

SENIOR RANKING POLICE OFFICERS, PERCEPTION
OF EVIDENCE-BASED POLICING AND POLICE
FATALITIES
A NARRATIVE INQUIRY

by

Steven Campas Jr.

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Doctor of Management in Organizational Leadership

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The Dissertation Committee for Steven Campas Jr. certifies approval of the following dissertation:

SENIOR RANKING POLICE OFFICERS, PERCEPTION OF EVIDENCE-BASED
POLICING AND POLICE FATALITIES
A NARRATIVE INQUIRY

Committee:

Leslie Huffman, DM, Chair

Jennifer Lapin, PhD, Committee Member

Louise Underdahl, PhD, Committee Member

Les H Huffman

Leslie Huffman

jennifer lapin

Jennifer Lapin

Louise Underdahl

Louise Underdahl

Kil Egl

Hinrich Eylers, PhD
Vice Provost, Doctoral Studies
University of Phoenix

Date Approved: 8/14/2020

ABSTRACT

Evidence-Based Policing (EBP) is a process of integrating existing scientific research studies internally within law enforcement organizations to develop policing strategies and to gain new knowledge. EBP allows the members of law enforcement organizations to determine the harm and risk assessment of current law enforcement policies in providing public safety to citizens. EBP helps to create learning organizations that can adapt to changing social environments by previous experiences, collaborative research, and organizational leadership. This qualitative narrative study was conducted by interviewing sixteen current and former senior law enforcement leaders who have served more than fifteen-years in policing to gain their perceptions of EBP and knowledge of resistance to EBP. Interview participants shared their perspectives on the relationship between violent confrontations between citizens, and law enforcement education. Law enforcement leaders will benefit from the experiences of senior law enforcement leaders who indicated higher education and increased cognitive skills result in better decision-making, improved relationships with community members, and de-escalation of force. The findings of this study will help law enforcement leaders to integrate EBP into law enforcement organizations by the development of skills necessary to become more transparent in their operations by establishing collaborative relationships. Leadership and personal accountability are the keys to establishing a new culture within law enforcement. As a result, law enforcement leaders can more readily adapt to changing social environments and help to reduce violent confrontations between law enforcement officers and citizens.

DEDICATION

This dissertation is dedicated to my beloved father Steven Campas Sr., and loving mother Josephine Carrillo Campas, and my beloved wife Connie Lynne Campas, who has supported me through life the last thirty-eight years and encouraged me through the doctoral process. I will forever be grateful for her patience. To both of my parents my everlasting love for teaching me the value of education and impressing upon me in life, there are no limitations as to what can be accomplished. The only limitations are what we place on ourselves. This dissertation is also dedicated to my children, Ashley Lynne Campas and John Michael Campas, and my hope they will see the beauty in this world and commit themselves to help make the world a better place through public service. This dissertation is also dedicated to my dear close friends who have supported me through this doctoral process, Carlos Flores Jr., Arturo Venegas Jr., who through friendship and mentorship supported me in making higher education in the field of criminal justice possible. Also, Ed Prieto, Ramona Prieto, and Dr. Krisda Cripe for their supporting friendship.

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Chapter 1

Introduction

Evidence-based policing (EBP) is a method of creating, reviewing, and making policy decisions on practices and strategies using scientific research, police officers, and police administrative staff experiences (Sherman, 2013). According to Sherman (2013), evidence-based policing requires orderly ranking and assessment of the levels of harm associated with various locations, times, people, and situations that law enforcement officers may encounter.

EBP allows law enforcement leaders to use existing academic studies and apply prior experiences to generalize research information to develop strategies toward identifying effective departmental policies, hiring, and training methods that can positively affect police behaviors (Lum, Koper, & Telep, 2011).

EPB is also a method of examining best evidence through study and analysis of rigorous experimental research of law enforcement officer's decision-making and law enforcement practitioner's best practices (Brown et al., 2018).

In 2012, over 120 research studies were conducted to evaluate police tactics regarding their effectiveness in reducing crime. Some tactics were effective, while other tactics did not work or backfired or had dire consequences for law enforcement (Brown et al., 2018).

Despite the efforts of law enforcement working with evidence-based policing, police-related violence and citizen confrontation with law enforcement continues to rise along with increasing law enforcement deaths (51 Law Enforcement Officers, 2015).

The rate of police officer deaths in 2016 has increased by 78% during the same time in 2015 because of police and citizen encounters (National Law Enforcement Officers Memorial Fund, 2017). This research aimed to conduct a qualitative narrative inquiry to explore the perceptions of senior ranking police officers in Northern California about EBP, how they perceive challenges and barriers working with evidence-based policing when officers' fatalities are increasing.

This research aimed to gain knowledge on how senior law enforcement leaders can bridge the gap between academic researchers, law enforcement officers and to reduce the level of internal resistance. The study aimed to discuss the benefit of EBP in analyzing case studies to properly direct law enforcement resources to reduce crime, improve relations with members of the community, and improve organizational policies (Santos and Santos, 2018).

Chapter 1 established the background of the problem, and the need for further study of EBP. Chapter 1 also will include, a discussion of the background of the problem, problem statement, purpose, significance, and nature of the study, theoretical framework, and central and research questions.

Background of the Problem

Limited empirical evidence existed that supports the effectiveness of EBP, which is the integration of research studies, an examination of the relationship of police practices to the reduction of violence between law enforcement officers and citizens (Lum & Nagin, 2017).

EBP should not be viewed as competition to chief executive officers enacting policies or law enforcement officers applying discretionary decision making, but to serve

as a complement to a police officer's judgment, expertise, and knowledge (Lum & Nagin, 2017; Sherman, 2013).

Existing academic studies have focused on evidence-based policing methods to prevent crime through the application of new computer technologies such as data analytics information, to enact predictive policing strategies in communities to prevent crime (Kirkpatrick, 2017).

Telep (2017) argues police using strategic measures can improve police attitudes about the community, improve decision-making, and police practices to reduce violent encounters between law enforcement officers and citizens. By integration of EBP practices to implement new use of force policies, law enforcement agencies can improve law enforcement training.

With the increase in a violent confrontation between law enforcement officers and citizens, a need exists to develop a new culture in law enforcement organizations. Leaders must focus on improving methods of decision-making, forming new de-escalation strategies in police-citizen confrontations.

Also, develop new training processes where law enforcement officers integrate research studies, past experiences, informing new policies, and integration of scenario-based training to minimize risk and liability (Police Executive Research Forum, 2015).

While academic research in policing continues to establish momentum in the United States along with the use of technology, such as Global Positional Systems, body-worn cameras, and computer systems there is a greater demand for transparency in policing. To bring legitimacy to discretionary decision-making in the application of

deadly force there must be greater understanding between communities and law enforcement organizations (Sherman, 2013).

The barriers facing law enforcement and their transformation to EBP practices are the lack of a systematic process in examining best evidence, existing police practices, and the application of practitioner experiences to identify training needs. Also, cultural barriers as law enforcement organizations tend to insulate themselves (Sherman, 2015).

Law enforcement organizations are closed-cultured groups with a reluctance to admit mistakes and learn from experiences (Heaton & Tong, 2015). Therefore, a hesitancy exists preventing law enforcement leaders from working with academic researchers, primarily because officers are unfamiliar with the meaning of EBP, and concerns of losing discretionary power (Lum & Nagin, 2017).

Piza, Kennedy, and Caplan (2018) discuss there are challenges in implementing evidence-based policing practices in law enforcement organizations. Although there is heightened importance of collaborative efforts between researchers and law enforcement practitioners, police organizations can be resistant to change. The understanding of police practices and police methods is essential in forming effective partnerships (Piza et al, 2018).

Lum et al. (2011) discussed that EBP needs both academic researchers and active practitioners to discover how to integrate new knowledge, new technology, and learned experiences from research studies strategically into organizations. The risk factors involved is there is a proclivity by law enforcement leaders to put social politics and political influences ahead of strategic planning methods and designs in solving crime (Piza et al. 2018).

By applying EBP practices will allow law enforcement leaders to better address police tactics, policies, and internal accountability systems. Lum and Nagin, (2017) described that there have been few attempts at generalizing police strategies or operational tactics to make predictions about their effectiveness in policing.

Law enforcement organizations are situationally reactive to crime; however, law enforcement organizations are more effective when they integrate technology such as geospatial analysis, crime analysis information, and predictive evidence-based policing (Sherman, 2013). By using the principles of EBP allows law enforcement leaders the opportunity to consider the best evidence in developing universal strategies of solving complex crime issues (Brown, Belur, Thompson, McDowall, Hunter, & May, 2018).

By integration of new technology, predicting where crime is going to occur by the number of criminal offenses in an area, allows law enforcement organizations to develop new knowledge and to break down the traditional barriers of law enforcement being an insular culture. Also, new methods of planning effective strategic responses to crime and to address community concerns by experience and new knowledge will promote officer safety (Ferguson, 2013; Sherman, 2013).

By using existing academic research studies, law enforcement organizations will improve by their efficiency in predicting where crime will occur through scientific discourse and they will develop a new culture of practice and community engagement to collectively solve crime problems (Wood, Cockcroft, Tong, and Bryant, 2018). For example, the method of predictive policing offers law enforcement organizations a more proactive approach to problem-solve and method of reducing crime before it occurs (Guthrie, 2012).

By tracking EBP data, law enforcement leaders can develop new and more effective strategic responses, which meet the needs of the community and that help manage crime and efficiently manage costs more efficiently (Slothower, Sherman, & Neyroud, 2015). The use of advanced technology and EBP can also help to build transparency and trust between law enforcement by clearly stating what the goals of law enforcement are. Also, promote greater accountability in law enforcement (President's Task Force on 21st Century Policing, 2015).

From the information obtained in a national study initiated by President Obama in 2015, scholars created a classification matrix to analyze strategic responses to crime and looked for discernable crime patterns (President's Task Force on 21st Century Policing, 2015). Scholars and participants in the study identified six pillars of reducing crime and creating sustainable communities.

One of the pillars of the study was focusing on law enforcement training and education through collaborative engagement with communities. By integration of best practice and technology, the authors posit that quantitative analysis of crime information and their commonalities offer insights about crimes that allow for efficient police strategies by visual mapping that allows for a more offender-based response to crime (Lum & Nagin, 2017; President's Task Force on 21st Century Policing).

EBP focuses on creating learning opportunities from existing evidence, examining research data, systematic reviews, and infrastructure within police organizations to assess evidence information that allows leaders in law enforcement organizations to make informed decisions about strategic responses to crime (Lum & Nagin, 2017).

Where law enforcement organizations have successfully implemented police programs such as Problem-Oriented Policing (POP), Community Oriented Policing (COP), and integrated technologies such as body cameras to prevent crime, there have been radical reductions in crime levels (McCarthy, Porter, Townsley, & Alpert, 2019).

For COP to be effective in communities, law enforcement leaders must develop strategies for the integration of future research studies in collaboration with academicians in exploring EBP, and methods of collecting the best evidence to improve efficiencies (McCarthy et al. 2019; Stanko & Dawson, 2016). Also, transparency and the relationship between communities and policing could be improved by senior law enforcement officers understanding the causal factors of poverty, crime, and community safety issues (Lum & Nagin, 2017; President's Task Force on 21st Century Policing).

By expanding existing academic research studies and through collaboration between researchers and law enforcement practitioners, will allow law enforcement agencies to make useful generalizations about the application of lethal force by law enforcement officers, and further study law enforcement behaviors (Lum & Nagin, 2017).

By understanding police attitudes, evidence-based policing will help law enforcement officials to create new policies to guide law enforcement officials, develop strategies for responses to crime, to reduce lethal encounters between law enforcement officers, and members of the society (Haberman, 2016).

To overcome the reluctance of law enforcement officials to adopt and to bring relevancy to evidence-based policing, further collaborative academic studies, education within law enforcement organizations, transformational leadership, and systematic review

of critical incidents such as officer-involved shootings are necessary to expand the scope of application of the use of force (Brown et al., 2018).

COP and POP are valuable tools in the prevention of crime, but in addition to the methodologies of COP and POP, accepting change in organizations such as evidence-based policing requires receptiveness of the organization that will guide culture change and trust between law enforcement and community (Mazerolle, Darroch, & White, 2013).

Problem Statement

The specific problem is despite the efforts of law enforcement leadership to reduce police-related violence, the rate of law enforcement fatalities increased by 56% nationwide in 2014. During the 2015-2016 years, police officer fatalities increased by 78% during the same time due to fatal police and citizen encounters in the community (White, 2016).

The increased rate of police officer deaths in 2016 is alarming and current evidence-based policing practices have not been proven to be effective in reducing police-related violence or fatalities of police officers in Northern California (White, 2016).

In exploring the specific problem, it is unknown how senior ranking police officers in Northern California accept and use evidence-based policing to prevent violence and officer fatalities. If the trends of fatal police and citizen encounters continue more police officers will remain at risk for violence.

Limited empirical evidence supports the effectiveness of EBP, which is the integration of research studies, the examination of the relationship of police practices to the reduction of violence between law enforcement officers, and citizens (Telep, 2017).

According to Telep (2017), while EBP can establish strategies and policies for law enforcement nationwide, limited empirical evidence supports the effectiveness of evidence-based policing. Also, if the integration of research studies including examination of the relationship of police practices is useful in the reduction of violence between law enforcement officers and citizens (Telep, 2017).

Purpose of the Study

The purpose of this qualitative narrative study will be to discover the perceptions of senior ranking law enforcement officers about the effectiveness of EBP in a social environment of increasing police-related violence resulting in injury and police-related fatalities. Also, to understand if cultural barriers do exist within policing, which influences the ability of law enforcement organizations to adapt to social change.

A qualitative narrative inquiry research method and design will be used to understand the meaning of the phenomena of EBP. The objective of the study will be to advance understanding of law enforcement officers' experiences and perceptions that high-ranking law enforcement executives have toward evidence-based policing.

Also, the relationship of evidence-based practices in formulating departmental policies and identifying training needs with the organization. Also, to identify the perceptions of the level of resistance within the organization and to discuss the causal factors of the insular nature of senior leaders in law enforcement organizations

A qualitative narrative inquiry is appropriate for this research design because narrative researchers discover ways to understand and present real-life experiences through the storytelling of research participants (Andrews, Squire, & Tambokou, 2013; Clandinin & Connelly, 2000).

Narrative studies allow the researcher to study the mindset of law enforcement decision-makers when implementing policies and to compare the decision-making process in the application of law enforcement use of force (Greene, Hibbard, & Sacks, 2017). It also serves as an opportunity for the researcher to determine how senior law enforcement officers create policies and identify training needs with organizations.

The narrative inquiry approach allows the researcher an opportunity to ascertain a rich description of the participant's experiences, knowledge, and discover the meaning that participants derive from their experiences (Clandinin & Connelly, 2000).

A narrative inquiry also allows senior ranking law enforcement police officers and law enforcement executives the opportunity to share their stories on EBP where they otherwise may remain silent because of insular behaviors within the profession. Also, to discuss their perspectives on the future of policing and EBP.

Participants in the study are senior ranking police officers in Northern California, between the ages of 30 and 65 who are decision-makers in law enforcement organizations, who have experience in supervising law enforcement officers, and who work directly with EBP will be invited to participate in this research study.

Senior officers must be or have served in a leadership position or decision-making position that required them to manage critical incidents or oversee critical law enforcement operations. Purposeful sampling will be used to solicit voluntary participants.

Data will be gathered through face to face interviews at a time and location convenient to the research participants. Data from face to face narrative interviews and semi-structured interviews will be used to provide confirmability of emergent themes.

Population and Sample

A purposeful sampling strategy will involve the researcher selecting participants with a purpose or goal in mind (Palinkas et al., 2015). Researchers use purposeful sampling in qualitative research studies to identify and select cases, which are rich in information for the most efficient use of resources (Patton, 2002).

Purposeful sampling will also be used in this study to compare, contrast, and identify similarities and differences of senior police officers' perceptions of evidence-based policing challenges and barriers to adapting to change.

Eligible participants for this study will be sworn senior ranking police officers in local Northern California law enforcement agencies who have served a minimum of fifteen years in policing. The population will consist of senior ranking police executives or decision-makers in law enforcement organizations. The ages of the participants will vary, will include different ethnicity, gender, work, and training experiences.

Significance of the Study

The value of this narrative inquiry study will be learning how evidence-based policing is perceived by senior ranking officers and the challenges and barriers that law enforcement officers in the community experience. Policing in the United States of America is a profession in which exposure to harmful, and dangerous events can occur daily (Satzewich & Shaffir, 2009).

The limited understanding of evidence-based policing on violence against law enforcement officers is of paramount importance that needs to be addressed in research studies because of the increases of violence in policing (National Law Enforcement Officers Memorial Fund, 2016).

This study may contribute to law enforcement officials, members of the community, and political leaders in understanding EBP, how to implement new policies, and training methods. The validity of EBP in law enforcement organizations is whether it has improved public safety, trust, and police legitimacy among citizens (Sherman, 2013).

This study will offer a narrative inquiry into the experience and views of senior ranking law enforcement officers' perceptions of the effectiveness of EBP in an environment of increasing police-related fatalities and social change within policing, as a result, increased community violence and racial conflict.

This research is also significant to society because it will contribute knowledge that may decrease the gap between researchers and senior ranking officers on EBP, the effectiveness of police violence and fatalities. The objective of the study will be to expand current knowledge and attempt to provide relevant information on EBP as it applies to violence against police officers and police fatalities from the perspectives of senior ranking police officers.

Further significance of this study is further stimulated interest among scholarly academicians and active practitioners to examine the application of police use of force resulting in law enforcement in injuries or fatalities, how law enforcement policies are created, and how police training is developed.

The findings in this research study will be significant in identifying challenges, the receptiveness, and barriers in EBP regarding violence to police in the community and law enforcement fatalities.

This study is important and will be necessary because of the gap in existing literature, regarding evidence-based policing, and how it relates to violent and fatal attacks on law enforcement officers. This study is also important in bringing awareness and a greater understanding of the value of collaborative research between academicians and law enforcement leaders in promoting transparency and trust.

Nature of the Study

The purpose of this qualitative narrative inquiry study will be to conduct open-ended semi-structured interviews with senior ranking officers seeking unique insight into the possible human experience through the retelling of stories of experiences and views with evidence-based policing.

According to Stake (1995), qualitative researchers seek to find meaning through examining the experiences of individuals that involve interpretation to gain insight. The narrative inquiry is suitable because limited studies have been conducted on senior ranking officers' perception of EBP.

The study will involve constructing narratives from telling and retelling of stories by senior ranking officers by searching for themes and patterns of repetitive behaviors. The narrative inquiry design will be appropriate to examine senior ranking officers' actions, attitudes, and experiences of evidence-based policing in the senior ranking officers' teaching position. The narrative inquiry design will allow the researcher to confidentially interview and record participants' narrated stories.

The first 10 to 15 experienced senior ranking officers from a Northern California local police agency who respond to the study's invitation and who meet the aim of the research study will be selected to participate in interviews.

The use of flexible-structured interviews will serve as the best data collection process to capture the senior ranking officers' experiences and attitudes of evidence-based policing. Researchers use qualitative narrative inquiries to seek the retelling of stories by senior ranking officers (Clandinin & Connelly, 2000).

Method Appropriateness

The qualitative research process is the most appropriate method for this proposed research study. The qualitative narrative approach is constructivist, and the research design is based on the retelling of stories by senior ranking officers (Mojtahed, Nunes, Martins, & Peng, 2015).

Qualitative researchers apply flexible-structured open-ended questions, conduct in-depth interviews, and include personal observations about little known phenomena to enrich the information (Yardley & Bishop, 2008). In this study, the methodology of questioning allows research participants to tell their stories, share their years of experience, and knowledge. The information shared by research participants will close the gap between existing research studies and the knowledge of research participants. A quantitative research process is not appropriate for this study. Quantitative researchers seek to confirm hypotheses about phenomena. Quantitative researchers seek delineated and structured relationships between small numbers of categories.

Surveys are a rigid and formal structured quantitative research process that will not be appropriate for this study (De Massis & Kotlar, 2014).

Senior ranking officers' perceptions of support will undergo examination using a qualitative research question rather than a hypothesis used by quantitative researchers.

Design Appropriateness

According to Peffers, Tuunanen, Rothenberger and Chatterjee (2007), the problem statement indicates the research process and formal design of the study. Researchers cannot begin the selection of a research process, and design until the problem statement accurately explains the questions of who, what, why, and how about the research problem (Jalilifar, Firuzmand, & Roshani, 2011).

A narrative inquiry offers an opportunity for an understanding of the perception of people, which includes the understanding of data and inquiring into the perception of the research participant. A narrative inquiry design will be suitable to explore senior ranking officers' perception of EBP in the senior ranking officers teaching and law enforcement training field (Clandinin & Connelly, 2000).

According to Clandinin and Connelly (2000), the knowledge gained from a narrative inquiry is the reader will gain a meaningful understanding of the subject material and gain insights, which apply to the stories of the research participant in their context. Lune and Berg (2016) argued that narrative inquiry offers relevant and comprehensive attributes when exploring perceptions that are not presented in grounded theory.

Lune and Berg (2016) also argued that narrative inquiry research could provide specific details about internal and external influences when exploring an individual perception. The objective of narrative inquiry is not only to reconstruct the perceptions of the participant but to understand the contexts in which these perceptions produce change and motivate the actions of the senior ranking officers.

Therefore, a narrative inquiry method will be appropriate to explore senior ranking officers' perceptions of evidence-based policing. Narrative inquiry researchers bring out the details from the experiences of the participants by using multiple sources of data (Yilmaz, 2013). A narrative inquiry highlights ethical matters as well as the opportunity to bring a theoretical understanding of a researcher participant's knowledge and experiences (Clandinin & Connelly, 2000).

Research Questions

The research question is the most significant determinant of the research study methodology (Clandinin & Connelly, 2000). The qualitative methodology in this study will be a narrative inquiry. The narrative inquiry design will involve senior ranking police officers' perceptions of the effectiveness of EBP in an environment of increasing police fatalities.

A narrative inquiry will be appropriate for the examination of senior ranking police. The research question in a qualitative study identifies the phenomenon under study and supports a detailed examination of the phenomenon (Clandinin & Connelly, 2000). The emphasis of the research study question is formulating a clear issue to study (Stake, 1995). Because of the problem being researched and the purpose of this study, the central research questions will be:

RQ1: How do senior ranking law enforcement officers in Northern California perceive the challenges and barriers working with EBP with the increase in police-related violence and law enforcement community service?

RQ2: How does EBP influence decision-making, formulation of organizational policies, and training, which influence law enforcement safety as they relate to law enforcement related violence?

Responses to this question will help the researcher express and explain the experiences and perceptions of the sample employee group. The research will be able to capture the perceptions and experiences of the 10 to 15 participants through semi-structured, individual, in-depth interviews.

Conceptual Framework

The conceptual basis of the research study is the National Intelligence Model, and the deconstruction theory. The National Intelligence Model (NIM) is a well-established and recognized model within policing that serves as management for strategies and decision making for police organizations including establishing calculated planning.

Also, making suitably arranged and supportable resourcing decisions. Assigning varying resources, intelligently developing tactical plans, and coordinating resulting activity helps the researcher to minimize risks (Bauer, Bicquelet, & Suerdem, 2014).

Deconstruction theory relates to the renewed interest in understanding the meaning of EBP and policymaking. Rationalist supporters argue for increased use of data for decision-making against constructivist critics who argue that policymaking is not based on evidence-based practices and that an appeal to evidence is the first step toward a dangerous elimination of police officer discretion and judgment in the policy process (Bauer, Bicquelet, & Suerdem, 2014).

Jacque Derrida's Deconstruction theory maximizes the retelling of the participant's narratives. Deconstructing the participant's narratives will involve analyzing

the discourses and hidden elements and themes discovered in the stories of the participant's leadership practices. The goal of the researcher will be to clarify each participant's story by deconstructing each participant's transcribed narrative (Bauer, Bicquelet, & Suerdem, 2014).

Definition of Terms

The definition of terms will include providing an explanation of keywords, and expressions will use in this study. Identifying vocabulary will use in the study may help avoid misrepresenting data, facts, and unfamiliar information.

Evidence-Based Policing (EBP): Is the use of existing research studies on the outcomes of police work to identify best hiring practices, identify training needs, and development of departmental policies to shape effective practices in police organizations (Sherman, 2015).

Community Oriented Policing: Are the activities and behaviors of law enforcement officers, working in partnership with members of neighborhood communities to solve community problems, prevent and solve a crime, to enhance the quality of life, and safety in local communities (Hough, 2016).

Problem-Oriented Policing: Functions on the principle that law enforcement officers should be more proactive than reactive in solving community problems. Problem-Oriented Policing (POP) is the development and intervention of crime-solving strategies that solve chronic/reoccurring problems by gathering information in high crime areas (Carque Vera, 2019).

Also, through crime analysis, studying offender characteristics, and working in partnership with local agencies that reduce crime levels. The preemptive response to

crime is unique to the specific areas where crime is occurring (Maguire, Uchida, & Hassell, 2015).

Lethal Force: Is the application of deadly force by a police officer in the performance of their duty to an individual who is resisting arrest, who poses an imminent threat to public safety or immediate danger to the officer or others (Hamilton, 2017).

Transparent Leadership: This is where people know the actions of the leaders, where there is engagement between the leader and the individuals they serve.

Transparent leadership is where the leader recognizes the value of collaborative leadership, effective group communication, where the leader and people both work together toward common goals (Jiang & Men, 2017).

Will Share Leadership: Operates on the premise that people or groups share leadership functions and that through effective communication and collaboration between people, there is increased performance in organizations and trust (Drescher, Korsgaard, Welpé, Picot, & Wigand, 2014).

Assumptions, Limitations, and Delimitations

Assumptions form an extremely fundamental part of any research; without them, research problems cannot be determined (Leedy & Ormrod, 2005). According to Tsang (2009), assumptions are the conditions that determine if research questions are valid and sufficient. Several assumptions exist in this study.

There is no exact validity in qualitative research, and qualitative inquiries are not always generalizable (Guba & Lincoln, 1994). The first assumption in this study will be that senior ranking officers are knowledgeable about evidence-based policing and can

express their perspectives through storytelling and sharing experiences related to evidence-based policing.

A second assumption will be that research participants will answer the interview questions honestly based on their experiences and their knowledge. Limitations in a research study are factors that a researcher cannot control such as education level of the research participant or the level of their experience.

Limitations include the internal and external validity of the sample population, time constraints, and evidence to support the relationship between variables in proving or disproving the hypothesis (Simon, 2011). In the proposed qualitative research study. The first limitation will be the demographic characteristics of the study's sample.

The study will consist of a small sample of senior ranking officers located in Northern California. Participants will have varying age, different ethnicity, gender, and work experience. The commonalities of the group are participants will be senior ranking police officers and have a direct supervisor or management responsibility with subordinates and who are involved in decision-making in their organizations.

Delimitations of the study are characteristics that limit the boundaries of the research study (Simon, 2011). Delimitations are within a researcher's control and include the researcher's choice of population, objective, and research questions.

This research study will have several delimitations due to the following parameters: (a) the participants will be senior ranking officers (b) participants are between the ages of 30 to 65; (c) research participants will be asked to voluntarily share their knowledge and experiences with evidence-based policing and (d) the geographic location will be limited to Northern California.

Chapter Summary

EBP is a scientific-based method law enforcement officers and police administrative staff use in reviewing and making policy decisions on the use of force practices, identifying training needs, and tactical decision-making (Sherman, 2015).

Despite the efforts of law enforcement leadership to incorporate evidence-based policing, police-related violence and fatalities increased between the periods of 2015 to 2016 by 78% (White, 2016). The study will aim to gain an understanding of the experiences and perspectives of senior ranking officers in Northern California toward EBP.

A qualitative narrative inquiry will be appropriate for this research to understand experiences through interviews and storytelling of study participants (Clandinin & Connelly, 2000). A qualitative narrative inquiry is best suited to explore how senior ranking police officers in Northern California perceive challenges and barriers working with EBP when officers' fatalities are increasing.

Chapter 1 will include the aims of the study, the significance of the study for furthering knowledge by developing research questions, which support the nature of the study, and the conceptual framework. The chapter incorporated the identification and definitions of key terms.

Chapter 1 also will include assumptions, scope, limitations, and delimitations influencing the study. Chapter 2 will include an in-depth critical review of the literature including historical perspectives and current findings, and gaps in knowledge on EBP.

Chapter 2

Literature Review

The goal of the literature review is to elaborate on the theoretical framework, offer a discourse of the history and context of EBP. The literature review will include a critical analysis of significant literature on EBP. The review will also include the introduction of relevant background information related to evidence-based policing.

The overview of Chapter 1 is comprised of a summary of the study's problem using a qualitative narrative inquiry research method. The literature review includes a thorough analysis of the literature on EBP. The literature review consists of an analysis of gaps in the literature and the theoretical framework that underpins the study.

Title Searches and Documentation

The sources in this literature review include empirical research from peer-reviewed articles and books. The literature was available from the University of Phoenix Library through search engines such as EBSCOhost, ProQuest, ProQuest Digital Dissertations, and InfoTrac OneFile.

ERIC databases yielded a variety of journals, newspaper articles, and research materials that contributed to this chapter. Content searches will include the following keywords and phrases: police officer, senior-ranking law enforcement officials, local government leadership, change and organization, police stress, and senior ranking law enforcement officers' perceptions. Authors of germinal research served as the foundation for the basis of the research.

Historical Content

Cities across the nation face a growing number of fiscal challenges, among them balancing the need to preemptively and strategically responding to increasing violent crime with the fiscal cost of policing. Police work is sometimes dangerous and highly volatile environment (Kahn & Martin, 2016). Hazardous environments police work can result in health problems, injuries, and death (Lindon & Roe, 2017).

Volatile and dangerous environments have an undesirable effect between the community, police, and can contribute to declining health, and physical injuries, including stress which discourages law enforcement officers from continuing in the police profession (Nix, Pickett, Wolfe, & Campbell, 2017).

According to Shane, Lawton, and Swenson (2017), high-risk crimes such as drugs, and money laundering product extra pressure on police who are already challenged with many problems working in the community. Jennings and Rubado (2017), posit that the increase in drug problems and violent crime continue to be a concern for police. Working including the dangers of individuals under the influence of drugs who may create harm to themselves or the officers.

Drugs lead to many other crimes, including robberies, assaults, and murder. The police department hires educated, innovative, and open-minded individuals that are willing and capable of working in a challenging environment (Telep, 2017).

Decreases in funding have affected many law enforcement organizations and the ability for organizations to offer continuing education or to apply the lessons learned from previous case studies (Telep, 2017). Therefore, police officials must shift their attention to the science of controlling crime and disorder through innovative methods such as evidence-based policing (Bueermann, 2012; Sherman, 2015).

In the past decades, other crimes that police were actively involved in included social crimes such as terrorism and mass shootings. Police must be even more vigilant in their duties while being the watch for the safety of the community (Shane et al., 2017).

According to Dunham, and Petersen (2017), community violence creates hazardous situations for law enforcement officers who search for effective solutions to community problems. Minimizing the harm to both the police, and community is essential to gain community trust.

Current Content

Lum et al., (2011) discuss in their journal article, The Evidence-Based Policing Matrix the necessity of collaboration between scholarly researchers and active practitioners in recording information from previous research studies in a matrix.

The purpose of the article is to discuss how law enforcement organizations make accurate generalizations about information concerning officer-involved shootings to strengthen strategic planning, tactics, and training from experiences (Lum & Nagin, 2017). Also, why law enforcement organizations must use a matrix that records critical information from each officer involves shooting that leads to a fatality (Lum & Nagin, 2017).

The authors describe mapping strategies from 97 police evaluations and discuss how the insights provided from the study that can help guide and measure police effectiveness. The authors posit that the matrix can provide researchers and active practitioners in law enforcement guidance on the formulation of policies, identification of skills to conduct policing, provide crime analysis information, and promote accountability by synthesizing information (Lum & Nagin, 2017).

The use of a matrix can also assist researchers and law enforcement practitioners identify where gaps may exist in the formulation of new policies and training. The statistical data also allows the researcher to make comparisons regarding the information to help determine where interventions need to be made.

The limitations of the study are there are no national requirements of law enforcement organizations to provide information. Initiating and sustaining a matrix database will involve costs and collaboration between the researcher and the practitioner.

Sherman (2015), indicates the resistance to change in law enforcement agencies is because of a culture of anti-intellectualism and a culture of resistance to change in police organizations. There is skepticism of the accuracy of research information by non-practitioners in the field of policing.

What information is beneficial for the reader in the journal article is the description and the comparisons of EBP to Evidenced-Based Medicine (EBM). The comparisons made that both EBP and EBM focus on surveys and evaluations of its members (Sherman, 2015).

Also, evaluation, and synthesis of best evidence information on what works best internally. In attempting to shift the paradigm in police organizations, Sherman (2015), suggests that the researcher should inquire as to examining how EBP can benefit police organizations and how the principles of evidence-based policing can become part of the culture within the agency.

Evidence-Based Training

Sherman (2015) describes that law enforcement organizations should offer a comprehensive EBP program and training for all new police personnel. Sherman

discusses that law enforcement organizations should increase educational levels for entry-level police officers and allocate funding for existing practitioners to increase the educational levels and research capabilities of police organizations.

Also, create an evidence-based policing website, and a national registry to identify sources of information where proper analysis of information can be made of police data (Sherman, 2015).

The author posits that there should be encouragement of graduate-level students to collaborate with active practitioners in law enforcement to review information, to create organizations that can study best practices, and develop learning organizations (Sherman, 2015). The limitations of the article are the discussion of how funding can be generated to maintain a national database and provide training to personnel.

In the quantitative survey study, *Police Officer Receptivity to Research and Evidence-Based Policing: Examining Variability Within and Across Agencies*, (Lum & Nagin, 2017), surveyed four United States municipal law enforcement organizations to determine their familiarity with evidence-based policing, survey their knowledge of the correlation of research studies to policing, and knowledge of best evidence policing.

The author discusses the receptivity of evidence-based policing in police agencies and discusses prior research. The author describes that police receptivity to evidence-based policing remains small, but of those agencies that did acknowledge using EBP, 90% of the agencies reported using EBP, and the practice of using best evidence as a method of creating departmental policies (Lum & Nagin, 2017).

Telep (2017) examined prior research studies and survey samples of police officers. What the author found that is most interesting was that sample officers (n= 960)

from three law enforcement agencies in the United States reported they placed greater emphasis on experience versus academic research in making decisions.

Lower-ranking officers had greater hesitancy in accepting the values of evidence-based policing and lower-ranking officers were unfamiliar with what the principles of evidence-based policing were (Lum & Nagin, 2017). The research questions in the survey focused on whether respondents felt there was a benefit to EBP, what beliefs the officers had on the influences of evidence-based policing in decision-making.

In the current study, 523 officers of approximately 675 responded to the survey. The results of the survey indicated that there is growing knowledge of EBP and the multiple benefits of integrating evidence-based policing into law enforcement organizations beyond using the principles of evidence-based policing for measuring crime analysis data (Lum & Nagin, 2017).

The author believes that the application of EBP can restore public confidence in policing (Lum & Nagin, 2017). The limitations of the research study are the small sample size of the research study, the costs of supporting higher education in police organizations. The significance of the study is how responses varied among research participants.

The Practice of Evidence-Based Policing

In the policy essay, expanding the Scope of Evidence-Based Policing, Telep (2017) discusses the argument for the creation of a national database that collects information on officer-involved shootings in the United States.

The author articulates a case of why scholarly research should continue the application of lethal force and why law enforcement leaders should use the foundation of

EBP to establish training guidelines and policies to control crime and reduce police-citizen related violence (Lum et al., 2011)

The author believes that law enforcement leaders should think more broadly about the practice of EBP and that police practices should begin on validated evidence about what works efficiently in preemptively preventing violent crime (Lum & Nagin, 2017). What is significant in the reading is the description that the principles of EBP are not only relevant to measuring violent crime but also in developing crime analysis data to predict where crime will occur.

Telep (2017) discusses that evidence-based policing does not discount a law enforcement officer's experience but is seen by the law enforcement organization as complimentary. The principles of EBP cannot replace the judgment and discretion that a police officer makes while in the field. By expanding the elements of EBP, will provide the officer with more information to make better decisions.

In the quantitative regression analysis study, Departmental Professionalism, and Its Impact on indicators of Violence in Police-Citizen Encounters, Shjarback and White (2016), discuss the relationship between police, citizens, and the consequences of unnecessary or excessive force levels.

The authors support data from a 2003 survey to explore the commitment to education, hiring standards, commitment to community-oriented policing, and assaults against police officers in 526 law enforcement organizations across the United States.

What is interesting in this study is the discussion that there is no determinable characteristic of a resisting person and the application of lethal force by a police officer.

Another interesting fact is that female law enforcement officers are less likely to use coercive use of force.

The author discusses the historical movement by some organizations to professionalize policing by scrutinizing the quality of individuals who organizations hire (Shjarback & White, 2016). The study use data from a 2003 LEMAS survey, which tested five hypotheses that examined the officers' commitment to education, improving hiring standards of the organizations, redesign of law enforcement training, female representation, and commitment to the principles of community policing (Shjarback & White, 2016).

The goal of the survey was to test the hypothesis that organizations who are committed to the principles of COP/POP will experience lower rates of formal citizen Internal Affairs complaints and allegations of excessive force (Shjarback & White, 2016).

What is significant in the study was the finding that the researcher could find no correlation between hiring standards and training variables to police-citizen related violence. There was no evidence to support where police officers received more training there was a correlation to the likelihood of the officer not being involved in a lethal confrontation with a citizen. There was also no correlation between female representation in law enforcement organizations and trends of increased violence in police-citizen contact (Shjarback & White, 2016).

The limitations articulated in the research study were using citizen complaints as a predictor to police-citizen related violence. Also, another limitation in the study was poor data collection from police organizations across the United States that restricted identifying the significant variables.

Police, Citizens, and Violence

The weakness of supporting research information supports the need for a national database recording police-citizen related violence. One of the advantages of the study is further advancing the need for additional research studies.

Another weakness in the study is there was no discussion about the significance of understanding of demographics in communities and the significance of having a diverse workgroup that reflects the demographic of the community law enforcement serves.

Herrington and Colvin (2015) discuss police leaders responding to complex problems in policing today through innovation, experimentation, and from the experiences of the people. The authors discuss the complexity of policing today in solving community problems. For law enforcement organizations to be effective requires engagement with the communities they serve.

Also, there needs to be shared leadership and that this style of leadership can exist in a traditional hierarchical environment (Herrington & Colvin, 2015). There needs to be greater individual accountability and transparency in how decisions are made.

What is most interesting in the article is that successful police organizations must continue to innovate and experiment. This article is relevant to EBP because the authors discuss that law enforcement organizations must create new structures that eliminate a centric approach to leadership. Also, that leaders must create new methods of thinking that require high-level individual cognitive abilities (Herrington & Colvin, 2015).

There needs to be a new paradigm of thinking that is flexible and development of leaders that can reduce internal and external tensions with communities (Herrington & Colvin, 2015).

Ethics and Integrity

In the quantitative survey study, *Police Ethics, and Integrity: Breaking the Blue Code of Silence*, Westmarland (2005), discuss evidence that suggests that police officer who witness unethical behavior, violation of rules, and departmental policies. The survey results in the study indicated that some police officers sampled would tolerate rule-breaking and unethical conduct but did not feel the same way about officers who took money property illegally.

The limitations of the study are small (n=275), but what is interesting in the study is that those police officers surveyed believed in loyalty to their fellow officers and would not inform their partners (Westmarland, 2005). Of those participants who responded to the survey, there was mistrust of leaders in the organization.

Why the study is significant to the current research study is the support that internal police culture does exist and the description of the relationship of trust of leadership to police behavior and decision-making (Westmarland, 2005).

New Directions in Policing: Balancing Prediction and Meaning in Police Research, Greene (2014), discuss how law enforcement research has evolved in the last century the theoretical views of police officers and policing communities. The author discusses how EBP is gaining momentum and people are attempting to understand the social and cultural aspects of policing today.

Greene (2014) discusses how policing has evolved from the 1970s to 2000s in the United States and describes how evidence-based policing is an experimental method of analyzing problems. The author describes that EBP is methodological and relies on deep routed ideas about police decision-making (Greene,2014). The significance of the article is the description that policing requires scholarship and research perspective to further studies in the field.

Benefits and Challenges of EBP

The Benefits, Challenges, and Lessons of Evidenced-Based Policing, (Potts, 2017) discusses the parallels between law enforcement and the medical profession on the reluctance of embracing anecdotal experiences and academic research studies to make changes within their organizations.

Potts (2017) describes that largely, adaptation to change in both the medical and law enforcement organizations are slow to occur because of rich traditions, culture, and over-reliance on individual intuition that exist.

The author describes that mistrust and animosity exist between law enforcement practitioners and academics because of the key misunderstanding of defined terms such as procedural justice and impartial policing training (Potts, 2017).

Because there is limited research that describes if procedural training works in law enforcement, that training reduces violence between police and citizens or solves the social problems that exist in communities, there is mistrust there is a reluctance to accept research information (Potts, 2017).

The significance of the journal article is that young police officers entering the profession are better educated and are more receptive to change. Potts (2017) discusses

that leadership in law enforcement organizations is crucial because the principles of EBP must permeate through all ranks and for culture within organizations to change requires the diversity of thought, experience information to uproot traditional culture.

What is relevant in the article is the author's description that there should be a national coherence of EBP and national professionalism. Potts (2017) discusses thorough knowledge and understanding that produces universal knowledge, understanding education, and individual fact based on experiences. As a result, better conclusions derived by law enforcement leaders about best practices that may influence a change in the current culture of policing (Potts, 2017).

Knowing from Within, (Hartmann, Hestehave, Hogh, and Ronn, 2018), discuss with the increasing demand for police services globally and changes in society, there is a need for new knowledge about policing. In the journal article, the authors explore how scholarly knowledge can be of value for police services and develop legitimacy.

The authors discuss there is a need for close and engaged collaboration between researchers and law enforcement practitioners to understand the complexities of policing. Also, the authors state there is a widening gap between academia and law enforcement services and that law enforcement services should integrate research knowledge to police practices (Hartmann et al. 2018).

To close the widening gap of understanding between academia and law enforcement practitioners, both sides must shift their paradigm of thinking and discuss how to integrate advanced research into policing services through embedded research studies in law enforcement organizations (Hartmann et al. 2018).

What is interesting in this journal article is the authors discuss that evidence-based research can become narrow and embedding a researcher into the organization can offer the researcher insight into how the organization functions and allow the researcher to discover trustworthy knowledge (Hartmann et al. 2018).

The advantages of an embedded researcher in law enforcement organizations can lead to improved interaction between researchers and law enforcement professionals that can lead to improved relationships. The result of improved relationships can bring down cultural barriers that may exist, help to ensure the integrity of the research, and enhance the quality of the research study to initiate constructive changes in policing (Hartmann et al. 2018).

In the journal article, the authors discuss that law enforcement organizations are generally closed groups and that it is difficult to gain the proper insight about policing and understanding of the tactics of policing (Hartmann et al. 2018). The embedded researcher approach to studying a law enforcement organization offers an opportunity to improve the veracity of the research study and to properly contextualize the content of the research.

The approach of embedded research study can help to bring about constructive change in policing, allow for a collaborative critique of the research study, and allow for a more analytical process understanding between researchers and members of the law enforcement organization (Hartmann et al. 2018).

The limitations of this journal article are an in-depth discussion and analysis of the advantages and disadvantages of outside research in law enforcement organizations.

The authors discuss there is no ideal position in conducting research where outside research may help to negate internal organizational biases or influence of politics.

To What Extent Can We Trust Police Research, (Davies, 2016) discusses the challenges of researching policing. As law enforcement organizations make the transition to EBP there is an incentive for law enforcement organizations and scholarly researchers to work together to explore opportunities for law enforcement leaders to take advantage of the capabilities of EBP.

Davies (2016) discusses the outcomes of research studies is dependent upon the trust between the researcher and law enforcement organization. Also, the perceived legitimacy of policing by communities is dependent upon how transparent law enforcement organizations are to academic inquiry and public review.

Davies (2016) describes when law enforcement organizations solely conduct research, public trust can decrease in intensity if it is believed there is bias in the research study and the manipulation of data in reporting. The advantages of collaboration between academics, scholarly research studies, and law enforcement practitioners are the integration of divergent views of policing. Also, the development of trust and improved relationships to conduct future studies.

In the journal article, the author describes the opportunity to gain new knowledge with the exchange of information between researchers and law enforcement organizations. Davies (2016) describes with the emergence of EBP, law enforcement organizations are better prepared to identify and recognized emerging trends in policing and understanding of social attitudes.

The author discusses since the 1960s, because of changing social environments, there has been an exploration and questioning of police practices, which have mirrored the study of criminology (Davies, 2016). Since the 1980s and 1990s, there has been a greater interest in police practices and the implementation of police policies.

In comparison, the author describes that there has been an increased interest in policy orientation and police research, which explores the best methods of controlling crime with the use of advanced technology (Davis, 2016). Advanced technology includes crime analysis computerized systems, which use crime mapping to analyze crime patterns, hot-spots (crime locations), and trends. Also, body-worn cameras, in-car cameras to collect data, and study social behaviors and law enforcement responses.

Davis (2016) describes the tools and knowledge of academic researchers help to familiarize law enforcement organizations with the skills necessary to expand opportunities for new learning. As the trend for EBP increases there will be greater opportunity to expand research studies in policing that may remove cultural barriers that exist in some law enforcement organizations.

Although collaborative research can present new opportunities for new knowledge, Davies (2016) conversely describes that collaborative policing research can influence research independence and if researchers become too closely associated with their research, they can lose perspective in conducting unbiased research studies.

In the journal article Davies (2016) the challenges facing law enforcement organizations there is national centrism of law enforcement research studies and an absence of cross-national research and sharing of information. Research studies should not occur in silos and researchers should look toward external resources to broaden their

perspective about law enforcement research that will influence new policies and law enforcement response.

Reinventing American Policing, (Lum & Nagin, 2017) discuss the reinvention of policing in the United States. The authors posit that the performance indicators of the effectiveness of policing must not be on the number of arrests by law enforcement officers, but the number of crimes that are averted.

In the article, the authors discuss the proportion of violent crime arrests to non-violent crime. Since the 1980's law enforcement has traditionally been functioning in a zero-tolerance environment where law enforcement measures success by arrests (Lum & Nagin, 2017). Although violent crime and property crime has decreased, there is no known correlation between the levels of social disorder and the levels of crime (Lum & Nagin, 2017).

Lum and Nagin (2017) discuss to examine more closely social disorders and law enforcement behaviors, law enforcement organizations must reinvent themselves by creating internal systems that promote greater accountability in law enforcement and new processes that monitor the reactions of citizens when police actions are undertaken.

Lum and Nagin (2017) describe that to strengthen transparency and accountability in policing, there should be the development of a national infrastructure that strengthens the analysis of crime, police actions, and citizen reaction to decisions by police officers.

The benefits of the development of a national infrastructure of crime analysis that records police experience and research studies will allow active practitioners the opportunity to improve knowledge and evaluate institutionalized police practices (Lum & Nagin, 2017).

Bierie, Detar, & Carin (2016) discuss firearm violence directed at law enforcement officers becoming more prevalent in American society today. The authors discuss the increase in interest in the topic is because of the increase in police officer fatalities.

There is little known information regarding why the increase in risk to police officers, why there is an increase in aggression and resistance by assailants (Bierie, Detar, & Carin, 2016). The authors discuss the historical perspective of previous studies of verbal aggression against a police officer, non-compliance with police officer commands, and physical resistance.

The authors suggest that some of the cause of the resistance is because of the cognitive skill levels of the resisting subject, irrationality of the subject, inebriation, or mental health individual (Bierie et al., 2016). Other variables include the subject's inability to make decisions, fear of incarceration, or lack of consideration of the consequences of fighting.

Consistent variables emerge in the article that may lead to a subject resisting a police officer, the sobriety of the subject, the seriousness of the offense, the environment in which the subject is involved with the police officer, and how the subject measure personal risks to their actions (Bierie et al., 2016)

In this article, there are gaps in the literature that are consistent with other research studies. One of the gaps is there is no national database that provides information regarding police/citizen confrontations that lead to a fatality. Also, there are too many variables in the behavior of the subject or the police officer (Bierie et al., 2016).

There is a national database designed by the Federal Bureau of Investigation (FBI) referred to as the National Incident-Based Reporting System (NIBRS). Bierie et al. (2016) discuss NIBRS captures information regarding the offender, victims, crimes, and some suspect characteristics of causes of serious types of crimes. Only thirty-seven states participate, and the system does not distinguish between lethal and less than lethal shooting of police officers (Bierie et al. 2016).

The journal article generalizes about offenders of violent crime such as offenders of a young age are more inclined to be resistive and demonstrate certain patterns of behavior. NIBRS information is limited because only 5,400 law enforcement organizations in the United States provide data (Bierie et al. 2016).

Validation of information that is entered NIBRS and ensuring the elimination of biases is not very certain (Bierie et al., 2016). The conclusions drawn from the article are that further studies are required along with the national database to study the characteristics of criminal behavior that will explain the increase in violence against police.

Also, that a national coding strategy is developed with researcher oversight to properly catalog police and citizen behaviors that lead to deadly confrontations between police and citizens.

In the journal essay, *New Directions in Policing: Balancing Prediction and Meaning in Police Research*, Greene (2014) offers a historical perspective of law enforcement research. The author describes how research has evolved the last one hundred years, how the theoretical, and methodological research studies create an understanding of law enforcement practices (Greene, 2014).

Greene (2014) states with the public's desire to have a greater understanding of police practices, scholarly research studies can offer a broad range of knowledge from police experiences.

The significance of this essay is the author describes the potential narrowness of EBP by the exclusion of the influence of politics and social influences on the formulation of law enforcement policies. One of the difficulties in assessing law enforcement policies is understanding the role of scientific research in public policymaking (Greene, 2014).

Greene (2014) describes that one of the competing interests of academic research studies in assessing evidence-based policing is the competing interests of research facts, public influence, and public needs.

In the essay, Greene (2014), explores why law enforcement organizations take many forms in institutional culture, organizational, political, and spatial structure. Greene (2014) discusses by expanding evidence-based research can expand knowledge on how law enforcement organizations function, and how decisions are made.

Greene (2014) explores the evolution of the scientific understanding of police practices by using technology, in identifying crime patterns and predicting where crime is going to occur. Through the application of POP and COP strategies, law enforcement decision-makers were able to solve community problems but were not offer answers about law enforcement practices and their influences on the community.

In the 1970s through the 1990s, law enforcement officials viewed law enforcement practices and research studies through a narrow lens and leaders had little understanding of dealing with the complexities of social issues (Greene, 2014).

The expansion of research studies and EBP allows law enforcement organizations to broaden their knowledge, understand the effects of their policing methods, and influence on police interventions (Greene, 2014).

The author discusses where evidence-based practices bring meaning and knowledge, EBP creates opportunities for experimentation, which allow law enforcement organization to understand the influence of their practices and decision-making (Greene, 2014).

One of the benefits of the essay for law enforcement leaders is that academic research allows law enforcement organizations to understand the context of changes that are occurring in society and offer a greater understanding of police tactical interventions in social environments. Greene (2014) discusses that by expanding research methods and experimentation, law enforcement leaders can balance meaning and statistical prediction of crime and methods of prevention.

Conceptual Framework Literature

The selected research design for this study is the qualitative narrative inquiry. Qualitative researchers use an inductive process to identify themes, patterns, and categories that emerge from the analysis of data collected through interviews, observations, and video recordings (Stake, 1995).

In this study, qualitative narrative inquiry research was will use to seek an understanding of the interrelationships of law enforcement and citizens to identify develop themes.

Leverentz (2012) conducted a narrative inquiry in municipal areas, an important dimension of how residents, businesses, and the media understand the location of the

crime. Also, to understand how businesses and residents in the community understand crime, criminals, and what are the correlations and differences (Leverentz, 2012).

Inquiry researchers focus on collecting data through storytelling that allows the researchers to analyze, interpret, and re-align new and significant meanings through individual views and experiences (Denzin & Lincoln, 2005).

Pepper, Rogers, and Martin (2020) discuss in law enforcement, evidence-based policing allows law enforcement leaders to evaluate responses to crime and experiment with new methods of preemptive interventions. The use of EBP allows leaders in law enforcement organizations to deploy resources, manage cases more efficiently, and make decisions based on evidence (Pepper et al. 2020).

According to Fyfe and Wilson (2012), previous studies on law enforcement evidence-based practices have been minimal. Policies and practices in policing could be substantially improved by more systematic attention to evidence about the effects of what is delivered. Muller, Maclean, and Biggs, (2009) conducted a qualitative narrative inquiry study to examine the perceived ideal leadership behaviors in police organizations.

The finding in the study indicated the hierarchical nature of police organizations, senior ranking law enforcement leaders often create an environment in which leadership discourages self- initiative, discretionary decision-making, and reinforces a self-serving policy that creates tension (Muller et al. 2009).

The research findings also suggested that individual characteristics of leaders can influence managerial styles as well as leadership preferences. Lumsden and Goode (2018) conducted a narrative inquiry where police officers and staff were interviewed during knowledge transfer work.

Conclusions

The literature review for the study included analysis of studies in the content area of EBP, the relationship between integrating research studies, practitioner experiences, and strategic response to the prevention of crime.

The consensus from scholarly researchers is that there are barriers created by strong culture and rich law enforcement traditions that prevent receptivity to organizational change and which hinder some law enforcement organizations from becoming learning organizations.

The gaps that exist in research studies are an established national database that records the characteristics of police behaviors, attitudes about policing, decision-making, and factors affecting the application of lethal force in the performance of a law enforcement officer's duties.

From an examination of the literature review, there is little known information that describes the relationship between leadership, police behaviors, and the discretion that a police officer has. Lum and Nagin (2017) describe that law enforcement organizations need to reinvent themselves by becoming more transparent and by demonstrating greater accountability.

By implementing EBP practices in police organizations, law enforcement officials can become more efficient in learning from previous experiences that will enable the organization to develop efficient training methods to reduce the risk of injury or liability (Pepper et al. 2020).

The authors describe that there should be a national database, which records data relative to police officer shootings. The benefits of a national database would allow

researchers to study the characteristics of the police officer behaviors, the environments where offenses are occurring, and the behavioral characteristics of the assailants (Lum & Nagin, 2017).

Potts (2017) describes that traditional cultural barriers in law enforcement remain and that there is a reluctance to accept scholarly academics in traditional methods of policing, but that there is hope for the future as new police officers are better educated and more adaptive to change.

The author posits for change in organizations to occur, the principles of EBP and receptivity should exist throughout the entire organization. Although, there is little research evidence to support EBP positively influences training methods, acceptance of diversity of thought may bring about universal knowledge and understanding of best practices in policing and produce better outcomes (Potts, 2017).

Chapter Summary

In this chapter, the author explores the related information about evidence-based policing, culture within law enforcement organizations, and receptivity to research studies to determine best practices in police hiring, training, and in the development of effective policies that guide law enforcement officers in the performance of their duties (Bierie et al. 2016).

In the review, the author explores the historical perspective of policing and existing gaps in assessing policing attitudes, behaviors toward resisting subjects, and decision-making in the application of lethal force during a confrontation with citizens.

Bierie et al. (2016) describe the variables of characteristics of assailants such as sobriety, and mental health of the assailants and the relationship of the increase in

assaults against law enforcement officers and their behaviors to threats. The next chapter will focus on exploring the components and elements of the present qualitative research study.

Chapter 3

Research Methodology

The purpose of this qualitative case study will be to explore senior ranking police officers' perceptions of the effectiveness of EPB in an environment of increasing law enforcement involved fatalities. Chapter 3 will include an outline of the data collection and data analysis process.

The chapter will begin with a discussion on the suitability of the qualitative method and the narrative inquiry design. Topics of discussion will be the basis for selecting the qualitative approach to conducting the research study and the process of using purposeful sampling to select senior ranking law enforcement officers. Other topics will include sampling and the importance of maintaining confidentiality and trustworthiness in this qualitative narrative inquiry study.

Research Method and Design Appropriateness

The research method establishes the plan and design of a study (Labaree, 2009). A qualitative narrative method will be the most appropriate method for interpreting how senior ranking police officers in Northern California perceive challenges and barriers working with evidence-based policing when officers' fatalities are increasing.

Designs associated with a qualitative research study include case study, ethnography, grounded theory, phenomenology, and narrative inquiry (Christensen, Johnson, & Turner, 2011). The qualitative methodology in this study will be a narrative inquiry.

Qualitative researchers seek to understand a research problem or topic from the perspectives of a study's population. Qualitative researchers use multiple designs to explore the research questions and conduct proper analysis (Christensen et al., 2011).

A qualitative approach will be the most appropriate method for gaining new knowledge and understanding of how officers perceive the barriers and challenges in implementing EBP practices when officers' fatalities are increasing (Clandinin & Connelly, 2000).

According to McMillan and Schumacher (2010), the qualitative method is suitable when a researcher is trying to understand participants' experiences and views. Qualitative research is an effective method in obtaining culturally specific information about the perceptions of individuals, their values, opinions, and behaviors, in the social contexts of populations (Clandinin & Connelly, 2000).

Senior ranking police officers' experiences will undergo an examination in this study to explore their experiences and attitudes about EBP. Therefore, qualitative research will be the most appropriate method to research and interpret how officers perceive the barriers and challenges that perceive challenges and barriers working with evidence-based policing when officers' fatalities are increasing.

A quantitative method received consideration for the research study but will not be appropriate. The quantitative method includes a research process, which explores relationships, measures outcomes using statistical information, and the relationships among variables (McMillan & Schumacher, 2010).

This research will aim to conduct a qualitative narrative inquiry to explore how senior ranking police officers in Northern California perceive challenges and barriers

working with evidence-based policing when officers' fatalities are increasing. According to Stake (1995), qualitative research is suitable for trying to comprehend the meaning that participants in a study give to events, situations, and actions by law enforcement officers.

Quantitative researchers attempt to gain knowledge and understanding about a paradigm through a deductive process using experiments as a means of explaining the phenomena under study (Szyjka, 2012). Researchers use the quantitative method to collect data that explain the hypothesis (Christensen et al., 2011).

The qualitative design in this research study will be a narrative inquiry. According to Clandinin and Connelly (2000), narrative inquiry is suitable for examining phenomena, events, or situations. A narrative inquiry is appropriate when a goal is an in-depth approach to an inquiry (Polkinghorne, 1995).

A narrative inquiry research design will be fitting for this study to examine senior ranking law enforcement officers' perceptions, their experience of barriers, and challenges working with evidence-based policing when officers' fatalities are increasing.

Narrative inquiry researchers focus on a single person and gather data through storytelling (Clandinin, Huber, McGaw, Baker, & Peterson, 2010). The narrative inquiry method will allow participants to share their perspectives through storytelling and by answering semi-structured open-ended questions.

The use of a narrative inquiry design will be suitable for reflecting on and studying the experiences of senior ranking police officers' experiences on barriers and challenges working with evidence-based policing when officers' fatalities are increasing.

Narrative inquiry is not just storytelling but indicates how an individual constructs meaning regarding research and interpretation. According to Clandinin et al. (2010),

narrative inquiry researchers follow a recursive flow of moving from the subject of a story to data and research text.

Narrative researchers aim to understand participants' experiences and views through storytelling and to write a research text that interprets the personal and social perspectives of the participants' experiences with that phenomenon. Narrative researchers have the responsibility of presenting narratives in a way to make judgments regarding the truthfulness and accuracy of the findings (Elbaz-Luwisch, 2010).

Interviews in this narrative inquiry will be one-on-one with the researcher and each study participant. According to Yin (2009), researchers can gain a greater scope of access to information by completing one-on-one interviews. An alternative design considered for this study will be ethnography, but ethnography would not have been appropriate for this study.

Researchers use the ethnographic design to gain a deeper understanding of how a group of people lives and how the group members' behaviors correspond to their culture. Ethnographic researchers examine a culture of human interactions through immersion in the subjects' social settings and activities (Patton, 2002).

This study will involve examining participants' views on how senior ranking police officers perceive barriers and challenges working with evidence-based policing when officers' fatalities are increasing. Narrative inquiry research is a design in which researchers examine complex issues through a limited number of people, events, or conditions (Clandinin & Connelly, 2000).

The narrative inquiry will seek senior ranking police officers' views and experiences on barriers and challenges working with EBP when officers' fatalities are

increasing. Therefore, a narrative inquiry design will be the most suitable for this research study.

Research Question

The research question in this study is the most significant determinant of the research methodology (Clandinin & Connelly, 2000). The narrative inquiry design will involve senior ranking law enforcement officers' perceptions of the effectiveness of evidence-based policing in an environment of increasing police fatalities. A narrative inquiry will be appropriate for the examination of senior ranking law enforcement officers' perceptions of EBP.

The research question in a qualitative study identifies the phenomenon under study and supports a thorough examination of the phenomena of EBP (Clandinin & Connelly, 2000). The focus of the research question is formulating a clear issue to study (Stake, 1995). Based on the problem and purpose of this study, the central research question will be:

RQ1: How do senior ranking police officers in Northern California perceive the challenges and barriers working with EBP with the increase in police-related to police-community service?

RQ2: How does EBP influence decision-making, formulation of organizational policies, which influence police safety as related to community violence?

The participant's responses to the interview questions could expand the current body of knowledge about evidence-based policing and stimulate further research studies in the future. Using open-ended questions will allow participants to share their stories about EBP.

Population and Sample

The populations in the research study will be sworn senior ranking law enforcement officers in local Northern California law enforcement agencies. The population will consist of senior ranking police officers between the ages of 30 to 65. Participants will have varying age, different ethnicity, gender, and work experience.

The commonalities of the group are participants will be senior ranking police officers and have a direct supervisor or management responsibility with subordinates and are will involve in decision-making in their organizations.

Participants also must be knowledgeable on evidence-based policing and follow the same course of ethics and are part of the same culture. The population will consist of law enforcement officers in the Northern California region.

Informed Consent and Confidentiality

Participants in this research will receive informed consent (see Appendix C) by electronic email before the beginning of the interviews and will be required to read and sign the informed consent form. Qualitative researchers must provide participants with an informed consent form (Joffe, Cook, Cleary, Clark, & Weeks, (2001).

According to Clandinin & Connelly, (2000), for the participants to sign before the research study takes place, participants will be asked to return the informed consent to the researcher via electronic email. The informed consent form will detail the nature of the study and the requirement from participants. That participation in this study will not include any offers of compensation or other benefits.

Participants will be advised of the right to choose to contribute personal experiences in the study and they have the right to withdraw from the study at any time.

Participants who choose to withdraw from the study will be advised before the start of the study that if they choose to withdraw, they should contact the researcher by electronic email and indicate the desire to withdraw.

Research participants will be advised if they withdraw from the study after the beginning of the study all information previously obtained will be destroyed and will not be included in the study.

Participants will be informed their participation will be voluntary, the study will have minimal risk, and all information will remain confidential. Participants will be advised the study will involve sharing their stories about EBP and further research studies.

The Informed Consent Form will inform participants that the interviews will be recorded with their permission and the recorded interviews will be transcribed for accuracy. The researcher will develop a method to code the data to assure that the participant's identity is protected.

Instrumentation

The researcher is the only instrument in qualitative research, which makes the researcher the ideal instrument for collecting and analyzing the data (Denzin & Lincoln, 2005). According to Patton (2002), researchers are the instrument in qualitative research. Data collection will include face-to-face semi-formal interviews, note-taking during and after each interview, an audit trail, journaling, and recording interviews.

The most common sources of data collection researchers use in qualitative research are interviews, observations, and reviews of documents (Marshall & Rossman, 2014). Qualitative research is inductive, rather than deductive as in quantitative research.

Field Test

A field test will be conducted before the start of the Interviews. A field test will be used to evaluate the study's interview questions. Five expert panelists will be asked to review and sample the interview questions to ensure the clarity and conciseness of the questions.

Also, to ensure study participants will be able to answer the questions without further explanation. Expert panelists will be asked to verify that the questions meet the qualifications for a qualitative study and if necessary, make suggestions for corrections or changes.

Experts will not answer the questions but will critically evaluate each question to ensure thoroughness of the questions, and to ensure the study participants will be able to respond to the questions with complete understanding. The central aim of the field test will be to certify that the interview questions would generate information that would satisfy the research goals.

Trustworthiness

Trustworthiness in qualitative research refers to rigor and quality and consists of four criteria for judging the soundness of qualitative research such as the factors of trustworthiness credibility, dependability, conformability, transferability (Elo et al., 2014; Guba & Lincoln, 1994).

This research study will involve conducting an aligned study in which the findings will be dependable and confirmed through data and supporting evidence. Based on a comprehensive analysis of the data, the results will be credible.

Qualitative strategies for confirmability will include bias clarification, triangulation, peer-review member checking, and observation. In this study, note-taking, observations, artifacts, and bracketing, will be provided triangulated data. Participants will provide additional confirmability by verifying transcripts for accuracy.

Dependability

Dependability will involve examining the methodology and the product of the research; Dependability will include audio recording interview conversations, creating verbatim transcriptions, and taking accurate and detailed notes.

Findings will be consistent, and other researchers will be able to repeat the study. To further ensure dependability, the study will involve documenting the analyzed data in detail and importing them into NVivo 12.

Credibility

Credibility in qualitative research is defined as the confidence that can be placed in the truth and reliability of the research findings (Holloway & Wheeler, 2002). Credibility answers the question, is the findings in the study true, accurate, and supported by evidence. In this narrative inquiry, collected data, based on the participants' experiences and views and theory are key elements in this study.

Transferability

Transferability refers to the level of the results of the qualitative research which can be transferred to other contexts (Tobin & Begley, 2004). Transferability will be established in this study offering evidence and findings that can apply to other environments, situations, times, and other research participants. The researcher facilitates

the transferability judgment by a potential user through a thick description (Korstjens & Moser, 2018).

Confirmability

Confirmability is the degree of neutrality in the research study's findings. Findings will be based on participants' responses and no potential bias or personal motivations of the researcher will be included. The researcher will bracket personal bias, so the interpretation of the data is not skewed.

To establish confirmability, the researcher will maintain an audit trail, a daily journal that will highlight steps of the data analysis process. An audit trail and journal log will help ensure that the research study's findings accurately portray participants' responses.

The researcher will provide a documented systematic procedure of how the data was assessed and validated throughout the study, to enhance the transferability of this qualitative research study (Clandinin & Connelly, 2000).

Data Collection

This qualitative narrative inquiry study will involve collecting data to explore the perceptions of senior ranking officers on evidence-based policing. The data collection procedures for this study will begin upon approval from the University of Phoenix.

Internal Review Board (IRB). Also, chief executive officers of local police departments who contacted to request permission to interview senior ranking officers in the organization. Research participants will be asked to sign the Permission and Name Agreement (PRN) (see Appendix B) granting permission to invite senior ranking officers

to participate in the research study. An invitation to participate in the study will be emailed to potential participants (see Appendix C).

The interview of law enforcement officers from Northern California will be requested from various agencies in the region. The data collection process will include face-to-face interviews between the participant and the researcher and in the field observations.

The interviews will occur at a convenient time for the participants. Interviews will take place in a private meeting room in the local police office organization and interviews will last between forty-five minutes to one hour.

Before the beginning of the interview, participants will be asked to sign the informed consent agreement (See Appendix A). Interviews will involve participants sharing their in-depth stories on their experiences and views with EBP.

The researcher will reconstruct the stories that will be shared by participants. Qualitative researchers pay attention to participant's narratives and connect them to a broader context. Qualitative research uses an inductive method to explain social phenomena with a description of the analysis of data, including interviews, documents, and artifacts (Clandinin & Connelly, 2000).

In this study, participants will be asked to share experiences and perceptions, and their responses, which will become qualitative data. Semi-formal interviews will consist of open-ended questions as the primary means of data collection to obtain information-rich data and perceptions of the research respondent (see Appendix D).

Open-ended or constructed interviews are suitable for recording data that are richer and more meaningful than data collected in surveys or questionnaires, and

researchers may gain insight into how participants construct reality (Clandinin & Connelly, 2000).

During the face-to-face interviews, the researcher will take field notes as a supplement to the audio recordings. The researcher will transcribe the audio record of the interviews of participants. The member checking will serve to validate accuracy by cross-checking data sets (Patton, 2002).

The researcher will use member checking during the interview by restating and summarizing the participants' responses to ensure understanding, interpretation of data, and accuracy. Additionally, the researcher will share the original interview transcripts with the study participants, so the participants can review the transcripts, make changes as necessary, and approve the content before data analysis begins.

Data Analysis

According to Yin (2009), qualitative research analysis in a narrative inquiry begins by reviewing the research question and by basing the data analysis on the research questions. Participants in this research study will share stories, knowledge, and experiences in their own words (Clandinin & Connelly, 2000).

The data analysis process will involve a detailed analysis of the interview transcripts. Once interviews have been completed participant's interviews will be transcribed. The researcher will share the original interview transcripts with the study participants to allow the participants to review the transcripts, make changes as necessary, and approve the contents before data analysis begins.

The researcher will organize, classify, and code data for analysis. According to Gale, Heath, Cameron, Rashid, and Redwood (2013), the categorization process of

organizing and encrypting data is integral in properly analyzing data. Research coding is a process that requires the reduction of data into meaningful labels to explore, compare, and categorize (Gale et al. 2013).

After the researcher identifies and outlines patterns, themes will be developed through a general interpretation of the data. NVivo12 will be used to assist the researcher in organizing and interpreting the data into thematic representations. Researchers use NVivo12 software to classify, sort, and arrange information from textual interviews (Gale et al. 2013).

The use of Nvivo12 will allow the researcher to consolidate and transform multiple interviews into a comprehensive understanding of each of the interview questions. The study will involve grouping relevant data and coding categories to form the basis for theme development to assist in answering the research questions and reaching a well-developed meaningful conclusion (Gale et al. 2013).

The researcher will organize and code data. After the researcher identifies and outlines patterns, themes will be developed through a general interpretation of the data. NVivo12 will be suitable for organizing and interpreting the data into thematic representations.

Summary

The purpose of this qualitative narrative study will be to explore senior ranking law enforcement officers' perceptions of the effectiveness of EBP in an environment of increasing police fatalities. The qualitative method and narrative inquiry design will be the most appropriate to gain the detailed and rich information required to meet the study objectives.

Participants will be recruited using purposeful sampling, knowledge, and experience of the research participant. Interviews will take place via face-to-face meetings or electronic media methods in some Northern California law enforcement organizations.

Before the data collection process begins, research participants will be asked to sign the informed consent form. Data will be collected during face to face interviews. Participants will answer semi-structured and telephone interviews, which is the standard method for data collection for narrative inquiry (Clandinin & Connelly, 2000).

Chapter 4

Analysis and Results

The purpose of this qualitative study was to discover the perceptions of EBP practices by senior law enforcement executives in decision-making, the application of research data to formulate organizational policies, and identification of training needs within the organization.

Also, the purpose of the study was to determine from senior law enforcement executives their perceptions on the effectiveness of EBP practices, police practices, and training in a social environment of increasing law enforcement related injuries, and fatalities. This chapter includes the data analysis and results of the research study, research questions, data collection methods, demographics, data analysis, results, and summary.

The research questions used to direct this research study were: (1) how do senior ranking law enforcement executives perceive the challenges and barriers working with EBP with the increase in violence in our communities, and (2) how does EBP influence decision-making, formulation of organizational policies, which influence police safety as related to police-community service?

The design of this narrative qualitative case study involved collecting and analyzing ten open-ended questions using a semi-structured interview response from sixteen selected current and former law enforcement senior managers in law enforcement in the Northern California region.

The triangulation of research data was accomplished through the analysis of three sources of information, individual responses to open-ended questions, semi-structured

interviews, and analysis of the information by research participants after listening to audio recordings or each interview, which were transcribed into text.

After analyzing the information, the data was entered into NVivo 12 software to identify emerging trends, patterns, and themes. Nodes of the trends, patterns, and themes were created for coding of the data, and matrix coding was utilized for the comparison and analysis of the information.

In understanding the perceptions of senior law enforcement leaders, concepts related to leadership, law enforcement experiences, police behaviors, as well as communication methods were identified and examined.

Also, perceptions of senior law enforcement leaders formed by formal education and specialized senior leadership training, such as Police Officers' Standards and Training (P.O.S.T) Command College, and the Police Executive Research Forum (PERF), Senior Management Institute Program.

During the research analysis, it became evident the value and relationship senior law enforcement officials placed on higher education in making sound policy decisions, specialized educational training, the professionalism of policing, in relationship to the perceptions and attitudes of EBP. Also, understanding the role of law enforcement organizations in society and obligation to the people they serve.

Research Questions

The research questions were included in the interview questions conducted with 16 selected senior law enforcement leaders. The focus group interview and each open-ended research individual participant interviews took approximately 60 minutes.

Interviews were conducted using the Zoom video conferencing platform. The open-ended

interview questions offered the opportunity for research perceptions to offer feedback about EBP, the influence in identification in policy-making, and identification of training needs within law enforcement organizations. Also, the perceptions of barriers and receptivity to EBP and how EBP influences decision-making. The questions that guided the study were:

RQ1: How do senior ranking law enforcement officers in Northern California perceive the challenges and barriers working with EBP with the increase in police-related violence and offering service to police-community?

RQ2: How does EBP influence decision-making, formulation of organizational policies, which influence police safety as related to community violence?

Data Collection

Before the solicitation of research participants, an email (see Appendix B) was sent out by electronic mail inviting random former and current senior law enforcement leaders in the Northern California region. The use of Premises, Recruitment, and Name (PRN) was not required as all interviews were conducted electronically via Zoom.

An in-person recruitment announcement was sent by electronic email. After interested research participant expressed their interest in participating in the study, the informed consent (Appendix C) was distributed electronically by electronic messaging.

Upon receiving the signed informed consent, electronic messaging offered interested participant's alternative schedules, which best accommodated the research participants' work schedule. By allowing a flexible interview schedule, allowed the researcher to ensure there was enough time to conduct the interviews and to ask

clarifying questions. All research interviews were visually, and audio recorded using Zoom with the research participant's consent.

The interview process took approximately five weeks to complete from the time of the research announcement, identification of volunteer participants, to completion of interview transcripts.

Demographics

The sample size of this research study was sixteen current and former senior law enforcement officers with a minimum of fifteen years of experience serving in leadership positions in law enforcement organizations with experience in directing others.

Some of the participants have retired from active law enforcement service, but still consult in the public sector sharing their knowledge of law enforcement policies, and procedures.

All research participants have an advanced college education, prior experience in law enforcement service as senior leaders, writing department policies, and implementing law enforcement policies, such as training guidelines, and response major crimes.

Major crimes are defined as investigating crimes against police officers, and experience investigating officer-involved shootings. In this research study participants willingly shared their experiences of managing risk liability in law enforcement organizations, their perceptions of EBP, and the relevancy of evidence-based policing to help create safe neighborhoods and reduce the level of violent crime.

The first two interview questions were to understand the participant's experience in leading members in their law enforcement organization, and their years of service in policing. The research participants involved in the study had to meet the requirements of

the study of being between the age of 45-73 years of age, more than fifteen years senior command level experience, directly supervising law enforcement officers, and the ability to influence departmental policy.

Before conducting authorized semi-structured interviews and with the individual consent of interview participants, the researcher held a focus group consisting of 5 of the twelve participants to validate the research questions. The focus group was held in a virtual environment (Zoom), where there was visual and audio capability.

The focus group participants each had twenty-five to forty years of law enforcement senior supervisory experience in leading members of their organization, formulating written policy, and developing law enforcement training guidelines.

The focus group discussion was recorded and later transcribed. The focus group consisted of 2 male whites, 2 male Hispanics, and 1 African American. All members of the focus group met the minimum age requirements and experience desired in the study.

The additional participants in the study consisted of 4 Hispanic males, 1 African American male, 4 male whites, 1 Asian male, and 1 female white.

All members of the focus group and participants in individual interviews were informed the purpose of the study was to determine the perceptions of senior leaders in law enforcement organizations about EBP.

Also, the focus group focused on the relationship between applying evidence-based practices and external academic research in formulation departmental policies, and training. The focus group discussed the relationship between advanced education, professionalism in law enforcement, and law use force, which may result in police-related violence.

Police related violence was defined as any criminal actions taken by a citizen against a police officer, or lawful law enforcement by a police officer in the performance of their duties, which results in injuries.

Participant (P) 1 and 2 of the focus group were former Chief executives of their respective law enforcement organizations and P 3-5 served as senior leaders. Each research participant was selected based on their experience in leading complex police operations, supervising personnel, and influencing policy-making within their organization.

Of the participants in the individual interviews, 7 were former are current chief executives of law enforcement organizations with the remaining having served as executives responsible for and direct oversight of law enforcement personnel. The sizes of the law enforcement organizations the research participants managed ranged from 500-10,000 sworn and non-sworn staff.

Table 1

Focus Group Participant Demographics

Participants	Age	Gender	Years of Experience in Policing
P1	over 55	M	over 30 years
P2	over 55	M	over 30 years
P3	over 55	M	over 32 years
P4	over 55	M	over 25 years
P5	over 55	M	over 25 years

The development of this study found that all participants involved in the research study had experience and knowledge about research, the writing of department policies, procedures, direct oversight of personnel, and decision-making in law enforcement environments.

Two members of the focus group have worked with the government and the California State Legislature in developing training protocols for the implementation of training mandates. All members of the focus group have higher education with ranging from a Bachelor of Science Degree (BA) to a Master of Science (MS).

Table 2

Individual Participant Demographics

Participants	Age	Gender	Years of Experience in Policing
P1	over 55	M	32 years
P2	over 60	M	38 years
P3	over 55	M	30 years
P4	over 55	M	30 years
P5	over 55	M	34 years
P6	over 65	M	45 years
P7	over 55	M	25 years
P8	over 55	M	50 years
P9	over 45	M	25 years
P10	over 50	M	30 years
P11	over 60	F	45 years

Data Analysis

The semi-structure interviews offered the opportunity to capture information from the open-ended questions to analyze for this research study. Ten case nodes were created with a collection of the open-ended question presented in the semi-structured interview responses.

The queries of the research data were run in NVivo 12 data analysis software. Open coding and matrix coding queries were utilized to analyze the nodes for comparison of the theme of background, perceptions of evidence-based policing, the resources available to apply evidence-based policing in law enforcement organizations to create policy and to identify training needs.

Also, a comparison of the skepticism and lack of trust in law enforcement organizations in using external research, the common value of using EBP, and the resistance among law enforcement members.

The matrix coding supported the validity of the research data collection process and helped to offer a complete and comprehensive understanding of the research participants' knowledge, skills, experiences, and perceptions of evidence-based policing.

Also, how they applied the principles of evidence-based policing in their law enforcement organization. NVivo coding enabled the researcher to identify patterns and themes. The creation of a word cloud allowed the researcher to visualize the commonalities of the participant responses to further assess the data.

Results

The semi-structure interview of the research participants was based on a scripted interview protocol. After the analysis of the data, four critical themes emerged. The themes are consistent throughout the interviews. The relevant themes are in Table 3.

Table 3

Resultant Themes

Number	Theme
1	There needs to be further education, leadership training of command staff, and members of law enforcement organizations on the principles of evidence-based policing.
	<i>Resultant Sub-Theme 1</i> There is a relationship between the level of education, advanced law enforcement training a law enforcement officer has, and how the law enforcement officer performs their duty.
	<i>Resultant Sub-Theme 2</i> There must be proper executive leadership and accountability by all members of a law enforcement organization to make changes that are required to gain the trust of local community members.
2	There are limited resources available to smaller law enforcement organizations to implement the principles of evidence-based policing to collect research data, to guide policy, and identify training needs.
3	There is skepticism by some law enforcement leaders and lack of trust in using external researchers and their information because of the perceived hidden agendas by researchers which are sometimes critical of law enforcement.
4	There is resistance to evidence-based policing by members of law enforcement organizations because of historical culture and the influence of societal changes.

Theme 1: The Need for Further Education and Leadership

All participants of the research study based on their existing knowledge and work experiences showed confidence, understanding, of the benefits of evidence-based policing. Those individuals were interviewed unilaterally agreed that EBP is using existing evidence, research data, observations, and experiences to establish organizational policy and identify training needs.

Participants discussed EBP is not always about conducting research that may be found in academic studies but applying evidence of past practices, historical experiences in the organization that can be incorporated into establishing supervisory guidelines.

Also, EBP offers valuable insights in identifying society trends that may influence policies, supporting evidence to develop law enforcement procedures and discover training needs within the organization.

Law enforcement policies are not always driven by data. The participants in the research study shared law enforcement organizations are driven by State mandates and the changes in societal norms.

New policies, procedures, and organizational change are also influenced by inappropriate actions by law enforcement officers, and lack of leadership. The benefit of applying EBP is that it allows leaders within law enforcement organizations to reflect more thoroughly on what they are doing.

The interviewed participants believe strongly that new leadership is required of not only the executive teams but throughout the organization to the line officer on how to use evidence-based policing. Education and training of all members should begin at the

entry-level of policing where law enforcement members can become enculturated to the value of EBP and best practices in policing.

Participant 2 revealed:

EBP is not always about the information you may find in research studies, but it is the foundation of policing of gathering evidence to use and incorporate into our practice of proper supervision and policy training.

Participant 3 reflected:

Over the last 100 years, law enforcement has changed. It has become more professionalized out of necessity with increased education, but law enforcement has lost the ability to tactically communicate. Law enforcement organizations are now forced to show evidence of justifying police actions.

Participant 5 discussed:

EBP gives you a foundation of understanding of what you can do better. Evidence-based policing offers options that the organization can explore and helps to eliminate our insular instinct.

Participant 6 stated:

We do not need to wait for a crisis. I think organizations themselves need to start talking and communicating with researchers and explore evidence-based practices. In turn, researchers must also reach out to law enforcement organizations to express what the value of research is and how it relates to effective policing.

Participant 8 revealed:

EBP is based not on opinion, but facts or data processes and we develop our training based on every evidence-based practice.

Participant 10 revealed:

Evidence-based policing is using statistical information to analyze trends and strategically synthesizing the data to determine what the information means. Also, how can we apply the information to solve community problems? EBP is the root of Problem-Oriented Policing, which allows leaders to scan, analyze, respond, and assess how law enforcement problem solves.

Participant 11 stated:

EBP is not just about the evidence that an organization develops, but leadership understanding of the impacts and influence of the evidence and decision-making has on the community.

Theme 2: Limited EBP Resources Available

According to research participants, the value of evidence-based policing is indisputable for large law enforcement organizations and for those who possess the resources to conduct research and to integrate best practices into policy. Because of costs, there are limited resources available to smaller law enforcement agencies.

Participants discussed that the DNA of law enforcement has changed since the beginning of the 20th Century. Participants indicated what local and state governments are concerned about is how law enforcement can deescalate hostilities that exist in communities.

According to research participants, technology has improved as well as the safety equipment that officers use in enforcing laws, but with technology, new problems such as the use of less than lethal munitions now exist.

With the advancement in new police weaponry such as less than lethal munitions, reported incidents unlawful force with citizens and injuries increased because of their application. Some organizations have attempted to professionalize their law enforcement personnel by requiring minimum education standards, such as requiring some college education or advanced professionalized training to achieve a higher ranking.

The research participants discussed with increased education, and training, law enforcement officers are more inclined to be adept at decision-making, such as the application of the use of lethal and less than lethal force.

Law enforcement organizations that are smaller in size and who do not have minimum college education standards may not possess the skills training or education to conduct research that could improve decision-making.

Participants interviewed discussed procedural justice, which is the fairness, transparency, and equity of decision-making. The research participants discussed the more experience, education, and training a police officer has, the better decisions they will make when the application of the use of force is necessary.

In making research data available to police officers, a national repository of research data, and case studies should be made available to law enforcement organizations equitably.

Without access to research, not all law enforcement organizations may be able to learn from prior research studies to implement effective policies and identify training needs.

Participant 3 revealed:

The value of EBP is relative to procedural justice training, where police officers learn from prior experience or evidence of any police actions or tactics, which may decrease inappropriate actions in the field, whether an officer is attacked or whether the police officer uses escalated force.

Law enforcement organizations must reflect if they are a profession or a craft?

The participants discussed law enforcement becomes more professionalized with increased education.

Participant 3 also stated:

We are witnessing a change in policing from a craft to a profession with professionalized training and experiences. In law enforcement, there is a leadership vacuum to do what is necessary to change.

We have not done a good job of teaching law enforcement leaders to ensure they understand the pieces that are amenable to data and validated research. There is a lack of understanding of research processes.

Participant 3 also revealed:

There is not a national or State repository for warehousing research information so that law enforcement leaders have access to the data.

Participant 4 stated:

State legislatures and leaders in communities are asking where is the evidence that shows what police are doing and why? They are asking law enforcement organizations to reflect more thoroughly on what they are doing and to become more transparent.

Participant 5 articulated:

Law enforcement leaders, especially those in smaller organizations could benefit from research to avoid making the same mistakes.

Participant 5 stated:

Law enforcement leaders and members throughout the organization must become critical thinkers. For law enforcement leaders to be effective, they must develop the leadership skills and the capacity to critically think to manage change. Developing the capacity to critically think helps leaders to become better problem-solvers and accomplish the goals, which align with community needs.

Academic researchers can play a collaborative role in teaching law enforcement leaders the skills to evaluate research and the ability to make proper interpretations. This will bring credibility to law enforcement organizations and will help them to become more transparent in how they provide service to communities.

Theme 3: Skepticism in Using External Research and the Information

The research participants agreed that there are cultural changes that need to occur in law enforcement organizations to promote transparency, enhanced communication, and to improve relationships between law enforcement leaders, and members of the community.

Law enforcement organizations are rich in traditions and customs, where historically they have not allowed external groups into their inner sanctum. As a result, barriers to communication occur, and misperceptions of communities are formed about how law enforcement perform their duties.

Law enforcement officers are generally resistive to change unless it is a State or Federal mandate. In many police organizations, leaders find themselves being reactive to social or environmental changes instead of preemptively managing change based on trends or community events.

One resistance to change is in law enforcement's reluctance to integrate academic research studies into the organization or solicit research studies to improve organizational efficiency.

Some of these reasons include a lack of resources to process information or trust in researchers that they will portray an accurate account of what law enforcement organizations do and their motives.

One research study participant indicated that they had solicited a researcher to conduct a time study in his organization to promote higher efficiency among the officers and to manage costs.

The initial scope of the study was made very clear and was agreed upon by the researcher. By the time the study was completed, because of external political influence, the study did not resemble what the researchers had been commissioned to do creating an environment of mistrust.

Other factors which create barriers and the unwillingness of law enforcement leaders to embrace external research is because law enforcement officers have not been trained in the value of evidence-based policing or adept at managing change.

Participant 1 stated:

Law enforcement organizations are expected to facilitate change, but they are trapped by the polarization of what research to conduct and societal demands. There is a

leadership vacuum within some organizations and a belief that researchers are not looking out for law enforcement's best interests therefore, creating a mistrust factor.

Participant 2 stated:

Researchers have not done a good enough job of understanding law enforcement organizations and use organizations as guinea pigs, which causes a breakdown in partnership. The result is mistrust between academicians and law enforcement leaders.

The feeling among some law enforcement officials is, researchers collect the data, move in, move out, and present their data. Law enforcement is generally feeling what did we get out of it and how did the research benefit the organization? Also, what will be the perceptions of community and how will the organization adapt to any change?

Participant 3 reflected:

The question about EBP is have we trained law enforcement leaders on how to use it and do we see law enforcement as a profession or a craft? The resistance that occurs within law enforcement organizations is the inability to look at research and ask how the research might apply to the law enforcement profession.

Also, not all law enforcement leaders know how to analyze research data and use the information to its fullest advantage. Leadership and support of advanced education are necessary if we are going to change the culture in law enforcement.

We need strong leadership tools to develop skills and counter-arguments. As leaders, we have not done a good enough job of teaching law enforcement officers the pieces of research that are amenable to data and research.

Law enforcement personnel are becoming more educated with advanced degrees, but we ignore the good work that is being done by researchers.

P-3 also mentioned:

Because of the trust factor, we are reluctant to embrace research and we make the mistake of not understanding the politics, the social priorities that can influence us in our decision-making.

We have not yet developed an understanding of what is available in using research and why should research be done? We should be discussing how we help law enforcement organizations to develop the capacity to evaluate EBP.

Participant 5 revealed:

EBP practices is a good place to start and is a useful tool in analyzing and evaluating what law enforcement does, but it is a skill law enforcement officers need to learn. The concepts of EBP need to be discussed in the academy.

The difficulty is that law enforcement organizations by their nature are very insular and are historically so, which creates mistrust with others outside the organization.

Participant 9 stated:

There are advantages that small to medium-sized organizations have, which is bridging the gap of communication. Technology allows law enforcement leaders to put information out information more effectively.

There are distinctions between the generations, and those who are in their 20's-30's are more inclined to be receptive to change and to embrace research studies.

Theme 4: The Resistance to Evidence-Based Policing

There was quality discussion among those interviewed of the causal factors or resistance both overtly and subtly among law members to EBP. The participants interviewed indicate resistance generally falls among generational lines and those members of law enforcement organizations between the ages of twenty-one to thirty are more inclined to support change and EBP.

All members in the panel discussion and individual interviews by consensus agreed that law enforcement organizations are generally insular and historically have been a closed group. Insular tendencies create barriers between the law enforcement group and the community.

Resistance was described as both overt and subtle. Overt resistance is the line officer simply refusing to do the work and subtle resistance as police officers simply going through the motions, work slowdown, or expressed disgruntlement.

There was further discussion about how policy decisions are made and how the influences of politics and community dictate how law enforcement organizations respond to crises causing law enforcement officers to be reactive. In describing resistance, Participant 1 discussed:

They just do not do the work. You ask for certain actions, reports, certain follow-up, but it simply does not exist, and leadership lets it pass.

Participant 2 reflected:

The amount of resistance a police officer demonstrates is probably like anyone else when change occurs. The police officer wants to see the value of EBP and the benefit of change. To some extent, law enforcement leaders must sell whatever the

change is by communicating what evidence exists before taking the steps of creating new policies and putting them into place.

Participant 3 stated:

There are always going to be resisters. There are going to be officers who listen and willingly submit to change and those who unless they see the benefit is going to resist. The key to overcoming resistance to EBP in law enforcement organization is communicating the positives by creating stakeholders and offering meaningful communication.

Also, if police officers are informed of why change is needed and there is a demonstration of the success of research data that benefits the law enforcement officer in how they do their job, there tends to be a more favorable response and commitment.

Participant 4 stated:

The culture of law enforcement is we know our business, we know what we are doing, and we are less inclined to seek external research because we know it better than anyone else.

Participant 6 reflected:

To overcome resistance, there needs to be greater accountability throughout the organization and individuals need to be held personally accountable for their actions to develop trust and transparency with external stakeholders. Unless you can clarify the reason for the change, the higher the resistance will be.

Participant 7 discussed:

When you hold people accountable, you get good results. As a leader, if you cannot do that, then there is going to be resistance. The amount of resistance a police

officer gives is generally rooted in their lack of participation in decision-making, and lack of volunteering to become engaged in projects.

Participant 10 stated:

The biggest cause of resistance is culturally based and the perception of how police officers see their job. Some law enforcement officers' persona is developed by what they see on television about fighting crime and arresting people. When a leader attempts to change the individual persona, there is push back.

Sub-theme 1: Relationship of Training and Education

The research participants were asked to discuss the relationship between effective police policy, police-related violence an officer may be involved in, advanced education, and training.

Participant 1 stated:

There is a relationship between police-related violence, ineffective organization policies, and the level of force the officer may use.

Participant 2 described:

Law enforcement organizations do miss the signs of what is occurring around the nation regarding policing and they do not learn from the mistake of others. As law enforcement organizations, we can learn from each other and the many case studies, police abuses, and misuse of police power. The more education a police officer has, the better the officer will perform in dealing with the public and in processing decision-making.

Participant 4 stated:

If and a police incident is predictable, it is preventable. Discussion with members of the organization, thinking progressively, or even thinking outside the box to use evidence-based policing as a mechanism to develop strategies that law enforcement is being faced with today.

Participant 5 discussed:

Law enforcement needs to hire people reflective of their communities and who possess life experiences. The select hiring of personnel who best fit the organization and needs of the community is very important to the success of an organization.

To make policing safer in the United States, the more we integrate EBP research, will promote greater understanding between law enforcement organizations and communities and will serve to improve relationships.

Participant 7 stated:

If you want a professional community of law enforcement officers, as a leader you must support advanced education and continual training. Advanced education is going to be a vital role in personnel development and the key to succession planning for future leadership of the law enforcement organization.

Participant 8 reflected:

It is through evidence-based studies, we know that if law enforcement officers are trained correctly on how to de-escalate a situation, they can be more mindful when initiating public contacts and this can potentially reduce a hostile situation. Law enforcement organizations must develop the soft skills of communication.

Participant 8 later stated:

Use common sense, good training from people who are experienced. Our training philosophy is that our officers think evidenced-based practices are important. Society has changed the perception of law enforcement and law enforcement organizations should adapt to societal changes. It begins with the proper recruitment and hiring of people best suited to becoming police officers.

Participant 9 stated:

Research data and the experience of the organization must drive policy. The obligation law enforcement has is to demystify policing.

Participant 9 also discussed:

Law enforcement officers with a higher level of education are less inclined to engage in a higher level of force because of their ability to reason and de-escalate hostile situations. It is the ability to communicate and reason to solve complex problems that reduce confrontations. The benefit of experiences is the ability to work through problems more efficiently.

Sub-theme 2: Leadership and Accountability

Participants in the research study were asked about the relevance of evidence-based policing and education in making sweeping changes in law enforcement organizations. The participants discussed to gain public confidence organizational leadership and accountability is required.

Participant 3 stated:

There must be greater consistency in leadership, and consistency in holding all members of an organization accountable. All members of an organization must speak up when there is wrongdoing and take the appropriate action.

Participant 6 described:

When you look at the disproportionate number of people of color incarcerated, we are the people who are putting them there. We are agents of society and we must use evidence to be a voice in our communities to better manage societal changes.

Participant 6 stated:

With proper leadership, evidence-based policing gives you a foundation to understand what you can do better and why? EBP opens the viewfinder to answer the questions the organization may seek to solve problems and to become less insular.

Our lessons are that we do not pay attention to our necessities in the future or effectively manage social change. We just deal reactionary to the moment. We do not need to wait for a crisis; law enforcement leaders must start to talk to researchers who may have something of value for law enforcement.

Summary

The synthesis of personal interviews with current and former chief executives in law enforcement organizations offered tremendous insights into evidence-based policing, the barriers, and willingness to use academic research.

The research participants in the study discussed the resistance to use evidence-based policing, and the historic culture of insulation of extending themselves externally, which inhibits positive change.

Participants in the study discussed that some leaders of law enforcement organizations are reluctant to use external research data because of previous bad experiences or uncertainty of the outcomes.

The sub-themes identified in the study emerged, that bold leadership is required to speak out, and engage communities in discussion and application of EBP research.

Personal interviews revealed that there is a nexus between advanced education and the decisions of police officers in the execution of force.

The four themes address the need for further education about evidence-based policing in law enforcement organizations and the thought evidence-based policing training should occur in the academy. There needs to be a central national repository that law enforcement officials to call upon to identify policy and training needs.

To overcome the barriers to evidence-based policing in some organizations, bold leadership must emerge to gain trust between law enforcement and academic researchers.

The four themes are as follows:

- 1 There needs to be further education, training of command staff, and members of law enforcement organizations on the principles of EBP.
- 2 There are limited resources available to smaller law enforcement organizations to implement the principles of EBP to collect research data, to guide policy, and identify training needs.
- 3 There is skepticism by law enforcement and lack of trust in using research information by law enforcement executives because of the perceived agendas by researchers who are critical of law enforcement.
- 4 There is resistance to EBP by members of law enforcement because of historical culture and the influence of societal changes.

From the research interviews, two sub-themes were identified. The sub-themes are, a) There is a relationship between the level of education, advanced training a law enforcement officer has and how they perform in the community and b) There must be proper executive leadership and accountability by all members of an organization to

make the changes that law enforcement organizations need to make to gain the trust of local community members.

Chapter 5 provides a summary and discussion of the findings of the study. Also, limitations of the study and recommendations for a future research study that describes the best practices of how law enforcement organizations can use evidence-based policing.

Chapter 5

Conclusions and Recommendations

The purpose of this qualitative narrative case study was to explore and discover the perceptions of senior ranking law enforcement officers about the effectiveness of EBP in an environment of police-related violence resulting in injury, and police-related fatalities.

The qualitative narrative research method and design were used to understand the phenomena of evidence-based policing and to advance the understanding of senior law enforcement officers' experiences, and perceptions have toward EBP in formulating departmental policy and identifying training needs with the organization.

Also, the study design of the study was used to identify the perceptions through the experiences of senior law enforcement officials about the level of resistance to EBP by members of the law enforcement organizations and the causal factors. This chapter includes the research questions, discussion of the findings, limitation, recommendations to the leaders, and active practitioners, for future research, and a concluding summary.

Research Questions

The research questions were included, along with the interview questions for the 16 selected current and former senior law enforcement participants. There were two groups of participants in the study. There was a focus group of 5 former and current law enforcement leaders and 11 selected senior ranking law enforcement officers who participated in the interviews and discussions.

The 10 questions used in the semi-structured open-ended research participant interviews took approximately 60 minutes. All interviews were conducted using a Zoom

conferencing platform. The interview questions were structured to allow the research study participants to express their views of evidence-based policing and to discuss potential barriers that may exist in using evidence-based policing in law enforcement organizations. The following research questions were used in guiding the research study were:

RQ1: How do senior ranking police officers in Northern California perceive the challenges and barriers working with EBP with the increase in police-related violence and law enforcement community service?

RQ2: How does EBP influence decision-making, in the formulation of organizational policies, and training, which influence law enforcement safety as they relate to law enforcement related violence?

Discussion of Findings

The findings in the study helped to fulfill the purpose and understanding of senior law enforcement leaders, their perceptions of evidence-based policing and its internal application in the formulation of department policies, development of community policing strategies, and identification of training best practices.

Also, the findings brought into focus the need for bold leadership skills within all the ranks within law enforcement, the education of all department members about the principles of EBP, and its application to safe policing of communities.

Although the law enforcement profession is inherently risky, interview participants consistently articulated that evidence-based policing is a valuable resource in organizational and community problem-solving. Also, in the formulation of policy, and

for use in implementing the guiding principles of community-oriented policing in neighborhoods.

According to Roh and Oliver (2005), Community-Oriented policing relies on the goodwill and cooperation of law enforcement organizations to work with communities to resolve community problems and to alleviate fear. The mere presence of law enforcement organizations in communities is not enough to alleviate the fear of violent crime.

There needs to involvement by police and the formulation of partnerships to establish innovative strategies toward solving crime (Roh & Oliver, 2005). The participants in this study discussed current law enforcement organizations' need to reemphasize commitment to Community-Oriented policing and measurements of the concerns of citizens to help improve the quality of life of all citizens who they serve.

Of the individuals who were interviewed, there was an overwhelming consensus of the acceptance of evidence-based policing, but admittedly there are barriers, which do exist within law enforcement organizations because of their historical insular culture, resistance to integrate the unknown, which may be generational.

There was an expressed reluctance described by some interviewees to trust someone outside of the law enforcement culture because of previous experiences, and because of the belief, if you have not practiced public safety, no one knows it better than law enforcement leaders.

Participants expressed an understanding of the value of collaboration with academic researchers to discover best practices to take evidence-based data to solve crime problems, and to strengthen relationships with the community.

Although, interviewees consistently agreed that EBP is a valuable tool in law enforcement. By consensus all, agreed that research-based data is under-utilized conceivably because of the size of the organization, the perceived costs of conducting research analysis.

Also, the lack of knowledge about how to apply research information in their organization. Smaller law enforcement agencies do not have the resources for experiments to determine the effectiveness of research. All research participants agreed that additional technological training is needed, but also information should be shared.

Greene (2014) discusses there is a narrowness of mindset and understanding about police research, which focuses on how police deter crime and less emphasis on how policy decisions are made by police. For example, how law enforcement organizations rely on crime analysis data to identify patterns of crime and hotspots where crime occurs.

Law enforcement leaders do not consider how law enforcement officers interact with people, the effects of police intervention, and how to logically intervene in solving community problems (Greene, 2014).

The interviewees discussed many changes are occurring in policing. Law enforcement leaders focus on the intervention and tactical response to a crime but not the behavioral attitudes of community members.

The result of this narrative qualitative research study revealed four critical themes and two-sub themes of significance. The themes identified in the study were: (a) further education of command staff, and member of law enforcement organizations on the principles of EBP, (b) there is a perception of limited resources or central repository for

research information available to law enforcement organizations to implement the principles of EBP, collect research data to guide policy, and identify training needs, (c) there are some skepticism and lack of trust in using research information by some law enforcement leaders because of the perceived agenda of the researcher, (d) in some law enforcement organizations there is resistance to EBP by members of the law enforcement organization because of historical culture and the influence of societal changes.

In addition to the main themes, two sub-themes emerged, the themes were: (a) there is a relationship between the level of education, the advanced law enforcement training a law enforcement officer has, and how the officer performs in the field, (b) there must be proper executive leadership and accountability by all members of a law enforcement organization to make the changes that they need to re-establish themselves with communities.

Conclusion and Themes

Based on the concluding data analysis in the qualitative narrative study, four main themes and two sub-themes emerged, which allowed one to compare, contrast the relevance of the research participant's experience, knowledge, and perceptions. The summary of these themes is as follows:

Theme 1: The Need for Further Education and Leadership

In this study, based on the participation of the interviewees it was discovered there is a direct correlation between the knowledge and experience of all research participants. All members involved in the study demonstrated an understanding and perception of the benefits of EBP.

Interviewees unilaterally agreed that evidence-based policing is the integration of existing research studies, new research, the experience of past practices, or historical experiences in developing departmental policies or identifying training needs. Also, evidence-based policing offers law enforcement organizations an opportunity to identify emerging trends, which are influenced by society trends and community events.

Overwhelmingly, interviewees engaged in the study discussed that there needs to be further education and training of all police personnel about the principles and advantages of evidence-based policing.

One participant discussed that evidence-based training should occur in the police academy to develop a culture of receptiveness to change, and best practices in policing. Participants stated bold leadership, and personal accountability is required to make the necessary changes.

The research participants discussed there are advantages in early intervention of police practices and the challenging of existing policies to prevent from making repeat mistakes. Most participants agreed early intervention and preemptive strategies are necessary to achieve the desired outcomes of effective police policy and managed change in police organizations for the benefit of communities (Martin & Mazerolle, 2016).

Theme 2: Limited EBP Resources Available

During this study, research participants discussed that some law enforcement organizations have limited experiences in evidenced-based policing or the resources to implement crime analysis studies to formulate strategies or responses to crime problems.

Also, the varying education levels of police officers determine the receptiveness to change. Participants discussed some law enforcement organizations require a minimum 2-years of college and others do not.

In many large cities, some law enforcement organizations require college degrees to advance in rank through the organization. Most participants agreed these factors along with the resources a law enforcement agency possesses may influence the ability to adapt to evidence-based policing.

As a result, of limited resources, the varying educational levels, and experience, some law enforcement organizations smaller in size hire police officers who do not possess the skills, training, or education to conduct research that would improve decision-making. Also, there is no national repository or central warehouse of research information that smaller agencies can collect research data to form better policies.

The benefit of a central warehouse of information is the potential to identify training needs or systematic processes of crime interventions. It would be an opportunity for law enforcement organizations to gain new knowledge of policing, better understand the theories of policing, and to make informed crime predictions (Green, 2014).

Because of limited resources, smaller law enforcement agencies may not have the resources or financial ability to invest in evidence-based policing practices such as crime analysis in preemptively responding to challenges facing law enforcement organizations today or to understand societal behaviors.

Participants stated by centralizing law enforcement research and making research more accessible to all law enforcement organizations, there would be greater consistency

in training, experimentation of best law enforcement practices, and strategic planning for responses to community problems.

Participants reflected that evidenced-based policing is an opportunity for law enforcement organizations to re-install the principles of COP, which is to work in partnership with local communities to effectively solve problems through communication and collaboration.

Also, an opportunity to validate best practices through existing research studies, to implement new practices, bridge communication between law enforcement, and members of the community.

Theme 3: Skepticism in Using External Research and Information

Research participants were asked about their perceptions of resistance to evidence-based policing in law enforcement organizations and using academic research studies in their organizations.

Most participants agreed that there are a lot of positives from collecting research data and the key to overcoming resistance is communicating more effectively and creating stakeholders in decision-making in the formulation of departmental policies.

Some participants indicated the genesis of skepticism in embracing external researchers into organizations is the perceived agendas of some researchers who may not know anything about police culture or the motives of researchers. Also, there was a general feeling among participants that the researcher will not accurately portray, an accurate account of what law enforcement organizations do, and they are not looking out for the interests of the organization.

Research participants reflected that other factors of skepticism of working collaboratively with external researchers are that some leaders have not been trained in the value of evidence-based policing, leadership in the organization, and developed internal skills with the organization. Because of the described skepticism, some leaders make the mistake of not understanding the politics, social attitudes, and social priorities that may influence decision-making.

Participants discussed there are some good research studies, such as the application of force available to law enforcement, and many of the participants stated as leaders of their organization, they would integrate research study in considering a policy.

Also, participants noted there are no standards for conducting research or applying research to policing, and some organizations cannot do so because of limited resources, skills, or knowledge.

Theme 4: The Resistance to Evidence-Based Policing

Most research participants described that there is both subtle and overt resistance to EBP in law enforcement as many organizations are insular by culture. Participants agreed that the insular culture that exists in some organizations creates and further exacerbates mistrust among members of law enforcement and communities.

The internal casual factors for resistance are generally generational. Participants discussed that some senior law enforcement officers are resistant to any change in their organization, where younger officers are more inclined to support and experiment with change.

Most participants stated a lack of leadership and accountability throughout the organization is a causal factor of internal resistance. Many participants agreed that

resistance to change in organizations or support of the principles of EBP is rooted in their lack of participation in decision-making or understanding of evidence-based policing.

Also, resistance is based on the misunderstanding of the value of EBP for law enforcement and in solving crime problems. The resistance to evidence-based policing is how some law enforcement officers perceive their job.

Many research participants discussed that culturally, some law enforcement officers view their jobs as responding to reports of crime apprehending suspects accused of committing a crime.

There are going to be some members of the organization who will listen and submit to change, and others who unless they see the personal benefit is going to resist. Participants stated the individual persona of law enforcement officers is developed by what is told to them or what they see on television, and as a result, biases develop.

Participants stated the culture of policing is constantly changing to meet the needs of the individual communities as all are different. Leadership must understand the progressive nature of policing and the value of evidence-based practices.

If leadership can help members of an organization understand these principles, resistance is minimized. To manage change more efficiently there needs to be greater accountability and further education of all members of a law enforcement organization.

Participants reflected a culture of collaboration must be developed with community leaders and labor organizations who represent law enforcement officers to help law enforcement officers understand what may be in their best interest or in the interest of the community they serve.

Sub-theme 1: Relationship of Training and Education

The research participants added that there is a direct correlation between the level of higher education law enforcement receives throughout their careers and improved decision-making.

One research interviewee suggested that law enforcement officers who possess higher education and training are more than likely to defuse an escalating encounter with a citizen before resulting in the application of a level of force. EBP serves as an opportunity to improve decision-making and judgment an officer uses by applying prior case studies.

Participants discussed that some law enforcement agencies miss the sign of what is occurring around the nation about policing and they do not learn. With EBP, there is an opportunity for law enforcement leaders to learn from each other.

Also, in implementing change, there must be greater consistency in education and training, which will allow law enforcement officers to systematically work through problems more effectively.

Many participants agreed that to reduce the level of police-related violence and make the United States a safe place, law enforcement should work collaboratively to reduce the necessity for officers to have to use force.

The more education an officer receives, and integrated exploration of research will be an improvement. Participants discussed that education and training are important, but law enforcement officers must have the ability to self-reflect so they can learn from their mistakes.

Participants stated that the application of sound judgment in policing, the application of common sense among law enforcement officers begins with good hiring practices by the organization. By beginning teaching the principles of EBP in the recruit academy, will improve knowledge of the value or research and learning from previous case studies.

Through education, training, and greater transparency early in a law enforcement officer's career, they can improve the understanding of different cultures to improve the relationship with their community. As a result, law enforcement officers will become better problem solvers and more responsive to their communities. This will help to demystify how policing is done.

Sub-theme 2: Leadership and Accountability

Participants in the study all agreed that there needs to be greater personal accountability in some law enforcement organizations and leadership to make the changes that are necessary to meet the challenges of societal changes. Participants agreed that leaders must develop mechanisms of receiving feedback from law enforcement officers what works and how policing works in the field.

Line officers in the field are in a better position to see the changes that are needed in the community. Participants discussed that some law enforcement leaders do not pay attention to the indicators of change and are less likely to make a change unless a crisis occurs.

Participants stated that having an open dialogue between law enforcement officers and the community will better prepare law enforcement organizations to meet the challenges that are facing law enforcement today. Also, through effective communication

cultural shifts will occur where law enforcement organizations become less insular in the formulation of policy and identification of training needs.

Participants discussed an example is the escalation and de-escalation of use of force, and the soft skills of communication to reduce hostile confrontations with citizens. Greene (2014) discusses that earlier intervention with law enforcement recruit officers and understanding how they socialize is important to dispel myths of policing and understanding their behaviors, which can later lead to inappropriate conduct.

Limitations of the Study

There were several limitations of the study's design and results that were observed. All participants in the study were limited to past and current senior law enforcement leaders with experience in direct oversight of the formulation of departmental policy.

One of the objectives of the study was to explore the perceptions of the leaders as to their experiences with evidence-based policing, but the results are limited to the field of senior law enforcement leaders. According to the design of the study, there were no interviews of supervisors or line officers to explore existing culture and perceptions of evidence-based policing.

The senior leaders chosen for the study were limited to the Northern California region. Another limitation of the study was the failure to expand the diversity, age, and gender of research participants, which could have further varied the results of the study.

Recommendations to Leaders and Practitioners

There are many challenges facing law enforcement in developing policing strategies and their relationship with local communities. To meet these challenges, law

enforcement leaders must continue to professionalize themselves and members of their organization by supporting opportunities for advanced education, experimentation of new policies from the learned experiences of other organizations by applying EBP (Pepper, Rogers, & Martin, 2020).

By supporting and encouraging advanced education will allow law enforcement to take a more systematic approach to problem-solve from a more global perspective. This also means developing new evidence-based policing learning programs to promote understanding and the skills to interpret research information (Cherney, Antrobus, Bennett, Murphy, & Newman, 2019).

The introduction and training should originate in the basic law enforcement academy to enculturate evidence-based policing into the policing profession. Also, offer advanced education in the development of leadership skills within law enforcement organizations to better manage and adapt to change. The training should be available to all members of the law enforcement organization.

In the law enforcement profession, leaders should continue to explore opportunities to expand their knowledge and opportunities for developmental growth by collaborating with academic researchers to explore innovative solutions to community problems.

Research information should be readily available to all members of law enforcement organizations to nurture professionalism, individual growth, through reflection. By further professionalizing and implementing cultural shifts in law enforcement organizations can minimize public resistance and bring legitimacy to policing (Potts, 2017). (Appendix D).

To accomplish this goal, there should be a central repository for storing and making readily available research information for law enforcement use. By having a central warehouse of information, this would permit agencies who lack the internal resources to access information, experiment and implement changes.

The following recommendations came from the results of the four themes and two sub-themes, as displayed in Appendix D.

Recommendations for Future Research

According to the findings discovered during the research, there are recommendations for future research studies. One recommendation is to conduct further research at the line officer, supervisory, mid-manager levels about the attitudes and their perceptions about using EBP.

Also, a study to measure their attitudes about embracing research information, and the cultural barriers that exist. Another study that would be useful in understanding if there is a distinction between the attitudes of smaller and larger sized law enforcement organizations about the adoption of EBP. Also, how information can be shared from the lessons learned in policing.

Future studies that would be beneficial is the understanding if higher education does influence better performance among individual police officers and if law enforcement officers are more inclined to deescalate verbal confrontations with citizens. Also, if there are distinctions between the experience, gender, and age of the officer in the de-escalation in the use of force.

Summary

The purpose of this qualitative narrative study methodology was to discover the perceptions and senior ranking law enforcement officers about the effectiveness of evidence-based policing in a social environment of increasing police-related violence resulting in injury or fatalities.

One of the objectives was to advance the knowledge of EBP and understand the perception of resistance about EBP to discover the root causes. The methodology of the research study was appropriate because the method allowed the researcher to understand the real-life experiences of the research participants and their insights into implementing departmental policy, and identification of training needs.

The research study identified four crucial themes throughout the interview process. The four crucial themes were: (a) there needs to be further education, leadership training of command staff, and members of law enforcement organizations on the principles of EBP, (b) there are limited resources available to smaller law enforcement organizations to implement the principles of EBP to collect research data, to guide policy, and identify training needs, (c) there is skepticism and lack of trust in using research information by law enforcement executives because of the perceived agendas by the researcher who is critical of law enforcement, (d) there is resistance to EBP by some members of law enforcement organizations because of historical culture, and the influence of societal changes.

During the data analysis, two sub-themes emerged from theme 1. The two sub-themes were (a) there is a relationship between the level of education, advance law enforcement training a law enforcement officer has, and how the law enforcement officer

performs their duty, (b) there must be proper executive leadership and accountability by all members of a law enforcement organization to make changes that are required to gain the trust of local community members.

The two sub-themes were organized according to their importance and align with research questions one and two. In the research study, the participants discussed their perceptions of EBP. The cultural challenges, barriers of working with EBP with the increase of police-related violence, and influences of societal changes.

Also, in the analysis of data, the research participants offered insights into the influences of EBP in relationship to research formulation of organizational policies, which influence police safety as related to community violence.

The findings of this research study indicate barriers to the existing receptiveness of EBP in some law enforcement organizations. Although all research participants agreed that EBP, research data, and experimentation is a useful tool in the formulation and identification of training needs, cultural barriers exist.

Also, resistance among law enforcement officers may cross generational lines. In this review, the findings indicate limitations may exist among law enforcement agencies because of their size, the lack of resources, or a central repository or warehouse of information that is available.

The challenges facing law enforcement leaders and the need for further research studies is the acceptance of embedded researchers in law enforcement organizations by line officers and the understanding of research methodologies for regulating law enforcement policies, and tactics. The benefit of further research will promote understanding and will help law enforcement agencies to become learning organizations.

Additional information supporting the need for future research is there are existing studies that the factors of health interventions by law enforcement organizations and the criminal justice system, but limited studies that explore the benefit of standardized policies and defusing police tactics. For change to occur existing culture barriers in law enforcement organizations and among law enforcement leaders must come down.

Additional information and findings in this study include the need for leadership, education about EBP, development of skills, and knowledge of how to implement research findings. The findings of this research are the significance of higher education and the perceived relationship to law enforcement performance.

Participants in the study overwhelmingly stressed the value of advanced education in improved decision-making, judgment, and de-escalation of force. The soft skills of communication play a significant role in how law enforcement officers deliver service and avoid confrontation. The principles of EBP need to be globally practiced changing the perceptions of communities in an ever-changing social environment.

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Appendix A

Alignment of Interview Questions to Research Questions

Research Questions	Interview Questions
How do senior ranking law enforcement officers in Northern California perceive the challenges and barriers working in EBP with the increase in police-related violence and law enforcement community service?	<p>What are your perceptions of EBP in law enforcement organizations.</p> <p>Describe and discuss the relationship between police-related violence that an officer may be involved in and effective policies and law enforcement training in law enforcement organizations.</p> <p>Can you describe the level of resistance to EBP in your law enforcement organization?</p> <p>In your former organization, describe the receptivity of EBP by the members of your law enforcement organization. Discuss the barriers.</p>
How does EBP influence decision-making, the formulation of organizational policies and training, which influences law enforcement safety as they relate to law enforcement related violence?	<p>Describe from your experience how EBP is a useful tool in law enforcement in identifying organizational training needs?</p> <p>As a senior leader in your law enforcement organization, describe how you use EBP in decision-making and the formulation of departmental policies.</p> <p>How does your organization use EBP to identify changes in departmental policy and identify training in your organization?</p>

Appendix B
Premises, Recruitment and Name (PRN) Use Permission



Please complete the following by check marking any permissions listed here that you approve, and please provide your signature, title, date, and organizational information below. If you have any questions or concerns about this research study, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

I hereby authorize Steven Campas, Jr., a researcher from University of Phoenix, to use the premises (facility identified above and address below) to conduct a study entitled Senior Ranking Police Officers Perceptions of Evidence based policing and police fatalities

I hereby authorize Steven Campas, Jr., a researcher from University of Phoenix, to recruit subjects for participation in a study entitled Senior Ranking Police Officers Perceptions of Evidence based policing and Police Fatalities

I hereby authorize Steven Campas, Jr., a researcher from University of Phoenix, to use the name of the facility, organization, university, institution, or association identified above when publishing results from the study entitled Senior Ranking Police Officers Perceptions of Evidence based policing and Police Fatalities

Signature _____xxxxx_____ Date _____

Appendix C
Invitation to Participants



Hello,

My name is Steven Campas, Jr. and, I am conducting a research study entitled: Senior Ranking Police Officers Perception of Evidence-based policing and Police Fatalities: A Narrative Inquiry. This will be accomplished by conducting open-ended semi-structured interviews with senior ranking police officers to understand how Senior Ranking Police Officers experience evidence-based policing in the teaching positing.

I would like to invite you to volunteer to participate in this study. If you agree, please download the Informed Consent Form, attached to this email, complete it, and email it to me. Once accepted as a participant, additional information about the study and the specific directions for participation will be given to you. You will be asked to respond to ten open-ended questions. Your responses will be analyzed and will include in my dissertation.

No names or student identifiers will be will include in the study. To avoid any breach of privacy, I ask that you do not include your name, school district, or email address on the questionnaire. I promise to maintain confidentiality as will be described in an informed consent agreement you will be asked to sign. You may consent or decline this invitation. You may choose to withdraw at any time. There are no additional activities beyond completing the survey. No form of incentive is associated with participating in this study. There will be no repercussions if you decline. Thank you in advance for your consideration.

Appendix D

SENIOR RANKING POLICE OFFICERS, PERCEPTION OF EVIDENCE-BASED POLICING AND POLICE FATALITIES A NARRATIVE INQUIRY



Dear

My name is Steven Campas, Jr. and I am a student at the University of Phoenix working Doctor in Organizational Management and Leadership. I am conducting a research study entitled: Senior Ranking Police Officers Perception of Evidence-based policing and Police Fatalities: A Narrative Inquiry. This study will be accomplished by allowing Senior Ranking Police Officers the opportunity to share their perceptions and lived experiences of Evidence-Based Policing and Police Fatalities.

Your participation will involve sharing your story and answering ten opened ended questions during a digitally recorded interview with myself as the interviewer. Recording the interview is optional, and you may request the interview is not recorded. Interview responses will be recorded if participants approve before the beginning of the interview. A recording will be labeled with a coded number, allowing your identity to remain confidential.

Your responses will be kept for 3-years in a password encrypted computer, and then destroyed. If you wish to participate, you will be asked to sign this informed consent form. The interview will take approximately 45 minutes to 1-hour and the interviews will be conducted face-to-face or through electronic communication. You may terminate your participation at any time in writing. There will be no payment for participation in the study.

You can decide to be a part of this study or not. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party. In this research, there are no foreseeable risks to you. Though there may be no direct benefit to you, a possible benefit from you being part of this study is the knowledge obtained may be able to provide valuable information to administrators or novice Senior Ranking Police Officers.'

For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via e-mail at IRB@phoenix.edu.

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study at any time. If you want to withdraw, you can do so without any problems by contacting me.
2. Your identity will be kept confidential.
3. Interviews will be conducted. You must give permission for the researcher, Steven Campas, Jr., to record them. Information from the recorded interviews will be transcribed by the use of Zoom Video Conferencing. Zoom can offer a

written transcription of the interview and is confidential. Data will be coded to ensure that your identity is protected.

4. All data including digital study materials will be password protected. The data will be kept for 3-years, and then destroyed by deletion of files.
5. The results of this study may be published.
6. Steven Campas, Jr., the researcher, has fully explained the nature of the research study and has answered all your questions and concerns.

“By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential. When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

I accept the above terms. I do not accept the above terms. (CHECK ONE)

Signature of the research participant _____ Date _____

Signature of the researcher _____ Date _____

Appendix E

Research Recommendations

Research Recommendations

Theme 1: There needs to be further education, training of command staff, and members of law enforcement organizations on the principles of EBP.

- Encourage and support higher education and leadership training.
- Add and develop knowledge of EBP in the basic law enforcement academies.
- Bridge the gap of communication to improve the attitudes within law enforcement about the EBP.
- Develop the skills training necessary to conduct research studies in law enforcement.

Theme 2: There are limited resources available to smaller law enforcement organizations to implement the principles of EBP to collect research data, to guide policy, and identify training needs.

- Identify a central repository where research information can be stored.
- Share advanced technology.
- Conduct case studies and experiment with new policies.
- Encourage collaborative relationships between law enforcement and researchers at local State Colleges and Universities.

Theme 3: There are skepticism and lack of trust in using research information by law enforcement executives because of the perceived agendas by researchers who are critical of law enforcement.

- Teach and develop researchers within the law enforcement organization.
- Develop partnerships with academic researchers to establish trust.
- Develop partnerships with former law enforcement leaders who have become academics to research current social trends and policies.
- Adapt to a new organizational culture, which is less insular and more inclusive of external resources.

Theme 4: There is resistance to EBP by members of law enforcement because of historical culture and the influences of societal changes.

- Teach and develop the principles of EBP so it becomes a learned behavior.
- Work collaboratively with communities to problem solve and demystify policing.
- Develop leadership skills that help organizations manage change.
- Ensure there is equal accountability within the organization.
- Create a new culture within law enforcement that is inclusive of divergent views.
- Develop an understanding of different cultures.
- Leadership, which establishes the goals and vision of the organizations.

- Develop flexible and agile organizations that are more readily available to adapt to change.

Sub-theme 1: There is a relationship between the level of education, advanced training law enforcement has, and how they perform their duty.

- Provide proper training in law enforcement about EBP.
- Learn from previously published case studies to formulate policies and training.
- Experiment with the lessons learned.
- Share information.
- Develop a new culture within the organization that incentivizes higher education.
- Offer higher education compensation.
- Use technology to analyze trends and internally train to prevent negative occurrences such as the use of force case studies.

Sub-theme 2: There must be proper executive leadership and accountability by all members of an organization to implement the changes that law enforcement organizations need to make to gain the trust of local community members.

- Establish clear goals and objectives of community-oriented policing, and interventions.
- Develop leadership skills within the organization for succession planning.
- Re-examine police hiring practices and desired education levels.
- Teach research skills and encourage experimentation.
- Expand the resources available to law enforcement by eliminating old police practices that no longer work.
- Accountability of performance.
- Support the generation of police officers by offering EBP training and reinforcing the training annually.
- Become more transparent in police operations and disclosure of police information.
- Annual audit review of policies that police officers do with the greatest frequency and which has the highest degree of liability.
- Commission case studies of the use of force practices within the organization and adapt to social changes.
- Commit to the proper allocation of funding to teach and institutionalize EBP in the organization.
- Create a procedure for receiving internal and external feedback.
- Advance the use of technology in the organization and study the causes and effects of implantation and use.