months?

27. What are the typical outcomes of complaints handled in this way?

## Supervisors

---

28. Does the Department's or city's or county's promotional process measure knowledge of the sexual harassment policies and procedures?

Yes  No If yes, describe how it is measured (i.e., case studies, scenarios).

29. Are supervisors given credit for developing knowledge, skills, abilities and experience in dealing with sexual harassment?

Yes  No If yes, describe:

30. Is a candidate's documented history of sexual harassment considered in the promotional process?

Yes  No If yes, describe (i.e., ranking criteria or eliminator).

# History of Sexual Harassment During Past 24 Months

31. Has the Department paid out dollars in sexual harassment claims in the last 24 months?

Yes  No If yes, please indicate below.

32. Bring reward information forward from the Sexual Harassment Self-Monitoring Summary Charts on page 7 (Tables 4a through 4d).

<b>TABLE 5 Sexual Harassment Costs</b>		
<b>Court Case</b>	<b>Out of Court Settlement</b>	<b>Court Award</b>
<b>Total Dollar Amount:</b>	<b>\$</b>	<b>\$</b>

\*Agreement between plaintiff and defendant not mandated by the court

33. Has the Department paid out dollars in sex discrimination claims in the last 24 months?

Yes  No

33a. If yes, please indicate below. Bring reward information forward from the Sexual Harassment Self-Monitoring Summary Charts on page 7 (Tables 4a through 4d).

<b>TABLE 6 Sexual Discrimination Costs</b>		
<b>Court Case</b>	<b>Out of Court Settlement</b>	<b>Court Awarded</b>
<b>Total Dollar Amount:</b>	<b>\$</b>	<b>\$</b>



# Sexual Harassment Prevention Training

## Training

34. Is sexual harassment prevention training provided?

Yes  No If yes, describe:

TABLE 7 Sexual Harassment Prevention Training Documents		
Department has the following:	Source:	Copy Attached
Sexual Harassment Prevention Training Outline	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sexual Harassment Prevention Training Curriculum	<input type="checkbox"/> Name _____ <input type="checkbox"/> Name _____	<input type="checkbox"/> <input type="checkbox"/>

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

35. Please complete the following chart for sexual harassment prevention training in the past 24 months:

<b>TABLE 8 Sexual Harassment Prevention Training Plan</b>			
<b>Training Recipients</b>	<b># of Sessions</b>	<b># of Hours</b>	<b># of Participants</b>
Recruits			
Academy Staff			
Field Training Officers			
Line Officers			
Supervisors			
Managers			
Civilians			

**Training Content**

36. Check all that apply:

Training is customized to the following:

- Yes  No Supervisors
- Yes  No Managers
- Yes  No Line Officers
- Yes  No Civilians
- Yes  No Academy

Training includes:

- Yes  No Police Specific Content
- Yes  No Police Video Scenarios
- Yes  No Police Specific Case Studies
- Yes  No Police Specific Legal Cases
- Yes  No Role-Playing – Police Specific

The trainers are:

- Sworn Officers
- Sworn Supervisors
- Civilian Staff
- City Trainers
- Outside Consultants

<b>TABLE 9 Gender Breakdown</b>		
<b>Sexual Harassment Prevention Trainers</b>		
<b>Gender</b>	<b>Number</b>	<b>Percent</b>
Male		
Female		

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# DEPARTMENT RETENTION

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

Attrition of Male and Female Officers during past 24 months (Post Academy)

TABLE 10 Post Academy Attrition Rates				
Attrition	# Females	% of Total	# Males	% of Total
Voluntary Separation				
Termination				
Disability				
Stress				
TOTAL				

## Assignments

37. How are assignments made to uniform patrol units?

A high proportion of female officers on stress disability status may be a red flag for sexual harassment in the department.

38. Is any consideration given to pairing women officers together in a unit?

Yes  No If yes, describe:

39. Are there women officers working together on patrol or as partners?

Patrol  Partners

40. Are women officers assigned to calls outside their unit, based on gender, i.e. transport of female prisoners?

Yes  No If yes, describe:

Departments may want to consider gender when making assignments. Many women officers report they are the only female on their squad, even in larger departments.

41. How are field training officers assigned? Is any consideration given to gender?

Yes  No If yes, describe:

## Support Systems

42. Does the Department have a workplace support system such as an Employee Assistance Program or a Peer Support Group?

Yes  No If yes, describe:

43. Is there a formal mentoring program in place?

Yes  No If yes, describe:

Peer support through women and policing associations and formal mentoring programs will likely increase retention of women officers.

44. Is there a women and policing association in the Department?

Yes  No If yes, describe:

45. Does the Department support women officers to join local, state, or national women and policing associations?

Yes  No If yes, describe:

46. Are there minority policing associations in the Department?

Yes  No If yes, describe:

47. Does the Department support officers to join local, state, or national minority policing associations?

Yes  No If yes, describe:

48. Have managers and supervisors received training on integrating women into a predominantly male environment?

Yes  No If yes, describe:

## Exit Interviews

49. Does the department conduct exit interviews with officers voluntarily terminating their employment?

Yes  No

If yes, what is the job title and rank of the individual(s) that conducts the exit interviews?

50. Do the exit interviews have predetermined questions?

Yes  No If yes, describe:

51. Are the exit interview questions open-ended or close-ended?

Open-Ended  Close-Ended

Exit interviews should have pre-determined questions that are both closed- and open-ended. Exit interviews are an opportunity for a Department to identify sexual harassment or other forms of misconduct.

52. Are there questions about sexual harassment and/or sexual discrimination that the terminating officer may have experienced?

Yes  No If yes, describe:

53. Who in the Department receives the exit interview information?

54. Is an analysis of the reasons for voluntary termination conducted periodically?

Yes  No If yes, describe:

55. Have exit interviews revealed any information about the reasons why women terminate voluntarily?

Yes  No If yes, describe:

# PREGNANCY

56. Check all that apply and attach applicable documents.

<b>TABLE 11 Pregnancy Policies and Procedures</b>		
<b>Department has the following</b>	<b>Source</b>	<b>Copy Attached</b>
<b>Pregnancy Policy</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Pregnancy Procedures</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Light Duty Pregnancy Policy</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Light Duty Pregnancy Procedures</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Light Duty Policy</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Light Duty Procedures</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Pregnancy Discrimination Cases Lost in the Last 24 Months</b>	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

TABLE 11 <i>Pregnancy Policies and Procedures (continued)</i>		
Department has the following	Source	Copy Attached
Family and Medical Leave Act Policies	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Family and Medical Leave Act Procedures	<input type="checkbox"/> Department <input type="checkbox"/> City and/or County <input type="checkbox"/> State <input type="checkbox"/> Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**TABLE 12 *Number of Pregnancy Legal Cases***

TYPE	TOTAL
Supervisor Defendant	
Co-Worker Defendant	
Cases Dismissed By Competent Authority	
Cases Resolved Through Settlement/ Mediation	
Cases Decided in Favor of Defendant	
Cases Decided in Favor of Plaintiff	
Legal Cases Outstanding	
Total \$ Paid in Settlements or Legal Cases	\$

### General Questions

57. Do you have established procedures for pregnancy or are determinations made on a case-by-case basis?  
 Established Procedures     Case-By-Case Basis    Please describe:
58. Is there a single cut-off date for remaining in physically strenuous activity for pregnant officers or is it on the basis of recommendation by a physician?  
 Single Cut-Off Date     Recommendation by a Physician
59. If a physician determines a cut off date, is it the Department's physician or the physician of the officer?  
 Department's Physician     Physician of the Officer

60. Are pregnant women allowed to remain on the job in a non-contact assignment?  
 Yes  No
61. Does the Department's disability policy cover pregnancy or must women use accrued sick leave and vacation leave to receive income during maternity leave?  
 Disability Policy Covers Maternity Leave  
 Must Use Accrued Sick and Vacation Leave to Receive Income During Maternity Leave
62. Does the Department provide paid maternity leave?  
 Yes  No If yes, who is eligible?
63. Do supervisors receive training on the Department's policies and procedures related to maternity leave?  
 Yes  No If yes, describe:

Model policies on temporary light duty and family and medical leave are available through the International Association of Chiefs of Police at 1-800-THE-IACP.

Pregnancy and Maternity Leave Policies: The Legal Aspects, FBI Law Enforcement Bulletin, March 1993, 27-31, discusses the Pregnancy Discrimination Act in context of law enforcement. [www.fbi.gov](http://www.fbi.gov)



## CHILD CARE

64. Has the Department conducted an assessment of its childcare needs?

- Yes  No

65. Please indicate which of the following benefits the Department provides for sworn officers:

- Sponsoring On-site Childcare
- Sponsoring 24 hour Childcare near work
- Childcare Resource and Referral Service
- Childcare subsidies
- Providing Assistance with Sick childcare
- Sick-child/Sick-days policy
- Provide Child Care Assistance for Court Attendance
- Providing Assistance with Elder Care

Please describe any benefits marked above or attach literature.

Assessments of police departments conducted by the Institute for Women in Trades, Technology & Science show that slightly higher percentages of male officers report problems with childcare during work hours. Assistance with childcare may make police departments more competitive in the labor market.

## WORK SCHEDULES

66. Describe the shift rotation policy for sworn officers, if the Department has one.

67. Does the Department offer flextime?

- Yes  No If yes, describe:

68. Does the Department offer job sharing or shift exchange?

- Yes  No If yes, describe:

69. Does the Department allow officers to work at home?

Yes  No If yes, describe:

70. Is there an emergency telephone number through which officers on patrol can be reached at work?

Yes  No If yes, describe:

## EQUIPMENT & UNIFORMS

71. Does the Department offer dedicated women's sizing or smaller sizes?

Yes  No

72. Please check which are available through the Department's vendors:

- Body Armor with cup sizing
- Guns with small handle grips
- Holsters designed for women
- Dedicated women's supply duty belt
- Dedicated women's sizing in uniforms
- Dedicated women's sizing in shoes and boots
- Community Policing Bicycle in women's frame
- Motorcycle in lighter weight

Smaller women under 5 feet 4 inches often find that small sizes based on a male frame do not fit them. Dedicated women's sizing works best for women from both a health and safety and comfort perspective.

73. How often are equipment and uniforms issued?

74. Describe the contracting process for uniforms and equipment.

75. Does the language in the Request for Bid for uniforms and equipment require dedicated women's sizing be offered?

Yes  No If yes, describe:

76. Are vendors allowed to subcontract?

Yes  No If yes, describe:

77. When are the next two Request for Bid processes for uniforms and equipment?

### Conduct an On-Site Facilities Inspection (Physical Inspection)

	<u>Female Locker Rooms</u>	<u>Male Locker Rooms</u>
<input type="checkbox"/> Secure		
<input type="checkbox"/> Clean		
<input type="checkbox"/> Free from Pin-Ups		
<input type="checkbox"/> Adequate Bathrooms and Showers		
<input type="checkbox"/> Adequate Changing Room/Lockers		
<input type="checkbox"/> Gym Access		
<input type="checkbox"/> Vending Machines with Feminine Hygiene Products		N/A

## UNIONS/POLICE OFFICER ASSOCIATIONS

78.  Yes  No Are there "no discrimination" and "no harassment" clauses in the collective bargaining agreements?

78a.  Yes  No If yes, are the clauses backed up with effective grievance procedures?

79.  Yes  No Does the union have a women's committee to address the needs of women officers?

80.  Yes  No Does the union have a joint labor/management employment equity committee?
81.  Yes  No Would the union be willing to negotiate for a join labor/management equity training to promote a harassment-free workplace?
82.  Yes  No Has the union assessed the impact of the collective bargaining agreement's seniority clause on women?
83.  Yes  No Is the union responsive to clothing and equipment sized for women?

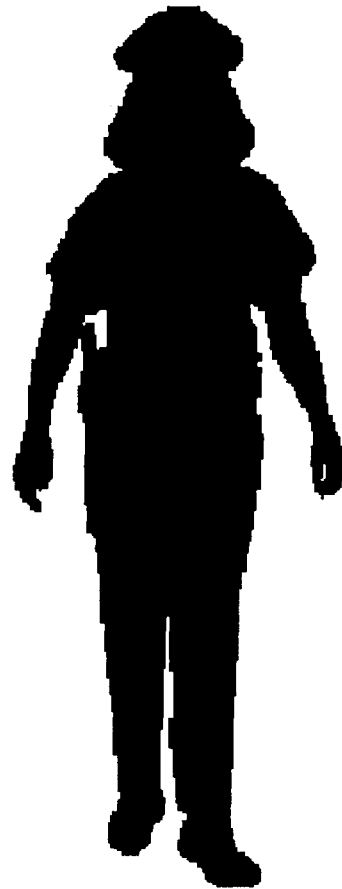
### Request for Documents

84. Check all that apply and attach applicable documents.

<b>TABLE 13 Union Contract Language</b>	
<b>Union Contract Language has the following:</b>	<b>Copy Attached:</b>
<b>Pregnancy Disability</b> (alternative duty policy, maternity leave; insurance)	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Family Leave</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Child Care</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Equity</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

# **LAW ENFORCEMENT ENVIRONMENTAL ASSESSMENT TOOLS**

## **PROMOTION AND SPECIALIZED ASSIGNMENTS**



**By Donna Milgram**

*Funded in part under  
National Institute of Justice  
Grant No. 98-IJ-CX-0013*

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October 16, 2000

Dear Colleague:

I strongly believe that law enforcement agencies want to recruit, retain and promote women officers but often don't have the human resource "tools" to do so. The Law Enforcement Environmental Assessment Tools (LEEAT) provide, for the first-time, off-the-shelf tools that are police-specific and field-tested. The LEEAT Tools enable departments to easily self-monitor on workplace environment issues to determine if the Department's workplace is receptive to women and minority police officers. The LEEAT Tools enable Departments to pinpoint what barriers (if any) exist for women and minority police officers so that they can take action to overcome them.

The Law Enforcement Environmental Assessment Tools (LEEAT) were five years in the making. The current version of the LEEAT Tools were field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The first generation of LEEAT Tools was field-tested in the Tucson and Albuquerque Police Departments in 1995-96 with a grant from the US Department of Labor.

The Law Enforcement Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The LEEAT Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, DC, served as a consultant to this Project and advised on development of the assessment instruments. Dr. Evan Stark, an organizational psychologist and focus group expert, advised on the development of the focus group guide and assisted in its field-test.

I can not thank enough the Durham and Albuquerque Police Departments for participating in the field test of the LEEAT Tools so that not only their own Departments could benefit but so that other Departments could use these Tools as well. Thank you to Chief Chambers of Durham Police Department and Chief Joseph Polisar, formerly with the Albuquerque Police Department and now with Garden Grove in California; and Chief Gerald Galvin of the Albuquerque Police Department.

In particular, I would like to thank the following individuals for generously volunteering so much of their time reviewing and re-reviewing the LEEAT Tools:

- Chief Teresa Chambers of the Durham Police Department;
- Chief Vicky Peltzer, formerly of the Albuquerque Police Department, now Chief of University of Washington at Seattle;
- Deputy Chief Sal Baragiola, formerly of the Albuquerque Police Department, now retired; and
- Chief Mary Ann Viverette of the Gaithersburg Police Department and now 6<sup>th</sup> Vice-President of the International Association of Chiefs of Police (IACP). Chief Viverette was asked to review the LEEAT Tools because of her expertise as an assessor for the Commission on Accreditation for Law Enforcement Agencies (CALEA) and her graduate degree in Human Resource Management.

I am interested in hearing about your experience using the LEEAT Tools in your law enforcement agency. Please write me via e-mail at [donnam@womenpolice.com](mailto:donnam@womenpolice.com). I also hope to see some of you at the training I am conducting on use of the LEEAT Tools, for more information visit our Web site at [www.womenpolice.com](http://www.womenpolice.com).

Sincerely,

Donna Milgram  
Executive Director

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## Women in Policing Institute

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### Instructions for Using the Law Enforcement Environmental Assessment Tools

**Terms of Use/Disclaimer:** By using the Law Enforcement Environmental Assessment Tools owned and operated by The Women in Policing Institute, you are agreeing to comply with and be bound by the following terms of use. Please review the following terms carefully. **If you do not agree to these terms, you may not use the Law Enforcement Environmental Assessment Tools.**

**Users of the Law Enforcement Environmental Assessment Tools must agree to the following:** In no event will The Women in Policing Institute, The National Institute for Women in Trades, Technology & Science, New Traditions for Women, Inc. be liable for any actual, direct, incidental, consequential or punitive damages, including, but not limited to, damages from the use of its Law Enforcement Environmental Assessment Tools.

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**Software Applications:** These materials were created using Microsoft Word 97 and Excel 97.

**Purpose:** The Law Enforcement Environmental Assessment Tools were designed to assist law enforcement agencies in identifying and pinpointing barriers that police officers are experiencing in the workplace related to gender and race – or just the work environment in general – and to gain the input of their workforce on possible solutions. The Law Enforcement Environmental Assessment Tools assist management in recognizing problems before they become complaints or lawsuits and provides information that will assist departments in taking action to improve the workplace. Collecting accurate data allows a department to pinpoint problems and develop interventions and solutions that are customized to the department's needs.

**Customization:** Law Enforcement is very decentralized and information such as rank varies greatly from department to department and should be customized by the Department. Some departments may want to administer the Law Enforcement Environmental Assessment Tools in sections depending on departmental needs. Under no circumstances should individual questions be altered or additional questions be substituted.

**How These Tools Were Developed:** The Law Enforcement Environmental Assessment Tools were field-tested in their first generation in the Tucson and Albuquerque Police Departments. The current version was field-tested in the Albuquerque and Durham, North Carolina Police Departments with partial funding from the National Institute of Justice under the "Women in Policing: Assessing the Work Environment" grant # 98-IJ-CX-0013. The Law Enforcement

Environmental Assessment Tool questions are based on an extensive review of the literature on women and policing and secondarily women in the military and sexual harassment. The Law Enforcement Environmental Assessment Tools were reviewed by Police Chiefs and Command Staff in the field test sites and from other departments. Dr. Susan Martin, formerly a Study Director at the Police Foundation in Washington, D.C., served as a consultant to this Project and advised on development of the assessment instruments.

**Responsibilities of Police Departments Regarding Sexual Harassment:** 1998 Supreme Court Decisions on sexual harassment – Burlington Industries, Inc. v. Ellerth, No. 97-569 (1998) and Faragher v. City of Boca Raton, No. 97-282 (1998) and Equal Employment Opportunity Commission (EEOC) regulations – Title 29, Section 1604.11 – can hold employers liable for its supervisors' and employees' sexual harassment under Title VII of the Civil Rights Act of 1964, even if the employer did not know of the misconduct; in some cases, the employer can defend itself by showing it took steps to prevent or correct harassment. For more information on the responsibilities of employers visit the EEOC's web site at [www.eeoc.com](http://www.eeoc.com).

**Risks to Police Departments Regarding Self-Assessment:** Employment case law is mixed on the "critical self-analysis" privilege which prohibits discovery of the company's audit but allows discovery on the underlying factual underpinning of such audits. Employers may have to disclose information from self-audits that could be used by plaintiffs in lawsuits. ALL employers using the Law Enforcement Environmental Assessment Tools should be prepared to take immediate corrective action in response to evidence of harassment or sex or race discrimination uncovered. For an example of the type of corrective actions that could be taken, see (EEOC) regulations – Title 29, Section 1604. Employers that administer this survey and do not act to correct negative findings may put themselves at greater risk for liability under Title VII of the Civil Rights Act. Employers who do take action may ultimately prevent discriminatory behavior and lawsuits.

**Responsibilities to Respondents:** Police Departments using The Law Enforcement Environmental Assessment Tool have a responsibility not to identify individual respondents or groups with less than ten people and to take swift action to remedy sexual harassment or sex and race discrimination problems identified through its use.

**For guidance on solutions to sexual harassment and sex and race discrimination problems:**

- 1) Read *Preventing Sexual Harassment: Integration of Women into Male-Dominated Occupations, An Annotated Bibliography, Policing, Fire Service, Military, Building Trades* by Donna Milgram and *Recruiting, Integrating and Retaining Women in Policing, Police Chief*, October 1998 by Chief Joseph Polisar and Donna Milgram (information on both can be found on the organizational web site at [www.womenpolice.com](http://www.womenpolice.com) along with other information on women and policing);
- 2) Visit the Equal Employment Opportunity Commission (EEOC) web site at [www.eeoc.com](http://www.eeoc.com);
- 3) Hire a consultant specializing in sexual harassment and sex discrimination and law enforcement and women and policing.

A color version of LEEAT can be printed using the LEEAT floppy disk and Word 97.

October 2000

# PROMOTION AND SPECIALIZED ASSIGNMENTS

## BACKGROUND

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

**TABLE 1 Gender Breakdown Across Job Categories**

Gender	Officers		Special		Detectives		Sgts		Lts		Captains		Dep Chief		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female																
Male																
Total		100%		100%		100%		100%		100%		100%		100%		100%

**TABLE 2 Race/Ethnic Breakdown Across Job Categories (Female Only)**

Race	Officers		Special		Detectives		Sgts		Lts		Captains		Dep Chief		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White																
Black																
Hispanic																
Asian																
Native-Am																
Other																
Total Minority																
Total		100%		100%		100%		100%		100%		100%		100%		100%

1. Complete the rank by gender charts. What is the percentage of sworn women officers in the Department? \_\_\_\_\_ %
2. What percentage of sworn women officers have rank? \_\_\_\_\_ %
3. Does the percentage of women in ranked positions reflect the percentage of women in the Department?  
 Yes    No

4. If you have female officers in your Department who have achieved rank, what year was the first female promoted in each rank?

Corporal \_\_\_\_\_ Sgt. \_\_\_\_\_ Lt. \_\_\_\_\_ Capt. \_\_\_\_\_ Deputy Chief \_\_\_\_\_

5. List the ranks in your Department and specialized assignments (i.e., K-9).

6. What positions make up the Command Staff?

7. What positions make up the Executive Command Staff?

8. In the Department's Command Staff, what is the length of service of males and females?

## SALARY

<b>TABLE 3 Salary by Position</b>	
<b>Position</b>	<b>Starting Salary</b>
Detectives	
Sergeants	
Lieutenant	
Captains	
K-9	
Motorcycle	
Bicycle	
Horse	
Aviation	
SWAT	
Other	

# RESPONSIBILITY FOR THE PROMOTIONAL PROCESS

9. What department units and/or outside agency is responsible for developing and administering the promotional process, and what positions are they responsible for?
  
10. What department units and/or outside agency is responsible for developing and administering the selection process for special assignments?
  
11. What promotions or assignments, if any, are at the discretion of the Chief (e.g., Deputy Chief, Head of the Training Academy)?

<b>TABLE 4 Promotions Staff: Gender and Race</b>		
<b>Gender</b>	<b>Number</b>	<b>Percent</b>
<b>Female</b>		
<b>Male</b>		
<b>Total</b>		<b>100%</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>
<b>White</b>		
<b>Black</b>		
<b>Hispanic</b>		
<b>Asian</b>		
<b>Native-American</b>		
<b>Other</b>		
<b>Total</b>		<b>100%</b>

# OPENINGS

12. How many vacancies for sworn officers were filled in the past 24 months or past two promotional processes? How many vacancies does the Department anticipate in the coming 12 months?

<b>TABLE 5 Available Staff Positions</b>		
<b>Position</b>	<b>Past 24 months</b>	<b>Anticipated next 12 months</b>
Patrol		
Detective		
Sergeant		
Lieutenant		
Captain		
K-9		
Motorcycle		
Bicycles		
Horses		
Aviation		
SWAT		
Other		
Other		
Training Academy		
Recruitment & Selection		
Internal Affairs		
Special Operations		
Criminal Investigations		
Other		

<b>Time period</b> From: _____ To: _____
------------------------------------------------



# CAREER PATH

14. Which special training (internal and external), special assignments and work experiences lay the groundwork for these promotions/specialized assignments for sworn officers?

<b>TABLE 7 Training and Special Assignment or Work Experience Options</b>	
<b>Position</b>	<b>Special Training, Special Assignments, Work Experience</b>
<b>Detective and Ranked</b>	
Detective	
Corporal	
Sergeant	
Lieutenant	
Captain	
Other Rank	
<b>Special Operations</b>	
SWAT	
K-9	
Motorcycles	
Bicycles	
Horses	
Aviation	
Other	
<b>Key Department Positions</b>	
Internal Affairs	
Recruitment and Selection	
Training Academy	
Command Staff	
Directors of Key Departments (e.g., Academy)	
Other	

Providing formal information to all officers about the type of training, assignments, and work experience necessary for promotion into a particular position will disproportionately assist female and minority officers who often are less connected to internal networks.



# SPECIALIZED TRAINING

## Specialized Training Internal to the Department

Training offered by the agency that is not mandatory and for which it is competitive to be accepted, e.g. hostage negotiation.

15. Please fill out these charts for the specialized training listed in the Career Path chart (Table 7) on page 6.

TABLE 8 Gender Breakdown - Specialized Training			
Training _____ Name of course			
<b>Last 2 Classes</b>			
Category	Applied	Selected	% Selected
Total:			
Number of Men:			
Number of Women:			
Training _____ Name of course			
<b>Last 2 Classes</b>			
Category	Applied	Selected	% Selected
Total:			
Number of Men:			
Number of Women:			
Special Training opportunities can be critical to assignments and promotions. It is important that special training opportunities have formal selection criteria and selection processes.			

Time period
From: _____
To: _____

16. Is there a formal selection process for special internal training opportunities?

Yes  No If yes, describe the selection process.

17. Are formal selection criteria used?

Yes  No If yes, provide a copy of the criteria.

## External Training

Training offered by outside vendors and Police Officer Standards Training (POST) programs or the FBI Academy for lieutenants and above.

18. Please fill out these charts for external training opportunities listed in the Career Path chart (Table 7) on page 6.

<b>TABLE 9 Gender Breakdown - External Training</b>			
Training _____ Name of course			
<b>Last 2 Classes</b>			
Category	Applied	Selected	% Selected
Total:			
Number of Men:			
Number of Women:			
Training _____ Name of course			
<b>Last 2 Classes</b>			
Category	Applied	Selected	% Selected
Total:			
Number of Men:			
Number of Women:			

<b>Time period</b>
From: _____
To: _____

19. Is there a formal selection process for special external training opportunities?

Yes  No If yes, describe the selection process.

20. Are formal selection criteria used?

Yes  No If yes, what are the criteria?

# PROMOTION AND SPECIALIZED ASSIGNMENTS: PROACTIVE STRATEGIES TO IDENTIFY WOMEN & MINORITY CANDIDATES

## Proactive Strategies

*This section will help Departments determine if they are using proactive recruitment strategies to identify women and minority candidates for promotion and specialized assignments.*

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

21. Does the Department have a formal mentoring program after the Academy?

Yes  No If yes, describe.

22. Does the Department have a formal career development program for promotion?

Yes  No If yes, describe.

23. Does the Department sponsor courses or other mechanisms to help candidates prepare for the promotional process?

Yes  No If yes, describe.

24. Do managers provide personal encouragement to women and minorities undertaking the promotional process?

Yes  No If yes, describe.

25. Are there informal methods sponsored by officer's associations for preparing for the promotional process?

Yes  No If yes, describe.

# PROMOTION: SELECTION

Complete this form for all positions indicated as superior officers on page 6 (Table 7).

**RANK (or Special Assignments)**

This form can be used for both promotion to rank or special assignments. Substitute assignments for rank.

**Eligible Candidates:**

26. Does the Department maintain a list of candidates who are eligible to be promoted to this rank?

Yes  No

26a. If yes, what are the rules regarding the list?

Rank _____ (fill in)			
<b>TABLE 10 Eligible Candidates for Promotion Gender Breakdown</b>			
Category	Applied	Selected	% Selected
Total:			
Number of Men:			
Number of Women:			

Time period

From: \_\_\_\_\_

To: \_\_\_\_\_

27. How often does the Department usually conduct selection processes for this rank?

28. How many selection processes has the Department conducted for this rank in the past two years?

## Baseline Requirements

29. What are the minimum educational requirements for this rank in the Department?

30. Is preference given for college or other special training?

Yes  No If yes, describe.

## Description of the Process

31. What are the stages of the selection process for this rank? Describe them in sequence from start to finish, beginning with initial stage such as written exam and ending with promotion to the rank.

## Preferences

32. Are Veterans or any other groups given a preference in the selection process for this rank?

Yes  No

32a. If yes, what is it?

33. Is seniority a factor in the selection process for this rank?

Yes  No If yes, describe.

34. Does the Department or city have an affirmative action or recruitment plan for promotion to this rank?

Yes  No

34a. If yes, is the affirmative action plan voluntary or court ordered?

Voluntary  Court-ordered

34b. If yes, does the affirmative action plan have goals and timetables for promotion of women and minorities?

Yes Women  No Women  Yes Minorities  No Minorities

34b.1. If yes, please describe.

*(Handwritten mark)*

34b.2. If yes, does the Department select from more than one list?

Yes  No

34b.2.(i) If yes, describe the list rules.

## Interviews

35. If written exams are given, how were they developed?

36. If interview questions for this rank are used, are there predetermined standard questions and answers?

Yes  No

37. Are there pre-identified acceptable responses to answers?

Yes  No

38. Are interviewers trained?

Yes  No

38a. If yes, please describe.

*Past 24 months*

<b>TABLE 11 Oral Board Interviewers Gender Breakdown</b>	
Total:	
Number of Men:	
Number of Women:	

<b>Time period</b>
From: _____
To: _____

It is important to minimize the possibility of bias. It is important the selection process team be diverse in both gender and race. The team should be trained in interviewing; interview questions should be predetermined; and there should be pre-identified acceptable responses to questions.

39. If Assessment Centers are used in the selection process for this rank, are assessors drawn from within or outside of the Department or both?

Outside  Inside  Both

<b>TABLE 12 Assessors: Gender and Race Past 24 Months</b>	
Total:	
Number of Men:	
Number of Women:	

<b>Time period</b>
From: _____
To: _____

## Ranking

40. Are any of the stages of the selection process weighted?

- Yes     No

40a. If yes,  Check all that apply:

Formal, written criteria for weighting.  
If checked, please attach copy.

- Physical Agility  
 Oral Boards/Interview Process  
 Chief Selection  
 Rank ordered from highest to lowest

It is important to ensure that women and minorities are not disproportionately screened out of the selection process in the areas in which there is the most discretion.

## Union

41. Are promotions controlled by any collective bargaining agreement?

- Yes     No

41a. If yes, please attach a copy of the agreement.

## Physical Agility Test

42. Is a physical agility test used in the selection process for this assignment?

- Yes     No

42a. If yes, please describe.

43. Are any of the following components of the physical agility test?

- Climbing over a six foot wall  
 Grip strength test  
 Bench press

44. Are evaluations by superiors used in the selection process?

- Yes     No

44a. If yes, please attach a blank form.

# ASSIGNMENT SELECTION CHARTS (SEE APPENDIX B) ---

The purpose of these charts is to determine where the Department is losing female and minority applicants in its selection process for promotions and specialized assignments. Both pass rates and no show rates are analyzed. List each stage of the Department's progress, starting with the first stage of the selection process and ending with the promotions and specialized assignments. Indicate the number taking the exam and the number passed. Some examples of stages of the selection process include a written exam, assessment centers, oral board interviews, and performance evaluations.



# PROMOTION STAGES SELECTION CHART (GENDER)

Time period
From: _____
To: _____

TABLE 13 Promotion Stages Selection Chart (Gender)					
Selection Stage	Status	Male	%	Female	%
	Taken				
	Passed				
	No Show				
	Taken				
	Passed				
	No Show				
	Taken				
	Passed				
	No Show				
	Taken				
	Passed				
	No Show				
	Taken				
	Passed				
	No Show				
	Taken				
	Passed				
	No Show				

# PROMOTION STAGES SELECTION CHART (RACE)

Time period  
 From: \_\_\_\_\_  
 To: \_\_\_\_\_

TABLE 14 Promotion Stages Selection Chart (Race)											
Selection Stage	Status	White	%	Black	%	Hispanic	%	Asian	%	Native Am	%
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										
	Taken										
	<b>Passed</b>										
	No Show										

## Financial To Do

PROPERTY OF  
National Criminal Justice Reference Service (NCJRS)  
1-800-638-6300  
1-800-638-6000

### Week of October 9<sup>15</sup>, 2000

Maryland Corporations. Figure out how to do property taxes, file all paperwork.  
Transfer IRS refund of excess on 941 forms to NTW from NIWITTS account.

~~Reconcile old bank accounts~~

~~-BB&T, loans~~

~~-Reconcile old credit card accounts~~

Reconcile current credit cards for end of 1999 (BB&T)

Close 1999 in the system

Send out receivables statements

Catch up orders

Catch up bills

Input last payroll

Match copies of invoices to credit cards, reconcile credit cards

Check ED inventory

Do spreadsheets on the budget

Catch up expense reports

Fill out corporate credit for Sherry

Check on status of IRS letter with ADP Research.

### Long Term

Fix the phone system. 1. Test what happens if all three CO lines in use, and someone calls in. Do we get the PacBell voicemail? Yes 2. Check with Kevin Neubert about the possibility of going automated attendant (to get caller I.D.), then to voicemail and custom calling menu. 3. Call eon tech to redo lines to get 749-0290 on to the 4<sup>th</sup> port and anything else that will be needed for caller ID to come through. 4. Turn off Pac Bell voicemail.

Organize Dell computer folders—Name of computer, service contract, software that came with it, etc.

Figure out how to keep track of payroll so that if it gets close to \$51,000, we can adjust business insurance.

Write memos on open accounts: Kinko's, OAVS, FedEx, UPS, others?

Check on account codes QWEST whether we can make it show extension # or not.

Find out from accountant how to set up the workshops to charge the proper amount for sales tax on the items we give them and redo the invoices.

Go through each account and see if in the right folder

Set up sales tax for workshops in QB

fill out corporate credit for OfficeMax

memos on

federal express

UPS

ordering stamps

ordering from kinkos

Conference Coordination

vendors we have credit lines with such as OAVS

Marriot contacts