

**The Bill Blackwood
Law Enforcement Management Institute of Texas**

**Accreditation:
What Campus Police See In It**

**An Administrative Research Paper
Submitted in Partial Fulfillment
Required for Graduation from the
Leadership Command College**

**By
Francisco Rangel**

**The University of Texas Health Science Center San Antonio
San Antonio, Texas
June 2010**

ABSTRACT

Accreditation was intended to professionalize the trade after landmark legislation to cure a history of abuses. To this end, the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) and the International Association of Campus Law Enforcement Administrators, Inc. (IACLEA) were formed. Accreditation has existed for over 25 years; yet only about 750 of 17,000 plus police departments and about 60 of the 750 plus public safety departments on large college campuses in the United States are accredited.

The research is relevant to law enforcement because accreditation's value has mostly been studied as it applies to municipal type agencies, but there has not been much research on its value to college campuses. Its purpose is to inform campus agencies about accreditation, its origins, views, and value. The method of inquiry used were articles, personal interviews, and research studies since 1991 on accreditation's value to municipal type agencies and compared to surveys recently received from U.S. campuses, accredited or not.

The researcher discovered that the comparisons are very similar. Independent review, professionalism, sound practices, and credibility were why campuses wanted accreditation and what they got out of it. Cost, time, and manpower were common barriers. Successful agencies recommended garnering support, consistency, and networking. Some benefited more than others; moreover, it is up to the agency seeking accreditation to determine what value it poses for them. A clear understanding of what is wanted out of accreditation and what price a department wants to pay for it is crucial.

There is a silent majority whose views are not known because many more agencies are not accredited than are. How it is valued by the trade is unsolved; the debate continues.

TABLE OF CONTENTS

	Page
Abstract	
Introduction.	1
Review of Literature	3
Methodology	12
Findings	14
Discussions/Conclusions	22
References	28
Appendices	

INTRODUCTION

Bennett and Hess (2001) defined accreditation as “the process by which an institution or agency proves that it meets certain standards” (p. 540). Accredited agencies are sanctioned as using the “best practices” of the industry at a national level by an independent, non-government entity. Avenues to accreditation at a national level are through the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) and the International Association of Campus Law Enforcement Administrators, Inc. (IACLEA).

The CALEA accreditation program is one intended for municipal-type agencies, while the IACLEA accreditation program is one intended for campus policing and public safety agencies. A department can choose either or both. This author is specifically looking at examining accreditation as it applies to a college or university campus police department.

In today’s progressive society, being accredited legitimizes the organization and its practices. Successful accreditation brings participating agencies under one umbrella of similar quality standards and practices to enhance services to their local communities. The relevance of accreditation to law enforcement is in risk management. CALEA and IACLEA also purport to give the benefits of efficiency, aid in personnel retention and recruitment, reduce exposure to litigation, and encourage better internal controls and training (CALEA, 2008; IACLEA, n.d.).

Accreditation has been an ongoing movement for over 25 years in American policing, yet only a small percentage of municipal and campus agencies have gone through the process. Of the 17,876 state and local agencies (Reaves, 2007) and 750

four year universities and colleges with a population of at least 2,500 (Reaves, 2008) in the United States, fewer than 800 municipal-type agencies and fewer than 65 campus police agencies are actually listed as accredited in October 2008 by either CALEA or IACLEA (CALEA, 2008; IACLEA, n.d.).

Campus law enforcement represents many academic institutions around the country. The need to be accredited has been accelerated in view of recent multiple shootings at campuses educating children in kindergarten through the university level. Yet, the questions of why so few have undertaken this task in the last 25 years and what its purpose is must be asked. CALEA and IACLEA accreditation are unfamiliar territories to some key decision makers in the campus community, such as university system attorneys and even some employees of a public safety or police department.

The purpose of this research is twofold. First, the research will provide information about the purpose of accreditation to campus public safety departments and campus decision makers by examining accreditation's origins and what researchers discovered about its value to law enforcement in municipal policing. Secondly, through the use of surveys, the research will determine the value of accreditation to campus police/public safety departments that are either accredited or undergoing the process, and the general views of the CEOs and their staffs will be examined. The compilation and comparison of these experiences may give insight to other CEOs who are undecided on accreditation. This researcher anticipates that many have not attained accreditation because it has been viewed as costly and deemed not worth the effort.

The method of inquiry includes: review of articles, internet sites, periodicals, journals, surveys, manuals, and personal interviews. The intended outcome is to

provide CEOs who are hesitant to attain accreditation pertinent information in guiding them to make the decision as to whether the pursuit of accreditation is practical and viable.

REVIEW OF LITERATURE

For decades, law enforcement has been on a quest to gain credibility and provide increased efficiency of service to constituents. It has also “tried to no avail to rid itself of the ‘dumb cop’ stereotype and move closer to the idea of professionalization” (Fajardo, 1999, p. 24). The process of accreditation has a long history in other career fields which are considered professions. Accreditation is seen as an avenue to that end by some in the industry and as unnecessary by others. Added to this is the lack of a definition of what “police professionalism” is (Bizzack, 1993, p. 6). The information discovered mostly viewed accreditation as valuable in some form, but it is not without its doubts. Some doubt is based on the standards mandating what is evaluated and not providing guidance on how to accomplish the goals (Langworthy & Travis, 2003). Others doubt its cost effectiveness.

Accreditation’s beginnings can be traced to the late 18th century in New York, where colleges first had to meet legislated standards (Schantz, 1997). Since then, accreditation has become a mandatory and necessary certification process for other career fields like medical, education, and engineering, but not so for law enforcement. It is a voluntary program, as Klauck (1991) noted: “the road to accreditation in law enforcement has not been a direct one” (p. 4).

White (2007) wrote that from a “historical perspective,” policing in America had three different phases; political (mid 1800–early 1900), reform (early 1900–1950), and

community (1950–present). During the political era, there were no hiring standards for police officers. It was common for a newly elected official to hire a whole police force and place persons they owed their election to as officers, creating a “spoils system.” Without hiring standards, many unsuitable persons, inexperienced persons, and those of questionable character were hired. Corruption, misconduct, and inefficiency were the norm (White, 2007). One milestone that led to a more professional force was the Pendleton Act of 1883, which outlawed the spoils system at the federal level by enacting a selection process of merit and exam; thereby, “transforming the nature of public service” (Pendleton Act, 1883, p. 1).

The need to professionalize was recognized in the 1900s in what White (2007) referred to as the “reform era of policing” (p. 3). At state levels, noted police chiefs like August Vollmer began instituting standards to keep departments free of the political process. At the federal level, the Federal Bureau of Investigation (FBI), under director J. Edgar Hoover, began efforts to shape the force, neutralizing notorious criminals like “Bonnie and Clyde,” “Machine Gun Kelly,” and “Pretty Boy Floyd.” In 1931, the National Commission on Law Observance and Enforcement exposed more police misconduct. Recognition was not enough and reforms were slow (p. 77).

The last phase was the community era. It came about during sweeping movements for social change like the civil rights movement and the Vietnam War protests (Langworthy & Travis, 2003). Mounting confrontations between police and their communities increased. U.S. courts redefined civil liberties; their decisions brought more oversight of the police. This oversight, coupled with rising crime rates, exposed weaknesses in police procedures and showcased the need to reform (White, 2007).

Reform movements came about to have police serve their communities better. Langworthy and Travis (2003) named this last phase more appropriately as the “Community Problem-Solving” era (p. 99). President Nixon’s 1968 Commission on Law Enforcement called for “quantifiable objectives,” which would make police more efficient, effective, and professional (Schantz, 1997). Accreditation began as a need to professionalize police and to make them more efficient, effective, and accountable.

Commissions at different levels were formed to address the issue: President’s Commission on Law Enforcement and the Administration of Justice, the National Advisory Commission on Criminal Justice Standards, the American Bar Association, and the International Association of Chiefs of Police. All had the intent to establish stringent police standards for personnel selection, training, and policies. The ground work for accreditation had begun.

In 1979, the Law Enforcement Assistance Administration (LEAA) funded a project supported by four police administrator associations: the International Association of Chief of Police (IACP), the Police Executive Research Forum (PERF), the National Organization of Black Law Enforcement Executives (NOBLE), and the National Sherriff’s Association (NSA) (Klauck, 1991). The initial assumption was that if enough departments participated in accreditation, the pressure would build to get everyone accredited (NCJRS Abstracts, 2008). CALEA developed from this process as a means to enhance law enforcement as a profession and improve it (CALEA, 2008).

In 1984, CALEA developed national standards to be considered “best practices” based on the inputs of law enforcement experts. Initially, the agencies developing CALEA faced many obstacles. One major obstacle was the thought that the federal

government would take over CALEA and thus make accreditation mandatory. One reason for believing CALEA would be taken over by the government was because it provided the funding for the initial accreditation project. However, it is still a voluntary program today.

There are those who think it serves no purpose to have a volunteer program. Klauck (1991) wrote that a voluntary accreditation program may encourage only the strongest departments to seek accreditation while the ones who may need it most may not get it; however, peer pressure may help get some agencies accredited. Many, then and now, view accreditation as a “serious encroachment,” telling them how to conduct business in their jurisdictions (Klauck, 1991, p. 8). Another obstacle was the loss of funding after the elimination of the LEAA. CALEA is mostly funded by user fees, which are based on the agency’s size (Bowman, 2008). They can range from over \$5,400 for an agency with fewer than 24 employees, to almost \$17,000 for those with more than 1,000 employees (CALEA, 2008).

CALEA eventually developed an accreditation program, granting it to agencies fulfilling CALEA’s standards through a written process of self-inspection by the agency and an external review by its inspectors (Langworthy & Travis, 2003). CALEA accreditation was first awarded in 1984. The CALEA accreditation program is continually kept up to date and is for law enforcement agencies only.

IACLEA began as the National Association of University and College Traffic and Security Directors in 1958. Campuses experienced a rapid growth of student enrollment and all the problems that came with it, such as, traffic, security, parking, climbing crime rates, and unrest. Campus officials met to share information. Year by year, the

association grew. In those days, the trend was to have security departments on campus, with local police departments tasked with providing law enforcement services. In 1968, they changed from a national association to an international one. The association was instrumental in addressing professional training and advocacy for campus public safety agencies. In the 1990s, the Loaned Executive Management Assistance Program (LEMAP) was founded, a precursor to the accreditation program of today. By 1999, members identified the need for accreditation, and a committee was formed to develop the accreditation process (IACLEA.org).

CALEA's accreditation program was the foundation on which IACLEA's program was built. IACLEA founded 226 of the 450 CALEA standards directly applied to college campuses (Lipka, 2008). By 2006, IACLEA, with a revised accreditation manual, accepted applications and awarded its first accreditation a year later (IACLEA, n.d.). Today, IACLEA's 306 standards are mostly identical to CALEA's with the exception of one chapter, which addresses campus public safety. Eighteen standards are adjusted to accommodate departments with sworn and non-sworn personnel. Standards are written with the intent to assist those police agencies that also want to pursue CALEA accreditation afterwards (IACLEA, 2004).

There were many studies conducted on accreditation from 1990 to 2000. In most cases, the studies reported that departments viewed many aspects of accreditation positively for those who went through the process. Most of the research reviewed showed that tangible benefits as purported by CALEA were realized, but not every agency gained every benefit. Its best value was in the peer review of its practices. For instance, in Bennett and Hess' (2001) textbook, the need for accreditation is contended.

They list the positives and negatives of accreditation, and it appears the pluses outweigh the minuses. In their summary, they wrote CEOs should consider accreditation to assist in the evaluation (self-assessment) of their departments. There was no research found, however, on IACLEA specifically. Some campuses have pursued accreditation through CALEA or IACLEA or both.

The research studies indicated personal feelings run for and against accreditation (Bizzarck, 1993; Klauck, 1991). As Klauck (1991) wrote, “the benefits and potential short comings of accreditation are subject to extensive debate by agencies on different sides of this movement” (p. 68). There was a struggle, which still exists today, between the traditionalists who do not view accreditation highly and the progressives who believe it is the future in law enforcement. At issue is even whether accreditation is needed, since some in society consider law enforcement a trade and only “true” professions, such as medicine and education, need it for validation. One thing is clear, though, accreditation will continue.

In 1991, Klauck studied 89 agencies. In that year, there were 156 accredited agencies, up from 23 just five years earlier. Klauck (1991) stated that “once one area department gains accreditation status, there is enormous pressure put on neighboring departments to join the program” (p. 35). Klauck (1991) wrote that both sides of the issue on professionalism agreed it was the primary way to reform police into being a more efficient, effective, and accountable. He believed the biggest benefit of accreditation was credibility and, on a larger scale, consistency across jurisdictional lines.

In Bizzarck's 1993 study, he received 151 of 325 questionnaire packets mailed, which provided a very detailed look into the accreditation experiences of the agencies that responded to the questionnaire. He found a persistent stream of law enforcement officers who viewed accreditation as a movement for unwanted and unneeded change. The Bizzarck (1993) study determined the ten most listed reasons for pursuing accreditation were: "to assure professionalism; to improve performance; to reduce liability and insurance costs; to establish professionalism; to determine if the agency 'measured up'; to set standards for agency; to increase professionalism; to improve public perception; to improve effectiveness; to improve self-image" (p. 44). The five most reported benefits were: sound policies and practices; assured credible benchmark for evaluating policies, systems, and practices; increased pride; gained recognition of competency; and automatic self-assessment; however, any benefit in reduction of litigation/lawsuit was marginal.

The top accreditation liabilities listed were: none, costs, paperwork, standard inconsistency, and that it was labor-intensive. Responding agencies made recommendations to agencies seeking accreditation. At the top of responding agencies' recommendations were networking with other accredited agencies, knowing why an agency wants accreditation status before undergoing the process, ensuring everyone's commitment to this process, and empowering the accreditation manager.

These same agencies also reported encountering some difficult problems: resistance from within the department, overwhelming paperwork volume, incompatible standards, buying in personnel, and cost. Bizzarck (1993) concluded accreditation has "helped move policing toward a new definition of what professionalism in law

enforcement is coming to mean: increasing accountability” (p. 129). Accreditation improved the career field overall by elevating a department’s professionalism level.

The other studies done before and after Bizzarck (1993) (Klauck, 1991; Geoghagan, 2000; Wallner, 1996; Schantz, 1997; Fajardo, 1997) had some of the same basic results, viewing accreditation positively despite some drawbacks and gaining some benefits. Each researcher also added some key observations. In 1996, there were 318 accredited agencies when Wallner (1996) completed his study. Wallner found that attaining accreditation had no effect on morale and that CALEA had not done much to support the case for accreditation. Wallner called for more research to find supportive results to CALEA’s claims or for it to modify those claims.

In 1997, there were about 356 accredited agencies when Schantz conducted her study. She found that grumblings from those involved in the process were quelled by the implementation of new policies. She added that accreditation “means different things to different agencies” (Schantz, 1997, p. 44). Her key recommendations were the following: more guidance was needed from CALEA, agencies must know the process and their weaknesses before undertaking it, and agencies must meld their directives and CALEA standards for efficiency, elimination of confusion, and duplication of effort. She found the costs of the program were offset by insurance premium savings for accredited agencies.

In 1999, Robin Gineen Fajardo published her study comparing 224 accredited agencies against non-accredited ones. Fajardo (1999) wrote, “There were many positive aspects of accreditation that were documented but none of them provided

evidence of improved law enforcement performance and improved police professionalization” (p. 20).

Geoghagan (2000) asserted that accreditation’s ultimate benefit is that it “serves as a vehicle for change” (p. 11). The accreditation process forces an agency to update itself as society evolves. His research concluded that accredited agencies benefited from a reduced frequency of lawsuits by “77%” as well as a “48%” reduction in their severity (Geoghagan, 2000, p. 44). Geoghagan (2000) recommended that agencies vying for accreditation join police accreditation coalitions (PAC) for support. PACs are groups of agencies in a geographic area who meet regularly to network and assist any accredited agency or one actively pursuing it. The CALEA website lists over 30 PACs nationwide.

John Leonard, IACLEA Director of Accreditation and Loaned Executive Management Assistance Program, in a personal interview on September 8, 2008 and through personal correspondence on January 29, 2009, stated that campuses have become more professional over the decades. IACLEA has improved standards, training, and personal management issues. There are more and better educated officers doing an ever-increasingly sophisticated job.

Leonard stated there are two points of view on the value of accreditation. The first, from a cost/benefit perspective, is that risk management provides the best value. The second, and in Leonard’s opinion its best value, is the self-assessment process itself. According to Leonard, it improves a department’s service by examining and comparing what it does to what it should do. Leonard believes this “comprehensive ‘house-cleaning’ can instill a sense of confidence and pride in the entire department.”

Leonard also believes departments should pursue accreditation despite its challenges. He stated one unique solution some small liberal arts colleges faced was costs associated with accreditation. These colleges have overcome this by collectively hiring one accreditation manager to work on their policies.

Klauck (1991) wrote about “professionalism through accreditation” by saying, “one of the ways commonly used to measure standards of success and professionalism was by comparing organizations to others already considered to be professional” (p. 28). He used the example of the professional status gained by educators through accreditation. It takes the ideals and opinions of what is best from everyone and codifies them. One of Klauck’s conclusions in his 1991 study was that “the success of the accreditation program has the potential for an even greater accomplishment, which is the attainment of true professionalism in all aspects of law enforcement” (p. 71).

Accreditation standards are geared to ensure that personnel receive the appropriate guidance, training, and supervision. Other benefits may or may not be realized by some, and it depends on the department. As to specific savings on insurance, Leonard was not aware of any multi-million dollar lawsuits either. It seems the evolution of accreditation is still proceeding ahead.

METHODOLOGY

The research question to be examined considers whether or not campus police/security officials view accreditation the same as municipal type police agencies. This research will provide information about the purpose of accreditation to campus officials by examining the process from its origins to today and what researchers have discovered about its value to law enforcement at the city and state levels. Secondly,

through the use of surveys, it will determine the value of accreditation to campus police or public safety departments that are either accredited or undergoing accreditation.

Also, those CEOs whose departments are not pursuing accreditation will be examined.

The researcher hypothesizes the views campus police have about accreditation are not very different from their counterparts in state and municipal type agencies, and accreditation is considered too expensive in time and money to pursue. The method of inquiry will include: a review of articles, periodicals, internet sites, personal interviews, and four different surveys distributed to over 200 participants. The instrument that will be used to measure the researcher's findings regarding the subject of accreditation and how campus police view it will include the four surveys.

The size of the first survey will consist of 10 questions, distributed to approximately 30 patrol supervisors in the state of Texas. The second survey will consist of 12 questions, distributed to approximately 100 campus police chiefs in the state of Texas. The third survey will consist of 15 questions, distributed to 54 campus accreditation managers of accredited agencies or agencies conducting self-assessment in the U.S. These first three categories will be surveyed to see how each views accreditation and how it affects them since each deal with it at a different level. The fourth survey consists of four questions distributed to 57 non-accredited campus public safety agencies in the U.S. The latter category will be surveyed to determine if they value accreditation and what challenges they have preventing them from attaining it or why they declined to obtain it.

The response rate for the first survey was 20 of approximately 30 sent or 66%; the second was 11 of approximately 100 sent or about 11%; the third was 28 of 54 sent

or 52%; and the fourth was 40 of 57 sent or 70%. The information obtained from surveys will be listed in this report and the surveys attached.

FINDINGS

All the research studies found or available dealt only with municipal type agencies, none with campuses. This author's surveys and interviews provided this data. Some of the above study participants listed many challenges in the accreditation process but the number of accredited agencies continued to increase. CALEA's website listed police agencies in the U.S. that had signed agreements to earn CALEA accreditation in years 1999 through 2009. From 1999 to 2007, municipal type agencies averaged approximately 44% of those who entered into agreement actually earned or retained accredited status in 2008. Campus agencies averaged approximately 54%. As of January 2009, 16 campuses were IACLEA accredited; 12 of those were dual accredited with CALEA. This author used the latest U.S. Department of Justice statistics published in 2008 (for the year 2005) as a base for the total number of sworn campus law enforcement agencies at 750 at four and two year institutions. The number of institutions with security departments only was undetermined.

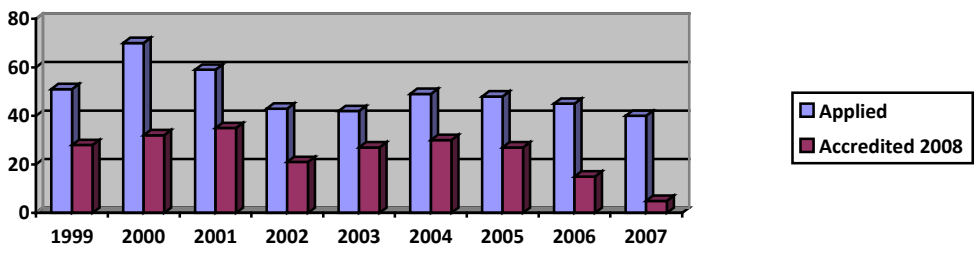


Figure 1. Municipal agencies entering vs completing CALEA process by 2008

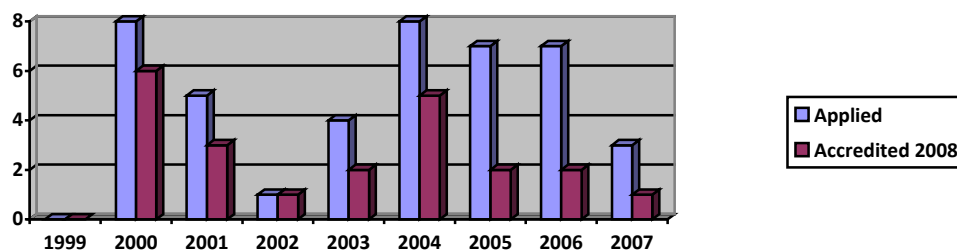


Figure 2. Campus agencies entering vs completing CALEA process by 2008

Table I. Percentage accredited of all eligible law enforcement agencies

U.S. law enforcement agencies	17,126 Total In 2005	706 Accredited in 2008	4%
Campus law enforcement agencies	750 Total in 2005	47 Accredited in 2008	6%

Four groups were surveyed: patrol officers, accreditation managers and campus police chiefs without regard to their accreditation status, and CEOs of non-accredited campus police or public safety agencies. Most participants provided some sort of answer; in most cases, several answers or comments per question were given. The number in parenthesis represents the number of times that characteristic was used as an answer. Some questions were not answered. The totals were based on a summary of the message their answers conveyed per question.

Approximately 30 patrol officers were surveyed. Seventeen municipal and three campus officers responded. Most did not answer any question since accreditation did not apply to them or they did not know. Two were CALEA accredited, and one was accredited with IACLEA. The only benefits they expected or got from accreditation was standardized policies (two), better polices, equipment (two), professionalism, reduced liability, prestige and unknown (one each).

Approximately 100 surveys were sent to campus police chiefs of accredited and non accredited departments, 11 returned surveys. Three held national accreditation, five were not accredited, and two were state accredited only. Not all answered why they were seeking or held accreditations, but three did mention it was for professionalism. Two other chiefs said it was for credibility; and one said it was for a good policy review. One other chose state accreditation instead due to the cost. Some noted comments were: accreditation is voluntary and if you lack the will, withdraw from the process, but there should be no penalty for doing so; inability to have anyone identify and validate any significant benefits beyond anecdotal information; CALEA should advertise benefits gained by departments; and failure is corrosive, and a department can be hurt by it if it fails.

The most listed disadvantages encountered were: too costly (four), manpower intensive (three) and time consuming, difficult process, paperwork upkeep, number of standards (tie at one each). National certifications were allowed to expire because of the costs. These agencies then sought accreditation through state program, which are generally less expensive and more suited to the laws of their jurisdictions.

Of the benefits the chiefs listed, the most often mentioned replies were better defined and standardized polices (three), professionalism (one), in-depth study of the agency (one), demonstration of commitment and competence (one); sound policies as a defense to nuisance litigators (one); credibility issues (two), and prestige (one). These responses are similar with the advertised benefits of accreditation. Some chiefs hoped being accredited would put their department on the same level with municipal agencies and establish credibility with them.

The next question concerning the best advice they would offer received approximately 16 different responses. The most mentioned was networking (five), followed by getting support from administrators and the department members (three), identifying specific benefits and impacts (three), and having a reasonable and flexible time line (two). The other responses suggested once a decision is made, stick to it with no excuses and have resources in place separate from the operating budget. Your department should also be prepared for expending a lot of effort and receive a lot of scrutiny. They suggested having files in order and reviewing literature.

Chiefs choose their accreditation managers based on the person's intensity, ability to focus and thoroughness as well as communications skills (two each). Having a high rank (two) was also mentioned. A position description is in the CALEA manual. The overall impression of the surveys was positive about accreditation, but it was not for everyone.

The next sets of surveys were sent to campus accreditation managers whose agencies were either accredited or had signed a contract. Fifty-four were contacted and of the 37 who requested the survey, 28 returned it. This group provided the most information. Two strategies tied as the most often employed (eight each): assess what the department has now and compare with what is needed; have a dedicated accreditation manager or team on a full time basis or have part-time duties in addition to accreditation management. The next highest strategy was making changes and having long range planning before even applying for accreditation (seven). Managers suggested throughout their surveys to delegate tasks to key persons within their expertise but still have one person steering the process. Three of the respondents to

this question just made the general statement that delegation to the rest of the department was used. It was suggested the manager should be an experienced law officer with command rank, who is task driven and very knowledgeable of the department, not someone hired to write the policies. For continuity of the process, it was better not have a change of managers in mid-process. Other strategies stressed were to get the administration's support first for funding and hire accreditation assessors as consultants (two). An IACLEA assessor mentioned this as one strategy used by some smaller agencies (K. Paleski, personal communication, July 28, 2008).

Table 2. Preparation time used before entering accreditation

2 years or less	2-4 years	More than 4 years	At/after signing
15%	28%	21%	35%

Support from administrators and from within the department was reported as being critical (two). One agency changed things that affected morale first to garner internal support. Throughout the surveys networking, joining PACs, attending conferences, and having mock assessments were mentioned as most valuable. One did report hiring an accreditation assessor as a consultant.

Managers mentioned throughout the surveys that they had not pursued accreditation until now because either the previous CEO did not want it or the new one did (17). Managers also listed cost as a second top concern (four). The last two most frequently mentioned were being in a small department and fear/ignorance (two each). One manager dubbed accreditation as a "process, not an event."

As these managers saw it, their agencies decided to keep or pursue accreditation to professionalize (19), get credibility (six), be recognized (five), reduce liability (four), and obtain accountability (three). The key steps these managers

mentioned were updating policies and processes (11), hiring a dedicated accreditation manager (six), getting educated on accreditation (seven), joining PAC and networking (seven), buying-in of personnel and including them in the process (seven), and mock inspections (six).

Only four reported no major problems, but the rest did have some. The most common mentioned one was convincing everyone (four). As one manager saw it, everyone must be committed to this or it is destined to fail. Funding (four), time, and amount of paperwork (three each) were other major problems encountered. To complement staffing shortages, some campuses reported hiring students to handle the clerical work accreditation generates. Once again, networking (three), and commitment (two) were singled out as ways to overcome the difficulties of meeting standards. In one case, skilled officers were used to meet some standards instead of hiring out trade personnel, saving labor costs.

In order to complete their task, accreditation managers used delegation, but to different levels. Four techniques were mentioned. The first was to delegate to section heads, key persons or stakeholders, but still retain most of the work and produce the final product because of the complex nature of the process (11). The second, delegate to section heads but only on a limited basis (nine). The third was to have your accreditation staff do all the work (six). Fourth, the delegation of tasks to patrol officers was only mentioned three times.

As to tangible benefits received because of the accreditation process, managers wrote the following: more and better equipment and facilities (eight), conscientious officers with policies they can follow (five), no tangible benefits yet (five), and higher

recruitment, pay, retention, respect, morale, better programs (three). Some of the benefits which received minimal mention consisted of lower insurance, lower crime rate, better negotiation position, professionalism, fewer sustained complaints (one each), and credibility (two).

Accreditation managers had a long list of advice they would offer a CEO, but at the same time, they mentioned the CEO must understand the process (five) and support them (seven). One former accreditation manager reported his chief wanted him to start and complete the accreditation process within a few months. The best responses were to appoint and keep a dedicated and competent accreditation manager (eleven); have a long range plan and be ready before signing (eight); have commitment and actively pursue tasks (seven), buy-in staff and line officers (six), join PACs (five), and involve everyone (four).

The last five questions of the accreditation managers' survey covered costs, man hours used and staffing acquisitions. The costs had too many variables, results could not be tabulated. On the question of how staffing personnel with accreditation duties, 15 reported using existing staff, two used existing staff with additional duties, and three used existing staff and part time help. Comments made seem to indicate that based on current staffing, managers felt more hours were needed to properly maintain the program (12); ten said the same amount was needed, while four needed fewer hours.

The last group was the campus agencies not on any CALEA or IACLEA list. With few exceptions, at least more than one (public, private, famous or not, big or small) in each of the 50 states was contacted. One hundred seventy-two were contacted and of the 57 who said they would complete a four question survey, 40 returned it. Only five

of 34 agencies did not think of national accreditation, three went through the state instead, and one went through a recognition program after evaluating the programs. Of those CEOs who specified, seven looked into CALEA, five into IACLEA, and six looked at both programs.

The reasons most cited for accrediting were professionalism (14), recognition (five), and pride, image, credibility, liability reduction (tied at two each). The reason most often given as to why their agency did not pursue national accreditation was state programs were more affordable (three). Of these respondents, six received or were pursuing state accreditation. The obstacles that kept them from seeking national accreditation were manning (ten), cost (nine), too much time (four), and the cost versus the benefits gained was too high (three).

Although not accredited, their views of accreditation were varied, but mostly positive; 32 were positive, six negative, and two had mixed opinions. They felt it would give campus police a professional label (nine), put them on an equal basis with all other law enforcement (overcome “campus cop”) (eight), and improve their performance (seven). Three interesting points were mentioned. First, accreditation was referred to three times as a part of campus life. Second, one saw it as necessary since some potential college recruits are being coached to ask if the campus police or public safety department is accredited. This researcher found the latter comment to be true but only one instance of this was found on the internet in a newspaper article (Pope, 2007). The third point was that although accreditation places the framework to guide the department to better law enforcement practices, it is the people that make your department what it is.

One CEO's response to being asked why an agency did not pursue accreditation was that the process would create a more difficult environment to work with "feeding the accreditation paper tiger." The CEO went on to say that once accredited, it becomes necessary to keep it. Dropping an agency's accreditation would not be perceived positively by the public. Examining how many agencies had accreditation and dropped it as well as why accreditation was dropped is another point that warrants study, and this information could lead to improving the process.

DISCUSSION/CONCLUSIONS

The issue examined by the researcher considered how campus public safety departments view accreditation, and whether or not their views were similar to their counterparts at municipal type agencies. The purpose of this research was to provide information about the purpose of accreditation to the personnel of a campus police/public safety department as well as its decision makers by examining its origins and what researchers have discovered about its value to law enforcement. Secondly, through the use of surveys, it determined the value of accreditation to campus police/public safety departments that are either accredited or undergoing accreditation and those of CEOs whose departments were not pursuing it.

The research question that was examined focused on whether the views of accredited and non-accredited campus public safety agencies were the same as those of municipal agencies and how they compared. The researcher hypothesized the views campus police had about accreditation were not very different from their counterparts in state and municipal type agencies; that is, accreditation was considered too expensive in time and money and not worth the effort to pursue.

The researcher concluded from comparing past studies to the surveys received that the views of municipal type agencies and campus police or security agencies were very similar. Survey respondents felt accreditation would bring credibility and make them more efficient, effective, and accountable, as in Klauck's (1991) and Bizzarck's (1993) studies. Professionalism was the most mentioned reason to get accredited. From this and the tone of the surveys received, they believed in accreditation at the national and state level, whether or not they could pursue it. Even for those who did not pursue accreditation, they still looked at matching some of the accreditation standards.

Accreditation was viewed positively by campus agencies, just as it was by city-type agencies in Wallner's 1996 study. Campuses cited barriers to accreditation were money and staffing issues. It did differ slightly in liability issues. Liability was mentioned at the middle of the list of benefits, with only one or two mentioning a reduction in insurance. Agencies pursuing accreditation then wanted credibility amongst their peers. It was the same now for campuses with the additional caveat of getting parity with the municipal type agencies. Many wanted to shed the "campus cop" image and be looked upon in the same light as their city counterparts. They felt accreditation was a means to that end. Accreditation was seen decades ago as a growing factor in law enforcement, and that is still the case today.

Departments received the advertised benefits, but most reported not receiving any additional benefits than those resources they needed to fulfill the standards. The most universal benefit was the self evaluation each department had to do. This clearly gave CEOs a vision of where they were and in what direction they had to go to continually improve their services. Even those who were not getting accredited

recognized the overall value of having a set of best practices. To be seen as an equal was an added benefit.

Agencies that did not pursue accreditation because of the cost still recognized the overall value of having a set of “best practices” and wrote policies on CALEA or IACLEA standards as best they could to comply with the spirit of the guidance. Others pursued state accreditation because of the cost and found it a better value or a better fit for them, but still saw this as a way to professionalize their departments. Many complained about the time it took, but through long range planning prior to signing a contract and having a dedicated manager, even on a part time basis, they got through it. Again, networking with other agencies to see how they did it was a common response.

There is a lot of resistance in the field. The majority of agencies who were not accredited declined to participate in the survey, but the ones who were accredited or were pursuing it had the highest survey return rate. They obviously believed the effort was worth the expense. What could not be answered was the views were of the 600+ who were not accredited. This latter category was so much larger than those accredited that they can be considered the silent majority when it comes to national accreditation. Equally important would be the views of those who let their accreditation expire.

One surprise finding was that change of command was often cited as the catalyst for getting accredited. It also seems campuses are embracing accreditation at a slightly faster rate than off campus agencies, partially because accreditation is a language most university and college campus administrators understand and go through. The number of agencies signing contracts with IACLEA and obtaining the accredited status has

increased in the past year. Some of the survey participants, though not listed on CALEA or IACLEA websites, stated they had started their journey already.

The controversy about accreditation will continue. Those who pursue accreditation strongly believe it improves them in some way; they label it “professionalism.” However, there was no viable way found to measure or prove professionalism, as stated in Fajardo’s 1999 study, especially when a majority of police agencies, on and off campus, are not accredited at a national level. Those who sought state accreditation were not researched. It is unknown what impact, if any, this will have in the development of one nationwide system of “best practices.”

Other studies mentioned that CALEA and IACLEA did a poor job of disclosing benefits, so perhaps it is up to the agency seeking it to determine what value it poses for them. As in the Geoghagan (2000) study, most campuses went into accreditation to professionalize themselves. They had a clear understanding of what they wanted out of accreditation and were willing to pay the price for it.

Many of the responses received mirrored the responses in the studies reviewed from 1991 to 2000. The common themes of independent review, evaluation, professionalism, written policies, sound practices, self image, and credibility were common descriptors used then and now to express why they wanted accreditation and what they got out of it. Accreditation rates listed on the CALEA and IACLEA websites keep adding more campus agencies; however, it is not increasing at a steady rate. Some years show a slight increase, while some years a slight decrease. Some agencies indicated a preference for state accreditation/recognition programs. This aspect warrants study to determine the impact of these programs against the national

ones. The cost and complex nature of the national programs has driven some to seek it at the state level. The challenges of meeting national accreditation standards did not change. Everyone mentioned staffing, time, paperwork, cost, resistance, getting buy-in, but those who were successful found a way to overcome these challenges. Clearly, some departments could not seek accreditation because of their size and lack of resources or facilities. This places many campuses at a disadvantage over other agencies, but their feelings and expectations of accreditation were the same as those who pursued it.

The findings of the research did support the hypothesis that accreditation was too expensive, but it did not support the hypothesis that it was not worth the effort, at least to those agencies that pursued it and those who wanted to, but could not afford it. The latter category expressed positive views on accreditation.

Limitations that might have hindered this study resulted because more agencies declined to participate than those who did. Some questions were answered directly; others were long drawn out essay-type answer. Some questions were answered in parts of different questions. Secondly, the number of campuses in the U.S. was tabulated significantly higher at about 4,900 in 2007 according to the Department of Education; however, those are tabulated as two and four year campuses entitled to receive Title IV funding (student financial aid), not those who employ police or security agencies. Two different US Department of Justice publications were used to estimate the number of campus police/security agencies at 750 (Reaves, 2007; Reaves, 2008).

The study of accreditation is relevant to contemporary law enforcement because it provides current views of campus police and security agencies regarding accreditation

and why or why not accreditation was pursued. Campus agencies from the line officer to the CEO stand to benefit from the results of this research in an effort to determine what value, if any, accreditation has for their department.

REFERENCES

- Allison, R.S. (1980). Police Accreditation – A New Effort to Set Standards. *Police Magazine*, 3(1), 52-54. Abstract obtained from *NCJRS*, 2008, Abstract No. 064079. Retrieved August 17, 2008, from <http://www.ncjrs.gov/App/Publications/abstract.aspx?ID=64079>
- Bennett, W. & Hess, K. M. (2001). *Management and supervision in law enforcement*. Belmont, CA: Wadsworth/Thompson Learning.
- Bizzack, J.W. (1993). *Professionalism & law enforcement accreditation: the first ten years*. Lexington, KY: Autumn Publishing.
- Bowman, D.W. (2008). CALEA: Origins, purposes and effectiveness summary of a doctoral dissertation. *CALEA online* . Retrieved June 5, 2008, from <http://www.calea.org/Online/newsletter/No81/bowman.htm>
- CALEA (2008). Retrieved from CALEA OnLine database.
- CALEA On Line. *Law Enforcement Accreditation*, (2007, September 19). Retrieved June 5, 2008 from <http://www.calea.org/Online/CALEAPrograms/LawEnforcement/lawenfprogram.htm>
- Fajardo, R. G. (1999). *Law enforcement accreditation: a national comparison of Accredited versus non-accredited agencies*. Unpublished manuscript. University of South Carolina.
- Geoghagan, A. D. (2000). *Law enforcement professionalization: the accreditation of law enforcement*. Unpublished manuscript. University of Tennessee at Chattanooga.

IACLEA, (n.d.). *Reach for the gold standard*. Retrieved June 5, 2008, from

<http://www.iaclea.org/visitors/PDFs/AccreditationBrochure.pdf>

IACLEA, (n.d.). *Agencies in accreditation*. Retrieved June 5, 2008, from

http://www.iaclea.org/visitors/professionaldevelopment/accreditation/accreditation_agencies.cfm

IACLEA, (n.d.) *The Association's history*. Retrieved November 23, 2008, from

http://www.iaclea.org/visitors/PDFs/IACLEA-ContentPages_pp7thru58.pdf

IACLEA. (2004, May). *Standards for campus public safety departments (4th ed.)*.

West Hartford, CT: IACLEA.

IACLEA, (2006, July). *IACLEA accreditation process manual*. West Hartford, CT:

IACLEA.

Klauck, C. J. (1991). *Law enforcement accreditation: is it what your agency needs?*

Unpublished manuscript, University of Wisconsin at Oshkosh.

Langworthy, R. H. & Travis, L. F. III. (2003). *Policing in America: a balance of forces,*

third edition. Upper Saddle River, NJ: Pearson Education Inc.

Lipka, S. (2008, January 11). Professionalized campus police departments sign up for a

new Accreditation process. *The Chronicle of Higher Education*, 54(18), p. A20

Pendleton Act. *An Act to regulate and improve the civil service of the United States,*

January 16, 1883; Enrolled Acts and Resolutions of Congress, 1789-1996;

General Records of the United States Government; Record Group 11; National

Archives. Retrieved from <http://www.ourdocuments.gov/doc.php?doc=48>

Pope, J. (2007, April 30). College search often ignores safety issues. *Desert News (Salt*

Lake City) Retrieved November 19, 2008, from

http://findarticles.com/p/articles/mi_qn4188/is_20070430/ai_n19050023/

Reaves, B.A. (2008, February). *Bureau of justice statistics special report: campus law enforcement, 2004-05* (Publication NCJ 219374). Retrieved October 13, 2008, from <http://www.ojp.usdoj.gov/bjs/pubalp2.htm#clea>

Reaves, B.A. (2007, June). *Bureau of justice statistics bulletin: census of state and local law enforcement agencies, 2004* (Publication NCJ 212749). Retrieved October 13, 2008, from <http://www.ojp.usdoj.gov/bjs/pubalph2.htm#csllea>

Schantz, S. H. (1997). *The value of law enforcement accreditation*. Unpublished Manuscript, Ohio State University.

Wallner, R. B. (1996). *The national law enforcement accreditation process and Quantifiable benefits: the missing link*. Unpublished manuscript, University of Wisconsin at Oshkosh.

White, M. D. (2007). *Current issues and controversies in policing*. Boston: Pearson Allyn and Bacon.

APPENDIX A

Thank you for participating in this survey. I am writing an administrative research paper for the Law Enforcement Management Institute of Texas (LEMIT) concerning the Accreditation process. Of particular interest to me are why some agencies choose to get Accredited or not and what was the key to the success of those who acquired Accreditation. I am also looking into the qualities of the Accreditation Manager since he/she plays a vital role in this process.

I will not use any name or agency in my paper. Please return this survey as soon as possible to Sgt Frank Rangel, UT Health Science Center San Antonio, 7703 Floyd Curl Drive, San Antonio, TX 78229, Tel. (210)567-2800. E-mail: rangelf@UTHSCSA.edu

Accreditation Survey

1. What type of agency do you belong to? (City/County; College/University, etc.) How many personnel?
2. What Accreditations have you held or are seeking and why?
3. Which Accreditations were attained, but are no longer current and why?
4. What were the benefits gained or will gain from Accreditation?
5. What were the disadvantages of Accreditation?
6. Which Accreditation is more valuable to you and why? (CALEA, IACLEA, etc)
7. What were the first steps you took toward Accreditation?

APPENDIX B

Thank you for participating in this survey. I can not do my paper without it. **Of particular interest to me is finding common characteristics / strategies used to get accredited / what tangible benefits you obtained as a direct result of being accredited / why so few departments seek accreditation.** I will not use any name or agency in my paper. Please return this survey within two weeks to Sgt Frank Rangel, UT Health Science Center San Antonio, 7703 Floyd Curl Drive, San Antonio, TX 78229, Tel. (210)567-2800. E-mail: rangelf@UTHSCSA.edu

Accreditation Manager Survey

1. What was your strategy in getting accredited (or in your efforts to get accredited)?
2. Why did your department not seek accreditation earlier?
3. When did you start preparing (before the self assessment stage or years before even applying for it)?
4. Why did your department seek accreditation?
5. What were the key steps you took in each phase of getting accredited?
6. What major problems did you have and how did you overcome them?
7. Did you as the accreditation manager do all the work or delegate it to section heads too? What was your management style?
8. What tangible benefits (more freedom with your budget, equipment, higher retention, pay raises, lower crime rate, lower insurance rate, etc.) did your department get because they were accredited?
9. What is the best advice would you give to another CEO or accreditation manager seeking what you have attained?

These next questions are based on surveys received from police chiefs. They have expressed an interest in knowing what other departments did.

1. What do you estimate your annual costs at keeping accreditation standards?
2. What human capital and resource capital was used during accreditation (how many full time employee [FTE] labor hours per month or per year) or used to maintain it?
3. How did you fund the FTE's (existing staff, new positions)?

4. Based on your present FTE commitment to accreditation, do you feel you need more or less FTE hours to properly maintain accreditation?
5. Approximately how much money did it take to meet accreditation standards?
How many employees in your department?

APPENDIX C

Thank you for participating in this survey. **Of particular interest to me is finding out how college/universities view accreditation.** I will not use any name or agency in my paper. Please return this survey within two weeks to Sgt Frank Rangel, UT Health Science Center San Antonio, 7703 Floyd Curl Drive, San Antonio, TX 78229, Tel. (210)567-2800. E-mail: rangelf@UTHSCSA.edu

Accreditation Survey

1. Have you ever thought about getting accredited from IACLEA or CALEA?
2. Why or why not?
3. What has prevented you from going ahead with the process?
4. What are your views of accreditation for a campus police department?