



County of Los Angeles CHIEF EXECUTIVE OFFICE

Kenneth Hahn Hall of Administration
500 West Temple Street, Room 713, Los Angeles, California 90012
(213) 974-1101
<http://ceo.lacounty.gov>

FESIA A. DAVENPORT
Chief Executive Officer

July 20, 2021

To: Supervisor Hilda L. Solis, Chair
Supervisor Holly J. Mitchell
Supervisor Sheila Kuehl
Supervisor Janice Hahn
Supervisor Kathryn Barger

From: Fesia A. Davenport
Chief Executive Officer

Board of Supervisors
HILDA L. SOLIS
First District
HOLLY J. MITCHELL
Second District
SHEILA KUEHL
Third District
JANICE HAHN
Fourth District
KATHRYN BARGER
Fifth District

THE LOS ANGELES COUNTY WOMEN AND GIRLS INITIATIVE'S RECOMMENDATIONS FOR RECRUITING, HIRING, AND RETAINING WOMEN IN THE LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

In August 2019, the Women and Girls Initiative (WGI) commissioned a study by the Justice & Securities Strategies, Inc. (JSS) consulting firm to identify the barriers to hiring and retaining women in the Los Angeles County Sheriff's Department (LASD). The results of the study, contained within the attached report, *"Recruiting, Hiring, and Retaining Women in the Los Angeles County Sheriff's Department,"* focused on an analysis of the policies and practices that hinder women from entering the department, impede retention, and help to maintain a culture over-reliant on physical strength and use of force.

To attain a balanced approach to policing, the skills required of officers must broaden to include areas where data show that women excel beyond their male counterparts (i.e., women exhibit fewer controlling behaviors, use less extreme forms of violence, and more readily use communication to resolve disputes). To achieve a true culture shift that values these skills over physical dominance, the LASD must become a more attractive employment option for women.

A key finding in the report shown to contribute to the underrepresentation of women in the LASD is reliance on physical agility tests mandated by the State Commission on Peace Officer Standards and Training (POST). The report explains that these physical

Each Supervisor
July 20, 2021
Page 2

agility tests and requirements must be addressed to increase women's representation in the LASD. This will, at a minimum, necessitate legislative and administrative challenges to the POST requirements that mandate certain physical agility tests. However, taken together with the full complement of recommendations, challenging the POST-mandated agility tests is a critical aspect of the larger effort to reimagine the LASD and move into the future of law enforcement.

Attached for the Board of Supervisors' (Board) review is the Overview and Key Recommendations of the JSS report, prepared by the WGI, and a copy of the full report. In the overview, you will find more information about the findings related to POST requirements and a bulleted list of the key recommendations found in the full report. The WGI aims to work with the Board and LASD to assist with the implementation of the recommendations contained within this report, and submits these recommendations, approved by the WGI Governing Council on June 28, 2021, for the Board's consideration and action.

Should you have any questions concerning this matter, please contact me or Abbe Land at (213) 332-4942 or aland@ceo.lacounty.gov.

FAD:TJM:AL
AW:pp

Attachments

c: Executive Office, Board of Supervisors
County Counsel



222 South Hill Street, 5th Floor, Los Angeles, California 90012
 (213) 974-5410
<http://www.lacounty.gov/wgi>

OVERVIEW AND KEY RECOMMENDATIONS

WOMEN AND GIRLS INITIATIVE'S RECOMMENDATIONS FOR INCREASING THE HIRING AND RETENTION RATES OF WOMEN IN THE LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

The Women and Girls Initiative (WGI) Ad Hoc Committee on Increasing Women in the Los Angeles County (County) Sheriff's (LASD) and Los Angeles County Fire Departments (LACoFD) began its work in 2018, to document and evaluate the multiple causes for the underrepresentation of women in these departments, and develop pathways to increase the number of women in both. This work responds to the WGI's first strategic priority to create an equitable workplace where all people, regardless of gender and age, have equal opportunities for employment, advancement, and leadership within the County workforce.¹

This overview contains recommendations to the Board of Supervisors (Board) for increasing the representation of women in the LASD. These recommendations come at a time when community leaders are calling for the County to re-imagine public safety and transform policing. People throughout the country and Los Angeles are protesting police killings of unarmed African Americans, unwarranted aggression against peaceful protesters, and now allegations that some police support insurrectionist hate groups hostile to racial minorities, women, and members of the LGBTQ and Jewish communities.

Many of these issues are addressed in the recently released report, *Redefining Policing with Our Community*, by the Los Angeles County Commission on Human Relations (HRC). The HRC's recommendations address ways to "advance equity, transparency and accountability in policing," and were developed with the input of diverse stakeholder groups and community advocates. The HRC report specifically addresses transforming police culture from a "guardian

¹ This memo focuses on the WGI Ad Hoc Committee's work to increase women in the LASD. A task force of County staff from the Department of Human Resources, LACoFD, and Chief Executive Office (CEO) are developing strategies to increase women in the LACoFD. The recommendations contained in this memo were developed by the WGI Ad Hoc Committee which has representatives from all five Supervisorial Districts, including: Chair, Kathy Spillar, Sharon Shelton, Wendy Greuel, Carmen Estrada Schaye, and Alice Petrossian, and in consultation with community leaders with extensive background in policing and law enforcement matters, including Connie Rice, Esq., Advancement Project; Patti Giggans, Executive Director, Peace Over Violence and current Commissioner on the Los Angeles County Sheriff's Civilian Oversight Commission; Betsy Butler, Executive Director, California Women's Law Center and prior Commissioner on the Los Angeles County Probation Commission; and Isabel Gunning, Professor, Southwestern Law School and current Commissioner on the Los Angeles County Commission on Human Relations.

of public order” to an “officer of peace” orientation among its many recommendations.

The WGI strongly believes that significantly increasing women’s representation in the LASD is fundamental to achieving the type of culture change envisioned by community leaders and described in the HRC report. Research shows that when well-trained and supported women dispassionately balance, weigh, and synthesize the complex factors of policing judgments, they, more often than men, apply the right responses to the right threats. And, women are more likely to discharge their weapons when necessary, not when non-lethally threatened. Research also finds women are less threatened and exercise more professional restraint and de-escalation when provoked, insulted, challenged, or when their authority is questioned.

Specifically, multiple studies, beginning in the 1970’s, found that female officers “use less force than male officers (Bolger, 2015; Brandl et al, 2001; Garner et al, 1995). Even in situations where force is required, female officers have been shown to use less extreme forms of violence (Rabe-Hemp, 2008). As well, female officers exhibit fewer controlling behaviors (Rabe-Hemp 2008), and are less likely to be involved in corruption or engage in police sexual misconduct (Maher, 2010). Further, female officers have been shown to be better adept at using communication to resolve disputes (Eagly & Steffen, 1986; NCWP, 1999).” (See page 3 of Justice & Securities Strategies, Inc. (JSS) report, attached).

Decades of studies underscore and support how increasing the number of women in the ranks of police agencies can accelerate change and help to evolve a culture that overemphasizes the importance of physical strength and use of force tactics into a culture that values communication, de-escalation, and coalition building. Achieving culture change will require reaching a critical mass of women who bring communication, de-escalation and coalition building skills to the job.

As of January 31, 2021, LASD employed 10,022 sworn personnel, 1,838 of which were female (18 percent). The WGI will recommend that the Board task the LASD with achieving the goal of 45-50 percent female sworn personnel, or gender balancing the ranks of the LASD, over a period of 15 years, reflecting the population and diversity of the County. Achieving this goal will require fundamental changes in the recruitment, testing, hiring, and training practices currently used by the LASD. This Overview and the attached JSS report (Report), commissioned by the WGI, provide specific recommendations about the kinds of changes that will be required. As the Board develops policies and programs to address and transform policing within the County, the WGI urges that these recommendations and the findings of the JSS study (Study) be included as part of the County’s plans. The WGI strongly believes that, by implementing these key recommendations and addressing the findings, the LASD can become a true leader in transforming the way public safety entities keep communities safe.

JSS Study

In August of 2019, the WGI commissioned JSS to undertake a study focused on recruiting, hiring, and retaining women in the LASD. This Study was conducted through a variety of social science research methodologies, including secondary data analysis, surveys, focus groups, interviews, and content analysis. The purpose of the JSS Study was to:

- Identify the barriers that hinder the recruitment and hiring of women in the LASD;
- Assess the LASD policies and practices to determine ways to increase and retain the number of women within the organization; and
- Apply an intersectional lens to available race, ethnicity, and gender data.

The JSS Study applied evidenced-based best practices for recruiting and hiring women to its analysis of the LASD's current practices. JSS reviewed the California Peace Officer Standards and Training (POST) to assess how current POST requirements might hinder female hiring and promotion within sworn positions, and whether the testing process measures essential job-related requirements. JSS evaluated and critiqued marketing materials and priority target populations used by the LASD for recruiting women, and made recommendations for improving the policies and practices in the areas of work and family issues (including the practice of selecting shift and job assignments), job sharing, part-time options, and other institutional practices to improve retention and promotion of women.

Key Findings

While the Report covers a range of policies and practices that contribute to the underrepresentation of women in the LASD, we call attention to the LASD's reliance on physical agility tests mandated by the State Commission on POST, that were largely shaped in the 1960's and 1970's and are a major barrier to hiring more women. The WGI believes, as a core component of LASD's hiring requirements, these physical agility tests and/or requirements need to be addressed in any reform efforts in order to achieve an increase to 45-50 percent women's representation in the LASD sworn personnel ranks. The Report also notes and the WGI is aware, however, that implementation of the recommendations for changes in the hiring process will, at a minimum, necessitate legislative and administrative challenges to the POST requirements that mandate certain physical agility tests.

The Report explains that:

“Physical fitness and agility tests fall within types of skills that are called bona fide occupational qualities, or BFOQ, meaning skills that are considered necessary to do a job successfully. Typically, BFOQ is established through a job analysis study. Given a lack of consensus about what skills are required to work in law enforcement, establishing BFOQ for tests used in applicant processing can be challenging. As a result, debate concerning the appropriateness of physical fitness testing in law enforcement hiring continues.

The debate persists in part due to existing job analysis studies that show that the majority of officers' time is spent *without* engaging in rigorous physical activity (Anderson, Plecas, & Segger, 2001; Maher, 1984). These studies question whether physical fitness tests actually reflect the physical demands placed on most officers. *This issue is further clouded by the fact that very few law enforcement agencies require any physical fitness standard to be maintained after hire, necessarily implying that physical capacity is not a job requirement.*” (See page 59, emphasis added).

For the Study, JSS conducted a barriers analysis of the different tests used by the LASD in its hiring process. The analysis covered 33,773 individual applicants during a 30-month period between May 10, 2016 and November 29, 2018. The barriers analysis identified the physical agilities exam as a major obstacle to increasing women in the department because 42.4 percent of women failed the physical agilities exam compared to 7.2 percent of men (See page 66).²

Recommendations

As a critical aspect of the larger effort to reimagine the LASD, the WGI recommends that LASD implement the key recommendations contained within the Report, as well as the recommendations below which include additional considerations from the WGI Governing Council:

- Lead efforts to reform California POST requirements that hinder increased diversity, including, but not limited to, replacing the outdated physical and written standards with those related to the actual demands placed on officers when performing their duties. Advocate for assessing applicants' problem solving, conflict resolution, critical thinking, and communication skills. Replace outdated physical standards required by POST that hinder efforts to hire more women and result in a culture over-reliant on physical strength and use of force.
- Establish an institutional priority to recruit women when hiring new officers, with the goal of 45-50 percent women comprising sworn personnel over a 15-year period, reflecting the population and diversity of the County.
- Adopt a strategic human capital plan that includes a mission statement, website, and marketing plan to achieve the gender balance goal. Collect and analyze LASD hiring data on gender by race and ethnicity to track and evaluate diversification efforts and publish this data quarterly to the Board.
- Shift academy culture to an adult learning model. Eliminate the current militaristic nature of the academy.
- Submit quarterly reports to the Board that track the gender and race of officers involved in excessive force incidents and citizen complaints. Develop policies that require officers to intervene to stop abusive behavior by other officers.

² A key element of the physical agility test requires applicants to run up to a solid 6-foot wall, jump up and grab the top of the wall, pull themselves up and over and jump off the other side. This test advantages taller applicants and those with greater upper body strength. The test is also required to complete the academy. However, once on the force, deputies are instructed they should not pursue a chase over a solid 6 foot wall as they could be ambushed once on the other side. Moreover, the LASD does not require deputies to periodically re-take physical agilities tests once they graduate the academy, suggesting that physical capacity is not a necessary job requirement.

- Strategically deploy women in leadership positions throughout the department, including assigning rank female officers to work in the recruitment unit. Attention should be made to assigning women of color, reflecting the diversity of the County.
- Develop structured mentorship programs to provide effective support for women recruits and deputies. Provide specialized trauma and mental health care services to recruits and deputies targeted by sexual harassment.
- Ensure family-friendly work policies, including developing alternate scheduling options.
- Provide ongoing implicit bias training and conduct diversity, equity and inclusion activities.

The WGI acknowledges that the LASD staff, under the direction of Captain John M. McBride, worked collaboratively with JSS to provide access to data and opportunities for field observations. JSS's study identified a number of assets that the LASD currently has in place that will be critical for increasing the number of women in its ranks and makes a number of recommendations that can easily be implemented to enhance current practices, especially given the receptiveness of the LASD to increasing the amount of female sworn personnel. This memorandum also includes, as an attachment, a letter from the Office of the Sheriff.



OFFICE OF THE SHERIFF

COUNTY OF LOS ANGELES

HALL OF JUSTICE

ALEX VILLANUEVA, SHERIFF



July 30, 2020

Ms. Abbe Land
Chief Executive Office
Women and Girls Initiative
222 South Hill Street
Los Angeles, California 90012

Dear Ms. Land:

**RESPONSE TO THE LOS ANGELES COUNTY WOMEN AND GIRLS INITIATIVE'S
DRAFT REPORT "RECRUITING, HIRING, AND RETAINING WOMEN IN THE
LOS ANGELES COUNTY SHERIFF'S DEPARTMENT"**

On behalf of the Los Angeles County Sheriff's Department (Department), I want to thank the Los Angeles County Women and Girls Initiative (WGI) and Justice & Securities Strategies, Inc. for their review of how the Department can continue to increase the representation of women in the Department. We are grateful for the insight and recommendations.

It is the Department's understanding the goal of this report is to help identify progressive and inclusive practices that can assist the Department in its recruitment, hiring, and advancement of women in our sworn ranks. The Sheriff and the entire Department remain committed to the advancement of women, minorities, and those underrepresented employee members. Our Department makes great strides and efforts to be as diverse as the communities it serves.

The report identified recommendations which the Department can review and assess. However, we do want to take this opportunity to highlight changes and improvements realized before the draft report was issued. We understand the data used by the research team represents historical information, and given the time it took to analyze and report the findings, many conditions have changed.

211 WEST TEMPLE STREET, LOS ANGELES, CALIFORNIA 90012

A Tradition of Service
— Since 1850 —

If possible, the Department would like to suggest that all available current data is requested and utilized so this report is more closely aligned with our current process, the "way we are currently," as opposed to past practice, the "way we were."

We would also like to reserve the right to respond to the WGI's recommendations once the final report is issued.

CHANGES AND IMPROVEMENTS

In March 2019, the Department significantly increased the number of times the testing opportunities were offered per week, and expanded to different testing locations such as in the Antelope Valley. These changes were made to reduce the burden on candidates who work fulltime or who have childcare issues.

The Department implemented an expedited testing program wherein four testing components were scheduled in one day: written test, Validated Physical Ability Test (VPAT), structured interview, and Live Scan (digital fingerprinting). From May through July 2019, the Department included two additional components to the testing program: background interview and scheduling of a polygraph appointment. This change further streamlined the process and reduced the impact on candidates who otherwise would have had to take additional days off from work or school.

Every month, the Department compiled a list of candidates who did not pass a testing component. After three months, Recruitment deputies called candidates who did not pass the written test to encourage them to retest. For candidates who did not pass the VPAT, recruiters would contact them to offer advice and tips on how to better prepare for a retest. Women recruiters made a special effort to address concerns of female candidates on how to best prepare for the VPAT. The Department also changed its offering of VPAT retest opportunities from once every six months to unlimited opportunities within a one-year period.

Recognizing the VPAT is often a challenge for some applicants, the Department expanded its voluntarily pre-academy workout programs to include applicants in the hiring process. We also conducted a study on the existing VPAT test and weighted scoring. In the component of physical endurance, we replaced the 1.5 mile run with an industry accepted "beep test." The Department changed the weighted scores for the VPAT components – 75-yard run, upper body and core strength, and endurance, without having any adverse impact.

The Department significantly reduced the hiring process and background time through progressive improvements. Both the International Association of Chiefs of Police (IACP) and WGI recommended the Department shorten the hiring process. In the first six months of 2019, the average time to complete the hiring process was seven to eight months. Before that, the average length of process was as high as twelve months. By the end of 2019, candidates were completing the hiring process within a six month average. Some candidates completed the hiring process in as low as four months. These improvements were made without compromising our hiring standards and ensuring quality background investigations were conducted.

Our internal research, which was confirmed by the WGI report, indicated female candidates were more likely than their male counterparts to have multiple social media accounts. Through a collaboration with an online marketing agency, the Department made significant improvements to its social media platforms by creating a direct online marketing push highlighting opportunities for women.

The overarching goal of the Department's hiring efforts is to make the Department reflective of the communities it serves. The objectives to accomplish this are to: (1) hire from within the communities we serve; (2) recruit from local colleges and universities; (3) recruit with a goal of 20% sworn females; and (4) recruit military veterans with ties to Los Angeles County.

Hiring women is an institutional priority for the Department, as well as making the Department as diverse as Los Angeles County. While the 20% sworn female number is an immediate goal, it should not be construed as a cap. From January through June 2019, 17.63% of deputy sheriff trainees hired were females. For the same period in 2020, that percentage increased significantly to 25.95%. We attribute the increase to the Department's recruitment efforts, including online marketing and direct contacts with female applicants.

During the research phase of this project, the WGI correctly reported the Recruitment internet page was not regularly updated and did not highlight the diversity in our Department because the site was in the process of being migrated to its new platform. The new website, launched in late January 2020, was a significant improvement and milestone for our recruiting efforts. The page features women and minorities in critical roles. The link "Stories" features individual testimonials of deputy sheriffs. Of the six video stories, five feature women of various ranks and backgrounds with one woman being a military veteran.

The following demographic comparisons of Los Angeles County residents to the Department's workforce highlight the Department's earnest efforts to mirror the diversity of its communities. The data presented below is a comparison of the United States Census "QuickFacts" for population estimates of Los Angeles County for July 1, 2019, to the Department's demographics report dated June 2020. Also included in the table is the percentage of female Captains on the Department to demonstrate its commitment to placing women in key leadership positions.

	White Alone (Not Hispanic)	Hispanic	Black or African American	Asian	Two or More Races
Los Angeles County	26.1%	48.6%	9.0%	15.4%	3.1%
Department Overall	26.4%	49.4%	11.2%	8.4%	0.9%
Department (Civilian)	18.3%	44.9%	17.1%	13.0%	0.5%
Department (Sworn)	31.4%	52.2%	7.6%	5.5%	1.1%
Department Female Captains	40.9%	36.1%	13.3%	4.8%	2.4%

Concerning hiring more women with an educational background, the WGI confirms our efforts in recruiting from local colleges and universities. Female candidates had substantially higher levels of education when compared to their male counterparts.

With regard to IACP's report and recommendations, the Department agrees with WGI, in part, regarding the feasibility of implementing all of the recommendations. The Department has purposely disregarded those recommendations which would have caused adverse impact against women and minorities such as increasing the "cut score" for the written test or including a writing sample as part of the test. The Department's Test Development Unit constantly evaluates the testing components for evidence of adverse impact which would inhibit any group.

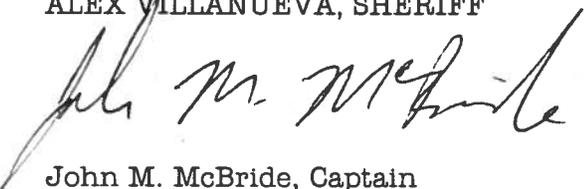
CONCLUSION

In 2019, the Department hired 1,098 quality deputy sheriff trainees whose demographics closely mirrored that of Los Angeles County. While there is a goal of continuing to increase females in the sworn ranks, the Department's current hiring of female applicants has never been this high. The Department has been asked to assist the Los Angeles County Fire Department, and other local law enforcement agencies, by sharing some of our best practices to improve testing, recruiting and hiring of applicants, specifically women. Finally, the Department's pre-employment team is currently a finalist for presenting at the national IACP conference, where we have been asked to present our success and best practices as a national model for hiring and the inclusion of women in law enforcement.

Thank you for allowing the Department the opportunity to highlight these changes and successes. It is our hope this report is formatted in a way to be used as a tool and catalyst for improved communication and collaboration.

Sincerely,

ALEX VILLANUEVA, SHERIFF



John M. McBride, Captain
Personnel Administration Bureau



Justice & Security Strategies, Inc.

Moving Organizations Forward

Recruiting, Hiring, and Retaining Women in the Los Angeles County Sheriff's Department

By

Anne Li Kringen, Ph.D.
Craig D. Uchida, Ph.D.
Samantha Hock, M.A.
Allison Quigley Land, M.S.

May 2020

This project was supported by Contract number AO-19-080 by the County of Los Angeles and the Women and Girls Initiative to Justice & Security Strategies, Inc. The opinions, findings, conclusions, and recommendations expressed in this report are those of the authors and do not necessarily reflect those of the County of Los Angeles, the Los Angeles County Sheriff's Department, or the Women and Girls Initiative.

Recruiting, Hiring, and Retaining Women in the Los Angeles County Sheriff's Department

Table of Contents

Executive Summary	1
Chapter 1: Increasing Women in Law Enforcement	20
Chapter 2: Review of the IACP Report	31
Chapter 3: Recruiting and Marketing	39
Chapter 4: Application Processing	57
Chapter 5: Training Academy	73
Chapter 6: Organizational Issues	90
Chapter 7: POST	96
Chapter 8: Conclusions	101
References	103
Appendix A. Comparison of Sheriff's Departments in the US	110
Appendix B. LASD Compared to other Departments	117
Appendix C. Survey Analysis	144
Appendix D. POST Learning Domains	166
Appendix E. IACP Recommendations	179
Appendix F. Analysis of Personnel Data	185
Appendix G. Department Policies: Maternity and Appearance	187
Appendix H. POST Scoring	191
Appendix I. Methodological Challenges to Studying the Gender Gap	192
Justice & Security Strategies, Inc. (JSS)	197
About the Authors	198

Recruiting, Hiring, and Retaining Women in the Los Angeles County Sheriff's Department

Executive Summary

Introduction

Justice & Security Strategies, Inc. (JSS) was contracted by the Women and Girls Initiative of the Los Angeles County Chief Executive Office to analyze policies and practices in the Los Angeles County Sheriff's Department (LASD) to determine ways to increase the number of women within the organization. This report includes findings from the project and presents recommendations aimed at making the department a more attractive employment option for women.

The JSS assessment focused on recruiting and marketing, hiring, training, organizational issues impacting retention, California Peace Officer Standards and Training (POST) requirements, and a review of the report from the International Association of Chiefs of Police (IACP). Various social science methodologies (e.g., analysis of secondary data, surveys, focus groups, interviews, and content analysis) were utilized to complete this assessment.

Background: Los Angeles Sheriff's Department

LASD is the largest sheriff's department in the United States (Brooks, 2019). Servicing nearly 10 million citizens in a jurisdiction covering 4,084 square miles, LASD has 18,000 employees including over 9,000 sworn personnel. The department operates in 141 unincorporated areas; 42 cities; 216 facilities (including hospitals, clinics, and laboratories); nine community colleges; and 37 of the county's Superior Courts. LASD conducts four primary operations: Custody, Patrol, Countywide Services, and Professional Standards. Each of the

primary operations are further broken down into 13 divisions. Within those divisions, bureaus and specialized departments provide services at the county, state, and federal level.

LASD operates seven custody facilities that house approximately 18,000 inmates: Men's Central Jail, Twin Towers Correctional Facility, Century Regional Detention Facility, Pitchess Detention Centers (East, North, and South facilities), and North County Correctional Facility. LASD's Patrol Divisions are divided into North, Central, South, and East. North division is comprised of five stations which include the cities of Lancaster, Palmdale, West Hollywood, Santa Clarita, and Malibu/Lost Hills. Central division patrols the cities of Avalon, Century, Compton, East Los Angeles, Marina del Rey, and South Los Angeles. South division provides services to Carson, Cerritos, Lakewood, Lomita, Norwalk, and Pico Rivera. The East patrol division services Altadena, Crescenta Valley, Industry, San Dimas, Temple, and Walnut/Diamond Bar. Each of the four patrol divisions also services unincorporated areas within Los Angeles County.

As of July 31, 2019, LASD reported that it employs 1,779 female sworn personnel and 8,026 male sworn personnel (additional information including race/ethnicity and rank are reported in Table F-3 in Appendix F: p. 186). This indicates that female representation within LASD is 18.1%. This represents an increase of 3% from the percentage reported in 2001 and is perhaps a result of a civil suit involving a consent decree to promote female deputies and to increase female representation (Shuster, 2000). While 18% is far lower than the level of female representation within Los Angeles County, this level of representation situates LASD better than most law enforcement agencies in the United States.

Los Angeles Board of Supervisors and Diversification

The five-member Board of Supervisors is the governing body of Los Angeles County. The Board has executive, legislative, and administrative roles and sets policies, enacts ordinances, and adopts resolutions. Through the budget, the Board allocates funds and determines priorities for county spending.

Since at least 2017, the Board has expressed a desire to increase diversification within the Los Angeles Sheriff's Department (LASD). While this goal is consistent with national efforts to generally promote, hire, and retain women and minorities in workplaces where they have been traditionally underrepresented to promote egalitarian principles and achieve representative bureaucracy, increasing female representation within law enforcement also supports the pragmatic social goal of improving law enforcement operations. In study after study beginning in the 1970s, female officers have been shown to use *less* force than male officers (Bolger, 2015; Brandl et al., 2001; Garner et al., 1995). Even in situations where force is required, female officers have been shown to use less extreme forms of violence (Rabe-Hemp, 2008). As well, female officers exhibit fewer controlling behaviors (Rabe-Hemp, 2008) and are less likely to be involved in corruption or engage in police sexual misconduct (Maher, 2010; Walker, 2011). Further, female officers have been shown to be better adept at using communication to resolve disputes (Eagly & Steffen, 1986; National Center for Women and Policing, 1999). Approximately 80% of law enforcement involves tasks typically considered social work, such as dispute resolution and cooperative problem solving (Corsianos, 2009). These tasks are, arguably, more suited to women's socialization (Garcia, 2003).

Recently, the hiring and training processes within LASD were studied in detail by the International Association of Chiefs of Police (IACP). IACP conducted a systematic process

analysis to improve the function of various divisions within LASD. The process improvement analysis resulted in 110 specific recommendations to improve LASD's recruiting, hiring, background investigation, training, and retention. While the IACP report represents the most substantial evaluation of these processes within LASD to date, the evaluation did not specifically focus on gender diversification as a goal. To address this issue, Justice & Security Strategies, Inc. (JSS) was contracted to assess these processes within LASD as well as the report issued by IACP to determine factors that could increase female representation within the organization.

This report represents the findings and recommendations from JSS's six-month evaluation of LASD. The assessment focused on recruiting and marketing, hiring, training, organizational issues impacting retention, POST standards, and a review of the IACP report. These areas were assessed using a variety of social science research methodologies including secondary data analysis, surveys, focus groups, interviews, and content analysis.

This chapter summarizes the background, findings, and recommendations of the study.

The next chapter highlights innovative approaches utilized by agencies around the world to increase female representation. The subsequent chapters present the supporting information including summaries of the findings from various analyses conducted for each area of focus. As well, the Appendices include detailed information on each of the findings.

Overview of the report: framework for analysis

The overarching goal of this work is to establish issues that limit female participation in careers within the LASD. Six key areas are important for consideration. The first key area relevant to increasing the number of women working as deputies involves the process of generating interest in the career. Recruiting and marketing serves this function. Typically, the main goal of recruiting and marketing is to generate the largest numbers of applicants possible to

fill available positions, and recruiting efforts are typically designed to increase the number of applicants (Taylor et al., 2006). In the context of gender diversification, this area is assessed for its ability to actively recruit more women.

The next key area involves selecting suitable applicants from the pool of applicants. This area involves a selection process composed of various tests designed to assess aptitude, physical fitness, and psychological suitability. These tests are designed to disqualify unsuitable applicants from the process. The testing and evaluation process was largely shaped by recommendations made in the 1960s and 1970s: specifically, in the President's Commission on Law Enforcement and Administration of Justice (1967) and the National Advisory Commission on Criminal Justice Standards and Goals (1973). The process is relatively consistent across law enforcement organizations nationally. In the context of gender diversification, this area is assessed for its impact on female applicants.

The third key area is the training academy. Applicants who successfully complete the screening process attend a training academy to prepare them for their jobs. Training academies typically follow a traditional training model where the technical and mechanical aspects of skills like marksmanship, driving, and tactics are taught while spending less time on other aspects like communication (Chappell, 2008). In the context of gender diversification, this area is assessed for its impact on female trainees (or cadets).

The fourth key area reflects organizational issues such as the policies and practices that determine and impact women's careers within the organization. This area includes issues such as assignment of deputies and promotion within the organization. In the context of gender, this area is assessed in relation to issues that may impact the retention of female deputies.

The fifth area examines training standards promulgated by the Commission on Peace Officer Standards and Training (POST). POST establishes various hiring and training standards that all law enforcement organizations in California must adhere to. As such, several POST standards may directly impact female representation within law enforcement agencies in California. Individual organizations may be limited in their ability to enact changes that address issues that arise from the POST standards themselves. On the other hand, many POST standards are general, and agencies adopt various policies and practices to comport with the standards that may be malleable. Furthermore, the POST standards are regularly reviewed and revised to take into account changing needs of law enforcement, and the Los Angeles County Board of Supervisors and LASD can advocate for needed changes. In the context of gender, this area is assessed to determine which aspects of LASD's hiring and training processes that impact women as demonstrated in the previous sections relate to POST standards.

The sixth key area is a review of a recent report written by the International Association of Chiefs of Police (IACP) that evaluated the current hiring process used by LASD. Consideration of this report is important, as it is the largest study into LASD's hiring process conducted to date. The report recommends several changes that the organization may adopt to improve its hiring process, yet the report did not evaluate the hiring process in the context of gender, and the recommendations do not consider the implications of process changes on gender diversification. To address this limitation, this work comments on potential gendered impacts of the proposed recommendations in the IACP report.

Major findings

This research uncovered several issues within LASD that likely limit female representation within the department. These factors relate to:

- (1) LASD attracting fewer women than men in applying for employment
- (2) Fewer women successfully complete the hiring process than men
- (3) Fewer women successfully complete training than men

Importantly, many of these factors such as testing and training requirements mandated by California's Commission on Peace Officer Standards and Training (POST) that disproportionately impact women are outside the organization's (or the Sheriff's) control.

However, other issues related to policies and practices within LASD exist at the organizational level and are completely within the purview of the Sheriff to change. Issues within the organization's control include:

- (1) Stronger marketing and recruiting efforts to attract female applicants
- (2) Developing a structured mentorship program that supports women through the hiring and training processes as well as into their career.
- (3) Examining and revising the paramilitary nature of the training academy to reflect the spectrum of skills deputies must develop to be successful.
- (4) Creating an institutional message that gender diversification is a key organizational goal.

LASD has a number of *key assets* that the organization can build upon to increase female representation. Specifically:

- (1) Various divisions within LASD engage in self-study by collecting and evaluating data, and the organization employs a qualified organizational psychologist capable of evaluating policy changes.
- (2) LASD's current recruiting staff includes 40% female recruiters, and the staff is both aware of the value of social media and marketing and interested in trying innovative approaches to recruiting women. LASD has engaged in a process of evaluating the physical fitness and the written exams utilized in the hiring process. The physical fitness test was updated in November of 2018 based on results from these evaluations.

While LASD desires to increase female representation within the organization, the organization has set an institutional goal of 20% female sworn personnel. This goal is low given the population of the county is 51% women. LASD should strive for equity in the Department, convey the importance of this issue to the community and within the organization, and serve as a leader in law enforcement. By implementing the recommendations within this report, LASD

would go a long way to achieving a much higher goal; one that no other law enforcement agency in the country has achieved.

Recommendations

Based on the results presented in this report, this section presents the recommendations and directions for the future of LASD. Recommendations 1-9 are broad and cut across the issues that are raised in each chapter. Each recommendation reflects an area where LASD should re-evaluate or enhance its processes and procedures to increase either the number of women entering the agency as new deputies or the retention of female deputies currently working within the organization.

The second set of recommendations is drawn from each of the chapters in this report.

Recommendation 1: Establish that recruiting women is an institutional priority

The research in this report demonstrates that issues with the organization's mission statement, job description, website, and use of social media likely fail to convey an image of inclusivity (Chapter 3: pp. 42-48 and Appendix B: pp. 119-121 provide the analyses for these findings). LASD should develop and implement a cohesive plan to increase the number of women interested in working in the department. Currently, a marketing effort is underway, but it is not targeted at recruiting women. While utilization of an external marketing partner is essential to the future of recruiting within the organization, LASD must establish that recruiting women is an institutional priority and solicit marketing services specifically targeted at that goal. Beyond the professional marketing support, LASD should focus limited resources on the marketing efforts that are most effective at generating successful female applicants. For example, time used to attend recruiting events where officers make little contact could be better applied elsewhere.

Recommendation 2: Strategically deploy women throughout the Department

LASD should strategically deploy female personnel throughout the organization more equitably (see Chapter 6: pp. 92-93 and Appendix F: p. 185). This means examining all functions within the organization and determining whether and where female deputies should be assigned. A number of criteria should be considered so that the process is fair and equitable, not discriminatory nor viewed as tokenism. It should also focus on assigning female deputies to leadership roles in units where the lack of a rank female officer is problematic or where cultural issues may be present. This includes assigning a rank female officer to work within the recruiting unit to directly support the message of inclusivity. LASD also should assess whether distributing female cadets between platoons is beneficial to the cadets through a data-driven evaluation. As well, LASD should work to increase assignment of female deputies to detective and special operations roles. These strategies are the gendered application of IACP's recommendation that LASD develop a strategic human capital plan. IACP explains that these types of plans link personnel policies and practices to an organization's priorities. If increasing gender diversity in the organization and improving the organization for women are an institutional priority, then LASD should define a cohesive plan to achieve that goal.

Recommendation 3: Remove obstacles that hinder diversification

LASD should alter its hiring practices to increase diversity. Within this report, the analysis found that during the application phase of the process, the written exam and physical fitness tests are obstacles to female and Black and Hispanic applicants (see Chapter 4: pp. 64-68). Findings showed that 38% of eligible women self-selected out before taking the written exam, compared to 28.3% of eligible men, a statistically significant difference. Attrition was

significantly related to race/ethnicity as Black applicants did not take the test at higher rates than other groups. Almost 50 percent of Black applicants did not take the written exam.

For those who took the written exam, a higher percentage of women failed the exam compared to men. That is, nearly 33% of eligible women failed compared to 26% of men (a statistically significant difference). In addition, we found that failing was significantly related to race/ethnicity, as Black and Hispanic applicants failed at higher rates (33.4% and 30.4% respectively).

For those who attempted the physical fitness exam, over 42% of eligible women failed compared to 7.2% of eligible men. In addition, 20% of Black applicants failed, a statistically significant percentage when compared to other races.

For the structured interview, a higher percentage of men chose not to attempt the interview, with over 26% of the eligible men opting out, compared to nearly 21% of eligible women. Attrition at the interview stage was significantly related to race/ethnicity with Black and Asian applicants not attempting the interview at higher rates than other groups (over 30%).

At each stage of the application process, it is difficult to determine why women and Black, Hispanic, and Asian candidates opted out of the process or failed the written or physical tests. It would be extremely useful for LASD to look more carefully at these data and for additional research to be undertaken. For example, telephone interviews using a specific questionnaire could be undertaken with those who chose not to take the written and physical exams and the structured interviews. In addition, LASD could review the results of the written exams that were taken to determine which components were the most difficult across all candidates. Similarly, for the physical fitness exam LASD should review why women and Black applicants failed.

To address these obstacles, LASD should adopt innovative methods to assist all applicants, including the New Zealand approach where a pre-police course is implemented. The program is a 14-week training program that helps all individuals to meet the academic and physical requirements for joining the department. Other innovations from U.S. and international policing agencies are included in Chapter 1: pp. 23-29.

LASD should simplify the hiring process and increase resources to recruiting, hiring, and background investigations to reduce the amount of time it takes to get applicants through the process supporting all applicants while reducing the gender gap (Linos, 2019).

IACP's research supports these recommendations. IACP acknowledged that any new content on the written test needs to be field tested and evaluated. While IACP presented streamlining the hiring process as the goal of this evaluation (which would also benefit female applicants), the evidence herein suggests that these evaluations must also focus on limiting differentials in passing rates applying an equal passing rate standard. IACP also recommended that LASD continue administering the Validated Physical Ability Test (VPAT-S) and the written test together in the same day which evidence has shown to reduce burden on applicants, thereby reducing attrition (Linos, 2018).

Recommendation 4: Support female applicants

LASD's recruiting unit should prioritize female applicants through outreach to increase the number of applicants that engage the hiring process. IACP recommended adding questions to the application and supplemental questionnaire to help prioritize applicants, and prioritization of this type should be used to focus additional efforts on getting women through LASD's hiring process. LASD should consider establishing a supportive organization that engages female applicants with female deputies to encourage participation, and command staff should remove

administrative hurdles to pilot innovative approaches such as female-only training classes during the hiring process that emphasize the organizational commitment to gender diversification while helping women navigate the hiring process successfully. These approaches are justifiable given a compelling interest to diversify the organization.

LASD should also support female cadets in the training academy. Analyses in Chapter 5, (p. 74) showed that the average attrition rate from the academy was 20.4%, with 29.5% of female cadets leaving the academy without completing training. In contrast, 18.2% of male cadets left the academy. More women failed the physical training than men and some left for medical reasons. A higher proportion of female cadets left the training academy for unknown reasons compared to their male counterparts (17% versus 13%). It is not clear whether LASD has a program to assist cadets adjusting to the training academy, whether instructors ‘know’ who is on the verge of leaving, or whether they are encouraging a cadet to withdraw. LASD should try to determine why this is occurring by interviewing both men and women during their academy experiences and if possible, after they depart.

Recommendation 5: Improve the work environment

LASD should implement benefits that better support all individuals working within the organization while making the department more attractive to women. Consideration of these types of benefits should include (but not be limited to) providing support for officers with familial obligations through increased flexibility in scheduling, especially for childcare related issues. While the nature of law enforcement work is one that encompasses a 24-hour/7-day week, both men and women deputies are confronted with challenges of finding adequate child care, making adjustments for children’s illnesses, and other issues that may arise. Increased flexibility of work hours could assist parent-deputies while improving morale as well.

LASD should also assess the impacts of currently offered benefits utilized by women within the organization. This includes understanding the impact of exclusively using banked time for maternity leave and consideration of a maternity uniform policy to support female deputies through pregnancy and beyond.

IACP's recommendations regarding retention included the recommendation that LASD engage in encouraging and supporting a climate of appreciation and recognition and that LASD administer ongoing engagement surveys. Encouraging and supporting a climate of appreciation and recognition was recommended based on its impact on morale, belonging, commitment, satisfaction, and retention. The report noted that many deputies expressed that they would be increasingly motivated by some form of recognition for extra effort and important accomplishments which would likely improve their work environment. In implementing this recommendation, LASD should be cognizant of the fact that official recognition builds a positive organizational culture. As such, it is imperative that LASD not only encourage and support a culture of appreciation and recognition, but that the organization encourage and support a culture of appreciation and recognition of diversity. This would be best accomplished through officially recognizing a wide variety of contributions that deputies make and avoiding overly emphasizing existing institutional culture by overly focusing on success measured by traditional law enforcement metrics.

The second relevant IACP recommendation, administering engagement surveys, should be expanded beyond factors such as employee commitment, motivation, and sense of purpose to collect information from subpopulations (e.g., female deputies working in specific roles) about the potential impact of policy and procedural changes on the factors listed. Data collected in this

way should be used to inform administrative decisions consistent with IACP's recommendation that LASD utilize a data-driven strategy for retention initiatives.

Recommendation 6: Collect and analyze data and evaluate efforts at diversification.

LASD should improve efforts to collect and analyze data to inform administrative decision making and to evaluate efforts at diversification. The data should include data from marketing efforts, applications and the hiring process, the training academy, field training, and personnel management as well as data collected on an ongoing basis from personnel surveys (such as the engagement surveys discussed above). These data should be collected and analyzed quarterly and reported to all levels of the organization, and decision processes should be clearly linked to these analyses. Results of surveys conducted by JSS could be used as a baseline for future surveys regarding recruitment, hiring, and training (See Chapter 5: pp. 75-76 and Appendix C: pp. 151-165). IACP's recommendations on strategies for data-driven decision making as well as specific recommendations for evaluating various processes within recruiting, hiring, training, and retention support this approach.

Evaluation is also directly related to the strategic human capital plan discussed in the previous recommendation. Strategic human capital plans should include specific performance metrics that can be used to evaluate progress toward specified goals. In LASD, these performance metrics may include targets for number of female applicants, targets for number or percent of female applicants passing various milestones in the hiring process, targets for retention of female cadets in the academy, and targets for unit or task deployment of female deputies. While targets should not serve as quotas, they should be included to demonstrate commitment to organizational goals within the strategic human capital plan.

Recommendation 7: Establish diversification as an organizational goal.

LASD command staff should clearly establish diversification as an organizational goal and should adopt a goal for female representation in the department higher than the current goal of 20%. This message should be clearly and regularly delivered to all units, and the vision should be consistent. While not considered in the gender context, IACP's research supports these recommendations. IACP made two specific recommendations regarding communication and coordination. First, that personnel issues, strategies and priorities should be clearly and regularly communicated department wide. Second, that LASD needs to identify an individual to oversee and coordinate efforts across steps in the recruitment, hiring, and retention employee life cycle. As with the other IACP recommendations noted in this chapter, this finding in IACP's evaluation supports the conclusions herein.

Recommendation 8: Align the training focus to clear goals and objectives

LASD should work to develop an academy culture defined by a supportive learning environment oriented toward the advancement and development of cadets consistent with organizational goals. IACP makes a similar recommendation concluding that LASD needs to engage a process to strategically align training operation to clear goals and objectives. These academy goals should likewise be aligned to the strategic human capital plan. As well, IACP recommended considering reasons for attrition and reconsideration of the academy's "Black Monday" ritual, where drill instructors have been described as screaming at recruits for made up infractions, or requiring recruits to run up concrete hills in business attire and dress shoes holding briefcases over their heads. Based on information such as this, the IACP report likewise recommended a review of the academy's culture and disciplinary environment in regard to its impact on a supportive learning environment. While instructors at LASD are committed to

developing cadets as evidenced by this report, structural change such as increasing available resources may also be necessary to address limitations.

IACP also made several recommendations regarding revision of the physical training standards and curriculum including scaling exercises to the physical ability of cadets and improving data collection and analysis to better understand physical training standards. Alongside these recommendations, IACP noted the need to adopt evidence-based training practices for injury reduction. This recommendation is related to IACP's recommendation that LASD implement existing policy (which is rarely implemented currently due to resource constraints) on alternate physical training for short-term injuries. Given that female cadets fail to complete academy training at higher rates than male cadets and instructors note that the physical aspects of training, including injuries, are more problematic for female cadets, all of the aforementioned IACP recommendations would be beneficial in the context of gender diversification as evidenced by the analyses presented in this report.

Recommendation 9: Address POST standards that hinder diversity

LASD should work toward challenging and limiting the impact of POST standards. This involves challenging the belief that the current job analysis studies (i.e., POST, 1998; Wong-Chi, 2016) establish that the POST standards demonstrate skills that are necessary for successfully working as a deputy. POST mandates that all law enforcement academies in California administer a standardized physical fitness exam, the Work Sample Test Battery (WSTB), and a standardized written exam, the POST Reading and Writing Test (PELLETB). POST also mandates that all cadets must successfully pass these exams to graduate from their training academies. These exams may hinder diversification in several ways. First, the academy injury issues noted above may relate to the physical fitness training deemed necessary to prepare cadets

to pass the WSTB. Second, female cadets may fail the WSTB at higher rates than male cadets. Third, the POST requirement for these exams in the academy serves as the rationale for administering physical fitness and written exams in the hiring process which are discussed above as obstacles for female and Black applicants. LASD should not maintain a position that POST compliance necessitates the status quo. Initial steps in this process include moving away from the assumption that WSTB justifies lower passing rates for women on the department's hiring physical fitness test, the VPAT-S and beginning to critically evaluate differences in passing rates in the WSTB and PELLETB administered in the training academy.

Recommendations from each Chapter

Chapter 1: Increasing Women in Law Enforcement

This chapter highlights challenges to recruiting women into law enforcement and presents innovative approaches utilized by organizations to increase female representation.

Recommendation:

- LASD should look more closely at these innovative approaches to recruitment, hiring, and training in Oregon, Tucson (AZ), the United Kingdom (Sussex and PoliceNow), New Zealand, and at the results of the summit conducted by the National Institute of Justice, US Department of Justice.

Chapter 2: Review of the IACP Report

Chapter 2 examines the details of the IACP reports and how it may affect recruiting, hiring, and retaining women.

Recommendations:

- Carefully examine the ramifications for the proposed IACP recommendations as they may have adverse effects on women and minority applicants within the hiring process. That is, while the IACP stresses speed and efficiencies in the overall process, implementation of those recommendations may increase the obstacles to hiring women. For example, the IACP recommends raising cut scores on tests early in the process so that LASD could reduce the administrative burden

of the background process, thereby increasing efficiency. But raising cut scores may increase the likelihood of cutting women and minorities.

Chapter 3: Recruiting and Marketing

Chapter 3 presents an overview of the findings from the evaluation of recruiting and marketing.

Recommendations for marketing and recruiting

- Revise department's mission statement to convey a greater sense of inclusivity
- Revise deputy job description to convey a greater sense of inclusivity and to encompass the broader range of community policing activities that deputies engage in deemphasizing the masculine/paramilitary culture of law enforcement.
- Revise department's website to convey a stronger commitment to diversity both within the department and within the community.
- Develop and implement a cohesive marketing plan in conjunction with a marketing firm designed to increase interest in careers within LASD among women.
- Focus recruiting resources on efforts to recruit women.

Chapter 4: Application Processing

This chapter presents an overview of the findings from the evaluation of the application process.

Recommendations

- Establish a mentoring program designed to support female applicants throughout the hiring process.
- Revise and replace written and physical fitness tests to remove barriers to female applicants.
- Establish that diversification is the organizational goal, and set a target for female representation higher than the current goal of 20%.
- Regularly collect, evaluate, and report data on recruiting and hiring processes to increase focus on diversification.
- Simplify the hiring process and shorten the amount of time it takes to go from application to academy.
- Remove administrative hurdles to activities like female-only training classes to prepare for hiring process tests.
- Evaluate and revise physical fitness and written exams administered in the hiring process to achieve equal passing rates for female and Black applicants.

Chapter 5: Training Academy

In this chapter, we evaluated the efforts of the training academy.

Recommendations

- Shift academy culture to a supportive adult learning model and to move away from the warrior rhetoric.
- Return to the previously used lighter shotgun that is more easily managed by female cadets.
- Adopt an evidence-based training model for physical training.
- Implement current policy on alternate physical training for short-term injuries.
- Align training objectives with an organizational strategic human capital plan.
- Challenge POST training standards which may disproportionately impact female cadets.

Chapter 6: Organizational Issues

This chapter presents an overview of the findings from the evaluation of organizational issues.

Recommendations

- Develop a strategic human capital plan that includes gender diversification as a goal.
- Develop alternate scheduling options for staff that include greater flexibility and better support deputies with familial obligations.
- Collect, evaluate, and report data from all aspects of operations regarding diversification initiatives.
- Utilize climate surveys to better understand the culture within LASD and the impact of policy changes.

Chapter 1: Increasing Women in Law Enforcement

Recruiting female candidates to the policing profession has proven challenging in recent decades. Despite affirmative action policies and national efforts to increase female representation, the percentage of female officers has remained relatively low (US Department of Justice, 2019). Nationally, in 2013, approximately 14% of police recruits were female, and 14% of full-time sheriff deputies were female (Bureau of Justice Statistics, 2016a; Bureau of Justice Statistics, 2016b). According to the Bureau of Justice Statistics (BJS, 2016b), the number of full-time sworn sheriff personnel increased by 10% from 2007 to 2013, with female deputies constituting just two percent of the overall increase.

Given the plateau, researchers have sought to identify the factors associated with low rates of female recruitment and retention in U.S. law enforcement agencies. The most commonly cited barriers to female representation were stress-related factors unique to women in the profession (Franklin, 2007; Garcia, 2003; Gossett & Williams, 1998; Hughes, 2011; Kurtz, 2012; Seklecki & Paynich, 2007; US Department of Justice, 2019; Yu, 2015), non-family friendly work environments and policies (Schulze, 2010; Schulze, 2011; Yu, 2019), lack of female mentorship (Harrison, 2012; Hassell, Archbold, & Stichman, 2011; US Department of Justice, 2019), and the stringency of physical fitness requirements (Cordner & Cordner, 2011; Schuck, 2014; US Department of Justice, 2019).

Several studies have thoroughly examined the differences in stress levels between male and female law enforcement officers (Hassell et al., 2011; Kurtz, 2012; McCarty, Zhao, & Garland, 2007; Seklecki & Paynich, 2007). While research has produced mixed results supporting gender disparity in stress, some studies have found that female police officers face unique obstacles outside of typical job-related stressors, such as inadequate work-life balance

policies, sexual harassment by male officers, and minimal opportunities for mentorship (Hassell et al., 2011; Kurtz, 2012; McCarty et al., 2007; Seklecki & Paynich, 2007; Texeira, 2002; Yu, 2018; Yu, 2016). Kurtz et al. (2012) examined the intersection of family factors and gender on stress and found that while female and male officers experience similar work-related events, marital and parental status are much stronger predictors of stress for female police officers. In Yu's (2016) study, 45.9% of female participants cited work-family conflicts as the biggest contributing factor to wanting to leave the profession, and 28.9% felt that their current agency lacked pregnancy-friendly policies. Yu (2018) also found that the percentage of women who intended to leave their law enforcement careers due to work-family conflicts had increased to nearly 55%. Despite empirical support denoting disparate treatment and the impact of elevated stress levels for female officers, Seklecki and Paynich (2007) discovered that female officers self-reported dealing with stress better than their male counterparts.

One of the earliest studies of gender-based discrimination in policing suggests that the majority of female officers' experience at least subtle or inadvertent gender discrimination at some point in their careers (Gossett & Williams, 1998). These findings were supported by later research. Hughes (2011) found that law enforcement agencies exhibit disparate treatment toward female officers, while McCarty et al. (2007) and Texeira (2002) suggest that minority and female officers experience more stress than male or White officers due to disparate treatment. In Yu's (2015) study of the occupational barriers that women face in federal law enforcement positions, 43% of respondents reported experiencing some form of sexual harassment or discrimination (p. 269). Furthermore, qualitative analyses have identified inadequate mentorship by high-ranking female officers as gender specific stressor and an occupational barrier to retention and recruitment (National Institute of Justice, 2019).

The lack of female mentorship within law enforcement organizations is a challenge unique to female officers. In Yu's (2015) study, 59.1% of female respondents reported that there were too few high-ranking female role models in their agency. In a study on job satisfaction among police officers, Hassell et al. (2011) found that both male and female officers reported a need for mentorship, but female officers reported lower levels of job satisfaction and higher levels of stress than male officers (Hassell et al., 2011). Recently, the U.S. Department of Justice (2019) hosted a summit on women in law enforcement. During the discussion, females identified mentorship as critical to advancement in their careers. While female officers did acknowledge the benefits and practicality of male mentorship, female mentorship stood out as crucial to assist in navigating an adversarial and male-dominated institution.

Some researchers have theorized that the low representation of female law enforcement officers is attributable to components of the hiring process that have a disparate effect on female recruits (Cordner & Cordner, 2011; Schuck, 2014). Among these components, physical fitness tests have received the most attention. Critics of physical fitness tests argue that standardized physical fitness tests reduce the pool of eligible female applicants. Evidence suggests that both police chiefs and female officers agree that physical fitness tests eliminate female candidates or move them down eligibility lists (Cordner & Cordner, 2011). Evidence suggests that physical fitness training programs for female applicants that assist them in preparing for the physical fitness tests may serve as a potential solution to the problem (Cordner & Cordner, 2011; Schuck, 2014). Despite this possibility, research generally concludes that physical fitness tests and standards should be refined or the number of programs that support female applicants in the pre-hire process should be increased to grow female representation in law enforcement careers

(Cordner & Cordner, 2011; Linos & Reisch, 2019; Schuck, 2014; US Department of Justice, 2019).

As well, many women in law enforcement express a need for programs or policies that increase the number of high-ranking female officers in police organizations (Cordner & Cordner, 2011; Harrison, 2012; Hassell et al., 2011). Several studies have demonstrated that law enforcement agencies are often defined by an organizational culture that condones harassment, and this culture should be challenged by strict enforcement and punitive measures for officers who engage in this behavior (Garcia, 2003; Gossett & Williams, 1998; Seklecki & Paynich, 2007; US Department of Justice, 2019; Yu, 2015). Elevating more women to positions of authority may likewise challenge the institutional culture that pervades law enforcement.

Innovative approaches

Despite the challenges, several approaches to increasing diversity within law enforcement show promise. For example, The National Institute for Women in Trades, Technology, and Science (IWITTS, 2019) has suggested that departments examine their current recruitment procedures, develop a detailed marketing agenda, hold women-in-policing career fairs, use media coverage to promote the career fair and department, and develop media platforms that promote and feature female officers. Evidence suggests that strategies like these can be effective. For example, following the IWITTS model, the Tucson Police Department increased its pool of female recruits from 10% to 29% over two classes. As well, the Albuquerque Police Department increased their female recruit base by 15% in two classes. While tools like these are available, agency-specific issues necessitate rigorous examination of individual departments to guide change.

Many other strategies have been tried as law enforcement agencies worldwide seek to address this issue. Below are several examples of events and strategies adopted, planned, or discussed by other law enforcement agencies and stakeholders that may serve as a template for the Los Angeles Sheriff's Department (LASD). The examples include specific strategies and models that can be borrowed. As well, the examples also include an array of ideas that may stimulate the development of innovative strategies that may benefit LASD.

Oregon

Oregon law enforcement agency leaders from Washington County Sheriff's Office, Bend Police Department, Eugene Police Department Woodburn Police Department, and the Oregon Department of Public Safety Standards and Training met for a panel at the International Association of Chiefs of Police's (IACP) 2019 conference in Chicago to discuss successes, innovations, and resources in recruiting. While not specifically focused on recruiting women, the information shared was largely relevant. The panelists shared 12 unique ideas, many of which relate to other examples presented in this section. The ideas included:

- Improving departments' reputations with the communities they serve – Applicants indicate that leadership and reputation were more important in their decision to apply than things like pay and benefits.
- Improving department culture and officer well-being – A series of well-being programs including yoga, on-duty fitness opportunities, mindfulness training before and after shifts, on-duty restorative rest areas, family-friendly work schedules, spousal support groups, and training activities for spouses and children have improved morale among current officers who in-turn now actively recruit for the organization.
- Identifying key differentiators or competitive advantages – Recruiting campaigns based on competitive advantages such as community support and specific core values has improved recruiting.
- Branding the organization – Applicants that are emotionally excited become advocates; a strong brand creates this type of emotional connection and supports word of mouth as a key source of recruits.

- Hiring for character and attitude – Altering the hiring process to test for ideal applicants for specific organizations given their communities may increase retention.
- Partnering with colleges and universities – Recruiters and experts in specific law enforcement disciplines can make targeted presentations and offer trainings during classroom visits which may be more productive than job fairs.
- Making frequent contact with applicants – Matching milestones with points of contact and making frequent contact throughout the process can increase connection to the agency prior to hiring. Some agencies are trying jail and patrol shadowing during recruitment.
- Shortening the hiring process – Some agencies are making offers to recruits as early as 34 days into the hiring process.
- Developing a dedicated recruiting team – Including sworn and non-sworn officers alongside contracted marketing and social media experts can improve recruiting.
- Determining which benefits, incentives matter most – Signing bonuses may be less important than other benefits.
- Indexing salary and benefits to experience – Benefit loss discourages lateral transfer which may be an important tool for strategic hiring.
- Getting involved in statewide recruiting – All agencies need highly-qualified applicants, and all applicants may not be suitable for all agencies. Collaborative efforts toward generating interest in law enforcement careers and identifying potential applicants could foster more and better-qualified applicants.

While many Oregon agencies have embraced enhanced recruiting efforts, the state's Department of Public Safety Standards and Training (DPSST; equivalent to California Peace Officer Standards and Training [POST]) has recently adopted a general curriculum revision. Based on an understanding that there is more evidence available today to guide developing effective officers and that there is more evidence about effective content delivery, DPSST has undertaken a comprehensive review aimed at updating the general academy curriculum. The revised curriculum centers around emotional intelligence and resiliency and incorporates new courses in:

- Legitimacy and procedural justice
- Implicit bias
- Problem-solving
- Emotional intelligence
- Roles and responsibilities
- Resiliency
- Stress first aid

As well, the following courses have been revised or replaced:

- Communication
- Problem-oriented policing
- Community crime prevention
- Cultural diversity (replaced with community competency)
- History of policing

The changes reflect research and evidence-based practices in public safety and adult learning, and concepts are interlaced with increasing complexity. The training model applies adult learning principles such as case studies, role playing, simulations, and reflection, shifting instructors into the roles of facilitator or resource. Evaluation of cadets will include additional coaching and feedback, and additional quantifiable evaluation criteria will help situate the training for ongoing development. Importantly, these changes represent phase I of a planned series of revisions to follow.

Sussex Police Summit

The Sussex (UK) Police recently hosted the inaugural UK Policing Gender Equality Summit, a national summit for all police forces in the UK to share progress in addressing gender issues including imbalances and inequality in their workforce and in the community. Supported by UN Women, the Sussex Police represents the first law enforcement agency in the world to collaborate with the United Nations to address gender equality. In doing so, the Sussex Police extended the UN's HeForShe gender equality initiative into law enforcement with a goal of improving female representation among law enforcement personnel as well as combating

domestic and sexual abuse. The summit highlighted successful initiatives recently completed including:

- All UK police forces have signed up to commit to HeForShe.
- The Sussex Police now hosts workshops to raise awareness about gender inequality in law enforcement organizations, and a new approach to recruiting has resulted in increases over 100% in female applications and in roles offered to females.
- The Metropolitan Police Service's Strong campaign which challenges stereotypes of women in policing has attracted more female applicants than ever before. Over 57% of applicants this year have been from women. To break down barriers that keep women from joining, the organization now offers a part time training option and a career development service emphasizing flexible working arrangements.
- The #UncoverYourPotential educational campaign addresses unconscious biases to encourage more women to consider law enforcement. A video developed as part of the campaign is used as part of an educational pack for primary and secondary schools.

PoliceNow

PoliceNow in the UK is an independent social enterprise that offers a national graduate program that recruits and trains recent graduates to work in leadership roles as neighborhood police officers across England and Wales. The program aims to bring about improvements in society by supplying police forces with a diverse talented pool of personnel with a focus on working in disadvantaged neighborhoods. The organization's goal of strengthening the law enforcement workforce relies on changing perceptions that individuals have about working in policing. PoliceNow partners with over 30 law enforcement organizations to provide career opportunities to program members.

The two-year program focuses on developing skills in negotiation, problem solving, decision-making, and emotional intelligence. Designed to help transform police services into organizations that reflect the communities served, the program has been recognized through various awards for achievements in supporting diversity and inclusion. Over 50% of individuals

in the program indicate that they would not have considered careers in law enforcement without PoliceNow. Over 640 graduates started policing careers through the program by 2019, and over 80% of program graduates stay in law enforcement.

New Zealand

The New Zealand Police Force has committed to equal representation within the organization by 2021. To achieve this milestone, the organization has focused recruiting efforts on recruiting for diversity. The goal is to attract a diverse group of applicants that is representative of the country's population. As part of the recruiting campaign, the New Zealand Police Force developed an ad featuring 70 staff members including the Police Commissioner that targeted issues of ethnicity, race, gender, and religion that may have impeded recruiting efforts. The ad, which cost \$350,000 to develop, became a social media blockbuster reaching 98 million viewers in two weeks (see, <https://www.youtube.com/watch?v=f9psILoYmCc>). Views of the video were related to an 800% increase in traffic on the organization's recruiting website. While the ad was designed to attract 650 new recruits by incorporating key influencers such as online personalities, popular radio DJs, and prominent figures from the LGBTQI+ community, the New Zealand Police reported the largest number of female recruits ever to start the Royal New Zealand Police College following the ad.

In addition to recruiting a more diverse group of applicants, the New Zealand Police offer a pre-police course designed to change the demographics and culture of the organization. The program is a 14-week training that helps individuals to meet the academic and physical requirements for joining. Originally designed to encourage Pacific and Māori individuals to join, the course has supported more than 400 graduates representing a variety of ethnicities as they entered law enforcement. The course teaches numeracy, literacy, and problem-solving skills and

provides students assistance with training to prepare for the physical requirements. Designed to address barriers resulting from bias within police education and recruitment, the program has been successful. Among the course's graduates is New Zealand's first female Indian officer.

National Institute of Justice

In 2018, the National Institute of Justice (the research arm of the U.S. Department of Justice) convened a research summit on women in policing where almost 100 police personnel, policing researchers, representatives from professional organizations and foundations, and federal partners attended. The summit served to summarize the current state of research relevant to women working in law enforcement in the US and to develop a research agenda of priority questions that would support gender diversification in law enforcement. The five key areas identified during the summit included: (1) charting a course for advancement, (2) understanding culture, (3) understanding performance, (4) recruitment and retention, and (5) promotion. Each of these areas included multiple specific questions.

The questions and key areas emerging from the summit were founded on the following guiding principles:

- Moving toward parity involves an industry shift consisting of fundamental change in the culture and mindset across law enforcement
- Women are not a homogenous group
- Issues of gender and race are inextricable
- The future will be built on a foundation of data
- The field must be empowered to drive progress
- Partnerships are the most powerful vehicle for progress
- We can learn from other contexts
- Men will play a significant role
- "Success" is a policing field with both equality and equity

Summary

These recruiting, hiring, and training ideas are among the more innovative in the world. The programs in Oregon, Tucson (AZ), the United Kingdom (Sussex and PoliceNow), New

Zealand, and the results of the summit conducted by the National Institute of Justice, US Department of Justice are worth further exploration as the recruiting, hiring, and training ideas guiding these approaches would promote gender diversification within LASD.

Recommendation:

- LASD should look more closely at these innovative approaches and consider adopting some of their principles and efforts, as appropriate.

Chapter 2: Review of the IACP Report

The International Association of Chiefs of Police (IACP), in conjunction with the Human Resources Research Organization (HumRRO), conducted a two-part systematic process improvement analysis for the Los Angeles Sheriff's Department (LASD) in 2018. The evaluation focused on improving operations within specific areas of the department. The first part of the evaluation considered issues related to recruitment, hiring, and retention practices, and the second part of the evaluation considered issues related to the training academy. In September of 2019, IACP issued its report that summarized the results of the evaluation. IACP explained the goals of the report as follows:

“Process improvement analyses focus on identifying, analyzing, and improving upon existing business processes within an organization and identifying areas of inefficiencies. Specific to this study, the process improvement analysis included examining the recruitment and selection process for the entry-level deputy sheriff position and providing recommendations and suggestions for revising existing hiring practices and recommendations for developing new strategies and implementation profession best practices.” (IACP, 2019, p. i)

The first part of the study focused on the following issues:

- the quality and number of recruits
- the speed of the hiring process
- assuring the nature and effectiveness of the hiring process
- identifying strategies to minimize dropout rates for candidates
- identifying strategies for retention of personnel

The analysis for the second part included an assessment of the LASD's training academy with an emphasis on:

- improving the potential of recruits to successfully complete the academy
- identifying and implementing best practices in law enforcement academy operations
- assessing the overall culture and climate of the academy.

The overall IACP report was composed of four separate process reports for each relevant area. This included a report on hiring, a report on background investigations, a report on the training academy, and a report on recruitment and retention programs. Key findings from the work included the following:

Hiring

- LASD's hiring process is time consuming
- Some steps in LASD's hiring process are ineffective or inefficient
- LASD lacks a modern talent management infrastructure

Background investigations

- LASD would benefit significantly by investing in the strategic development of its background investigative personnel

Training academy

- Assess job classifications and assignments (field training can be delayed several years for custody track deputies)
- Attrition at the academy is significant and is higher than at other agencies studied
- The academy's physical training program should more closely conform to evidence-based practices for injury reduction

Recruitment and retention programs

- The current approach to recruiting is effective
- Understanding the reasons for turnover is difficult

Based on the findings, IACP issued 110 specific recommendations to LASD which are included in Appendix E (pp. 179-184). Many of the findings from the IACP report are consistent with the findings presented in this report, and the IACP recommendations mirror or support those resulting from this report. Where that is the case, IACP's recommendations are referenced in the following chapter on recommendations. In some cases, IACP's findings differ from those reported herein. Importantly, this is not an indication that IACP's analysis or conclusions were

incorrect; rather, it is a result of the fact that IACP's work focused on issues within LASD with different goals than this work. Because IACP was not specifically tasked with researching gender issues and to make recommendations to support diversification, the findings and the resulting recommendations may be ineffective at increasing gender representation or have unintended gendered consequences within LASD. The following items from the IACP report need additional consideration in relation to their impact on gender diversification.

IACP finding: The current approach to recruiting is effective

IACP found that the LASD's investment in advertising and recruiting was significant and that the efforts are consistent with current best practices in recruiting and outreach. IACP noted that LASD's use of "personas" that represent categories of people likely to be interested in law enforcement careers was encouraging. As well, IACP expressed approval of LASD's use of paid search strategies on search engines and paid social network strategies on Facebook and Instagram to be promising.

IACP noted that LASD should actively monitor the diversity of the candidate pool on an ongoing basis. However, IACP did not evaluate these practices in the context of diversification or diversity inclusion. Given the findings in the evaluation of LASD's recruiting and marketing herein, several opportunities to increase LASD's message of inclusivity have been overlooked. Issues with informational items such as the department's mission statement, job description, and website point to a lack of cohesion in LASD's overall image management. Given that potential applicants infer their opinions about organizations (impacting the likelihood that they will apply) from these limited data sources, the need for a more consistent message from the organization is clear.

IACP finding: Understanding the reasons for turnover is difficult

IACP noted that LASD lacks software to monitor, track, and analyze workforce trends. Absent software of this type, the department maintains personnel records in physical files (hard copies) that are challenging to analyze. IACP reviewed the Job Openings and Labor Turnover Survey and concluded that the reasons for separation stored in these data are too general (e.g., retirement, personal, etc.) to provide adequate understanding of the factors that lead to separate decisions. Finally, IACP noted that LASD does not conduct engagement surveys with current employees to proactively identify issues that may impact retention.

While these issues are valid, the key problem with IACP's analysis is that the lack of consideration of gendered or racial/ethnic reasons for separation highlights a tendency to treat all processes within LASD or aspects of employee experiences as homogenous. Given that the factors that impact career trajectories (including separation from the organization) may vary markedly between men and women, the need to analyze all available data in the gender context is evident. Many issues that may relate to female deputies' desire to separate may reflect organizational issues that the department could address. Additional emphasis placed on understanding morale and/or reasons for retention or separation among female deputies may be more important to support diversification goals.

IACP recommendation: Adding questions to application to help prioritize applicants

IACP noted that personality traits such as conscientiousness and proactivity may be relevant to the job and are likely important for effective job performance. Based on this insight, IACP recommends that questions such as these added to the supplemental application could be useful for prioritizing applicants. While the idea may have merit, two issues are noteworthy. First, there is insufficient clear evidence that personality traits such as these are indicators of

individuals who make good officers. At this time, there is also no direct information that suggests that any specific personality traits are suggestive of individuals that are more likely to complete the law enforcement hiring process. Evidence from other fields may suggest that these premises are likely true; yet any use of personality measures such as these would require validation. Beyond assessing their utility in this way, use of personality measures would require strict consideration of any gender or racial/ethnic variances between groups. Given that some personality traits are culturally defined, it is unclear what unintended consequences prioritizing applicants in this way would have on women and different racial/ethnic groups.

IACP recommendation: Develop a standardized writing component of the test

IACP recommended development and implementation of a standardized writing component on the written test to replace the unstandardized writing component used during the background investigation. IACP suggested that candidates respond to the same stimuli and be assessed on factors shown by job analysis to be relevant to the job in this test.

Unfortunately, absent further detail, it is unclear whether this type of assessment based on unknown factors would have a disproportionate impact on women or different racial/ethnic groups. While there is nothing inherently wrong with the idea that a standardized writing assessment be used, there is simply too little available information to guide the development of this instrument. Should LASD adopt such a policy, it is advisable to implement a standardized writing test without using the results to make decisions about candidates for a period of time to collect sufficient data to verify any unintended impacts.

IACP recommendation: Revise cut scores

IACP generally recommended expanding earlier standardized assessments to reduce the burden of performing a more costly unstandardized test later in the process. IACP noted that

LASD currently utilizes lower cut scores to ensure that enough candidates make it through the hiring process to meet hiring needs. IACP theorized that by raising cut scores on tests early in the process LASD would reduce the administrative burden of the background process, thereby increasing efficiency. This efficiency would relate to moving candidates that remain through the process more quickly, likely limiting the level of attrition currently occurring.

The key challenge about this recommendation is that Black applicants are less likely to pass the written exam and female applicants are less likely to pass the physical fitness exam when the current passing cut scores are utilized. Based on findings in Chapter 4 (pp. 64-68) it is likely that raising the minimum required scores on these evaluations would exacerbate this issue. IACP does acknowledge that the ideal way of altering the cut scores would be to conduct a predictive validation study that includes an analysis of impact on selection ratios of protected groups. This recommendation is appropriate, yet the differences in selection ratios demonstrated in this report suggest that the current tests are already problematic at the current cut scores. Any attempt to adopt higher cut scores should be done only after a validation study has been completed on historic score data where the impact of any changes on passing rates for female and Black applicants can be demonstrated without risk of losing any applicants that would have qualified under the current (lower) cut scores.

IACP recommendation: Reevaluate physical assessments following POST changes

IACP noted that based on revisions to either the California Peace Officer Standards and Training (POST) physical standards curriculum or the Work Sample Test Battery (WSTB), LASD should alter the cut scores on the Validated Physical Ability Test (VPAT-S) and reassess. IACP does note that adverse impact should be a consideration in this process. While re-evaluation after changes are made paying particular attention to the impact on women and other

racial/ethnic groups is advisable, there are other issues underlying POST and the WSTB that require consideration.

The key issue is that the WSTB itself may be a substantial hurdle to diversification. Given that state-mandated training applies to all law enforcement agencies in California, LASD is not alone in addressing this issue. However, absent changes to the WSTB and the mandated requirements, all agencies in California may struggle with gender diversification. To begin to understand the scope of this problem, performance on the WSTB comparing passing rates of protected groups should be researched for the state as a whole as well as for individual jurisdictions or departments. LASD should likewise begin the process of researching passing rates on the WSTB administered in LASD's academy.

IACP recommendation: Use structured interview to measure maturity and readiness for the job

IACP noted that many complaints made by LASD personnel relate to newly hired deputies' lack of experience and maturity. IACP asserts that these factors are especially well-suited for evaluation in an oral interview. IACP suggests that experienced, high performing personnel within LASD who are familiar with working as a deputy should write and assess potential interview questions.

While assessing maturity during the hiring process is a viable option, the potential consequences on women and different racial/ethnic groups must be considered. Given that different personnel working at LASD express very different attitudes about what is required to work as a deputy, it is highly likely that different personnel might evaluate responses about maturity in the law enforcement context very differently. Evidence in this report suggest that academy instructors have a very different view of the job than recruiters, and that many cadets' attitudes and expectations about working in law enforcement were considered naïve upon initial

arrival at the academy. This reflects the issue that developing context-specific questions measuring maturity that remove cultural bias is a highly specialized process. Should LASD decide to add maturity as a factor assessed in the structured interview, professional guidance is recommended.

Challenges to recommendations: Implementation issues

While the previous section outlined specific issues with various findings and recommendations from the IACP report, it is important to acknowledge that the impact of many of IACP's recommendations on diversification may result not from the recommendations themselves but from their implementation. Several recommendations that, at face value, seem benign may be implemented in ways that limit diversity. For example, IACP recommends that all trainees undergo field training upon graduation from the academy. It is unclear whether this process would benefit diversification within the organization by developing more female deputies who choose to work patrol, or whether it might increase attrition at the field training stage. This issue likely relates to the implementation strategies that will be required support more trainees entering field training earlier.

Similarly, IACP recommends a realistic job preview in the application supplemental questionnaire. Again, the effect of this change on rates of hiring by group would likely result from the decisions about what specifically to include in this language than the change itself. As with the field training recommendation, the effects could be positive or negative. While these are only two examples, the majority of recommendations in the IACP report suffer from this problem. As with the findings and recommendations discussed in detail above, this issue results from the fact that IACP's research was not oriented to render strategies to increase diversity within LASD.

Chapter 3: Recruiting and Marketing

Recruiting is the first step in the process that results in individuals becoming new deputies. Recruiting typically orients around two tasks: (1) proactively seeking new applicants, and (2) reactively responding to individuals who seek out opportunities within the organization. To address the first task, recruiting divisions function in a marketing capacity. To address the second, recruiting divisions function in an information dissemination capacity. Both tasks are essential for getting individuals to apply with the organization. While there are some sources of information on how to recruit women into law enforcement, there are, unfortunately, few scientifically validated approaches. This section presents an overview of the available literature on recruiting in law enforcement to provide context to the Los Angeles Sheriff's Department's (LASD) recruiting efforts.

Early research on recruiting by law enforcement agencies indicate that agencies historically recruit through advertisements in newspapers, setting up information stands, advertisements on radio and television, posters, mass-mailings, and recruiting events (Strawbridge & Strawbridge, 1990). Follow-up analysis indicated that little changed regarding agencies' recruiting efforts through the 1990s, with the exception that agencies used television ads less frequently later in the decade (Langworthy, Hughes, & Sanders, 1995). Despite these marketing efforts, evidence suggests that law enforcement agencies struggled to recruit enough qualified applicants near the end of the decade.

Koper (2004) found that "over half of small agencies and two-thirds of large agencies reported that a lack of qualified applicants caused them difficulties in filling vacancies during 1999" (p. 48). Throughout the 2000s, this pattern remained consistent (RAND, 2008) with departments struggling to compete with federal agencies, the military, firefighters, and private

contractors for suitable candidates. This issue fueled a perceived “cop crunch” (p. 2) throughout the decade as agencies struggled to replace older officers as they retired (Wilson, Rostker, & Fan, 2010). This was often attributed to a lack of qualified candidates generally (Wilson et al., 2010).

Beyond the challenges reported with recruiting in general, historically departments have struggled to recruit minority and female applicants despite expressing a desire to do so. Research into recruiting women has largely been based on motivations to work in law enforcement, and the work has shown that common motivating factors for both women and men include the opportunity to help people, job security, job benefits, early retirement, and excitement of work (Raganella & White, 2004). These motivations seemed to change little over multiple decades (see e.g., Meagher & Yentes, 1986).

Some research has demonstrated small differences between the motivations of male and female officers. Early evidence suggested that female officers were more likely than male officers to join law enforcement to help other people, and female officers were more motivated by the service function of law enforcement (Lester, 1983; Perlstein, 1972). In contrast, early evidence suggested that male officers were influenced more heavily by friends or family who worked in law enforcement (Lester, 1983). Later research affirmed that female officers were less likely to be influenced by friends and family in the profession, but that they were more motivated by opportunities for advancement (Foley, Guarneri, & Kelly, 2008).

Given that few motivational differences between males and females have been discovered, researchers have suggested that “there is currently little evidence to suggest that departments should dramatically alter their strategies when targeting females and minorities” (White, Cooper, Saunders, & Raganella, 2010, p. 528). Despite these conclusions, the COPS

office suggested that the service aspect of policing should be emphasized when attempting to recruit female and other minority candidates (Scrivner, 2006). Recent research has cast doubt on this by demonstrating that highlighting the challenge of law enforcement careers may be more effective for recruiting women (Linos, 2018). Beyond messaging, Taylor et al. (2006) report that best practices for recruiting women include recruiting at women's trade shows or fairs, fitness clubs, and athletic events.

Some research supports the notion that targeted recruiting strategies may be effective. While neither special entry considerations to women (e.g., lower education standards, lower fitness standards, exam exemptions, faster promotion, higher pay, preference on waiting lists, or pre-entry training) nor special recruiting strategies aimed at women seem to increase the number of female applicants, targeted recruiting strategies have been demonstrated to be related to increased female hires (Jordon, Fridell, Faggiani, and Kubu, 2009).

Given that targeted recruiting may be effective at increasing the number of women hired and messaging seems to have an effect on female applicants, understanding how women make choices about which jobs to pursue becomes important. A substantial amount of literature addressed decisions about choosing to take a job with particular organizations. The attraction-selection-attrition (ASA) model suggests that individuals base their employment decisions in part on an analysis of person/organization fit (Schneider, 1987). Organizational values guide attitudes, judgments, and behaviors, and individuals choose organizations based on their perceptions of organizational values, choosing jobs within organizations with values that match their own (Cable & Judge, 1994; Chatman, 1989).

Potential employees have little objective basis for knowing an organization's values, so inferences are made from the little information about the organization that they have available

(Rynes & Miller, 1983). As a result, potential employees base their decisions on subjective perceptions, and applicants consistently self-select out of organizational hiring process when they perceive a lack of fit (Cable & Judge, 1996).

Based on the key insights of the literature presented, this chapter evaluates LASD's recruiting and marketing efforts. First, the mission statement is assessed. Next, LASD's job description for deputies is evaluated. Both of these items reflect key pieces of information that may impact potential applicants' perceptions of organizational values. Next, LASD's recruiting staff is considered in terms of representation relative to the organization as a whole and relative to the community served. After the characteristics of recruiting personnel are established, the analysis turns to two recruiting surveys (one administered to academy cadets and a second administered to applicants) that establish the methods of communication and sources of information used by applicants to learn about positions within and the hiring process at LASD. The chapter concludes with an evaluation of LASD's digital presence, including the department's website and its social media, followed by an evaluation of qualitative information collected from recruiters working within the organization. The department's website and social media are both considered related to messaging that might imply organizational values to potential applicants, and the qualitative information from recruiter is considered for greater context.

LASD's Mission Statement

LASD has a posted mission statement on the organization's website which reads as follows:

“Our Mission:

- to enforce the law fairly and within constitutional authority;
- to be proactive in our approach to crime prevention;

- to enhance public trust through accountability;
- to maintain a constitutionally sound and rehabilitative approach to incarceration;
- to provide a safe and secure court system;
- to maintain peace and order;
- and to work in partnership with the communities we serve to ensure the highest possible quality of life.”

In addition, the site lists the department’s core values as follows:

“Our Core Values:

COURAGE - COMPASSION -
PROFESSIONALISM - ACCOUNTABILITY – RESPECT

With integrity, compassion, and courage, we serve our communities-- protecting life and property, being diligent and professional in our acts and deeds, holding ourselves and each other accountable for our actions at all times, while respecting the dignity and rights of all.’

Earning the Public Trust Every Day!”

Of note, LASD’s mission statement does not include a direct statement about diversity, a recommended practice. The statement on core values includes the language “...dignity and rights of all” which reflects an acknowledgement of commitment to diversity in the communities served, but it does not carry a message of commitment to diversity within the organization.

The content analysis assesses compliance with best practices for developing organizational mission statements as well as a text analysis that identifies gender orientation of wording (Gaucher, Friesen, and Kay, 2011). Evidence shows that masculine work environments reinforce inequalities through gendered wording, and some language might project an organizational image inconsistent with many women’s values (Gaucher et al., 2010). The analysis defines LASD’s mission statement as feminine-coded supporting the idea that women reviewing LASD’s mission statement likely do not infer masculine organizational values.

LASD Job Description

LASD’s job description reads as follows:

“Positions in this non-sworn Deputy Sheriff Trainee (DST) classification are characterized by participation in a formal law enforcement training program involving both classroom and practical instruction in subjects such as criminal law, evidence and investigation, patrol and traffic procedures, administration of justice, police/community relations and jail custody and operations. Incumbents must possess the ability to assimilate to classroom instructions covering a wide variety of academic and technical subjects as well as physical skill and coordination to become proficient in firearm and weaponless defense techniques. The program is approved by the California Department of Corrections and the California Commission on Peace Officer Standards and Training (P.O.S.T.). Upon completion of the academy, candidates will be appointed to the Deputy Sheriff position.”

Content analysis of LASD’s job description utilized the same linguistic technique applied to the organization’s mission statement. As well, the job description was evaluated for inclusion of an emphasis on a commitment to diversity and illustrated inclusive benefits (e.g., flexible scheduling, maternity leave, etc.), both recommended practices. Importantly, LASD does not include language illustrating inclusive benefits.

LASD’s recruiting staff

The LASD recruiting staff is composed of seven females out of 16 total recruiters (43.8%); however, all three rank officers in recruiting are male. Ages ranged from 31 to 48 with an average age of 41.1 years. On average, female recruiters were slightly younger, with an average age of 39.4 years. Years of total service for all recruiters ranged from seven to 25, with an average of 15.1 years of total service. Years working in recruiting averaged 2.5 for all recruiters. Female recruiters exhibited fewer total years of service with an average of 14.7 years but more time working in recruiting with an average of 3.3 years. This result may be misleading given that one female recruiter had significantly more time in recruiting than any other recruiter (14 years). The average time working in recruiting for all other female recruiters was less, with an average of 1.5 years. Six recruiters were new to recruiting, having fewer than one year of experience. Of these six, two were female (33%) and four were male (67%).

In the context of diversification, LASD's recruiting staff composition represents a strength. The percentage of women working in recruiting (43.8%) is substantially higher than female representation overall within the department. The lack of female rank officers represents a limitation.

Recruiting survey of cadets administered by LASD

LASD conducts a survey to understand recruiting efforts. This self-study is a recommended practice and represents an asset to efforts to diversify. The survey primarily focuses on way successful applicants utilize the department's recruiting tools. Analysis of LASD's recruiting and marketing survey follow (see Appendix C: pp. 144-150). The data were collected from cadets in LASD's training academy between 7/3/2019 and 10/4/2019. In total, 361 cadets completed the survey.

Summary of Recruiting Survey of Cadets Administered by LASD

Analysis of the LASD Recruiting Survey indicate that friends and family are important sources for providing information about open positions and information about working at LASD. Social media was the second most common way of hearing about open positions and the third most common way of obtaining information about working at LASD. The department website was an important tool for providing potential applicants information about LASD and the hiring process.

Recruiting survey of applicants administered by JSS

To assess potential bias caused by administering the recruiting survey only to cadets who successfully completed the hiring process, Justice and Security Strategies (JSS) re-administered the survey to applicants near the beginning of the process for this project (see Appendix C: pp. 151-155). The data were collected from applicants who were scheduled to take their written

hiring exams at LASD's testing center in Monterey Park. Surveys were administered between 10/28/2019 and 12/5/2019. In total, 344 applicants completed the survey. Importantly, LASD does not currently collect these survey data from applicants. Administering the recruiting survey to applicants as well as cadets is recommended to allow for future evaluation of LASD's recruiting efforts on applicants, and comparisons of the effectiveness of recruiting efforts on successful (i.e., cadets) vs. unsuccessful applicants.

Summary of applicant recruiting survey of applicants administered by JSS

Analysis of the recruiting survey administered to applicants demonstrated that friends and family are important sources of information about positions within LASD and information about the hiring process. Social media was likewise important as it represented the second most common way of finding out about open positions in LASD. Almost all applicants had social media, and female applicants used Instagram more than male applicants. Three out of four female applicants were aware that LASD used social media, and more than half of female applicants followed LASD on social media. The website likewise was an important recruiting tool and was noted as the most commonly used source of recruiting information. As well, the website was the most common source of information about pre-academy classes. Social media was the next most common source, and female applicants were statistically more likely to hear about classes through social media than male applicants.

Summary of recruiting surveys

Integrating the findings of both sets of analysis on the recruiting survey data, the following key points emerge:

- Friends and family are important sources of information about positions at LASD as well as information about LASD and the hiring process.
- Social media accounts are one of the most important marketing tools available to LASD.
- Potential female applicants are more likely have social media accounts.
- Potential female applicants are more likely use Instagram.
- Potential female applicants are more likely to be aware of LASD's social media.
- Potential female applicants are more likely to follow LASD's social media.
- Potential female applicants are more likely contact LASD through social media.
- Potential female applicants are more likely learn about academy classes (that they are more likely to take) through social media.
- The LASD website and the recruiting webpages are also important.

LASD recruiting website

LASD's recruiting website was evaluated for a variety of criteria including:

- the amount of information provided
- the recruiting mission statement
- statements about diversity and community
- images of women
- images of racial/ethnic diversity
- images that portray policing as paramilitary or present a strong law enforcement orientation (e.g., images depicting arrests, use of force)
- images that depict community policing activities
- information about hiring (including requirements, disqualifiers, physical fitness testing and preparation, written exams and preparation, oral boards, academy, and field training)
- information about targeted recruiting events included those targeted at women, racial and ethnic minorities, and military personnel; information about the levels of diversity within the departments
- any other relevant information highlighting either gender or race/ethnicity

Of note, the LASD recruiting website had several pages that were not working when the evaluation was completed. LASD indicated that their website is currently being migrated to the Los Angeles County main website and that issues would be resolved post migration. The analysis of the LASD recruiting website was limited to the available webpages. LASD recruiting had four total webpages (working). LASD's website included information about recruiting women but did not include a link to any additional information. LASD did include information about recruiting racial and ethnic minorities.

LASD did include images of women on the recruiting website, a recommended practice. As well, LASD did include image of racial/ethnic minorities, another recommended practice. LASD did not include paramilitary imagery on the recruiting website which is discouraged. LASD did present images of deputies engaged in law enforcement activities but also included images of deputies engaged in community activities.

Department social media

LASD was next evaluated for the use of social media for recruiting. The assessment focused on Instagram given the results of the survey analysis, but Facebook and Twitter analyses were also conducted. The assessment process involved reviewing images and captions from the last 60 Instagram posts. These posts were coded for messages about diversity, community, the presence of images portraying women and racial/ethnic minorities. Also, images were coded for depictions that portray policing as paramilitary, present a strong law enforcement orientation, or show community policing activities. LASD did not include a diversity message in the last 60 posts. LASD did have four posts (6.7%) that included community messages and nine posts (15.0%) that included images of female officers.

As well, a content analysis of LASD's Facebook and Twitter. This process involved a review of the department's 60 most recent posts on each respective social media page (Facebook and Twitter). As before, the analysis defines the posts as either feminine-coded, masculine-coded, or neutral. LASD used strongly feminine language in their Facebook posts and their Twitter page. The results of the Facebook and Twitter text analyses demonstrate that LASD's social media posts are not masculine-oriented. This result suggests that LASD's Facebook and Twitter pages are not a barrier to gender diversification.

Qualitative assessment of recruiting

Qualitative assessment of recruiting was conducted to contextualize the findings presented above. The data were collected from a focus group with four recruiters and a one-on-one interview with a senior recruiter. The evidence suggests that recruiters understand that too few women apply. One recruiter noted, “Well, we all know that more men apply. Those are facts.” Despite this acknowledgement, recruiters seemed aware of the organizational goals related to diversification. One recruiter stated,

“Everyone throws around, 20%, everything is 20% is what they're looking for but I started kind of crunching some of the numbers I'm like okay, well recruitment wise for application we've been anywhere from 20 to 25% per week for female applicants which is good but how many of them actually apply or actually make it through I don't know because that's on the back half.”

Importantly, the comment suggests that recruiting is isolated from the end goal of the overall process, as information about the outcome of the process is not always available to inform recruiters of their successes. Recruiters tended to discuss the reasons that women did not apply as frequently as men as a familial issue. Recruiters noted,

“It's family. So, the thing that's a turnoff for this job is it's a 24/7 operation. You will be working weekends; you will be working holidays. You might be working nights. You know, so it's who's going to take care of my kids? Who's going to be my support? So, I think that's a big challenge, because it takes a village...”
Indeed, recruiters indicated that family issues were a challenge early in their careers.

“So, I think [family's] a big obstacle, because when I was on patrol, I was on PM shift. I didn't see my kids the whole work week. So that can be mentally draining. I think, for a mother.”

Despite the challenge, recruiters noted that the perception that deputies might not be able to have a family are a common misconception among potential female applicants.

“There is a perception. Because I know we've been approached before like, ‘So, could you have family while you're law enforcement, or a deputy sheriff?’ Well yeah, absolutely.”

As well, recruiters indicated that family concerns about working in law enforcement may impact potential female recruits in other ways, such as receiving support from their parents. One recruiter noted,

“They come and they ask me, ‘So how does your [family take] it? What did you tell your parents so that they would be on board with it?’ That’s a lot of what I get.”

There was also some suggestion about the importance of mentorship to help new female deputies learn to balance family and work.

“When I first got on the department, there was a sergeant that pretty much told me, ‘Don’t be that officer that says I wish I would’ve spent more time with my kids. Because this job can get you wrapped up.’ So that’s why I’ve never been big into overtime.”

There was a notion that recruiters thought that the limited number of female recruits did not relate to organizational culture. One recruiter noted,

“I don’t know if it’s the department so to speak, I think it goes by just every individual. Because you’re going to just run into people who believe what they believe, and you’re just going to run into people who believe what they believe, and it just is what it is.”

On the other hand, recruiters did seem to note that perceptions about recruiting did impact individuals’ likelihood about approaching recruiters.

“So, I feel like if we get more - and I don’t know how to say it - like relaxed or maybe not. Still professional, but it’s a way to be a little bit more casual and still be a little bit more, seem more approachable.”

This may be particularly important when conducting outreach at community events given why people attended these events. Recruiters pointed out,

“Right, so like we’re going to Taste of Soul in mid-October. We know that that’s located, because that is a Black, African American community event. But they’re not there to talk to us. They’re there to have a good time. And so, it’s kind of like a conflict. It’s like, ‘We didn’t really have time. We’re drinking, we’re eating.’”

“We did the Pakistani independence festival. Lots of people, but we didn’t get a huge turnout, because everyone’s there to have a good time. They’re there to celebrate.”

Recruiters also noted the importance of female recruiting staff that may be more approachable for potential female applicants.

“And they'll sit there and wait, so if she's talking to someone, and I finish talking to someone, I'll ask, 'You have any questions?'[, and they will respond] 'I'll wait for her.'”

“As far as gender diversity, because some people just feel more comfortable talking, like I want to talk to her.”

“Yeah, and they'll tell you, 'I want to talk to a different person.' And they're not shy about it. I don't want to talk to you; I want to talk to that person.”

When interacting with potential female applicants, the recruiters shared various strategies they used to convey messages that they thought women needed to hear.

“And I'll say that in all my presentations. I'll say believe it or not, women make the best cops.”

“So, I try to stress that to women. It's not all about, 'Oh, I've got to chase down the gangster down the street.’”

Recruiters did understand the need for emphasizing diversity in marketing materials as well.

“Who's pictured graduating or who's pictured in the flyer, you know how many whites, how many Black [applicants], how many Hispanic [applicants]... how many males, how many females...”

Recruiters overwhelmingly understood the value of social media.

“Everything is all social media now. Everything is just, it's all blasted on social media. I don't see it because I'm not in the age demographic that they're reaching out to. The younger generations that's where they're at, it's all social media so I know, right now it's all focused on that, not 100% but the big focus is on social media.”

The importance of messaging on social media was also understood.

“Yeah, like she said, maybe like more deputy profiles where people are kind of just being more personal on social media about being women and whatnot. That might help.”

Despite this understanding, recruiters acknowledged that they would benefit from guidance about marketing.

“...about language, what can attract people to that looks nice or hey that looks really good and just by changing a couple words, little things like that. It's something that at our level we can do, we can change. We put out a lot of our social media and a lot of our posts... but having something that would work like that would be great.”

Recruiters also described that social media contact can facilitate personal contact.

“So, it's just more like, you can tell when someone's really interested and really cares. Or they say, ‘Oh, I saw you on social media, I saw you on the Instagram page. So, I came over here.’ You just know the difference.”

Regarding other technology for recruiting, recruiters understood how important the website is for recruiting. As well, they indicated it was a key method of sharing information throughout the process.

“There's a prepare button. I always tell them, go to that prepare button, because it tells you everything that you need to know about this process. It shows you videos, it shows you everything. Yeah, we'll pull them up, we'll show them academy videos, YouTube is our friend in these classroom presentations, because it's we have a lot of videos uploaded on YouTube.”

Despite the utility and importance of the website, recruiters were aware of limitations.

“And it's kind of where it is, you've got to scroll down, and it doesn't. So, you've got to look for it. So that might be a thing, they just don't see it.”

Beyond disseminating information, the value of tracking potential applicants' progress was viewed as a substantial benefit.

“We’ve got somebody that logged into our website. Then they clicked over here and then we followed a link to where, look at [whether] they actually applied or [if] they went to the page to apply. You can actually see some of the feedback.”

This value spoke to recruiting’s limited ability to collect data for self-evaluation.

“I wish there was a better way but what would something like that cost? Unfortunately, we’re a business... but if there’s a way to turn on, have a program that every person that’s interested when we get an inquiry and we put them into a database and are able to track that database all the way like okay they actually applied and then after that they apply, graduate from the academy, they’re graduating it’s just like, that would be ideal.”

Generally, recruiters expressed an openness to new ideas and a desire to improve.

“...There’s always room for improvement. If somebody came in with an idea and said hey, ...have you tried this approach, no we haven’t let’s talk about it, let’s see if it works and if it works, great. If it’s something, we’re always open. We’re always looking for a new way of bringing females, anybody.”

Despite indicating a desire to try new things and to improve overall, recruiters expressed that many of their ideas were not workable within the organization.

“And it’s probably, I don’t know if it’s like a political or whatever thing, but we get to where it’s like, ‘Okay, well we can’t do this, we can’t discuss this. We have to be strictly x, y, z.’”

“So, they were talking about, ‘Hey, how do we focus on women?’ I threw out a couple of different ideas. A lot of the concerns I’ve come across with women is the physical aspect of the job...Well I know we do pre-academy, not all women are going to be comfortable... having both genders there, they’re just not comfortable with it. Can we do a women-only thing where they can come, and they can work out? We can’t do that, because we can’t just say only women are allowed for this. And I was like, okay, cool... back to the drawing board.”

Other ideas were considered workable but were limited in their level of implementation.

“[We get asked,] ‘Well how can we target women?’ So, we start throwing out, we said, ‘Hey, we brought up this.’ And she then again, mentioned it. And they’re like, ‘Okay, sounds good. So, let’s do it during women’s month.’ So, we’re only going to do it during women’s month?”

Further, recruiters indicated that they had strategies that worked within the rules that accomplished the goals.

“We just started emailing all the women’s coaches at our colleges that we go to. So, we have a meeting with a softball team first. So, we’re going to meet with them. So that’s one way we can target women, but not target women.”

Recruiters noted that issues such as these had to be addressed at a higher level.

“That’s even above me.”

This sentiment was echoed in statements that suggested the push to get more women recruited and goals for the department had to be driven by the command staff. This included suggestions that the sheriff was committed to increasing gender diversification.

“In regards to women in law enforcement, it has come from the top down. Sheriff is really big on trying to get women on the department. And military. And he wants it to where there's 20% female across the board, for all areas. Deputy, patrol, specialized units...”

Conclusions from evaluation of recruiting and marketing

Overall the evaluation of recruiting and marketing efforts at LASD uncovered assets or positive signs that the organization might leverage in efforts to increase diversity within the department. As well, there were indications of substantial challenges that should be addressed to increase female applicants and to show the Department’s commitment to hiring more women.

Assets

- Over 40% of the LASD recruiters are women.
- LASD engages in self-study of recruiting by administering a recruiting survey to academy cadets
- Friends and family working within LASD are an important source of information for potential applicants.
- LASD recruiters understand the value of social media as a recruiting tool.
- LASD’s recruiting unit utilizes its own Instagram account.
- LASD recruiters seem aware of diversification goals.
- LASD recruiters seem aware that their behavior can have a substantial impact on potential recruits.

- LASD recruiters understand the importance of emphasizing diversity in marketing materials.
- LASD recruiters were generally open to new ideas and try to implement new approaches themselves.

Challenges

- LASD's mission statement does not include a direct statement about diversity.
- LASD's job description should include language illustrating inclusive benefits.
- LASD's neutral job description may not cultivate an inclusive image.
- There is a lack of female rank officers working in recruiting.
- Recruiting survey should be administered to applicants, and attempts should be made to survey persons who have not applied to determine why they do not do so.
- LASD's social media may not be adequately projecting a message of inclusivity.
- The LASD website, the most important tool for getting information to potential applicants, needs revision.
- LASD's recruiting unit lacks a recruiting mission statement which should also be posted on the website.
- Posts on Instagram may not be projecting a message of inclusivity.
- Posts on recruiting's Instagram may not adequately project a clear message about a commitment to diversity.
- Limited data are collected, reviewed, and reported back to recruiting after applicants move into the hiring process and beyond that inform recruiters whether the candidates were successful.
- Recruiting does not have the resources needed to track potential applicants or collect data for self-evaluation.
- Recruiters attending community events seem to struggle to connect with the individuals attending the event.
- Recruiters need direct guidance about marketing and recommended practices for messaging through traditional materials as well as social media.
- Organizational issues limit recruiting's ability to try innovative recruiting techniques.
- Recruiting needs more support, and command staff needs to enhance the organizational message that diversification is a primary goal.

Recommendations for marketing and recruiting

- Revise department's mission statement to convey a greater sense of inclusivity
- Revise deputy job description to convey a greater sense of inclusivity and to encompass the broader range of activities that deputies engage in deemphasizing the masculine culture of law enforcement.
- Revise department's website to convey a stronger commitment to diversity both within the department and within the community.

- Develop and implement a cohesive marketing plan in conjunction with a marketing firm designed to increase interest in careers within LASD among women.
 - Focus recruiting resources on efforts to recruit women which should serve to improve diversity within the department.
-
-

Chapter 4: Application Processing

While recruiting attempts to increase the number of applicants, the next stage, applicant processing, serves a different function. Although the overall goal of applicant processing is to hire individuals that will successfully complete the training academy and ultimately become sworn as deputies, applicant processing functions by subjecting applicants to a variety of tests and assessments to remove applicants deemed unsuitable from the hiring pool. This process is relatively standardized across law enforcement agencies in the U.S. and is largely based on national recommendation from almost 50 years ago - the President's Commission on Law Enforcement and Administration of Justice (1967) and the National Advisory Commission on Criminal Justice Standards and Goals (1973). Departments vary in the specific tests, rules, and standards used to determine applicant suitability, yet all law enforcement agencies implement these types of processes in attempts to produce candidates that will become the most competent officers.

Hiring processes in law enforcement are typically composed of multiple tests (or stages) that applicants either pass or fail. Importantly, failing at any stage typically results in disqualification of the applicant, who is immediately removed from the process to increase efficiency in administering the remaining stages (McQuilkin, Russell, Frost, & Faust, 1990). Common stages include written exams, psychological exams, oral interviews, physical agility tests, polygraph tests, medical examinations, and background investigations (Martin, 1991). Some research shows that neither male nor female applicants are more likely to successfully complete the process (Ho, 1999). Yet issues about this type of process and the tests employed persist.

This type of “weed out” process relies exclusively on the idea that candidates that have undesirable characteristics should be identified and removed from the process rather than utilizing a process where positive traits associated with good officers are identified and used to “select in” quality applicants (Sanders, 2008). Researchers have attempted to isolate the attributes of good police officers, but the work has resulted in little consensus. Key traits, such as intelligence, dependability, and common sense, have been shown to predict successful officers in some contexts (Sanders, 2003); however, these studies focus only on officer performance in limited contexts making them inadequate to demonstrate that these traits alone will predict a good officer.

Similarly, other factors often asserted to be valuable aids to hiring better officers have only been studied in limited contexts. For example, level of education is often discussed as a qualification criterion that should be important. However, research on education level has focused on limited outcomes such as attitudes toward abuse of authority (Telep, 2011). While research shows that officers with more education express more negative attitudes to abuse of authority, it provides no basis for concluding that higher level of education would improve officers’ performance in other ways. Likewise, personality traits, which are theorized to be important, have been shown to have limited capacity for predicting good police officers. This extends even to personality inventories (such as the Big Five) that have been shown to be predictive of job performance in other occupations (Sanders, 2008). Given these limitations, screening processes continue to predominantly utilize a “weed out” approach.

Research into the impact of screening processes in law enforcement on women have primarily focused on impact of physical fitness exams. While physical fitness exams were implemented to reduce the discriminatory impact of height and weight requirements, critics view

physical fitness exams as an extension of discriminatory action towards minorities and females (Birzer & Craig, 1996; Gaines et al., 1993). Empirical evidence demonstrates that women fail physical fitness exams at higher rates than men (Birzer & Craig, 1996). Results such as these typically demonstrate that female applicants not only fail physical fitness exams at higher rates than men, but often fail at substantially higher rates.

Physical fitness and agility tests fall within types of skills that are called *bona fide occupational qualities* or BFOQ meaning skills that are considered necessary to do a job successfully. Typically, BFOQ is established through a job analysis study. Given a lack of consensus about what skills are required to work in law enforcement, establishing BFOQ for tests used in applicant processing can be challenging. As a result, debate concerning the appropriateness of physical fitness testing in law enforcement hiring continues.

The debate persists in part due to existing job analysis studies that show that the majority of officers' time is spent without engaging in rigorous physical activity (Anderson, Plecas, & Segger, 2001; Maher, 1984). These studies question whether physical fitness tests actually reflect the physical demands placed on most officers. This issue is further clouded by the fact that very few law enforcement agencies require any physical fitness standard to be maintained after hire, necessarily implying that physical capacity is not a job requirement.

Proponents of physical agility tests assert that the percentage of time spent doing physical activity is irrelevant. Instead, they argue that the ability to perform the physical activity in crucial circumstances is a necessary attribute for law enforcement personnel (Collingwood, Hoffman, & Smith, 2003). Critical circumstances include situations such as handling resistant individuals. Despite these types of claims, physical fitness tests have yet to be validated against

these types of specific outcomes (e.g., predicting the ability to handle resistant suspects) (Avery, Landon, Nutting, & Maxwell, 1992; Hoover, 1992).

Considering the confusion surrounding BFOQ for physical fitness tests, many law enforcement agencies gender-norm their tests requirements. This approach is argued to account for the physiological differences that exist between men and women. Instead of using the same required scores for men and women, male applicants' scores are only compared against other males' performance. Similarly, female applicants' scores are compared against only other female applicants' scores.

Based on the insights of the literature presented, this chapter evaluates the Los Angeles Sheriff's Department's (LASD) applicant processing procedures. First, the hiring process is outlined. Next the qualification criteria for employment with LASD are evaluated and compared to other departments. After that, LASD's physical fitness tests' requirements are evaluated and compared to other departments. Next, a 'barriers analysis,' was conducted which isolates stages within the overall hiring process that represent obstacles to women. The barriers' analysis examined data from LASD that dealt with written exams, physical fitness exams, and the structured interview. Finally, attitudes toward the overall process are assessed through a qualitative assessment of recently hired cadets' experiences with the hiring process.

LASD's hiring process

The hiring process at LASD follows a typical pattern for hiring within law enforcement agencies in the U.S. The process involves the following steps:

1. Application and supplemental questions
2. Written test
3. Physical ability test
4. Structured interview
5. Document intake
6. Background investigation

7. Administrative review
8. Medical and psych evaluation
9. Pre-academy consultation
10. Academy training

The first step, the application and supplemental questions collects information on requirements, provides information about work conditions, and collects background information used to ensure that candidates meet the department's minimum standards. Candidates who are disqualified must wait a minimum of 12 months after the date of disqualification to reapply.

The next step is the written test, a 60-item multiple choice test administered on a computer that assesses eight domains: (1) vocabulary, (2) reading comprehension, (3) clarity in writing, (4) spelling, (5) grammar, (6) deductive reasoning, (7) inductive reasoning, and (8) data interpretation. LASD provides a study guide and practice tests which are found online. In addition, California Peace Officer Standards and Training (POST) offers an additional practice test.

The Validated Physical Ability Test (VPAT) is composed of four tests: push-ups, a 75-yard run, sit-ups, and a 20-meter shuttle run. Candidates are strongly encouraged to work out and be in good physical condition prior to taking the VPAT. The department allows applicants unlimited opportunities to pass the VPAT within the 12 months following candidates' first scheduled VPAT appointment.

The structured interview is administered to candidates who pass the VPAT. The POST-mandated structured interview evaluates candidates' experiences, problem solving abilities, interest and motivation, interpersonal skills, community involvement and awareness, and communication skills. Candidates who fail the structured interview must wait three months to reapply.

Prior to the background investigation, candidates complete a pre-investigative questionnaire that asks questions about narcotics use, theft, arrest history, domestic violence, and driving history. The background investigation includes discrepancy interviews, fingerprint search, polygraph examination, law enforcement agency checks, residency checks, and employment checks. The background investigation is estimated to take approximately three months to complete. In addition, candidates complete a ride along, a jail tour, an orientation, and a polygraph examination.

The administrative review occurs next followed by the medical and psychological evaluations. The medical evaluation assesses physical ability to ensure that candidates can meet the physical demands of the job. The psychological evaluation consists of a four-hour test followed by an evaluation by a psychologist. The medical and psychological evaluations take approximately two months to complete, and candidates who do not pass either stage must wait a minimum of 12 months to reapply. Finally, successful applicants attend a pre-academy consultation and are admitted to the training academy. Other than the timelines noted, LASD advises applicants to allow up to three weeks between each task.

Qualification criteria

LASD reports the minimum requirements for employment as a deputy as:

- 19 ½ years old
- US High School Diploma
- US Citizen or permanent resident in the process of applying for citizenship
- Valid driver license
- Good general physical fitness

LASD clarifies that previous felony convictions are an immediate disqualifier, with all other background issues evaluated on a case by case basis.

Physical fitness test

LASD utilizes a physical fitness test to predict applicants' likelihood of passing the Work Sample Tests Battery (WSTB)¹, a POST-mandated physical fitness test that cadets must pass at the end of the training academy. Cadets who cannot obtain a passing score² fail the academy.

The WSTB requires cadets to:

- Climb over a 6-foot chain link fence
- Climb over a 6-foot wall
- Drag a 165 pound dummy
- Complete a 500-yard run
- Complete a 99-yard obstacle run

LASD previously utilized a physical fitness test called the VPAT (Validated Physical Ability Test). The original VPAT included a 75-yard obstacle course, an arm endurance test, sit-ups, and a 1.5-mile run. The VPAT was later revised to include push-ups with the original four tests to address academy training staff's request to better assess upper body strength (Avery, Landon, Nutting, & Maxwell, 1992; Hoffman, Hsiao, Valle, Tashima, & Ramirez, 2019). The revised test was labeled the VPAT-R.

In November of 2018, LASD again modified the physical fitness test, adopting the VPAT-S. The VPAT-S replaced the VPAT-R's 1.5 mile run with a 20-meter-shuttle-run (20MST)³. The change was based on a request from LASD's applicant processing staff to replace the 1.5 mile run to simplify the administration of the physical fitness test. LASD's internal organizational psychologist performed a validation study on the VPAT-S (Hoffman et al., 2019).

¹ WTSB is discussed in greater detail in Chapter 7: POST.

² Cadets are allowed one retest after remediation.

³ As well, the arm endurance test in the VPAT-R was dropped in the VPAT-S.

The validation study reflects LASD's attempts to limit differences in passing rates between male and female candidates while maintaining both tests' validity at predicting candidates' abilities to pass the WSTB. The evaluation demonstrated that the modified VPAT-S that incorporated the 20MST was a valid predictor of passing the WSTB. The research demonstrated that the VPAT-S may result in lower differentials in passing rates for male and female candidates than the previous test. As well, the research showed that any changing of the relative scoring of different components within the test to increase passing rates for women resulted in diminishing returns. Despite these findings, the VPAT-S was noted as still having lower passing rates for women than men. LASD's organizational psychologist addressed this issue by indicating the need to maintain the validity of the test to predict cadet's performance on the WSTB⁴.

Often, failing any part of a physical fitness test scored this way results in failing the overall test. LASD's VPAT-S is not scored this way. VPAT-S is scored as a combined battery where scores from each part are weighted and added to render a total score. Only the total score determines whether candidates pass or fail; however, LASD does not publish the weighting.

'Barriers analysis'

LASD provided data for the barriers analysis. The data covered 33,773 individual applicants that attempted at least one part of the hiring process at LASD between May 10, 2016 and November 29, 2018, a 30-month period. Initial review of the data indicated that 7,894 cases did not include information on gender or race/ethnicity and 282 cases that were transfers from previous exam administrations. These individual cases (8,176) were removed from the sample resulting in a final sample of 25,597 individuals. Of these individuals, 6,867 (25.8%) were

⁴ LASD estimates that the cost to train a cadet who fails the WSTB and therefore fails the academy is almost \$110,000 (Hoffman et al., 2019).

female while 19,726 (74.2%) were male. Additional demographic information for the applicant sample is presented in Table 1.

Table 1: Demographics for Applicant Sample

	Male	Female	Total
White	3,538 (81.7%)	793 (18.3%)	4,331
Two or more	435 (78.5%)	119 (21.5%)	554
Black	2,441 (61.8%)	1,508 (38.2%)	3,949
Hispanic	11,093 (74.3%)	3,828 (26.7%)	14,921
Native American	80 (75.5%)	26 (24.5%)	106
Asian	1,420 (84.8%)	255 (15.2%)	1,675
Total	19,017 (74.4%)	6,529 (25.6%)	25,546

Note: Sample size for Table 1 is different than reported above (25,572) due to listwise deletion for missing data

The written exam data included exams administered between May 10, 2016 and October 1, 2019. While the entire sample of 25,597 individuals with valid data was eligible to take the written exam, 7,880 individuals did not attempt the written exam. Of these individuals that self-selected out before the written exam, 2,487 were female (38% of eligible women) while 5,393 were male (28.3% of eligible men). Attrition prior to the written exam was significantly related to gender ($\chi^2 = 216.3, p < .001$). As well, attrition was significantly related to race/ethnicity ($\chi^2 = 1000, p < .001$) with substantial attrition among Black applicants prior to the written exam (almost 50 percent of Black applicants chose not take the written exam). The results suggest that written exam represents a barrier to increasing female and Black participation within LASD. It is unclear as to why women and Black applicants chose not to take the written exam. Previous research (e.g., Cordner & Cordner, 2011) suggests that women might not “think they can get hired” (p. 213) or that “women have other employment options that are more attractive” (p. 213) and may opt out of the process. For Black applicants, there are no studies that have found these types of results and we cannot speculate about the reasons for not taking the written exam.

Additional research should be undertaken to determine the reasons that women and Black applicants did not go further in the process.

Of the 17,717 individuals who took the written exam, 4,893 (27.6%) failed. Of those that failed, 1,330 were female (32.8% of eligible women) and 3,563 were male (26.1% of eligible men). Failing the written exam was significantly related to gender ($\chi^2 = 71$, $p < .001$). As well, failing was significantly related to race/ethnicity ($\chi^2 = 308.5$, $p < .001$). This relationship was primarily by Black and Hispanic applicants failing at higher rates (33.4% and 30.4% respectively). The results demonstrate that the written exam is an obstacle for female, Hispanic, and Black applicants who have traditionally been shown to score lower on other forms of standardized testing like the SAT (Marklein, 2009). Lower average performance for these groups has been shown to suppress diversity in other fields (Miller, 2014).

The next set of analyses evaluated the physical fitness exam. Physical fitness data included valid information for 12,795 individuals who were eligible to take the physical fitness exam between January 9, 2016 and November 29, 2019. In total, 2,190 (17.1%) of these individuals did not attempt the physical fitness exam. Of these, 800 were female (29.4% of eligible women) while 1,390 were male (13.8% of eligible men). Attrition was significantly related to gender ($\chi^2 = 369.6$, $p < .001$) and race/ethnicity ($\chi^2 = 304.7$, $p < .001$). The relationship with race/ethnicity was driven primarily by Black applicants, over 32 percent of whom did not attempt the physical fitness exam.

Of the 10,605 individuals who attempted the physical fitness exam, 1,439 (13.6%) failed. Of the individuals who failed the physical fitness exam, 813 were female (42.4% of eligible women), while 626 were male (7.2% of eligible men). Failure was significantly related to gender ($\chi^2 = 1700$, $p < .001$) and race/ethnicity ($\chi^2 = 45$, $p < .001$). The relationship between failing the

physical fitness exam and race/ethnicity was primarily driven by Black applicants, of whom over 20 percent failed the exam. The combined results of the attrition and failure rate analyses at the physical fitness stage indicate that the physical fitness exam is a barrier to diversification. Unfortunately, we could not determine why applicants failed the physical fitness exam. More research is needed to find answers to this question. .

The next set of analyses evaluated the structured interview. The structured interview data included valid information on 2,238 individuals who were eligible to attempt the structured interview between July 30, 2016 and October 3, 2019. Of the individuals who were eligible to attempt the structured interview, 607 (27.1%) chose not to. Of the individuals who chose not to attempt the structured interview, 41 were female (20.6% of eligible women) while 499 were male (26.1% of eligible men). Attrition at the interview stage was significantly related to race/ethnicity ($\chi^2 = 46.5$, $p < .001$) with Black and Asian applicants not attempting the interview at higher rates than other groups (over 30%). Unlike the previously reported stages, the structured interview does not represent a barrier to gender diversification. It does, however, represent a barrier to racial/ethnic diversification. Again, more research is needed to determine the challenges faced by applicants during the structured interview.

The final stage of the barrier analysis was the background investigation. In total, 3,647 individuals were analyzed at this phase. Data were available for the period of July 30, 2016 to October 3, 2019. Of the 3,647 individuals, 2,726 (74.8%) were disqualified. Of the individuals disqualified, 292 were female (64.5% of investigated women) compared to 2,343 who were male (76.2% of investigated men). Disqualification was significantly related to gender; in this case men failed at a higher rate than women ($\chi^2 = 29$, $p < .001$) and race/ethnicity ($\chi^2 = 32.1$, $p < .001$). Disqualification was related to race/ethnicity primarily due to Black applicants being

disqualified at higher rates than other groups (88.1%). The results demonstrate that the background investigation is a barrier to racial diversification.

The disqualification data were further evaluated to determine the reasons that individuals were disqualified. In total, 2,154 individuals were disqualified for a single reason. The remaining individuals were disqualified for two to 11 reasons. Table 2 presents the disqualification rates for men and women by reason. For men (in terms of rank order by percentage), disqualification occurred primarily for decision making, followed by conduct, integrity, illicit sex, and narcotics. For women, the primary reasons for disqualification were decision making, integrity, conduct, conscientiousness, and narcotics.

Table 2: Disqualification Reasons by Gender

Reason	Women	Men
<i>Conduct</i>	106 (17.8%)	1,086 (24.8%)*
<i>Narcotics</i>	71 (11.9%)	620 (14.2%)
<i>Integrity</i>	119 (20%)	876 (20%)
<i>Falsification</i>	43 (7.2%)	419 (9.6%)
<i>Credit</i>	10 (1.7%)	166 (3.8%)*
<i>Employment</i>	13 (2.2%)	89 (2%)
<i>Decision making</i>	172 (28.9%)	1,503 (34.3%)*
<i>Conscientiousness</i>	88 (14.7%)	579 (3.2%)
<i>Criminal background</i>	21 (3.5%)	197 (4.5%)
<i>Stress tolerance</i>	11 (1.9%)	130 (3%)
<i>Theft</i>	14 (2.4%)	69 (1.6%)
<i>Traffic</i>	9 (1.5%)	80 (1.8%)
<i>Illicit sex</i>	50 (8.4%)	486 (11.1%)*
<i>Impulse control</i>	8 (1.3%)	95 (2.2%)
<i>Interpersonal skills</i>	3 (0.5%)	177 (4%)*
<i>Other substance</i>	4 (0.7%)	31 (0.7%)
<i>Communication</i>	4 (0.7%)	29 (0.7%)
<i>CA standards</i>	13 (2.2%)	94 (2.2%)

*Significantly higher at $p < .05$.

Overall, however, when comparing men to women, none of the disqualification reasons disproportionately impacted women. Men were disqualified at significantly higher rates for conduct, credit, decision making, illicit sex, and interpersonal skills.

Qualitative assessment of applicant processing

To better understand how female applicants experience LASD's hiring process, a focus group was conducted with three recently-hired female cadets. The cadets expressed that they were interested in LASD for a variety of reasons.

"With the county there's so many different options. I know with LAPD, they do have a lot of options, but it's mostly Los Angeles, and I live in [OMITTED], so I'd want to work in Norwalk or somewhere like that. And my brother-in-law also works for the Sheriff's department. And [another relative of mine] does too. So, it's just with my family..."

"And they're also the Sheriff's in my community. . . I deal with them on regular basis. I just like them."

The cadets were interested in working at LASD despite bad publicity. The cadets seemed to distinguish between the organization and the behavior of individual deputies.

"I mean LASD's always on the news, but."

"I think when there's something bad to do with the department, they tell them broadcast it more. And then say I were to do something. They're going to obviously label the whole department being like that."

The key issue that emerged about the hiring process was the length of time that it takes to get through the process. One cadet noted that the process took almost a year.

"I feel like it was slow for me. I applied back in October, so it's going to be a year next month."

"And it surprised me that my background took so long."

The hiring timeline was important, as the cadets indicated they had applied to multiple agencies simultaneously and that they took the first position available.

"I just applied to both [LASD and LAPD] and [waited to] see who hired me first."

"I wanted sheriff's, but they did hire me first. I'm still in the background process with LAPD, and I applied for them both [LASD and LAPD] around the same time."

"It [was] six months for both of them [LASD and LAPD]."

Still, the cadets appreciated that they had some control over the timeline with LASD, something that was not true for other agencies.

“The sheriff’s department, they give you your appointment dates. With LAPD, you have to appoint yourself to your site, to your medical and all of that.”

The cadets reported that they did not believe that they were treated differently than male applicants during the hiring process. There were some gendered questions, but the cadets thought that these were acceptable.

“No, I mean just normal. Like, oh do you have any kids? But that’s because we’re women, right?”

These cadets noted that passing a gender-normed test used in the medical evaluation caused issues with male applicants.

“And then also the treadmill test. It’s a minute and a half less than the guys.”

“I don’t know exactly what it is, but it was like a minute and a half less, and I overheard a guy at the medical saying, ‘Oh well why is theirs a minute and a half less than ours?’”

“I remember I was the only female getting the test and one of the guys was like, ‘Yeah but for you guys it’s easier because you guys only have to go a minute less.’”

This issue created challenges for cadets even once they had made it through the hiring process and were accepted into the academy.

“I guess this morning when I went to the pre-academy consultation. . . It was a room of 25 men. I got there about an hour early, and there’s only a couple of the recruits. They were speaking about how the treadmill test was hard for them, and then I got into the conversation. I was like, “Yeah, stage number four was hard for me.” And they all were just kind of like, ‘Oh, okay, whatever, whatever.’ And then I had to kind of establish no, I’m telling you, it was hard. I’m being honest. Just because I’m a female doesn’t mean anything.”

Still, these issues were not unexpected by the cadets who expressed that they would have to prove themselves to their male colleagues. One cadet expressed awareness of this issue based on earlier experience with the department.

“No, I knew that I was essentially going to have to fight for my position in a way. Prove myself, I don’t know.”

“[I knew I would have to] work just a little bit harder.”

My family members would be like, ‘Oh, you know, you’re going to have constantly guys telling you, oh [you] knew that [you would have to work harder].’”

“Yeah, I saw it [that I would have to work harder] when I was an Explorer.”

During the conversation, the cadets indicated that they were not concerned about working custody.

“It’s kind of like starting to swim. You go in the shallow end first. And I’m not saying it’s shallow at all. But you’re just getting more involved in learning about the criminals and, or the inmates or whatever you want to call them. And rather than just going straight to the streets without even knowing.”

“I think it’s kind of like a tool that’s going to help you before you get into the streets. Because a lot of people when they say, or at least when I was in high school, they were like, ‘Wow you’re going to apply for the Sheriff’s Department?’ They’re like, ‘But you have to work custody.’ It’s like, yeah but I know that’s a step that you have to do. I know I’m not going to graduate the academy and all of a sudden be in SWAT or something. I know you got to take small steps.”

However, the cadets did indicate that the largest issue that they faced was the impact that working at LASD would have on their familial obligations.

Conclusions from evaluation of applicant processing

Overall, the evaluation of applicant processing at LASD uncovered assets that the organization might leverage in efforts to increase diversity within the department. As well, there were indications of substantial challenges.

Assets

- LASD's eligibility criteria are slightly more flexible than many departments.
- LASD employs an organizational psychologist who performs validation studies on various hiring tests.
- LASD scores the physical fitness exam as a combined score reducing the possibility that poor performance on one of the components of the test (e.g., push-ups) will alone disqualify a candidate.
- LASD has recently (November of 2018) updated the physical fitness exam which evidence shows has less impact on female applicants than the previous exam.
- LASD allows applicants to schedule some of their own appointment dates during the hiring process.

Challenges

- The written exam is an obstacle to female and Black applicants.
- The physical fitness test is an obstacle to female and Black applicants
- The structured interview is an obstacle to Black applicants.
- The background investigation is an obstacle to Black applicants.
- The length of time that the hiring process takes is too long.
- Even as early as the application process, female applicants believe that they will have to prove themselves or work harder than male applicants.
- This attitude can be the result of previous experiences with LASD, such as the explorers' program.
- The familial impact of working at LASD becomes an issue for women during the application stage.

Recommendations

- Establish a mentoring program designed to support female applicants throughout the hiring process.
- Revise and replace written and physical fitness tests to remove obstacles to female applicants.
- Establish that diversification is an organizational goal, and adopt a target much higher than 20%.
- Regularly collect, evaluate, and report data on recruiting and hiring processes to increase focus on diversification.
- Simplify the hiring process and shorten the amount of time it takes to go from application to academy.
- Remove administrative hurdles to activities like female-only training classes to prepare for hiring process tests.
- Challenge POST training standards which serve as the basis for obstacles in applicant testing.
- Conduct additional research to determine why the written exam, the physical fitness test and structured interview are obstacles to women and racial/ethnic groups.

Chapter 5: Training Academy

Applicants who successfully complete the hiring process next attend a training academy to prepare them to perform their jobs within the organization. Training academies typically follow a traditional training model that primarily focuses on technical skills including marksmanship, driving, and tactics while focusing less on other aspects like communication (Chappell, 2008). Several studies have suggested that training academies negatively impact female cadets. Training academies utilize a paramilitary style that reinforces the idea that law enforcement must reflect hyper-masculinity (Chapell & Lanza-Kaduce, 2010). As such, the academy legitimizes hegemonic masculinity and marginalizes female cadets (Acker, 1992).

Research shows that this results in cognitive dissonance for female trainees, and cognitive dissonance often results in resignation (Haarr, 2005) The cognitive dissonance experienced in training results from disparity in what recruits believed law enforcement would be like and what they actually experience in the academy. The disparity relates to a recognition that attitudes about appropriate (or inappropriate) work behaviors differ classmates' attitudes. Typically, female recruits experience this disconnect because of gender discrimination (Haarr, 2005). These experiences may relate to a 'hidden curriculum' that supports masculine dominance over female recruits (Prokos & Padavic, 2002). This hidden curriculum relates the expressions that masculinity is an essential requirement for working in law enforcement. As a result, the message suggests that that women do not belong in law enforcement careers. Research suggests that academy culture excludes and denigrates women through exaggerating sex differences and is largely responsible for the low representation of women in law enforcement careers.

Based on the key insights of the literature presented, this chapter evaluates the impact of the Los Angeles Sheriff's Department's (LASD) training academy on female cadets. LASD reports that since January of 2019, 51 women have separated from the training academy. First, data on academy attrition are analyzed. The process considers whether there are differential in rates of attrition for female and male cadets. As well, reasons including physical training failure and medical separations are explored. Next, to understand why women may leave the academy, issues within that academy are assessed using two separate approaches. First, an analysis of survey data collected to isolate the presence of cognitive dissonance among female cadets and to identify issues related to sexual harassment is presented. Next, a qualitative assessment of interviews and a focus group conducted with academy instructors is presented.

Academy attrition

To assess differences in academy attrition by gender, data were collected on 1,212 academy cadets of whom 234 were female recruits and 978 were male recruits. These individuals attended the LASD training academy between January of 2017 and March of 2019. The data showed that the average attrition rate from the academy during the time period was 20.4%. In total, 29.5% or 69 female cadets left the academy without completing training. In contrast, 18.2% or 178 male cadets left the academy. The difference was statistically significant ($\chi^2 = 17.1, p < .001$). There were no statistically significant differences across racial/ethnic groups for failing to complete the academy.

To better understand this phenomenon, differences in the reasons for leaving were explored. The two reasons explored were failing the physical training and separating due to injury. Sixteen female cadets or 6.8% left the academy due to failing the physical training. In contrast, only 1.4 % of male cadets (14) failed the physical training. Beyond failing the physical

training, 13 female cadets (5.6%) separated for medical reasons. Of these, five (38.5% of female medical separations) were related to physical training injuries. In contrast, 39 male cadets (4%) separated for medical reasons. Of these, 18 (46.2% of male medical separations) were physical training related. A total of 40 other female (17.1%) cadets left the training academy for unknown reasons. In contrast, 125 male cadets (12.9%) left for unknown reasons.

Academy training survey administered by JSS

To isolate issues within LASD's training academy, an academy training survey was administered by Justice & Security Strategies (JSS). The survey was administered to 161 cadets from the LASD's 440th and 441st academy classes. The surveys were administered at the Biscailuz Regional training center and the LASD Recruit Training Unit on 9/24/2019 and 11/24/2019. The survey collected information about a variety of factors related to the likelihood that individuals remain with an organization and cadets' experiences within the training academy (see Appendix C: pp. 155-164).

'Grit' (Duckworth & Quinn, 2009) is a standardized scale measuring two dimensions - consistency of interest and perseverance - that are demonstrated related to the likelihood that an individual continues working within an organization. The 'coping with feedback' scale (Shannan et al., 2013) measures an individual's ability to cope with advice. This type of scale is used to measure an individual's reaction to a training environment. Similarly, the adversity, pressure, and goal-setting scales (Smith et al., 1995) are included to incorporate additional dimensions about an individual's reaction to a training environment. In contrast, belonging, motivation, and effort expenditure (Smith et al., 2014) are included to measure individual beliefs about the training environment. Particularly important to note is that the effort scale is a comparative scale measuring an individual's sense of how much effort is required compared to other individuals.

Five additional coping scales (problem-focused, detachment, wishful thinking, social support, and positive focus) (Folkman & Lazarus, 1988) are included to measure differences in the adaptations that individuals adopt in reaction to the training environment. The genuineness, communication, comfort, and development scales (Gregory & Levy, 2010) measure individuals' belief about their trainers. The work family conflict scale and the family work scale (Netemeyer et al., 1996) measure the extent to which an individual believes that work interferes with their family (work family) and the extent to which an individual believes that family interferes with their work (family work). Familial and friend support (Cullen et al., 1985) measures individuals' sense that they have support outside the academy. Affective, continuance, and normative commitment (Myer & Allen, 2004) measure an individual's reasons for continuing (as opposed to leaving) an organization. Affective commitment reflects an individual's emotional connection to an organization or members with that organization. Continuance commitment reflects the costs and benefits of staying or leaving an organization. Normative commitment reflects commitment arising out of a sense of obligation.

The collegial scale (Haines et al., 1991) reflects individuals' beliefs about their peers within the training academy. The cognitive dissonance was developed using 14 items that have been identified as relating to cognitive dissonance in law enforcement. Finally, the general self-efficacy scales (GSE and NGSE) (Schwarzer & Jerusalem, 1995; Chen, Gully, & Eden, 2004) measure internal beliefs that individuals hold about their ability to achieve.

Analysis of the survey data indicated that female cadets believed that they had to expend more effort than male cadets to be successful and that female cadets had fewer friends that they could talk to about issues at the academy. Non-white females experience higher levels of work family conflict and family work conflict than either white females or non-white males. Levels of

reported sexual harassment were low; however, there was limited evidence that some cadets (at least five) overheard suggestive stories, offensive jokes, crude or offensive remarks or oversaw the use or distribution of sexist or suggestive materials (e.g., pictures, stories, pornography) when interacting with members of LASD. Other more serious issues were reported by fewer than five respondents (see Appendix C: p 164 for more detail).

Qualitative Assessment of Academy

Qualitative assessment of the training academy was completed by collecting data from a focus group of three academy instructors and conducting interviews with two additional instructors. Instructors largely discussed the need for rigorous training in the context of the challenges faced by deputies when working patrol. This extended to tactical training as well where the value was asserted to be related to the need for physical strength on the job.

“[It matters] first and foremost, for defensive tactics. While [deputies are] taking a punch or throwing a punch, effectively neutralizing a threat. Usually, the people that we encounter are male subjects who are stronger or female subjects who have encountered physical altercations a lot more than a deputy sheriff trainee. Most deputy sheriff trainees come in, have never been in a fight ever.”

Often this related to where cadets were mentally and physically at the start of the academy. Instructors asserted that they work with every cadet to address whatever limitations they believe the cadets have.

“So, we put people that we think need the extra training to kind of build their confidence, because some of them look really scared [when they] come in here. Then other ones, eventually they build confidence and they're alright... eventually they get it.”

“The [cadets] that we see that are weak or that need that extra attention, we bring them in here. We try to build up [their] confidence.”

Despite the claims of individual attention, instructors noted that time limitations mean that they cannot help all cadets.

“I do try to give everybody attention. I mean it’s difficult, but we try [to do] what we can. Some [cadets] stand out like sore thumbs, but then you can only waste so much time on that person to move on to the next.”

However, instructors were steadfast in the belief that the way they train cadets, particularly female cadets, prepared them for their future work as deputies.

“If a [female deputy trained here is] involved in a physical altercation, [she] might not be as physically strong, but [she’ll] know how to protect myself. I’m confident with that.”

Despite the need to be prepared, some instructors expressed the idea that female deputies did not have to change who they are to do the job.

“With patrol, I think there’s an expectation too that women have to be very hard, edgy, very non-emotional when on patrol... You have to lose some of that. I think [that we need to] show them that you can still be a human being and still be yourself, your personality, but just be safe and more confident.”

To help cadets transition into their roles, instructors admitted that they were very strict in the beginning of the academy.

“So, for the first eight weeks, we’re very on detail, detail, detail. So, we wear covers. Every time they see us in our uniforms, we’re wearing our covers and we’re very stern, very strict. Then usually like beginning of week eight or once they have their preliminary role playing... we’ll remove the covers and start going more into a mentoring phase. Kind of ease up on all the being so strict and start showing more of a personal side and being more teaching and talking and mentoring.”

Cadets with military backgrounds were distributed between different platoons, a practice that the instructors asserted helped other cadets acculturate.

“If there are military recruits, [we] put an equal amount in each platoon because that’s really big for us... Military recruits ... have been in an Academy of some sort. They were in bootcamp, so they understand how this would work for them. Some of these kids, and I say kids because they look like kids to me, they’ve never been in this kind of situation.”

The academy follows a similar protocol with female cadets distributing them evenly between platoons.

“Okay, so [recruits with military backgrounds] help out a lot as far as whether it be marching orders, protocol, little things like that, and then we also put equal amount of female recruits [in each platoon]... So, for example, this class has an average of two to three females in every platoon.”

Instructors asserted that the key reason that some cadets drop out related to the difficulty of the academy.

“We’ve had two that just [decided] this is not for me... I don’t know if they realize that it’s actually difficult, but some of them they just have no [idea]. I mean they just quit.”

“I mean I don’t know what they expect. They expect it to be easy.”

Instructors assert that the academy reflects the reality how difficult working in law enforcement can be. That, according to instructors, explains how cadets with naïve beliefs come to realize that law enforcement is different than they expected.

“I think that most of them don’t understand what really goes on. So, when they come in here, they just want to wear a uniform, and [drive] a patrol car and they think that they’re not going to deal with what’s really out there...”

“They think they’re going to be handing out stickers and walking around with kids and having a cup of coffee and high fiving the community all the time.”

Instructors reiterated that these views about working in law enforcement did not include the reality of how challenging things can be.

“[In some areas] you’d be driving down the street and you could feel the hatred people had for you.”

“You could feel it. Just driving down the street. I’ll never forget, I had a 10 year-old in a car, as I drove by say, ‘the police’... I back it up and I see this lady in a van with the door open... It was basically a van full of foster kids, and one of the foster kids was a kid in there telling ‘F the police’. I don’t think [recruits] realize that.”

“I feel like we get recruits that are just like, ‘I want to serve people,’ And I love that. But I ask them, ‘Well, so why aren’t you a teacher or a social worker? Why do you want to be a cop?’ I want to make sure that they can do everything well. I want to [train] recruits who can do both, and who I’m like man, if my mom and dad call 911, I’m okay with that kid coming over there.”

“I think they have a genuine heart for being a police officer to take bad people to jail and to exact justice for victims. But I think they struggle to sometimes realize what that might entail to actually do that. Because I know, I’ve had conversations with them about that. I think they struggle. ‘So, I could put my hands on them then, right?’, and I say ‘Well yeah, because you’re going to get hit. You’ll get hurt.’ I think it’s just a hard thing for them, just...’ Oh, I don’t want to get hurt.’ That’s what they say all the time... It’s a hard conversation to have.”

Instructors believed that disillusioning cadets, particularly about safety issues that deputies face, causes some cadets to leave the academy.

“We show that video that involved the shooting where the Vietnam vet takes the officer’s life. That washes out the people that don’t realize this job’s not safe.”

Given the way instructors view the job, they asserted that they did not treat female cadets any differently than male cadets.

“Whether you’re female or male, I expect the same out of you as I expect out of him. Okay. There is no ‘we’re going to go a little easier on you or we’re going to go a little harder on you’. No, it goes equally the same.”

“When I interact with the female recruit, I think of them as my future trainee. I want to get them ready for that day and make them a success...”

These views supported a general belief that instructors do not treat female cadets differently.

“I don’t really see gender when we they come in... we treat them all the same. I’ll yell at a male and a female just the same way.”

As well, the academy utilized some strategies to put female recruits in positions where they can succeed and serve as role models for other female cadets.

“From the beginning of the academy, there’s always [a cadet] in charge of the class. So, we usually will alternate male then female to put them up there. Well the male that we have now is having a really hard time and we’re seven weeks in... Now, we just had a female up there. It was rough for her at the beginning, but she timed it up, got strong, and was able to able to do all her orders and everything fine. Which was a good example for the class because they see like, oh great, who’s up there, and then they say man, she’s really getting it down. So, I assume that they [are] starting to build some respect for her. Wow, she went up there and [look] how she handled it.

We've had two females [in charge of classes] already, and I think they did better than the males that we had."

In fact, instructors acknowledged that female cadets can outperform male cadets on various tasks. Instructors contend it is largely about individuals. However, they admit that the difference in physical strength between most female and most male cadets can impact female cadets.

"At our work sample test battery, I saw females performing better than their male counterparts, so that's not always true in all aspects. But to make a blanket statement, it would just be strength, physically strong. Not mentally, but physically stronger."

"Just overall performance physical training. If you're weaker, you're going to struggle."

Still, instructors assert that female recruits can perform well in the academy despite the physical strength differences.

"I would definitely say the strength [difference]. I tell them that, too. I say, 'Look, God created males stronger than females at times, especially when it comes to upper body strength. I don't expect you to be as strong as [a man], but I expect you to be as strong as you can be.'"

Still the strength difference was related to injury in training, something that commonly results in cadets having to leave the class.

"One particular recruit walking down with her gear, got hurt and just couldn't continue. Other ones had injuries as far as they weren't injured, per se. It wasn't so bad that they couldn't continue, but they had restrictions."

In addition, female recruits were noted as not doing as well with firearms due to physical strength and generally smaller features.

"Usually the shotgun... just because physically their hands are smaller."

"We have a training shotgun here, but our shotguns, we've transitioned from a lighter shotgun rifle system to a heavier [shotgun]. Holding a weight out in front of you and then managing the recoil and then having to test with that along with now testing with your handgun, that taxes [female cadets] a lot."

“We just got word of our failures for the range, and usually, if they fail certain things with the shotgun, it usually just has to do with the fact that they’re just exhausted. Because the rounds that we use are the buck shot, so eventually, something’s going to hit the target, but I think over time, they just become very weary themselves.”

But some instructors were quick to point out that firearms can be problematic for male recruits as well.

“We have equal male and females that fail in range. We have a kid in our class right now that is a male, who was in my last class, who failed the range. So, now he’s in this class.”

Another aspect of physicality, the six-foot wall, was noted as an issue for female cadets. Importantly, instructors noted that this was a California Peace Officer Standards and Training (POST) requirement.

“Women fail at jumping that six-foot wall. . . that’s POST-mandated.”

Instructors believed that female cadets often leave training due to issues in their personal lives. This was tied to their relationships.

“As far as I would know, their relationships [limit the number of women who want to work at LASD]. Who wants their wife or their girlfriend to be a police officer and be put in such a dangerous job?”

“Let alone working with all these men.”

As well, instructors discussed the fact that other cultural beliefs impact cadets’ family members’ attitudes about them pursuing law enforcement careers.

“It’s a cultural thing too.”

“I know that in the Korean culture, if you’re in law enforcement - males or females - ...you’re shamed because... police officer[s] in Korea, [are] usually like 16 or 17 year-old boys... kind of like security guards. That’s how they look at a law enforcement officers in their country. So, when they come here, they have that same concept, and then they look at us as like security guards. And it’s wait, wait, wait. No.”

Instructors noted the need for female role models, and that female deputies with a warrior attitude would be better recruiting tools than recruiting messages suggesting diversity and community service.

“She has actually done it. So, she’s not a token female. No, she’s a warrior, and you got to find people like those stories and then have them in charge of recruiting.”

This was related to the idea that LASD’s recruiting unit does not attract the right kind of recruits.

“We may have people in recruiting, that have been recruiting for a very, very long time, and they may be [working there] because they’re very good test takers. They may not actually be warriors [or] heroes. . . [deputies like that] have great stories, and they’re going to find people that want to be like them. Let’s put them in the recruiting positions, and let’s stop putting people in there that look really great in a picture, [but] don’t have the warrior experience and the warrior story. That will attract the warriors that we want in our Academy.”

Within the academy, instructors also noted the value of personnel, including female instructors at the academy. Importantly, they noted that female instructors were important for both male and female cadets.

“From the perspective of a male, I think [having a female drill instructor] reminds them that women are very strong and to never underestimate anybody, whether they’re male or female. A lot of times, I’ve noticed [females’] teaching style are different than males’ because of how [they] communicate and explain things. Males’ communication style in general tends to be a certain way, and so I feel like that’s the advantage [of having female instructors].”

“From the woman’s perspective, she might easily dismiss herself. Say, ‘Well, I’m looking at this guy who’s six foot whatever, and he’s super strong. I’m never going to be that strong so who even cares? Why am I even going to try?’ But then [they] see a female instructor who’s able to do the same thing, and it gives them that confidence to say, ‘Oh, well, I can definitely do this. I can see what my end goal is going to be.’”

“When female and male staff interact, and when we attack a class... When I say attack, like from week one to week 20, like all right, let’s get these recruits from weak-minded to strong-minded. [Male and female drill instructors] complement each other so well because [there are] different upbringings, expectations, thinking styles, communication styles, and emotions, and they complement each other really well. If you have an all-male staff or an all-female staff, I think you’re missing out.”

“To see a female show another female they can do it, I don’t think you can replicate that [with] a male showing a female.”

“And again, just the communication teaching style. I think it adds [value].”

Instructors even discussed the idea that it was not fair to enroll female recruits in training that would not likely be able to make it through the challenging physical training.

“I would say I think to help the recruits, especially females because we’re talking about the physical aspect of it, is to give them a physical training test like our academy PT500. They used to do that with the Cooper’s Test... If they can’t pass that, [they’re] starting so low...[otherwise] we give them a false sense of hope in terms of their performance once they come to the academy.”

This issue related to the way that struggling with the physical training made other aspects of training more challenging as well.

“If a recruit struggles in PT, it’s really hard... to get them motivated to perform in all these other standards. Like I said, I don’t want to oversimplify it, but if that recruit comes in prepared physically and they see themselves performing, it does wonders to their confidence.”

Among the challenges that instructors spoke about that cadets do not understand is the challenge of switching roles constantly. This included switching to an aggressive mode as well as switching to a sensitive mode.

“You have to be able to wear different hats. And I’m not just a warrior, the DI mode all the time, but at the same time, you got to be able to wear different hats in this profession, and you have to deal with being a warrior when the situation calls for it. And if you can’t turn it on when the moment counts, and then at the same time, if you can’t turn it off when the moment counts, that’s important.”

“You’re going to have to learn how to turn off. Just like in this profession, if we’re laughing and joking on something, whatever, when we go up to a murder scene, are we going to be laughing and joking there? No, you have to turn it on. Or if I’m dealing with somebody that got their car stolen here, and then I go over here and somebody that, there’s a dead baby, you go over there and it’s a dead baby there. I mean, you got to switch..., right?”

Instructors were clear in that they did not believe that the academy instilled values that were anti-diversity. They acknowledged that this issue was challenging but asserted that they intervened as instructors whenever the issue came up.

“Look, race, I don’t care what color you are. I really don’t, and nobody in here should. That is a very sensitive, hot topic. If there is any language, derogatory language or anything subtle, it’s addressed quickly.”

Sometimes cadets would reference what they believed to be racist behavior on the part of other law enforcement officials. Instructors asserted that they were quick to address these types of comments.

“I say to cadets, ‘First off, I will tell you that that’s not what we teach you to do. You don’t pull somebody over because of their race, ever. I am going to treat you like I would treat four Asians in the car,’ or I just tell them, ‘Look, you’re at a park. You were at a park dumping car parts from your trunk to a dumpster that doesn’t belong to you at two in the morning. I don’t care what race you are, I’m going to stop you.’ I explain it from a perspective of just being objective and unbiased.”

Instructors were aware that cadets were often shocked about their direct discussion about race. Despite this reaction, instructors expressed the value of the discussion in training in the context of aspects of working as a deputy.

“I know the class is cringing. ‘I can’t believe [the instructor] is talking about this race issue.’ But why not? Let’s talk about that because my thing is I don’t want a Black recruit or a white recruit to assume that that happens, at least in our training environment. No one’s teaching anybody to do that. In fact, if anything, I’m addressing that, and I’m saying that’s horrible, that’s wrong. I address that out the gate, I don’t care if it’s uncomfortable or not. I address that because it needs to be talked about. Like I said, if we can’t talk about it here, when are we going to talk about that?”

“But you have to start looking at people like that. You have to start realizing that their reaction to you isn’t more than likely just about you. It’s about previous encounters up to that point. I tell the class that so that they understand that it is complicated. It is not pretty, it is not clean, it is not sterile. It is complicated, and you have to be understanding, especially if you’re in a community that views [a cadet’s race] as being very resistant or racist.”

“It’s not because we’re angry, it’s not because we’re upset, it’s not because that person’s a different race, gender, religion, whatever. It’s because they’re hurting you or trying to hurt somebody else and unfortunately, you got to do what you got to do within the law and within our force policy. If you do that, you got nothing to be upset at yourself about. I do my best to communicate that to them because I think that’s the essence of what we do as law enforcement.”

This discussion extended past race and included gender. Again, the instructors asserted the value of discussing gender issues in the context of the community that the cadets would serve if they became deputies.

“We have, [and] this might actually be a department directive, ... an LGBTQ lecture.”

“In terms of the LGBTQ community, we talk about that... We say, ‘Hey look, you’re going to have two males together and two females together, if you’re not used to that.’ I know I wasn’t growing up. ‘If you’re not used to that, let’s talk about it because I don’t want you to be shocked or uncomfortable or step on your words out there. Let’s talk about it here. Hey look, everybody’s the same, just look at it that way. Don’t overthink it, don’t overanalyze it.”

Overall, the analysis of the qualitative data suggest that instructors view their job primarily as preparing cadets to face the extreme situations that they may encounter when working as deputies. This was related to instructors’ individual experiences with dangerous situations when working patrol. The instructors emphasized that they were hard on all cadets, because that is what instructors felt was necessary to help prepare recruits. Instructors denied that there was any differential treatment of female recruits and asserted that they worked individually with any individual that needed extra support to develop to the required standard.

Instructors acknowledged that the strength difference between female and male cadets represented a challenge. Stronger cadets were less likely to be injured, more likely to be successful at firearms, and generally more likely to perform in other aspects of training. Weaker cadets tended to struggle in other areas since they failed to develop confidence through the

physical training. Importantly, confidence was a key issue that instructors returned to again and again as a quality that cadets must develop to work as deputies.

Instructors did generally present a warrior view of working in law enforcement, something that they again linked to the danger present when on patrol. However, instructors also acknowledged that deputies need to switch into that role only when necessary. As well, they indicated that deputies need to be able to switch into a more sensitive mode as well. In short, while the focus on preparation was oriented toward preparation for worst case scenarios, instructors acknowledged that this was only for self-protection and the protection of others.

Instructors also asserted that they confronted diversity issues in a very direct way. They indicated that pragmatically they had to be open about diversity topics to instill in cadets that racial bias is unacceptable in deputies. They asserted that they had to prepare cadets to serve individuals that may be far different than the cadets themselves. As well, they asserted that they had to also prepare cadets to experience negative racial attitudes from the public.

Instructors acknowledged that negative attitudes toward diversity (including both gender and race/ethnicity) may be present at the academy, but that these issues related to attitudes held by cadets in training not instructors. Again, instructors insisted that they address these attitudes immediately when cadets' behaviors suggest negative attitudes toward diversity. However, they acknowledged that they may not be successful in changing entrenched perspective in all cases. Despite this limitation, instructors asserted that these issues are rare at the academy.

Conclusions from evaluation of the training academy

Overall the evaluation of LASD's training academy uncovered both assets that the organization might leverage to further diversify as well as develop a stronger culture that

supports diversity within the department. As well, there were indications of substantial challenges.

Assets

- Gender diversity exists among instructors at the academy
- Appreciation for the value of successful female deputies as role models
- Appreciation for the value of successful female cadets to encourage other female cadets
- Cadet pool does not vary across gender or race/ethnicity in commitment, comfort with instructors, levels of self-efficacy, levels of perseverance or consistency of interest
- Cadet pool does not vary across gender in ability to cope, belief that instructors communicate effectively and are oriented toward developing cadets, belief that they belong at the academy, and level of cognitive dissonance.
- Female cadets have higher levels of sense of belonging.
- Female cadets report having more access to family to talk to about training issues.
- No difference in levels of reported sexual harassment.
- Low levels of reported sexual harassment overall.
- Instructors attempt to assist cadets with limitations.
- Awareness that female recruits can be successful in all aspects of training and career.

Challenges

- Female cadets complete academy training at lower rates than male cadets.
- White cadets exhibited lower levels of ability to cope within the training academy, lower belief that instructors communicate effectively, lower belief that instructors are oriented toward developing cadets, lower belief that they belonged at the academy, and higher levels of cognitive dissonance.
- Female cadets have a higher sense that they must expend more effort than male cadets to be successful.
- Female cadets have fewer friends to talk to about training issues.
- Non-white female cadets experience higher levels of work family conflict as well as family work conflict.
- Instructors focus on preparing cadets for the most extreme circumstances that they may face as deputies which are dangerous but rare; this may distort cadets' understanding of other aspects of working as a deputy that are more common. This may impact cadets' perceptions of the career.
- Instructors expressed that recruiting messages add to a false sense of expectations among cadets, and that recruiting does not always generate the right kind of cadets.
- Inadequate resources to address all cadets' limitations.
- Distribution of cadets with military backgrounds and female cadets may have benefits (e.g., military backgrounds assist with managing other cadets, female cadets expose other cadets to women who will work in the profession), however

this may be more beneficial for other cadets rather than the female cadets themselves.

- Instructors view issues with cadets underperforming as potentially being a recruiting failure.
- Instructors view female recruits as experiencing challenges outside that academy that stem from their personal relationships.
- POST standards for training may adversely impact female cadets.

Recommendations

- Shift academy culture to a supportive adult learning model and to move away from the warrior rhetoric.
- Return to the previously used lighter shotgun that is more easily managed by female cadets.
- Adopt an evidence-based training model for physical training.
- Implement current policy on alternate physical training for short-term injuries.
- Align training objectives with an organizational strategic human capital plan.
- Challenge POST training standards which may disproportionately impact female cadets.

Chapter 6: Organizational Issues

While the previous chapters have focused on issues that limit the number of women becoming deputies, this chapter focuses on organizational issues that may impact retention of women once they begin working within the organization. Specifically, this chapter evaluates differentials in assignment and promotion that may reflect limitations on the way women advance within the Los Angeles Sheriff's Department (LASD). As well, this chapter evaluates LASD policies to isolate issues that may make LASD a less attractive option to potential female applicants or may relate to female deputies leaving the organization.

Even in law enforcement organizations where the number of women working as patrol officers has increased, women's advancement within the organizations is still a major concern as female promotions are not increasing at the same rate (Archbold & Schulz, 2012). There are two primary reasons for this trend. First, organizational practices may make it more challenging for women to promote than men. Promotional opportunities are largely related to service in highly valued assignments since these assignments are heavily weighted in promotion decisions. Thus, assignment becomes a key issue in law enforcement organizations. Assignment decisions are often based on a particular definition of physical strength that limits many high-value assignments to men (Corsianos, 2009). For example, women are often perceived as being unable to perform in SWAT or in other special duty capacities (Dodge et al., 2011). Female officers are more likely to receive assignments such as working in domestic violence and sexual assault units or in community relations that are less valued by the organization (Corsianos, 2009). Some female officers view gendered assignments such as working as prostitutes' decoys to be demeaning (Maguire & Nolan, 2011; Nolan, 2001), while some view them as opportunities for advancement (Dodge et. al., 2005). However, the evidence suggests that these types of

assignments do not typically benefit women when it comes to promotion (Harrington & Lonsway, 2004).

Evidence shows that many female officers believe they lack promotional opportunities due to gender bias in the profession (International Association of Chiefs of Police, 1998). As well, female officers assert that, being women, they are unfairly evaluated which limits promotional opportunities (Schulz, 2004). Finally, female officers note that there are few women of rank that serve as examples for other female officers or provide mentoring (Rabe-Hemp, 2011). While higher ranking male officers may fill this void, some female officers indicate that support from male supervisors related to promotion can generate negative attention from male officers; thus, they may avoid attempting to promote altogether (Archhold & Schulz, 2008).

Many individuals working in law enforcement choose not to attempt promotion, and several reasons are common for both female and male officers (Whetstone, 2001). These include a fondness for current assignments (Wertsch, 1998), a desire not to lose seniority (Harrington & Lonsway, 2004), familial issues (Whetstone, 2001), personal bias toward an individual (Archbold et al., 2010; Harrington & Lonsway, 2004), a lack of interest (Whetstone & Wilson, 1999), and loss of income (Whetstone & Wilson, 1999). Despite these shared reasons, evidence suggests that some reasons are specific to women. Women may ignore promotional opportunities because promotion generates additional scrutiny for women that men who promote do not experience (Harrington & Lonsway, 2004). In addition, women often promote back into “women’s jobs” (e.g., community relations, records, youth, domestic violence, or sexual assault).

Beyond the promotional issues, policies within law enforcement organizations may impact retention of female officers. Retention is a key issue in law enforcement since agencies report difficulties in filling positions that open due to losing personnel. Beyond leaving vacant

positions, about half of the officers who depart large agencies work with the organization for less than five years (Koper, 2004). Particularly salient for retention of female deputies are policies on maternity leave programs that vary among departments (Schulze, 2010; 2011). Even though the Family and Medical Leave Act guarantees unpaid leave for maternity, female officers reported that they experience pressure (both explicit and implicit) not to use leave (Schulze, 2010; 2011). Other policies, like gendered hair and grooming policies may pose issues that impact women within departments (Kringen, 2018). Critics note that law enforcement organizations must adopt policies to support the retention of female officers. These include family-oriented policies, improved maternity leave, and pregnancy-friendly work programs (Kurtz, 2012; McCarty et al., 2007; Yu, 2018; Yu, 2016).

Assignment within LASD

Analysis of assignment within LASD involved reviewing the current assignment of men and women within the organization to various functional roles. The roles included administrative, courts, custody, detective, patrol, and special operations.

Statistical analysis of the assignment data demonstrate that assignment is not independent of gender ($\chi^2 = 54.9$, $p < .001$). Importantly, women were overrepresented in administrative and court roles while being underrepresented in custody, detective, patrol, and special operations roles. The difference was greatest in the specialized operations division which is consistent with the literature that shows male officers are more likely to be assigned to highly-valued specialized units.

Promotion within LASD

As with assignment, analysis of promotion in LASD proceeded by evaluating the promotional data from LASD that reflected all deputies promoted between December 7, 1998 and July 31, 2019. The promotion data included promotions to sergeant, lieutenant, captain, commander, chief, and assistant sheriff.

Statistical analysis of the promotional data demonstrate that promotions are not related to gender ($\chi^2 = 1.8$, $p = ns$). Women are promoted to sergeants and lieutenants at rates that are similar to overall female representation within LASD. Women are promoted to captain at rates that are slightly higher than overall female representation within LASD, and they are promoted to commander, chief, and assistant sheriff at rate that are somewhat lower than overall female representation within LASD. Despite the observed pattern that promotion of women at higher levels is occurring at lower rates than at lower levels, the evidence suggests that this pattern is not attributable to gender.

LASD policies

Consideration of the department policies within LASD that may impact retention of female deputies or make the organization less attractive to potential applicants focused on a review of departmental policies on maternity and appearance. The following section presents each of these official policies.

Evidence suggests that generally, women working in law enforcement who become pregnant believe that maternity policies need to be improved to eliminate the disparate financial impact that using banked time for pregnancy represents (Schulze, 2010). As well, women working in law enforcement while pregnant report that light duty assignments are devalued, thus creating problems later in their careers as reported in the earlier discussions about assignment

and promotion. Analysis of LASD's maternity policies suggest that these issues are problematic within the organization. LASD's maternity leave policy relies strictly on banked and uncompensated time. In addition, LASD lacks a policy authorizing an alternate maternity uniform, a situation that makes it more difficult for pregnant deputies. This issue is important in that maternity policies have been related to representation of women within law enforcement agencies (Guthrie & Roth, 1999).

Regarding LASD's appearance policies, the lack of policy (or accessible) policy information about regulation of female appearance is problematic. This may create disparity within the organization due to differential concerns between divisions and may also represent a limitation for women considering the organization.

Conclusions from evaluation of the organizational issues

Overall, the evaluation of LASD's assignment, promotion, and department policies uncovered a variety of important findings. Among these were both assets that the department can leverage to improve conditions for female deputies and to make LASD more attractive to potential female applicants as well as challenges that the organization needs to address to achieve these goals.

Assets

- Promotion of women to lower level roles (sergeant and lieutenant) mirrors female representation in the department.
- Promotion of women to the rank of captain has outpaced female representation in the department.
- LASD has a written maternity policy while some departments do not.
- LASD acknowledges through its gun belt policy that women may require different equipment than men.
- LASD has limited information available about appearance policies that may impact women.

Challenges

- Female deputies are overrepresented in administrative and court roles.
- Female deputies are substantially underrepresented in detective, patrol, and special operations roles.
- Promotion to higher level command roles (commander, chief, and assistant) is lower than female representation in the department.
- Banked time maternity leave (which is the option available to LASD's female deputies postpartum) represents a financial burden unique to women.
- LASD does not publish a maternity uniform policy which may impact women's choices to work through parts of their pregnancy.

Recommendations

- Develop a strategic human capital plan that includes gender diversification as a goal.
- Work with the county to offer more inclusive benefits like a more gender-neutral maternity policy and childcare options.
- Develop alternate scheduling options for staff that include greater flexibility.
- Collect, evaluate, and report data from all aspects of operations regarding diversification initiatives.
- Utilize climate surveys to better understand the culture within LASD and the impact of policy changes.

Chapter 7: POST

Established in 1959, The Commission on Peace Officer Standards and Training (POST) is the governing body over police officer testing and certification in California. The POST program was created to establish minimum training and selection standards for police officers and is designed to promote education, training, and professionalism. The POST certified academy, sometimes generally referred to simply as the academy, is the entry-level training standard for law enforcement and peace officers established under Commission Regulation 1005. Although POST certifies academies using this minimum standard, agency-run academies typically have requirements implemented by the agencies that extend beyond the POST minimums.

POST courses include written, exercise, skill, and scenario-based training and testing, and, in order to obtain a POST certificate, cadets must successfully pass all testing requirements. Each course relates to a learning domain, and each learning domain is based on a specific set of learning needs. These needs therefore reflect the competencies that POST asserts are necessary for law enforcement personnel. The Regular Basic POST Course learning domains, the relevant learning need, and a content analysis of the learning needs are included in Appendix D (pp. 166-178). The content analysis utilizes the same technique used previously to evaluate the Los Angeles Sheriff's Department's (LASD) mission statement and job description and identifies gender orientation in wording which can define and reinforce inequalities in workplace environments (Gaucher, Friesen, & Kay, 2011).

The text analysis indicates that the majority of learning needs (67%) utilize masculine language, and almost half (45%) use language that qualifies as strongly masculine. Further analysis of the individual learning objectives within each learning domain suggests that the

domains are primarily content driven with an emphasis on defining concepts, recognizing behavior that matches various definitions, and understanding steps in law enforcement processes. Far fewer modules included learning objectives related to other key skills like communication (included in 19% of domains), self-awareness (included in 14% of domains), and ethics (included in only one domain).

Particularly important to this project, learning domain 42 focuses on cultural diversity and discrimination. The learning domain based on learning needs that acknowledge “California’s changing communities.” The domain is based on five learning needs that cover:

- The complexities of cultural diversity
- Stereotyping, prejudicial viewpoints, and unlawful discrimination
- Treating all individuals and all groups with dignity and respect
- Hate crimes
- Sexual harassment in the workplace

While all the learning needs within the module represent important issues that cadets should be familiar with, conjoining these issues into a single module is problematic. Organizing the content in this way treats disparate topics that relate to diversity as though they are related. While “complexities of cultural diversity” and “dignity and respect” represent attempts to familiarize cadets with diversity and teach strategies for improving communication, the other needs (unlawful discrimination, hate crimes, and sexual harassment) represent issues better suited to modules on professional practices, definitions of crimes, and/or organizational practices. Preferred practice as evidenced in recent changes to Oregon’s required training (discussed in more detail in Chapter 9: Recommendations) involves teaching cultural or community competency as a stand-alone module to focus learning on key issues related to diversity rather than linking diversity to types of crime, procedural violations, and problems that arise within the workplace potentially casting a negative connotation on diversity overall.

POST and the LASD training academy

LASD's training academy is a POST certified 22-week program. Recruits participate in scenario-based, physical, and classroom training courses, including report writing, firearm handling, law application, radio operation, first aid, law enforcement tactics and techniques, vehicle operation, and department policies. Academy recruits are tested on knowledge, skills, and competencies through various multiple choice, scenario-based, performance, physical abilities, and role play exams. Recruits must pass all tests in order to graduate from the academy.

While specific features of LASD's academy are implemented by the department itself, the academy curriculum relies heavily on POST standards. As such, LASD's academy administers POST's tests for the various learning domains as well as two additional POST-required tests near the end of the academy. These tests include the Work Sample Test Battery (WSTB) and the POST Reading and Writing Test (PELLETB). Cadets must pass these tests, or they fail the academy. All POST-required tests allow students who fail one chance to retest. Any student failing a retest is considered to have failed the course.

The WSTB is a physical fitness test that includes the following subtests:

- A six-foot solid wall climb
- A six-foot chain link fence climb
- A 165-pound dummy drag
- A 500-yard run
- A 99-yard obstacle run

Each individual sub-test is timed and scored, and all five sub-test scores are aggregated into a final score which must exceed 384 points.

The weighting of the WSTB sub-test scores is important. Given the lower weighted assigned to various sub-tests (e.g., the 500-yard run and the 165-pound dummy drag), applicants can earn a zero on certain tests and still pass the WSTB with sufficient performance on other

components. Despite POST requiring that cadets pass the WSTB prior to graduating from the academy, POST does not require that agencies use a physical ability test for applicants prior to hire.

The PELLETB is the POST-required written exam that cadets must pass prior to completing the training academy. The exam includes multiple-choice and fill-in-the-blank questions. The test has five sections:

- Spelling
- Vocabulary
- Clarity
- Reading comprehension
- CLOZE (using context clues to complete a passage that contains missing words)

Both the WSTB and the PELLETB are POST standards; therefore, agencies such as LASD that run POST-certified training academies are required to administer these examinations and fail any cadets that cannot pass them by the end of the training academy. POST asserts the validity of these tests using multiple job analysis studies conducted on law enforcement organizations in California (POST, 1998; Wong-Chi, 2016); however, the impact of these exams on women and minority applicants is an important unanswered question. LASD academy instructors provide anecdotal information suggesting that aspects of the WSTB may be problematic. For example, one instructor noted, “Women fail at jumping that six-foot wall... that’s POST-mandated.” Empirical analysis of any differential impact caused by either WSTB or PELLETB is beyond the scope of this work; however, this issue is key to gender and racial diversification within LASD and law enforcement agencies in California in general. Future research needs to be directed at understanding the impact of WSTB and PELLET B in LASD as well as in other law enforcement training academies throughout California.

The main issue that arises from the WSTB and the PELLETB is that they serve as the rationale for continuing components of LASD's hiring process that do result in differential passing rates for protected groups. LASD administers the written exam during the hiring phase to remove applicants from the candidate pool that are unlikely to pass PELLETB and the VPAT to remove applicants from the candidate pool that are unlikely to pass the WSTB (Hoffman et al., 2019; Hoffman, 2019). This keeps the department from training individuals that are unlikely to successfully complete the training academy. LASD has a substantial interest in predicting passing rates for POST tests and removing candidates that are likely to fail given the costs of training cadets (\$107,569 per cadet) is prohibitive.

Notwithstanding the cost-savings rationale, the analyses herein demonstrate that attrition levels during the written exam are significantly higher for female (38%) and Black (almost 50%) applicants, and that failure rates for the written exam are also significantly higher for female (32.8%), Black (33.4%), and Hispanic (30.4%) applicants. Similarly, attrition levels for the VPAT are significantly higher for female (29.4%) and Black (32%) applicants, and failure rates are significantly higher for both groups as well (42.4% for female applicants and 20% for Black applicants). If these tests in the hiring process are fundamentally utilized to support passing rates on the WSTB and the PELLETB, the loss of applicants during hiring is a direct effect of POST's requirements regarding testing in the training academy.

Chapter 8: Conclusions

The recommendations presented within this report reflect changes that the Los Angeles Sheriff's Department (LASD) can make to address issues that exist within the current environment that limit female participation. They are based on the analyses conducted and reported in this report, and they comport with the available literature on diversification in organizations. However, these changes are limited in their scope in that they fail to address ongoing social change that will likely continue into the future. Attitudes toward gender in and out of the workplace have changed drastically over the last several decades. As well, they are now changing at an increasingly rapid rate. Beyond changes in perspectives on gender, the world today is drastically different than the world of the past. Advancements in technology have fundamentally changed the way people find, consume, and utilize information. As greater access to information has become the norm, the need for transparency and accountability in public organizations has grown.

Amidst these changes, law enforcement agencies that have struggled to keep pace remain largely unchanged. To address the challenges of law enforcement in the decades to come, law enforcement agencies themselves have to adapt to the changing environment. Some of this adaptation will come as the result of new legislation and a shifting legal environment, but the essential change must be cultural and come from within organizations themselves. While critics may assert that law enforcement agencies are among the most insular of organizations, evidence suggests that this is not necessarily the case. The examples presented in Chapter 3 illustrate that many innovative ideas are currently being adopted by a variety of law enforcement agencies worldwide. As well, the examples demonstrate that law enforcement agencies can embrace a climate of social change. Engaging movements such as HeForShe or #UncoverYourPotential

represent ways that law enforcement organizations can openly acknowledge issues that exist within the field and within the communities they serve. A willingness to emphasize embracing diversity like the New Zealand Police's decision to incorporate prominent LGBTQI+ figures in their ad campaign demonstrates to outsiders that these organizations are not the law enforcement agencies of the past.

As agencies have embraced these social changes, they have become more attractive to diverse applicants. Each agency noted substantial increases in the number of female applicants through these efforts. In some cases, officers also report that substantial cultural changes that have occurred within their organizations as staff composition has changed. New personnel attracted by diversity and inclusion bring with them new perspectives and new attitudes. Over time, these perspectives and attitudes permeate organizations. Higher levels of satisfaction and wellness among personnel are indicative of these types of changes, and jobs in these law enforcement organizations have become more and more desirable to a larger group of people.

Beyond improving conditions for law enforcement personnel and increasing opportunities for women in the workforce, these organizations have embraced attitudes that have led to greater efforts to focus awareness on issues such as sexual assault and sex discrimination that plague women around the world in contexts far removed from law enforcement. In this way, these organizations have taken steps beyond engaging social change, becoming agents of change themselves. Almost 50 years ago scholars wrote about policing embracing a wider view of purpose far beyond basic law enforcement. The organizations presented have embraced a wider purpose and are preparing to lead law enforcement into the future.

References

- Acker, J. (1992). From sex roles to gendered institutions. *Contemporary sociology*, 21(5), 565-569.
- Anderson, G., Plecas, D., & Segger, T. (2001). Police officer physical ability tests for police officers: A construction validation approach. *Journal of Applied Psychology* 77, 8-31.
- Archbold, C. A. & Schulz, D. M. (2012). Research on women in policing: A look at the past, present and future. *Sociology Compass* 6, 694-708.
- Archbold, C.A. & Schulz, D.M. (2008). Making Rank. *Police Quarterly* 11(1), 50-73.
- Avery, R.D., Landon, T.E., Nutting, S.M., & Maxwell, S.E. (1992). Development of physical abilities tests for police officers: A construct validation approach. *Journal of Applied Psychology* 77, 996-1009.
- Birzer, M.L. & Craig, D.E. (1996). Gender Differences in police physical ability test performance. *American Journal of Police* 15, 93-108.
- Bolger, P. C. (2015). Just following orders: A meta-analysis of the correlates of American police officer use of force decisions. *American journal of criminal justice*, 40(3), 466-492.
- Brandl, S. G., Stroshine, M. S., & James, F. (2001). Who are the complaint-prone officers? An examination of the relationship between police officers' attributes, arrest activity, assignment, and citizens' complaints about excessive force. *Journal of Criminal Justice*, 29, 521-529. Brooks, 2019
- Brooks, C., Bureau of Justice Statistics (BJS), US Dept of Justice, Office of Justice Programs, & United States of America. (2019). Sheriff's offices, 2016: Personnel.
- Bureau of Justice Statistics. (2016). State and Local Law Enforcement Training Academies, 2013.
- Cable, D. M. & Judge, T. A. (1995). Applicant personality, organizational culture, and organization attraction. *Personnel Psychology* 50, 261-271.
- Chappell, A. T., & Lanza-Kaduce, L. (2010). Police academy socialization: Understanding the lessons learned in a paramilitary-bureaucratic organization. *Journal of contemporary ethnography*, 39(2), 187-214.
- Chappell, A. T. (2008). Police academy training: Comparing across curricula. *Policing an International Journal of Police Strategies and Management* 31(1), 36-56.
- Chatman, J. A. (1989, August). Matching people and organizations: Selection and socialization in public accounting firms. In *Academy of Management proceedings* (Vol. 1989, No. 1, pp. 199-203). Briarcliff Manor, NY 10510: Academy of Management.

- Chen, G., Gully, S. M., & Eden, D. (2004). General self- efficacy and self- esteem: Toward theoretical and empirical distinction between correlated self- evaluations. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(3), 375-395.
- Collingwood, T. R., Hoffman, R. & Smith, J. (2003). Underlying physical fitness factors for performing police officer physical tasks. *Police Chief* 73, 23-38.
- Cordner, G. & Cordner, A. (2011). Stuck on a plateau? Obstacles to recruitment, selection, and retention of women police. *Police Quarterly* 3, 207-226.
- Corsianos, M. (2009). *Policing and Gendered Justice: Examining the Possibilities*. Toronto: University of Toronto Press.
- Cullen, F. T., Link, B. G., Wolfe, N. T., & Frank, J. (1985). The social dimensions of correctional officer stress. *Justice Quarterly*, 2(4), 505-533.
- Dodge, M., Starr-Gimeno, D, & Williams, T. (2005), Puttin' on the sting: Women police officers' perspectives on reverse prostitution assignments. *International Journal of Police Science & Management* 2, 71-85.
- Dodge, M., Valcore, L., and Gomez, F. (2011). Women on SWAT teams: Separate but equal? *Policing: An International Journal of Police Strategies and Management* 34, 699-712.
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT-S). *Journal of personality assessment*, 91(2), 166-174.
- Eagly, A. H. & Steffen, V. J. (1986). Gender and aggressive behavior: A meta-analytic review of social psychological literature. *Psychological Bulletin* 100, 309-330.
- Foley, P.F., Guarneri, C., & Kelly, M.E. (2008). Reasons for choosing a police career: changes over two decades. *International Journal of Police Science & Management* 10, 2-8.
- Folkman, S., & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of personality and social psychology*, 54(3), 466.
- Franklin, C. A. (2007). Male peer support and the police culture. *Women & Criminal Justice* 16, 1-25.
- Gaines, L. K., Falkenberg, S., & Gambino, J. A. (1993). Police physical agility testing: An historical and legal analysis. *Am. J. Police*, 12, 47.
- Garcia, V. (2003). "Difference" in the police department. *Journal of Contemporary Criminal Justice*, 3, 330-344.
- Garner, J., Schade, T., Hepburn, J., & Buchanan, J. (1995). Measuring the continuum of force used by and against the police. *Criminal Justice Review* 20, 146-168.

- Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of personality and social psychology, 101*(1), 109.
- Gossett, J. L. & Williams, J. E. (1998). Perceived discrimination among women in law enforcement. *Women & Criminal Justice 1*, 53-73.
- Gregory, J. B., & Levy, P. E. (2010). Employee coaching relationships: Enhancing construct clarity and measurement. *Coaching: An International Journal of Theory, Research and Practice, 3*(2), 109-123.
- Guthrie, D. & Roth, L. M. (1999). Family-friendly policies in U.S. organizations: Institutional environments and maternity leave. *American Sociological Review 64*, 41-63.
- Haarr, R. N. (2005). Factors affecting the decision of police recruits to “drop out” of police work. *Police quarterly, 8*(4), 431-453.
- Harrington, P., & Lonsway, K. A. (2004). Current barriers and future promise for women in policing. In B. R. Price & N. Sokoloff (eds.) *The criminal justice system and women*. New York: McGraw Hill.
- Harrison, J. (2012). Women in law enforcement: Subverting sexual harassment with social bonds. *Women & Criminal Justice, 22*(3), 226-238.
- Hassell, K. D., Archbold, C. A., & Stichman, D. M. (2011). *Women and policing in America: Classic and contemporary readings*. New York, NY: Aspen.
- Ho, T. (1999). Assessment of police officer recruiting and testing instruments. *Journal of Offender Rehabilitation, 29*, 1-23.
- Hoffman, C. C., Hsiao, J. J., Valle, C., Tashima, C. C., and Ramirez, C. (2019, April 6). *Cheaper, faster, higher validity, and lower ‘d’: How did this happen?! [paper presentation]*. Annual Conference of the Society for Industrial and Organizational Psychology, National Harbor, MD.
- Hoffman, C. C. (2019, June 26). *Criterion-Related Validation of the DST Written Test and Physical Ability Test Battery [paper presentation]*. Personnel Testing Council of Southern California Annual Conference, Alhambra, CA.
- Hoover, L.T. (1992). Trends in police physical ability selection testing. *Public Personnel Management 21*, 29-40.
- Hughes, P. J. (2011). A new Sherriff in town: The barriers of structural discrimination facing women leaders. *Advancing Women in Leadership, 31*, 8-13.
- International Association of Chiefs of Police. (1998). *The future of women in policing: Mandates for action*. Alexandria, VA: IACP.

- International Association of Chiefs of Police. (2019). *Sheriff Recruitment, Hiring, Training, and Retention Process Improvement Summary Report*. Alexandria, VA: IACP.
- IWITTS. National Institute for Women in Trades, Technology, and Science (2019). Recruiting women officers – fact sheet. IWITTS. Retrieved from <https://www.iwitts.org/projects/law-enforcement/resources-277?id=141:recruiting-women-officers-fact-shee>
- Jordon, W.T., Fridell, L., Faggiani, D., & Kubu, B. (2009). Attracting females and racial/ethnic minorities to law enforcement. *Journal of Criminal Justice*, 37, 333-341.
- Koper, C. S. (2004, July). Hiring and keeping police officers (NCJ 202289). Washington, DC: National Institute of Justice, Office of Justice Programs.
- Kringen, A. L., & Novich, M. (2018). Is it ‘just hair’ or is it ‘everything’? Embodiment and gender repression in policing. *Gender, Work & Organization*, 25(2), 195-213.
- Kurtz, D. L. (2012). Roll call and the second shift: The influences of gender and family on police stress. *Police Practice and Research* 13, 71-86.
- Langworthy, R., Hughes, T., & Sanders, B. (1995). Police officer recruitment and selection: A survey of major police departments in the US. In *Police Forum* (Vol. 5, No. 4, pp. 1-4).
- Lester, D. (1983). Why do people become police officers: A study of reasons and their predictions of success. *Journal of Police Science Administration* 11, 170-174.
- Linos E. & Reisch, N. (2019). Thick red tape and the thin blue line” A field study on reducing administrative burden in police recruitment. *Public Administration Review*, 80(1), 92-103.
- Linos, E. (2018). More than public service: A field experiment on job advertisements and diversity in the police. *Journal of Public Administration Research and Theory*, 28(1), 67-85.
- Maguire, M., & Nolan, T. (2011). Faux hos: woman police attitudes about decoy sex work. *Police Practice & Research*, 12(3), 209-222.
- Maher, P.T. (1984). Police physical agility tests: Can they ever be valid? *Public Personnel Management Journal* 13, 173-183.
- Maher, T. M. (2010). Police sexual misconduct: Female police officers' views regarding its nature and extent. *Women & Criminal Justice*, 20(3), 263-282.
- Marklein, M. B. (2009). SAT scores show disparities by race, gender, family income. *USA Today*.
- Martin, S. E. 1991. The effectiveness of affirmative action: The case of women in policing. *Justice Quarterly*, 8, 489-504.
- McCarty, W. P., & Garland, B. E. (2007). Occupational stress and burnout between male and female police officers. *Policing: an international journal of police strategies & management*.

- McQuilkin, J. I., Russell, V. L., Frost, A. G., & Faust, W. R. 1990. Psychological test validity for selecting law enforcement officers. *Journal of Police Science and Administration*, 17, 289-294.
- Meagher, M. S. & Yentes, N. A. (1986). Choosing a career in policing: A comparison of male and female perceptions. *Journal of Police Science and Administration* 14, 320-327.
- Myer, J. P., & Allen, N. J. (2004). TCM employee commitment survey academic users guide 2004. London, Ontario, Canada: The University of Western Ontario, Department of Psychology.
- Miller, C. & Stassun, K. (2014). A test that fails. *Nature* 510, 303-304.
- National Advisory Commission On Criminal Justice Standards and Goals. (1973) *Police*. Washington, DC: U.S. Government Printing Office.
- National Institute of Justice (2019). Women in Policing: Breaking Barriers and Blazing a Path.
- National Center for Women in Policing (1999). *Equality Denied: The Status of Women in Policing 1998*. Beverley Hills, CA: National Center for Women in Policing.
- Netemeyer, R. G., Boles, J. S., & McMurrian, R. (1996). Development and validation of work–family conflict and family–work conflict scales. *Journal of applied psychology*, 81(4), 400.
- Nolan, T. W. (2001). Galateas in Blue: Women Police as Decoy Sex Workers. *Criminal Justice Ethics*, 20(2), 2-67.
- Perlstein, G. (1972). Policewomen and policemen: A comparative look. *Police Chief* 39, 72-74, 83.
- POST (1998). Entry-level Uniformed Patrol Officer Job Analysis: Task Analysis. State of California.
- President’s Commission on Law Enforcement and Administration of Justice. (1967) *Task force report: Police*. Washington, DC: U.S. Government Printing Office.
- Prokos, A. & Padavic, I. (2002). There oughtta be a law against bitches: Masculinity lessons in police academy training. *Gender, Work & Organization* 4, 439-459.
- Rabe-Hemp, C. (2008). Female officers and the ethic of care: Does officer gender impact police behaviors? *Journal of Criminal Justice*, 36(5), 426-434.
- Rabe-Hemp, C. (2011). The Career Trajectories of Female Police Executives. In Rosalyn Muraskin (Ed.), *Women and Justice: Is it a Crime?* (5th ed.) (pp. 527-543). Upper Saddle River, New Jersey: Pearson Education Inc.

- Raganella, A. J., & White, M. D. (2004). Race, gender, and motivation for becoming a police officer: Implications for building a representative police department. *Journal of criminal justice*, 32(6), 501-513.
- RAND (2008). Strategies for Improving Officer Recruitment in the San Diego Police Department.
- Rynes, S. L., & Miller, H. E. (1983). Recruiter and job influences on candidates for employment. *Journal of Applied Psychology*, 68(1), 147.
- Sanders, B.A. (2003). Maybe there's no such thing as a "good cop": organizational challenges in selecting quality officers. *Policing: An International Journal of Police Strategies & Management*. 26, p. 314-328.
- Sanders, B.A. (2008). Using personality traits to predict police officer performance. *Policing: An International Journal of Police Strategies & Management*. 31, p. 129-147.
- Schneider, B. (1987). E= f(P, B): The road to a radical approach to person-environment fit. *Journal of Vocational Behavior*, 31(3), 353-361.
- Schuck, A. M. (2014). Female representation in law enforcement: The influence of screening, unions, incentives, community policing, CALEA, and size. *Police Quarterly*, 17(1), 54-78.
- Schulz, D. M. (2004). *Breaking the Brass Ceiling: Women Police Chiefs and Their Paths to the Top*. Westport, CT: Praeger.
- Schulze, C. (2010). Institutionalized masculinity in US police departments: How maternity leave policies (or lack thereof) affect women in policing. *Criminal Justice Studies*, 23(2), 177-193.
- Schulze, C. (2011). Family leave and law enforcement: A survey of parents in US police departments. *Critical Criminology*, 19(2), 137-153.
- Schwarzer, R. & Jerusalem, M. (1995). Generalized self-efficacy scale. *Measures in Health Psychology: A User's Portfolio*.
- Scrivner, E. M. (2006). *Innovations in police recruitment and hiring: Hiring in the spirit of service*. U.S. Department of Justice, Office of Community Oriented Policing Services.
- Seklecki, R., & Paynich, R. (2007). A national survey of female police officers: An overview of findings. *Police Practice and Research*, 8(1), 17-30.
- Shuster, B. (2000). Sheriff's Dept. in belated effort to end gender bias. *Los Angeles Times* (Oct. 16). Retrieved on Sept. 14, 2019 from <https://www.latimes.com/archives/la-xpm-2000-oct-16-mn-37348-story.html>.
- Smith, R. E., Schutz, R. W., Smoll, F. L., & Ptacek, J. T. (1995). Development and validation of a multidimensional measure of sport-specific psychological skills: The Athletic Coping Skills Inventory-28. *Journal of sport and exercise psychology*, 17(4), 379-398.

- Smith, A. L., & Ntoumanis, N. (2014). An examination of goal motives and athletes' self-regulatory responses to unattainable goals. *International Journal of Sport Psychology*, 45(6), 538-558.
- Strawbridge, P., & Strawbridge, D. (1990). A Networking Guide to Recruitment, Selection and Probationary Training of Police Officers in Major Departments of the United States of America.
- Taylor, B., Kubu, B., Fridell, L., Rees, C., Jordan, T., & Chaney, J. (2006). *Cop crunch: Identifying strategies for dealing with the recruiting and hiring crisis in law enforcement*. Police Executive Research Forum. USDOJ: Washington, DC.
- Telep, C. W. (2011). The impact of higher education on police officer attitudes toward abuse of authority. *Journal of Criminal Justice Education*, 22(3), 392-419.
- Teixeira, M. T. (2002). Who protects and serves me? *Gender & Society* 4, 524-545.
- Wertsch, T. L. (1998). Walking the thin blue line: Policewomen and tokenism today. *Women & Criminal Justice* 3, 23-61.
- Whetstone, T. S. & Wilson, D. G. (1999). Dilemmas confronting female police officer promotional candidates: Glass ceiling, disenfranchisement or satisfaction? *International Journal of Police Science & Management* 2, 128-143.
- Whetstone, T. S. (2001). Copping out: Why police officers decline to participate in the sergeant's promotion process. *American Journal of Criminal Justice* 25, 147-159.
- White, M.D., Cooper, J.A., Saunders, J., & Raganella, A.J. (2010). Motivations for Becoming a Police Officer: Re-Assessing Officer Attitudes and Job Satisfaction After Six Years on the Street. *Journal of Criminal Justice* 38, 520-530.
- Wilson, J. M., Rostker, B., & Fan, C. C. (2010). *Recruiting and retaining America's finest: Evidence-based lessons for police workforce planning* (MG-960). Santa Monica, CA: RAND.
- Wong-Chi, I. L. (2016). California Peace Officer Job Analysis.
- Yu, H. H. (2015). An examination of women in federal law enforcement: An exploratory analysis of the challenges they face in the work environment. *Feminist criminology*, 10(3), 259-278.
- Yu, H. H. (2016). Post-executive order 13583: a reexamination of occupational barriers in federal law enforcement. *Women & Criminal Justice*, 27(4), 205-218.
- Yu, H. H. (2019). Work-life balance: an exploratory analysis of family-friendly policies for reducing turnover intentions among women in US federal law enforcement. *International Journal of Public Administration*, 42(4), 345-357.

Appendix A

Comparison of Sheriff's Departments in the United States

To provide context for this study, we examined datasets on law enforcement statistics collected and compiled by the Bureau of Justice Statistics (BJS) of the United States Department of Justice. Data from the 1997, 2000, 2003, 2007, 2013, and 2016¹ Law Enforcement Management and Administrative Statistics survey (LEMAS)² were analyzed to compare LASD to other agencies. LEMAS is a national-level self-report survey for law enforcement departments across the United States and provides information regarding law enforcement employment numbers, operations, and programs. LEMAS data represent the best available information on national trends regarding law enforcement personnel and serve as the source data for most BJS reports on diversity within law enforcement. While LEMAS data were last collected in 2016, unfortunately, the full data set for 2016 is not available for analysis³.

These data show that the national average for female representation in law enforcement agencies hovers around 13%.

One of the major goals of this project was to analyze and report on issues within LASD that impact female representation within the organization. An understanding of other law enforcement organizations and key national trends in law enforcement personnel issues are important for context. We first compare LASD to other Sheriff's department, then to Sheriff's agencies that are similar in size to LASD, and finally to a select group of agencies in California,

¹ Note that full data are available for LEMAS 2007 and 2013. Limited data are currently available for LEMAS 2016. As a result, some information can be reported for 2013 that cannot be reported for 2016.

² Dr. Craig Uchida was the original designer and creator of this survey in the 1980s.

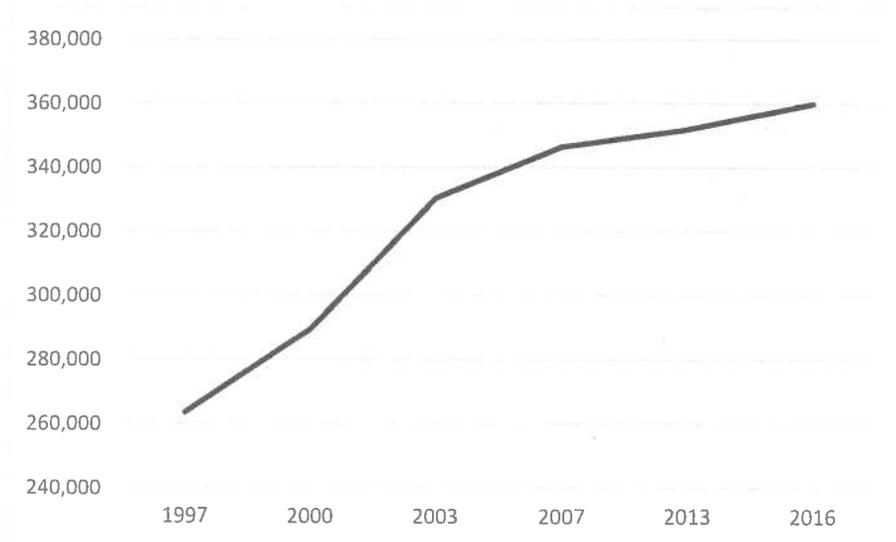
³ Information reported from LEMAS 2016 are derived from Bureau of Justice Statistics reporting from the 2016 LEMAS data (see Brooks, 2019 in references).

Florida and Texas (Appendix B). Any comparison between LASD and these departments should be made cautiously, however.

National Trends in Sheriff's Department Personnel

Over the last 20 years, full-time personnel in sheriff's departments have grown substantially. Figure A-1 presents the growth in the number of full-time employees in sheriff's departments since 1997.

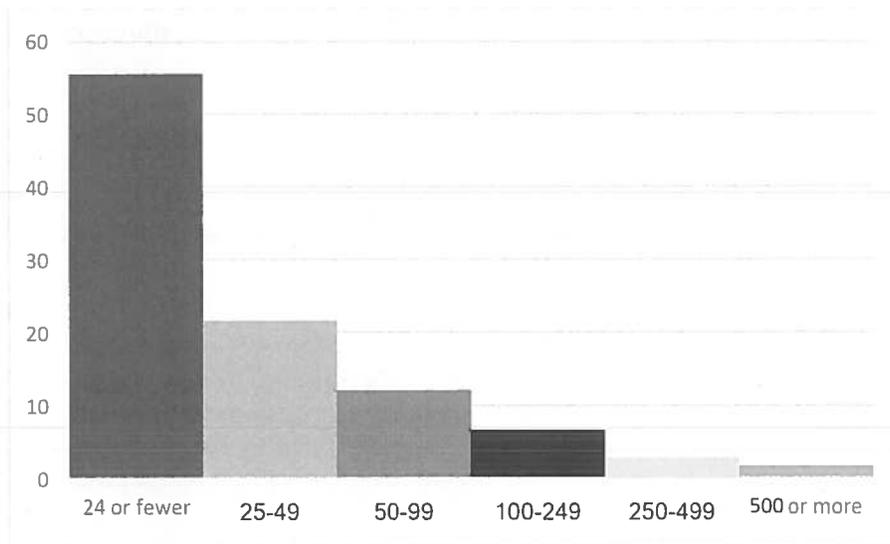
Figure A-1: Full-time employees in sheriffs' offices, 1997-2016



While these figures reflect rapid growth, the numbers presented included both sworn and civilian personnel, the purpose of this work is to assess issues related to careers as sworn personnel. Importantly, the number of agencies comparable to LASD is quite small. BJS categorizes departments into six size categories based on number of sworn personnel (fewer than 24, 25-49, 50-99, 100-249, 250-499, and 500 or more). With 9,351 full-time sworn personnel reported in LEMAS 2016, LASD lies within the category of largest departments. Despite the size and number of the larger departments, most individuals working in law enforcement in the U.S.

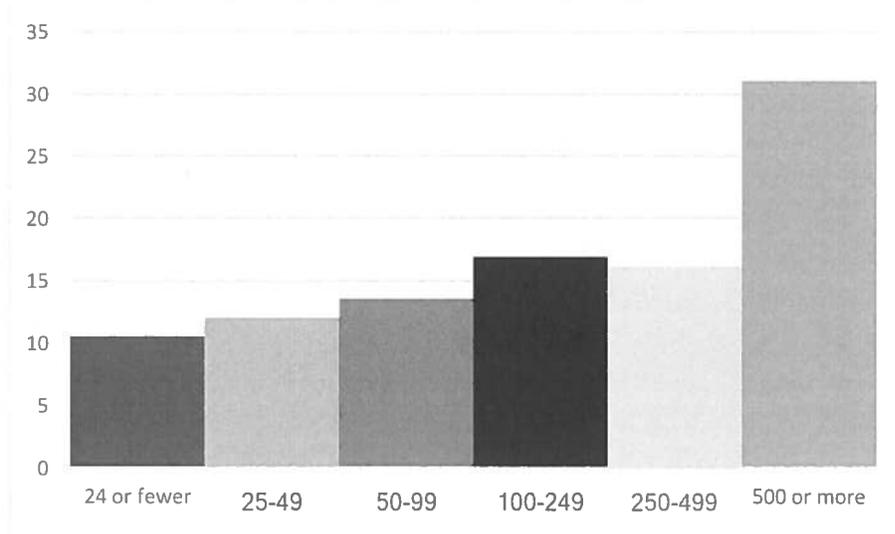
work in much smaller departments. Figure A-2 presents the distribution of full-time employees by department size in 2016. Over 50% of sheriff's departments have 24 or fewer full-time employees, and less than two percent have more than 500 employees.

Figure A-2. Percent of Full-time Employees by Department Size, 2016



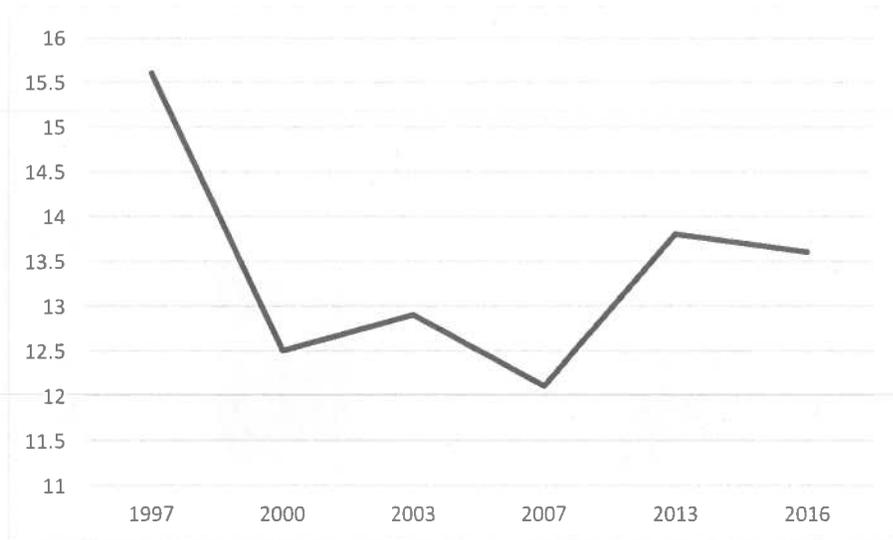
Despite the fact that most personnel working in sheriff's departments in the U.S. work in smaller departments, the majority of sworn personnel work in departments with more than 100 sworn officers. Figure A-3 presents the percent of sworn personnel working in the U.S. by department size. While over 50% of departments have 24 or fewer full-time personnel, less than 11% of full-time personnel work in agencies of this size. In contrast, over 30% work in departments with 500 or more full-time personnel despite there being very few sheriff's departments this large.

Figure A-3. Percent of Sworn Personnel by Office Size, 2016



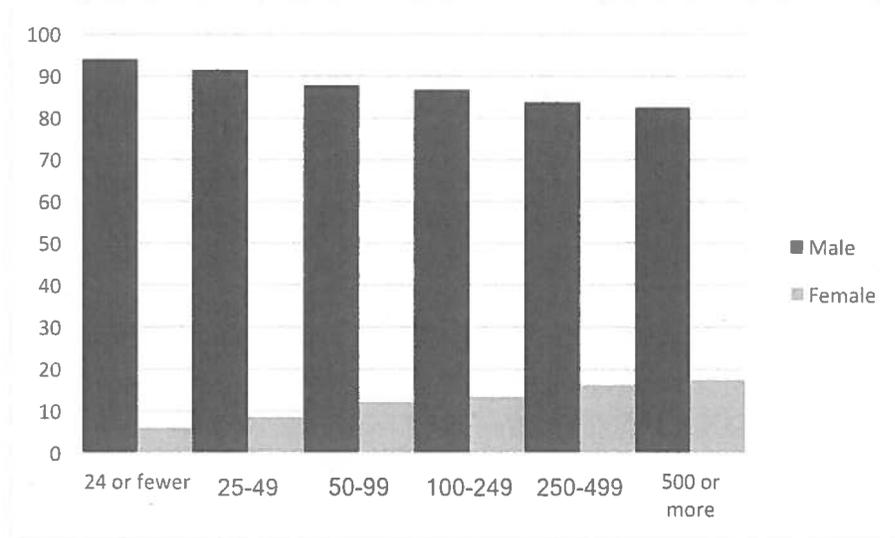
Overall, the percentage of women working as full-time sworn personnel in sheriff's departments has decreased in the past 20 years. Figure A-4 presents the trend in female representation in sheriff's departments since 1997. The trend demonstrates that the percentage of women working in sheriff's departments fell between 1997 and 2007; however, the percentage increased between 2007 and 2016.

Figure A-4. Percent of Female Full-time Sworn Personnel in Sheriff's Departments



The data likewise show that more female deputies work in larger agencies than smaller agencies. Figure A-5 presents the percent of women working in sheriff's departments by office size. Whereas smaller agencies have lower levels of female representation, larger agencies have higher levels of female representation.

Figure A-5. Sex of Full-time Sworn Personnel by Office Size, 2016



The information presented demonstrates that the number of women working in sheriff's departments has declined since 1997. However, large departments tend to have higher levels of female representation than small departments.

Table A-1. Top 10 Sheriff's Departments by Size

Sheriff's office	State	FT Sworn Personnel	FT All Personnel
Los Angeles County Sheriff's Department	CA	9,351	16,766
Harris County Sheriff's Office	TX	2,207	4,476
Riverside County Sheriff's Office	CA	2,048	3,989
Orange County Sheriff-Coroner Department	CA	1,744	3,511
Jacksonville Sheriff's Office	FL	1,577	2,946
Palm Beach County Sheriff's Office	FL	1,539	3,413
Orange County Sheriff's Office	FL	1,432	2,070
Broward County Sheriff's Office	FL	1,425	4,681
San Diego County Sheriff's Office	CA	1,322	6,733
Sacramento County Sheriff's Office	CA	1,246	1,911

Importantly, Table A-1 indicates that LASD is over four times the size of the next largest Sheriff's department (Harris County). It is also important to note that five of the top 10 largest

sheriff's departments are in California, with four located in southern California and three located adjacent to or near the greater Los Angeles area (Orange, Riverside, and San Diego).

Comparing LASD to other large sheriff's departments (i.e., those with 500 sworn personnel or more) indicates that LASD exhibited a slightly higher level of female representation within the department as of 2013 (Table A-3).

Table A-2. 2013 LEMAS Survey – LASD Compared to the Average of Large Sheriff's Department

	Male	Female	Total
Average of Large Sheriff's Departments (n=45)	2,564.2 (82.8%)	532.3 (17.2%)	3,096.5
The Los Angeles Sheriff's Department	7,653 (82.6%)	1,613 (17.4%)	9,266

2007 LEMAS Survey – LASD Compared to the Average of Large Sheriff's Department

	Male	Female	Total
Average of Large Sheriff's Departments (n=75)	532.3 (85.2%)	92.5 (14.8%)	624.8
The Los Angeles Sheriff's Department	6,442 (84.6%)	1,172 (15.4%)	7,614

Based on the information presented above, LASD does not seem to be remarkably different than other similarly situated sheriff's departments for 2007 and 2013. Unfortunately, we do not have more recent figures for these agencies.

Appendix B

LASD Compared to other Departments

In this section we compare LASD to 14 other law enforcement agencies based on mission statements, job descriptions, websites, and social media pages (Instagram, Facebook, and Twitter.) We also examine qualification criteria for applying for positions, including age, education, driver's license, eye exam and physical fitness, oral and written exams, and background checks. Lastly, we carefully examine criteria for physical fitness testing, and policies that affect pregnancy and maternity appearance.

To provide comparison information for context, a sample of departments was selected (Table B-1). The sample was purposively designed to include representation of other departments of similar size, other departments in LASD's recruiting area, other departments in California, and other departments that have exhibited success in increasing or maintaining higher levels of women. The sample selected includes both sheriffs' as well as police departments.

Table B-1. Comparison Departments and Locations

Department	State
<i>Police Departments</i>	
Los Angeles Police Department	CA
Anaheim Police Department	CA
Long Beach Police Department	CA
Miami Police Department	FL
Austin Police Department	TX
Madison Police Department	WI
<i>Sheriff's Departments</i>	
San Diego Sheriff's Department	CA
Orange County Sheriff's Department	CA
Cook County Sheriff's Department	IL
Pima County Sheriff's Department	AZ
Harris County Sheriff's Department	TX
Broward County Sheriff's Department	CA
Riverside County Sheriff's Department	CA
San Bernardino County Sheriff's Department	CA

Table B-2. Department Mission Statements Content Analysis

Agency	Gendered Text Analysis	Statement about diversity	Statement about core values	Statement about community
LASD	Feminine-coded	No	Courage, Compassion, Professionalism, Accountability, Respect	Work in partnership with the communities we serve
LAPD	Neutral	While working with the diverse communities	No	While working with the diverse communities
Anaheim PD	Feminine-coded	No	No	Committed to serving our Community
Long Beach PD	Feminine-coded	No	No	Through our collaborative efforts with the community
Miami PD	Feminine-coded	No	No	Together with the communities of Miami
Austin PD	Neutral	No	No	Our community safe through innovative strategies and community engagement
Madison PD	Neutral	Dignity of all people	No	Accessible to all members of the community
San Diego Sheriff's Department	Neutral	No	No	No
Orange County Sheriff's Department	Masculine-coded	Men and women of the Orange County; free from prejudice or favor	No	No
Cook County Sheriff's Department	Neutral	No	No	Partnership with the community
Pima County Sheriff's Department	Feminine-coded	No	No	Partnership with our community
Harris County Sheriff's Department	Feminine-coded	No	No	No
Broward County Sheriff's Department	Masculine-coded	No	No	Safety services to this community
Riverside County Sheriff's Department	Feminine-coded	No	No	In partnership with the public we serve
San Bernardino County Sheriff's Department	Feminine-coded	No	No	Meet the needs of our communities

Table B-2 shows the results of the comparison between the LASD and 14 other law enforcement agencies in terms of mission statements. The majority of departments evaluated (53.3%) exhibited feminine-coded mission statements. Neutral mission statements were the next most common (33.3%), and masculine coded mission statements were the least common (13.4%). The results suggest that LASD's mission statement does not function as a limitation to hiring more women; however, given the number of other departments using feminine-coded mission statements, it likely does not create any hiring advantage over other departments.

LASD does not include a statement about diversity. Only three of the comparison departments (or 20%; LAPD, the Orange County Sheriff's Department, and Madison PD) include diversity within their mission statements; however, it is noteworthy that two of these departments recruit within the same area as LASD. This represents a limitation for LASD given that potential female applicants may perceive a stronger sense of alignment with the organizational values of LAPD and the Orange County Sheriff's Department given their use of the recommended practice. Both the LASD mission statement and the statement on core values include community, another recommended practice. In total, 80% of comparison departments include community in their mission statements.

Table B-3. Content Analysis of Department Job Descriptions

Department	Gendered Text Analysis	Emphasize commitment to diversity
LASD	Neutral	NO
LAPD	Neutral	NO
Anaheim PD	Masculine-coded	Cultural diversity and discrimination awareness
Long Beach PD	Feminine-coded	NO
Miami PD	Masculine-coded	NO
Austin PD	Feminine-coded	NO
Madison PD	Masculine-coded	Multi-cultural citizenry
San Diego Sheriff's Department	Neutral	NO
Orange County Sheriff's Department	Neutral	NO
Cook County Sheriff's Department	Feminine-coded	NO
Pima County Sheriff's Department	Neutral	NO
Harris County Sheriff's Department	Neutral	NO
Broward County Sheriff's Department	Feminine-coded	NO
Riverside County Sheriff's Department	Masculine-coded	NO
San Bernardino County Sheriff's Department	Feminine-coded	NO

As indicated in Table B-3, LASD's job description is neutral in its feminine/masculine orientation. While this likely does not impart the idea of masculine organizational values on potential female applicants, it does not help cultivate an inclusive image either. In total, 30% of the comparison agencies' job descriptions were feminine-coded. Another 40% were neutral, and the final 40% were masculine-coded. Only two departments emphasized commitment to diversity in their job descriptions (Madison and Anaheim PDs); however, this is an important finding in that Anaheim PD likely largely recruits from the same applicant pool as LASD. *Thus, the lack of an emphasis on commitment to diversity in LASD's job description represents a limitation.*

Tables B-4 and B-5 (below) show the results from analyses of Instagram and Recruiting websites, respectively. LASD recruiting had four total webpages (working). This was similar to other departments which utilized between three and six pages with an average of 3.8. *LASD did*

not have a recruiting mission statement, a recommended practice. In contrast, seven of the comparison departments (46.7%) had a recruiting mission statement. The LASD recruiting site did not include a statement about diversity, also a recommended practice. Five comparison websites (33.3%) did make a statement about diversity on the recruiting website. *LASD's website did not include a statement about community, another recommended practice.* Six (40.0%) of the comparison departments did include a statement about community.

All recruiting websites, including LASD's provided information about recruiting women; however, two comparison departments (13.3%) included a link to additional information; LASD's website did not. Six of the comparison departments (40%) included information about recruiting racial and ethnic minorities. LASD did include similar information on their site. The imagery presented on these sites varied. Table B-5 shows the presence of various images on the recruiting websites for each department:

Five of the comparison departments (35.7%) included diversity messages while 13 (92.8%) included messages about community. The number of community messages posted ranged from 0 to 15, while diversity messages were less common (range = 0 to 2).

Table B-4. Instagram Imagery Analysis[†]

	LASD	LAPD	Anaheim PD	Long Beach PD	Madison PD	Austin PD	Miami PD
A message about diversity	0 (0%)	0 (0%)	0 (0.0%)	1 (1.7%)	0 (0%)	0 (0%)	1 (1.7%)
A message about community	4 (6.7%)	7 (11.7%)	15 (25.0%)	5 (8.3%)	2 (3.3%)	0 (0%)	1 (1.7%)
Images of female officers	9 (15.0%)	5 (8.3%)	12 (20.0%)	10 (16.7%)	18 (30.0%)	10 (16.7%)	13 (21.7%)
Images of female officers of color	6 (10.0%)	3 (5.0%)	6 (10.0%)	1 (1.7%)	3 (5.0%)	5 (8.3%)	13 (21.7%)
Images of male officers of color	10 (16.7%)	6 (10.0%)	8 (13.3%)	14 (23.3%)	4 (6.7%)	5 (8.3%)	6 (10.0%)
Images of individuals of color	2 (3.3%)	8 (13.3%)	16 (26.7%)	17 (28.3%)	14 (23.3%)	4 (6.7%)	8 (13.3%)
Images that portray policing as paramilitary	1 (1.7%)	1 (1.7%)	0 (0.0%)	1 (1.7%)	0 (0%)	0 (0%)	2 (3.3%)
Images that portray policing as law enforcement	1 (1.7%)	10 (16.7%)	10 (16.7%)	6 (10.0%)	0 (0%)	0 (0%)	0 (0%)
Images that portray participation in a community event	8 (13.3%)	3 (5.0%)	18 (30.0%)	17 (28.3%)	17 (28.3%)	18 (30.0%)	20 (33.3%)
Images that portray policing in the community	0 (0%)	9 (15.0%)	12 (20.0%)	9 (15.0%)	6 (10.0%)	1 (1.7%)	5 (8.3%)
Images that portray recruitment	2 (3.3%)	1 (1.7%)	2 (3.3%)	8 (13.3%)	7 (11.7%)	1 (1.7%)	0 (0%)
Images that portray humor	1 (1.7%)	2 (3.3%)	2 (3.3%)	5 (8.3%)	10 (16.7%)	9 (15.0%)	0 (0%)
Images that portray wanted information about a suspect	17 (28.3%)	3 (5.0%)	0 (0.0%)	1 (1.7%)	0 (0%)	3 (5.0%)	2 (3.3%)

[†] Percentages reported are the percent of posts within the last 60 that included the listed imagery.

Table B-4 (cont'd). Instagram Imagery Analysis[†]

	LASD	Orange County SD	San Diego SD	Cook County SD	Pima County SD	Harris County SD	Broward County SD	Riverside County SD	San Bernardino County SD
A message about diversity	0 (0%)	1 (1.7%)	0 (0%)	1 (1.7%)	0 (0%)	0 (0%)	2 (3.3%)	0 (0%)	0 (0%)
A message about community	4 (6.7%)	3 (5.0%)	5 (8.3%)	3 (5.0%)	6 (10.0%)	1 (1.7%)	14 (23.3%)	6 (10.0%)	2 (3.3%)
Images of female officers	9 (15.0%)	6 (10.0%)	23 (38.3%)	2 (3.3%)	15 (25.0%)	4 (6.7%)	27 (45.0%)	5 (8.3%)	15 (25.0%)
Images of female officers of color	6 (10.0%)	2 (3.3%)	8 (13.3%)	1 (1.7%)	9 (15.0%)	4 (6.7%)	24 (40.0%)	5 (8.3%)	8 (13.3%)
Images of male officers of color	10 (16.7%)	1 (1.7%)	12 (20.0%)	5 (8.3%)	6 (10.0%)	22 (36.7%)	28 (46.7%)	4 (6.7%)	10 (16.7%)
Images of individuals of color	2 (3.3%)	1 (1.7%)	11 (18.3%)	11 (18.3%)	2 (3.3%)	9 (15.0%)	27 (45.0%)	2 (3.3%)	6 (10.0%)
Images that portray policing as paramilitary	1 (1.7%)	0 (0%)	0 (0%)	2 (3.3%)	1 (1.7%)	0 (0%)	0 (0%)	0 (0%)	1 (1.7%)
Images that portray policing as law enforcement	1 (1.7%)	0 (0%)	0 (0%)	2 (3.3%)	2 (3.3%)	6 (10.0%)	1 (1.7%)	7 (11.7%)	4 (6.7%)
Images that portray participation in a community event	8 (13.3%)	10 (16.7%)	5 (8.3%)	2 (3.3%)	12 (20.0%)	9 (15.0%)	15 (25.0%)	5 (8.3%)	10 (16.7%)
Images that portray policing in the community	0 (0%)	3 (5.0%)	10 (16.7%)	3 (5.0%)	1 (1.7%)	4 (6.7%)	9 (15.0%)	1 (1.7%)	4 (6.7%)
Images that portray recruitment	2 (3.3%)	0 (0%)	7 (11.7%)	0 (0%)	12 (20.0%)	0 (0%)	2 (3.3%)	1 (1.7%)	4 (6.7%)
Images that portray humor	1 (1.7%)	7 (11.7%)	4 (6.7%)	2 (3.3%)	7 (11.7%)	1 (1.7%)	3 (5.0%)	7 (11.7%)	1 (1.7%)
Images that portray wanted information about a suspect	17 (28.3%)	8 (13.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (6.7%)	1 (1.7%)

[†] Percentages reported are the percent of posts within the last 60 that included the listed imagery.

Table B-5. Key Images on Recruiting Websites

	Images of women	Images of racial/ethnic minorities	Paramilitary Images	Images of law enforcement	Images of community policing
Los Angeles Sheriff's Department	Yes	Yes	No	Yes	Yes
Los Angeles Police Department	Yes	Yes	Yes	No	Yes
Anaheim Police Department	Yes	No	No	No	No
Long Beach Police Department	Yes	Yes	No	Yes	No
Madison Police Department	Yes	Yes	No	No	Yes
Austin Police Department	Yes	Yes	Yes	No	Yes
Miami Police Department	Yes	Yes	No	No	Yes
Orange County Sheriff's Department	Yes	No	No	No	No
San Diego Sheriff's Department	Yes	Yes	No	No	No
Cook County Sheriff's Department	No	No	No	No	No
Pima County Sheriff's Department	Yes	Yes	No	Yes	Yes
Harris County Sheriff's Department	Yes	Yes	No	No	No
Broward County Sheriff's Department	No	No	No	No	No
Riverside County Sheriff's Department	Yes	Yes	No	Yes	No
San Bernardino County Sheriff's Department	Yes	Yes	No	Yes	No

Table B-6 (below) displays the results of the gender coded analysis. Nearly all departments' (n=12) Facebook pages were labeled as strongly feminine-coded (85.7%), while two were labeled feminine-coded (14.2%). One department did not have a Facebook page. The

results of the Twitter analysis were slightly less uniform. Of the 15 Twitter pages analyzed, 66.7% used strongly feminine language, including LASD. Three Twitter pages (20.0%) were coded as feminine, and one page was coded as neutral. One department's Twitter page was masculine-coded.

Table B-6. Gender-Coded Analysis: Facebook and Twitter

	Facebook	Twitter
LASD	Strongly Feminine-Coded	Strongly Feminine-Coded
LAPD	Strongly Feminine-Coded	Strongly Feminine-Coded
Anaheim PD	Strongly Feminine-Coded	Strongly Feminine-Coded
Long Beach PD	Strongly Feminine-Coded	Strongly Feminine-Coded
Miami PD	Strongly Feminine-Coded	Strongly Feminine-Coded
Austin PD	Feminine-Coded	Strongly Feminine-Coded
Madison PD	Strongly Feminine-Coded	Strongly Feminine-Coded
San Diego Sheriff's Department	N/A	Strongly Feminine-Coded
Orange County Sheriff's Department	Strongly Feminine-Coded	Neutral
Cook County Sheriff's Department	Strongly Feminine-Coded	Strongly Feminine-Coded
Pima County Sheriff's Department	Strongly Feminine-Coded	Masculine-Coded
Harris County Sheriff's Department	Strongly Feminine-Coded	Strongly Feminine-Coded
Broward County Sheriff's Department	Strongly Feminine-Coded	Feminine-Coded
Riverside County Sheriff's Department	Feminine-Coded	Feminine-Coded
San Bernardino County Sheriff's Department	Strongly Feminine-Coded	Feminine-Coded

While many departments maintain social media accounts for the entire department, some recruiting units maintain their own social media accounts. The analyses for these specific accounts is shown in Table B-7.

Table B-7. Instagram Imagery Analysis for Recruiting Divisions[†]

	LASD Recruiting	LAPD Recruiting	Austin PD Recruiting	Orange County SD Recruiting	Riverside County SD Recruiting	San Bernardino County SD Recruiting
A message about diversity	0 (0%)	2 (3.3%)	0 (0%)	2 (3.3%)	0 (0%)	0 (0%)
A message about community	3 (5.0%)	9 (15.0%)	0 (0%)	3 (5.0%)	0 (0%)	0 (0%)
Images of female officers	22 (36.7%)	24 (40.0%)	19 (31.7%)	22 (36.7%)	8 (13.3%)	18 (30.0%)
Images of female officers of color	13 (21.7%)	20 (33.3%)	12 (20.0%)	5 (8.3%)	5 (8.3%)	9 (15.0%)
Images of male officers of color	16 (26.7%)	25 (41.7%)	9 (15.0%)	15 (25.0%)	9 (15.0%)	8 (13.3%)
Images of individuals of color	3 (5.0%)	20 (24.0%)	1 (1.7%)	7 (11.7%)	1 (1.7%)	2 (3.3%)
Images that portray policing as paramilitary	2 (3.3%)	2 (3.3%)	1 (1.7%)	0 (0%)	1 (1.7%)	1 (1.7%)
Images that portray policing as purely law enforcement	9 (15.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1.7%)
Images that portray participation of a community event	2 (3.3%)	1 (1.7%)	5 (8.3%)	6 (10.0%)	13 (21.7%)	5 (8.3%)
Images that portray policing in the community	6 (10.0%)	3 (5.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Images that portray recruitment	60 (100%)	39 (65.0%)	37 (61.7%)	53 (88.3%)	49 (81.7%)	49 (81.7%)
Images that portray humor	2 (3.3%)	4 (6.7%)	3 (5.0%)	0 (0%)	3 (5.0%)	1 (1.7%)
Images that portray wanted information about a suspect	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

[†] Percentages reported are the percent of posts within the last 60 that included the listed imagery.

Table B-8 shows the qualification criteria for LASD compared to the 14 other agencies.

Table B-8. Qualification Criteria for Sampled Departments

	Age	Citizenship	Education	License	Physical	Oral & Written	Background
LASD	19 1/2 Years of Age (Time of Application)	U.S. citizen or permanent resident alien who is eligible for and has applied for citizenship	Graduation from a U.S. high school or equivalent	A Valid California Class "C" or above	At least 20/70 in each eye without correction, correctable to 20/30 in each eye; No major hearing impairment; Physically Fit	Criteria Not Provided	No felony charges or currently on probation

LAPD	20 Years of Age (Time of Application)	U.S. citizen or permanent resident alien who is eligible for and has applied for citizenship	Graduation from a U.S. high school or Equivalent	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided	Candidates who have a history of unethical or immoral behavior will not be hired
Anaheim PD	21 Years of Age (upon completion of the academy training)	Must be a United States Citizen by date of appointment	Graduation from a U.S. high school or equivalent	Possession of a valid California Driver's License	Corrected or uncorrected vision of 20/20 or better; Physically fit	Communicate clearly and accurately, both orally and in writing	Criteria Not Provided
Long Beach PD	20 Years of Age	Must be a citizen of the United States or have applied for citizenship at least one year prior to application	Graduation from a U.S. high school or equivalent	A valid motor vehicle operator license	20/100 in each eye and correctable to 20/20; normal color vision and hearing	Good observation and writing skills; Good communication skills	Must not have been convicted for any state or a federal government crime
Madison PD	18 Years of Age (At Time of Application)	Criteria Not Provided	Graduation from a U.S. high school or equivalent; New Officers who do not possess a two-year associate degree or sixty credits from an accredited college at time of hire must meet this standard within five years	Possess a current Driver's License and be eligible for a Wisconsin Driver's License	Criteria Not Provided	Criteria Not Provided	No Felony Convictions
Austin PD	Between 20 1/2 and 45 Years of Age (At Time of Application)	US Citizen born or naturalized	Graduation from a U.S. high school or equivalent	A valid motor vehicle operator license	Good physical health	Read and write English	Criteria Not Provided
Miami PD	19 Years of Age	Must be a United States Citizen	Graduation from a U.S. high school or equivalent	A valid motor vehicle operator license	20/30 vision in each eye with correction and must be binocular and monocular of 20/100 vision in each eye without correction. Depth and color perception must be within normal limits	Criteria Not Provided	Applicants must not have been convicted of any felony nor misdemeanor
Orange County SD	20 Years of Age (Date of Written Exam)	U.S. citizen or permanent resident alien who is eligible for and has applied for citizenship.	Graduation from a U.S. high school or equivalent	A valid California Class "C" or above	Criteria Not Provided	Criteria Not Provided	Must have no felony convictions as a juvenile or adult and cannot currently be on any form of probation

San Diego SD	20 1/2 Years of Age (At Time of Application)	U.S. citizen or permanent resident alien who is eligible for and has applied for citizenship.	Graduation from a U.S. high school or equivalent	Valid California Driver's License prior to appointment	Criteria Not Provided	Effective oral and written communications in English	No felony convictions or probation. Misdemeanors may be disqualifying
Cook County SD	Between 21 and 39 Years of Age	Must be a United States Citizen	Graduation from a U.S. High school or equivalent; Possess a minimum of 60 Credits from an accredited college or university	Possess a valid driver's license	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided
Pima County SD	At least 21 Years of Age (Time of Appointment)	Must be a United States Citizen; Must be a registered voter at time of hire	Graduation from a U.S. high school or equivalent	Valid Arizona Driver's License (At Time of Hire)	Criteria Not Provided	Must be able to read, write, and speak the English language	No Felony Convictions
Harris County SD	At least 21 Years of Age	Criteria Not Provided	Graduation from a U.S. high school or equivalent	Valid driver's License (Texas issued driver's license will be required by hire date)	Criteria Not Provided	Eyesight must be correctable to 20/20 vision, normal color, and peripheral vision; Correctable normal audible range in both ears	Criteria Not Provided
Broward County SD	19 Years of Age	United States Citizen at time of application	Graduation from a U.S. high school or equivalent	Must possess and maintain throughout employment, a valid Florida driver license	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided
Riverside County SD	At least 20 Years & 9 Months of Age (Start of Academy)	Must be a United States Citizen	Graduation from a U.S. high school or equivalent	Ability to obtain California Driver License	Criteria Not Provided	Oral & written communications skills	No felony, misdemeanors, or domestic violence convictions; Must not currently be on probation
San Bernardino SD	20 1/2 Years of Age (Time of Testing)	Must be a United States Citizen	Graduation from a U.S. high school or equivalent	A Valid California Class "C" or Above	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided

Comparison of the qualification guidelines indicate that:

- LASD accepts younger applicants than the 14 other departments.⁴
- LASD allows resident aliens to apply if they have applied for citizenship. Several comparison departments do not allow this practice or clarify the rules.
- LASD requires the completion of high school or its equivalent. Only two comparison departments required education beyond high school.
- LASD requires a valid California driver's license. Some comparison departments require only eligibility to drive.
- LASD allows greater vision impairment than several comparison departments provided it is correctable.
- LASD's listed background disqualifiers are similar to other agencies.

LASD's physical fitness test (VPAT-S) is compared to the sample of departments in Table B-9 below. The information indicates that, while the majority of departments utilize two components of LASD's VPAT-S (sit-ups and push-ups), fewer utilize an obstacle course. LASD is the only department in the sample to have adopted a shuttle run.

⁴ Age requirements vary (e.g., at time of application, as of academy start date, as of appointment). Comparisons are based on an assumed 12-month application processing and training timeline.

Table B-9. Types of Physical Fitness Testing for Departments

	Sit-Ups	Push-Ups	1 ½ Mile Run	300 Meter Run	1 Mile Run	Obstacle Course	Shuttle Run	Dummy Drag	6 Foot Chain Link	6 Foot Solid Fence	500 Yard Run
LASD	✓	✓				✓	✓				
LAPD	✓	✓	✓	✓							
Anaheim PD		✓			✓	✓		✓			
Long Beach PD	✓	✓	✓			✓					
Miami PD	✓	✓	✓	✓							
Madison PD	✓	✓	✓								
Austin PD			✓								
Orange Co. SD	✓	✓	✓								
San Diego SD						✓		✓	✓	✓	✓

Cook Co. SD	✓		✓						
Pima Co. SD				✓		✓	✓	✓	✓
Riverside SD	✓	✓	✓						
San Bernardino SD			✓		✓	✓	✓	✓	✓

While departments may utilize the same tests as part of their physical fitness assessment, many departments utilize different qualification criteria. As well, some departments utilize gender-normed criteria while others do not. The data suggest that gender-normed criteria are less common than single criteria.

Table B-10. Gender Normed Standards for PT

Department	Yes	No
<i>Los Angeles Sheriff's Department</i>		✓
<i>Los Angeles Police Department</i>	✓	
<i>Anaheim Police Department</i>		✓
<i>Long Beach Police Department</i>		✓
<i>Miami Police Department</i>	✓	
<i>Madison Police Department</i>		✓
<i>Austin Police Department</i>	✓	
<i>Orange County Sheriff's Department</i>		✓
<i>San Diego Sheriff's Department</i>		✓
<i>Cook County Sheriff's Department</i>	✓	
<i>Pima County Sheriff's Department</i>		✓
<i>Riverside County Sheriff's Department</i>		✓
<i>San Bernardino Sheriff's Department</i>		✓

Beyond gender-norming criteria, departments also vary in the way that physical fitness tests are scored. Table B-10 shows that some agencies utilize cut score where candidates must achieve some minimum or complete a task under a time threshold.

The physical fitness qualifications for LASD and the comparison departments are shown in Table B-11 below.

Table B-11. Physical Fitness Qualifications for Departments

	Sit-Ups	Push-Ups	1 ½ Mile Run (in minutes)	300 Meter Run	1 Mile Run	Obstacle Course	Shuttle Run	Dummy Drag	6 Foot Chain Link	6 Foot Solid	500 Yard Run
LASD	Criteria Not Provided	Criteria Not Provided				Criteria Not Provided	Criteria Not Provided				
LAPD	35	18	14:15	1:04							
Anaheim PD		20			9:27	1:10		00:27			
Long Beach PD	Up to 40	Up to 40	15:30			2:30					
Miami PD	30	13	15:56	1:15							
Madison PD	25	15	16:57								
Austin PD			14:46								
Orange Co. SD	30	30	14:00								
San Diego SD						Criteria Not Provided		Criteria Not Provided	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided

Cook Co. SD	24		16:52					
Pima Co. SD				00:35.5	00:27.9	00:15.1	00:19.6	3:33
Riverside Co. SD	30	30	13:00					
San Bernardino SD				Criteria Not Provided	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided

To place LASD's maternity and appearance policies in context, similar policies from the sample of departments were collected and compared in Table B-12 (below).

Table B-12. Comparison of Maternity and Appearance Policies

	LASD	Los Angeles PD	Anaheim PD	Long Beach PD	Madison PD
<i>Maternity Uniform</i>	Criteria Not Provided	Pregnant officers can switch to maternity uniform when it becomes impractical for them to wear a basic uniform. The uniform shall meet the specifications in the Department Uniform and Personal Equipment Specifications Manual	Criteria Not Provided	Employee will continue to wear the uniform and equipment assigned to them at the time of hire or replacement through normal attrition. The Department will not provide special uniforms or other equipment other than that provided to all officers under Department policy	Criteria Not Provided
<i>Maternity Leave</i>	Maternity Leave may consist of any or all of the following: Disability Leave, Accrued Benefits Leave, or Unpaid Leave.	May take a maternity leave of absence or use accumulated sick leave benefits, including 100 percent, 75 percent, and 50 percent paid sick leave time, for that period of time during which she is certified by a physician as unable to work. Accumulated vacation time may be used in conjunction with, or in lieu of, sick time	Employees shall be required to use all paid leave balances during any authorized leave; Employees are eligible to take up to four months of Pregnancy Disability Leave (PDL) if they provide a request for such leave and provide medical certification identifying a disability due to pregnancy, childbirth or related medical conditions. family leave. If no accrued leaves are available, the employee shall be placed on leave without pay status	Criteria Not Provided	City of Madison will provide up to 6 weeks of Paid Parental Leave to Eligible Employees following a qualifying birth or adoptive event. Paid Parental Leave Policy exceeds any legal requirement as, at this time, there is no legal requirement to provide any paid parental leave; Family and Medical Leave Act (FMLA) leave in cases where an Eligible Employee is also eligible for FMLA leave. This means the employee's Paid Parental Leave time will be subtracted from the total of 12 weeks available under FMLA

<i>Tasks on Maternity Leave</i>	Employees who are on Maternity Leave shall be placed on a Day Shift "A" schedule for timekeeping purposes; however, such employees shall not be required to remain at their place of residence during their duty hours; employees who are on Maternity Leave shall be entered on the weekly Absence Follow-up Report in the same manner as any other employee off duty on extended illness or injury; and it is not necessary to maintain weekly telephone contact with employees who are on Maternity Leave.	Immediate assignment to sedentary duties; Continued assignment in present duties until the employee's condition necessitates assignment to sedentary duties	Temporary Light Work for Temporary Disabled Employees; The employee will be temporarily assigned to another work unit	A pregnant employee's treating physician will determine how long the employee may continue to work in her present assignment, e.g., Patrol, Jail, etc. and will also determine job-related work restrictions and limitations	The department will attempt to provide a temporary restricted duty assignment, when meaningful assignments are available. The temporary restricted duty assignment workdays and hours will be determined by the needs of the department
<i>Hair Appearance</i>	Criteria Not Provided	Female employees shall arrange their hair, so it does not extend below the bottom edge of the shirt collar. It shall not interfere with the employee's vision and shall not be arranged in a way that would be advantageous for a suspect to grab, such as in a ponytail	Criteria Not Provided	Criteria Not Provided	An employee's hair shall not be such that it presents an unprofessional, unkempt, or neglected appearance. Hair accessories must be professional in appearance. If wigs and hair pieces are worn, they must conform to the established grooming standards
<i>Nail Appearance</i>	Criteria Not Provided	Uniformed female employees may only wear clear or neutral (beige or cream) nail polish (white nail tips are allowed)	Criteria Not Provided	Criteria Not Provided	Fingernails shall be professional in appearance and not be of a length that interferes with the safe and successful performance of one's job responsibilities

<i>Make-Up</i>	Criteria Not Provided	If make-up is worn, it shall be worn in moderation and shall be consistent with a professional and businesslike appearance	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided
<i>Courtroom Appearance</i>	Criteria Not Provided	Female employees shall either wear a businesslike dress, skirt, or pants with a businesslike blouse and/or sweater, blazer or sport coat and dress shoes. The hemline of the dress or skirt shall be of a professional and businesslike length. Hosiery shall be of a solid businesslike color and without patterns	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided

<i>Jewelry</i>	<p>When wearing the uniform, all visible jewelry shall be limited to rings and watches. Visible necklaces and ornamental bracelets or anklets shall not be worn while in uniform. Uniformed female members with pierced ears are permitted to wear a single stud earring (no larger than 3/8-inch diameter) in each ear lobe</p>	<p>A maximum of two finger rings and one wristwatch may be worn by uniformed personnel while on duty, providing they pose no safety hazard. No bracelets, except medical bracelets and approved. Necklaces that are not visible while in uniform may be worn. Uniformed female officers are authorized to wear post earrings. All jewelry must be appropriate, so it does not detract from a professional appearance. The wearing of all facial piercing jewelry, such as nose piercing, tongue piercing, eyebrow piercing, lip piercing, or any other facial piercing jewelry is prohibited while on duty</p>	<p>Criteria Not Provided</p>	<p>Criteria Not Provided</p>	<p>Jewelry worn shall be professional and may not have potentially offensive words, terms, logos, pictures, cartoons, or slogans; Earlobe hoops or plugs (used to enlarge piercing holes in the earlobes) are not allowed; Officers and uniformed civilians shall not wear more than two earrings on each ear. They shall not be larger than 10mm each. Uniformed officers and uniformed civilians shall not wear any visible necklace, unless authorized by the department</p>
----------------	--	--	------------------------------	------------------------------	---

Table B-12. (cont'd) Comparison of Maternity and Appearance Policies

	San Bernardino SD	Austin PD	Orange County SD	San Diego SD
<i>Maternity Uniform</i>	Pants may be altered by adding a black elastic panel to the front waistline area; Uniform shirts may be worn untucked, with the lower edge hemmed to an even length; The uniform shirt shall be sufficient size and length to ensure that the black panel is the waistline of pants is completely covered when the employee is standing	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided
<i>Maternity Leave</i>	Under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA), qualified employees are entitled to take unpaid leave for up to 12 work weeks in a given 12-month period for a qualifying event; Pregnancy Disability Leave law, pregnant employees are entitled to up to four months of unpaid leave	Employees eligible for Family Medical Leave (FMLA) shall be granted up to 12 weeks each calendar year for the birth of a child; Employees not eligible for FMLA, or who have exhausted FMLA leave, may request a leave of absence as outlined in City of Austin Policies	FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees	FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees
<i>Tasks on Maternity Leave</i>	When a pregnant employee's physician issues a notice of restrictions, the employee shall provide the division's commander written notice of the restrictions and the estimate duration of those restrictions; Although the commander will generally attempt to place personnel assigned to modified duty in a position within their currently assigned division, the employee may be assigned to any division within the department based on organizational need	Upon receiving such notification from an employee, a commander/manager has the discretion to place the employee on Special Assignment to an appropriate position without the documentation of a physician.	Criteria Not Provided	Criteria Not Provided

<i>Hair Appearance</i>	Hair shall be clean, trimmed, and neatly styled. It shall be worn so that it does not extend below the bottom of the back portion of the shirt color	Hair must not extend below the bottom line of the back yoke of the uniform shirt (or comparable area on a shirt without a yoke) and shall not interfere with the wearing of any issued headgear; Hair may be styled: In an upward sweep or bun; or In braids that are close to the head and secured in a way that does not constitute a safety hazard; or To reflect other current conservative hairstyling	Criteria Not Provided	Hair shall be kept neat, clean, and well-groomed at all times and cut to a length that does not extend below the collar or worn in a style not to extend below the collar for uniformed employees
<i>Nail Appearance</i>	Fingernails shall be clean and trimmed; Nails shall not extend beyond the fingertips; No excessively bright colors or reflective, glitter-type material shall be for nail polish	Fingernails extending beyond the tip of the finger can pose a safety hazard to officers or others. For this reason, fingernails shall be trimmed so that no point of the nail extends beyond the tip of the finger.	Criteria Not Provided	Employees shall wear their fingernails at a length which does not interfere with the performance of their duties and which would not be cause for injury if broken in the performance of their duties. Clear or muted tones of polish is permissible, however, bright colors of fingernail polish for uniformed employees will not be allowed
<i>Make-Up</i>	Makeup shall be subdued and blended to compliment the natural skin color	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided
<i>Courtroom Appearance</i>	Females members can wear: Dress, Tailored Skirt and Blouse, Tailored Pants Suit, Tailored Slacks and Blouse	Dress, skirts or dress slacks with blouse or sweater, or skirted or pant suit	Criteria Not Provided	Criteria Not Provided
<i>Jewelry</i>		No jewelry or personal ornaments shall be worn by officers on any part of the uniform or equipment except those authorized within this manual. Jewelry, if worn around the neck, shall not be visible above the shirt collar	Criteria Not Provided	

Table B-12 (cont'd). Comparison of Maternity and Appearance Policies

	Riverside Co SD	Cook Co SD	Pima Co SD	Harris Co SD
<i>Maternity Uniform</i>	Criteria Not Provided	Criteria Not Provided	The uniform pant may be altered and tailored with an elastic waist and maternity stretch panel of the same color inserted in the trouser front. The uniform shirt may be altered with panels of like material and color inserted in the side seams. The bottom of the shirt must be straight edged and not tailed. The shirt shall be worn untucked	Criteria Not Provided
<i>Maternity Leave</i>	Under the California Family Rights Act (CFRA) and the federal Family Leave Act (FMLA), qualified employees are entitled to take unpaid leave for up to 12 work weeks in a given 12-month period for a qualifying event; Pregnancy Disability Leave law, pregnant employees are entitled to up to four months of unpaid leave	Maternity / Paternity Leave Eligible employees shall be granted maternity or paternity leaves of absence to cover periods of pregnancy and postpartum childcare up to six months; Time taken will run concurrently with FMLA relating to pregnancy or postpartum childcare	FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees	FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees
<i>Tasks on Maternity Leave</i>	Criteria Not Provided	Criteria Not Provided	If limited duty request is due to pregnancy, a Physician's Report may only need to be submitted once providing restrictions and estimated due date. Should restrictions change during the approved time frame, an updated Physician's Report and limited duty request shall be submitted for re-approval of limited duty status	Criteria Not Provided

<i>Hair Appearance</i>	All employee hairstyles shall be neat in appearance. Hair coloring shall be within the range of natural hair colors. The length, bulk or style of the hair shall neither present an unkempt, ragged or extreme appearance, nor endanger personnel or become a hindrance in the work environment. Hair must be worn so as not to extend below the bottom of the uniform collar or the top of the eyebrow line	Criteria Not Provided	Hair may be worn in contemporary styles but no lower than the top of the shirt collar at the back of the neck for men, bottom of the shirt collar at the back of the neck for women, and the mid-point of the ear at the sides when the man or woman is standing with his/her head in a normal position. Hair shall not extend below the eyebrow line on the forehead. Hair shall not extend more than three inches outward from the surface of the head. If female members wish to wear longer hair, it must be pinned to conform to the foregoing standards	Criteria Not Provided
<i>Nail Appearance</i>	Fingernails shall be maintained at a reasonable length without deterring from a professional image or creating a safety hazard. Uniformed female personnel shall use a clear or relatively inconspicuous color, fingernail polish. Decals or jewelry attached to the fingernails are prohibited for uniformed personnel	Criteria Not Provided	Shall be clean and shall not extend beyond the tip of the finger. Females may wear conservatively colored fingernail polish.	Criteria Not Provided
<i>Make-Up</i>	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided
<i>Courtroom Appearance</i>	Suitable business attire for female employees would consist of a dress jacket, dress blouse, and skirt or slacks	Criteria Not Provided	Criteria Not Provided	Criteria Not Provided

<i>Jewelry</i>	Visible jewelry, other than authorized by this policy, shall not be worn with the uniform unless specifically authorized by the Chief of Police or his designee	Criteria Not Provided	Items of personal jewelry, in good taste, may be worn; generally, this is limited to wristwatches, wedding bands, or other tasteful rings. Earrings may be worn by female members within the following guidelines: Clip-on type earrings shall not exceed one-half inch in diameter and shall conform to the shape of the ear; Small post type earrings may be worn for pierced ears and not more than one earring in each ear is permitted; As a safety precaution, neither protruding nor dangling earrings shall be worn; All earrings will be attached to the earlobe below the ear canal opening	Criteria Not Provided
----------------	---	-----------------------	---	-----------------------

Appendix C

Survey Analysis

In this Appendix, we provide additional information about the recruiting survey of cadets administered by LASD, the recruiting survey of applicants administered by JSS, and the academy training survey administered by JSS. While the recruiting survey of cadets administered by LASD and the recruiting survey of applicants administered by JSS sought to isolate information about the effect of recruiting efforts on applicants, the academy training survey administered by JSS sought to understand cadets and their experiences in LASD's training academy. The analyses that follow include a description of the respondents (race, ethnicity, age, and education levels), as well as answers to specific questions.

Recruiting Survey of Cadets Administered by LASD

The LASD recruiting survey of cadets utilized a written survey that collected the following information:

- Demographics (gender, age, race, city of residents, education level, military experience)
- How did you hear that LASD was hiring?
- Did you ever attend an LASD recruiting event, and where?
- Did recruiters answer all of your questions?
- Were the handouts helpful?
- Did you ever call the 1-800-A-DEPUTY phone line?
- Do you have social media accounts, and which?
- Did you know that LASD Recruitment is on social media?
- Have you ever followed LASD Recruitment on social media?
- Have you ever contacted a recruiter on social media?

- Was the recruiter able to answer your questions?
- Did you get a response in a timely fashion?
- Before being hired, did you have questions on how to prepare for the hiring process?
- If you had questions, how were they answered?
- Did you ever attend a pre-academy training class?
- How did you learn about the pre-academy training classes?
- Did you find the pre-academy training classes to be helpful?
- Do you have friends or family in the Sheriff's Department?
- Where they able to answer all of your questions about getting hired?
- Additional comments.

Demographics and Background Information

In total, 361 cadets responded to the recruiting survey of cadets administered by LASD. Of these, 302 (83.7%) were male and 59 (16.3%) were female. Table C-1 shows the race/ethnicity of the sample with over 65% of the respondents Hispanic, 24% white, nearly 6% Asian, and less than 4% Black.

Table C-1. LASD Recruiting Survey Participants by Race/Ethnicity

Race	Freq.	Percent
Hispanic	233	65.1%
White	87	24.3%
Asian	20	5.6%
Black	13	3.6%
Other	5	1.4%

The mean age of respondents was 27.2 years with a standard deviation of 5.5 years. The youngest respondent was 20 and the oldest was 53. Age did not significantly vary by gender ($t = -0.92, p = ns$). The respondents were cadets from academy classes 437, 438, 439, 440, and 441

with in class frequencies ranging from 61 to 80. Gender representation of respondents did not vary significantly by class ($\chi^2 = 10.3, p = ns$). Racial/ethnic composition of respondents did vary significantly by class ($\chi^2 = 32.2, p < .05$) with classes 437 and 439 demonstrating higher levels of Asian respondents and class 440 demonstrating a higher level of Black respondents.

Racial composition of female respondents did not significantly vary from the overall composition of the sample ($\chi^2 = 4.2, p = ns$); however, there were few Black and Asian women in the sample given the limited number of female respondents and the low overall number of Black and Asian respondents in the sample. Table C-2 presents the levels of education for the overall sample.

Table C-2. Level of Education for Respondents

Education	Freq.	Percent
GED	3	0.8%
High School	68	18.9%
Trade School	6	1.7%
Some college	122	34.0%
AA/AS	45	14.8%
BA/BS	100	27.9%
Masters	7	2.0%

Level of education significantly varied by gender ($\chi^2 = 34.9, p < .001$) with female respondents exhibiting substantially higher levels of associate degrees (25.4% of women versus 12.7% of men), Bachelor's degrees (45.8% of women versus 24.3% of men), and Master's degrees (5.1% of women versus 1.3% of men).

Overall, 16.5% of the sample had military experience. Military experience varied significantly by gender ($\chi^2 = 11.2, p < .01$). While 19.4% of male respondents had military experience, only 1.7% of female respondents (one respondent) had military experience. Military experience did not significantly vary by race/ethnicity ($\chi^2 = 4.2, p = ns$).

How Cadets Heard About Positions

Respondents reported high rates of hearing about positions from friends and family (74.1%). Women reported significantly higher rates of notification from friends and family ($\chi^2 = 6.0, p < .05$); however, friend and family notification did not significantly vary by race/ethnicity ($\chi^2 = 4.6, p = ns$). Sixty-eight percent of respondents reported having friends or family within LASD. Women were no less likely to have friends and family in the department ($\chi^2 = 2.2, p = ns$); however, race/ethnicity was important ($\chi^2 = 11.8, p < .05$) with Asian and Black respondents reporting lower levels of friends and family within LASD. Over eighty-six percent of respondents reported getting information about the hiring process from friends or family with women being equally likely as men ($\chi^2 = .05, p = ns$). Race/ethnicity was again important ($\chi^2 = 12.6, p < .05$) with Asian respondents less likely to get information from friends or family and Black respondents more likely to get information from friends or family.

Fewer respondents (43.9%) reported that they heard about the position through social media. Women and men did not significantly vary in reported rates of finding out through social media ($\chi^2 = 0.005, p = ns$). However, race/ethnicity did significantly impact the rate of finding out about position through social media ($\chi^2 = 12.0, p < .05$) with Black respondents reporting higher than expected levels (60.0% of Black respondents). In total, 89.3% of respondents used social media, and this rate did not significantly vary by gender or race/ethnicity (gender: $\chi^2 = 2.0, p = ns$; race/ethnicity: $\chi^2 = 2.0, p = ns$). Eighty-three percent of respondents used Instagram, 68.7% used Facebook, 45.6% used YouTube, and 28.2% used Twitter. Gender and race did not impact use of any particular social media platform with the exception that women were significantly more likely to use Instagram than men ($\chi^2 = 7.6, p < .01$). Over ninety percent of respondents were aware that LASD utilized social media, and women were significantly more likely to be aware of LASD's social media than men ($\chi^2 = 5.2, p < .05$). Race was not related to

likelihood of being aware of LASD’s social media ($\chi^2 = 1.5, p = ns$). Sixty-eight percent of respondents followed LASD on social media, and neither gender nor race/ethnicity were related to a greater likelihood of following (gender: $\chi^2 = 0.02, p = ns$; race: $\chi^2 = 5.5, p = ns$). 24.6%

Even fewer respondents (17.7%) reported hearing about the position at a recruiting event. Women and men did not significantly vary in their rates of hearing about the position at a recruiting event ($\chi^2 = 0.0005, p = ns$). In addition, finding out about open positions through recruiting events did not vary across race/ethnicity ($\chi^2 = 5.8, p = ns$). Only 16.5% of respondents reported attending a recruiting event, and women and men reported equal likelihoods of attending ($\chi^2 = 0.2, p = ns$). There were no significant racial/ethnic differences in rates of attendance ($\chi^2 = 3.1, p = ns$). Among respondents who attended a recruiting event, college campuses were the most common location (35.0%) followed by job fairs (11.7%), community events (10.0%), and military bases (5.0%). Attendance by location was not related to gender ($\chi^2 = 4.5, p = ns$) nor race/ethnicity ($\chi^2 = 12.2, p = ns$). Table C-3 summarizes the way respondents heard about open positions in LASD.

Table C-3. How Respondents Heard About Open Positions

Education	Percent	Differences
Friends and Family	74.1%	Women more likely
Social Media	43.9%	Black respondents more likely
Recruiting Event	17.7%	-

Sources of Information

Over three-quarters of respondents (75.3%) report having had questions about the hiring process, and this did not vary by gender or race (gender: $\chi^2 = 1.3, p = ns$; race: $\chi^2 = 3.4, p = ns$). Respondents largely reported (82.3%) that recruiters adequately answered questions; however, exploratory evidence suggests that women were more likely to report that recruiters answered

their questions than men ($\chi^2 = 3.0, p < .10$). Likelihood of reporting that recruiters answered questions did not vary by race/ethnicity ($\chi^2 = 2.1, p = ns$). Over 90% of respondents reported that handouts and printed materials were helpful, and women and men did not vary in their evaluations of printed materials ($\chi^2 = 0.01, p = ns$); however, Black and White respondents were significantly more likely to positively evaluate the printed materials ($\chi^2 = 13.2, p < .05$).

Friends and family were the largest source of answers to respondents' questions with 65.8% of respondents reporting getting information from friends and family. Women were no more likely to get information from friends or family ($\chi^2 = 2.2, p = ns$); however, race/ethnicity was important ($\chi^2 = 14.4, p < .01$) with Black respondents getting information from friends and family at lower rates.

The department website was similarly important in answering respondents' questions with 50.6% of respondents reporting getting answers to their questions via the department's website, and neither gender nor race were related to the likelihood of finding information via the website (gender: $\chi^2 = 1.0, p = ns$; race: $\chi^2 = 2.2, p = ns$).

Social media was an important tool with 20.3% of respondents reporting getting answers from a recruiter through social media. Gender was not related to the likelihood of getting answers from a recruiter using social media ($\chi^2 = 0.81, p = ns$); however, race was significantly related to using social media to get answers ($\chi^2 = 11.9, p < .05$), with Asian respondents reporting lower rates and Black respondents reporting higher rates of getting answers via social media. In total, 24.3% of respondents contacted LASD through social media. As before, neither gender nor race/ethnicity were related to a greater likelihood of contacting the department through social media (gender: $\chi^2 = 0.09, p = ns$; race: $\chi^2 = 7.2, p = ns$). Over two-thirds of respondents who had contacted the department using social media reported that they received an

answer to their question. Neither gender nor race/ethnicity were related to the likelihood of receiving an answer (gender: $\chi^2 = 0.97$, $p = ns$; race: $\chi^2 = 2.6$, $p = ns$). All respondents who received a response indicated that the response came in a timely fashion.

Only 13.8% of respondents reported meeting with a recruiter in-person to get answers to their questions. Neither gender nor race were related to the likelihood of meeting in-person (gender: $\chi^2 = 0.68$, $p = ns$; race: $\chi^2 = 3.4$, $p = ns$). Nearly eleven percent of respondents reported talking with a recruiter over the phone. Neither gender nor race was related to the likelihood of talking with a recruiter over the phone (gender: $\chi^2 = 0.75$, $p = ns$; race: $\chi^2 = 6.0$, $p = ns$).

Only 7.1% of respondents called the department's information line (1-800-A-DEPUTY), and neither gender nor race/ethnicity were significantly related to rates of calling (gender: $\chi^2 = 0.01$, $p = ns$; race/ethnicity: $\chi^2 = 2.1$, $p = ns$). Among individuals who called, 86.4% found the information helpful.

Even fewer respondents (5.6%) reported communicating with a recruiter via email. Neither gender nor race were related to the likelihood of communicating via email (gender: $\chi^2 = 0.37$, $p = ns$; race: $\chi^2 = 1.7$, $p = ns$). Table C-4 summarizes how respondents had their questions about LASD answered.

Table C-4. How Respondents Had Questions About LASD Answered

Education	Percent	Differences
Friends and Family	65.8%	Black respondents more likely
Website	50.6%	-
Social Media	20.3%	Asian respondents less likely; Black respondents more likely
Meeting Recruiter	13.8%	-
Calling Recruiter	10.9%	-
1-800-A-DEPUTY	7.1%	-
Emailing Recruiter	5.6%	-

Training Classes

Over 38% of respondents utilized the training classes offered by LASD to prepare for the academy. Women were more likely to take classes ($\chi^2 = 4.2, p < .05$); however, the likelihood of taking a class was unrelated to race/ethnicity ($\chi^2 = 10.6, p = ns$). Over 96% percent of respondents who took training classes reported them as helpful. Neither gender nor race were related to the likelihood that respondents would report classes as helpful (gender: $\chi^2 = 1.5, p = ns$; race/ethnicity: $\chi^2 = 2.4, p = ns$).

Recruiting Survey of Applicants Administered by JSS

For comparability, JSS administered the same instrument to applicants used by LASD for the recruiting survey of cadets.

Demographics and Background Information

The recruiting survey of applicants administered by JSS resulted in 344 responses. Of these, 271 (78.9%) were male while 73 (21.2%) were female. Table C-5 reports the respondents' race/ethnicity.

Table C-5. Race of LASD Recruitment Survey

Race	Freq.	Percent
White	52	15.2%
Black	37	10.9%
Hispanic	214	62.8%
Asian	27	7.9%
Other	11	3.2%

Participants ranged in age from 19-56 with an average age of 27.5 (SD = 6.5). Three respondents were over the age of 50. Almost half of the respondents (160) were between the ages 19-25. The majority of the applicants identified as Hispanic (62.8%), while smaller percentages of the participants identified as White (15.2%), Black (10.9%), or Asian (7.9%).

Table C-6. Level of Education for Applicants

Education	Freq.	Percent
GED	7	2.1%
High School	76	22.3%
Trade School	4	1.2%
Some college	141	41.3%
AA/AS	34	10.0%
BA/BS	66	19.4%
Masters	12	3.5%
Doctorate	1	0.3%

Level of education (Table C-6) did not vary significantly by gender ($\chi^2 = 21.9$, $p = ns$). Overall, 16% of the sample had military experience. Military experience varied significantly by gender ($\chi^2 = 5.6$, $p < .05$). While 18.5% of the male applicants had military experience, only 6.9% of the female applicants had military experience. Military experience did not statistically vary by race. ($\chi^2 = 4.2$, $p = ns$).

How Applicants Heard About Positions

Just under half of female (47.1%) and male (45.6%) applicants had friends or family in the Sheriff's Department. Approximately 70% of applicants (70.2% of female and 69.1% of male applicants) reported having friends or family in the department. The percent of respondents reporting friends or family in LASD did not statistically vary by gender or race. As a result, respondents reported high rates of hearing about positions from friends and family (42.2%), although women and men heard about positions from friends and family at statistically similar rates ($\chi^2 = 0.2$, $p = ns$). Overall, nearly 28% of the sample heard about the positions through social media, although women (27.4%) were not statistically more likely than men (28%) to have heard through social media ($\chi^2 = 0.1$, $p = ns$). Race was not related to hearing through social media ($\chi^2 = 3.4$, $p = ns$). Recruiting event attendance was rare in the sample (8.7%). Although a higher percentage of women reported attending a recruiting event (12.3%) than men (7.7%), the

difference was not statistically significant ($\chi^2 = 0.8$, $p = ns$). Race was likewise unrelated to recruiting event attendance ($\chi^2 = 7.7$, $p = ns$). Finally, 30.8% of the participants heard that LASD was hiring from other sources. While females (38.4%) were more likely to have heard through other sources than males (28.2%), the difference was not statistically significant ($\chi^2 = 2.4$, $p = ns$). As with the other sources, race was unrelated to hearing through other sources ($\chi^2 = 1.7$, $p = ns$).

Sources of Information

Just under half (40%) of all respondents indicated that they had questions about the hiring process. A similar proportion of males (39.8%) and females (43.1%) had questions, and the difference was not statistically significant ($\chi^2 = 0.3$, $p = ns$). As with gender, race was not related to having questions about the process ($\chi^2 = 5.6$, $p = ns$). All respondents who had questions reported that recruiters were helpful in answering questions. As well, all respondents reported that handouts were helpful. As with the other sources of information, all respondents reported that calling the department hotline was helpful. Friends and family were the most common source of information (69.1% of male and 70.2% of female applicants reported getting information from friends or family). There were no statistically significant differences by gender or race in rates of getting information from friends or family.

A similar ratio of male (93.6%) and female (94.4%) applicants reported having social media accounts, and the difference was not statistically significant ($\chi^2 = 0.6$, $p = ns$). Regarding race, there were no statistically significant differences related to social media use. ($\chi^2 = 5.0$, $p = ns$). A higher percentage of female applicants reported using Instagram (84.3%) and Facebook (74.3%) relative to their male counterparts (79.2% and 70.9% respectively), but the difference was not statistically significant. A greater proportion of male applicants reported using Twitter

(31.3%) and YouTube (38.1%) relative to female applicants (27.3% and 25.7% respectively), and the difference in YouTube usage was statistically significant ($\chi^2 = 4.8, p < .10$). There were no statistically significant differences in social media platform usage by race.

Across the sample, 70.4% of all applicants knew that LASD Recruitment was on social media. When asked if they knew that LASD Recruitment was on social media, 75% of female applicants and 69.1% of male recruits affirmed that they did. While more female applicants reported knowing about LASD's social media, the difference was not statistically significant ($\chi^2 = 0.9, p = ns$). As well, race was unrelated to knowing about LASD's social media presence. Of the applicants who knew about LASD's social media platforms, 43.7% reported following LASD on social media. Female applicants (54.2%) were more likely to follow LASD on social media than male applicants (40.9%). This difference was statistically significant ($\chi^2 = 4.1, p < 0.05$). A smaller percent of applicants (15.9%) reported contacting a recruiter via social media. A similar ratio of male (15.7%) and female (16.7%) applicants made contact through social media, and the difference was not statistically significant ($\chi^2 = 0.3, p = ns$). Race was likewise unrelated to contacting a recruiter through social media ($\chi^2 = 2.5, p = ns$). Of the applicants who reported contacting a recruiter on social media, all reported that their questions were answered. Additionally, all applicants indicated that their questions were answered in a timely fashion.

Other methods of seeking information included using the department's website, contacting friends or family, meeting a recruiter in person, calling a recruiter on the phone, or emailing a recruiter. Of these, visiting the LASD website was the most common (26.4% of male and 32.4% of female applicants). Fewer (21.9% of male and 15.5% of female applicants) contacted a friend or family member. Far fewer submitted an email request (13.0%), met a

recruiter in person (11.6%), or contacted a recruiter over the phone (7.4%). There were no statistically significant differences in mode of contact for either gender or race.

Training Classes

Only four applicants (two male and two female) out of the 344 survey respondents indicated that they had attended a pre-academy training class. Despite the limited number of applicants who attended a training class, 29% reported that they knew about the class. Several male (18.3%) and female (26.2%) applicants learned of the class through the lasdcareers.org website. Although fewer (16.9% of female and 8.3% of male applicants) learned about the classes through social media, female applicants were statistically more likely to have learned about training classes through social media ($\chi^2 = 4.5, p < .05$). There were no statistically significant differences for race.

Academy Training Survey of Cadets Administered by JSS

The academy training survey of cadets administered by JSS utilized a written survey composed of the concepts described in Chapter 6 of the main report. A copy of the survey instrument follows:

Circle the number indicating the extent to which you agree or disagree with the following statements.

	Strongly Disagree						Strongly Agree
	1	2	3	4	5	6	7
I often set a goal but later choose to pursue a different one.	1	2	3	4	5	6	7
After my instructors give me advice, I work really hard on what they told me to do.	1	2	3	4	5	6	7
To me, pressure situations are challenges that I welcome.	1	2	3	4	5	6	7
I tend to do lots of planning about how to reach my goals.	1	2	3	4	5	6	7
Compared with other cadets, I expend more effort in the academy.	1	2	3	4	5	6	7
People at the academy accept me.	1	2	3	4	5	6	7
My instructors and I have mutual respect for one another.	1	2	3	4	5	6	7
My instructors are easy to talk to.	1	2	3	4	5	6	7
Things I want to do at home do not get done because of the demands the academy puts on me.	1	2	3	4	5	6	7
My spouse/partner can't really help me much when the academy gets me tense.	1	2	3	4	5	6	7
On a daily or weekly basis, I set very specific goals for myself that guide what I do.	1	2	3	4	5	6	7
I do not feel "emotionally attached" to LASD.	1	2	3	4	5	6	7
It would be very hard for me to leave LASD right now, even if I wanted to.	1	2	3	4	5	6	7
I know I can get help from other cadets when I need it.	1	2	3	4	5	6	7
I have friends outside the academy that I can talk to about the problems I have at the academy.	1	2	3	4	5	6	7
I am satisfied with my training experience.	1	2	3	4	5	6	7
The instructors don't respect people in the community.	1	2	3	4	5	6	7
I would not leave LASD right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7
Sometimes it is hard to focus on training because of problems at home.	1	2	3	4	5	6	7
My friends outside the academy can't really help me much when training gets me tense.	1	2	3	4	5	6	7
Instructors often put down or humiliate cadets for no good reason.	1	2	3	4	5	6	7
I can always manage to solve difficult problems if I try hard enough.	1	2	3	4	5	6	7
I always listen closely when my instructors are giving me instructions.	1	2	3	4	5	6	7

	Strongly Disagree					Strongly Agree	
	1	2	3	4	5	6	7
I have difficulty maintaining my focus on projects that take more than a few months to complete.	1	2	3	4	5	6	7
I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5	6	7
I am not learning anything that will help me be a good deputy.	1	2	3	4	5	6	7
I tend to perform better under pressure because I think more clearly.	1	2	3	4	5	6	7
I set my own goals for each day.	1	2	3	4	5	6	7
I am uncomfortable with things I am being asked to do at the training academy.	1	2	3	4	5	6	7
New ideas and projects sometimes distract me from previous ones.	1	2	3	4	5	6	7
Compared with other cadets, it takes me more energy to succeed at the academy.	1	2	3	4	5	6	7
The demands of my family or spouse/partner interfere with training.	1	2	3	4	5	6	7
I am content to discuss my concerns or troubles with my instructors.	1	2	3	4	5	6	7
I have little in common with my classmates.	1	2	3	4	5	6	7
My instructors engage in activities that help me unlock my potential.	1	2	3	4	5	6	7
Setbacks don't discourage me.	1	2	3	4	5	6	7
I feel that I have too few options to consider leaving LASD.	1	2	3	4	5	6	7
I finish whatever I begin.	1	2	3	4	5	6	7
I don't take it personally or get frustrated when my instructors correct me when I make a mistake.	1	2	3	4	5	6	7
The training academy does not prepare cadets for the challenges of modern policing.	1	2	3	4	5	6	7
Compared with other cadets, I find the material and training in the academy more challenging.	1	2	3	4	5	6	7
My training produces strain that makes it difficult to fulfill family duties.	1	2	3	4	5	6	7
I feel safe being open and honest with my instructors.	1	2	3	4	5	6	7
Too much of my life would be disrupted if I decided I wanted to leave LASD now.	1	2	3	4	5	6	7
No one in my family can really understand how tough training can be.	1	2	3	4	5	6	7
I am a hard worker.	1	2	3	4	5	6	7
I would feel guilty if I left LASD now.	1	2	3	4	5	6	7
I hate physical training.	1	2	3	4	5	6	7

	Strongly Disagree					Strongly Agree	
	1	2	3	4	5	6	7
LASD has a great deal of personal meaning for me.	1	2	3	4	5	6	7
I enjoy learning about and doing paperwork.	1	2	3	4	5	6	7
My instructors are effective at communicating with me.	1	2	3	4	5	6	7
At the end of most days I am stressed out.	1	2	3	4	5	6	7
Some cadets are treated differently than others at the training academy.	1	2	3	4	5	6	7
The other cadets are helpful to me in getting my training done.	1	2	3	4	5	6	7
What is being taught at the training academy is out of step with reforms being promoted by the department.	1	2	3	4	5	6	7
I would be very happy to spend the rest of my career with LASD.	1	2	3	4	5	6	7
At the end of most days I feel discouraged.	1	2	3	4	5	6	7
LASD deserves my loyalty.	1	2	3	4	5	6	7
I am having doubts about my abilities.	1	2	3	4	5	6	7
None of my friends outside the academy can really understand how tough training can be.	1	2	3	4	5	6	7
My attitudes about law enforcement are similar to my instructor's attitudes.	1	2	3	4	5	6	7
I feel at ease talking with my instructors about my performance.	1	2	3	4	5	6	7
The more pressure, the more I enjoy it.	1	2	3	4	5	6	7
I feel like I belong here at the academy.	1	2	3	4	5	6	7
I have people in my family that I can talk to about the problems I have at the academy.	1	2	3	4	5	6	7
I get really angry when someone criticizes or yells at me.	1	2	3	4	5	6	7
Cadets are unnecessarily subjected to demeaning and abusive behavior.	1	2	3	4	5	6	7
My instructors enable me to develop as an employee of our organization.	1	2	3	4	5	6	7
The amount of time the academy takes up makes it difficult to fulfill family responsibilities.	1	2	3	4	5	6	7
If I am in trouble, I can usually think of a solution.	1	2	3	4	5	6	7
I am questioning my decision to become a deputy.	1	2	3	4	5	6	7
I believe that my instructors truly care about me.	1	2	3	4	5	6	7

I have to put off doing things to prepare for training because of demands on my time at home.	1	2	3	4	5	6	7
I believe my instructors feel a sense of commitment to me.	1	2	3	4	5	6	7
The training academy is unnecessarily aggressive.	1	2	3	4	5	6	7
My instructors are good listeners.	1	2	3	4	5	6	7
My instructors help me to identify and build upon my strengths.	1	2	3	4	5	6	7
What I am learning at the academy is not consistent with my values.	1	2	3	4	5	6	7
I can usually handle whatever comes my way.	1	2	3	4	5	6	7
I will be able to achieve most of the goals I have set for myself.	1	2	3	4	5	6	7
I have been obsessed with a certain idea or project for a short time but later lost interest.	1	2	3	4	5	6	7
I am diligent.	1	2	3	4	5	6	7
I get frustrated or mad when my supervisor/teacher criticizes me.	1	2	3	4	5	6	7
When facing difficult tasks, I am certain that I will accomplish them.	1	2	3	4	5	6	7
I make fewer mistakes when the pressure's on because I concentrate better.	1	2	3	4	5	6	7
I have my own plan worked out in my head long before the game begins.	1	2	3	4	5	6	7
I am confident I made the right decision choosing to become a deputy.	1	2	3	4	5	6	7
In general, I think that I can obtain outcomes that are important to me.	1	2	3	4	5	6	7
The demands of the academy interfere with my home and family life.	1	2	3	4	5	6	7
There is really no one in my family that I can talk to about my job.	1	2	3	4	5	6	7
I believe that I can succeed at most any endeavor to which I set my mind.	1	2	3	4	5	6	7
Even when things are tough, I can perform quite well.	1	2	3	4	5	6	7
I do not feel a strong sense of "belonging" to LASD.	1	2	3	4	5	6	7
I will be able to successfully overcome many challenges.	1	2	3	4	5	6	7
Right now, staying with my LASD is a matter of necessity.	1	2	3	4	5	6	7
Other cadets criticize my work to others.	1	2	3	4	5	6	7
I am confident that I can perform effectively on many different tasks.	1	2	3	4	5	6	7
There is really no friend outside the academy that I can talk to about my job.	1	2	3	4	5	6	7
Compared to other people, I can do most tasks well.	1	2	3	4	5	6	7

<i>Have you ever been in a situation where a member of this agency:</i>	Never	Once or twice	Sometimes	Often	Most of the time
Habitually told suggestive stories or offensive jokes?	1	2	3	4	5
Crude or offensive remarks, ether publicly (e.g., in the office, meeting), or to you privately?	1	2	3	4	5
Treated you differently because of your sex (e.g., mistreated, slighted, or ignored you)?	1	2	3	4	5
Displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, pornography) to you or in your presence?	1	2	3	4	5
Frequently made sexist remarks to you?	1	2	3	4	5
"Put your down" or was condescending toward you due to your sex?	1	2	3	4	5
Made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., attempted to discuss or comment on your sex life)?	1	2	3	4	5
Gave you unwanted sexual attention?	1	2	3	4	5
Attempted to establish a romantic sexual relationship with you despite your efforts to discourage them?	1	2	3	4	5
Has continued to ask you for dates, dinner, etc. even though you have said "no"?	1	2	3	4	5
Made unwanted attempts to stroke or fondle you?	1	2	3	4	5
Made you feel like you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?	1	2	3	4	5
Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of upcoming evaluation, review, etc.)?	1	2	3	4	5
Implied better treatment if you were sexually cooperative?	1	2	3	4	5
Made it necessary for you to respond positively to sexual or social invitations to be well treated?	1	2	3	4	5
Made you afraid that you would be treated poorly if you didn't cooperate sexually?	1	2	3	4	5
Treated you badly for refusing to have sex?	1	2	3	4	5

Gender: Male Female

Year of birth 19_____

Race/ethnicity (mark all that apply):

- White/Caucasian Latino/a African American
 Asian-Pacific Islander Other: _____

Highest level of education:

- High school diploma/equivalent Some college Bachelor's degree
 Master's degree JD/Professional degree Doctorate degree

Marital status (mark all that apply):

- Single, never married In a relationship, not married Married/civil union
 Separated Divorced Widowed

Prior law enforcement experience?

Yes No

Prior military experience?

Yes No

Do you have family members in law enforcement?

Yes No

Are any in LASD?

Yes No

Do you have friends in law enforcement?

Yes No

Are any in LASD?

Yes No

Analysis of Academy Survey Data

Out of 161 respondents, 157 reported gender. Of these, 36 (22.9%) were female, and 121 (77.1%) were male. On average, cadets were 27.4 years old (SD = 5.3 years).

Table C-7 shows the race and ethnicity of the survey respondents.

Table C-7. Race/ethnicity of Academy Survey Participants

Race/ethnicity	Freq.	Percent.
Hispanic	99	66.0%
White	35	23.3%
African American	8	5.3%
Asian or Pacific Islander	5	3.3%
Other	3	2.0%

Table C-8 shows the education levels of Academy respondents.

Table C-8. Level of Education for Respondents

Education	Freq.	Percent
High School	40	25.2%
Some college	58	36.5%
BA/BS	58	36.5%
Masters	2	1.2%
JD	1	0.6%

Given the limited number of African American, Asian, and Pacific Islander cadets, which poses challenges for analysis, racial categories were collapsed into white and non-white for analysis of differences regarding race. As with the previously reported samples, female cadets demonstrated higher average levels of education, holding more BA/BS degrees. The masters' degrees and the sole juris doctorate were held by male cadets. Overall, 17.4% of the sample males had military backgrounds. None of the women in the sample had military backgrounds.

The substantive analysis began by assessing respondents' commitment to LASD. Only the affective commitment scale demonstrated reliability ($\alpha = 0.72$) with continuance and normative commitment exhibiting a lack of reliability (continuance: $\alpha = 0.55$, normative: $\alpha = 0.56$). Given the lack of reliability in the continuance and normative commitment scales, only affective commitment could be assessed. There were no differences observed between female and male cadets regarding affective commitment, although non-white cadets did exhibit statistically higher levels of affective commitment ($t = 4.6, p < .001$).

Regarding coping, there was no evidence that female cadets were less able to cope, or that they differed in their coping strategies than male cadets. Non-white cadets reported statistically higher levels of ability to cope ($t = 2.44, p < .01$) than white cadets.

Female and male cadets reported statistically similar levels of comfort with academy instructors. This did not vary between white and non-white cadets. As well, belief that the academy instructors effectively communicated did not statistically vary between female and

male cadets. Non-white cadets did report statistically higher levels of belief that instructors communicated effectively ($t = 2.26, p < .05$) than white cadets. No statistical difference existed in beliefs that instructors were genuine between either female and male cadets or between white and non-white cadets. Finally, there was no statistical difference between beliefs that academy instructors were oriented toward individuals' development between female and male cadets. There was a statistical difference in beliefs about development with non-white cadets reporting higher levels of belief ($t = 2.06, p < .05$).

Neither female nor male cadets statistically varied in their feelings of belonging at the academy, but non-whites reported higher levels of sense of belonging ($t = 3.62, p < .05$). Interestingly, there was an interaction between non-white and gender with non-white females reporting statistically higher levels of belonging ($F = 4.5, p < .05$). This finding was primarily driven by responses to a direct prompt which read "I feel like I belong here at the academy."

Overall, females reported statistically higher levels of feelings of perceived collegiality ($t = 1.96, p < .05$). As well, non-white cadets reported statistically higher levels of perceived collegiality ($t = 1.97, p < .05$). There was, however, no interaction between the two. Female cadets did report that they believed that they had to expend more effort than male cadets to be successful (exploratory finding: $t = 1.53, p < .10$). This was driven primarily by responses to a direct prompt which read, "Compared with other cadets, it takes me more energy to succeed at the academy." The difference between female and male cadets in agreement with this prompt, rather than the overall effort scale, was statistically significant ($t = 2.87, p < .01$). White and non-white cadets did not vary statistically regarding effort.

Female cadets reported statistically higher levels of family that they could talk to about issues at the academy than male cadets ($t = 1.98, p < .05$). However, female cadets reported

statistically lower levels of friends that they could talk to about issues at the academy (exploratory finding: $t = 1.60$, $p < .10$). Female and male cadets exhibited no statistical differences in their levels of work family conflict or their levels family work conflict. However, there was an important interaction that indicated that non-white females experience both higher levels of work family conflict ($F = 6.1$, $p < .05$) and higher levels of family work conflict ($F = 3.88$, $p < .05$).

Overall, female and male cadets reported statistically similar levels of self-efficacy on both the general self-efficacy scale (GSE) and the new general self-efficacy scale (NGSE). There were no statistical differences in either scale along racial/ethnic lines. Similarly, neither female (vs. male) cadets nor non-white (vs. white) cadets exhibited differences in either the consistency of interest or the perseverance dimension of the grit scale. Most importantly, there were no gender differences in cognitive dissonance. There was a racial/ethnic difference in cognitive dissonance with white cadets reporting statistically higher levels of cognitive dissonance than non-white cadets ($t = 3.10$, $p < .01$).

There were no gender differences in reported levels of sexual harassment overall, however, white cadets reported higher levels of sexual harassment than non-whites (exploratory finding: $t = 1.61$, $p < .10$). Despite no statistical differences indicating that female cadets are subject to higher levels of sexual harassment, the evidence include responses that demonstrate that sexual harassment issues may be present in the academy. Given the sensitivity of the finding, the responses to each individual prompt are reported in Table C-9. Where statistical differences are noted, male cadets reported higher levels of the behavior than female cadets.

Table C-9. Responses to Sexual Harassment Questions

	Never	Once or twice	Sometimes	Often	Most of the time	Gender difference	Racial/ethnic difference
Have you ever been in a situation where a member of this agency:							
<i>Habitually told suggestive stories or offensive jokes?</i>	100	34	15	4	2	Males higher†	Whites higher*
<i>Made crude or offensive remarks, ether publicly (e.g., in the office, meeting), or to you privately?</i>	123	15	12	4	2	Males higher*	Whites higher*
<i>Treated you differently because of your sex (e.g., mistreated, slighted, or ignored you)?</i>	158	4	3	0	1	Males higher†	
<i>Displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, pornography) to you or in your presence?</i>	147	5	2	0	1		
<i>Frequently made sexist remarks to you?</i>	152	1	3	0	0		
<i>"Put your down" or was condescending toward you due to your sex?</i>	152	1	1	2	0		
<i>Made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., attempted to discuss or comment on your sex life)?</i>	152	3	0	0	0		
<i>Gave you unwanted sexual attention?</i>	154	2	0	0	0		
<i>Attempted to establish a romantic sexual relationship with you despite your efforts to discourage them?</i>	154	1	0	1	0		
<i>Has continued to ask you for dates, dinner, etc. even though you have said "no"?</i>	153	0	1	1	0		
<i>Made unwanted attempts to stroke or fondle you?</i>	154	1	0	0	0		
<i>Made you feel like you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?</i>	154	0	1	1	0		
<i>Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of upcoming evaluation, review, etc.)?</i>	154	1	1	0	0		
<i>Implied better treatment if you were sexually cooperative?</i>	154	0	0	2	0		
<i>Made it necessary for you to respond positively to sexual or social invitations to be well treated?</i>	154	2	0	0	0		
<i>Made you afraid that you would be treated poorly if you didn't cooperate sexually?</i>	154	0	2	0	0		
<i>Treated you badly for refusing to have sex?</i>	154	1	0	1	0		

†p < .10; *p < .05

Appendix D

POST Learning Domains

In this Appendix we examine the POST learning domains. Table D-1 provides the POST domains, the learning needs, and the gender-coded textual analysis that we conducted for each domain.

Table D-1. POST Learning Domains

POST Domains	Learning Needs	Gender-coded Textual Analysis
LD 01 Leadership, Professionalism and Ethics	<p>Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.</p> <p>Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.</p>	Strongly Masculine-Coded
LD 02 Criminal Justice System	<p>To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.</p> <p>Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.</p> <p>Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court</p> <p>Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.</p>	Strongly Masculine-Coded
LD 03 Policing in the Community	<p>Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.</p> <p>Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.</p> <p>Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.</p>	Masculine-Coded
LD 04 Victimology/Crisis Intervention	<p>Peace officers must deal effectively and considerately with victims and protect their rights. Peace officers need to understand the psychological trauma experienced by crime victims. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime.</p> <p>Peace officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation and support their participation in the investigative and legal process.</p>	Neutral

LD 05 Introduction to Criminal Law	<p>Peace officers must know the origins of current law to know the role of law enforcement today</p> <p>Peace officers must know the nuances of the written law to correctly interpret the law.</p> <p>To enforce the law, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred.</p> <p>To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable.</p>	Masculine-Coded
LD 06 Property Crimes	<p>Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Peace officers need to know the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to arson, and to correctly classify these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to trespassing and to correctly classify these crimes as misdemeanors.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.</p>	Feminine-Coded
LD 07 Crimes Against Persons	<p>Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to kidnapping, and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to homicide, and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation and take an appropriate course of action based on their preliminary investigation.</p>	Strongly Feminine-Coded
LD 08 General Criminal Statutes	<p>Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to disorderly conduct and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance and to correctly categorize these crimes as misdemeanors.</p>	Neutral

<p>LD 09 Crimes Against Children</p>	<p>To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. The ability to arrest and successfully prosecute depends on the development of probable cause. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies.</p> <p>The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime.</p> <p>Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited.</p> <p>Ensuring the safety of a child victim is a peace officer's primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.</p>	<p>Strongly Feminine-Coded</p>
<p>LD 10 Sex Crimes</p>	<p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for sex crimes, and to correctly categorize these crimes as misdemeanors and felonies.</p> <p>The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim.</p> <p>To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures.</p> <p>Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.</p>	<p>Feminine-Coded</p>
<p>LD 11 Juvenile Law and Procedure</p>	<p>Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law.</p> <p>Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public.</p> <p>Peace officers must recognize that <i>Welfare and Institutions Code Sections 206, 207, 207.1 and 208</i> provide the basis for regulations established for the confinement of juveniles in adult detention facilities.</p> <p>Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.</p>	<p>Strongly Feminine-Coded</p>

<p>LD 12 Controlled Substances</p>	<p>Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person's conduct.</p> <p>To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as infractions, misdemeanors, or felonies.</p> <p>Peace officers need to recognize the existence of an illegal manufacturing and/or cultivating site for controlled substances based on observations, upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal marijuana cultivation.</p>	<p>Strongly Masculine-Coded</p>
<p>LD 13 ABC Law</p>	<p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of ABC law, and to categorize these crimes as infractions, misdemeanors or felonies.</p> <p>The ABC Act provides a method to abate a number of common problem areas within a community. To effectively enforce ABC law, peace officers must be aware of basic ABC investigative techniques.</p>	<p>Masculine-Coded</p>
<p>LD 15 Laws of Arrest</p>	<p>Peace officers must have an understanding of the amendments to the U.S. Constitution and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.</p> <p>Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.</p> <p>Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.</p> <p>Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility while avoiding potential liability when making arrests.</p> <p>When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court.</p> <p>To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.</p>	<p>Strongly Masculine-Coded</p>

LD 16 Search and Seizure	<p>Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.</p> <p>To search for and seize evidence legally, peace officers must know the rules and requirements for obtaining and executing a search warrant.</p> <p>When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.</p> <p>The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.</p> <p>Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject's body. Special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence.</p> <p>Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject's identification.</p>	Strongly Masculine-Coded
LD 17 Presentation of Evidence	<p>Peace officers must know the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody.</p> <p>Peace officers must know the requirements and exceptions for the admissibility of evidence.</p> <p>For a peace officer's testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.</p>	Neutral
LD 18 Investigative Report Writing	<p>A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.</p> <p>Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.</p> <p>Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.</p> <p>Peace officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.</p>	Strongly Masculine-Coded

LD 19 Vehicle Operations	<p>Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits.</p> <p>Peace officers must recognize that emergency response (Code 3) driving demands a thorough understanding of the associated liability and safety issues.</p> <p>All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.</p> <p>Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake-use enhances driving expertise.</p>	Strongly Masculine-Coded
LD 20 Use of Force	<p>Peace officers must recognize that they have the authority to use reasonable force to effect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.</p> <p>Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.</p> <p>Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.</p> <p>When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.</p> <p>Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.</p> <p>Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.</p>	Strongly Masculine-Coded
LD 21 Patrol Techniques	<p>To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions.</p> <p>To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.</p>	Strongly Masculine-Coded
LD 22 Vehicle Pullovers	<p>Peace officers must recognize the inherent risks involved when conducting a vehicle pullover in order to take the appropriate precautions necessary to ensure their own safety as well as the safety of others.</p> <p>Peace officers must understand the techniques for conducting tactically sound vehicle pullovers</p> <p>Peace officers must recognize situations involving high levels of risk in order to apply appropriate tactical actions during a vehicle pullover.</p> <p>Peace officers must make appropriate safety and tactical adjustments when conducting pullovers involving vehicles other than passenger cars and pickup trucks.</p>	Strongly Masculine-Coded

LD 23 Crimes in Progress	<p>Peace officers must recognize that their first responsibility when responding to a crime in progress is to protect their own safety and that of others.</p> <p>To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategies and tactics.</p> <p>Some types of crimes in progress require officers to plan and execute specific arrival, approach, communication, and search tactics. Planning and patience are critical to achieving safe and successful outcomes.</p> <p>To ensure the highest chance of survival and the safest possible outcome for all involved individuals, officers must recognize the dangers associated with high-risk situations and employ effective tactics.</p>	Strongly Masculine-Coded
LD 24 Handling Disputes/Crowd Control	<p>When called to handle a dispute, peace officers must be aware of their responsibility to keep the peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved.</p> <p>Peace officers must develop appropriate skills for defusing, mediating and resolving disputes in order to protect their safety and the safety of others, as well as prevent the dispute from escalating.</p> <p>Peace officers must be aware of the nature of certain types of disputes, as well as the laws that pertain to each type in order to take the appropriate measures to resolve the dispute.</p> <p>Peace officers must have a clear understanding of the individual's rights and protections regarding free speech and assembly, along with the dynamics of the types of crowds that may form for the purpose of exercising those rights.</p> <p>Peace officers need to understand the tactical principles involved in the management and control of crowds in order to ensure the protection of the First Amendment rights of the crowd, and the safety of the entire community.</p>	Masculine-Coded
LD 25 Domestic Violence	<p>To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code Sections as well as an understanding of how to classify the crimes that may lead to arrests.</p> <p>Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence</p> <p>When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.</p> <p>When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.</p> <p>A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.</p>	Masculine-Coded

LD 26 Unusual Occurrences	<p>To protect the public, peace officers must be able to identify unusual occurrences and respond rapidly, safely, and efficiently based on the situation.</p> <p>Responding to unusual occurrences, peace officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively.</p> <p>Peace officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.</p>	Strongly Feminine-Coded
LD 27 Missing Persons	<p>Peace officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing persons investigation.</p> <p>Peace officers need to know how to obtain sufficient and accurate preliminary information from the reporting party.</p> <p>Peace officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.</p>	Strongly Feminine-Coded
LD 28 Traffic Enforcement	<p>Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.</p> <p>Peace officers need to recognize their authority under the law to manage traffic effectively.</p> <p>Peace officers must know the elements of the laws governing motor vehicles, bicycles and pedestrians.</p> <p>Peace officers must know the legal authorities to impound and store vehicles as authorized in the Vehicle Code.</p> <p>Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol and/or drugs.</p>	Strongly Masculine-Coded
LD 29 Traffic Accident Investigation	<p>Peace officers need to know how to effectively manage traffic collision scenes to ensure their safety, the safety of others and protect the integrity of the collision scene.</p> <p>To accurately determine the events and factors associated with a collision, peace officers must recognize the types and importance of evidence likely to be available at a collision scene.</p> <p>Evidence collected at a collision scene can be rendered useless or inadmissible if it is not properly documented. Peace officers must recognize and follow standardized documentation formats for traffic collisions to ensure that the evidence they collect is understandable and usable by other officers, and other agencies.</p>	Strongly Masculine-Coded
LD 30 Crime Scenes, Evidence, and Forensics	<p>Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.</p> <p>Peace officers must be aware of, and comply with, the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.</p>	Strongly Masculine-Coded

LD 31 Custody	<p>Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.</p> <p>Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility</p>	Strongly Feminine-Coded
LD 32 Lifetime Fitness	<p>Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.</p> <p>Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.</p> <p>Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness.</p> <p>Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.</p>	Strongly Masculine-Coded
LD 33 Arrest and Control	<p>For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat.</p> <p>Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.</p> <p>Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.</p> <p>Peace officers must know the advantages of the use of a carotid restraint control hold, the risks involved, the follow-up procedures, and safety precautions.</p> <p>The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects.</p> <p>Peace officers must maintain control of their firearm(s) and, when appropriate, be physically capable of disarming a subject.</p> <p>Peace officers must know that an impact weapon is a force option.</p> <p>Peace officers must be familiar with the basic movements and Arrest and Control techniques associated with ground control.</p> <p>When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner.</p>	Strongly Masculine-Coded

LD 34 First Aid and CPR	<p>Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training.</p> <p>Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care.</p> <p>Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.</p> <p>Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims, a fellow officer, or themselves of traumatic injuries.</p> <p>Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.</p> <p>Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situation.</p>	Strongly Feminine-Coded
LD 35 Firearms/Chemical Agents	<p>Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.</p> <p>Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.</p> <p>Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.</p> <p>Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.</p> <p>Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.</p> <p>Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.</p>	Strongly Masculine-Coded
LD 36 Information Systems	<p>Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.</p> <p>Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties, for their safety and the safety of others.</p> <p>Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles (DMV) information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.</p>	Masculine-Coded

<p>LD 37 People with Disabilities</p>	<p>Peace officers must understand the laws affecting, and the peace officers' responsibility to protect, the rights of people with disabilities.</p> <p>In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities.</p> <p>In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.</p> <p>In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.</p> <p>Peace officers must become familiar with the application of <i>Welfare and Institutions Code Section 5150</i> in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.</p>	<p>Strongly Masculine-Coded</p>
<p>LD 38 Gang Awareness</p>	<p>Peace officers must know the indicators of gang involvement in order to assess and respond to gang related criminal activity.</p> <p>Peace officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity.</p> <p>Peace officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.</p>	<p>Masculine-Coded</p>
<p>LD 39 Crimes Against the Justice System</p>	<p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes against the judicial process and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to false information and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to public disturbances and to correctly categorize these crimes as misdemeanors or felonies.</p>	<p>Masculine-Coded</p>

LD 40 Weapons Violations	<p>Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies.</p> <p>Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.</p>	Feminine-Coded
LD 41 Hazardous Materials Awareness	<p>Peace officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents.</p> <p>Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.</p> <p>Peace officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.</p>	Strongly Feminine-Coded
LD 42 Cultural Diversity/Discrimination	<p>Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.</p> <p>Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.</p> <p>Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.</p> <p>Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.</p> <p>Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.</p>	Strongly Masculine-Coded

<p>LD 43 Emergency Management</p>	<p>Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups, and potential targets.</p> <p>Peace officers must become familiar with and understand counterterrorism concepts.</p> <p>Peace officers must understand what a threat and vulnerability assessment is and the rationale associated with threat assessment.</p> <p>Peace officers must have a comprehensive understanding of the intelligence cycle and the intelligence resources available to them.</p> <p>Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).</p> <p>Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.</p>	<p>Strongly Feminine-Coded</p>
-----------------------------------	--	--------------------------------

Appendix E

IACP Recommendations

In this Appendix, we provide a list of all of the recommendations from the IACP report, the categories of importance, and the priority levels attached to each recommendation.

Table E-1. Recommendations from the IACP report

		Priority level		
		Low	Moderate	High
Strategic Department Recommendations				
Strategic Planning				
1	Develop a Strategic Human Capital plan		x	
Strategies for Data Driven Decision Making				
2	Establish a Human Resources Analytics program			x
3	Utilize a data-driven strategy for recruitment, hiring, and retention initiatives			x
4	Consider implementing more standardized data collection, retention, and analysis procedures			x
5	Conduct a complete inventory of all the data collected or should be collected			x
6	Provide Personnel with dedicated IT support			x
7	Consider purchasing statistical software to assist in analyzing data	x		
8	Implement talent management technology		x	
Communication and Coordination				
9	Personnel issues, strategies, and priorities should be clearly and regularly communicated department-wide		x	
10	Identify an individual to oversee and coordinate efforts across steps in the recruitment, hiring, and retention employee life cycle		x	
Custody Assistant Pathway				
11	Clarify if there is a Custody Assistant pathway to becoming a Deputy Sheriff		x	
Review of Administrative Positions. Sworn and Civilian				
12	Conduct a departmentwide personnel management review of sworn staff assignments			x
13	Civilianization of Personnel staff		x	
Dual Track Career Program				
14	Reevaluate the Dual Track Career Path Program	x		
15	Assess job classifications and assignments	x		

Hiring Process Recommendations				
Application and Supplemental Questionnaire				
16	Consider adding questions to help prioritize applicants for further stages			x
17	Consider including a realistic job preview in the application and supplemental questionnaire phase of the hiring process	x		
Written Test				
18	Consider developing a standardized writing component of the test		x	
19	Any new content on the written test (including the elements discussed above) should be subjected to field- testing and data analysis with a goal of streamlining the assessments	x		
20	Consider adding an instrument measuring personality or work styles to the selection process		x	
21	Consider adding a computer-based video or animation- based instrument to the selection process	x		
22	Consider computerizing the written exam			x
23	Consider revising the cut scores	x		
Validated Physical Ability Test				
24	Consider continuing to administer the VPAT-S and the written test together in the same appointment	x		
25	Consider increasing the number and intensity of workout sessions offered to potential candidates	x		
26	Reevaluate physical assessments following any POST changes		x	
Structured Interview				
27	Consider using the structured interview to measure maturity and readiness for the job		x	
28	Consider developing and using a wider pool of interview questions		x	
29	Consider using multiple interviewers per interview		x	
30	Consider training interviewers on the proper way to conduct a structured interview and requiring a refresher training at regular intervals		x	
31	Consider developing and requiring the use of anchored rating scales for the evaluation of interview responses		x	
32	Consider training interviewers on common rating biases and errors (e.g., halo error, leniency, similarity)		x	
33	Consider calibrating the ratings of interviewers during training to ensure a common frame of reference		x	
34	Consider recording interviews		x	
Administrative Case Review				
35	Background investigators should not make candidate ranking recommendations unless they are always followed		x	
36	Base final hiring decision on the results of the total hiring process		x	
37	Final case review and candidate ranking should be the responsibility of a multi-member panel comprised of stakeholders from the Academy, Custody, and Patrol divisions			x

Medical and Psychological Screening				
38	Increase the number of providers permitted to perform medical and psychological testing			x
39	Regularly review medical and psychological provider decisions		x	
40	Consider publicizing commonly misunderstood criteria at the time of the conditional offer		x	
Transparency of "Qualifications Criteria"				
41	Review and consider publishing hiring disqualification criteria		x	
Dynamic Ranking of Candidates				
42	Improve screening to identify high probability candidates			x
43	Establish a ranking mechanism based on prior steps			x
Communication and Coordination				
44	Communication between step owners			x
45	Include Academy stakeholders throughout the process			x
Data Analytics and Information Technology				
46	Establish quality control on testing criterion and validity	x		
47	Consider acquiring information systems and applicant tracking technologies that talk to one another as opposed to multiple different systems			x
48	Provide Personnel Unit staff with necessary software	x		
Testing Facilities				
49	Explore the need for a dedicated testing facility			x
50	Consider conducting computer administration of the written test			x
51	Consider administering the test in additional areas of the county that might be easier to access by candidates from areas where recruiting is a challenge			x
Candidate Preparedness				
52	Continue providing candidates with test preparation resources			x
Background Investigations Recommendations				
Pre-Background Investigations Screening				
53	Create a process to provide an earlier assessment of an applicant's eligibility and viability as a successful deputy sheriff trainee candidate			x
54	Examine the impact of adjusting the pass threshold of earlier steps on background investigation success	x		
55	Prioritize the most viable applicants for background investigations			x
56	Expedite backgrounds investigation of internal applicants (Custody Assistants and Security Officers) applying for Deputy Sheriff positions		x	
57	Standardize or manualize the background investigation process and stick to it		x	
58	Assess the value and purpose of the current writing assignments during the background investigation		x	
59	Remove the social media review from the process			x
Polygraph				
60	Clarify the purpose of the polygraph			x
61	Consider placement of the polygraph later in the background investigation process	x		

Backgrounds Investigations Staffing				
62	Monitor, quantify, and evaluate the workload for background investigators		x	
63	Convert background investigators to a coveted position		x	
64	Convert some background investigative positions to non-sworn		x	
65	Invest in the professional development of background investigators		x	
Communication During the Background Investigations Process				
66	Evaluate the professional relationship between background investigators, polygraph examiners, and applicants			x
67	Improve communication and coordination between background investigations unit and recruitment unit		x	
Equipment for Backgrounds Investigations				
68	Provide background investigators with necessary equipment		x	
Training Academy Recommendations				
Mission, Organizational Structure, and Staffing				
69	Engage a process to strategically align the department's training operations			x
70	Add or supplement the basic training staff to meet increased Academy volume			x
71	Conduct short- and long-term analysis of staffing and workload demands for the Weapons Training Unit		x	
72	Enhance internal communication within the Academy	x		
73	Develop proactive measures for the professional development and retention of training staff		x	
Reasons for Attrition at the LASD Recruit Academy				
74	Evaluate the reasons for recruit attrition			x
75	Improve the process for conducting exit interviews		x	
76	Reexamine the efficacy of the "Black Monday" ritual	x		
Cultural Approach for Academy Learning				
77	Review the Academy's culture and disciplinary environment to ensure it promotes a supportive learning environment	x		
Injury Reporting, Prevention, and Analysis				
78	Review and revise the PT Program in accordance with evidence-based practices for injury reduction			x
79	Engage the services of both a professional strength coach and an athletic trainer			x
80	Establish a formal process to conduct injury analysis and regularly scheduled command review of such analysis for all training injuries			x
81	Create a "Culture of Safety" at the Academy		x	
82	Ensure that PT is conducted in a safe and appropriate environment			x

LASD's Physical Training Standards				
83	Conduct a review of the LASD Physical Fitness Testing Standards			x
84	Scale physical training exercises to more closely match the physical abilities of the recruits	x		
85	Support the ongoing professional development of the PT staff		x	
86	Improve data collection and conduct more in-depth analysis on the reasons for physical training failures			x
87	Implement the existing policy for alternative physical training for short-term injuries	x		
Review of Recruit Training Curriculum				
88	Integrate important themes into the Basic Training Curriculum			x
89	Schedule ongoing career development training for the Academy staff		x	
90	Enhance the climate of process review for continuous improvement in the quality and effectiveness of training programs	x		
Review of Academy Training Facilities				
91	Engage in a strategic planning process to assess future Training facility requirements			x
92	Continue to prioritize the acquisition of a new Emergency Vehicle Operations Center			x
93	Continue to pursue a partnership arrangement with the College of the Canyons for an expanded recruit training facility			x
94	Conduct security assessments of the training campuses and facilities		x	
95	Conduct a review of facility enhancements at the Weapons Training Center		x	
Review of Patrol Field Training				
96	Assign all Deputy Sheriff Trainees to field training upon graduation from the Academy			x
97	Evaluate, document, and publish expectations for the professional relationships between Training Officers and Trainees and conduct updated training for all Training Officers		x	
98	Ensure patrol field training is consistent and the culture is developmental and appropriate		x	
99	Consider requiring all shift supervisors who supervise Training Officers to attend FTO Supervisor's Training; further, require these supervisors to play an oversight role in the training program		x	
100	Improve data collection regarding reasons for FTO attrition and conduct periodic analysis		x	
101	Acquire field training software for the processing and dissemination of daily and weekly field training observation reports		x	
102	Upgrade the Position of FTO Coordinator to Lieutenant		x	

Retention Recommendations				
<i>Best Practices from Review of Retention Literature</i>				
103	Improve data collection and management to support analysis and metrics tracking			x
104	Recruit Retention - managing expectations		x	
105	Veteran retention - Consider including relevant past experience as part of the selection process for coveted positions		x	
106	Deputy retention - Support career development			x
107	Conduct regular pulse surveys and stay interviews		x	
108	Administer Engagement Surveys		x	
109	Encourage and support a culture of appreciation and recognition	x		
110	Revise Exit Interview Process			x

Appendix F

Analysis of Personnel Data

This appendix provides information about the assignments within LASD and the allocation of males and females to each division (Table F-1). It also includes the promotions by rank and by gender from 1988 to 2019 (Table F-2) as well as rank by gender and race/ethnicity as of August 1, 2019 (Table F-3). These tables indicate that the percentage of women in ‘traditional’ policing roles such as Patrol, Special Ops and Detectives are lower than Administration, Courts, and Custody.

Table F-1. LASD Sworn Personnel by Department and Gender, 2019

Division	Male	Percent	Female	Percent	Total
<i>Admin</i>	587	78.8%	158	21.2%	745
<i>Courts</i>	922	77.4%	269	22.6%	1191
<i>Custody</i>	2376	81.3%	546	18.7%	2922
<i>Detective Division</i>	518	83.8%	100	16.2%	618
<i>Patrol</i>	3244	84.1%	615	15.9%	3859
<i>Special Ops Division</i>	242	92.4%	20	7.6%	262

Note the percentages reported are row percentages that reflect the percentage composition of each type of assignment by gender.

Table F-2. LASD Promotions by Gender, 1988-2019

Promotion	Male	Percent	Female	Percent	Total
<i>Sergeant</i>	2,045	82.1%	447	17.9%	2,492
<i>Lieutenant</i>	725	82.7%	152	17.3%	877
<i>Captain</i>	221	80.7%	53	19.3%	274
<i>Commander</i>	121	84.6%	22	15.4%	143
<i>Chief</i>	70	85.4%	12	14.6%	82
<i>Assistant Sheriff</i>	15	83.3%	3	16.7%	18

Note the percentages reported are row percentages that reflect the percentage of promotions to each level that were male or female deputies.

Table F-3. LASD Demographics of Sworn Employees as of August 1, 2019

	Sheriff		Undersheriff		Assistant Sheriff		Chief		Commander		Captain		Lieutenant		Sergeant		Deputy Sheriff		Deputy Sheriff Trainee	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
White	0	0	0	0	0	0	7	0	18	4	27	7	168	27	495	50	2120	310	65	15
Two or More	0	0	0	0	0	0	0	0	0	1	0	1	1	1	2	3	20	7	10	4
Black	0	0	0	0	0	0	1	0	3	0	7	2	26	15	83	47	478	109	15	4
Hispanic	1	0	0	0	0	2	2	0	3	0	16	6	99	16	331	96	3203	897	178	53
Native American	0	0	0	0	0	0	0	0	1	0	0	0	1	0	4	0	16	7	3	0
Asian	0	0	1	0	0	0	0	0	1	0	3	0	20	2	50	7	371	59	12	2
Filipino	0	0	0	0	0	0	0	0	0	0	0	1	4	1	21	1	128	20	5	0
Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	3	1	1	1
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	1	0	0	2	10	0	26	5	53	17	319	62	988	204	6339	1410	289	79

Note: Information Reported by the Bureau of Labor Relations and Compliance

Appendix G

Department Policies: Maternity and Appearance

LASD's maternity policy reads:

3-02/030.20 MATERNITY LEAVE General Policy: Every effort shall be made to allow employees to work during their pregnancy as long as they are able, and as determined by their physician, and to encourage such employees to return to the Department upon completion of their maternity leave. In accordance with Department policy and county, state, and federal laws, permanent full-time employees who are pregnant shall not be discriminated against in terms of retention, promotion, assignment or transfer. "Maternity leave" is defined as that continuous time during which a female employee absents herself from her work assignment for pregnancy, delivery and postpartum reasons. Maternity Leave may consist of any or all of the following segments:

- "Disability Leave" is that portion of a Maternity Leave during which a physician has certified that the employee is unable to work due to her medical condition arising from pregnancy, delivery and postpartum recovery. During this disability segment of the Maternity Leave, the pregnant employee may use available sick leave benefits (S, E/S, V/S, F/S, and percentage sick time, and the Family Medical Leave Act) or may be off duty on approved absence without pay;
- "Accrued Benefits Leave" is that portion of a Maternity Leave, which generally follows delivery and full recovery, that a female employee wishes to take off for postpartum reasons. Such accrued benefits would include E, V, and F time. Nothing shall preclude the employee from applying such accrued benefits to the disability segment if sick leave benefits are not available. The length of such leave shall not extend beyond three months after date of delivery; and/or

"Unpaid Leave" is that portion of a Maternity Leave, which generally follows delivery and full recovery, that a female employee wishes to take off for postpartum reasons, but during which the employee has no accrued benefits or does not wish to use such accrued benefits. If an employee is disabled to the extent that she is not able to work late into her pregnancy, such unpaid leave may begin before delivery. In either event, the unpaid leave shall not extend beyond three months after date of delivery. A Maternity Leave request, consisting of any or all of the above segments shall be automatically granted to pregnant full-time permanent employees by the Unit Commander, as long as the date of return to duty does not exceed three months beyond date of delivery. If a situation or medical complication arises which precludes the employee from returning to full duty three months following delivery, the Maternity Leave of Absence shall be terminated, and the status of the employee shall revert to that of other employees.

As applicable to pregnant employees who are on Maternity Leave, such administrative requirements shall be applied as follows:

- employees who are on Maternity Leave shall be placed on a Day Shift "A" schedule for timekeeping purposes; however, such employees shall not be required to remain at their place of residence during their duty hours;
- employees who are on Maternity Leave shall be entered on the weekly Absence Follow-up Report in the same manner as any other employee off duty on extended illness or injury; and
- it is not necessary to maintain weekly telephone contact with employees who are on Maternity Leave.

Pregnancy and Maternity Leave Forms Several forms are required so that proper work assignments may be evaluated based on medical job restrictions and that available benefits are continued. Such forms shall be submitted in a timely manner and are as follows:

“Certification of Pregnancy” (SH-AD-648). This form shall be submitted when an employee’s physician states that, due to pregnancy, the employee is medically restricted from performing any of the required duties of her position. The form shall also be submitted to automatically exempt the employee from required range qualification (see section 3-01/050.65, Shooting Requirements). The form shall include all applicable restrictions, including the date through which the employee may continue to work, and be signed by a physician or other competent medical authority. In any event, this form must be submitted prior to the eighth month of pregnancy;

the Certification of Pregnancy shall contain the anticipated date of delivery and any job restrictions. Should either of these be changed during the course of the pregnancy, the Unit of assignment shall immediately be notified in writing. Such notification may be made by submitting a revised Certification of Pregnancy form or any other physician’s statement; and

“Request for Maternity Leave of Absence” (SH-AD-647). This form shall be submitted no later than the beginning of the eighth month of pregnancy. If an employee must go off duty prior to this time due to medical restrictions, the form shall be submitted immediately. The Request for Maternity Leave of Absence form is to be completed by the employee. The anticipated date of delivery, as well as the period expected to be off duty prior to and after delivery, shall be indicated. For timekeeping purposes, the type of time to be used and the order of use of such time shall be indicated for each applicable segment of the leave (i.e., 100% S, 65% S, 50% S, V, E, F, and unpaid). A copy of the Request for Maternity Leave of Absence and the Certification of Pregnancy shall be forwarded by the Unit of assignment to Personnel Administration, Attention: Leave Benefits Coordinator, within two business days. As soon as possible, but no later than four weeks prior to the expiration of benefit time and the commencement of unpaid time, the employee should contact Employee Benefits Services, Personnel Administration, to make timely arrangements for medical insurance continuation.

□ “Certification to Return to Work” (SH-AD-649). This form is to be completed by the physician or other competent medical authority and shall be submitted as soon as possible following the post-delivery medical checkup, but not later than six weeks after delivery. The form shall contain the actual date of delivery and, if known, the date of medical release. The Certification to Return to Work shall be the basis of the payment of sick leave benefits following delivery. Unless a change occurs in the medical release date, no additional forms need to be submitted. Should a change occur in the medical release date, a revised Certification to Return to Work form (or physician’s statement) shall be submitted immediately.

LASD’s appearance policies include the following sections:

3-03/030.40 WEARING JEWELRY. When wearing the uniform, all visible jewelry shall be limited to rings and watches. Visible necklaces and ornamental bracelets or anklets shall not be worn while in uniform. Uniformed female members with pierced ears are permitted to wear a single stud earring (no larger than 3/8-inch diameter) in each ear lobe

3-03/150.05 GUN BELT AND KEEPER STRAPS. Female deputies may trade their issued 1 3/4 inches belt, holster and keepers for a 2 1/4 inches belt and accessories if the female deputy has transitioned from the Beretta to the M&P semi-automatic. The transaction must take place in person at Logistics.

3-03/225.00 FOOTWEAR. Females’ Shoes worn by uniformed female employees shall be plain black, smooth leather, lace oxford or pump style with closed toes and heels. Heels shall not exceed two inches. Ornamented shoes are not permitted. Shoes reinforced with a steel toe (or similar material) are prohibited unless specifically authorized by the concerned Division Chief or Division Director.

Appendix H

POST Scoring

The scoring system for the WSTB is presented below. The minimum passing score is 384 points.

Table H-1. Subtests in the POST WSTB

Sub-test	Minimum Score	Maximum Score	Percent of Total Score
99-yard run	0	248	35.3%
6-foot solid fence	0	224	31.9%
165 lb. dummy drag	0	61	8.7%
6-foot chain link fence	0	120	17.1%
500-yard run	0	50	7.1%
Total	0	703	100.0%

Appendix I

Methodological Challenges to Studying the Gender Gap in Law Enforcement

A growing body of research has considered a multitude of issues that limit female participation in law enforcement careers. Within this area of study however, there are important challenges that exist that should be addressed. In the sections below we discuss issues with quantitative and qualitative methodologies.

Primarily, the issues that define challenges to increasing female representation in law enforcement agencies do not lend themselves to the same types of simplified analysis often conducted within criminal justice organizations. This is especially noteworthy with quantitative methods. Basically, these methods suffer from the limitation that they reduce individuals to members of groups imparting homogeneity and an inability to often answer questions about why group differences exist. In contrast, qualitative methodologies, which have been utilized in studies of women in policing, are well-suited to understanding individual lived experiences, but these methods, by their very nature, suffer from an inability to render generalizable results with a strong inference indicating a high likelihood that observed patterns will repeat. Given the implications of these challenges to the current project, each is discussed in greater detail in the following paragraphs.

Quantitative Methods

The two issues noted for quantitative methods, imparted homogeneity and limited inference to why group differences exist, reflect underlying limitations in the data used for quantitative analysis. At its core, this is a measurement issue. In the policing context, the majority of quantitative research categorizes individuals along the gender spectrum as either male or female. Setting aside the issue of gender fluidity, this practice effectively obscures any

variation within groups. The problem that emerges is the tendency to assign any findings based on the group to members of the group. In the social scientific literature, this reflects the ecological fallacy where an average tendency (isolated quantitatively from a group of individuals) is misinterpreted as a tendency or a likelihood for any specific member of the group.

This habit relates the concept of ‘essentialism’ in the gender scholarship, where it is acknowledged that applying a perceived group characteristic to individuals within the group reduces them from individuals and implies that there are essential characteristics of groups that define their members. Unfortunately, essentializing individuals is precisely what happens using typical quantitative measures of gender (i.e., male or female). Classifying individuals and conducting quantitative analysis is, quite simply, the process of looking for average differences between the groups. While observed differences exist at the group level, they are likely oppositional to the attitudes, beliefs, and behaviors of some members of the group.

The second issue with quantitative methods, the inability to often answer ‘why’ questions, also reflects limitations in the data typically used for quantitative analysis of gender issues. Utilizing a simple dichotomy (e.g., male or female) results in findings that describe *average* group-level differences in measured outcomes. The inference from the observed difference is that gender is related to the difference. However, this inference is problematic given that other differences that vary between groups likely provide a better explanation than gender itself. For example, a common finding is that women tend to fail physical fitness tests in law enforcement hiring processes at a higher rate than men. The inference is that gender is the driving component of this difference. Considering the phenomenon in greater detail reveals that physiological characteristics are the underlying issue. Given average gendered differences in physiology, the group difference analysis can show that physical fitness tests impact women as a

group differently than men as a group, but it cannot show why. Moreover, in-depth analysis might explore the relationship between physiological characteristics and passing rates for physical fitness tests which reflect the underlying issue that explains the differences. Even conducting quantitative analyses to uncover the relationship between physiology and passing rates still leaves some questions unanswered. For example, in all likelihood, individuals with remarkably similar physiological characters may have different outcomes from a physical fitness test (i.e., some may pass, and some may fail). As before, the quantitative analysis comparing physiological characteristic to physical fitness outcomes cannot explain this difference.

Qualitative Methods

The key limitation of qualitative methods, the inability to render generalizable results with a strong inference indicating a high likelihood that observed patterns will repeat, results from the method itself. Qualitative methods focus on collecting narrative data from individuals through methods such as interviews and focus groups. The advantage to this method is that it provides rich narrative detail that is missing from quantitative measurements. Qualitative data collected from multiple individuals can be analyzed for patterns, but there is no available methodology that links qualitative patterns to general truth in a way that mirrors inference with quantitative techniques. In short, qualitative findings are typically subject to the limitation that they can be assailed with claims that any individual's experiences are unique and do not reflect the way other individuals from the same group experience their circumstances. As with the quantitative limitations discussed above, the way in which these issues are addressed within this project are discussed below.

Remedies to the Challenges of Quantitative and Qualitative Methods

The limitations noted above are addressed within this project in several ways. First, we relied heavily on a mixed methods approach. Mixed methods involve using both quantitative and qualitative approaches simultaneously to better understand phenomena under study. Using mixed methods avoids some of the limitations that occur when using either quantitative or qualitative methods exclusively. This typically results in generalizable conclusions based on statistical differences between groups, with qualitative indicators of underlying issues or processes related to the differences that are unmeasured in the quantitative analysis. However, given that quantitative and qualitative results are presented independently to build a foundation for conclusions, the issues noted above can still pose problems.

Fundamentally, these issues are matters of interpretation. To limit the impact of these issues on this report's intended audience, a discussion of interpretation is important. Before explaining the way in which findings are interpreted within this project, a minor discussion of statistical inference used in quantitative analysis is required. Quantitative inferences can be made in multiple ways, but within the framework of this project quantitative inferences are made through the use of *significance testing*, the commonly accepted approach in criminal justice and social science research. Significance testing is essentially a measure of how improbable a difference between two observed groups is if, in fact, there is no real population-level difference between the groups. Another way of thinking about statistical significance is that group differences that are statistically significant in the past will be present in the future, and group differences that are not statistically significant will not. In other words, researchers who rely on hypothesis testing often fall into the line of thinking that significant results matter, and results that do not reach statistical significance do not.

Given the methodologies utilized and issues with available data, this is likely not the best interpretation for this work. Instead, group differences that are statistically significant should be viewed as barriers to women in that the evidence suggests that these observed historic differences will continue. On the other hand, group differences that indicate descriptive differences between women and men where women are disadvantaged (i.e., women failing a hiring test at higher rates than men) that fail to reach statistical significance are viewed as challenges to women. These differences occurred and are real, but the evidence cannot in itself be used to conclude that the differences will continue. Given that the observed differences did occur, a challenge represents an area where the organization should spend additional effort trying to understand the underlying issues that may relate to the group differences that have, at least, historically impacted women contributing to the current environment experienced by women entering the hiring process, the training academy, or the department. These challenges are, therefore, properly understood as areas for reflection and improvement.

Regarding the qualitative analysis, this report does not fundamentally attempt to discern overarching patterns in the qualitative data. Instead, the qualitative data serve to fill in gaps in knowledge about the processes that are under study. Any information resulting from qualitative analysis indicates that the phenomenon explained by the individual being interviewed or the focus group being conducted is part of the process utilized by, or individual experiences within, the Los Angeles Sheriff's Department.



Justice & Security Strategies, Inc. (JSS)

Justice & Security Strategies, Inc. (JSS) is a minority-owned business that specializes in crime and public policy issues, with an emphasis on law enforcement. JSS has conducted applied research for over 22 years.

Dr. Uchida is the President and Founder of JSS where he oversees contracts and grants with cities, counties, criminal justice agencies, foundations, and foreign nations. He is a nationally known expert in policing and has conducted numerous studies with law enforcement agencies.

Past Experience with Law Enforcement Agencies

JSS is involved in multiple projects in the field, funded by the US Department of Justice and cities and counties. These projects include: serving as the Research Partner for the Los Angeles Police Department (LAPD) and other police agencies; assisting the Miami Dade State Attorney's Office and the Bronx District Attorney's Office on reducing violent crime; and providing technical assistance and training to police and prosecutors on the use of body-worn cameras.

JSS has worked with more than 75 police agencies across the country since its inception in 1997. The larger departments include Austin, Baltimore, Colorado Springs, Dallas, Fairfax County (VA), Honolulu, Jersey City, Kansas City (MO), Los Angeles, Long Beach, City of Miami, Miami-Dade, Minneapolis, Newark, Oklahoma City, Phoenix, San Francisco, Seattle, and Washington, DC. Medium-size departments include Cambridge (MA), Concord (CA), Fort Lauderdale (FL), Hialeah (FL), Hollywood (FL), Inglewood (CA), Little Rock, Miami Gardens (FL), Redlands (CA), Salt Lake City, and the US Virgin Islands. Small departments include Everett (MA), Hoover (AL), Somerville (MA), Spartanburg (SC), and Westwood (MA).

From 2005 to 2009 JSS worked with George Mason University researchers to reform and modernize the Trinidad and Tobago Police Service (TTPS). JSS had responsibility for two major activities: 1) conducting a manpower study of the 7,200 member TTPS that demonstrated that less than half of the officers reported for duty on a daily basis; and 2) a revision of the entire training system for the TTPS, including the creation of a new recruit-training curriculum, the implementation of a field-training program, and the development of in-service training components at all ranks.

JSS has conducted applied field research throughout the country on a variety of topics, including: predictive policing, drug enforcement, use of force, community policing, search warrants, problems in schools and gangs, violence reduction, and domestic violence.



About the Authors

Anne Li Kringen, Ph.D.

Dr. Anne Li Kringen is Assistant Professor of Criminal Justice at the University of New Haven and a Senior Research Associate with JSS. She holds a doctorate in criminal justice from Texas State University. She served as the Principal Investigator on this project. She has extensively studied and worked with police agencies to understand the barriers that affect recruiting and retaining women officers. Her doctoral thesis and published journal articles examine the problems that women face in the policing world.

Craig D. Uchida, Ph.D.

Dr. Craig D. Uchida, President of JSS, holds a doctorate in criminal justice and criminology from the University of Albany and is a criminologist, educator, and public policy administrator. Dr. Uchida has studied and evaluated community policing, collective efficacy, violent crime, use of force, and a variety of programs in the criminal justice system. He is the author of numerous journal articles, government publications, and monographs. He is the co-editor of two books on drug enforcement and police innovation and is co-author of *Community, Crime Control, and Collective Efficacy: Neighborhoods and Crime in Miami*.

Samantha Hock, M.A.

Ms. Samantha Hock holds a Master of Arts degree in Criminal Justice from St. John's University. She serves as a Research Associate for JSS.

Allison Quigley Land, M.S.

Ms. Allison Land holds a Master of Science degree in Criminal Justice from California State University, Long Beach. She serves as Research Program Manager for JSS.