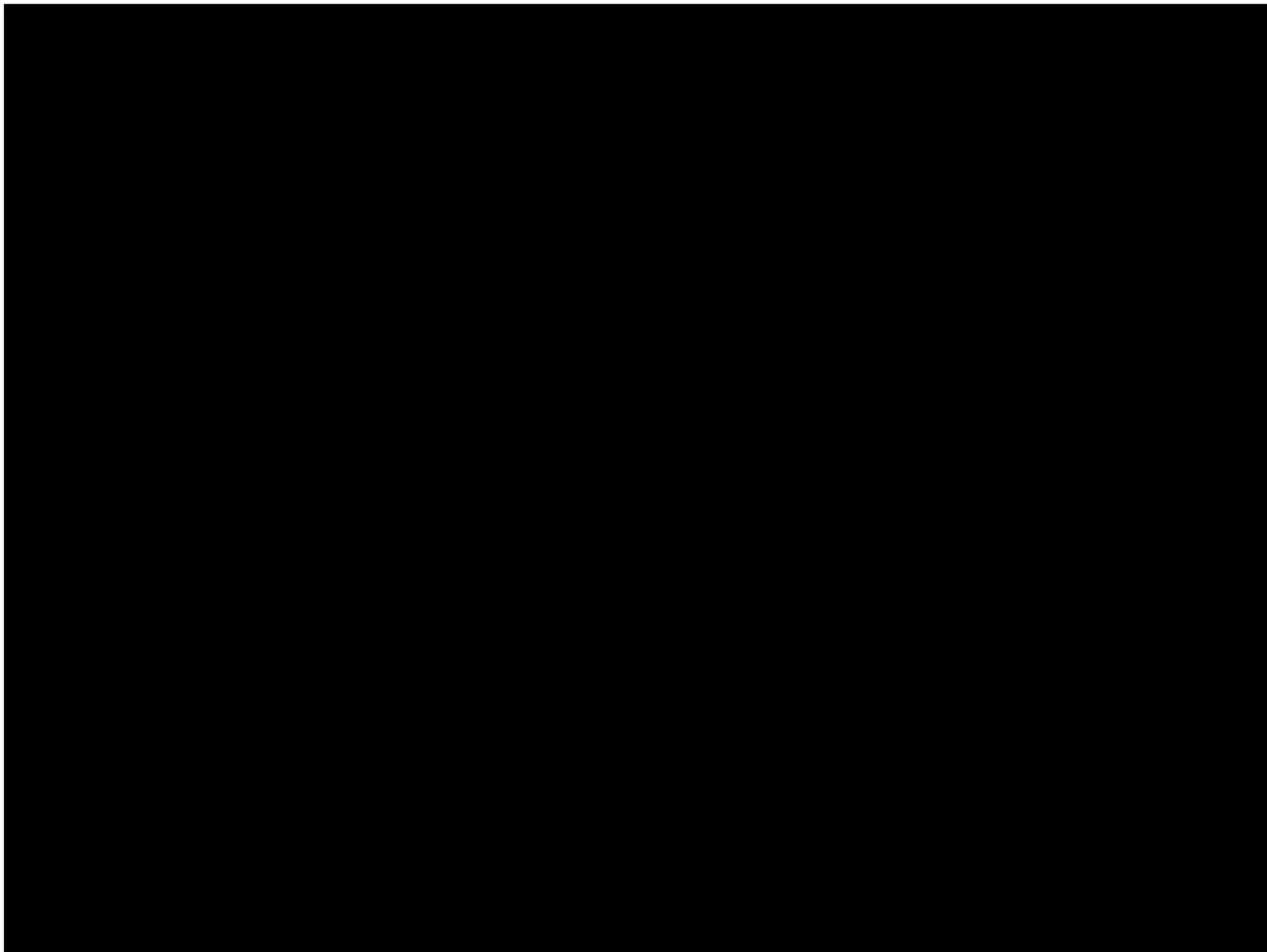




# **Fair and Impartial Policing**

## **Supervisor Training**





# Intro

- All people, even well-intentioned people have biases.
- We'll discuss various biases.
- We'll explore what social-psychology has taught us. (Impedes our ability.)...

# Differences between Explicit vs Implicit

- Need to recognize our unconscious biases—called “**IMPLICIT BIASES**”--so we can implement bias-free behavior
- Implicit biases are not **EXPLICIT BIASES**
  - A person with explicit biases (e.g., racist) has conscious animus towards groups, is unconcerned, will tell you about it.





# Fair and Impartial Police

- Be effective at solving crimes and handling disorder problems
  - Review facts and evidence impartially to solve crimes and handle disorder
- Stay safe and go home at the end of the shift
  - Review facts/evidence to assess danger ....



# Fair and Impartial Police

- Enhance/promote trust on the part of the people they serve and enhance the legitimacy of the police.
  - When we do our jobs well...
  - F/I are essential for maintaining our legitimacy and living up to the values of the profession.



# **Effective First Line Supervisors Are:**

- Role Models
- Mentors
- Representatives of the Department
- Authorities on Policy and Practice
- Professional Coaches
- Disciplinarians



# Goals of the Training

- Recognize your own human biases
- Understand how implicit biases can affect your perceptions and behavior
- Understand how biased policing impacts community members and the department
- Understand how FIP supports procedural justice and thus police legitimacy
- Develop skills and tactics to reduce the influence of bias on police practice and allow you to be safe, effective and just police professionals



# **Any discussion focusing on bias and policing . . . .**

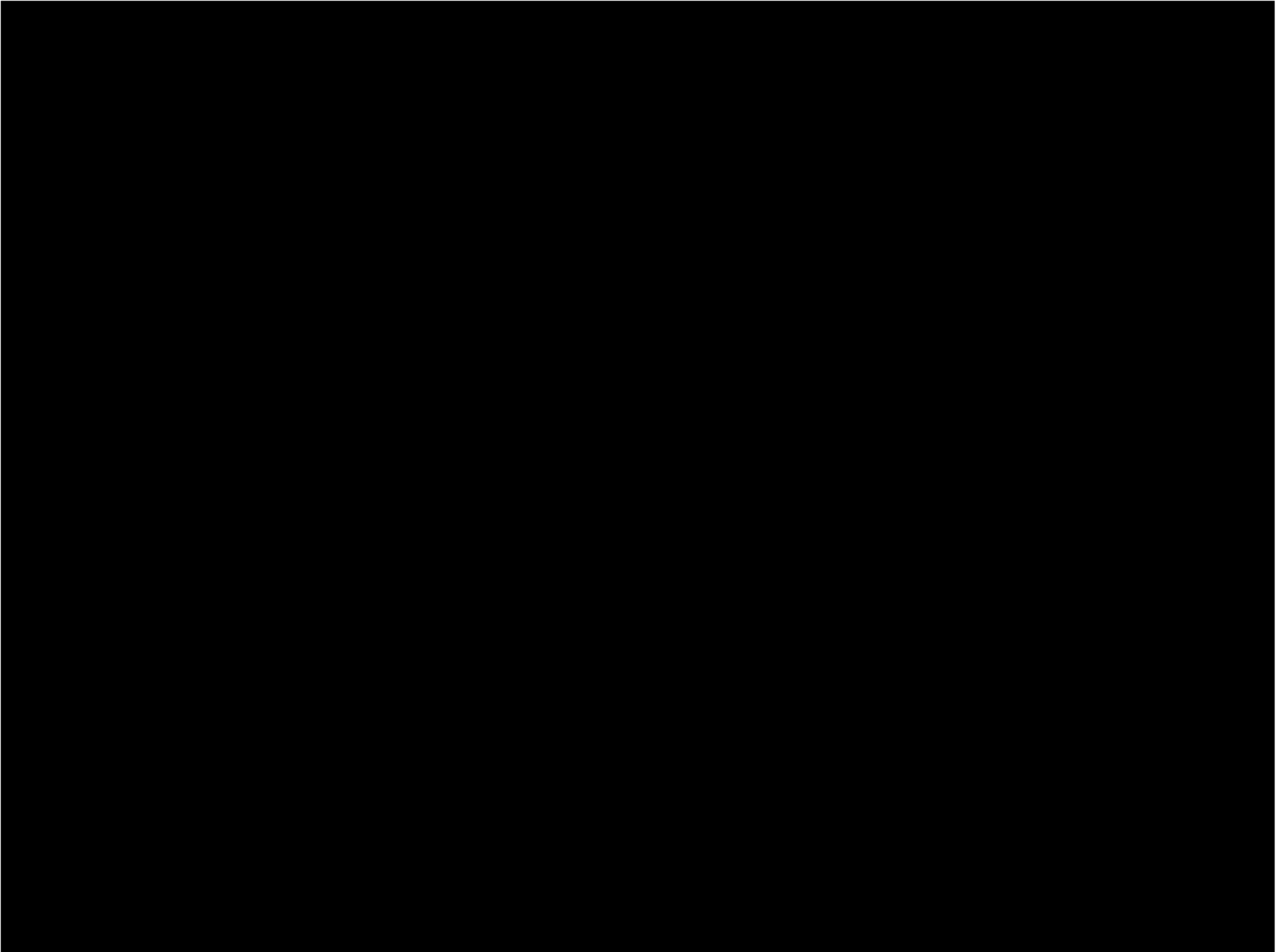
- ❑ Is difficult, raising sensitive yet critically important issues
- ❑ This program was designed to examine these issues
- ❑ As we explore the science of human bias . . . . .





# **During this training:**

- Leave your preconceived notions about “bias” training at the door.
- Think and reflect about what it means to be an effective police officer.
- Recognize the life experiences and expertise that you bring to this room.
- Participate.



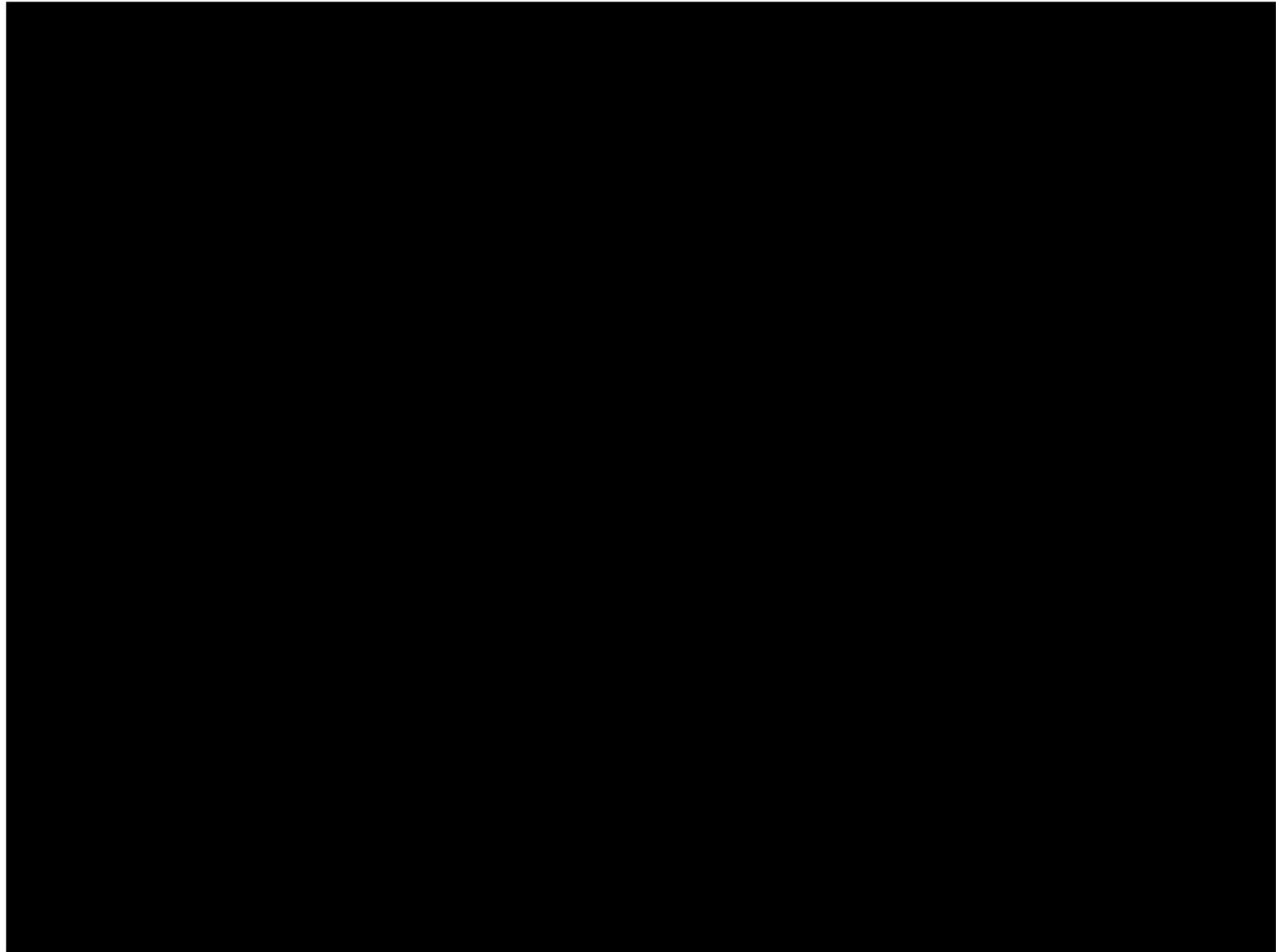


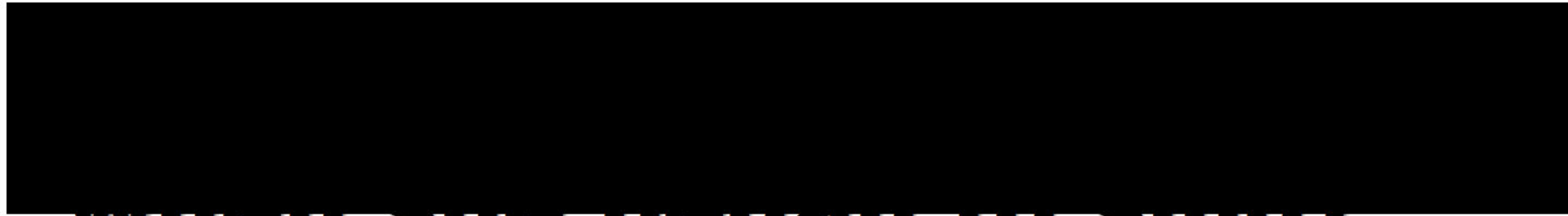
# Understanding Human Bias





# **Susan Boyle – Britain's Got Talent**


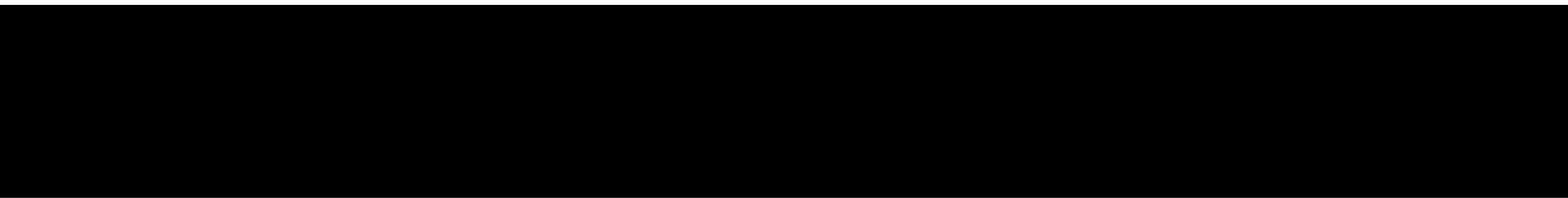




**when she began to sing:**

# Fundamental Concepts of Human Bias

- Bias is a normal human attribute—even *well-intentioned* people have biases
- Biases are often unconscious or “implicit”
- Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping
- Implicit biases can influence our actions
- Understanding how implicit bias can affect our perceptions and behavior is the first step to “override” implicit bias

- 
- 
- All humans prejudge others
  - We attribute characteristics to them
  - We prejudged SB and drew conclusions about whether she could sing....
  
  - To understand/explore implicit bias: Three questions



# **Understanding Implicit Bias: Question #1**

- Whom do we pre judge?
  - We prejudice people we don't know; we “fill in” what we don't know about the person.



# **Understanding Implicit Bias: Question #2**

- What determines the characteristics we attribute to them?
  - Group stereotypes/biases
  - Stereotypes are generalizations based at least in part on facts.



# **What stereotypes might people attribute to these individuals?**

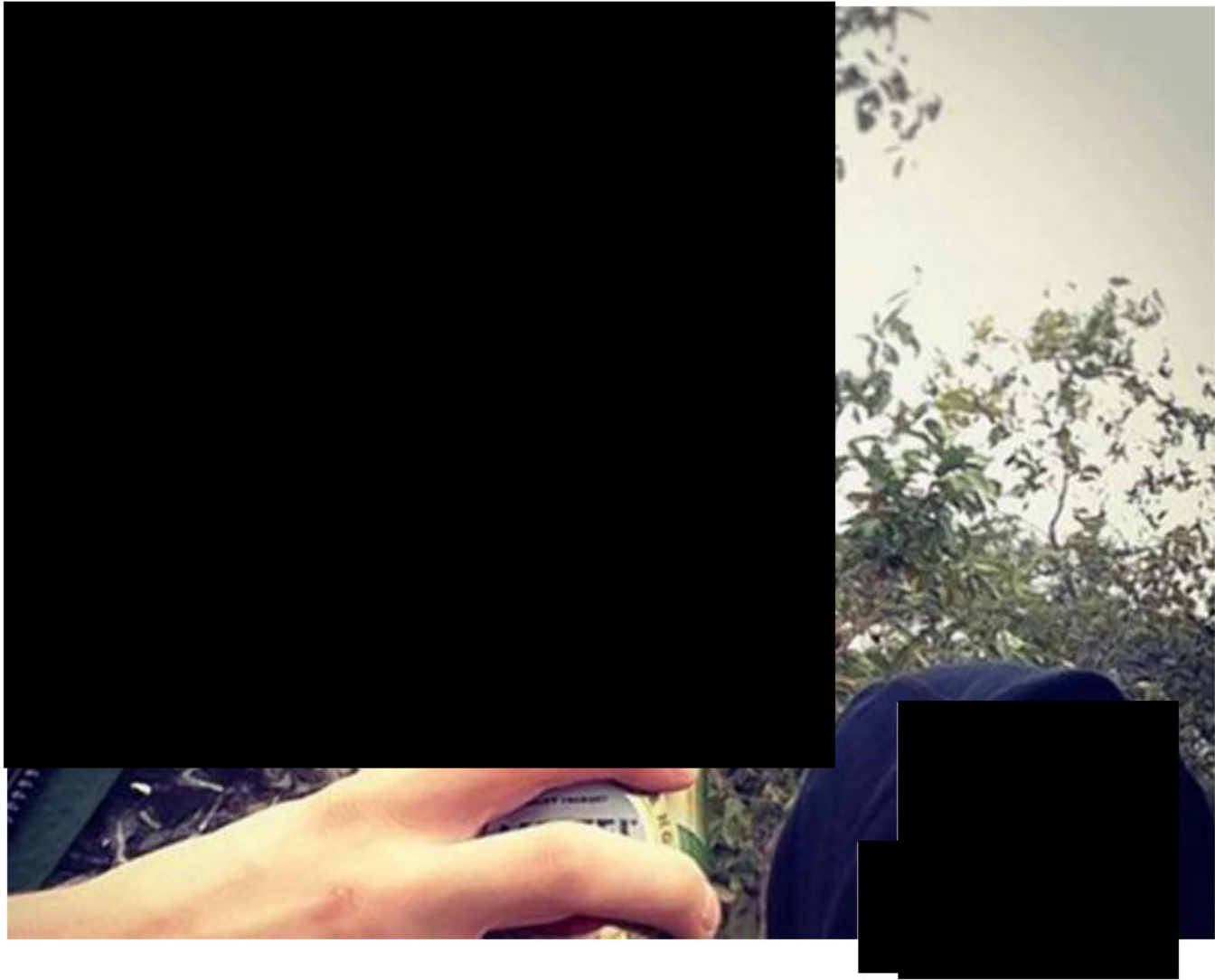
How would you size them up?













# **Understanding Implicit Bias: Question #3**

- Do we know when we are doing this?
  - Not always.



# **Bases on Which People May Be Stereotyped and Treated Differentially**

- Income
- English language abilities
- Gender
- Age
- Religious affiliation
- Profession
- Sexual orientation, identity
- etc.



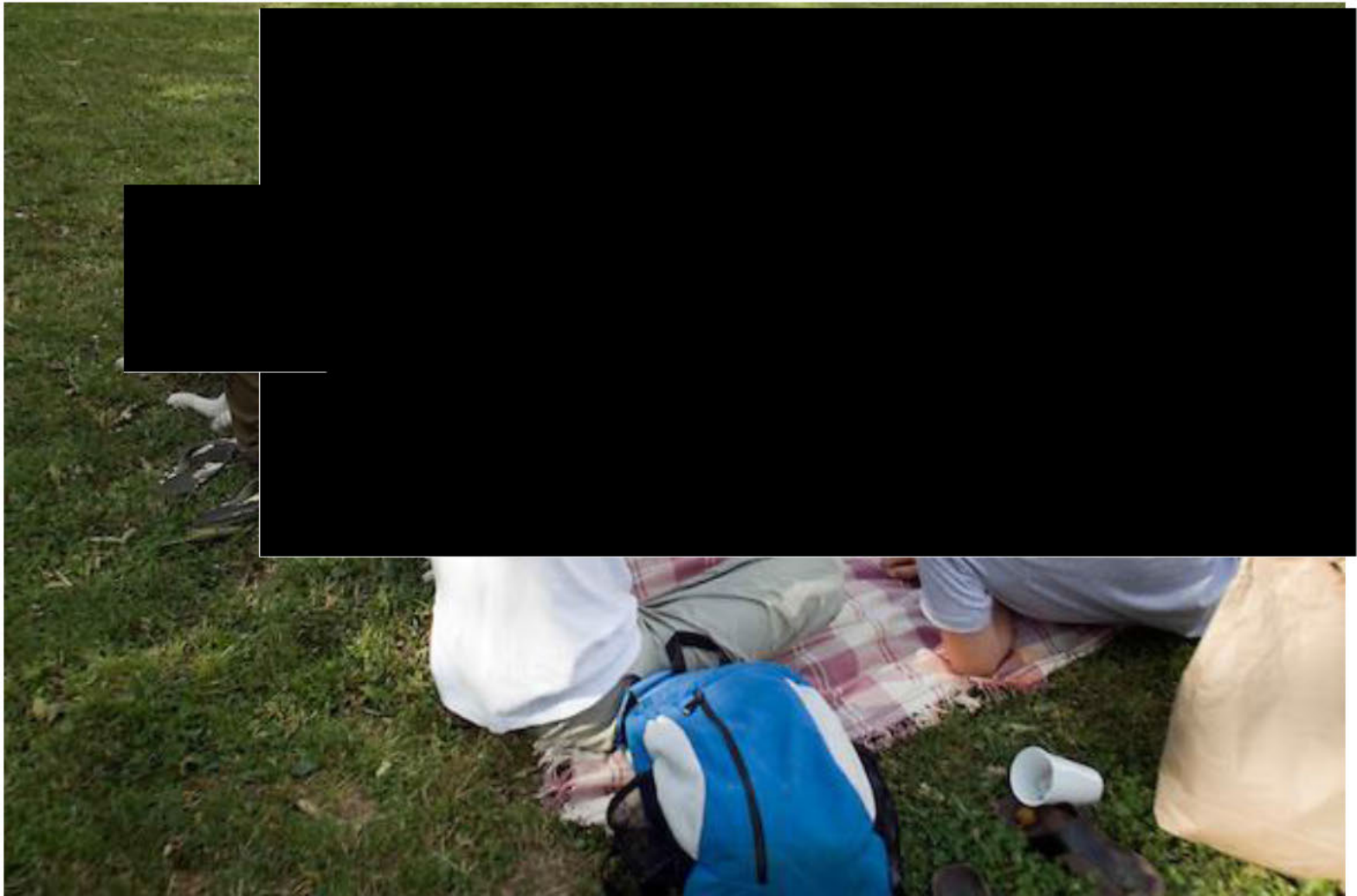
# 415 in the park

- Citizens who live in the area of Gatsby park call to report a disturbance in the park.
- A group of people who appear to be drinking, playing loud music, shoving each other and harassing other people as they walk by.
- Several calls coming in from other neighbors in area.
- One caller reported one of the subjects seen with a gun.



# **In your groups...**

- How will you respond to this call and interact with your group?
- What actions will you take when you first contact the group?
- What conclusion will you try to obtain?



Disturbance in the park



Disturbance in the park





Disturbance in the park



Disturbance in the park



# Debrief

- What was your initial response to the group?
- Were the groups treated differently?  
How?
- What biases might be reflected here?



# **Key Point of Role Play**

Policing based on stereotypes is  
unsafe.




# **Blink Response – Malcolm Gladwell**

- “Blink”: About our snap judgments about people and things
- “Thinking without thinking” is not a reliable source of information to guide policing decisions.

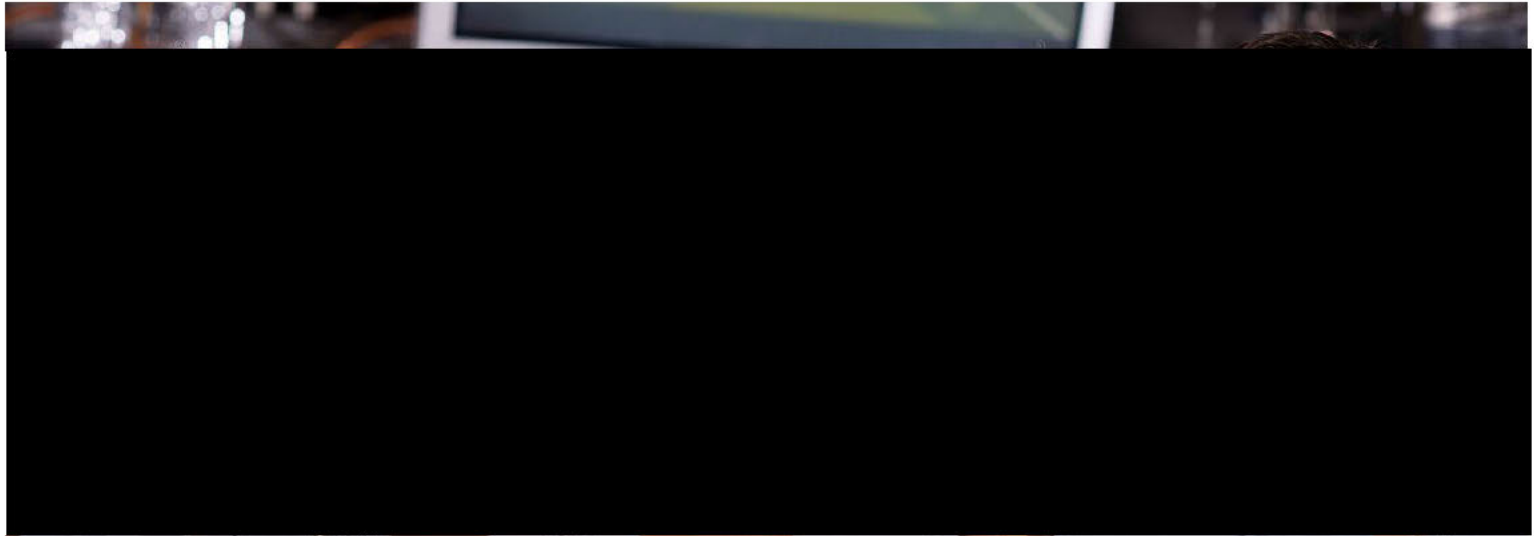


# **Key Points of the “Blink” Response**

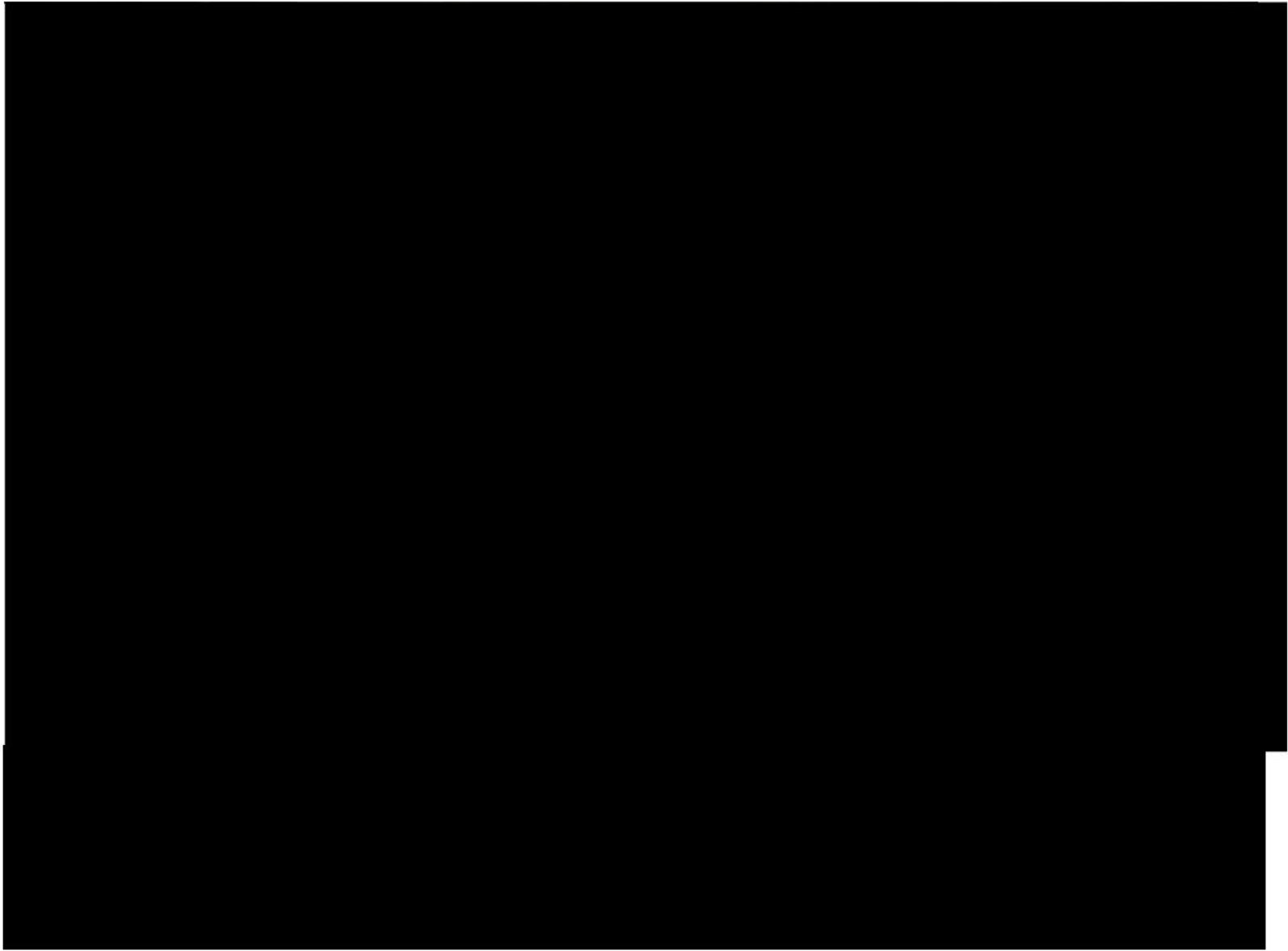
- Recognize the “blink” response”
- Replace it with objective (bias free) judgments

- 
- As police officers, we have to “size people up” on a regular basis. Do we attribute characteristics based on:
    - Preconceived bias?
    - Officer Safety cues?












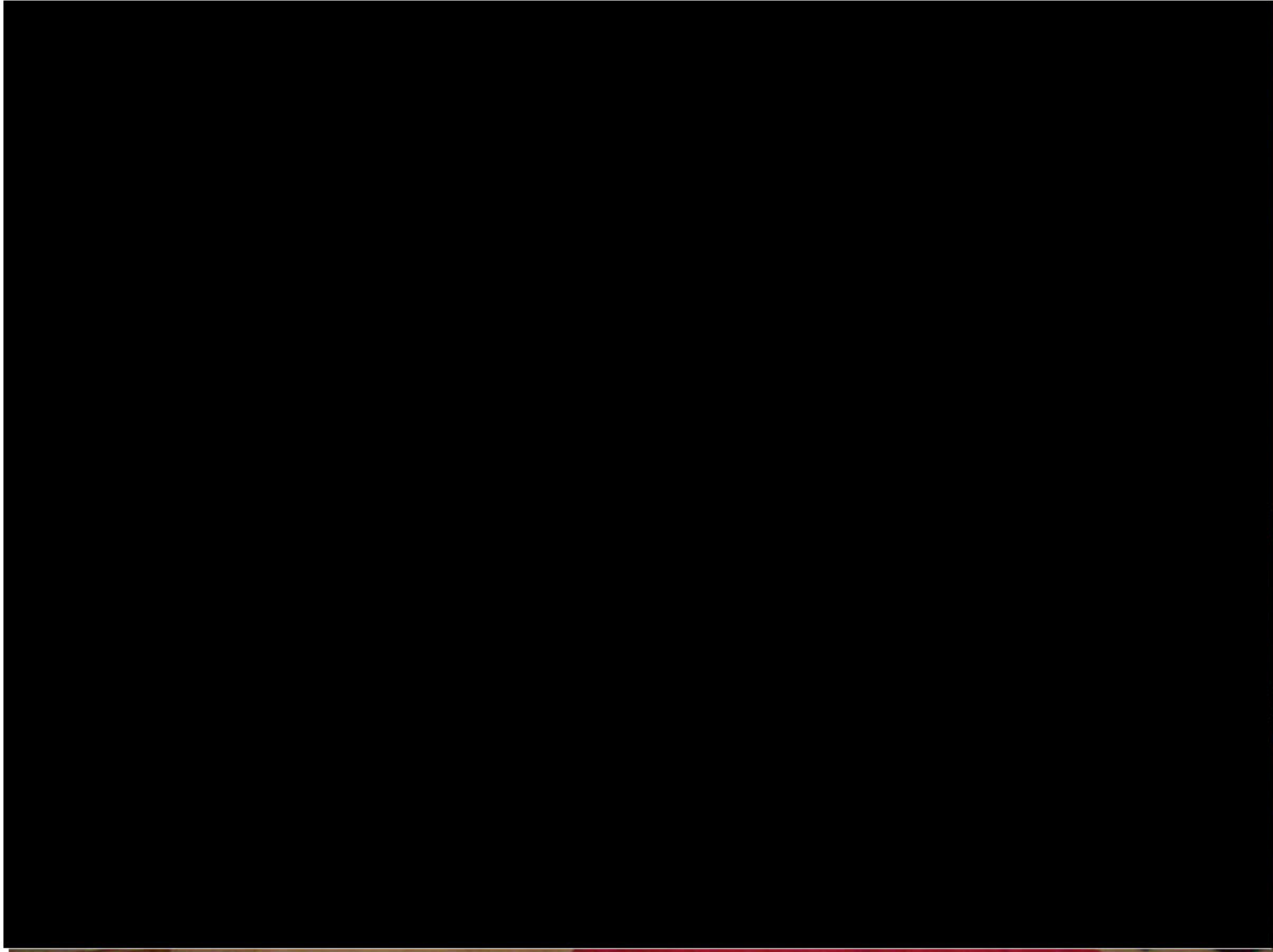
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**Dreamstime.com**

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**NOTHING in this training is intended to compromise your officer safety.**

It can actually help your officer safety.



# “Money Train”

# Stereotyping and Human Bias

- We prejudge people we don't know
  - Did not know the lady
- We assign a group characteristic to them.
  - She's not a criminal, not a risk
- We do not always know when this is happening.
  - Outside of Woody's conscious awareness.

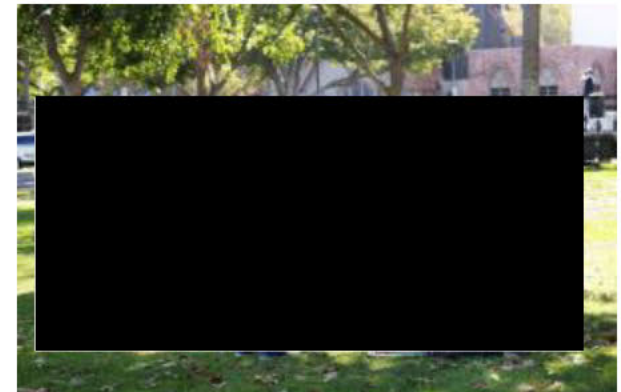
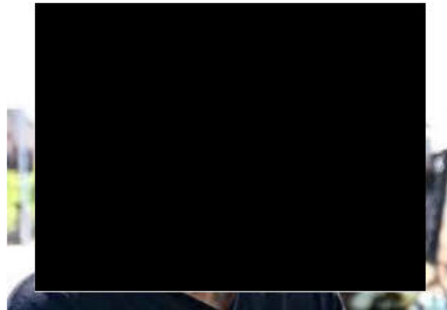




# **Key Point**

Policing based on stereotypes is ineffective.

- 
- Law enforcement officers deal with a variety of community members....





# Susan Fiske

- How do people in our society react to the homeless?
- How might some officers treat the homeless versus persons of means?



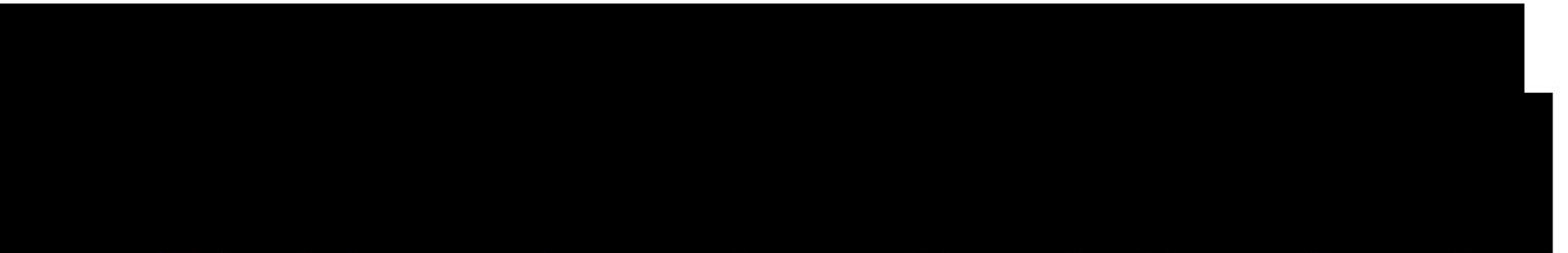
# **Key Point:**

Policing based on stereotypes  
(biases) is unjust.




# **THE RACE-CRIME ASSOCIATION STUDIES**



- 
- 
- **Ethnicity and race** (e.g., Nosek, Banaji and Greenwald, 2002)
  - **Gender** (e.g., Banaji and Hardin, 1996)
  - **Sexual orientation** (e.g., Dasgupta and Rivera, 2008)
  - **Body shape** (e.g., Bessenoff and Sherman, 2000)
  - **Age** (e.g., Perdue and Gurtman, 1990),  
**etc. etc.**

# Relevant to Humans in all professions

- Current studies focusing on
  - **Doctors, nurses** (e.g., Van Ryn & Saha, 2011)
    - Biases on the basis of race, class, weight
  - **Lawyers, prosecutors and judges**
    - Gender (e.g., Levinson & Young, 2010)
    - Race/ethnicity (e.g., Smith & Levinson, 2012)
  - **School teachers** (e.g., Van den Bergh et al, 2010)
  - **Law Enforcement** (e.g., Correll et al., 2007; Peruche & Plant, 2005)
  - *Etc. etc.*



**Turn now to research on  
an implicit bias with  
particular relevance to  
policing.**

Black-Crime Implicit Bias  
(or “Implicit Association”)

# The “Shove” Study

- **Study:** How did people interpret the shove by the Black versus the shove by the White?
- **Result:** The “shove” was perceived as more threatening when performed by the Black person
- **Replicated** and showed this was true for both White and Black subjects.



# **The Visual Perception Study**

- Subjects were “primed” with Black male faces, White male faces, or no faces
- Completed object recognition task

(Eberhardt, Goff, Purdie, & Davies, 2004).

# Levels of Degradation



Frame 251



# Crime Relevant Object



# Crime Relevant Object



# Crime Neutral/Irrelevant Objects





# Background science

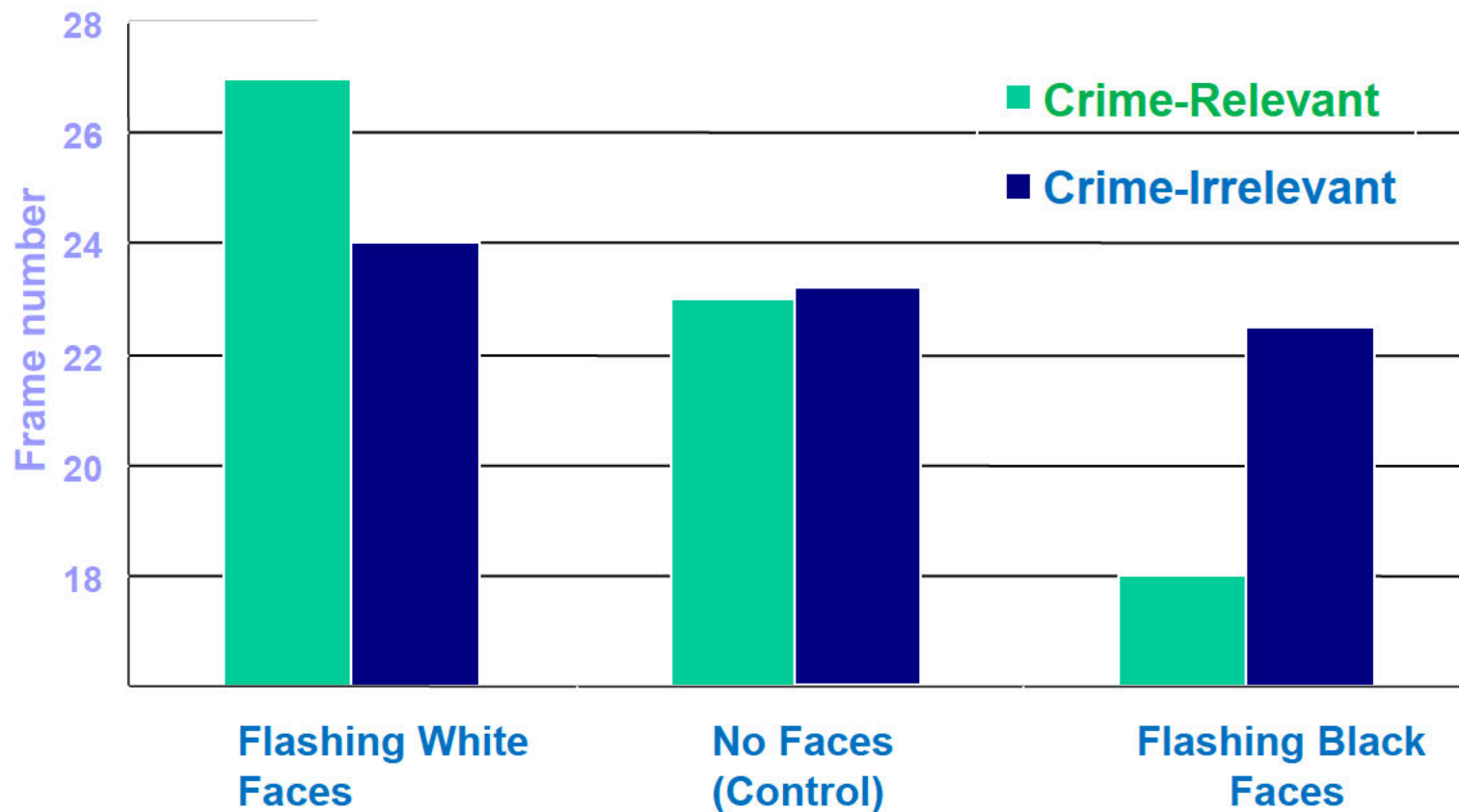
- When two concepts are linked in our minds, when one is brought to the fore, the other one is close behind.

# Hypotheses

If the Black-crime association impacts our visual perception, then:

- Participants primed with Black male faces should be faster to identify crime-relevant objects than those primed with White male faces.
- There should be no effect of prime for crime-irrelevant objects.

# Object Identification





# Results: Affirmed a Black-Crime Implicit Bias

- Exposure to **Black male faces** facilitated the identification of crime-relevant objects.
- Exposure to **White male faces** inhibited the identification of crime-relevant objects.



# **Be a Research Participant!**

- We will see slides of backgrounds and then a person will appear—very quickly—with something in his hands.
- Shout “Threat” if you see a threat
- [Silent if no threat]



































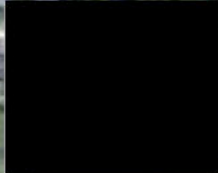
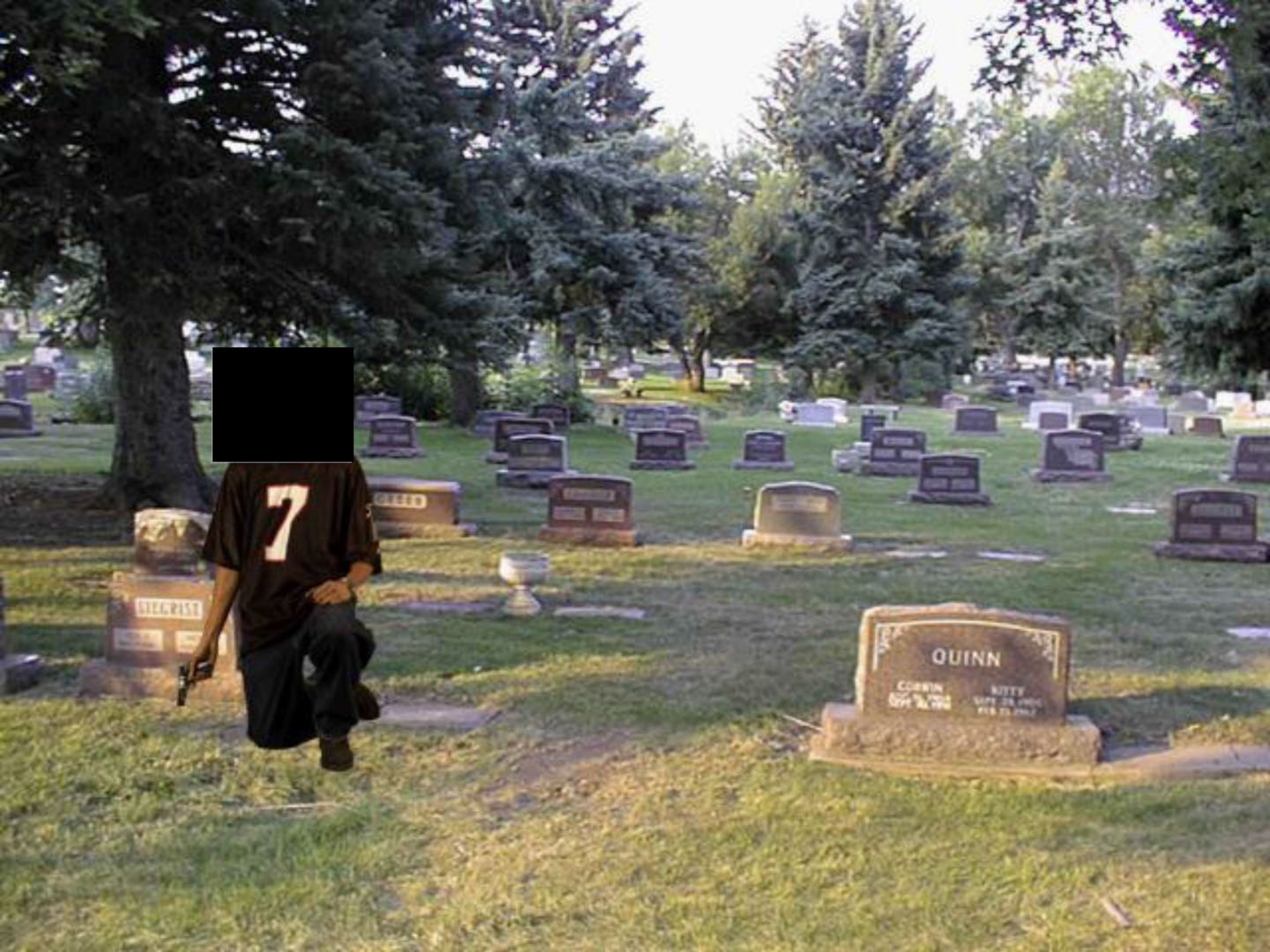
GREEN

GREEN

STEGRIST

QUINN  
CORWIN  
MAY 18, 1904  
OCT 16, 1992  
NITTY  
MAY 28, 1906  
FEB 23, 1992





7

STEEGRIST

GREEN

QUINN

QUINN  
COURTNEY  
APR 18 1980  
NITTY  
APR 28 1980  
FEB 23 1987































# **Correll Results: Race Made a Difference**

**Speed:** Participants shot a White armed man slower than a Black armed man.

**Errors:** Participants were more likely to shoot an *unarmed* Black man than an unarmed White man.

(Correll, 2002)




**Another Correll study  
coming up**



# **The Muslim-Headwear Effect Study**

- Research volunteers played a computer game that showed apartment balconies on which different figures appeared, some wearing Muslim-style headwear or hijabs and others bare-headed.
- They were told to shoot at the targets carrying guns and spare those who were unarmed.



# **The Muslim-Headwear Effect**

## **Results**

- People were much more likely to shoot Muslim-looking characters even if they were carrying an “innocent item” instead of a weapon.

(Unkelbach, Forgas & Denson, 2008)

# Gender and Crime Implicit Bias

- In this same study, they also varied the “targets” by gender
- They found the expected gender effect: Subjects were more likely to shoot men than women even when the men were harmless.

# **Blink responses linked to crime**

- The studies above show link between Blacks, Muslims and men to crime.
- Which other groups does society link to crime?
  - What groups do we link to NON-crime?
- The science shows that mere knowledge of a stereotype produces an implicit bias



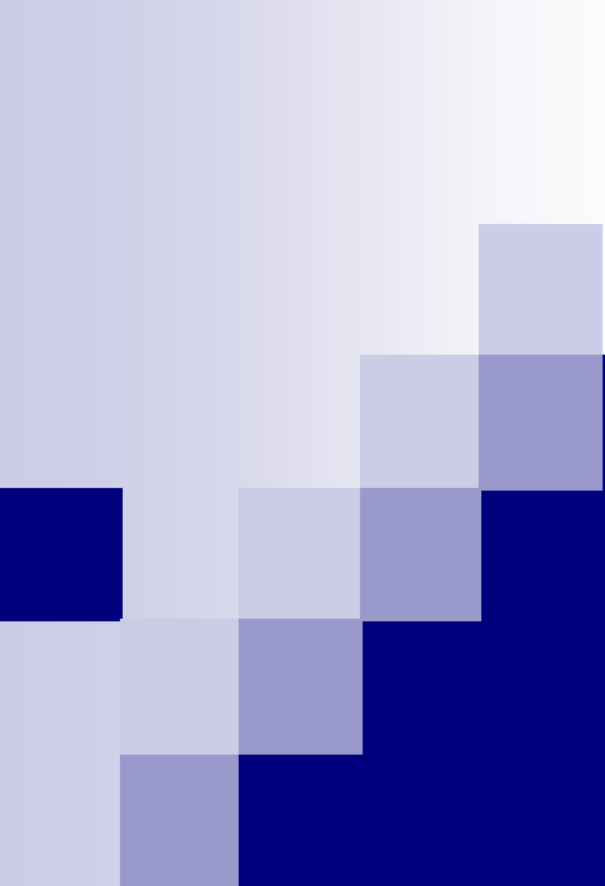


# Implications for LE

- Officers may see danger when one there (over-vigilant)
- May overlook danger (under-vigilant)
  - Money Train

# **The Race-Crime Implicit Bias Linked to Officer Safety and Effectiveness**

- Officers may:
  - Increase their scrutiny of people of color
  - Interpret ambiguous behavior on the part of people of color as more threatening
  - Respond to people of color more aggressively, as criminals
  - Under-respond to Whites, Asians, etc.
  - etc.



**Stereotypes are  
Based, at Least in  
Part, on Fact**



# **One example pertains to race and crime**

Criminologists have shown that  
people of color are  
disproportionately involved in  
street crime



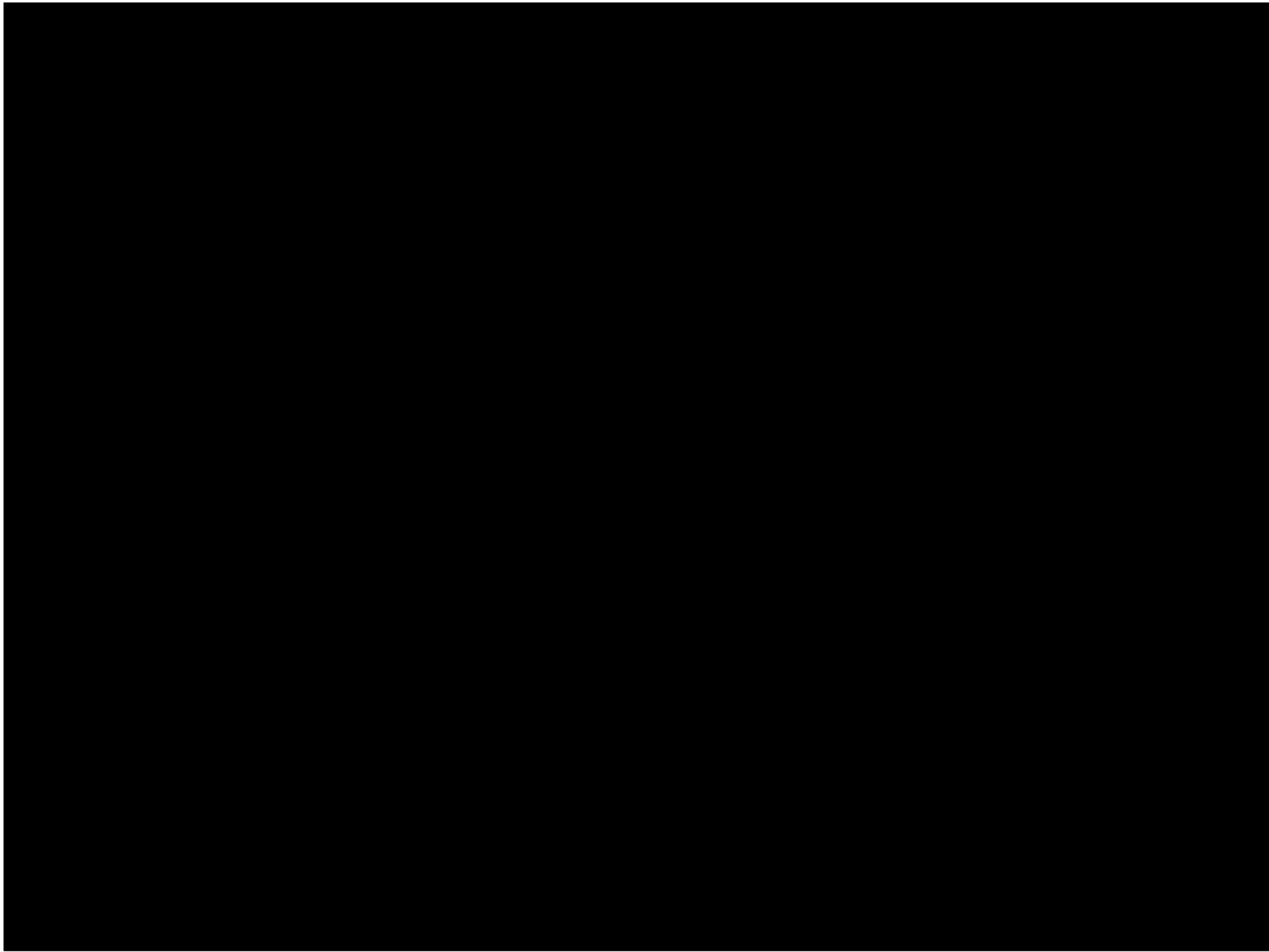
# Economic Status, Race and Crime

- A = Lower income people are disproportionately represented among people who commit street crimes
- B = People of color are disproportionately represented in lower income levels
- A+B=C People of color are disproportionately represented among people who commit street crimes



# **But, that stereotypes are based in part on fact .....**

- Does not justify your making decisions based on those stereotypes
- Such decisions can be unsafe, ineffective and unjust.

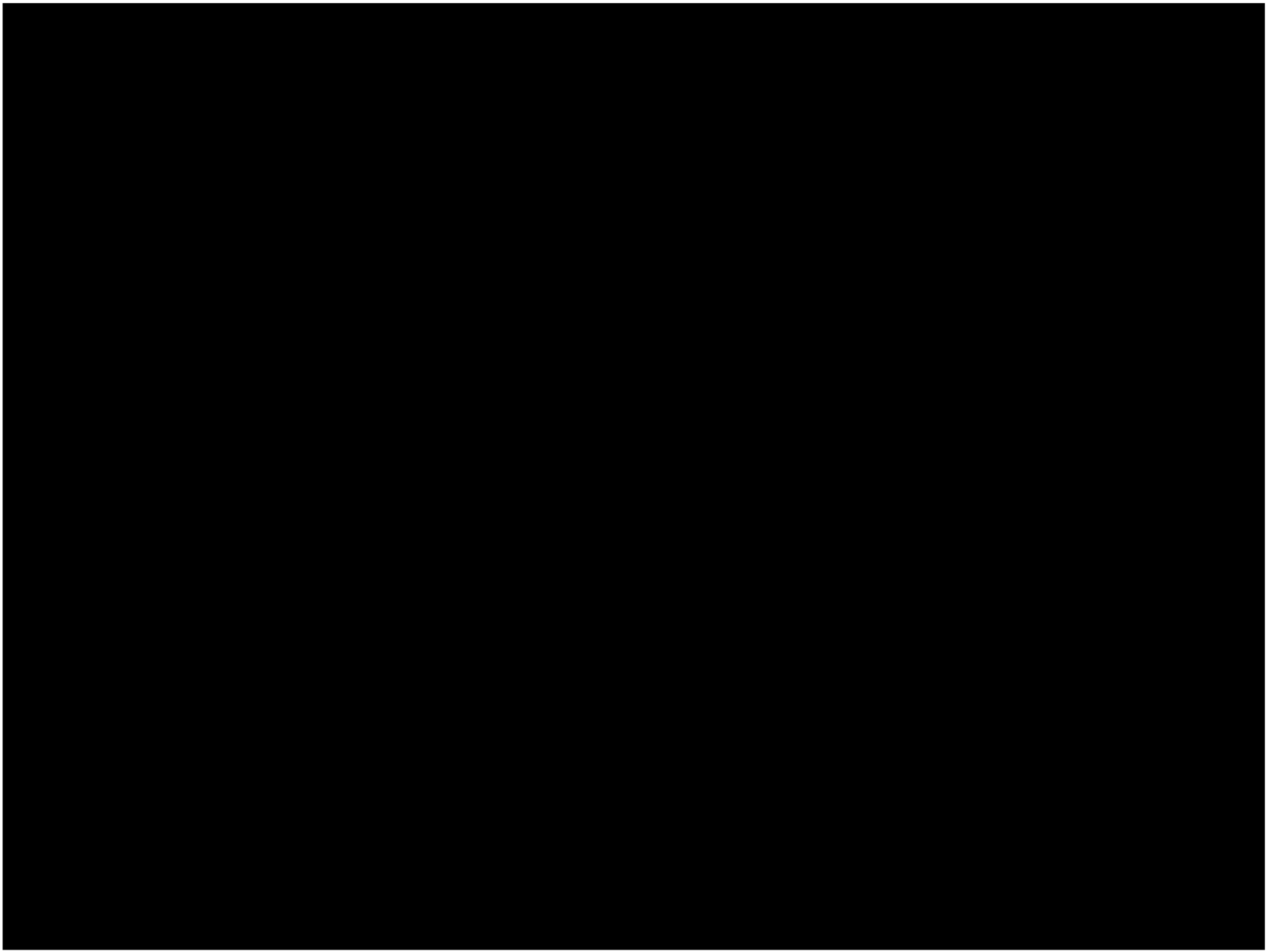




# **Crash Scene: The Streets of Los Angeles**

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intended copyright violation.**





# CRASH .....

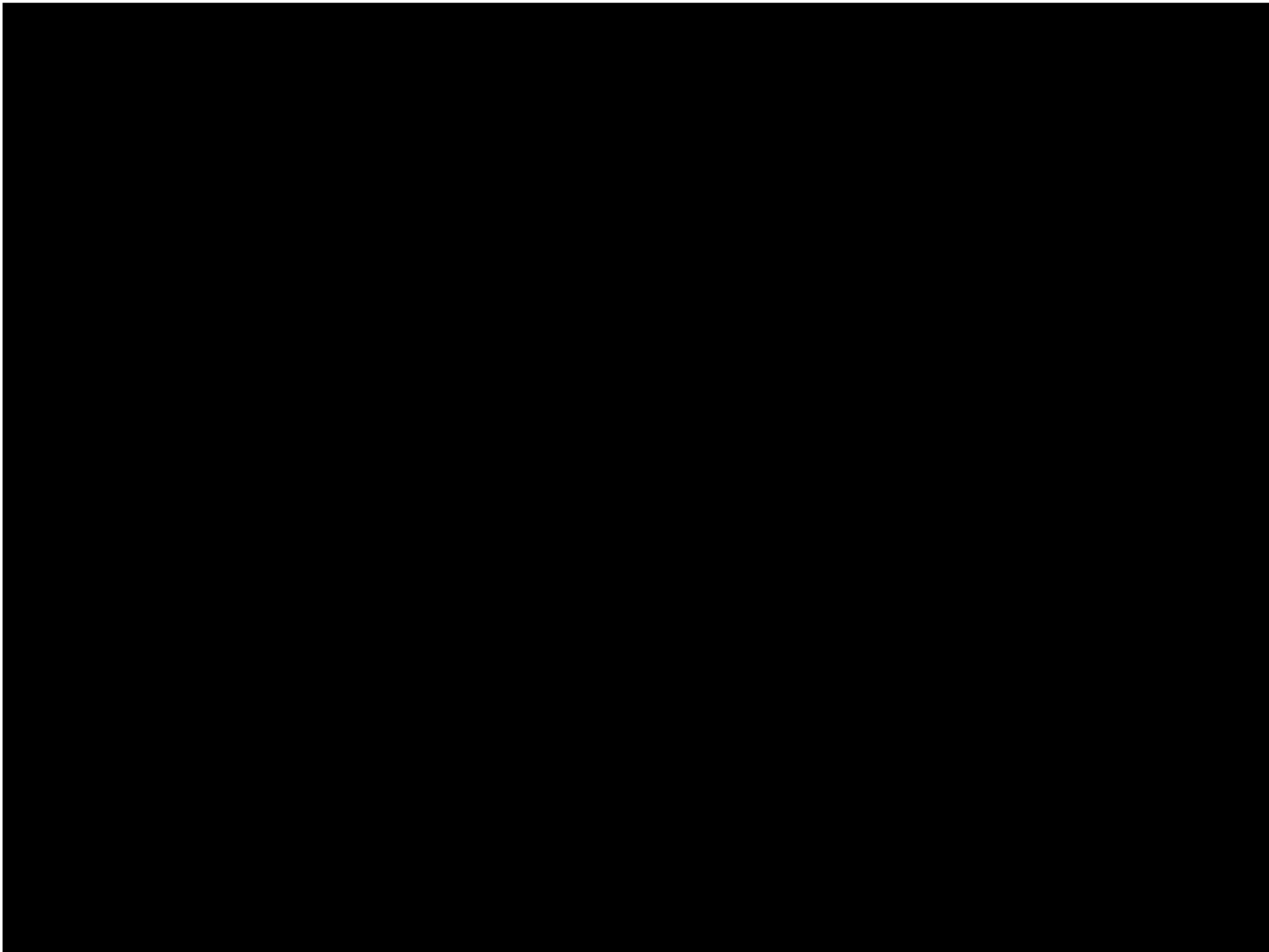
- Sandra's character was right! Her stereotype held true.
- Sometimes your “blink response” is right.
  - But sometimes it is wrong.
  - It is unreliable.
- Because it is unreliable, you should not police based on your blink responses, your biases.....



# **Key Point**

Policing based on biases is  
unsafe, ineffective, and unjust

**Sometimes it can be deadly!**








# First-Line Supervisors Help Their Officers To:

- Effectively perform their duties and solve crimes
- Identify the right suspect and make good cases
- Keep safe and go home at the end of the day

**Policing based on biases/stereotypes  
impedes achievement of these  
objectives!**



# **Implicit Bias Manifests in Non- Prejudiced People**

- 
- Implicit bias manifests even in non-prejudiced people
  - Exists even in individuals who consciously hold non-prejudice ideals/attitudes
    - EX: Many minorities have a race-crime/danger implicit bias (Shove Study)....





## ■ **Some think: Biased policing is “someone else’s issue”**

- Often think that because of their progressive attitudes towards other groups, they must be bias free
- Quite likely: They are wrong.



# Addressing Our Implicit Biases



# **Two remedies for our implicit bias “affliction”**

- #1. Reducing our implicit biases
- #2. Recognizing our biases and thwart their impact on behavior.



# **#1. Reducing implicit bias**

- (a) Contact theory
- (b) Exposure to counter-stereotypes






# **Contact Theory: Reducing Implicit Bias**

Positive contact with other groups reduces both conscious and implicit biases.

# Personal Contacts and Implicit Biases in Officers

- Peruche and Plant (2006) Measured implicit bias on the part of officers
  - Shoot/don't shoot simulator to measure implicit bias.
  - Police, too, manifest implicit racial bias
  - But implicit racial/ethnic bias is weaker in officers who report positive interpersonal contacts with racial/ethnic minorities



**Very normal human  
interactions can help us  
reduce our biases.**

- Contact theory works two ways



# Counter-Stereotypes and Use-of-force training

- High quality UOF training exposes officers to counter-stereotypes
  - Trains them that demographics are not a clue to threat
- Picture video training scenarios where
  - Threat is just as likely to be a woman as a man.....



# Counter Stereotypes: Correll Study #2 (2007)

- **Speed:** Both police and civilians exhibited robust racial bias
- **Errors:** Bias was less likely to manifest itself in the decisions by police
- **Bottom Line:** Police made the correct decisions.
- **Implication:** High quality, role play use-of-force training helps police unlearn stereotypes for split-second use-of-force decisions.

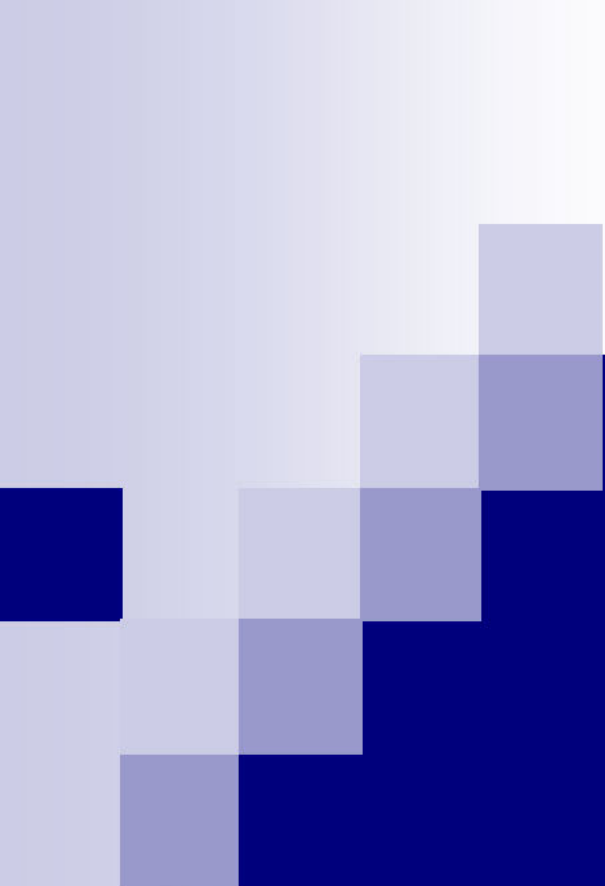


# Implementing “Controlled (unbiased) Behavior”

- *If we recognize our biases*
- We can implement “controlled behaviors” that override our (natural) implicit biases.

# Fundamental Concepts of Human Bias

- Bias is a normal human attribute—even *well-intentioned* people have biases
- Biases are often unconscious or “implicit”
- Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping
- Implicit biases can influence our actions
- Understanding how implicit bias can affect our perceptions and behavior is the first step to “override” implicit bias



# **The Impact of Biased Policing on Community Members and the Department**

## **MODULE 2**



# Previous Module

- Science of implicit bias – perceptions and behaviors
- Forms of implicit bias with policing relevance (including race-crime)
- Biased policing is ineffective, unsafe and unjust





# **Biased Actions Can Negatively Impact:**

- Community members
- Your law enforcement agency



# **The Impact of Biased Policing on Community Members**

- How many of you have been stopped by the police? How was your interaction with the officer?




# The Impact of Biased Policing on the Department

- Explore this through.....
  - Police Legitimacy = The public view that the police are entitled to exercise authority.
- Reflects trust and confidence in police
  - If people see the police as legitimate...



# **Legitimacy Promotes**

- Acceptance of police decisions (OIS, Crowd Control)
- Cooperation with the police (Witnesses, Informants, Community Outreach)
- Compliance with the law (Crime Reduction)



What specific things might people do if they have trust and confidence in the police, that is, if they see your PD as a legitimate authority?





# **Community Members Who See Police as Legitimate Authorities....**

- Assist with crime prevention efforts
- Call the police when a crime occurs
- Provide information about criminal activity
- Serve as a witness
- Believe an officer who is testifying
- Etc.



**The police cannot be effective  
without the support and  
cooperation of the community.**




# **Threats to Police Legitimacy**

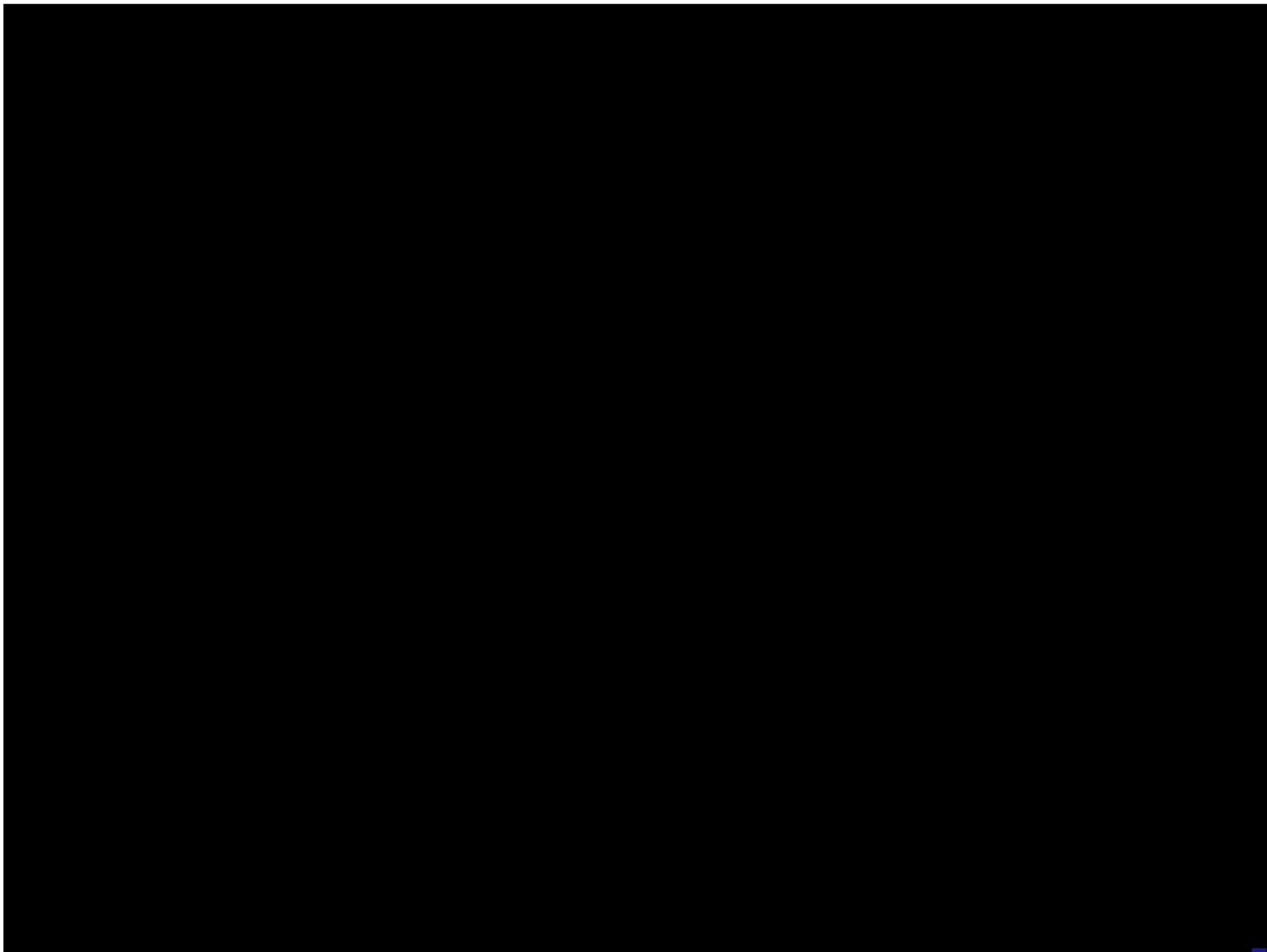
- History of police in the US
- Views of police that immigrants bring with them to the US
- Disrespectful, abusive and/or biased interactions with community members



# **Policing History and Our Communities**

- 
- Long term history and recent history
    - Police misconduct
  - Includes tumultuous relationships with particular groups







# **Understanding our History**

- You personally did not create our history
- But you police within the context of it
- With certain individuals, it is even harder to produce police legitimacy.



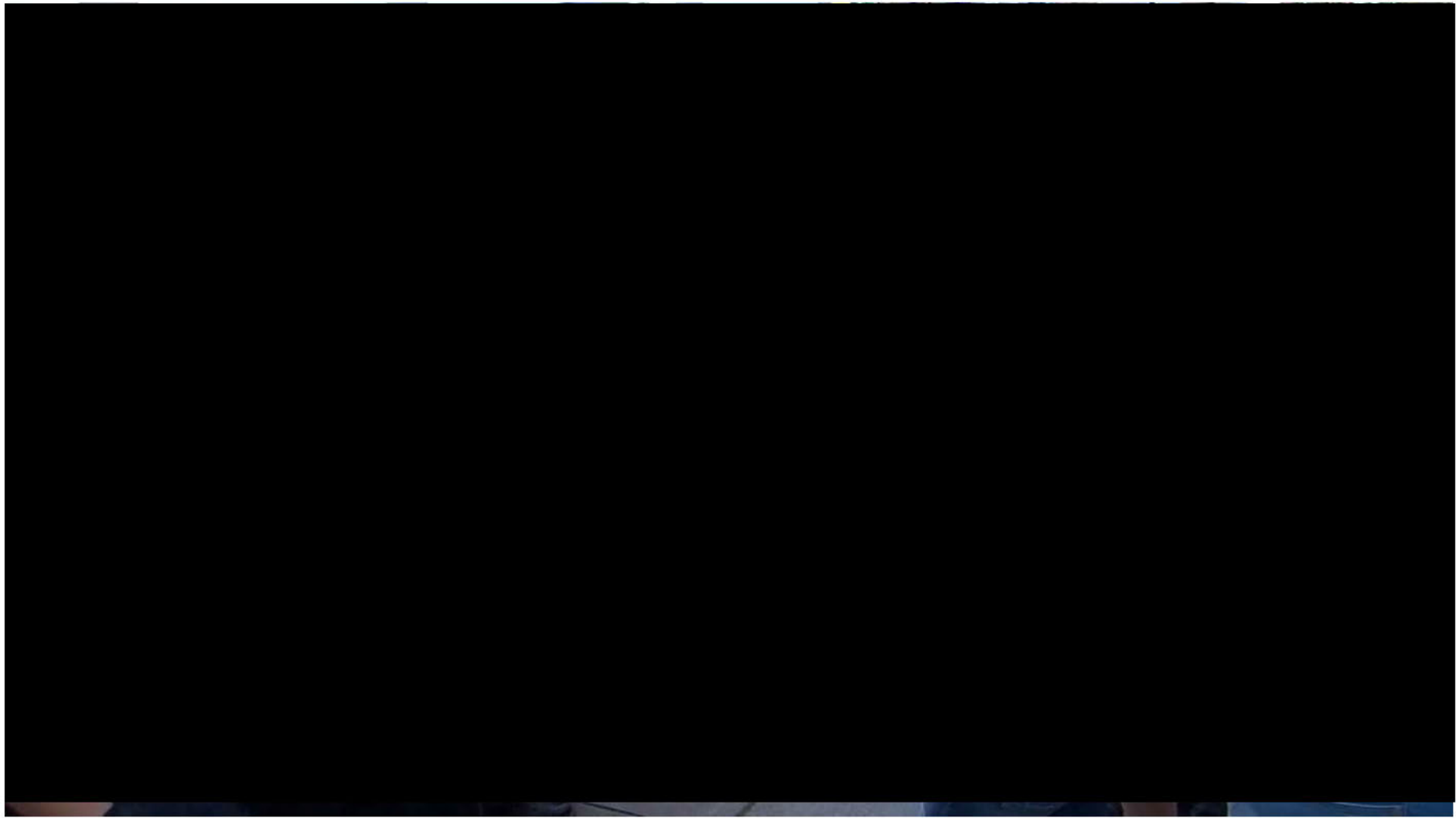
# **Policing Our Immigrant Communities**

- Immigrants from nations in which the police are tyrannical and abusive
- Immigrants may be hesitant to trust American police officers—based on their experiences in their home countries
- May be difficult to build trust in such communities



# **A threat you CAN impact directly**

- Disrespectful, abusive and/or biased behavior.
- Will harm the trust/confidence that you need to do your jobs.







# **Strengthening Police Legitimacy through Procedural Justice**



# **Procedural Justice**

The procedures used by police officers where community members are treated with respect, dignity and fairness.

# Achieving Police Legitimacy



Police Legitimacy

Procedural  
Justice

FIP



# **Gaining legitimacy through fair and impartial policing**

**“When people believe that profiling is widespread and/or that they have been profiled, their support for police fades”**

(Tyler and Wakslak, 2004, p. 255; see also Weitzer and Tuch, 2002).

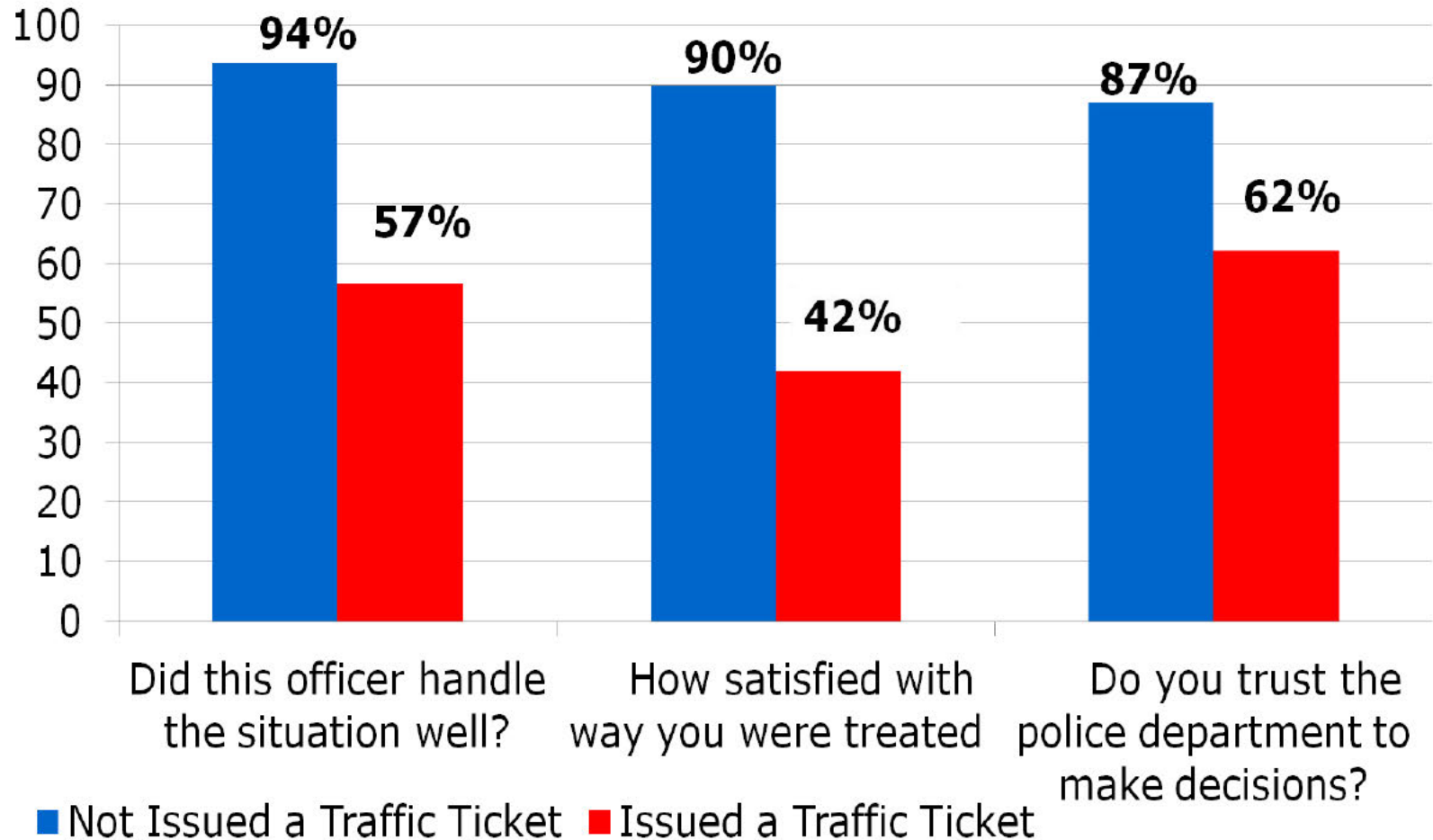
# Citizen Assessment Formula

Citizen's assessment of an experience with the police:



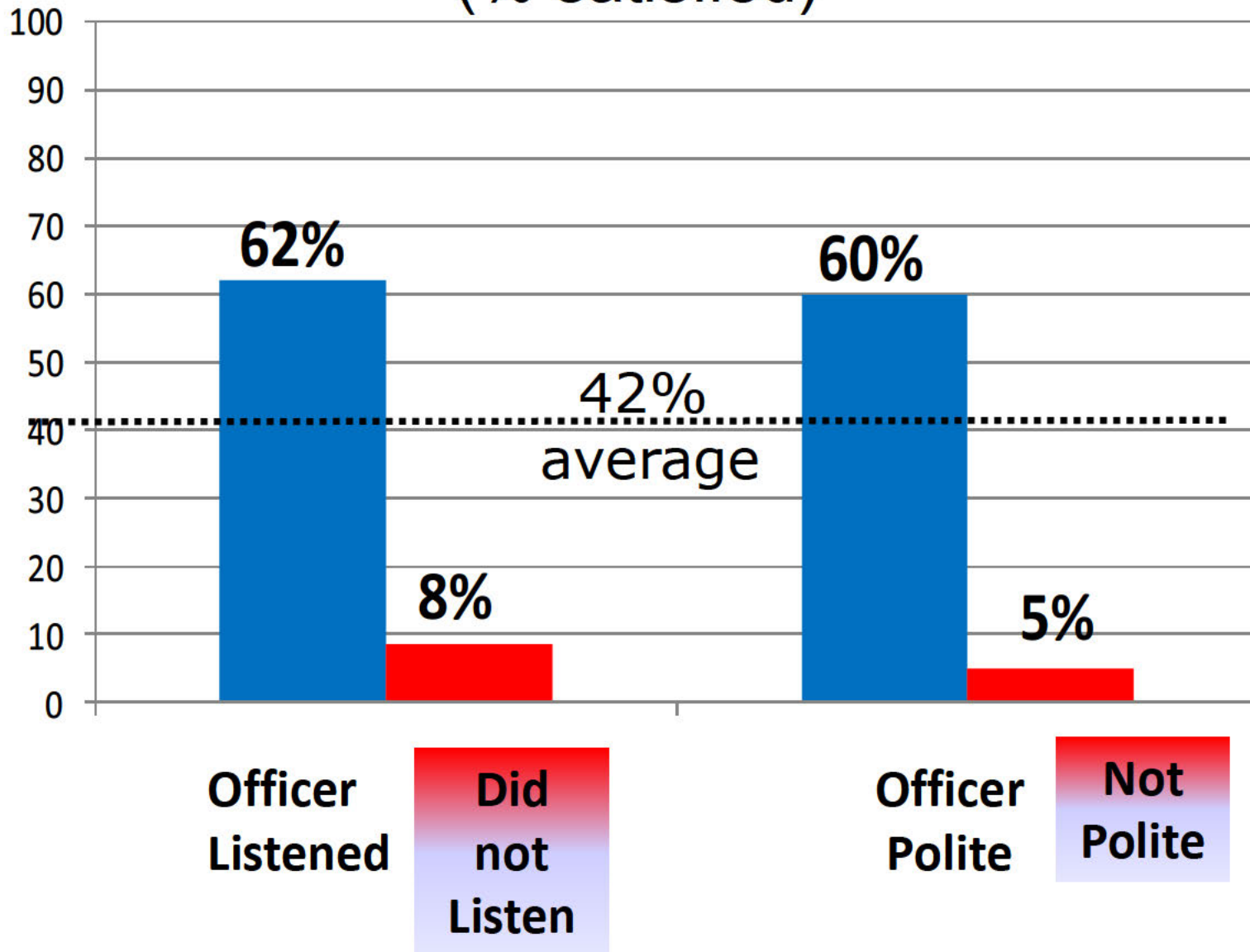


# Outcome Matters: Getting a Ticket



# Process Matters When Getting a Ticket

(% satisfied)



# Research: Community Member Acceptance of Officer's Decisions

- When there is a **bad outcome** with **poor** treatment 3% of the time.
- When there is a **bad outcome** with **good** treatment 73% of the time.
- When there is a **good outcome** with **poor** treatment 15% of the time.
- When there is a **good outcome** with **good** treatment 87% of the time.



# Procedural Justice in Action

How Do You Do This?



# The Four Components of Procedural Justice:

- Respect: Treating people with dignity
- Voice: Allowing people to tell their side of the story
- Neutrality: Decision-making based on facts, not personal biases ....
- Trustworthiness: Transparent process



# Take a Closer Look...Respect

- **Action:** Officers treat ALL individuals—regardless of status—with dignity and respect
- **Skill:** Checking cynicism; Developing respectful communication and relationships
- **Result:** Validates the individual as a human being



# Taking a Closer Look: Voice

- **Action:** Allow community members to voice their point of view
- **Skill:** Active listening
- **Result:** Having a voice makes people feel that they are a part of the process and that they are being respected.

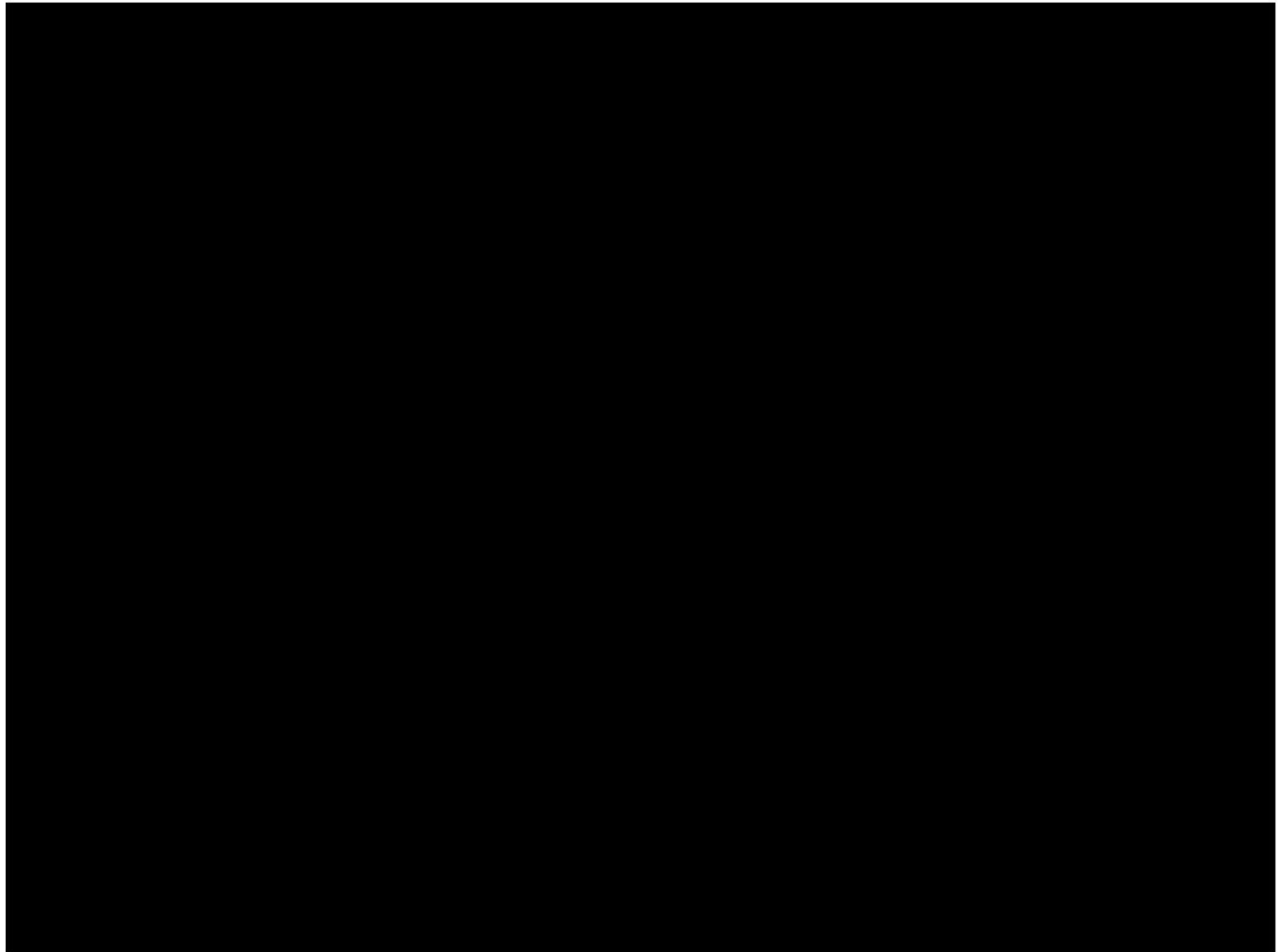


# Take a Closer Look...Neutrality

- **Action:** Exhibit a fair and impartial approach to community members
- **Skill:** Officer recognizes his/her biases and chooses to override biases in actions
- **Result:** Fair and impartial policing AND the perceptions of it



# **Cop With No Complaints**





# **Module 2: Key Points**

- Biased policing can have negative impacts on both community members and the department
- You and your colleagues cannot be effective without legitimacy
- Procedural justice can produce legitimacy
- Fair and impartial policing is central to police legitimacy.





# **Supervising for Fair, Impartial, and Effective Policing**

## **Module 3**



# **In This Session**

- How to identify bias in your direct reports
- How to intervene when you suspect bias
- How to assess your own potential for biased decisions
- How to speak with individuals and groups about biases and biased policing.

# Supervisor's role

- In the beginning of this training session we made the point that supervisors are . . .
  - Role Models
  - Mentors
  - Representatives of the Department
  - Authorities on Policy and Practice
  - Professional Coaches
  - Disciplinarians



# Supervisor's role

- One of your most challenging tasks is to guide your officers . . . . .
  - That includes supervising to promote fair and impartial policing.
- The decisions you make and the actions you take . . . . .
  - Determine the success of our officers and our department
  - Directly impacts community perception of our department
  - Enhances police legitimacy



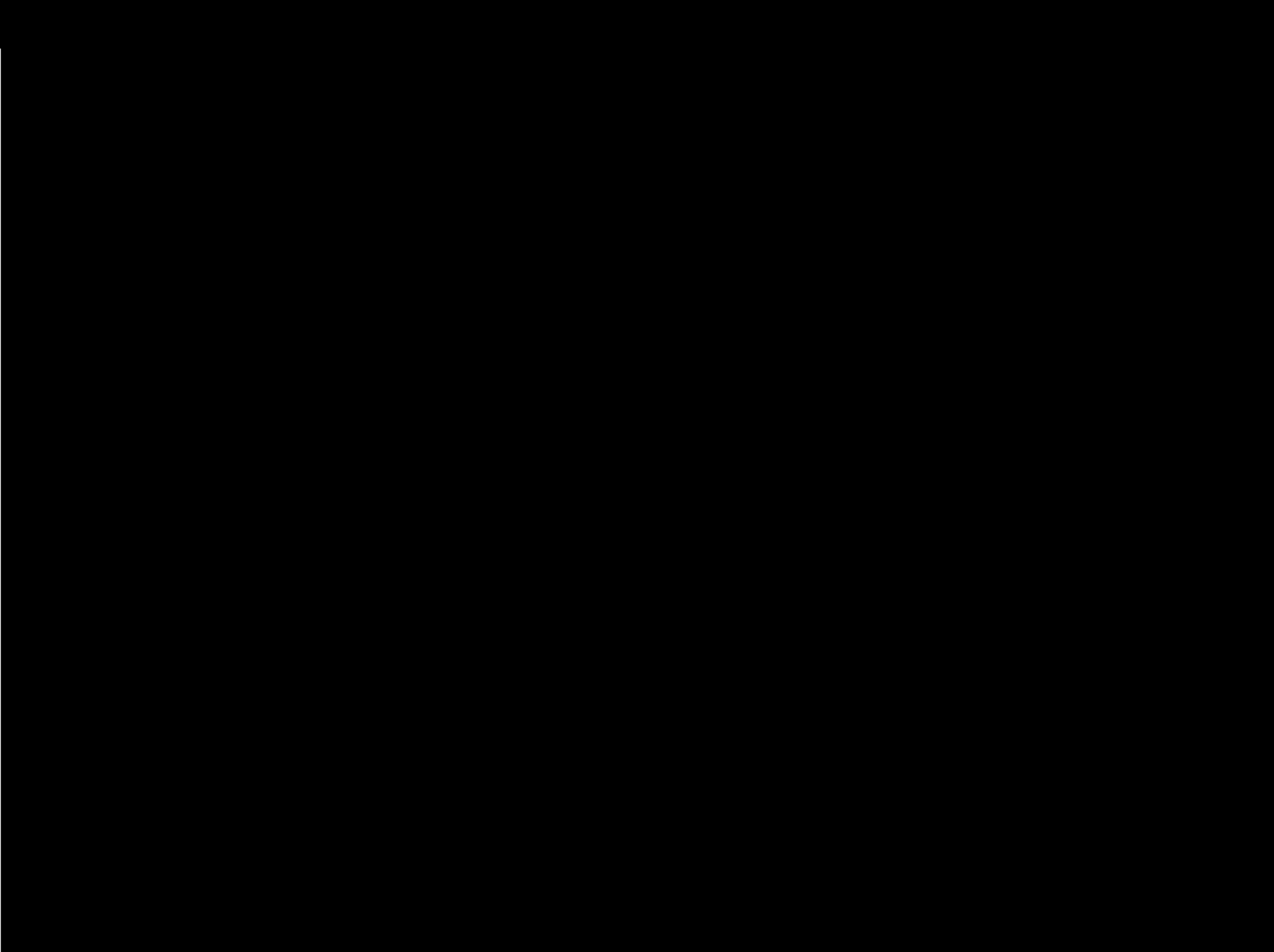
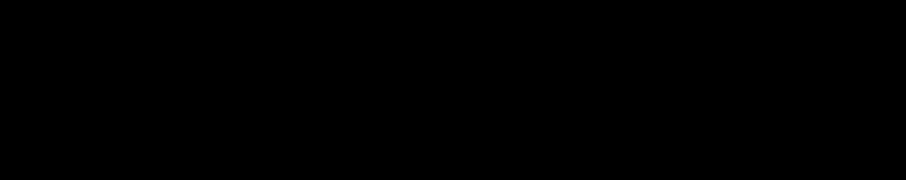
# **Supervisor's role**

- ❑ Supervisors should convey the importance of fair and impartial policing
- ❑ If fair and impartial policing is important to you as a supervisor it will be important to your officers.





# “Crash”





# **“Crash”**

- Think about what should have been done
- Think about the message the Lieutenant sent
- Think about the culture of a department that would support/condone such a response



# **Identifying Biased Policing in Your Subordinates**



# Identifying biased behavior

- Bias can manifest in well-intentioned, ill-intentioned officers
- YOUR job: To identify when biased policing is occurring



# Identifying biased behavior

Picture an officer who “sees crime” in young Latino males:

- ❑ What types of actions on the part of this officer might be impacted by this bias?
- ❑ That is, what might this person do more (or do less) with Latinos?

# Identifying biased behavior


Picture an officer who sees well-to-do as law abiding, honest and worthy of respect:

- How might this officer treat a wealthy person compared to a poor person?



# **What sources of information would be helpful in detecting biased behavior?**

- On-sight observations, video
- Written reports
- Radio transmissions
- MDT
- Citizen complaints



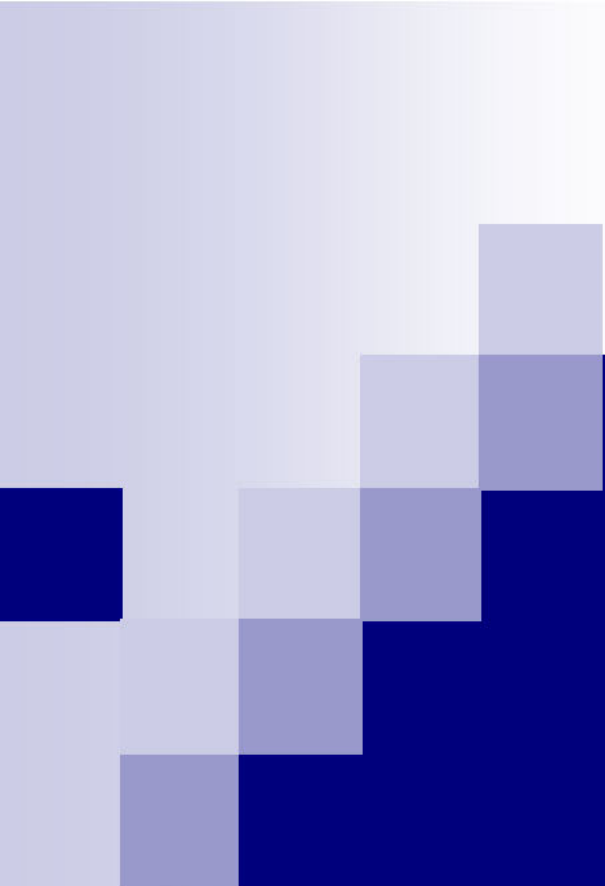
# **What sources of information would be helpful in detecting biased behavior?(Cont.)**

- Traffic stop data and/or citation data
- Evaluations
- Information provided by other officers
- Early Intervention System (Limits)


# It is difficult to identify bias!

- Not visible behavior like force, it's what the officer is thinking
- This is why we can't rely on department's complaint system
- But this doesn't mean we "throw up our hands" .....
  - ▶ Must understand and deal with less than clear information and evidence





# **Intervening to Thwart Biased Behavior**



**We have discussed how biased behavior can manifest in your subordinates and the types of information you might use to identify behaviors of concern.**

# Officer Jacobs

- Pulls over more Black males for traffic stops than his peers.
- Reviewing body worn camera footage you note: Much more militaristic/aggressive with Blacks.
- Much more likely to request consent to search from Blacks than others, even when the circumstances are the same.
- No crime reports to justify.....



# Officer Jacobs

- He is a good cop who wants to serve his community.
  - He has several letters of commendation, good reports from community members, excellent performance evaluations.
  - What do you, as a supervisor, do about Officer Jacobs?

# Addressing Potential Bias with Subordinates

- Recognize ambiguous nature of the “evidence” of biased behavior
- Approach:
  - Share your observations
  - Ask why this might be occurring
  - Use non-accusatory tone
  - Structure concerns in terms of officer safety and effectiveness
  - Discuss how/why behavior might be biased and unacceptable






# **Roll Call as a Teaching Opportunity**

- Relaxed setting, hypothetical scenarios
- Look for regular opportunities to integrate Fair and Impartial Policing teachings.



# **Supervisors are Human Too!**

- Be aware that your decisions may be influenced by your own biases.
- Be aware that some directions that you give could:
  - Be interpreted through the biases of your officers
  - Produce perceptions of biases, racial tension.

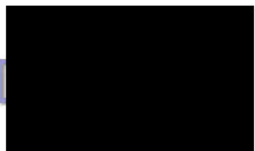


**What decisions/actions on the part of a supervisor might be impacted by his or her biases (based on race, gender, etc.)?**

*(Think of both decisions reflecting operational decisions and decisions associated with managing direct reports.)*

# Decisions/Actions that might be impacted

- Managerial examples:
  - Deciding who gets assigned to do what
  - Differential respectful treatment of direct reports
  - Etc.
- Operational examples:
  - What crimes on which to focus
  - Where to allow aggressive treatment





# Your Directions..

- Also: Be aware that some directions that you give could:
  - Be interpreted through the biases of your officers.
  - Produce biased policing.
  
- Example....





# Your Directions..

- Consider this directive to your patrol officers: “Use your traffic stop powers to find the crooks, the drugs, the guns.”
- Whom do you think they will stop?



# **Defining Biased Policing; Departmental Policies**

# SJPD Policy:

## **BIAS-BASED POLICING: SJPD DM C 1306** *(Revised 02-15-11)*

- Bias-Based Policing occurs when an officer engages in conduct based on a person's race, color, religion (religious creed), age, marital status, national origin, ancestry, sex, sexual orientation, actual or perceived gender identity, medical condition, or disability.
- Bias-Based Policing can occur not only at the initiation of a contact but any time during the course of an encounter between an officer and a member of the public.
- Officers will not engage in biased and/or discriminatory-based policing as this undermines the relationship between the police and the public and is contradictory to the Department's mission and values.



# **Small Group Discussion Question**

When is it appropriate for police to take race/ethnicity into consideration when making law enforcement decisions (e.g., decisions to stop, arrest, request consent to search)?

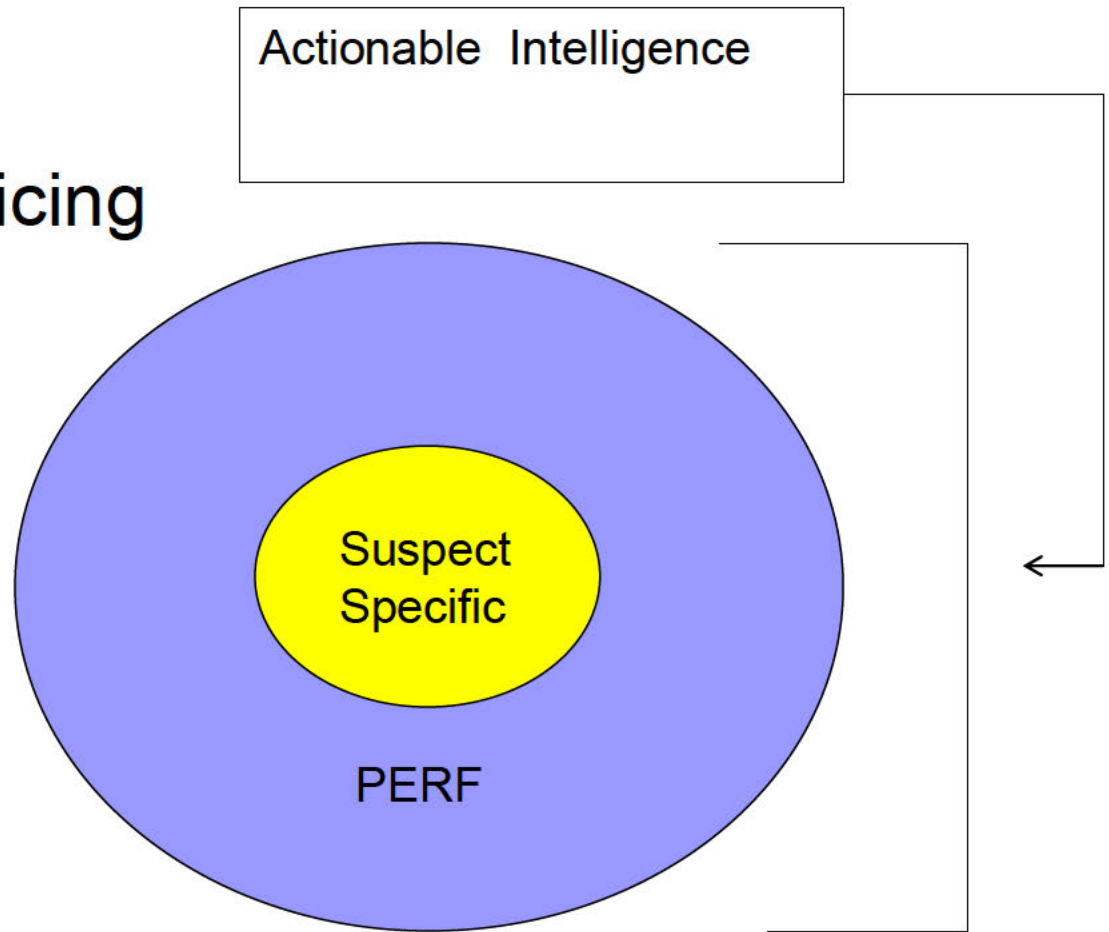


# **The Bottom Line:**

Officers may not consider the race or ethnicity of a person in the course of any law enforcement action unless the officer is seeking to detain, apprehend, or otherwise be on the lookout for a specific suspect sought in connection with a specific crime who has been identified or described in part by race or ethnicity.



# Defining Biased Policing



Beyond these = "biased policing"

# Beyond Suspect Specific or PERF is *biased policing*

- “Beyond” -- Would allow for use of e.g., race/ethnicity, sex, religion, etc. in the absence of actionable intelligence
  - *Even in the absence* of a suspect specific description
  - *Even in the absence* of credible, geographically circumscribed, timely intelligence that links a demographic group to particular crime, crimes, schemes.



# **Talking with Community Members About Bias**

# Talking with individuals, groups

- For example: Citizen concerns of bias at community meetings.
- Have you had to deal with an individual or group with concerns about bias?
  - What did you do?
  - Positive or negative response from community member(s)?
  - What would you do differently?

# Responding to an individual community member .....

- Alleging biased behavior
- This can be tense
- Let's start with this:

*How do you want your subordinates to respond to accusations of biased behavior made against them?*



# A Suggested Response to an Accusation of Biased Behavior

“I am sorry that you feel that way. I stopped you *[or whatever the officer did to intervene with the community member]* because you ran a stop sign *[or other violation, other reason for the intervention]*.”

# Why this language?

- Officer's denial will not be effective
  - Won't change motorist's mind
- And besides: The motorist might be right!!  
(What have we learned?)
- Our suggested language:
  - Acknowledge
  - Back to business.



# **Now you are called to the scene...**

- What do you do/say?
- What do you not do/say?



# **What To Do**

- Listen to the concerns of community members
- Inform community members of their right to file a complaint and the process for doing so



# **What NOT To Do**

Adjudicate on the spot





# **Best to speak to community groups about bias **BEFORE** the crisis**

- Do your agencies hold community meetings?
- Use these to talk about bias
  - More constructive “before the storm”



# **Fair and Impartial Policing Messages**

- Fairness and impartiality are the values of the agency
- Agency does not tolerate biased policing
- We understand, however, that humans have biases and so...
- The agency has instituted policies and procedures to promote fair and impartial policing, including...



# Summary of Key Points: Module 1

- All people, even well-intentioned people have biases
  - They can be “implicit” (unconscious)
- Policing based on biases can be unsafe, ineffective and unjust



# Summary of Key Points: Module 2

- Biased policing has negative consequences for community members and the department
  - Biased policing erodes community trust
  - Community trust is essential for cooperation and support of officers and the department
  - Fair and impartial policing is essential for police legitimacy



# Summary of Key Points: Module 3

To be a fair and impartial officer, you need to:

- Recognize your implicit biases and implement “controlled (unbiased) responses”
- Avoid “profiling by proxy”
- Analyze options with a fair and impartial policing lens
- Reduce ambiguity: (a) slow it down, and (b) engage with the community.





**THANK YOU!**

