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ISSUE PAPER

Recruiting, Hiring and Training of JHPD Officers

Johns Hopkins University & Medicine (“Johns Hopkins”) is exploring creating an independent, professional police department to augment its existing safety and security operation. Currently, the majority of our campus public safety contingent serves to help deter crime by observing and reporting urgent needs, but lacks the capacity to intervene in unfolding crimes.

Creating a Johns Hopkins Police Department (JHPD) would allow the university to build a campus public safety contingent that can provide more visible deterrence and respond more quickly and effectively to crimes and campus-specific threats like active shooter incidents. A sworn police department would be able to stop and arrest persons engaged in crimes on Johns Hopkins properties, use lights and sirens, access law enforcement data bases, and communicate with local law enforcement through shared radio frequencies. It would also afford Johns Hopkins a trained police contingent that is prepared to meet the unique needs of a university community, all in coordination with city, state and federal law enforcement partners.

We see this as a critical and unique opportunity to build a model university police department that reflects contemporary best practices in community policing, and upholds in every way the core values of our institution – including an unwavering commitment to equity and inclusion, a deep respect for freedom of expression, and a meaningful connection to our neighbors – undergirded by our commitment to transparency and accountability.

Core Institutional Values Informing JHPD Approach to Recruiting, Hiring, and Training

Johns Hopkins’ commitment to excellence is reflected first and foremost in the rigorous standards it maintains in recruiting, hiring, and training of its employees. We are highly selective in who we hire, and seek out as employees persons who have the expertise and maturity to advance our mission while upholding our core values, like diversity and inclusion.

Once hired, we expect each and every member of the University community to maintain the highest standards of integrity and ethical behavior and conduct, and avoid unethical actions and the appearance of unethical conduct. This expectation holds equally for their interactions with Hopkins affiliates and non-affiliates, on-duty and off-duty.

Lastly, as an institution founded to train scholars and clinicians, we are committed to a workforce that is highly and appropriately trained for the services it provides to others. This is especially the case for employees who are entrusted with others’ health and safety. Just like we would not allow our surgeons to operate on patients without receiving high-quality initial training and continuing education in their specialty, we will not allow our police personnel to serve the community without receiving the same.

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Rationale for Recruiting, Hiring and Training General Orders for JHPD Employees

If authorized by the state, members of our security operation would be entrusted with police powers that include the authority to interfere with others' freedoms, whether it be by stopping them on the street for questioning (based on reasonable articulable suspicion), searching their belongings and detaining them (based on probable cause), or in rare cases using force against them to affect an arrest (based on probable cause). These powers cannot be exercised lightly; every use has potentially significant and long-term consequences for the citizen involved. Accordingly it is critically important that we have policies and procedures to ensure we are identifying and hiring JHPD candidates who are up to weighty responsibilities of their role; training them to serve the unique needs of the community in ways that maintain trust and avoid unnecessary confrontation; and holding them accountable when they violate our policies and procedures.

Best Practices that Will Be Adopted by the Johns Hopkins Police Department

The University has surveyed policies and general orders for recruiting, training, and hiring at municipal police departments, county police departments, and peer university police departments across the country, and has also consulted the work of leading research and advocacy organizations involved in policing, both from the law enforcement perspective and the citizen perspective. The following best practices are ones that uphold Johns Hopkins' core institutional values and therefore will be incorporated into the JHPD general orders for recruiting, hiring, and training:

Recruitment

Recruitment Plans

- Have an active recruitment campaign, including a strong Web presence and diversified advertising strategy, to ensure ability to attract a pool of the most highly qualified candidates;
- Ensure that the recruitment plan is informed by Johns Hopkins' equal opportunity statement, and that recruitment efforts seek diverse candidates across racial, gender, gender identity, and sexual orientation lines;
- Make efforts to recruit bilingual officers to assist with interactions with people for whom English is not their primary language;
- Where possible, recruit candidates who advance the Johns Hopkins' local hiring goals;
- Involve community members in the recruiting process for new officers, through targeted community outreach and solicitation of input

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Pay and Benefits

- Offer a mix of pay and benefits that is competitive with high-performing police departments and attractive to high-quality candidates;
- Make all JHPD positions eligible for Live Near Your Work grants;
- Make all JHPD positions eligible for tuition assistance for continuing education

Selection and Hiring

Initial Selection

- Solicit feedback from community members – through the Student Advisory Committee for Security and the broader community advisory group(s) – on qualities to look for when selecting new officers;
- To the extent permitted by law, prioritize candidates who have a demonstrated history of positive interactions with diverse groups;
- To the extent permitted by law, prioritize candidates with experience serving college-age populations and youth;
- Welcome candidates with non-law-enforcement backgrounds, e.g., persons currently working in public health or education;
- Mentor candidates through the application process, particularly applicants from underrepresented backgrounds;
- Require officer candidates to have either:
 - An associate's degree or equivalent – 60 college credits or 90 college quarter hours at the time of application and at least two years of full-time professional work experience; or
 - Three years of active duty military service with an honorable discharge; or
 - Three years of full-time law enforcement officer experience recognized by the JHPD e.g., work as a sworn government agent with full arrest powers

Screening

- Use job-related, nondiscriminatory, uniformly-applied rating criteria for evaluating officer candidates;
- Perform a pre-employment background investigation, criminal history investigation, and polygraph examination for each officer candidate;
- Perform a pre-employment medical examination for each officer candidate, conducted by a licensed medical practitioner;
- Perform a pre-employment psychological evaluation for each officer candidate, conducted by a licensed, doctoral-level psychologist or other mental health professional familiar with the research literature available on psychological testing for public safety positions;

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- Perform a pre-employment written examination of core competencies, including cultural competency;
- Perform pre-employment scenario-based testing, including scenarios involving treatment of vulnerable populations, such as children, elderly persons, pregnant women, people with physical and mental disabilities, limited English proficiency, and others.

Hiring

- Newly hired officers will be placed on an 18-month probationary period that begins on the day that the officer receives provisional certification from the Maryland Police Training Commission. (Provisional certification occurs upon successful completion of a Maryland certified Police Training Academy; *see* Md. Code Ann., Public Safety § 3-209)

Training

In General

- Put officers through a high-quality officer training program, certified by the Maryland Police Training Commission, and managed by a Training Director with experience in adult learning techniques and background working in diverse law enforcement settings.
- Collaborate with Johns Hopkins faculty and the Chief Diversity Officer on curriculum development for specific JHPD trainings that would benefit from their research and expertise;
- Integrate the Baltimore community into JHPD training, as described below;
- Require regularized evaluation of the effectiveness of the officer training program through the accreditation and re-accreditation processes, along with MPTC review

Initial Classroom Training for Officers

- Require newly hired officers to complete the six-month Police Entrance Level Training Program administered by the Maryland Police Training Commission in Sykesville, Maryland, followed by three months of field training (see below);
- Where not already provided in the Police Entrance Level Training Program, require newly hired officers to complete training on the following topics:
 - Preventing racial profiling and combatting implicit bias (now [mandatory in Minnesota](#));
 - Cultural competence and LGBTQ competence;
 - Community policing, including understanding community expectations and reservations around policing in Baltimore;
 - Procedural justice in police-citizen interactions;
 - Active bystandership in policing (New Orleans PD [EPIC model](#));

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- De-escalation techniques, including effective communication with a person perceived to be creating a threat (e.g., integrating communications, assessment, and tactics (ICAT) training);
- Crisis intervention, including detecting behavior that calls for a medical and/or mental health intervention rather than a traditional law enforcement intervention;
- Collaborating with non-police University resources, like requesting assistance from the mental health practitioner on call;
- Trauma-informed practices for police-citizen contacts, including contacts with youth and victims of sexual assault;
- Understanding youth brain development, youth trauma, and the impacts of police interactions with youth;
- Alternatives to arrest, particularly for youth;
- Free expression in university environments;
- Clery Act and Title IX

Initial Field Training for Officers

- Require newly hired officers to work under the direction of a designated field training officer (FTO);
 - Each newly hired officer must complete a three-month FTO-supervised training, meeting specific training and performance criteria and passing an evaluation in order to serve as an officer;
- Require field training in the neighborhoods that the officers will serve, including introductions to community leaders;
 - Develop and maintain a contact list of all leaders within minority and immigrant communities in/near the patrol zones, so that they can be reached quickly during a time of crisis or when an action is about to occur that may be of concern to their particular community

Continuing Education for Officers

- Require each officer to complete 40 hours of annual in-service training approved by the MPTSC (per COMAR 12.04.01.12) on topics listed above;
- Require each officer to complete annual in-service training managed by the JHPD Training Director;
- Encourage officers to attend advanced training offered by the JHPD and other police agencies

Follow Up

- Ensure that training is married to robust policies and procedures, and that supervisory systems reinforce the training provided;
- Require remedial training for personnel who demonstrate performance deficiencies

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Works Consulted

- ***Selected police departments whose policies/G.O.s were reviewed:***
 - San Francisco Police Department, Course Listings (undated)
 - Seattle Police Department, Community Police Teams (Jan. 2008)
 - Seattle Police Department, Crisis Intervention (Aug. 2018)
 - Seattle Police Department, Patrol Training and Publications (Aug. 2003)
 - New Orleans Police Department, Ethical Policing is Courageous (EPIC) Program Guide (2017)
 - Maryland Police Training and Standards Commission (MPTSC), Use of Force Best Practices (undated)
 - MPTSC, Modernization of Recruitment Standards and Practices of Law Enforcement Agencies to Increase Diversity (2016)
 - Montgomery County Police Department, Field Training and Evaluation Program (Oct. 2014)
 - Montgomery County Police Department, Police Officer Applicant Requirements and Benefits (undated)
 - Howard County Police Department, General Order ADM-32 – Selection of Sworn Personnel (April 2009)
 - University of Baltimore Police Department, Police Recruitment Program (Sept. 2014)
 - University of Baltimore Police Department, Training (June 2016)
 - University of Maryland, Baltimore Police Force, Written Directive on Recruitment (March 2009)
 - University of Maryland, Baltimore Police Force, Written Directive on Entrance Level Training (March 2009)
 - University of Maryland, Baltimore Police Force, Written Directive on Field Training and Evaluation Program (Dec. 2016)
 - University of Maryland, Department of Public Safety, Manual of Rules and Procedures, Recruitment Program (Dec. 1995)
 - University of Maryland, Department of Public Safety, Manual or Rules and Procedures, Training (Dec. 1995)

- ***Selected organizations consulted:***
 - California Partnership for Safe Communities, “[Notes from the Field: Strengthening Community-Police Relationships: Training as a Tool for Change](#)” (undated)
 - Council of State Governments Justice Center, “[Improving Responses to People with Mental Illnesses: Tailoring Law Enforcement Initiatives to Individual Jurisdictions](#)” (2010)
 - George Mason University, Center for Evidence-Based Crime Policy, “[Education and Training](#)” (undated Web resources)

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- George Mason University, Center for Evidence-Based Crime Policy, Matrix Demonstration Project, “[Transforming Field Training](#)” (undated Web resource)
- International Association of Campus Law Enforcement Administrators, “[IACLEA Accreditation Standards Manual](#)” (May 2018)
- International Association of Chiefs of Police, Psychological Services Section, “[Preemployment Psychological Evaluation Guidelines](#)” (2014)
- National Initiative for Building Community Trust & Justice (multiple sources)
- Police Executive Research Forum, “[Legitimacy and Procedural Justice: A New Element of Police Leadership](#)” (March 2014)
- Police Executive Research Forum, “[Promoting Excellence in First-Line Supervision: New Approaches to Selection, Training, and Leadership Development](#)” (Oct. 2018)
- Police Executive Research Forum, “[Re-Engineering Training on Police Use of Force](#)” (August 2015)
- President’s Task Force on 21st Century Policing, “[Final Report](#)” (May 2015)
- U.S. Department of Justice, Community Oriented Policing Services (COPS), “[Building Relationships of Trust: Recommended Steps for Chief Executives](#)” (2014)
- U.S. Department of Justice, COPS, “[How to Support Trust Building in Your Agency](#),” *Police Perspectives: Building Trust in a Diverse Nation No. 3* (2016)
- U.S. Department of Justice, COPS, “[Identifying and Preventing Gender Bias in Law Enforcement Response to Sexual Assault and Domestic Violence: A Roundtable Discussion](#)” (2016)
- U.S. Department of Justice, COPS, “[Gender, Sexuality, and 21st Century Policing: Protecting the Rights of the LGBTQ+ Community](#)” (2017)
- U.S. Department of Justice, COPS, “[Mobilizing the Community for Minority Recruitment and Selection](#)” (2003)
- U.S. Department of Justice, Community Relations Service (CRS), “[Law Enforcement and the Transgender Community: Training Preview](#)” (2007)
- Yale Law School Justice Collaboratory, “[Principles of Procedurally Just Policing](#)” (Jan. 2018)
- ***Selected academic articles and books consulted:***
 - Aronie, Jonathan & Christy Lopez, “[Keeping Each Other Safe: An Assessment of the Use of Peer Intervention Programs to Prevent Police Officer Mistakes and Midconduct Using New Orleans’ EPIC Program as a Potential National Model](#),” *Police Quarterly* 20(3):295-321 (2017)
 - Compton, M.T. & V.H. Chien, “[Factors related to knowledge retention after crisis intervention team training for police officers](#),” *Psychiatric Services* 59:1049-1051 (Sept. 2008)

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- Ellis, Horace A., “[Effects of a Crisis Intervention Team \(CIT\) Training Program upon Police Officers Before and After Crisis Intervention Team Training](#),” *Archives of Psychiatric Nursing* 28:10-16 (2014)
- Fridell, Lorie, *Producing Bias-Free Policing: A Science-Based Approach* (2017)
- Goff, Phillip Atiba, Jillian K. Swencionis & Susan A. Bandes, “[Why Behavioral Reforms Are More Likely Than Implicit Bias Training to Reduce Racial Conflicts in U.S. Policing](#),” *Scholars Strategy Network* (Mar. 8, 2018)
- Margolis, Gary J. & Penny R. Shtull, “[The Police Response to Mental Illness on Campus](#),” *Journal of College Student Psychotherapy* 26(4):307-321 (Oct. 2012)
- Meares, Tracey L., “[Policing and Procedural Justice: Shaping Citizens' Identities to Increase Democratic Participation](#),” 111 *Northwestern University Law Review* 1525 (2017)
- Meares, Tracey L., “[The Good Cop: Knowing the Difference Between Lawful or Effective Policing and Rightful Policing—And Why It Matters](#),” 54 *William & Mary Law Review* 1865 (2013)
- Meares, Tracey L., “[The Path Forward: Improving the Dynamics of Community-Police Relationships to Achieve Effective Law Enforcement Policies](#),” 117 *Columbia Law Review*, 1355 (June 2017)
- Miles-Johnson, Toby, Lorraine Mazerolle, Sharon Pickering & Paul Smith, “[Police Perceptions of Prejudice: How Police Awareness Training Influences the Capacity of Police to Assess Prejudiced Motivated Crime](#),” *Policing and Society* 28:730-745 (2016)
- Oehme, Karen, Nat Stern & Annelise Mennicke, “[A Deficiency in Addressing Campus Sexual Assault: The Lack of Women Law Enforcement Officers](#),” 38 *Harvard Journal of Law and Gender* 337-371 (2015)
- Smith, Robert J., “[Reducing Racially Disparate Policing Outcomes: Is Implicit Bias Training the Answer?](#),” 37 *U. Hawaii Law Review* 295 (2015)
- Swencionis, Jillian K. & Phillip Atiba Goff, “[The Psychological Science of Racial Bias and Policing](#),” *Psychology, Public Policy, and Law* 23(4): 389-409 (2017)
- **Selected statutory and case references:**
 - Md. Code Ann., Public Safety § 3-209, Certification of police officers
 - Md. Code Ann., Public Safety § 3-215, Appointment of police officers, police supervisors, and police administrators
 - Code of Maryland Regulations (COMAR) Title 12, Department of Public Safety and Correctional Services, Subtitle 04, Police Training and Standards Commission