

Police Officers' and Police Educators' Receptivity to the Concept of Evidence-Based Policing – A Comparative Study

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The paper presents the results of a research study conducted among police officers and police educators in the Republic of Serbia and in Bosnia and Herzegovina. The research study is based on a questionnaire created by Lum and Telep (2012). Since the questionnaire was intended for respondents from South-eastern Europe, it was adapted to the needs of the survey. The survey aims to assess police officers' and police educators' familiarity with the concept of evidence-based policing and policing evaluation research, as well as to obtain their views and opinions on the matter. The results of the survey show that police officers in this region are still not sufficiently familiar with this concept, while police educators show a somewhat higher level of informedness. Accordingly, the first strategic goal in the coming period would be to raise the awareness of this concept and the advantages it entails.

Keywords: evidence-based policing, police, police officers, management, police educators

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1 Introduction

In the past 15 years or, more precisely, since the publication of Sherman's (1998) initial work on this topic, the concept of evidence-based practice plays a very important role in the work of the police. Due to the tendency to professionalise the police on the one hand, as well as the increasing complexity and transnational nature of crime and the growing demands of the public for fiscal responsibility on the other hand, evidence-based policing (hereinafter EBP) promotes the use of objective, rigorous scientific research in the decision-making process, as opposed to making decisions on the basis of theory, assumptions, tradition and convention. Sherman (2013: 377) defines evidence-based policing as a method of making decisions about 'what works' in policing: which practices and strategies accomplish police missions most cost-effectively. This represents a systematic application of research to the decision-making in the police, based on the 3T principle (Targeting, Testing, Tracking), which involves the application of statistical evidence for proactive governance and the management of police resources (Sherman, 2013: 379). Targeting implies the setting of priorities based on the concentration of crime; testing includes

the evaluation of police practices through randomised controlled experiments, systematic examinations, algorithmic prediction, meta-analysis and other methods; while tracking involves the assessment of the effectiveness of police actions according to the results achieved. Although there are disagreements in the literature on what should be considered the "best" proof of impact (Brown, Belur, Tompson, McDowall, Hunter, & May, 2018; Knutsson & Tompson, 2017; Laycock, 2012; Lum & Kennedy, 2012), the value of this concept is widely accepted (Knutsson & Tompson, 2017). However, the concept of EBP implies not only the accumulation of research on the effectiveness of police interventions, but also the implementation of these research studies by police leaders and officers, which first requires a systematic assessment of their informedness and readiness to use relevant research in exercising their police duties. This is precisely the subject of this paper, which also provides an overview of the results of a survey conducted among police educators and police officers from the Republic of Serbia and from Bosnia and Herzegovina.

The paper consists of several distinct parts. After the introduction, a brief overview of the literature is presented, followed by an overview of the methodology that served as the basis for carrying out the research. A review of the results of the research is followed by a discussion of the most noteworthy findings and a conclusion.

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2 Literature Review

In the existing literature, the lack of research on the level of knowledge police educators (teachers involved in educating and training police officers) possess regarding the evidence-based policing concept is glaring. Fortunately, the number of surveys on police awareness as well as their willingness to incorporate research results into their daily decision-making has been increasing at a good pace. In their regard, Telep and Lum developed a questionnaire composed of five sets of questions aimed at examining the knowledge, attitudes and openness of police officers to the use of scientific research in policing. The questionnaire was used to interview 960 police officers in three police agencies in the states of California and Virginia in the U.S. (Telep & Lum, 2014). The results of the survey showed that most officers had not heard of the term *evidence-based policing*. Accordingly, the results also indicated that experience had a greater role than scientific research in guiding the practice of the police. Although respondents generally indicated their willingness to apply the so-called “before and after” design in principle, most of them were unwilling to carry out rigorous research studies such as those employing randomised controlled experiment (see also Lum, Telep, Koper, & Grieco, 2012).

Based on a research study conducted by applying the same questionnaire in the U.K., Palmer (2011) found that most British police officers (chief inspectors and inspectors) were not involved in experimental methods. Telep and Winegar (2015) conducted a survey among police executives in Oregon revealing the respondents’ genuine openness to the concept of evidence-based policing, but also documenting their sceptical attitude towards the implementation of randomised controlled experiments. Moreover, traditional methods of police work were labelled as effective despite much scientific evidence indicating otherwise. Telep (2017) came to some noteworthy conclusions. The informedness and openness of police officers to scientific knowledge was shown to be directly correlated with the acquired level of formal education and prior exposure to scientific research.

It is also important to take note of a study conducted by Steinheider et al. (2012), which analyses the philosophical viewpoints of police researchers and police practitioners, as well as their respective perceptions of research and the research collaboration process. The results of their study indicate that both groups have quite different philosophical orientations, and they tend to value different qualities in a research partnership. This is a fact which may complicate successful collaborations.

Regarding research of a qualitative nature, a study conducted by Telep and Somers (2017) dealing with the way in

which police officers define the concept of *evidence-based policing* is well worth discussing. The study builds on research studies conducted in four municipal agencies in the United States: Sacramento, California; Richmond, Virginia; Reno, Nevada; and Roanoke County, Virginia (see Telep, 2017; Telep & Lum, 2014) and the state of Oregon (see Telep & Winegar, 2016). The results indicate considerable variability across police agencies, both in the knowledge of the concept and in the use of key concepts for defining it. Also worthy of mention is a study carried out by Karen Lumsden (2016) dealing with the definition of the evidence-based policing and the place that research has in the hierarchy of evidence among police officers in England.

3 Methodological Framework of Research

Over the past two decades, an ever-greater deal of attention has been paid across the globe to the formation and development of a database of evidence-based practice founded up upon scientific research. This information would serve as a basis for all professional police practices, guide internal affairs authorities, and in so doing contribute significantly to the process of police professionalization. However, it is evident that the countries surveyed are largely lagging behind on this issue. This is not surprising, bearing in mind that in Serbia, as well as in Bosnia and Herzegovina, new concepts such as community policing, problem-oriented policing or intelligence-led policing are slowly being put into practice with considerable difficulties (see Simonović, 2006; Simonović & Mitrović, 2010; Šebek, 2014).

The study aims to assess the level of awareness among police officers and police educators regarding the evidence-based policing concept, as well as to compare the results gathered among Serbian police and police of Bosnia and Herzegovina. In preparation for drafting this paper, the authors read all articles published in the following journals after 2010: *Security (Bezbednost)* – journal of the Ministry of Internal Affairs of the Republic of Serbia, *Science, Security, Police (Nauka, bezbednost, policija)* – journal of the Academy of Criminalistic and Police Studies, Belgrade), *Journal of Criminology and Criminal Law (Revija za kriminologiju i krivično pravo)* – journal of the Institute of Criminological and Sociological Research), *Security, Police, Citizens (Bezbednost, policija, građani)* – journal of the Ministry of Internal Affairs of the Republika Srpska). It can be reported that none of the papers published in these journals dealt with the subject of evidence-based policing.

Starting from this point, the study tests the following working hypotheses: a) The level of informedness of police

officers and police educators on this new concept of police work is still low; and, b) the degree of receptivity to evidence-based policing of police educators, who, as bearers of the idea, play a major role in raising awareness about new policing models, is greater than the level of receptivity of police officers. The questionnaire used for interviewing the respondents consists of five sections seeking to determine the respondents' level of knowledge of evidence-based policing, their attitudes towards the use of data provided by crime analysts and scientific researchers, as well as their readiness to take actions supporting the systemic evaluation of the efficiency of police tactics. The survey engaged 100 respondents – police officers and police educators – from the Republic of Serbia and from Bosnia and Herzegovina. The recruitment of survey participants was conducted via questionnaires, which were sent to police educators from police academies in Belgrade and Banjaluka. Police officers were interviewed with the help of some chiefs and managers of police units (from Belgrade, Kragujevac, Leskovac, Banjaluka and Sarajevo) who were interested in research and who offered the questionnaires to police officers from their units. The questionnaires in the paper form were distributed to participants in February and March of 2018. Some respondents did not answer all questions included in the survey, and the valid sample for the questions ranged between 97 and 99.

It is necessary to identify some of the limitations of this survey. The respondents were given a definition of evidence-based policing as part of the question asking them whether they have heard about the concept. This could have been somewhat suggestive for some of the respondents. Another limitation may be found in the fact that some of the respondents may have answered the questions in a way they believe is expected of them by the researchers. The authors were aware of the difficulties to be encountered in finding respondents and conducting such survey research in this region; they felt that this survey was a risk worth taking at this early stage of our research.

Since this research study was the first of its kind in this region, its goal was to obtain a general impression of the respondents' openness to this concept. The quantitative results of the study were processed by the SPSS 25.0 statistical program. Data processing was performed by using descriptive statistics measures, i.e. frequency (f), percentage (%), arithmetic mean (M), standard deviation (SD), correlation and the chi-square test (χ^2) with conventional alpha level of 0.05 ($p \leq 0.05$) needed for statistical significance in bivariate relationships and in chi square analyses.

4 Research Results

4.1 Background Information

The majority of survey participants (60%) were from Serbia. A total of 40% of respondents were from Bosnia and Herzegovina. Out of 100 respondents, 63% are police officers, 14% are police educators, while 23% of respondents are engaged in both jobs (police officers, who are also employed in police education units). Since the aim of this research study was to examine and compare the level of informedness and openness towards EBP of police officers and persons involved in law enforcement education, respondents engaged in both jobs were placed in the category of police educators.

The majority of participants (69%) are employed in professional positions, while 28% stated they were employed in managerial positions. When examining the level of education obtained by respondents, it was found that the highest percentage of respondents possess a university degree (50%), while the smallest number of respondents possess a college degree (8%). By way of comparison, the majority of police educators hold a PhD (43.2%) or a master's degree (24.3%), while the majority of police officers (61.9%) have a bachelor's degree (Figure 1).

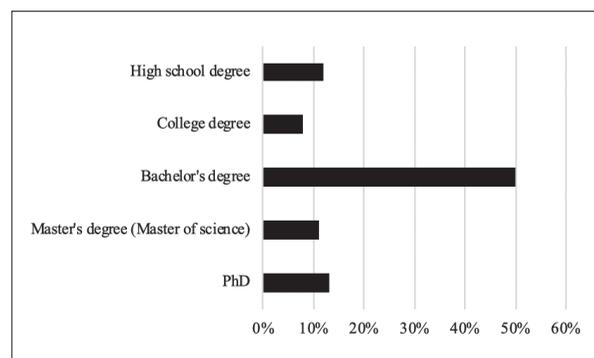


Figure 1: Distribution of respondents according to their level of education

Table 1 highlights the respondents' length of service. The analysis of the quantitative results of this empirical research shows that the average length of respondents' service is 17.10, with the minimum length of service amounting to 4 and the maximum length of service to 34 years.

Table 1: Length of service

	N	Min	Max	M	SD
Length of service	99	4	34	17.10	6.982

4.2 Knowledge of Evidence-Based Policing

The first question posed to respondents was as follows: “Have you ever heard about the existence of evidence-based policing?” A negative response was provided by 43 (43%) respondents, out of which there were 34 police officers and 9 police educators (Table 2). To compare, while 75% of educators stated they were familiar with the EBP concept, the share of police officers was only 46%.

and 56.4% of respondents in Bosnia and Herzegovina. While the results were rather similar between groups, we found the difference in knowledge of EBP between police educators in Serbia and police educators in Bosnia and Herzegovina. Namely, 38% of police educators in Bosnia and Herzegovina stated they had not heard of EBP, while none of the police educators in Serbia was unfamiliar with the concept.

Table 2: Have you ever heard about the existence of evidence-based policing?

Occupation		Yes	No	Chi-square	df	p
Police officers	N	29	34	7.825	1	.005
	%	46	54			
Police educators	N	27	9			
	%	75	25			
Total	N	56	43			
	%	56.6	43.4			

By applying the chi-square (χ^2) test, it was found that there was a statistically significant difference between police officers’ and police educators’ answers to the question regarding their knowledge of the EBP concept.

The relation between the level of education and respondents’ knowledge of EBP was also examined by using the Pearson correlation coefficient, whereby the average positive correlation between these two variables was determined (Table 3). Hence, as the level of respondents’ education increased, so did the probability that they would have heard about evidence-based policing. The strength of the correlation is moderate, since the coefficient of correlation is a bit higher than .30.

Additionally, we compared the responses given by respondents from Serbia and those provided by respondents from Bosnia and Herzegovina. A positive response to the question was provided by 57.6% of respondents in Serbia

Table 3: Correlation between the level of education and knowledge of evidence-based policing

	Pearson Correlation	Sig.
Correlation	.328	0.01

4.3 Perception of the Usefulness of Crime Analysts and Scientific Researchers

Despite the fact that a large portion of respondents had not heard about EBP, the analysis of answers to the question of the usefulness of data provided by criminal analysts shows a generally positive attitude towards these data. In terms of percentage points, the most common answer to this question was “somewhat useful”, while the smallest number of respondents answered that the data provided by analysts were not useful or that they could not estimate their usefulness. Table 4 shows a

detailed overview of the answers provided to this question. By performing the χ^2 test, it was found that there was a statistically significant difference with regards to officers' and educators' perception of the usefulness of data provided by crime analysts.

Similar to results of the previous question, 64.4% of respondents in Serbia and 65.8% of respondents in Bosnia and Herzegovina answered that these data were very useful. Nevertheless, clear distinction can be made between police educators in Serbia and Bosnia and Herzegovina. A majority of police educators in Serbia (64.3%) opined that these data were very useful, whereas only 28.6% of police educators in Bosnia and Herzegovina opted for such answer.

When comparing answers provided by respondents in Serbia and respondents in Bosnia and Herzegovina, 89.7% of respondents in Bosnia and Herzegovina and 76.2% in Serbia opined that information provided by research would be very or somewhat useful.

4.4 Willingness to Test the Effectiveness of Police Tactics

Respondents were asked if they were willing to take concrete actions to check into if an element of tactics that the police were currently using was effective. Slightly more than three quarters of police officers were very or quite willing to execute

Table 4: In your opinion, how useful are the materials and data provided by crime analysts?

Occupation		Very useful	Somewhat useful	Marginally useful	Not useful	Don't know	Don't exist	Chi-square	df	p
Police officer	N	9	29	13	2	2	7	13.217	5	.021
	%	14.5	46.8	21	3.2	3.2	11.3			
Police educator	N	16	10	8	0	0	2			
	%	44.4	27.8	22.2	0	0	5.6			
Total	N	25	39	21	2	2	9			
	%	25.5	39.8	21.4	2	2	9.2			

Table 5: In your opinion, how useful would the information regarding police tactics provided by scientific research be, if such research had been conducted?

Occupation		Very useful	Somewhat useful	Marginally useful	Not useful	Don't know	Chi-square	df	p
Police officers	N	10	35	7	0	10	12.478	3	.006
	%	16.1	56.5	11.3	0	16.1			
Police educators	N	14	22	0	0	1			
	%	37.8	59.5	0	0	2.7			
Total	N	24	57	7	0	11			
	%	24.2	57.6	7.1	0	11.1			

In terms of the usefulness of information regarding police tactics provided by scientific research, 97.3% of police educators stated they would be either "very useful" or "somewhat useful". As for police officers, 72.6% stated they would be "very" or "somewhat useful" and 11.3% stated they would be "marginally useful" (Table 5). With respect to officers' and educators' perception of the usefulness of data provided by scientific research, the χ^2 test shows a statistically significant difference between officers and educators.

"before and after" testing, while among police educators this percentage was approximately 89%. Only 19.4% of the police officers said they would not be willing to conduct a small randomised controlled experiment, and none of the police educators was unwilling to conduct such a test (see Table 6 and Table 7). While there was no significant difference between police officers and police educators regarding their willingness to perform the before and after testing of police tactics, their answers differed significantly in terms of their willingness to actually perform small randomised controlled trials.

Table 6: Collect data that existed before applying a certain type of tactics and compare them with the data after applying such tactics.

Occupation		Very willing	Quite willing	Somewhat willing	Not willing	Chi-square	df	p
Police officers	N	22	26	11	3	2.490	3	.477
	%	35.5	41.9	17.7	4.8			
Police educators	N	17	14	3	1			
	%	48.6	40	8,6	2.9			
Total	N	39	40	14	4			
	%	40.2	41.2	14.4	4.1			

Table 7: Find 20 areas where there is a certain security problem and randomly select 10 areas to apply the tactics and 10 areas that are not to be subjected to the tactics and compare.

Occupation		Very willing	Quite willing	Somewhat willing	Not willing	Chi-square	df	p
Police officers	N	5	20	25	12	10.867	3	.012
	%	8.1	32.3	40.3	19.4			
Police educators	N	8	14	13	0			
	%	22.9	40	37.1	0			
Total	N	13	34	38	12			
	%	13.4	35	39.2	12.4			

Table 8 clearly shows that as many as 50.8% of police officers think that experience should have more relevance than scientific knowledge when making decisions in police practice. Only 3.2% of police officers believe that scientific knowledge is more important than experience in the decision-making process. As for respondents who perform educational work, 37.8% believe that experience is more important, while 16.2%

argue that scientific knowledge should make a greater contribution. Most respondents opined that experience and scientific knowledge should both have the same contribution to decision making. The χ^2 test shows that there are no significant differences between officers' and educators' answers regarding the relationship between personal experience and scientific knowledge in daily decision making.

Table 8: In your opinion, what kind of relationship should there be between the use of scientific research / knowledge and personal experience?

Occupation		experience 90%, scientific knowledge 10%	experience 75 %, scientific knowledge 25%	xperience 50 %, scientific knowledge 50%	experience 25 %, scientific knowledge 75%	experience 10 %, scientific knowledge 90%	Chi-square	df	p
Police officers	N	3	29	29	2	0	6.33	4	.17
	%	4.8	46	46	3.2	0			
Police educators	N	2	12	17	5	1			
	%	5.4	32.4	45.9	13.5	2.7			
Total	N	5	41	46	7	1			
	%	5	41	46	7	1			

Finally, we compared obtained results with findings from the research studies conducted in U.S. and UK. In general, findings indicate that approximately one fourth of line-level officers in U.S. had heard of evidence-based policing (Lum, 2011; Telep, 2017; Telep & Lum, 2014; Telep & Winegar, 2015), with exception of police officers in Roanoke County (Telep & Lum, 2014), who showed higher level of awareness (48.4%). Police executives, however, were far more familiar with the concept of EBP (see Telep, 2015). All respondents (both line-level officers and police executives) valued experience more than scientific research in guiding police practice, but nonetheless were generally more willing to conduct pre and post testing than randomized controlled trial (Lum, 2011; Palmer, 2011; Telep & Lum, 2014).

Comparison of the level of interest and openness to the use of scientific research in decision making process documented in the US with those found in Serbia and Bosnia and Herzegovina is illustrated in Table 9. Data presented were taken from the research study conducted in three police agencies in Sacramento – SPD, Richmond – RPD and the Roanoke County – RCPD (Telep & Lum, 2014). The research is based on the same questionnaire as used in this study, which allows for clear comparison.

The results reported in this paper are in line with those documented in California and Virginia (Telep & Lum, 2014). Firstly, both studies documented low levels of awareness of the concept of EBP. We must note, however, that even though some respondents in our research stated they were familiar with the concept of evidence-based policing, their responses to other questions in the questionnaire proved otherwise. That is why authors believe that the percentage of positive responses to the question is even smaller. Another common feature of both studies is low percentage of those respondents who find research findings very useful. Furthermore, both studies documented greater level of willingness to engage in less rigorous approaches in evaluating police tactics and scepticism towards approaches with higher internal validity. Last but not least, both groups of respondents opined that experience should have a greater role than scientific knowledge in making decisions in police.

5 Discussion

The results of the study reported here partly confirmed the hypothesis which was tested in this paper. Namely, more than half of police officers stated that they had not heard about

Table 9: Comparison of the level of interest and openness to the use of scientific research in decision making process documented in the California and Virginia with those found in Serbia and Bosnia and Herzegovina

	US	Serbia & Bosnia and Herzegovina
Knowledge of EBP	25.1% (SPD) 27.8% (RPD) 48.4% (RCPD)	46%
Perceived usefulness of research findings	21.5% (SPD) 7.7% (RPD) 6.1% (RCPD)	10%
Willingness to test police tactics	B/A ³	63.0% (SPD) 65.0% (RPD) 88.4% (RCPD)
	RCT ⁴	36% (SPD)
Balance between experience and scientific knowledge	75% science/ 25% experience	1.9% (SPD) 1.0% (RPD) 1.3% (RCPD)
	90% science/ 10% experience	0% (SPD) 1.2% (RPD) 0% (RCPD)

³ Note: Abbreviation stands for before and after testing.

⁴ Note: Abbreviation stands for randomized controlled trial.

the concept of evidence-based policing. Within this group of respondents, two-thirds were employed in professional positions, while those working in managerial positions accounted for one-third of respondents. Such research findings are consistent with the study conducted by Telep and Winegar (2017: 8), where a clear distinction could be made with respect to the informedness of line officers and police managers. On the other hand, as many as 75% of police educators said they were familiar with this concept. It is intriguing, however, that in spite of the high level of educators' informedness, this concept was not the topic of any scientific papers published between 2010 and the present. The educators are those who should present existing knowledge about new, contemporary models of police work and best practices in the field of policing from other countries to police officers. It follows that barriers preventing the raising of awareness and the dissemination of new developments in the field of policing should be discussed in the future.

The adoption of the evidence-based policing model implies, *inter alia*, the establishment of a close cooperation between police practitioners, crime analysts and academic researchers. Therefore, in order to assess respondents' openness towards accepting this concept, it is necessary to examine their attitudes towards researchers and criminal analysts. Respondents' answers to the question regarding the usefulness of data provided by these individuals point to the existence of a generally positive attitude towards them, with an obvious difference in the attitudes of police practitioners and police educators. While most educators think that these data are very useful, practitioners consider these data only slightly useful. The proportion of practitioners, even those who serve as educators of the police, who find such data only marginally useful or not useful at all (24.2% and 22%, respectively) is far from negligible. This observation indicates that further education and training about the relevant work performed by crime analysts and the data provided by researchers should be enhanced for these individuals. There is a need to eliminate such barriers and to achieve better cooperation between them. There is a need as well to enhance the applicability and usefulness of information, suggestions and recommendations provided to practitioners by crime analysts and researchers.

Bearing in mind that scientific research focusing on police and criminal practice in Serbia and in Bosnia and Herzegovina is yet fairly rare, it is not surprising that practitioners are sceptical (reserved) towards research products, which are, in reality, almost non-existent (see Simonović, 2015). In this context, the question of the usefulness of analytics provided by crime analysts also arises. Crime analysts have been only recently introduced into policing practice, and rather selectively so their education, professional profile and experience, the methods and equipment they use and the use-

fulness of information provided by their activities have not been studied nor standardised. The issue of usefulness (applicability) of information provided by crime analysts was also observed in foreign practice (e.g. Cope, 2004).

The results regarding the willingness of respondents to undertake different actions in order to assess the effectiveness of police tactics are particularly encouraging. Only 19% of police officers said they would not be willing to conduct a small randomised controlled experiment, while 40% stated they would be completely or rather ready to do so. Such a result is rather surprising bearing in mind that respondents included in similar research studies expressed a lower degree of readiness to take such actions. For example, a survey conducted in Oregon (Telep & Winegar, 2015) showed that as many as 42% of respondents are unwilling to undertake a small randomised controlled trial (RCT). Similar results were found in Queensland (Cherney, Antrobus, Bennet, Murphy, & Newman, 2018). Similar to previously conducted surveys, police officers in this study continue to value experience over scientific knowledge when it comes to their decision making. Only two police officers in our research said that scientific knowledge should be more important than experience.

6 Conclusion

The results reported here indicate that the level of informedness of police officers in the Republic of Serbia and in Bosnia and Herzegovina regarding evidence-based policing is still low. Accordingly, the first future step should be to raise the awareness of the significance of this concept. At the same time, it is necessary to conduct continuous ongoing education of police officers and researchers through seminars, roundtable discussions, workshops and similar professional training events. Police educators are slightly more open to the concept of evidence-based policing. They should be motivated to transfer their knowledge of the concept to police practitioners by interpreting numerous scientific research studies focusing on this issue for their officers (e.g. Weisburd & Eck, 2004; Weisburd et al., 2017). They should promote easily accessible and understandable guidelines for the practical work of the police. This effort includes, among others, publishing works in domestic scientific and professional journals, an action which has not been done to date.

Implementation of new concepts from foreign practice is never easy, especially if it requires the change of consciousness and the change of organizational models which have deep roots in existing practice. Since Serbia and Bosnia and Herzegovina have the idea of keeping pace with the world, sooner or later a question of implementation of EBP model

will be raised, even though there are no signs of it at the moment. The educators are expected (especially those with academic degrees) to follow modern trends in their fields, to be the bearers of the ideas about changes in their communities and to transfer new knowledge to those who should implement them in practice. The realization of the idea of academicians' influence in practice faces various obstacles and difficulties. In literature dealing with public administration there has recently been a lot of writing about the gap which exists between the academicians and practitioners and which can be observed in all fields. Certain authors even emphasize that 'this problem has resulted in a lack of congruence, gap, disconnect, division, or gulf between PA academicians and practitioners'. They even use 'aggressive words' such as 'public administration cannibalism', a situation in which both PA academicians and practitioners maintain their individual egos, personalities, and boundaries and cast blame upon other for the disconnect between them (Odezah, 2016: 367–368). Those whose attitude is less extreme believe that "a healthy relationship is vital to the success of both practitioners and academics alike" (Posner, 2009: 12), that is, that the sources of the distinctions between "us" and "them" should be removed (Kuhn, 2002: 107).

The significance of the pracademics is specially emphasized in literature when it comes to overcoming the gap between academics and practitioners. So-called pracademics "are the most effective brokers who have occupied significant positions as both academics and practitioners". (Posner, 2009: 16). They are the experts who belong simultaneously to two communities and have connection to both practice and academia. On the one hand they have experience from the world of practice, and on the other they have gone through additional professional training and have gained additional education and skills. Some of them have academic degrees as well. They are familiar with new knowledge and tendencies which can contribute to the development of new practice in the communities (organizations, professions) to which they belong. It is emphasized that they could have bridging roles and they are boundary spanning (Giacomantonio, 2014: 547). Pracademics may serve as network brokers, creating new channels to enhance cooperation and communication across the academic-practitioner division. Pracademics are deeply exposed to both theory and practice, and they are ideally positioned to make singular contributions to both enterprises. (Posner, 2009: 17; Reagans & McEvily, 2003: 248). The assignment of the academics is nurturing individuals who can be members of two or more communities simultaneously. Because there are always community overlaps, "brokers" are those who translate, coordinate, and align perspectives through ties to multiple communities (Kuhn, 2002: 108–109). Incorporation of pracademics in scientific projects and imple-

mentation of other forms of formal and informal cooperation makes way for the transfer of new knowledge into practice directly according to this model.

However, when it comes to the transfer of new knowledge acquired abroad into police practice in the countries researched in this paper, it seems that another model is more adequate. The opinion of its author is that in ethnically segregated remote low-income communities there are specific features which are related to the transfer of knowledge gained abroad. According to them, apart from boundary spanners, opinion leaders' influence should be taken into consideration as well. Boundary spanners have access to information outside of their communities. Opinion leaders are sought for information within their communities (Matous & Wang, in print). Opinion leaders are firmly incorporated in the community. They have the power within their communities because their actions are in line with community norms and values. In traditional communities, the majority of people are not interested in outsiders if their practices seem incompatible with the local ways of doing things. Opinion leaders' strong internal connections may prevent them from learning from outside (Matous & Wang, in print).

It seems that the mentioned model describes more adequately the problem of transfer of knowledge gained abroad into the researched countries' police doctrine. The fact that the implementation of the concepts of Community Policing (CP) and Intelligence led Policing (ILP) is still unsuccessful shows this problem to be a persistent one. Numerous foreign experts (from OSCE, Great Britain, Denmark, Sweden, etc.) were hired to train the staff and implement these two models in Serbia. A great number of Serbian police officers went to professional trainings in European countries in order to master these two models. CP and ILP are introduced into the curriculum at Police Academy as new courses. Even though CP and ILP are expressly prescribed by the Law on Police of Serbia (articles 27 and 34), their implementation in practice is far from satisfactory (Zakon o policiji, 2018). The so-called opinion leaders seem to represent a great obstacle to the implementation of these models, since they are usually police managers placed as suitable according to political criteria. They have not attended any professional training (they have not even graduated from the Police Academy or any university from the similar field) and they are not interested in further training or education since their survival at the top of the hierarchy pyramid depends on criteria other than effective knowledge transfer. If we add conservatism and non-existence of a real will for change, we get a more realistic picture of how difficult it is to implement new knowledge in the police practice of Serbia and Bosnia and Herzegovina. The wars, sanctions and international isolation have probably left

additional marks on people's attitude and their trust in new things coming from abroad. There is no doubt that the idea of EBP will face this problem as well.

Finally, it should be emphasized that new significant ideas related to the challenges mentioned above can be observed in the literature. They start from the point that it is not enough to present the new knowledge and methods of police work. It is also important to develop the implementation science, that is, to research the contextual factors in which this new knowledge should be implemented (for example: McGarrell & Kroovand Hipple, 2014, Meško, 2018). There is no doubt that future research should be based not only on new knowledge (new models, e.g. EBP, CP, ILP), but on contextual factors and the challenges of their implementation in the new environment as well.

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Sprejemljivost koncepta na dokazih utemeljene policijske dejavnosti pri policistih in izvajalcih policijskih usposabljanj – primerjalna študija

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V prispevku so predstavljeni rezultati študije, opravljene med policisti in policijskimi pedagogi v Republiki Srbiji in Bosni in Hercegovini. Študija je temeljila na vprašalniku, ki sta ga razvila Lum in Telep (2012). Vprašalnik je bil prilagojen za potrebe te študije, saj je bil razvit za uporabo med policisti v jugovzhodni Evropi. Namen študije je bil oceniti seznanjenost policistov in izvajalcev policijskih usposabljanj s konceptom na dokazih utemeljene policijske dejavnosti in vrednotenjem raziskovalnega dela, ki temelji na dokazih, kot tudi pridobiti njihova stališča in mnenja o na dokazih utemeljeni policijski dejavnosti. Ugotovitve so pokazale, da policisti v regiji še vedno niso dovolj seznanjeni s tem konceptom, medtem ko izvajalci policijskih usposabljanj kažejo nekoliko višjo stopnjo informiranosti. Izhajajoč iz ugotovitev je prvi strateški cilj v prihodnjem obdobju dvig ozaveščenosti o konceptu na dokazih utemeljene policijske dejavnosti in prednostih, ki jih ta prinaša.

Ključne besede: na dokazih utemeljena policijska dejavnost, policija, policisti, vodenje, policijski pedagogi

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