

**THE BILL BLACKWOOD
LAW ENFORCEMENT MANAGEMENT INSTITUTE OF TEXAS**

**An Analysis of Educational Achievement as a Prerequisite for Promotion
in the Austin, Texas Police Department**

An Administrative Research Paper
Submitted in Partial Fulfillment
of the Requirements for the Institute

by
Howard E. Williams

Austin Police Department
Austin, Texas
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ABSTRACT

The idea that police officers should have a college education has existed since the beginning of the century. The difficulty for law enforcement administrators has been to entice officers to earn those degrees. Since the 1980s, the Austin Police Department has provided tuition reimbursement for officers who attend college. Nevertheless, the percentage of officers with college degrees has not risen significantly. However, like many other departments across the United States, the Austin Police Department does not require educational achievement as a prerequisite for promotion. The question arises, therefore, whether requiring specified levels of education for promotion to supervision or management ranks would provide more incentive for officers to earn a degree than the current tuition reimbursement program.

To assess the willingness of officers to earn a degree, a random sample of one hundred officers in the department were surveyed and asked how likely they were to return to college under four given conditions: (1) no increase in the tuition reimbursement currently offered and no educational requirement for promotion; (2) an increase in the tuition reimbursement currently offered and no educational requirement for promotion; (3) no increase in the tuition reimbursement currently offered and specified educational requirement for promotion, and; (4) an increase in the tuition reimbursement currently offered and specified educational requirement for promotion. The anonymous responses were tabulated and compared.

It is concluded that a requirement for specified educational requirements for promotion offered no more incentive for officers to earn a degree than the current policy of limited tuition reimbursement. An increase in tuition reimbursement, however, did provide significant incentive to officers to earn a degree.

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Introduction

One of the greatest frustrations for law enforcement administrators in the 20th century has been the inability of law enforcement agencies to hire and to retain college-educated officers. As early as 1916, August Vollmer, commonly known as the father of modern policing, proposed that police officers should have college degrees (Travis, 1995). Since then, various national commissions have recommended, and many criminal justice experts have argued, that police agencies should require college credit hours or a college degree as a prerequisite for the appointment and promotion of law enforcement officers. The literature on police training and education is rife with examples relating superior performance of patrol officers to college education, but considerably less is known about the effects of a college education on police supervision, management and administration. By 1988, based largely on the recommendations of federal commissions and funded primarily by federal grants, more than 90 percent of departments throughout the United States had educational incentive policies and offered educational incentive programs (Carter, Sapp & Stephens, 1989). Nevertheless, in 1988 fewer than one in four officers had earned college degrees (Carter, et al., 1989). Clearly, the recommendations of federal commissions, financial incentives, and the abstract prospects of improved job performance were insufficient to attract qualified college-educated applicants to police service or to induce incumbent officers to earn college degrees.

The cause of this result is unclear, but one possible reason is that officers found little utility in a college education. In 1988, fewer than one in four departments surveyed in a national study had any policy, formal or informal, requiring educational achievement as a prerequisite for promotion (Carter, et al., 1989). Apparently, few officers found sufficient incentive to invest the

time and effort necessary to earn college degrees when those degrees were not necessary to advance their careers. Additionally, many officers with higher education, frustrated by a lack of promotional opportunity, often voluntarily left police service before retirement (Stojkovic, 1998). Thus, the challenge for police administrators became finding ways to induce officers to pursue a degree and to continue their careers in the police service.

The International Association of Chiefs of Police (IACP) conducted a management audit of the Austin Police Department in 1985. In that audit, the IACP reported that 23 percent of officers in the department had a bachelor's degree (Harbaugh, Pedersen, Needle & Peltier, 1986). In 2000, despite fourteen years of recruiting at colleges and universities, incentive pay programs, and college tuition reimbursement, department records show that the percentage had risen only slightly, to 29 percent (Bryant, 2000). The department's policy of basing incentive pay on certification levels, which includes credit for training and education, instead of considering educational achievement alone, however, may serve as a disincentive to officers' seeking a degree (Campbell, 1993). The result is a limited pool of promotional candidates with the educational qualifications to manage a large municipal police department.

The purpose of this research is to explore whether mandatory educational achievement as a prerequisite for promotion, rather than offering tuition reimbursement, would offer greater inducement for officers of the Austin Police Department to seek a baccalaureate degree. To examine the issue, this paper analyzes responses from officers of the Austin Texas Police Department to a brief survey questioning their desire to earn a college degree under each of four variable conditions: (1) the department does not change its current policy, which does not require educational achievement as a prerequisite for promotion, and the department does not offer to

supplement the City of Austin's current tuition reimbursement program; (2) the department does not change its current policy, which does not require educational achievement as a prerequisite for promotion, but the department offers to supplement the current city tuition reimbursement program for officers seeking to earn a college degree; (3) the department changes its policy to require educational achievement as a prerequisite for promotion to sergeant, lieutenant and commander, but the department does not offer to supplement the current city tuition reimbursement program, and; (4) the department changes its policy to require educational achievement as a prerequisite for promotion to sergeant, lieutenant and commander, and the department offers to supplement the current city tuition reimbursement program for officers seeking to earn a college degree.

The hypothesis is that few officers will claim an intention to earn a degree under the current Austin Police Department's policies and City of Austin's tuition reimbursement program, and that few officers will claim an intention to earn a degree under the current policies with the department offering to supplement the city tuition reimbursement program. The percentage of officers suggesting a desire to earn a degree should rise slightly if the department requires educational achievement for promotion and does not supplement the city tuition reimbursement program, but rates will rise significantly if the department requires educational achievement as a prerequisite to promotion to sergeant, lieutenant and commander, and the department offers to supplement the city tuition reimbursement plan.

The results of the survey will suggest whether the Austin Police Department can increase the level of officers' education by requiring them to obtain college credits or a college degree as a

prerequisite to promotion, and whether the Department should offer to reimburse the cost of that education.

Review of Literature

Historically, the majority of research on higher education and the police focused on patrol or line officers. Unfortunately, little literature addressed the effects of college education on police administration and command personnel (Carter, et al., 1989). Police administrators must recognize, however, that they are not simply police officers who happen to command. They are executives in complex, high profile, resource-intensive organizations, so they must acquire the knowledge, skills, and abilities that will enable them to cope with the ever-increasing demands of their responsibilities. To ensure a successful future for their departments, police administrators must also ensure that those officers who succeed them are similarly prepared to assume those responsibilities.

The question first arises whether the Chief of Police may legally require educational achievement as a prerequisite for promotion in the Austin Police Department. Chapter 143, Subchapter I, of the Texas Local Government Code created meet-and-confer for the department, the right to bargain for a labor contract. Pursuant to the authority of Section 143.307, the officers' bargaining agent and the City of Austin may agree, under contract, to supercede a previous statute concerning wages, salaries, rates of pay, hours of work, or other terms and conditions of employment. Additionally, a contract may preempt any contrary statute, executive order, local ordinance, or rule adopted by the state or a political subdivision of the state.

Consequently, the Chief may establish prerequisites for promotion if the officers and the City Council vote to approve a contract with such provisions. Austin would not be unique with educational requirements for promotion. The New York City Police Department requires officers to have completed two years of college for promotion to sergeant, three years for lieutenant, and four full years for promotion to captain (Travis, 1995).

In 1978, the Dallas Police Department required applicants to have completed forty-five semester hours of college with a "C" average. The Fifth Circuit Court of Appeals, in a suit challenging the legality of the college requirement, ruled that the City of Dallas had established a manifest relationship between college education and performance of police officers (*Davis v. Dallas*). Thus, the Court acknowledged college education as a bona fide occupational qualification for police service in Texas. Additionally, state and federal courts have consistently rejected challenges to the mandatory education requirements of the Minnesota Peace Officer Standards and Training Board, ruling that college education is a bona fide occupational qualification essential for police duties in Minnesota (Carter, et al., 1989). It seems apparent then, that a requirement for educational achievement as a prerequisite for promotion is legally justifiable.

The question next arises whether a college education offers benefits beyond those of police training. A difference does exist between training and education. Training generally refers to vocational instruction that takes place on the job and deals with physical skills. Education generally refers to academic instruction that takes place in a college, university, or seminar-type setting and deals with knowledge and mental skills (Bennett & Hess, 1996). Although most

experts in adult education agree that training and education are necessary compliments, the call for higher education for police officers has sounded throughout the 1900s.

As early as 1916, August Vollmer called on police officers to obtain a college education. In 1917, he outlined a three-year curriculum for a police school that included courses in the natural sciences, criminological sciences, psychiatry, practical and applied criminology, police methods and procedures, and police administration (Douthit, 1975). Not until the economic crash of 1929 and the depression years that followed, however, did the police service truly discover the benefits of an educated police corps. In urban areas, where jobs were scarce, police service offered job security and a regular paycheck. As more applicants competed for open positions, a better-educated police force naturally emerged (Bizzack, 1989).

In 1931, the National Commission on Law Observance and Law Enforcement, popularly known as the Wickersham Commission, convened to investigate police service and police corruption in the United States. The Commission found that police agencies across the country were deficient in training and education. As one of several recommendations for reform, the Wickersham Commission called for increased educational requirements for police officers, feeling that college-educated police officers were less susceptible to corruption (Stojkovic, 1998).

The better-educated police corps that developed through the 1930s improved the stature of the job in the 1940s and 1950s. Old management principles, however, often still deeply embedded in 1930s' values, continued to plague police organizations. These failures, coupled with police agencies' traditional social isolationism, resulted in many police managers failing to understand the causes and ramifications of the social conflicts of the turbulent 1960s (Bizzack, 1989).

In 1967, following an increase in crime and civil unrest, the President's Commission on Law Enforcement and Administration of Justice, commonly known simply as the President's Commission, again raised the issue of higher education for police officers, perhaps more stridently than ever before. The President's Commission recommended that all police personnel with general enforcement powers should have baccalaureate degrees (President's Commission, 1967). The Commission hoped that upgrading the education level of police officers would make them non-racist and better able to relate to members of the communities that they served (Stojkovic, 1998).

The President's Commission recommendations led to several studies regarding the efficacy of higher education for police. Moreover, despite a variety of practices designed to foster a higher caliber of police officer, the hallmark effort from the 1950s through the 1970s - particularly after 1967 - was the attempt to promote professionalism through education. Law enforcement professionals and academics saw education as a means to improve community relations, to reduce police use of violence, to promote more judicious use of discretionary powers, and to counter the problem of corruption (Swanson, Territo & Taylor, 1998).

In 1973, the National Advisory Commission of Criminal Justice Standards and Goals set forth several organizational and operational standards for planning and enhancing criminal justice services. Among the standards was the requirement that every police agency should, not later than 1982, require as a condition of initial employment the completion of at least four years of education at an accredited college or university (National Advisory Commission, 1973). Also in 1973, the American Bar Association, at its annual convention, called for communities to support educational achievement on the part of police personnel by adopting educational incentive pay

plans and by gradually instituting requirements for the completion of specified periods of college work as a prerequisite for initial appointment and for promotion (American Bar Association, 1973).

In 1985, the International Association of Chiefs of Police (IACP) conducted a management audit of the Austin Police Department. The IACP recommended that officers who did not have degrees should be required to earn them. The audit team also suggested that the department should support educational efforts by reimbursing tuition payments, granting educational leaves, and providing shift preferences, whenever possible, so that officers could attend classes (Harbaugh, et al., 1986).

In 1997, the City of Austin conducted its own management audit of the Police Department. That audit team noted that promotions into management positions followed base line civil service requirements and did not include consideration of management skills. They also commented that management training at the department was inadequate to support the development of strong management skills (Daugherty, Gray, Chan, Nielson, Tjan & Peng, 1997).

The State of Texas has also become involved in the call for a college-educated police corps. In 1999, the 76th Texas Legislature passed, and Governor George Bush signed, House Bill 855 amending Chapter 59 of the Texas Code of Criminal Procedure. This chapter, which establishes asset forfeiture and provides for the expenditure of forfeited funds, now specifically permits local law enforcement agencies to transfer not more than ten percent of the gross amount credited to the agency's fund to a separate special fund. The agency may use this special fund to provide financial assistance to a person who enrolls in an institution of higher education in a field related to law enforcement, and who plans to return to that locality to work in a law enforcement

field. In 2000, the Texas Commission on Law Enforcement Officers' Standards and Education convened a committee to study the possibility of requiring a baccalaureate degree as a minimum requirement for initial employment as a peace officer in Texas.

Studies of the effects of a college education on police performance show many positive results that could benefit a police manager. Police managers with higher education are more creative in their methods and encourage thought and creativity in patrol officers (Buckley, McGinnis & Petruik, 1993). Even as the police corps is becoming more educated, however, the demands of the job and the requirements of police policies are becoming more complicated (Alpert & Smith, 1993). Effective community policing, the philosophy to which the Austin Police Department subscribes, requires certain skills that officers develop through higher education: research, critical thinking, problem solving, effective oral and written communications, and an understanding of group and community dynamics (Breci, 1994). This renewed nationwide emphasis on community policing and problem solving also requires officers to think and plan, not simply respond to calls for service (Alpert & Dunham, 1992).

For police administrators it is important to know that studies have also shown a positive correlation between college education and two important management characteristics: responses to new training and decision-making ability (Smith & Aamodt, 1997). Other studies demonstrated that officers with a college education not only demonstrated less authoritarian attitudes than non college-educated officers, but were also less authoritarian than college graduates in other fields (Smith, Locke & Waller, 1968). Moreover, officers who completed their education while employed by their departments advanced more rapidly and had fewer disciplinary actions (Vanagunas, 1980).

Not all literature on the effect of education on police performance is so positive, however.

Many arguments have been made to counter the claims that all police officers should have a college education. One such criticism is that neither the public nor social scientists can agree on quantifiable definitions of good police performance or of a good police officer, so it is difficult to say that higher education improves police performance or creates a good officer (Vodicka, 1994).

Many college-educated officers believe that education enhances their performance, but they do not believe that education advanced their careers. Other findings show that officers are satisfied with their jobs and careers as long as they believe that their qualifications for promotion are good and their prospects for promotion high. When officers do not receive desired rewards for what they perceive to be relevant qualifications, job and career satisfaction may decline (Buckley, et al., 1993). College-educated officers may also believe that college preparation is the key to promotion, but in police service experience continues to be a necessary requisite for command positions, regardless of educational achievement (Berg, 1994). Studies also reveal that the benefits of a college education do not become apparent until officers gain experience in the job (Smith & Aamodt, 1997). Additionally, a degree can change an officer's behavior and attitudes so that they work against organizational interests (Sheehan & Cordner, 1995). Criticisms of some early studies allege a failure to control for intelligence levels or motivation, and for insufficient variance and poor measurement of educational quality when comparing officers without college to those who have been college-educated (Sherman, 1980).

College-educated officers are often more cynical than their less educated coworkers. This cynicism may be attributable to the officers' inability to practice the professional ethos, and that they must follow rules with little latitude in decision-making (Regoli, 1976). Level of education

also does not appear to have a significant effect on officers' receipt of commendations or reprimands, nor does it significantly increase involvement in community projects or volunteer work (Kakar, 1998).

Allegations have arisen that, as a result of past educational discrimination and present civil service type merit examinations for police service, minorities are at a disadvantage in education requirements (Radelet, 1986). National statistics, however, reveal a particularly surprising result. Overall educational levels of minorities are comparable to those of white males, and the graduate work of minorities exceeds that of white males. Similarly, women have higher average levels of education and much more graduate work than white males (Carter, et al., 1989).

It may be true that an improved police management capability will become evident as college-educated officers achieve greater representation in supervisory and command positions. Because few studies have specifically addressed college education and its effect on police management performance, however, advocates of college for the police must rely more on their instincts that it is beneficial than on any extensive amount of hard research data that would fully support that supposition (Sheehan & Cordner, 1995).

Methodology

One hundred officers of the Austin Police Department were randomly selected to receive survey questionnaires. Each questionnaire contained one of four critical questions, and twenty-five officers each received the same question. Accompanied by questions related to gender, rank,

age, years of service, and college experience, the survey asked the following four critical questions:

1. Under the department's current promotion policy and the City of Austin tuition reimbursement program (no educational achievement is required for promotion and tuition reimbursement is limited to \$600 per school year), how likely are you to obtain a college degree?
2. If the Police Department agrees to pay college tuition and fee reimbursement for current employees to obtain a degree, but does not require educational achievement as a condition of promotion, how likely are you to obtain a bachelor's or advanced degree?
3. If the Police Department requires 60 hours of college credit for promotion to sergeant and a bachelor's degree for promotion to lieutenant and commander, but does not offer to supplement the City of Austin's current tuition reimbursement program (maximum of \$600 per school year), how likely are you to obtain a bachelor's or advanced degree?
4. If the Police Department agrees to pay college tuition and fee reimbursement for current employees to obtain a degree and requires 60 hours of college credit for promotion to sergeant and a bachelor's degree for promotion to lieutenant and commander, how likely are you to obtain a bachelor's or advanced degree?

The questionnaire recorded responses on a scale of one to seven:

- 1 – Completely Unlikely
- 2 – Highly Unlikely
- 3 – Moderately Unlikely
- 4 – Neutral or Unknown

5 – Moderately Likely

6 – Highly Likely

7 – Completely Likely.

The mean, median, and mode for all responses were calculated and compared. Because of the small size of the samples, no analysis of variance was attempted. All responses were anonymous. (See Appendix for copies of the questionnaires.)

Findings

The results of the officers' responses are presented in Figure 1.

Critical Question	N	Mean	Median	Mode
1	20	3.35	3	2
2	19	5.26	6	6
3	23	3.30	3	2
4	25	5.40	6	6

Figure 1. Officers' responses to critical questions.

Twenty officers responded to the first question (N = 20), "Under the department's current promotion policy and the City of Austin tuition reimbursement program (no educational achievement is required for promotion and tuition reimbursement is limited to \$600 per school

year), how likely are you to obtain a college degree?" The mean of their responses was 3.35 ($M = 3.35$), the median response was 3 ($Mn = 3$), and the mode response was 2 ($Md = 2$). The mean response was slightly higher than the scale designation for "moderately unlikely." The median response was "moderately unlikely," and the mode of the response was "highly unlikely."

The first hypothesis, that few officers will claim an intention to earn a degree under the current Austin Police Department's policies and City of Austin's tuition reimbursement program, appears to be accurate, and is accepted.

Nineteen officers responded to the second question ($N = 19$), "If the Police Department agrees to pay college tuition and fee reimbursement for current employees to obtain a degree, but does not require educational achievement as a condition of promotion, how likely are you to obtain a bachelor's or advanced degree?" The mean of their responses was 5.26 ($M = 5.26$), the median response was 6 ($Mn = 6$), and the mode response was 6 ($Md = 6$). The mean response was slightly higher than the scale designation for "moderately likely." The median response was "highly likely," and the mode of the response was "highly likely."

The second hypothesis, that few officers will claim an intention to earn a degree under the current policies with the department offering to supplement the city tuition reimbursement program, is inaccurate. Indications are that the offering of tuition and fee reimbursement serves as significant incentive for officers to obtain degrees.

Twenty-three officers responded to the third question ($N = 23$), "If the Police Department requires 50 hours of college credit for promotion to sergeant and a bachelor's degree for promotion to lieutenant and commander, but does not offer to supplement the City of Austin's current tuition reimbursement program (maximum of \$600 per school year), how likely are you to

obtain a bachelor's or advanced degree?" The mean of their responses was 3.30 ($M = 3.30$), the median response was 3 ($Mn = 3$), and the mode response was 2 ($Md = 2$). The mean response was slightly higher than the scale designation for "moderately unlikely." The median response was "moderately unlikely," and the mode of the response was "highly unlikely."

The third hypothesis, that the percentage of officers suggesting a desire to earn a degree should rise slightly if the department requires educational achievement for promotion but does not supplement the city tuition reimbursement program, is not accepted. The responses are essentially the same as the responses to the first critical question that questioned officers' desire to earn a degree under current conditions.

Twenty-five officers responded to the fourth question ($N = 25$), "If the Police Department agrees to pay college tuition and fee reimbursement for current employees to obtain a degree and requires 60 hours of college credit for promotion to sergeant and a bachelor's degree for promotion to lieutenant and commander, how likely are you to obtain a bachelor's or advanced degree?" The mean of their responses was 5.40 ($M = 5.40$), the median response was 6 ($Mn = 6$), and the mode response was 6 ($Md = 6$). The mean response was slightly higher than the scale designation for "moderately likely." The median response was "highly likely," and the mode of the response was "highly likely."

Discussion/Conclusions

The original hypothesis of this thesis was that tuition reimbursement was not sufficient to entice officers to obtain a baccalaureate degree, especially when educational achievement was not

a prerequisite for promotion. Studies showed that more than 90 percent of police departments throughout the United States had educational incentive policies and offered educational incentive programs, as does the Austin Police Department. Nevertheless, fewer than one in four officers had earned college degrees. Despite having paid tuition reimbursement, the percentage of officers with degrees in the Austin Police Department grew from 23 percent in 1985 to only 29 percent in 2000. Moreover, Austin was one of the approximately 74 percent of agencies in the United States that did not have a policy requiring educational achievement as a prerequisite for promotion.

Despite the previous evidence of the ineffectiveness of tuition reimbursement, however, the results of the officer survey indicate that an enhanced tuition reimbursement program would be much more effective in inducing Austin Police officers to obtain a college degree than would requiring educational achievement as a prerequisite for promotion. Requiring educational achievement for promotion offered no more incentive than the current tuition reimbursement program that has proven to be ineffective. Even coupling a requirement for educational achievement with an offer to enhance tuition reimbursement offered no more incentive than the offer to enhance tuition reimbursement alone. Thus, if the Austin Police Department desires to increase the educational level of its officers, it should follow the advice of William E. Reed (1988) who noted that difficulty occurs in adopting higher education as a promotion criterion when police departments are unionized, and that educational funds should be included in police agency budgets to meet tuition costs, the cost of books, and educational leave for selected, promising officers.

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APPENDIX



MEMORANDUM

TO: Selected Personnel

FROM: Lt. Howard Williams

DATE: December 9, 1999

SUBJECT: Attached Survey

I am currently enrolled in the Law Enforcement Management Institute of Texas, a training institute for police management personnel. One requirement of the program is to write a paper on a police management issue. I need your help in completing the attached short survey, the results of which I will use in the paper.

Employees were selected at random, and all responses are anonymous. Please complete the survey sent to you, not a copy of another survey. Not all employees received the same survey. Please return the surveys to me no later than December 16, 1999. Thank you for your time and assistance.

LEMIT Project Survey

Return to: Lt. Howard Williams
Inspections Unit

Mark the box beneath the proper response.

Gender:

F	M
1	2

Rank:

Police Officer	Sr. Police Officer	Detective	Sergeant	Lieutenant	Commander
1	2	3	4	5	6

Age:

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56+
1	2	3	4	5	6	7	8

Years of Service with the Austin Police Department:

0-2	2-5	5-10	10-15	15-20	20-25	25+
1	2	3	3	4	5	6

College Experience:

None	1-30 Hours	31-60 Hours	Associate Degree	61-90 Hours	91-120+ Hours	Bachelor Degree	Advanced Degree
1	2	3	4	5	6	7	8

Under the department's current promotion policy and the City of Austin tuition reimbursement program (no educational achievement is required for promotion and tuition reimbursement is limited to \$600 per school year), how likely are you to obtain a bachelor's or advanced degree?

Completely Unlikely	Highly Unlikely	Moderately Unlikely	Neutral or Unknown	Moderately Likely	Highly Likely	Completely Likely
1	2	3	4	5	6	7

LEMIT Project Survey

Return to: Lt. Howard Williams
Inspections Unit

Mark the box beneath the proper response.

Gender:

F	M
1	2

Rank:

Police Officer	Sr. Police Officer	Detective	Sergeant	Lieutenant	Commander
1	2	3	4	5	6

Age:

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56+
1	2	3	4	5	6	7	8

Years of Service with the Austin Police Department:

0-2	2-5	5-10	10-15	15-20	20-25	25+
1	2	3	4	5	6	7

College Experience:

None	1-30 Hours	31-60 Hours	Associate Degree	61-90 Hours	91-120+ Hours	Bachelor Degree	Advanced Degree
1	2	3	4	5	6	7	8

If the Police Department agrees to pay college tuition and fee reimbursement for current employees to obtain a degree, but does not require educational achievement as a condition of promotion, how likely are you to obtain a bachelor's or advanced degree?

Completely Unlikely	Highly Unlikely	Moderately Unlikely	Neutral or Unknown	Moderately Likely	Highly Likely	Completely Likely
1	2	3	4	5	6	7

LEMIT Project Survey

Return to: Lt. Howard Williams
Inspections Unit

Mark the box beneath the proper response.

Gender:

F	M
1	2

Rank:

Police Officer	Sr. Police Officer	Detective	Sergeant	Lieutenant	Commander
1	2	3	4	5	6

Age:

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56+
1	2	3	4	5	6	7	8

Years of Service with the Austin Police Department:

0-2	2-5	5-10	10-15	15-20	20-25	25+
1	2	3	4	5	6	7

College Experience:

None	1-30 Hours	31-60 Hours	Associate Degree	61-90 Hours	91-120+ Hours	Bachelor Degree	Advanced Degree
1	2	3	4	5	6	7	8

If the Police Department requires 60 hours of college credit for promotion to sergeant and a bachelor's degree for promotion to lieutenant and commander, but does not offer to supplement the City of Austin's current tuition reimbursement program (maximum of \$600 per school year), how likely are you to obtain a bachelor's or advanced degree?

Completely Unlikely	Highly Unlikely	Moderately Unlikely	Neutral or Unknown	Moderately Likely	Highly Likely	Completely Likely
1	2	3	4	5	6	7

LEMIT Project Survey

Return to: Lt. Howard Williams
Inspections Unit

Mark the box beneath the proper response.

Gender:

F	M
1	2

Rank:

Police Officer	Sr. Police Officer	Detective	Sergeant	Lieutenant	Commander
1	2	3	4	5	6

Age:

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56+
1	2	3	4	5	6	7	8

Years of Service with the Austin Police Department:

0-2	2-5	5-10	10-15	15-20	20-25	25+
1	2	3	3	4	5	6

College Experience:

None	1-30 Hours	31-60 Hours	Associate Degree	61-90 Hours	91-120+ Hours	Bachelor Degree	Advanced Degree
1	2	3	4	5	6	7	8

If the Police Department agrees to pay college tuition and fee reimbursement for current employees to obtain a degree and requires 60 hours of college credit for promotion to sergeant and a bachelor's degree for promotion to lieutenant and commander, how likely are you to obtain a bachelor's or advanced degree?

Completely Unlikely	Highly Unlikely	Moderately Unlikely	Neutral or Unknown	Moderately Likely	Highly Likely	Completely Likely
1	2	3	4	5	6	7