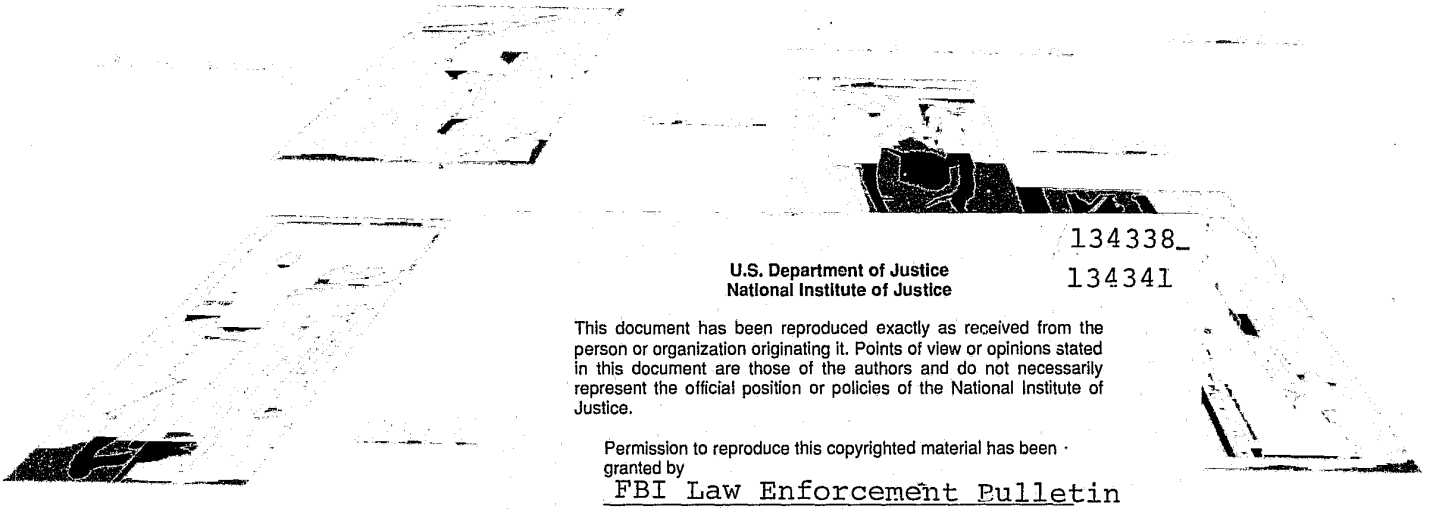

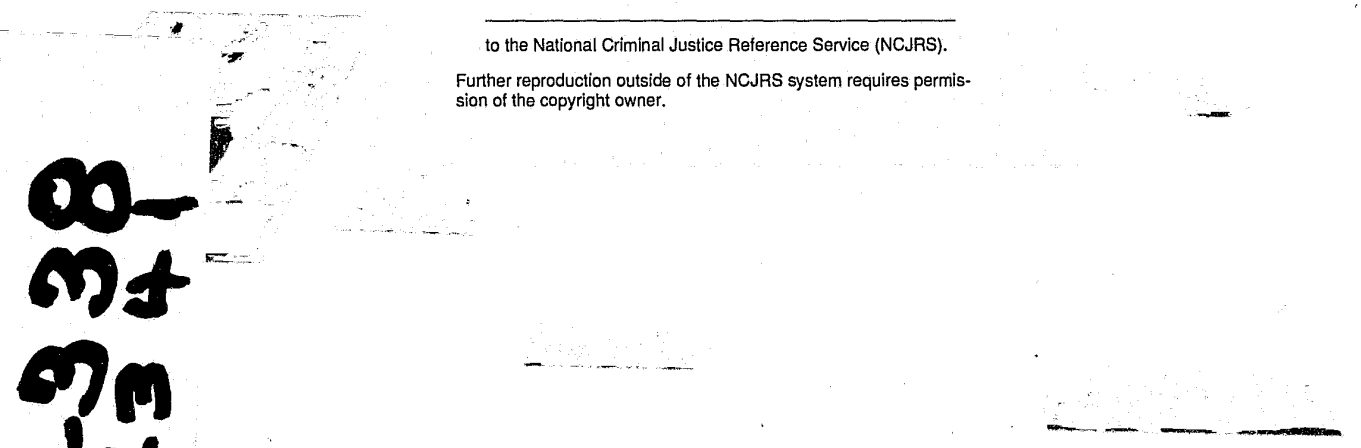

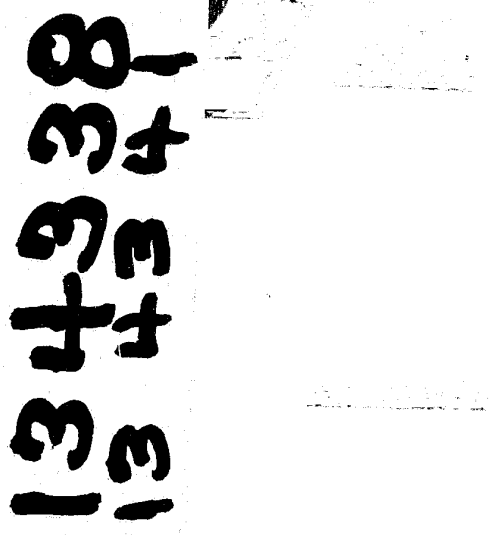

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Features

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Departments

Cover: *In order to combat violent crime problems effectively, today's police officers must be properly trained and educated.*

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College Education and Policing
Coming of Age

By
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and
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In the late 1960s, the United States experienced massive social change. And, unfortunately, law enforcement officers, as peacekeepers and symbols of government, found themselves in the middle of this conflict. All too often, questions were being asked of law enforcement. Did the police respond properly to civil unrest and civil disorder? Were the police addressing changing patterns of crime sufficiently? Why was there conflict between the police and minorities? Was the vision of a "professional police" officer realistic?

These questions were addressed in the 1967 report of the President's Commission on Law Enforcement and Administration of Justice.[1] Specifically, one item that the President's Commission studied was a college requirement for police officers.

In its report, the Commission expressed the belief that a college education would provide substantive knowledge and interpersonal skills that would significantly enhance an officer's ability to provide high quality, as well as equitable and efficient, service to the public. It also recommended that police educational standards be raised, with the ultimate goal of requiring a baccalaureate degree as a minimum standard for employment. The Commission based these recommendations on the current complexity of police tasks and the need for officers to make increasingly critical decisions.

This article addresses the movement for higher education as a requirement for employment and promotion in law enforcement. It will also reveal the findings of a 1988 national study on police education commissioned by the Police Executive Research Forum (PERF). The

article will then address the importance of cooperation between law enforcement and academia.

THE POLICE EDUCATIONAL MOVEMENT

One of the primary byproducts of the Commission's recommendations was the creation of the Law Enforcement Education Program (LEEP).

> "LEEP was a program to stimulate criminal justice personnel to attend college.... the belief was that better-educated law enforcement officers would provide more responsive, more comprehensive, and more insightful police service. In the long term, as college-educated officers rose into police leadership positions, they would explore new approaches, with more creativity and better planning."[2]

The financial incentives made available through LEEP formed the nucleus of a movement to support higher education for law enforcement.

In response, colleges and universities developed law enforcement/criminal justice degree programs, and police departments began to establish incentive pay, educational leave, and other policies related to education. Interest in police education grew, characterized by increased research and growth in organizations related to criminal justice education (such as the Academy of Criminal Justice Sciences). Further incentive was given when the National Advisory Commission on Criminal Justice Standards and Goals set target dates by which police departments should establish formal educational requirements.

However, some observers of the education movement urged caution and expressed concerns that newly created curricula and policies were not based on empirically tested hypotheses and behavioral criteria. And, for the most part, their criticisms rang true.

Yet, it wasn't until the early 1980s that the focus on higher education for law enforcement diminished. Funding for LEEP was reduced drastically, and eventually, the program was dropped. Then, grant priorities changed, and financial support for police educational research was virtually nonexistent. And, because of the increasing attention placed on crime-related issues, such as drugs and violence, police education became a matter of secondary importance. But the issue of whether college education made for a better police officer still remained.

Dr. Carter

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NATIONAL STUDY ON POLICE EDUCATION

In 1988, the Police Executive Research Forum (PERF) commissioned a study to be conducted on police education.[3] PERF is one organization that has been continually concerned with the diminishing attention given to police education over the past decade. It places high emphasis on college education for law enforcement officers and has established the baccalaureate degree as one of its minimum membership requirements.

Moreover, police executives who are members of PERF raised a wide range of questions about the state of police education. Specifically, these executives wanted to know:

Table 1
Changes in Police Education Level by Years

College Level	1960	1970	1974	1988
No College	80%	68.2%	53.8%	34.8%
< 2 years	10%	17.2%	15.8%	20.5%
2-3 years	7.3%	10.9%	21.5%	22.1%
>4 years	2.7%	3.7%	8.9%	22.6%

(Source: Data for 1960, 1970, and 1974 taken from NILECJ 1978 study.)

Table 2
Minority Representation in Law Enforcement Agencies

Race/Ethnicity	Police %	National %
Black	12.3%	12.1%
Hispanic	6.4%	8.0%
White	80.3%	76.9%
Other	1.0%	3.0%

- How many police agencies require formal higher education for employment?
- How many agencies give preference for college-educated applicants?
- How many have formal or informal requirements of college education for promotion?
- What existing policies provide incentives for higher education?
- What is the relationship between higher education and the recruitment of women and minorities?
- Has progress been made in the implementation of educational policies in the past 2 decades?
- Is the education movement making progress?

The study conducted attempted to answer these questions.

SURVEY RESULTS

After surveying approximately 250,000 officers, the study concluded that in general, the state of police education is good. Also, there has been a steady growth in police officer educational levels over the past 20 years, with an increasing number of departments requiring some type of college experience for employment or promotion. Yet, three fundamental issues or questions continue to arise. Does college education make an officer "better"? Has there been any notable change in educational levels and policies related to college? And, what does the future hold?

Are College-educated Officers Better?

Unfortunately, the research did not show a conclusive "yes" or "no" answer to this question because individuals have different ideas and interpretations of what makes an officer "good." For example, the research indicates that officers with a college education are less authoritarian and cynical. Many would believe this to be a positive effect. Yet, others argue that officers must be authoritarian and cynical in order not to be viewed as gullible. To these people, a college education would have a negative impact on an officer.

The entire debate of the effect of college education on policing took on an added dimension with the advent of community policing. In the last decade, the philosophy of community policing experienced explosive growth. As a result, many police managers adopted a new operational philosophy for their departments that drastically changed the way law enforcement views itself and its approach to accomplishing goals.

Under community policing, line-level police officers are given broader responsibilities and are charged with performing their jobs in more creative and innovative ways. Officers are urged to be proactive in program development and are given even broader discretion.

Given the mandates of this policing philosophy, the issue of col-

lege education becomes even more critical. The knowledge and skills officers are required to have under community policing appear to be tailored specifically to college education, because it appears that a college education makes an officer a more effective decisionmaker, a better service provider, a better communicator, and one who is more responsive to the police mission.

Education Levels

Since 1960, the proportion of police officers who have received higher education has progressively increased. (See table 1.) In 1967, the average educational level of officers was 12.3 years—barely more than a high school diploma. Currently, the average level is 13.6, or well into the sophomore year of college. Given the time it takes to earn college credits and the number of officers involved in this study (250,000), this increase in educational levels is notably fast.

However, despite the increase in overall educational levels, a perennial concern has been whether a college requirement discriminates against minorities. This sensitive issue has both philosophical and pragmatic implications. Philosophically, police administrators do not want to discriminate against minority groups. Pragmatically, if a police organization has discriminatory policies, it could be held liable.

Unfortunately, college is a discriminatory requirement, although the issue is somewhat more complex. Primarily, minorities are believed to have disproportionate access to a college education. Moreover, minorities often have lower college graduation rates as a result of poorer preparation in the public schools. Despite these concerns, however, a college education can still be required for police employment.

In the case *Davis* v. *Dallas*,[4] the U.S. Court of Appeals for the Fifth Circuit held that the Dallas Police Department's requirement of 45 semester hours of college with a "C" average was a job-related requirement in light of the unique responsibilities of the police and the public responsibility of law enforcement. This decision, however, does not mean that discrimination is no longer an issue. Rather, law enforcement agencies must continue to base college requirements on written policy and should also initiate efforts to recruit minorities who meet these requirements.

Even so, the study found that minority representation in American law enforcement agencies does, indeed, tend to approximate the general population. (See table 2.) Moreover, the educational levels of minority officers are virtually the same as those of white officers. (See table 3.)

Thus, it appears that a college requirement is not impossible to mandate as evidenced by both the legal precedent and empirical data.This means that a college-educated police force that is racially and ethnically representative of the

Table 3
Education Levels by Race/Ethnicity

	Average Level of Education	No College	Some Undergraduate Work	Graduate Degree
Black	13.6 years	28%	63%	9%
Hispanic	13.3 years	27%	68%	5%
White	13.7 years	34%	62%	4%
Other	13.8 years	19%	73%	8%

Table 4
Education Levels of Police Officers by Gender

	Male	Female
Mean years	13.6 years	14.6 years
No college	34.8%	24.1%
Some undergraduate	61.7%	45.7%
Graduate degree	3.3%	30.2%

community can been achieved. This only serves to make a police department more effective and responsive to community needs.

On a related matter, the study also found that 12.8 percent of all sworn police officers are women. While there is no empirical evidence on a national level, there are indicators that in 1970, women comprised less than 2 percent of all sworn officers. This represents a substantial change over 2 decades.

Further, it is interesting to note that female officers average a year more of college than their male counterparts. (See table 4.) Primarily, this may exist because: 1) Women tended to believe that they must have stronger credentials to compete effectively for police positions, 2) police departments may have been more rigid in their screening of female applicants, and 3) many women entering law enforcement tended to come from other occupations that required a college degree, such as teaching.

Policy Issues

On policy matters related to college, the study found that 14 percent of the departments had a formal college requirement for employment. And, in nearly all of the remaining departments, applicants with a college education were at a competitive advantage in the selection process. Other findings included the following:

- The number of college credits required for employment ranged from only 15 semester hours to a baccalaureate degree, with most departments requiring an average of 60 semester hours.
- Departments did not require a specific major, but most required that the course work be related to law enforcement, and approximately one-half of the departments preferred criminal justice majors.
- To be eligible for promotion, 8 percent of the departments required some college beyond their entry-level requirements, while 5 percent wanted a college degree.
- A notable number of police chiefs indicated that they believed a graduate degree should be required for officers in command ranks.

To encourage college enrollment and graduation, departments instituted a wide range of policies and programs. Some of these include tuition assistance or reimbursement, incentive pay, shift adjustments, and permission to attend classes during work hours. (See table 5.)

Table 5
Education Programs or Policies Provided for Sworn Officers

Program/Policy	Number*	Percentage
Tuition assistance or reimbursement	302	62.1
Education pay incentive	261	53.7
Adjustments to shifts/days off	207	42.6
Permit limited class attendance on duty	115	23.7
Other programs or policies**	57	11.7
No education policies or programs	43	8.8

** Based on sample of 486 departments queried.*
*** Includes tuition for POST-approved courses only; leaves of absence for college; fellowship and scholarshp programs; inservice training programs for college credit. Most agencies have more than one program.*

COOPERATION BETWEEN THE POLICE AND ACADEMIA

Colleges and universities, particularly those offering degrees and courses in law enforcement and criminal justice, should consider the implications of changes in law enforcement and society as the 21st century nears. As police work changes, so do the skills and knowledge needed to be effective police officers. Therefore, colleges and universities should be developing policies and modifying curricula to ensure that they provide the educational background that meets the future needs of the police and society.

To ensure that curricula and policies address the long-term prob-

lems and needs of law enforcement, police departments and colleges must communicate regularly. Continuing dialogue can close the information gap between colleges and law enforcement agencies. However, the PERF study determined that while both academics and law enforcement officials are eager for such exchanges, each waits for the other to initiate the interaction. Only through dialogue can colleges and universities learn of the concerns and the needs of policing. And, only through dialogue can law enforcement learn the strengths and limitations of colleges and universities.

Police departments must be prepared to teach the physical/vocational skills needed for policing. Similarly, they should expect academic preparation from colleges and universities. In turn, colleges and universities must accept the responsibility of shaping academic preparation to meet the needs of law enforcement.

Unfortunately, there is a great deal of variance in criminal justice curricula and the quality of instruction in criminal justice programs. Therefore, colleges and universities with criminal justice programs should explore alternatives for program review, resource assessment, and quality control. As the 21st century arrives, 20th century models of education and law enforcement must be refined.

WHAT THE FUTURE HOLDS

It is apparent that law enforcement will continue to face more complex social problems and increasingly sophisticated criminal behavior as the 21st century draws nearer. As a result, the demand for effective police service will increase, along with demands for accountability, efficiency, and effectiveness.

No law enforcement agency can fail to recognize the changes that are taking place in policing today. Among those changes are an increase in the educational level of citizens and the number of police programs based on significantly increased police-citizen interactions. These two developments alone are sufficient to require review of law enforcement educational policies. Therefore, the question is not whether college education is necessary for police officers, but how much and how soon.

Substantial progress has been made in the area of police education within the past 20 years, but this is only the foundation. Both law enforcement and colleges and universities need to build on this foundation to meet the challenges and needs of society in the 21st century.

The future of policing depends on the future of higher education. And, higher education will be the currency that facilitates development of innovative police practices and increased responsiveness to demands for police service. LEB

Footnotes

[1] The President's Commission on Law Enforcement and Administration of Justice, 1967.

[2] *The State of Police Education: Policy Direction for the 21st Century*, Police Executive Research Forum (PERF), Washington, D.C., 1989.

[3] D.L. Carter, A.D. Sapp, and D.W. Stephens, "Higher Education as a Bona Fide Occupational Qualification (BFOQ) for Police: A Blueprint," *American Journal of Police*, vol. 7, No. 2, pp. 1-27.

[4] *Davis* v. *Dallas*, 777 F.2d 205 (5th Cir. 1985).

Police Firearms Training
The Missing Link

Over the past 30 years, law enforcement has come a long way in the quality and quantity of firearms training provided to recruits, as well as to inservice personnel. In most cases, progress was aimed at making firearms training more realistic.

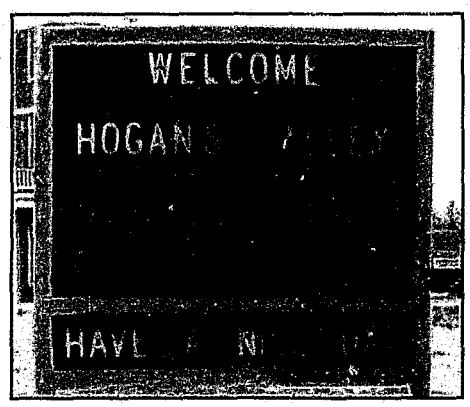
However, there was a time when officers qualified to carry a firearm after hitting a target 7 out of 10 times under very controlled surroundings. Yet, with all of the advancements made, there is one very basic, realistic element missing, even today, from most Federal, State, and local law enforcement firearms training programs. This involves the type of clothing that officers wear during such training. The Goldsboro, North Carolina, Police Department believes that it has introduced this missing link into its firearms program.

Background

Years ago, police officer firearms training consisted of using bullseye targets. Then, because law enforcement discovered that few adversaries were shaped like bullseyes, they began using more realistic silhouette targets. The next significant improvement came with the adoption of the FBI's Practical Pistol Course, which required qualification not only from differ-

The FBI Academy
A Marketplace for Ideas

By
GINNY FIELD, M.A.



Situated on over 300 acres on the U.S. Marine Corps Base in Quantico, Virginia, the FBI Academy has grown and changed a great deal since its opening in 1972. Originally constructed as a national scientific and educational center designed to help professionalize law enforcement in the United States through formal training, the Academy's current mission is to raise the standards and performance of law enforcement by improving the knowledge and capabilities of police personnel.

To accomplish this goal, the Academy's faculty and staff do three things. First, they train FBI personnel and local, State, Federal, and international law enforcement officers, as well as provide legal and forensic training to DEA basic agents. Second, the Academy's units provide expert operational services to other FBI divisions, to local and State police, and to criminal justice agencies. And, finally, the FBI faculty and staff continually research important new areas, such as investigative and forensic techniques, weapons, and ammunition. In addition, DEA faculty train their basic agents at the Academy. However, this article will focus specifically on the training, professional services, and the research results that the FBI faculty and staff offer to local, State, Federal, and international law enforcement agencies.

TRAINING

The formal training programs offered by the FBI Academy for the law enforcement community fall into six categories. The largest program is the FBI National Academy, an 11-week academic program for mid-management officers held four times a year. Other programs include executive training institutes and seminars, specialized schools, field police training, international symposia, and police fellowships.

The FBI National Academy

The FBI established the National Academy program in 1935 as recommended by a national conference on crime convened at President Franklin D. Roosevelt's request. Twenty-three officers attended the first National Academy session. Today, the 11-week National Academy program trains 1,000 municipal, county, and State law enforcement officers annually. Each session also has a limited number of spaces allocated to Federal and international officers. Since early 1935, 167 sessions of the National Academy have graduated.

Candidates for the National Academy must be nominated by the heads of their agencies and must meet certain broad selection criteria, such as age, law enforcement experience, education, physical fitness, and general reputation among their peers. The FBI sustains all costs for training National Academy students, including instruction, books, supplies, meals, lodging, transportation, and dry cleaning and laundry services.

The National Academy program consists of college-level courses designed for experienced police administrators and command personnel. Through a long-standing affiliation with the University of Virginia, students can earn up to 16 undergraduate college credits or 9 graduate credits. A wide range of vocational subjects complements the academic portion of the National Academy program.

Executive Training

Different units at the FBI Academy offer top law enforcement executives various instructional networking opportunities. These include the National Executive Institute (NEI), the Law Enforcement Executive Development Seminar (LEEDS), the Executive Public Speaking and Media Training schools, and the National Law Institute (NLI).

The FBI National Executive Institute

A 15-day executive training program, the FBI's National Executive Institute (NEI) is designed for the chief executive officers (CEOs) of the largest law enforcement organizations in the United States and various countries. The FBI invites participants based on their membership in the Major City Chiefs, employment as a CEO of a major law enforcement agency, or the recommendation of the FBI's legal attache in an embassy.

The NEI, begun in 1976, consists of three 5-day cycles held every other month. Thirty-five to 40 members attend each session. The curriculum—conceptual in nature—covers the topical areas of future social, economic, and political trends. The Institute also covers current legal trends, media training, foreign policy, stress management, ethics, and management styles. The program's faculty comprise leading authorities from academia, business, and government.

Law Enforcement Executive Development Seminar

Created in January 1981, the Law Enforcement Executive Development Seminar (LEEDS) has graduated over 600 national and international police administrators. This 2-week executive development program, concentrating on changes and trends in the external environment, caters to CEOs of medium-sized municipal or State law enforcement agencies. Attendees

> ***"...the Academy's current mission is to raise the standards and performance of law enforcement by improving the knowledge and capabilities of police personnel."***

Ms. Field is a writing instructor at the FBI Academy in Quantico, Virginia.

"Based at the FBI Academy, the HRT remains in a constant state of training...."

choose from 15 electives to design 3 days of their program. One day is allotted to media training.

Executive Public Speaking and Media Training

In early 1989, Academy instructors began teaching two special skills-oriented courses entitled "Executive Public Speaking" and "Executive Media Training." These courses comprise 3 days of instruction and role playing designed to help executives in public speaking, writing, dealing with the news media, and appearing on television.

The National Law Institute

Since 1984, the Academy has presented the National Law Institute (NLI), a 1-week training program designed for police legal advisors, and since 1989, also for prosecutors. The NLI may be the only national training provided for the cadre of attorneys serving as full-time legal advisors to law enforcement agencies nationwide and for State and local prosecutors and first assistants. The Academy hosts the NLI biannually, devoting one session to legal advisors and one to prosecutors.

Specialized Schools

For officers needing more tailored instruction, the Academy also offers specialized schools dealing with a broad range of criminal justice-related topics, including management, communications issues, and behavioral science and forensic technologies. Training in these specialized schools ranges in length from 3 days to 4 weeks.

Field Police Training

For over 40 years, the FBI Academy's Field Police Training Program has provided training to the law enforcement community, free of charge, in investigative, managerial, and administrative matters. While Special Agents from one of the FBI's field divisions provide much of the training, as time and budget restrictions allow, instructors from the Academy also travel to local, State, and regional facilities to conduct schools. Most of the schools range in length from a few hours to several days, with some lasting 2 weeks.

International Symposia

Additionally, a wide variety of significant law enforcement issues are discussed in symposia held regularly at the FBI Academy. The Academy creates an international forum with a climate conducive for discussing current and emerging ideas in law enforcement. Issues such as drug demand reduction, violent crime, futuristics, DNA testing, and laboratory management make up just a few of the topics.

Each year, international symposia also search out topics of interest to the forensic science community. Since 1983, the Academy has held 14 symposia dealing with current forensic issues for over 2,700 scientists worldwide.

Police Fellowships

The National Center for the Analysis of Violent Crime (NCAVC), established in June 1984, is a behavioral science and data processing center oriented toward law enforcement. Two units within the NCAVC—the Behavioral Sciences Services Unit (BSSU) and the Investigative Support Unit (ISU)—coordinate a 10-month Fellowship Program in criminal investigative analysis. This program trains selected violent crime investigators from local, State, Federal, and international law enforcement agencies at no cost to the agency. After 3 months of intensive training and academic programs, the Fellows analyze and consult on ongoing and unsolved crimes of violence. Graduates return

to their agencies to offer their services to their law enforcement organizations. Thirty-two men and women have graduated from the Fellowship Program since 1984.

PROFESSIONAL SERVICES TO LAW ENFORCEMENT

Another way the FBI Academy fulfills its goal of professionalizing law enforcement is by offering investigative and operational help to the law enforcement community. The Academy's programs and resources in this area include the National Center for the Analysis of Violent Crime, the Forensic Science Research and Training Center, teleconferences, and the Hostage Rescue Team.

The National Center for the Analysis of Violent Crime

In addition to its role in training, the National Center for the Analysis of Violent Crime (NCAVC) also provides professional services to law enforcement. The NCAVC offers these services through its three member units: The Behavioral Science Services Unit, the Investigative Support Unit, and the Special Operations and Research Unit.

The Behavioral Science Services Unit (BSSU)

The BSSU principally provides training in violent criminal matters. However, it also acquaints the criminal justice community with resources available in the NCAVC.

The Investigative Support Unit (ISU)

The ISU offers investigative and operational support to law enforcement agencies confronted with unusual, bizarre, or repetitive violent crimes. It is divided into three subunits: The Criminal Investigative Analysis Subunit, the Violent Criminal Apprehension Program (VICAP) Subunit, and the Arson and Bombing Investigative Services Subunit. These subunits provide investigative support through profiles of unknown offenders, personality assessments, search warrant affidavit assistance, expert testimony, and on-site crime scene assessments. They also provide consultations on major violent crimes, investigative strategies, interviewing techniques, and prosecution strategy.

> ***"...the FBI Academy fulfills its goal of professionalizing law enforcement...by offering investigative and operational help to the law enforcement community."***

In addition, the ISU serves the national law enforcement community through two computerized network programs: VICAP and the Arson Information Management System (AIMS). VICAP collects, collates, and analyzes aspects of violent crimes to be compared, identified, and charted through computer analysis. It then alerts agencies that may be seeking the same offender for crimes in their jurisdictions. AIMS detects temporal and geographic patterns found in serial arson and bombing incidents and incorporates this information into criminal investigative analyses.

The Special Operations and Research Unit (SOARU)

The SOARU provides operational support in the various components of crisis management, hostage negotiation, and special weapons and tactics (SWAT). SOARU personnel also provide, by request, on-scene or telephonic operational assistance in crisis or hostage situations.

The Forensic Science Research and Training Center

Added to the FBI Academy in 1981, the Forensic Science Research and Training Center (FSRTC) provides the international law enforcement community with a resource dedicated to research and training in forensic science. The FSRTC coordinates and sustains a broad-based program that includes hosting international symposia and providing investigative support in such areas as bomb data analysis, digital image processing, and DNA analysis. Technical information and resource material available through the FSRTC's Forensic Science Information Resource System (FSIRS) increase communication and cooperation between the FBI Laboratory and forensic scientists around the world.

Teleconferences

Many organizations use satellites to deliver televised training and education programs, and the FBI Academy is no exception. A multiagency training network co-sponsored by the FBI Academy and the Kansas City, Missouri, Police De-

partment, the Law Enforcement Satellite Training Network (LESTN) has offered free or low-cost video teleconferences to law enforcement since March 1986. Annually, LESTN broadcasts six live teleconferences to an audience of over 20,000 officers. Set as a long-distance classroom, the teleconferences allow law enforcement personnel from every State, parts of Canada, and the Caribbean to talk directly with program speakers about important issues.

The Hostage Rescue Team

The FBI formed the Hostage Rescue Team (HRT) in early 1983 as a special counterterrorist force offering a tactical option for extraordinary hostage situations occurring within the United States. Based at the FBI Academy, the HRT remains in a constant state of training, research, and of course, readiness. When notified by the Director of the FBI or his designated representative, the team can deploy within 4 hours, with part or all of its personnel and resources, to any location within the United States or its territories.

RESEARCH

Research conducted at the Academy plays an important role in the continued development of the law enforcement profession. The Academy's staff research forensic and investigative techniques, strategies, and equipment that support and enhance law enforcement's ability to perform its duties. Then, they share their findings with other law enforcement agencies worldwide.

While all units at the Academy dedicate themselves to enhancing the profession's effectiveness through research, four units conduct the most prominent studies: The NCAVC, the FSRTU, the Firearms Training Unit (FTU), and the Operations Resource and Assessment Unit (ORAU).

NCAVC's Research and Development Program

NCAVC's Research and Development Program focuses on multidisciplinary studies in serial and violent crimes, arson, threats, computer crime, and counterintelligence matters, as well as hijacking, crisis management, and areas relating to hostage negotiation and SWAT operations. Faculty from major universities, members of the mental health and medical professions, and other law enforcement representatives join the Center's staff on these research projects.

> ***"The Academy creates an international forum with a climate conducive for discussing current and emerging ideas in law enforcement."***

FSRTC's Research

The FSRTC's research program works to develop new forensic analysis methods and standardize techniques and procedures to support law enforcement in the fight against violent crime, terrorism, and drug trafficking. The program concentrates on biochemistry, drug and explosive detection and analysis, immunology, chemistry, physics, and polygraphs. The Visiting Scientist Program allows forensic scientists from crime laboratories and academia to conduct research at the FSRTC.

The Firearms Training Unit

The Firearms Training Unit's (FTU's) research has significantly impacted law enforcement. While the unit's members research such areas as nonlethal weaponry, body armor, and alternative weapon systems, their main thrust involves continually testing and researching a variety of ammunition and weapons. The unit publishes its findings each year in an Ammunition Test Report, which is sent to any agency requesting it. The FTU plans to do the same with the test results from its new weapons testing program.

The Operations Resource and Assessment Unit

The Operations Resource and Assessment Unit (ORAU) at the FBI Academy identifies, designs, and conducts major, often innovative, research projects to use in forming policy and making operational decisions within the law enforcement community. Some of the areas this unit covers include officer survivability, law enforcement training needs, law enforcement stressors, officer fitness, and undercover agent profiles. Most of these are long-term or ongoing studies, the results of which will become available to law enforce-

ment agencies later through publications, courses, conferences, or consultations.

Additionally, the ORAU consults with law enforcement agencies regarding research methods, evaluation techniques, statistics, and undercover/field operational functions. It provides instruction in job-oriented statistics, research methods, and evaluation.

The OARU also administers the Academy's three-story library, which contains over 40,000 documents, one of the largest law enforcement collections in the world. Law enforcement professionals throughout the world use the research services provided by the library's trained staff.

CONCLUSION

Over the years, the FBI Academy has developed into a unique training center for law enforcement. The Academy's facilities are technologically advanced and well-maintained, and its faculty is uniquely qualified both academically and by virtue of their vast experience in law enforcement as both instructors and researchers. The Academy's staff continually strives to fulfill its primary goal of professionalizing the law enforcement community by combining the best elements of both the academic and vocational worlds.

Thus, the Academy provides local, State, Federal, and international law enforcement with formal training of many kinds, investigative and operational support, and the results of exhaustive research into all areas of law enforcement. It truly is a marketplace for ideas. LEB

1992 LESTN Teleconferences

For 7 years, the Law Enforcement Satellite Training Network (LESTN), sponsored by the Federal Bureau of Investigation and the Kansas City, Missouri, Police Department, has broadcast video teleconferences to law enforcement agencies nationwide. The training and education programs featured on LESTN cover a wide array of law enforcement topics.

In 1992, six teleconferences are scheduled. The dates and topics of each are as follows:

- **February 12**

  "Wellness and Fitness Programs: A Holistic Approach to Health"

- **April 8**

  "Handling Individuals Under the Influence of Drugs and Alcohol"

- **June 10**

  "Field Training Officer Programs: Selection, Training, and Evaluation"

- **August 12**

  "Ethics: Doing the Job Right and Doing the Right Job"

- **October 12**

  "Policing in the 21st Century"

- **December 9**

  "Evaluation of Managers: Measuring Management's Performance"

Each teleconference lasts 3 hours, from noon to 3:00 p.m. Eastern Standard Time, and includes telephone calls from the viewing audience. Programs are presented at no cost to law enforcement, and agencies are encouraged to videotape LESTN broadcasts for future training uses.

Agencies can receive broadcasts if they have a C-Band dish antenna and a tuner. Or, they can use a facility that has satellite receiver equipment, such as an emergency services center, hospital, etc. Also, many community colleges and universities offer their viewing sites and recording centers as a courtesy to police departments.

As a means of notifying agencies of LESTN teleconferences, a bimonthly flyer announcing the programs is sent to all law enforcement agencies. The flyer lists the schedule and satellite coordinates for each program, which are also announced on each live broadcast.

Because LESTN is classified as an occasional broadcast service, the satellite coordinates may change occasionally. Therefore, agencies should check the coordinates listed in each flyer to ensure that they receive the teleconference.

For more information on LESTN teleconferences, contact the FBI Teleconference Program, FBI Academy, Quantico, Virginia 22135, 1-703-640-1145, or the Teleconference Program, Video Seminar Unit, Police Department, 2700 East 18th Street, Kansas City, Missouri 64127, 1-816-482-8250. LEB