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

**The Fort Bend Paradox  
Texas Law Enforcement Road to Higher Education:  
Incentives - A Study of Importance**

**A Policy Research Policy Project  
Submitted in Partial Fulfillment  
of the Requirements for the Professional Designation  
Graduate Management Institute**

**by  
J.M. Chernosky**

**Fort Bend I.S.D. Police Department  
Sugar Land, Texas  
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## ABSTRACT

Law enforcement personnel across the state of Texas face difficulties and frustration while attempting to attain a higher education. In many agencies, insufficient recognition is given to aspiring individuals who need assistance in this worthy goal. This situation occurs without correlation between agency size or the lead administrator's personal educational background. The retention of qualified and motivated officers suffer because of the lack of educational incentives whether monetary or otherwise.

The purpose of this paper is to discuss the advantages of education, as well as, educational incentives for commissioned law enforcement personnel in the state of Texas. The research will demonstrate how important it is for all police agencies to discuss and develop such a policy. The Fort Bend Independent School District currently has no incentive package for police personnel. This research assists in the formulation of such a policy. The history of educational incentives will be reviewed along with agency attitudes toward higher education. A variety of incentive programs and their implementation will be reviewed. The value of higher education in professionalization of this career field will be addressed, as well as, how individual agencies effect this change.

The conclusion of this paper will indicate that, higher educational is a catalyst toward professionalization in law enforcement. The individuals who seek this goal should be rewarded through explicit incentives progressing toward later implicit ones. While the Texas law enforcement community has suffered educational setbacks, it will, in all probability, continue to see changes toward comprehensive educational plans.

## **INTRODUCTION**

The problem of educational reimbursement in today's law enforcement community is complex. Officers in many cases are not receiving additional salary compensation for advanced degrees of certification. In other professions employees are encouraged to obtain a higher degree of academic education. Law enforcement may suffer because in many areas it is not looked upon as a profession; and the governing bodies see monetary incentives as an ongoing cost with no immediate return. Higher education is a growing requirement for entry level officers, but little or no assistance is given to encourage experienced officers to rise to the challenge. Too much emphasis is placed on the entry level position and those pursuing a master's or doctorate level degree. This leaves the aspiring experienced officer with few resources and great frustration.

The purpose of this project is to discuss the advantages of education, as well as, educational incentives for commissioned law enforcement personnel in the state of Texas. The research will develop the overall concept of incentives and how they might benefit the law enforcement community. Such ideas as monetary supplemental pay for different levels of certifications and collegiate work, as well as, educational reimbursement for personnel will be researched. Ultimately it will determine if motivation for higher education can be intrinsic, extrinsic, or both.

This researcher believes that the Fort Bend Independent School District can be the trend setter for establishing the standard for educational incentives for its police personnel.

This project is directed at the governing bodies of law enforcement agencies, especially the Texas school boards who encourage all employees to be life long learners. It is a study that will test their very ideals and goals.

Agency administrators will also be addressed to validate their search for professionalism in this career field.

I intend to use pertinent journal articles and current criminal justice books in my research. Surveys from around the state and nation will be used to explore the possible benefits and drawbacks of requiring an advanced education. I plan to survey police agencies in Texas especially particular agencies providing services to independent school districts. Some interviews of agency administrators presently using incentive systems to promote a higher degree of education will be conducted.

After all research has been completed, I believe that it will indicate that not only is higher education a valuable resource and motivator for experienced personnel; but this education should be reinforced by means of explicit or implicit incentives.

If this is true then it may serve as a positive catalyst to reward officers who pursue higher education in any form. It may encourage professionalism in a career that needs positive reinforcement, especially those serving school districts. Ultimately, Fort Bend Independent School District and all agencies which instill educational incentives will benefit.

## Historical and Legal Context

Currently, a large number of police officers in the State of Texas receive little or no explicit educational incentives. As early as 1936, August Vollmer recognized that through the professionalization of law enforcement administratively, there must be the goal of pursuing the upgrading of quality of all police personnel through advanced higher education (Palombo 8). Despite the apparent lack of correlation studies in certain areas, the need for college-educated officers has been stressed by numerous advisory boards since this idea was first espoused by the Wickersham Commission in 1931. Since that time, several commissions at the national level have formally recommended advanced education for police officers as a means to significantly improve the quality of police personnel and hence the quality of police work. – stated in the President’s Commission on Law Enforcement and Administration of Justice (Daley 1)

On February 14<sup>th</sup>, 1968, President Johnson expressed concern about the continuing rise in crime, and the importance of federal aid to local law enforcement agencies in assisting them to meet their responsibilities. He urged Congress to pass the Omnibus Crime Control and Safe Streets Act. He also directed a message to the Governors telling them to fulfill their obligations in meeting the need for improved law enforcement. He requested that they “...make certain that they have the necessary laws in effect, that they are committing sufficient resources to their entire system of criminal justice, and that they have efficient, well trained, and fully supported police departments and law enforcement agencies” (Ibid., p.2 cpl 3127). The President’s Commission on Law Enforcement in their report on the Nation’s police departments provided key suggestions which can be used as the beginning format for a solution to educational problems.

Opportunities must be provided for interested personnel to pursue their education; and pay incentives should be established for college education (Benson-Howard 3). The commission recommended that a requirement of all police departments should be baccalaureate degrees for personnel with general enforcement powers. Title I of the Act provides for the financial assistance to law enforcement. In drafting the bill, Congress stated it felt assistance to state and local law enforcement was necessary because local agencies were best suited to handle the high incidence of crime and preserve the nation’s welfare.

At an early stage a frequently quoted source is Police Administration, by O.W. Wilson and Roy C. McLaren. According to their view, “It seems reasonable to adopt within the next few years a minimum

educational requirement of two years of college." It is obvious that the police personnel policy in American policing has not received the spotlight it warrants (Wilson and McLaren 310).

College educated officers provide improvement to three primary areas in which the department and citizens benefit. First, a liberal arts education helps to ensure the proper use of police discretionary powers. Police departments are unlike other governmental agencies, where the discretionary decision making is vested primarily in administrators. In law enforcement, it is the lowest ranking officer who exercises the greatest powers of discretionary judgment – the decision to arrest or not to arrest, to act or not to act, and shoot or not to shoot. The line officer must perform instinctively on his own initiative. The college educated officer is less likely to invoke the criminal process in questionable situations.

A second rationale for upgrading the education of police officers is an expected improvement in the effectiveness of officers performing their crime control function, through better motivation and a greater ability to apply systems and technology. They must have a knowledge of changing social, economic, and political conditions; understanding of human behavior, and the ability to communicate, all combined with moral values, qualities of self-discipline, and a commitment to public service.

The third argument holds that a college-educated officer is able to perform his "order maintenance" function more effectively through the more balanced use of social counseling and law enforcement techniques. Numerous studies have indicated that the average officer devotes 10 to 20 percent while the remaining 80 to 90 percent of patrol work is related either to maintaining order or providing various social services ( Bercal 681-691).

The Roy R. Roberg analysis of the relationships among higher education, belief systems, and job performance of officers concluded, "patrol officers with college degrees had the most open belief systems and the highest levels of job performance, indicating that college educated officers were better able to adapt to the complex nature of the police role " (Roberg 344)

In 1985, an action brought in a Texas Federal District Court, inter alia, challenging the City of Dallas requirement that applicants for police officers must have completed 45 hours of college with at least a "C" average at an accredited college or university. The city introduced expert testimony showing a relationship between college education and officer's job performance, specifically "greater maturity, soundness of judgment, greater tolerance of ambiguous situations, less authoritarian, less threatened,"

when dealing with an individual at either end of the socioeconomic continuum. The Court made several references to the conclusions of the national commission studies mentioned previously in this report, and pointed out that "the position of officer on the Dallas police force combines aspects of both professionalism and significant public risk and responsibility." The court regarded the distinction as crucial, finding the educational requirement bears a manifest relationship to the position of police officer (Daley 3).

Additionally, the court pointed to standards adopted by various groups, including the National Association of Blacks in Criminal Justice, recommending at least four years of college as an entry requirement for police employment (Davis v. City of Dallas, 777 F. 2<sup>nd</sup>. 205 (5<sup>th</sup> Cir. 1985). The Court of Appeals affirmed the district court's findings that challenged requirements were job related, meeting the Bona Fide Occupational Qualification test (B.F.O.Q.) and not erroneous (Daley 3).

Available statistical data indicates that the preponderance of all police budgets are allocated to salaried positions rather than equipment, gasoline, and extraneous logical expenses (Quarles 52). In 1974, The National Advisory Commission of Criminal Justice Standards and Goals, Standard 17.2 states, "Every police agency should immediately implement formal programs of personnel development. Such activities should be directed toward the employee's professional growth and increased capacity for his present or future role within the agency" (Quarles 52).

### **Review of Practice**

Police agencies, overall, do not have a uniform educational incentive program. Despite the different measures of performance used, several studies have reported a positive relationship between education and "job performance" (Kappeler, Sapp, & Carter 35). A 1989 national study of police higher education found that 98 percent of the responding agencies indicated that officers with two or more years of college received fewer citizen complaints than their counterparts who had less education. Further, 96 percent of the responding agencies indicated that officers with two or more years of college had fewer disciplinary problems.

A recent study of 120 sworn full-time law enforcement officers in a Midwestern city of over 60,000 with a mixed economy and a 4.5 percent turnover rate over a five year period found that officers with college degrees did not have significantly fewer department-generated complaints for violations of agency



rules and procedures. This seems to be contradictory to the earlier discussion. The self-discipline learned in college may not significantly increase after two years and the basic skills needed to understand agency rules and regulations may be attained or refined in two years of college attendance (Kappeler, Sapp, & Carter 42).

The Los Angeles Police Department provides incentives for officers to continue their college educations, resulting in educating the noneducated officer and further educating the educated officer. This practice intuitively supports the view that the LAPD places a high value on intelligent, highly educated officers (Palombo 18).

Higher education's main contribution, nonetheless, may lie in the fact that the college education will make a potentially marginal good police officer a better police officer, since scholars have pointed out, contemporary policing also needs the contributions of research, critical thinking skills, and advanced learning provided by college experience (Palombo 217). Director of Personnel for the City of Berkeley, California, William F. Danielson conducted a research study for the President's Commission on Crime and Criminal Justice, (Police Compensation). He states that the police officer must continue his learning and training throughout his active police career.

A progressive position on the need for education and training of police has taken place with the State of Michigan. Perhaps it is time to consider citizen input on how to improve the police function (Powell 3). Certainly the results of this study are not conclusive evidence that the majority of individuals in Michigan, or nationwide, recognize and support the need for higher education for police or its mandatory implementation. However the results do illustrate support for improving the quality and effectiveness of the police through higher education. They also depict a strong consensus for implementing a two year higher education requirement for police as a possible means of expediting that improvement (Powell 5).

To date, five police agencies from Illinois, Texas, and California have provided data on police officer education and job satisfaction. The agency size ranged from 41 to 960 sworn personnel (Dantzker 105). Griffen, in another study of job satisfaction among police officers found that the level of education was significant to an officer's satisfaction (Dantzker 103). Job satisfaction is viewed as an individual's attitude toward his or her job. They may be negative or positive. Job satisfaction has been linked to both retention and turnover of employees in many fields (Dantzker 112). The study results indicate that

education does appear to affect the perception of job satisfaction in patrol officers. It is a positive finding – the higher the level of education, the more satisfied the officers were with the items linked to job satisfaction. The caveat is, however that this only appears to be true for patrol officers with up to five years. After this, job satisfaction was found to drop with educational level. The results tend to indicate that a patrol officer with a college degree will be most satisfied with their job. Satisfaction with work has been noted to lead to better performance (Dantzker 113,114). Employee retention and relations depend as much on development of employees as on communication and incentives.

In the corporate world, Corning believes in training. David Luther, senior vice-president of quality, says the company expects all employees from forklift operators to division managers to spend 5 percent of their working hours learning new skills. In Federal Express's case, it is essential for managers to make sure employees know what they should do and why it is important. There must be some ulterior reason, some higher level purpose for work rather than just earning a paycheck. They need a sense of purpose and rewards for a job well done.

Federal Express's, Motorola's, and Corning's formulas for retaining employees are good ones. One point is universal: if we hope to keep our employees, then we must think more comprehensively how those people will fit in and how we keep them involved so they do not want to leave (Denton 113).

There are some important benefits of higher education for police : 1) Greater range of interpersonal skills centered in their ability to communicate, to be response to others, and to exercise benevolent leadership. 2) Greater ability to analyze situations, to exercise discretion independently, and to make judicious decisions, 3) strong moral character which reflects a sense of conscience and qualities of honesty, reliability, and tolerance, and 4) more desirable system of personal values consistent with the police function in a democratic society. The research also identifies a positive relationship between higher education and fewer citizen complaints, fewer disciplinary actions against officers, and fewer allegations of excessive force (Kappeler, Sapp & Carter 57).

Among the many concerns for police chiefs are encouraging the officers to higher education. The ICMA conducted the *Police Personnel Practices Survey* in September 1990 which was mailed to all U.S. cities with populations of 10,000 and above. Of the 2,769 cities surveyed, 46.1% responded. Local governments can encourage police personnel to further their education by offering tuition reimbursement

or educational loans, by offering a salary differential, and by giving extra credit toward promotion or limiting promotion to those whose education exceeds minimum requirements. The most popular and cost-effective incentives are tuition reimbursement and educational loans, which are used for police personnel by slightly over 60% of the responding local agencies. Only minimal variation exists in the use of tuition reimbursement or loans among the population groups (ICMA 2). Few police departments link promotion and education either by giving extra credit for education or by requiring additional education; less than 12% of all respondents use either approach (ICMA 3).

In 1998, this researcher conducted a survey of approximately forty agencies and their officers across the state of Texas indicating a wide variety of attitudes on the importance of incentives as well as education itself (Appendix One). Interestingly, there was no correlation between the lead administrators' educational level and the use of incentives. Agency size and geographic location had little influence on their use as well. Police agencies associated with educational institutions in several cases had little or no incentive plan in place. This appears to be in conflict with their overall mission statements of life-long learning. Most agencies cited retention, reduced liability and a move to professionalization as the reasons they chose an incentive plan. Agencies also felt that the moneys spent on retention was less than that on recruitment.

## **DISCUSSION OF RELEVANT ISSUES**

The traditional purposes of education, equally applicable to law enforcement, are obvious: occupational preparation, upgrading for new duties, encouraging career aspirants, and providing both theoretical and applied foundations of knowledge. Beyond these, however, other purposes and objectives exist as well.

As police become more socially aware and responsive to the demands for change, it will be higher education that equips them with the self-confidence and sense of professional commitment necessary to perform their varied roles. As police strive for universal professional acceptance, two groups of clientele must be accommodated. On the one hand, the upgrading of current personnel, given high priority by the federal government through Law Enforcement Education program (LEEP) funding, is providing the impetus for rapidly growing numbers of in-service employees to return to the classroom. On the other hand, higher education in this field must also acknowledge the need for intellectual stimulation on

the part of pre-service potential careerists, as well as others interested in the processes of justice and safety.

Opportunities must be provided for both groups by higher education, for if the current employee's access to higher education is restricted, the future quality of management will be affected, and if the priorities of pre-service students are not recognized, the level of education for career entrants will be affected. It is not the educational exposure alone that will ultimately raise police to the status of professionals in government service, but rather education in conjunction with career motivation, enhanced personal mobility, increased sensitivity and social awareness, and those other traits that are so often associated with participants in other formalized bodies of knowledge.

An expanded reward structure is necessary to combat dissatisfaction and concurrent loss of personnel. Especially in view of the rather rapid acceptance of higher education throughout law enforcement organizations, it can be anticipated that traditional reward structures will be modified accordingly in order to combat the implications of job dissatisfaction often accompanying higher education because of the inability to utilize acquired knowledge.

In most law enforcement agencies, rewards are largely extrinsically oriented: higher pay, supervisory and managerial promotion, increased benefits, etc. Not only does such a system ignore the more intrinsically motivated potential of rewards, but it has also served to force competition for promotion. If, as is all too often the case, it is clear that the only avenue to higher pay and greater prestige is the advancement up through the ranks, line personnel become acutely aware of the lack of alternatives and compete for promotions regardless of personal desires, ambitions, or capabilities. Yet, even if upward advancement were the answer to enhancing job satisfaction and rewarding higher education and quality service, the opportunities for such mobility are limited because fewer positions exist at the higher ranks, and the waiting period for even the most qualified may be frustratingly long.

The opportunities for peace officer professionalization have increased considerably over the past few years. A greater attendance of law enforcement training is more prevalent now than at any other time in law enforcement history (Mecum 60).

There is a sudden realization by most local law enforcement agencies that they must now strive for standards of employment and performance at least as high as those in the federal professional law enforcement agencies. Recent experience has shown that the greater the amount of higher education that a

police officer has, the greater the possibility that he will carry out his duties successfully. In part, this is because the greater his educational attainment, the more likely that he will have the social and other skills necessary to communicate effectively with persons of various cultural, economic, and ethnic backgrounds.

Some considerations that will attract good people to the police service will also keep them in it, particularly a good career development program which consciously plans the careers of young policemen with intelligence and high potential. However, the most important single element is probably the opportunity for development and promotion (Lutz 34).

If an officer is expected to develop to his fullest potential on his own time for the benefit of the department (as well as his own), the minimum incentive that can be supplied must be the payment by the employer of the costs of the training. In addition, there must be a tangible reward for educational accomplishment; for example, extra in-grade salary increments or cash bonuses. (Lutz 39)

We should focus on the police departments, arguing that police department policies have failed to take advantage of higher education as a resource for change. Police departments vary widely in their posture toward higher education. Most urban police departments seem to have adopted the rhetoric of police education as a public relations device, supporting police education as a way of improving their department's public image (Sherman 167).

With changes in organizational design, managerial practices, and other factors in the control of most police executives, education might have a much greater impact on police behavior than it does when education is the only variable that changes. To expect education to be the sole, or even primary, agent of change is probably unrealistic. Where organizational designs are not modified to take account of increased levels of education, education can be a source of disruption and dissatisfaction. A large number of department policies presently limit the impact of police education. Formal policies on recruitment, selection, promotions, salary structures, and educational benefits often limit the quantity and the quality of education among their officers (Sherman 174).

Former Washington, D.C. Police Chief Jerry Wilson (1975) couples his strong opposition to college entry requirements with support for the ideas of granting extra pay to educated officers, giving extra points on promotional examinations for college credits earned, and providing tuition support for officers enrolled in college courses (Sherman 183).

## CONCLUSION

The purpose of this paper was to examine the value of higher education and educational incentives for law enforcement officers in Texas. Many aspects of their importance have been explored along with court case law. The matter of incentives is a complex issue rooted in a political arena, in respect to both legal liabilities and continued professionalization.

Educational incentives are increasingly being included in contracts and have served to increase professionalism. They commonly consist of tuition reimbursement, time off to attend courses, wage increases based upon educational achievements, or a combination of these. Other educational incentives have included awarding extra points on promotional examinations solely on the basis of educational attainments (for instance Spokane, Washington) (GCJCC 30). It is apparent that the reduction of liability and greater retention will be a substantial benefit as opposed to greater recruiting.

Employee incentives have long been used by industry to motivate higher productivity and increased job satisfaction, their use in the public sector has been infrequent and unsystematic (GCJCC 35). The problems and obstacle that underscore the implementation are in need of careful diagnosis, planning, and consultation or negotiation. Once installed, a plan must be monitored and adapted in response to changing conditions and the emergence of perverse effects on either productivity or employee morale. Some of the major elements in the planning, implementation and maintenance of an incentive system are outlined below.

Perquisites. The potential usefulness of a system will be conditioned by these factors:

- Sound Management
- Adequate wage levels
- Satisfactory working conditions
- Job security for all employees
- Trust and respect between workers and management

Angelo DeNisi, Professor and Director for Human Resource Management at Texas A & M University believes that stimulus relates to behavior which relates to the outcome. The easiest way to change behavior is to change the outcome. The Law of Effect: Behavior which is rewarded in a positive way will be repeated. Behavior rewarded in a negative way goes away. Behavior that has no consequences will slowly go away. If we desire to motivate someone, then we must define the desired behavior. Desired

behavior followed by positive consequences will continue. Undesired behavior will be followed by negative consequences or no consequences. If these cross it will result in a negative manner. We should reward desired behavior when it is achieved. If you hold high expectations for people then they will try to achieve it. Negative discipline must be timely and consistent. You must define what rewards that the people desire and feel would be good (DeNisi ). We must formulate an incentive plan that will accommodate this practice.

An educational leave policy should be developed to afford permanent employees the opportunity to take courses directly related to his/her work as determined by the appropriate department head and city manager. Educational leave should not be granted for more than one year's leave with pay. An educational policy would afford employees, especially middle management employees, the opportunity to obtain additional educational credits not otherwise available due to duty hours or nature of their assignments. This is a common practice of police agencies that have adopted mandatory educational requirements (Arlington, Va. "Administrative Regulation 1989." Arlington: County Police Department, Personnel Rules. Sec. 9.1-9.2).

Money can assist the schooling process, but incentive is even more important for officers. A "phased in" mandatory educational requirement for promotion to supervisory positions, as a prerequisite, would provide the necessary encouragement. Sergeants would be required to have an associate's degree. Lieutenants and above would have to possess bachelor's degree. The "phase in" (commonly referred to as a "sunset" provision) period would cease after a designated date. During this period, a person seeking promotion must agree to make "substantial progress" towards obtaining the necessary degree requirements for that rank. "Substantial Progress" is universally defined as "requiring at least 12 semester hours of college credit per academic year to be completed." The minimum should be completion of 9 college hours per year, and increased by that amount each subsequent year until the desired education levels are attained.

The Educational Incentive Program (EIP) applies to sworn police officers regardless of rank. The findings of this study offer general support for the national commissions which propose that police personnel with general enforcement powers should possess baccalaureate degrees. The results suggest specific reasons why a college education may be of significant benefit to present or future officers, including the department and community, coupled with specific recommendations that are readily

achievable. No meaningful increase in the average number of college credit hours can be attained by officers without the support of incentives, flexible work schedules, and promotional requirements based upon education.



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# APPENDIX ONE

## Educational Incentive Survey

Agency Name	Sworn Personnel	Civilian Personnel	Lead Admin. Ed. Level	Ed. Incentives?	Program Start Date	Certificate Pay?	Basic	Interm.	Adv.	Master	Degree Pay?	Hours?	B.A. B.S.	M.A. M.S.	Ph.D. Ed.D.	Tuition Reimbursement?	Civ. Employees
Arlington PD	390	120	BA/BS	Yes	N/A	No	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes	Yes
Abilene PD	171	75	BA/BS	Yes	1980	Yes	No	60 Mon	120 Mon	200 Mon	Yes	No	100 Mon	No	No	No	No
Bay City PD	40	10	BA/BS	Yes	1980	Yes	25 Mon	50 Mon	75 Mon	100 Mon	No	No	No	No	No	No	Yes
Buffalo PD	5	0	Adv/+Hrs.	Yes	1997	Yes	No	No	50 Mon	N/A	No	N/A	N/A	N/A	N/A	No	N/A
Cameron County SO	126	200	PhD	No	N/A	No	No	No	No	No	No	No	No	No	No	No	No
Converse PD	22	2	UNK	Yes	1989	No	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes	Yes
De Leon PD	3	0	2 BA/BS	No	N/A	No	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	No	N/A
El Paso PD	950	200	Adv/GMI	Yes	UNK	Yes	No	54 Mon	110 Mon	N/A	No	N/A	N/A	N/A	N/A	Yes	Yes
El Paso SO	900	100	M.P.O.	Yes	1988	Yes	No	75 Mon	150 Mon	N/A	No	N/A	N/A	N/A	N/A	No	No
Fair Oaks Ranch PD	10	0	BA/BS	No	N/A	N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	No	N/A
Farmers Branch PD	65	30	BA/BS	Yes	1981	No	No	No	No	No	Yes	No	100 Mon	N/A	N/A	Yes/w approved degree plan	Yes, State schools-passing N/A
Fayette County SO	16	16	HS/Master P.O.	No	N/A	No	No	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	N/A	N/A
Freeport PD	22	0	BA/BS	Yes	1997	Yes	No	25 Mon	50 Mon	100 Mon	Yes	No	100 Mon	No	No	Yes+books w/ "C"	No
Ft. Bend ISD PD	29	93	Hours	No	N/A	No	No	No	No	No	No	No	No	No	No	No	No
Galveston SO	300	50	BA/BS	No	N/A	No	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	No	No
Garland PD	320	150	MA/MS	Yes	1980	Yes	No	No	75 Mon	No	Yes	125 Mon	No	No	No	Yes	UNK
Harris County	50	12	60 Hrs	Yes	1988	Yes	No	75	75	75	Yes	No	75	75	75	No	No

# APPENDIX ONE

## Educational Incentive Survey

Pct # 2								Mon 25	Mon 50	Mon 100			Mon 50	Mon N/A	Mon N/A	No	No
Highland Village PD	21	11	BA/BS	Yes	1994	Yes	No	Mon 25	Mon 50	Mon 100	Yes	No	Mon 50	Mon N/A	Mon N/A	No	No
Houston ISD PD	185	354	Ph.D	No	N/A	No	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	N/A	N/A
Hutchinson SO	26	7	BA/BS	No	N/A	N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	N/A	N/A
Leon Valley PD	24	8	AA/AS +M.P.O.	Yes	1995	No	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes	Yes
Lubbock PD	309	UNK	BA/BS	Yes	UNK	No	No	No	No	No	Yes	No	75 Mon	125 Mon	175 Mon	No	No
Stephenville PD	26	0	UNK	Yes	1996	Yes	No	No	35 Mon	No	No	N/A	N/A	N/A	N/A	Yes	Yes
Sugar Land PD	98	40	MA/MS FBI	No	N/A	No	No	No	No	No	No	No	No	No	No	Yes	UNK
Tarleton State University PD	16	5	MA/MS	No	N/A	No	No	No	No	No	No	No	No	No	No	No	No
Texas City PD	81	15	BA/BS +MPO/FBI	Yes	1975	Yes	No	150 Mon	250 Mon	300 Mon	Yes	No	65 Mon	100 Mon	No	Yes	No
Univ. TX Arlington	32	28	MA/MS	No	N/A	No	No	No	No	No	No	No	No	No	No	No	No
Webster PD	35	10	BA/BS	Yes	1998	Yes	No	50 Mon	100 Mon	150 Mon	No	No	No	No	No	No	No
Weimar PD	12	1	BA/BS	No	N/A	No	No	No	No	No	No	No	No	No	No	No	No
Wells PD	18	2	M.P.O.	No	N/A	No	No	No	No	No	No	No	No	No	No	No	No
Wylie PD	18	6	MA/MS	Yes	1996	Yes	No	50 Mon	100 Mon	150 Mon	No, plan in works	No	(100 Mon)	(150 Mon)	(150 Mon)	Yes/up to \$750 a yr w/ "C"	No