

CHAPTER 3

SELECTION OF PERSONNEL

Research done for this study concerning selection of police officer candidates has indicated little progress has been made in the area of mandated college education requirements for new police officers. The previously mentioned and typically cited Presidential Commission on Law Enforcement and the Administration of Justice 1967 study suggesting a 1982 deadline for a baccalaureate degree or equivalent four years of college has long since passed.

Given the direction in the national study and the rapidly increasing complexity of police officers' responsibilities, many have pondered the reasoning behind why a universally accepted higher education criterion for police officers has not been established. During this study, a thorough search of available research on police personnel selection and other related issues was made. Findings have indicated only a small number of police agencies believe that a college education is a necessity in modern police work. The current minimum educational requirement in most states or within most police agencies remains high school graduate or equivalent.

During this study, concrete reasons for the lack of response to the education issue have not become apparent. In offering an anecdotal response, it may be hypothesized as a cost-centered issue that is well supported by subculture values and, although important, the reason for lack of response is not directly relevant to this study.

This study may, however, illustrate issues of importance in changing the levels of the current response. The research has shown that all of the correct components are in place for change to occur. The literature supports additional education for officer selection, line officers during this research have supported college education and citizens' responses indicate an expectation for higher levels of education for police.

The selection process and the importance of education may well be summed up in a particularly strong commentary written for Criminal Justice International by Chief Theron Bowman (2003), of Arlington Texas. Chief Bowman in a writes:

If we expect to meet the growing demands of community policing, we must increase the education of our officers. For 16 years, the Arlington Police Department has recognized the importance of a college education. We require a four-year degree, not just for new recruits but for officers who want to advance in the department. Our officers contend that their education provides them a broader understanding of society and an improved ability to communicate, which translates into better problem-solving skills and a higher level of service to citizens.

The requirements have pushed our department to a new level of professionalism and innovation and increased our pool of female and minority candidates, providing us with valuable diversity. Police work always has demanded that officers address a variety of problems and situations. Still, law enforcement has changed dramatically since 1983, when I joined the Arlington Police Department. Then, the department was more authoritarian. Decisions on policy were reached at the top, supposedly freeing officers from the burden of thinking for themselves.

Today, officers are more autonomous. We expect them to understand and apply the law evenly. We expect them to grasp the nature of social problems and the psychology of people with different attitudes toward the law. We expect officers to professionally and effectively handle disputes involving people from varying cultural, racial, and socioeconomic backgrounds.

Community policing takes it one step further in requiring officers to be more than enforcers of the law. They must think and act proactively, not just reactively. Community policing relies heavily on problem solving and on developing partnerships with residents and business owners.

The 'us-versus-them' attitude is no longer acceptable. We push officers to be innovative, to create programs, and to resolve dilemmas by working with the community. Officers must wear different hats when assertively handling an

obstinate suspect and when cooperating with citizens to prevent crimes or solve a problem. Today's idea of community policing demands more of officers. Higher education helps sharpen the skills that officers need to successfully interact with the community. (Bowman, T., 2003, <http://158.135.23.21/cjcweb/college/cji/index.cfm?ID=774>)

Chief Bowman strongly advocated for the advancement of college-educated police officers and outlines departmental successes due to such a requirement within his own agency. His position appears to align with suggestions found in some previous studies and although his views remain in the minority, he states his case quite well. Chief Bowman (2003), closed his piece and fixed his view of the reason for slow movement for added education and even brought in the expectations of citizens with this paragraph:

We believe that a competent, professional staff continues to build on its academic education by remaining open to experimentation and to what is new in law enforcement. Still, if educational standards for law enforcement personnel have not changed drastically across the board, it is likely due to the demands and expectations of police chiefs. Our experience in raising our standards has proven to be nothing but beneficial. A college-educated police force has contributed to the quality that our residents expect. (Bowman, T., 2003, <http://158.135.23.21/cjcweb/college/cji/index.cfm?ID=774>)

3.1 STATE OF MAINE HIRING CRITERIA

Several samples of hiring criteria have been made from target states in the study, and although there is some variation they remain similar and in most cases do not address education as a mandated portion of a selection criterion. The State of Maine Police Entrance Standards are summarized in the following manner:

In order to be admitted to the Basic Law Enforcement Training Program, an applicant who is employed as a law enforcement officer must meet the standards below. In the case of a person not yet employed as a law enforcement officer, the applicant must meet the standards set forth below as determined by a Selection Committee established by the Board of Trustees.

A. Shall be a high school graduate, or have scored as follows on the General Education development Test: not lower than 35 on any one of the 5 parts, and an average not lower than 45 for all 5 parts.

B. Shall be at least 21 years of age. unless the applicant has an associates degree or 60 credit hours of post secondary education in which case the applicant must be at least 20 years of age

C. Shall submit the medical certificate provided by the Academy, signed by a licensed physician indicating that the applicant is physically and medically fit to undergo physical training at the Academy.

D. Shall meet the physical fitness standards as established by the Board of Trustees.

E. Should have no convictions for Murder, Class A, Class B, Class C, or

Class D crime; or convictions for any violation of the Maine Criminal Code, chapters 15, 19, 25 or 45, or a conviction for any equivalent crime in another jurisdiction outside the State of Maine. A person may make application to the Board of Trustees for a waiver of this provision.

F. Should not have engaged in any conduct that is penalized in this state as Murder, Class A, Class B, Class C, or Class D crime, or any provision of the Maine Criminal Code, chapters 15, 19, 25 or 45; or engaged in such conduct in another jurisdiction outside the State of Maine, unless that conduct is not punishable as a crime under the laws of that jurisdiction. A person may make application to the Board of Trustees for a waiver of this provision.

G. Shall complete a state and federal criminal records check through the submission of fingerprints to the State Bureau of Identification and the Federal Bureau of Investigation.

H. Shall possess a valid motor vehicle operator's license. If such license is not a Maine license at the time of admission to the Academy, the applicant shall obtain a State of Maine license within the time limits prescribed by Maine law.

I. Shall be able to read and write at a level necessary to master the law enforcement basic training course as determined by the use of a reading and writing test.

J. Shall be of good moral character, as determined by a thorough background investigation by the hiring agency; or in the case of a person not yet employed, by the Academy Selection Committee, after review of the

background investigation conducted by a licensed investigator approved by the Board of Trustees.

K. Shall complete to the satisfaction of the employer, or in the case of a person not yet employed, to the Academy Selection Committee, a polygraph examination conducted by a polygraph examiner who is either licensed in the State of Maine or has been previously approved by the Board. The examination shall follow the guidelines in the "Police Applicant Polygraph Testing" manual as approved by the Board.

L. Shall undergo, and complete to the satisfaction of the employer, or in the case of a person not yet employed, to the Academy Selection Committee, an evaluation of the applicant's suitability to work as a law enforcement officer by a licensed psychologist or licensed psychological examiner with experience in psychological screening in the field of law enforcement. The evaluation shall be subject to the approval of the Board of Trustees and shall include, at a minimum, an evaluation of the following characteristics: anxiety, mood, anger, anti-social characteristics, ability to accept criticism, ability to communicate, assertiveness, self confidence, ability to get along with others, judgment and verbal skills.

M. Shall complete an oral interview by the hiring agency or in the case of a pre-employment candidate, by a panel appointed by the Chair of the Board of Trustees representing state, municipal, and county, law enforcement agencies.

N. Shall not falsify or misrepresent any information during the application

process, background investigation, or polygraph examination.

(Academy, 2003, http://www.state.me.us/dps/mcja/training/basic_enforc/curriculum.html)

3.2 STATE OF VERMONT HIRING CRITERIA

In the State of Vermont the selection criteria are similar to most other states although some movement toward community policing has been noted in training no progress has been made at the state level on education. "The following minimum entry standards for the Vermont Police Academy have been adopted by the Vermont Criminal Justice Training Council. All students seeking entry to the Police Academy for basic training courses for both full-time and part-time police officers shall meet the minimum standards as set forth below:

Age- a candidate must be at least (18) eighteen years of age.

Education- you must be a high school graduate or possess a high school equivalency diploma (G.E.D.)

Physical Examination- a comprehensive physical examination. The examination is to be performed by a licensed physician or P.A. and is to reflect that the candidate is free of any disease or disability which would interfere with a recruits physical performance at the Academy.

Physical Testing - recruits must meet physical training requirements to gain entrance to the Academy. Currently, those making admission to basic training must enter at the 40th percentile or better of standards for age and gender developed by the Cooper Institute for Aerobic Research. Recruits must

show continuous improvement and graduate at the 50th percentile or better. (Academy, 2003, <http://www.vcjc.state.vt.us/basic.htm#Entry%20Standards%20for%20the%20Vermont%20Police%20Academy%20Basic%20Training>)

3.3 CITY OF DUNN, NORTH CAROLINA

General descriptions of policing agencies were obtained randomly. In North Carolina the criteria is consistent with much of the United States. In the City of Dunn, North Carolina the selection and background standards are used for a 41-person department. They are:

US. Citizen, 20 years of age, High school diploma or GED, N.C. State Certified Police Officer, No DWI convictions, Good moral character. (City of Dunn, 2004, http://www.dunn-nc.org/pol_info.cfm).

The City of Dunn, North Carolina is viewed as typical in their primary candidate officer requirements but goes deeper into the general selection of candidates with additional checks including:

Extensive background investigation, Driving history check, Criminal history check, Credit history check, Oral interview, Psychological examination (upon conditional employment), Physical and Drug testing (upon conditional employment) (City of Dunn, 2004, http://www.dunn-nc.org/pol_info.cfm).

A description of the agency is straightforward and consistent with the design of similar departments. The Dunn Police Department's description states:

The City of Dunn is currently staffed by 41 sworn police officers and 12

civilian employees. The city encompasses an area of five square miles with a population of 10,000. The city is located between New York and Florida at exit 73 on I-95. The uniformed Division currently operates with four squads of 12-hour shifts. Average work schedule is 168 hours in a 28 day cycle. Operations include community policing unit, bike patrol, K-9 units, Civil public nuisance officer, and Police Athletic League. The Department has six investigators, which include a juvenile officer Lieutenant and Sergeant (City of Dunn, 2004, http://www.dunn-nc.org/pol_info.cfm).

3.4 CITY OF MILLINGTON, TENNESSEE

The City of Millington, Tennessee utilizes both full-and part-time officers. Their requirements are also similar to other agencies although more detailed. The Millington Police are well regarded and in the past were also responsible for a number of military residents who were part of a United States Naval School that was formerly located close by.

The agency sets high standards; they are:

Minimum Requirements for Millington Police Officers

1. Minimal acceptable qualifications.
2. Knowledge, skills and abilities.
3. Typical duties and responsibilities.
4. Minimum qualifications for job functions.

Minimum Acceptable Qualifications

High school diploma (or equivalent) required.

Requires completion of specialized training in the field of police work.

Equivalent combination of education, training, and experience which provides the requisite knowledge, skills, and abilities for this position.

Requires successful completion of a basic police training course.

Must meet the minimum standards law (TCA 38-1104) for Police Officers.

Requires a valid Tennessee Driver's License.

In some situations, proof of education will be required, a certified copy of transcript to show earned hours for degree or training if selected for employment.

Knowledge, Skills, and Abilities

Considerable knowledge of the policies, procedures and activities of the Police Department as they pertain to the performance of duties relating to the position of Police Officer.

Ability to compile, organize, prepare and maintain an assortment of records, reports and information in an effective manner and according to departmental and/or governmental regulations.

Knowledge of the terminology used within the department.

Ability to communicate effectively with supervisors, and other staff members.

Ability to use independent judgment in routine and non-routine situations.

Capable of working under a minimum degree of stress related to duties that require constant attention to detail and tight deadlines.

Good working knowledge of relevant city, state and federal laws, criminal and

traffic codes, juvenile laws, search and seizure laws, county ordinances, and departmental policies, procedures, rules, regulations and functions as required in the performance of duties.

Knowledge of general law enforcement techniques/procedures, traffic investigation techniques.

Knowledge of criminal investigation techniques/procedures, and methods used in the identification and preservation of physical evidence.

Good working knowledge of the court system, court procedures, and presentation of evidence in court proceedings.

Knowledge of city's provisions for emergency situations.

Knowledge of road system and geographical layout of the area.

Ability to effectively interview and interrogate individuals.

Skill in restraining individuals without causing physical harm.

Has the mathematical ability to handle require calculations.

Skill in oral/written communications, public relations and supervision.

Knowledge and ability to operate various standard and specialized office and police equipment and machinery.

Typical Duties and Responsibilities

Enforces all applicable codes, ordinances, laws and regulations (both traffic and criminal) in order to protect life and property, prevent crime and promote security.

Patrols designated areas via motor vehicles or on foot to detect and deter criminal activity and traffic violations; makes police presence known in a

manner that contributes to deterrence of law violations.

Prevents/discovers commission of crime; apprehends criminals and offenders; writes citations and makes arrests as appropriate.

Responds to calls relayed by dispatchers, including domestic disputes, assaults, burglaries, traffic accidents, lost or missing person searches, public service duties, etc.

Conducts preliminary inquiries, field interviews and follow-up investigations; locates and interviews victims, complainants, and witnesses and takes statements; interrogates suspects; gathers information and evidence; secures crime scenes.

Serves warrants; obtains subpoenas and makes arrests.

Intervenes in fights/disputes which cause disturbances/confusion; mediates disputes.

Provides traffic control and police protection for events such as parades, processions, funerals, ball games, school crossings, etc.; provides security/escort services to individuals, businesses or others as appropriate.

Inspects premises of unoccupied buildings/residences to detect suspicious conditions.

Reports safety hazards associated with facilities serving the public (e.g., deficient street lights, signs, road surfaces, etc.).

Participates in court activities; testifies in judicial proceedings.

Administers first aid as necessary.

Inspects and maintains patrol vehicle.

Provides assistance and back up support to other officers as necessary; substitutes for co-workers in temporary absence of same; performs flexible unit assignments as needed in emergency response.

May provide backup coverage to dispatchers as needed.

May provide assistance in activities pertaining to the jail and prisoners as needed (e.g., transporting prisoners, delivering jail supplies, etc.).

May train and work with police dogs as assigned.

Confers with staff, police officers and others as necessary to obtain information to resolve problems; contacts command/supervisory personnel by radio, telephone, pager/beeper, voice mail, etc., for emergency responding to radio communications.

Communicates effectively and coherently over law enforcement radio channels while initiating and responding to radio communications.

Creates/maintains positive public relations with the general public; educates the public on laws and law enforcement.

Responds to questions, complaints and requests for information/assistance by telephone or in person from the general public, news media, court personnel, employees, officials or other persons.

Answers the telephone; provides information; takes and relays messages and/or directs calls to appropriate personnel, returns calls as necessary.

Prepares reports, logs, citations, forms or other documentation; maintains files and logs; performs other clerical duties.

Maintains current manuals, policies/procedures, bulletins, map books, etc.,

for reference and/or review.

Attends shift meetings, training sessions and seminars as require to remain knowledgeable of city/departmental operations, to promote improved job performance, and stay current with changing policies, procedures, codes, and criminal/civil case law.

Uses knowledge of various software programs to operate a computer in an effective and efficient manner.

Minimum Qualifications to Perform Job Functions

1. Physical Requirements:

Must be physically able to operate a variety of machinery, equipment and tools which include police vehicles, firearms, emergency equipment, radio/communications equipment, radar equipment, alcohol testing equipment, handcuffs, baton, flashlight, processing kits, photographic equipment, computer, typewriter, calculator, copier, and telephone. Must be able to use body members to work, move or carry objects or materials. Physical demand requirements are at levels of those for very heavy work.

2. Data Conception:

Requires the ability to compare and or judge to readily observable functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

3. Interpersonal Communications:

Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to co-

workers or assistants. Must be able to communicate effectively in a variety of administrative, technical and professional languages, including terminology related to legal/court proceedings, law enforcement, emergency medical and radio communications.

4. Language Ability:

Requires the ability to read a variety of informational documentation, directions, instructions, methods and procedures. Requires the ability to write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and well-modulated voice.

5. Intelligence:

Requires the ability to learn and understand relatively complex principles and techniques to make independent judgments in absence of supervision and to acquire knowledge of topics related to primary occupation.

6. Verbal Aptitude:

Requires the ability to record and deliver information, to explain procedures, and to follow verbal and written instructions.

7. Numerical Aptitude:

Requires the ability to utilize mathematical formulas, add, subtract, multiply and divide totals, determine time and weight, determine percentages, interpret graphs and perform statistical calculations.

8. Form / Spatial Aptitude:

Requires the ability to inspect items visually for proper length, width and shape.

9. Motor Coordination:

Requires the ability to coordinate hands and eyes in using equipment.

10. Manual Dexterity:

Requires the ability to handle a variety of items, equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have average levels of eye, hand and foot coordination.

11. Color Discrimination:

Requires the ability to differentiate colors and shades of colors.

12. Interpersonal Temperament:

Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under considerable stress when confronted with an emergency.

13. Physical Communication:

Requires the ability to talk and or hear, (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear). (Dept. M. T. P., (2003). <http://www.millingtonpolice.org/requirements.htm#four>)

3.5 MATCHING PEOPLE TO RESPONSIBILITY

When it comes to personnel selection, new ideas must take hold. Timothy Oettmeier (1997) addresses this in a piece written from his experience at the Houston TX Police Academy. The article appeared in the Community Policing Exchange and outlines views that help to clarify hiring requirements, their relationship to community policing and even the citizen's involvement in the process, he writes:

Departments that operate under a community policing philosophy are able to expand an officer's scope of responsibility, thereby allowing a wider array of criteria to be used in establishing standards and acceptable behavior. This in turn leads to an increased number of qualified applicants. Deciding who to recruit poses an interesting challenge. Today, departments need individuals who will bring a variety of life experiences, perspectives and skills to the job. Management needs to develop a staff with diversity of talent, so they can be used to provide customized services in community neighborhoods.

Re-Evaluating Knowledge, Skills and Abilities

To reduce the learning curve and maximize an applicant's potential, chief executives are moving to strengthen cognitive selection criteria. Many departments are now requiring applicants to take writing proficiency and reading comprehension tests; many agencies already administering these tests have raised qualifying scores. More departments are also moving toward making college degrees or a minimum number of college hours a prerequisite for employment. Community service is another attribute that

many agencies consider valuable in candidates.

Departments are using assessment centers to measure applicants' communication, leadership, planning and organizing skills. Departments that have established their own centers are in some instances asking citizens to serve beside sworn personnel on panels to evaluate candidates' responses to role-play scenarios and question-and-answer sessions.

(Oettmeier, T. N., 1997, http://www.communitypolicing.orgpublications/exchange/e13_sp97/e13oettm.htm)

Commander Dave Pettinari and Sheriff Dan Corsentino (1997), of the Pueblo County Sheriffs Department add interesting comments relative to personnel issues. In a piece for Community Police Exchange based on their own managerial experiences they wrote about selection criteria for recruiting new officers. They highlight issues similar to those revealed in this study using terms like “advanced education” and “job task analysis” for developing recruitment criteria that align with some of the outcomes of this research. The officers note:

Once disqualifying factors have been ruled out, selection continues by looking for qualifiers such as advanced education, related experience and training, special skills, supervisory experience, bilingualism and so on. Hiring decisions are guided by a panel of law enforcement and community representatives. Their decisions are based on a number of different factors but are guided by established criteria.

Developing Selection Criteria

A team was formed to develop detailed job-task analyses that provide a clear picture of the type of entry-level community policing officer desired.

The team used the analyses to develop the selection criteria, which emphasize an applicant's verbal and written communication skills, and his or her interest in developing skills in conflict resolution and creative problem solving. For those applicants who make it to the next level, these qualities are thoroughly investigated during the assessment center exercises. (Pettinari and Corsentino, 1997, http://www.communitypolicing.org/publications/exchange/e13_sp97/e13course.htm)

Lieutenant Duane L. West (1997), Tallahassee Police Department, Neighborhood Services Division, also writing for Community Police Exchange adds a perspective that illustrates the natural evolutionary state of new officer selection. Certainly the movement in police officer selection has made major strides since the author of the piece joined the police department.

Today we look back in amazement on the lack of requirements and how the deficiencies could be justified, given the level of authority the citizen allots to officers. The increases of sophisticated responsibilities have silently slipped into the job description as add-ons and in some cases taken on without being formally addressed, going unnoticed while the

recruiting of officers continued without much change.

Community Policing will be different; success will not come from traditional criteria for personnel. Community Policing is not an incremental change; it represents a major philosophical transformation in the way police do business. The author in considering where we are today, reflects back and writes how some agencies have moved with the time and change:

The recruitment and selection of police officers at the Tallahassee Police Department has changed drastically since I was hired there as an officer in July 1970. I recall the day I walked into the department's lobby to apply for a job. I don't ever remember seeing so many large white men convened in one place--except when watching professional football on television. Female officers? They were virtually nonexistent. In fact, there was only one sworn female in the entire department and she wasn't a patrol officer.

My five-minute job interview consisted of a talk with the chief, whose two main concerns were whether I, as a small man, could physically handle myself in tough situations, and if I was oriented to community service. Well, having a wife and child to feed, I assured the chief that I was both tough and agreeable. The chief decided to recruit me for service.

Shortly thereafter, I swore an oath of office and was issued uniforms, a

badge, a pistol and a shotgun. My initial training was an intensive two-week stint in the records section. Next was on-the-job training with a squad who worked small walking beats. These officers, and their predecessors, worked foot patrols in small high-crime areas and were the forerunners of today's community policing officers.

New Procedures

The Tallahassee Police Department today is a much more progressive agency than it was when I came on board more than 20 years ago. The department now has aggressive recruitment policies to attract and hire a diverse group of officers who meet the highest standards both personally and educationally, and are representative of the community they serve. Hiring benchmarks have been established based on both race and gender to ensure that our department mirrors the community's ethnic and gender demographics. (West, D. L., 1997, http://www.communitypolicing.org/publications/exchange/e13_sp97/e13west.htm)

3.6 PERSONNEL SELECTION AS A FOCUS FOR SUCCESS OR FAILURE

After obtaining general profiles of current police selection criteria from a representative number of states within the study groups, a more focused examination of key and specifically identifiable police departments was developed. The outcome of this chapter

examination suggested several points.

During the study, it became quite observable that absent a national policy, police administrators and their bureaucratic superiors alike in most cases will not move conclusively toward a college education requirement. Whether the issue is political, sub-cultural or economic was not really clear and, further, was not readily classified by the information at hand.

It appears the administrators and bureaucrats alike must be absolutely convinced through science, research and probably a motivational use of government block grant funding, that college education is important in the advancement of policing as a profession and a science. The application of law enforcement authority in a broad-based population similar to those found in many democratic countries today requires, even demands, a better trained and educated officer.

The complex and changing nature of constitutional issues and the shrinking world, coupled with readily available modern communications, serves to place every movement officers may make under the close scrutiny of the public and the courts. It is apparent that today officers must have the educated ability to understand the words, but more importantly the concepts of what their mandate truly is and to whom they are accountable.

Another major point is that there appears to be little harmony or consensus in the field

concerning college education as a hiring criteria for entry level officers. Human resources people outside of the police department may have control over the criteria and the hiring process; chiefs of police may even be excluded.

This can be dangerous, even tragic, for those seeking a police career as well as the agency. For instance, recently a reasonably large civil service police agency operated under the hiring control of a human resource department that provided testing and criteria for entry level candidates. During the process applicants were required to take several tests. Some of the testing included a written test, oral examination, polygraph test, a physical agility test and a psychological oral and written examination.

A candidate who had passed all of the testing came to the oral psychological review and was denied access to a position due to several reasons noted by the psychologist. The finding was appealed to a board of psychologists and their ruling overturned the outrageous conclusions constructed by the human resource psychologist.

Having been allowed access after the appeal, today the officer discharges all of his duties exceptionally well and has been commended by the police department on his performance. During the appeal, several other successful officers came forward noting their experiences with the same psychologist hired by the human resource department. The psychologist remains an employee and outside of the authority of the police department.

During the review of police, Morehead City Police Department data established that a large number of officers had experienced varying amounts of post-secondary education and as an intact department appeared to be the most highly educated of those sampled. Also, there appeared to be an adequate number of educated officers in the general police group of respondents. Their specific departmental affiliation was not recorded, nor was it important to the study.

Using previously described survey documents and techniques to gather facts about police personnel selection, the researcher managed to isolate what was considered as fresh and crucial points. These data focused on certain issues that served to support revising current or prevalent police education criteria for community policing. In addition, the unique nature of this study allowed a compared view of citizens and police, which was recorded by using the same survey document for both groups. This point will add impact to the validity of the study.

3.7 MOREHEAD CITY POLICE PERSONNEL FACTORS

The case study of Morehead City, when brought to this point, suggested that their level of college education per member was fairly high when compared to other agencies in the region. This may have an impact on their outcomes when compared to other officers from other agencies. The ages and educational levels for Morehead officers are noted in Table 3.1 (P139).

Morehead City officers without college represent only 8.3% of the force according to these data; the actual numbers when reported by age and education in “Survey 2” showed only two officers, ages thirty-four and forty years respectively, who had shown they had no college at all. (Three officers failed to respond and were not counted.) This is an important percentage when considering the department’s official hiring criteria does not mandate a college education. This researcher will now begin to concentrate on this agency as a central focus in the remainder of this study.

Table 3.1

Morehead City Age and Years of College

Education

Age	0.0	1.0	2.0	3.0	4.0	5.0	6.0	Total
21			1					1
22			1					1
25			1					1
26		2	1					3
29			1		2			3
30		1						1
34	1				1			2
38							1	1
39			1	1				2
40	1		1					2
41			1		1			2

43			1					1
47					1			1
48			1					1
53		1						1
54						1		1
Total	2	4	10	1	5	1	1	24

The next outcome was to find out if the Morehead City officers were more service oriented and in closer alignment with community policing rather than exhibiting the more traditional and stricter crime fighter application of authority. A table was created to highlight the Morehead City officers' responses.

Table 3.2

Morehead City, Service (SOA) or Strict Enforcement (SEA) Selection

Yrs. in college	Service	Authoritarian	No Resp.	Total
0.0	1	1		2
1.0	4			4
2.0	5	1	4	10
3.0			1	1

4.0	4		1	5
5.0	1			1
6.0			1	1
Total	15	2	7	24

3.8 THE POLICE IN GENERAL

The entire number of respondents in the police category was then examined. The total in this category was 342. The relationship between taking one, two, three or no college-level criminal-justice courses and the perceived importance of specific subject-area training that all candidate officers and officers are required to complete prior to employment was then addressed. These training subject areas were categorized into service-oriented applications (SOA) and strict-enforcement applications, (SEA) types of training.

A data field was created that indicated the number of college-level, criminal-justice courses each individual had completed on a 0-3 scale. Another field, indicating the perceived importance of the type of subject area, was used as a categorical factor and a one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that those officers with more college-level criminal-justice course work placed a higher level of importance on service-oriented (SOA) areas of training. This finding was significant at the .05 level.

In order to again evaluate this point, a test of all police respondents based upon years of college education was constructed. The perceived importance of the two basic types of training areas and the relationship of that perception to education was elaborated upon further. These training subject areas were categorized into service-oriented applications (SOA) and strict-enforcement applications (SEA) types of training. One data field which represented the subjects' years of college education on a 0-6 scale was used. This field's relationship to another field, indicating the perceived importance of the type of subject area

coded as a categorical factor, was examined. A one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that those with more years of college-level course work placed a higher level of importance on Service-Oriented Applications (SOA) areas of training. This finding was significant at the .05 level.

3.9 THE CITIZEN

In another view, the importance of police properly representing those they serve and the means with which they accomplish this, remains a hotly debated subject. Another issue, the question of mandatory college education, remains similarly unresolved. With this in mind, the researcher moved away from the more traditional sources used in gathering data for this type of study. This was motivated by a concern that previous responses to these problems might have only focused upon a more narrow police perspective. If so, other factors including a series of citizens' views or perspectives would have to be added.

In this study, citizens' expectations were also incorporated into the view of police success and their responses used in outlining police selection criteria. This researcher questioned whether the possibility of officers being required to have at least two years of college before becoming employed might be more important to the citizens who had responded and less important to the police respondents.

A data field was created allowing for the question of importance to both groups to be measured with two levels representing the police (0) and citizens (1) and a five-response option formed on a Likert type scale for selection. Citizens and police were posed the same question, asking if employers should require police officers to have at least two years of college before being employed (Q6, Appendix A-1) and a one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that citizens placed a higher level of importance on college education as a hiring criteria than did the police. This finding was significant at the .05 level.

An interesting inclination that did appear during this test was that police officers with education generally tended to validate the requirement for education for employment. On the other hand, those without college education differed from this quite a lot with 82.7% of the lowest educated officers electing no (64.3%) or probably not (18.4%). It may also be interesting to note that persons who were the most vocal against education, had typically never availed themselves of it.

In a restating and re-examining of the issue, a data field was created to be measured with two levels representing the police (0) and citizens (1) and a five-response option formed on a Likert type scale for selection. Citizens and police were again posed the same question, asking if employers should require police officers to have at least two years of college before being employed. In this restatement of the same basic question a more specific design of education was noted giving specificity to a Criminal Justice degree (Q12, Appendix A-1) and a one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that citizens placed a higher level of importance on college education as a hiring criteria, than did the police. This finding was significant at the .05 level.

Citizens' input was considered as important to this study and the importance of this issue lies in the premise that police are a cross section of the community and will be drawn from all levels of society. Any person with the minimum qualifications may become a police officer before or after obtaining a college education and as citizens their overall social views represent an important and valid point of reference to this study.

When measuring citizens' responses using Survey 2 in a similar format as used for the police, this researcher found that although most citizens surveyed had no future aspirations of becoming law enforcement officers, some had taken criminal-justice course work and were eager to offer views on the subject of law-enforcement officer-education criteria, selection and other topics. The question of the relationship between taking one, two, three or no college-level criminal-justice courses and the perceived importance of specific areas relating to police training and education criteria as well as respondent beliefs

concerning social attitudes were sampled.

A data field was created, which indicated the number of college-level criminal-justice courses each individual had completed on a 0-3 scale. Another field indicating the geographical location of the respondent area was used as a categorical factor and a one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that those with more college-level criminal-justice course work placed a higher level of importance on police becoming community partners and being proactive on community social problems such as drugs, delinquency and neighborhood decay. (Q5, Appendix A-1) This finding was significant at the .05 level.

Although there was no significant difference between categories, the general disposition of all citizen groups sampled indicated that they were in favor of two years of college education as a requirement for police employment. They also indicated a general and positive consensus in most categories of their views on social issues.

When measuring citizens' responses using Survey 2 in a similar format as used for the police, this researcher found that citizens had some differences when responding to the question, "Do you feel that police officers should be sensitive to human suffering" The question of the relationship between taking one, two, three or no college-level criminal-justice courses and a citizen's response followed along education lines with increased education indicating more positive responses.

A data field was created which indicated the number of college-level criminal-justice courses each individual had completed on a 0-3 scale. Another field indicating the geographical location of the respondent area was used as a categorical factor and a one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that those with more college-level criminal-justice course work placed a higher level of importance on police being sensitive to human suffering. (Q16, Appendix 1) This finding was significant at the .05 level.

When addressing the citizens with a question directed at criminality being influenced by the individual's environment and friends, respondents again were significant in their responses along educational lines. Increased education indicated increased tolerance for environmental conditions during the socialization of criminals.

A data field was created which indicated the number of college-level criminal-justice courses each individual had completed on a 0-3 scale. Another field indicating the geographical location of the respondent area was used as a categorical factor and a one-way analysis of variance (ANOVA) Tukey post hoc test was performed. The results of this statistical test showed that those with more college-level criminal-justice course work placed a higher level of importance on criminality being associated with environmental conditions. (Q18, Appendix A-1) This finding was significant at the .05 level.

The suggestion was developed that citizens generally wanted police officers to have more advanced education and were in support of college education as a hiring requirement. The views of police officers differed; police without college education tended not to support education and this lack of support for education reduced as an officer's formal education increased.

3.10 CONCLUSION

In concluding this chapter we must consider where the study has taken us once citizens were included. The police officers tended to move toward service incrementally as their criminal-justice course work or education generally increased. Citizens who had or had not taken criminal-justice course work, whether or not they had a goal of becoming a police officer, had a strong view of social ills in society and supported police education requirements. As this researcher focused on the two primary respondent groups, some similarities emerged.

Officers with college education were closer to the citizens' views on the education requirement. Citizens indicating some criminal-justice course work showed a strong

perception of social problems and that they felt police could do more about them. The common thread here may be the social science nature of criminal-justice course work. Many citizens avail themselves of college courses for personal edification or to fill and elective while in college.

Officers without college education predominately favored no two-year college rule for newly hired officers while those officers with education tended to elect for the requirement. One might suggest that this is due to fear of not being able to obtain a position as a police officer, but the data was obtained from those who already had positions as police officers. This may indicate a sub-cultural fear or envy-generated bias by those police without a college education, which may serve to hold back the progress toward the education requirement

The citizens' responses indicated they wanted police officers to have the two year college requirement. In summing these points up, the researcher found that officers with college experience tended to move toward proactive service rather than the older model of strict enforcement. Likewise, they felt that a two-year college requirement would be appropriate. Citizens weighed in by supporting the two-year college entry requirement for police. They went even further with their thoughts, suggesting police could do more to cure societal ills. It was interesting to find that overall, citizens were supportive of the police but, they also held high expectations of police in both service and qualifications.