

The Bill Blackwood  
Law Enforcement Management Institute of Texas

---

Professional Police Management: Should Higher Education Be A Required Minimum  
Qualification for Police Managers and Administrators

---

An Administrative Research Paper  
Submitted in Partial Fulfillment  
Of the Requirements for Graduation from the  
Leadership Command College

---

by  
Alfonso V. Velarde

El Paso Police Department  
El Paso, Texas  
November, 2000

## **ABSTRACT**

The debate over college requirements for police officers has been an ongoing discussion for decades. However, little attention has been given at the organizational level, where decisions are made, budgets are formulated, policy is created and discipline is administered. This paper researches the question, should police organizations require a college degree as a minimum qualification for promotion into the supervisory and administrative ranks?

Officers of all ranks have increased their levels of education. However, the line level has increased at a greater rate than at the supervisory level, creating a situation where intellectually inferior managers are supervising intellectually superior subordinates. Supervisory personnel perform tasks far different than those of line officers. They must plan, organize, direct, control, discipline, budget and create policy. These tasks require traits that are more humanistic and participative in style, similar to tasks performed by private sector managers, but in direct conflict to the academy learned traits of suspiciousness, skepticism and cynicism. The traits and skills required by police supervisors and administrators are learned through college level education.

A survey of 141 police officers of the El Paso Police Department was conducted to determine the attitudes of officers in the profession. The responses clearly indicated the officers recognized police supervisors should have higher educational requirements at promotion to sergeant and higher standards for lieutenants and above.

Despite the barriers that exist, this paper concludes that police supervisors and administrators should have greater levels of college education so they can effectively supervise their increasingly educated subordinates and possess the traits and skills necessary to perform as supervisors and administrators.

**TABLE OF CONTENTS**

	Page
Abstract	
Introduction.....	1
Review of Literature.....	3
Methodology.....	11
Findings.....	12
Discussion/Conclusion.....	16
References.....	19
Appendix	

## INTRODUCTION

Police Departments, large and small, are similar to private sector corporations in structure and organization. Police administrators must balance budgets, formulate policy, and create strategic plans. Police supervisors must be leaders of subordinates and effectively direct, control, motivate and train the personnel assigned to them. It is common for the corporate world to employ management personnel from other organizations or from colleges and universities. Employment into management positions requires more than organizational experience, rather, qualifications are based on education and management experience. This is not so within the police profession. Police departments traditionally promote from within, with little or no regard for prior education or management experience. The question is would changing the traditional promotion practice and requiring a college education for police supervisors and administrators benefit the police profession?

This paper will attempt to analyze if police supervisors and administrators should possess the management traits and skills, obtained through higher education, at the time of promotion. It will look at higher education and its impact on police supervision and whether the many problems the police profession faces today can begin to be remedied. It will compare standards of education for supervision and administration in the private sector, the government, and in police organizations. This paper will attempt to gain insight from the police officer's perspective and determine if line level officers believe their careers can be positively affected by the professionalization of police management.

Various methods of inquiry to investigate the question at hand will be conducted. A review of various books and articles on police management and education will be conducted in order to obtain previous research findings on the subject. An examination will be made of

articles, periodicals, and books on management and leadership in order to show higher education is a minimum qualification for employment or promotion with major non-police organizations. A survey will be sent to police officers of the El Paso Police Department to obtain their attitudes and opinions on the importance of education in respect to management.

It is hypothesized police departments will find they share the same management characteristics of other professions. It is further hypothesized the skills derived from higher education will be applicable to police management.

The impact of this research can have far reaching effects on the police community should it be shown police management should be professionalized. The current methods of promotion practiced by most police departments, where promotion comes from the ranks by some form of testing and evaluation, may come under scrutiny. However, the benefits of such a drastic change in ideology may result in improved police services as police managers and administrators would be more qualified and better skilled at managing their departments and leading their personnel.

## REVIEW OF LITERATURE

Various papers, articles, journals and text material were utilized in order to research the question. Numerous writings discussing the merits of requiring a college education for police officers prior to appointment with a police agency were found but it appears that little research on the necessity of higher education for police supervision has been conducted. However, much of what was written in regards to police officers having attained some form of higher education applies to police management and the various articles do infer this. The focus of this literature review will be to study the history of the education movement of police personnel; to look carefully at problems associated with uneducated or poorly educated police managers and administrators; to look at necessary leadership characteristics from within and outside the police field; to draw comparisons to help identify significant similarities and differences between police managers and those in the private sector; and to identify benefits of an educated police management team.

The movement to educate police officers and police executives is not new. In 1829, Robert Peele suggested there was a need for a professionally trained police force (Travis, 1995). August Vollmer, the father of modern policing, proposed in 1916, that all police officers should have a formal education from an accredited college or police institute (Green, 1980, Travis, 1995) while in 1931, the Wickersham Commission recognized the need for increased educational standards for the police (Travis, 1995).

The most significant government recommendations on the subject came from the President's Commission on Law Enforcement and the Administration of Justice in 1967 (Eastman, 1973). In addition to recommending that all police officers with general enforcement powers have at least a baccalaureate degree, the commission stated "with few exceptions, the

completion of four years at a college or university is a minimum requirement for top administrative and staff positions in other branches of government. No less should be demanded of administrative and supervisory personnel in our police departments" (Eastman, 1973). The commission also suggested that the professional development of the police force has been stifled because of systems that place artificial boundaries on professional mobility by limiting promotion to supervisory or management positions to those holding the rank immediately below the rank that is being sought (Fyfe, 1997).

Since the commission issued their recommendations, the education level of all police officers, including supervisors and executives, have increased. Dantzker (1994) stated that in 1960, 80 percent of all police officers without college education. By contrast, 65% had at least some college by 1988. The number of officers that have no college experience has dropped by half since 1970 (Travis, 1995). In 1967, the average educational level for all police officers was 12.3 years, just more than high school level. By 1992, that level rose to 13.6 years, well into the sophomore year in college (Carter, 1992).

Although the rise in education levels amongst all ranks of officers is encouraging, this review has shown the level of education of line employees is rising faster than that of supervisory personnel. A 1983 Illinois study revealed only 27.8 percent of command and supervisory ranks had achieved a four year college degree while 31.2% of operational level employees had attained a degree (Leonard, 1993). Leonard goes on to say that significant advances have been made at the bottom levels of police science, but little attention has been given to top management. According to Dantzker (1994) this is a serious issue because police executives should be as educated, if not more highly educated than the police personnel they lead. Dantzker also says that one of the great challenges for law enforcement is how police management and leadership match

up to the line officers of the future. Eastman (1973) suggests it is difficult for an “intellectually inferior” supervisor to successfully supervise a subordinate who has greater intellect and intelligence “by virtue of a four-year college education.”

Another significant reason for the slow pace of change by the police profession is the fact the vast majority of police departments continue to follow the military model. Many people feel the military model has failed to adopt educational requirements for police management because of a structure of policing that inhibits system wide change (Travis, 1995). According to Franz (1987), the military model is inappropriate for the needs of modern police departments. The model makes it difficult to recruit and retain educated personnel because it encourages authoritarianism and inhibits communication and risk taking by patrol officers. Franz conducted a study where he compared police management systems with counterpart systems of other city departments. The study concluded operational police employees were usually more critical of their organizations than their counterparts in other departments. It revealed that 23% of police officers agreed that management makes the right decisions as compared to 41% for city workers and it indicated that under most circumstances, city workers related better to their supervisors than police officers did to theirs.

In another study in which police manager life style choices were characterized, it was concluded that managing police departments can only be met by dedicated professionals who possess the knowledge and experience to do so (Rawlins, 1987). The study also suggested the military model developed suspiciousness, cynicism and skepticism. These traits are considered good for the street level officer, but which in almost every case, are counter to good management. Rawlins believes this is unfortunate because in most police organizations, the pool of applicants comes from those who have developed these military model traits. Rawlins concludes by saying



that police managers should possess more humanistic and participative styles, behaviors that can be identified with people who have obtained higher education. Only by attaining these humanistic skills can a police manager have the ability to offset their police training. McLaughlin (1987) takes it a step further by saying, "if we expect to have good leaders in the future, we must hire with this revelation in mind."

Some of the characteristics that have been identified as those a good manager must possess were reviewed. Leonard (1993) identified several characteristics as important skills for a police manager to have. They are the ability to motivate personnel; to develop subordinates; to organize personnel; administer discipline and to have effective communication skills. In comparison, skills identified as important for managers in private business mirror those that Leonard enumerated. Some of those identified are to possess the ability to help workers understand the work that must be done; the ability to motivate employees, to develop potential, to increase productivity, to mediate disputes and to maintain a work/life balance (Caudron, 2000). Leonard believes these skills can only be obtained from the benefits offered by higher education. Bopp (1970) follows by saying it is "imperative" that future police executives be exposed to the same type of education business executives have been doing for years. He encourages police managers and executives to take courses in creating policy, budgeting, decision making, employee relations and other managerial type classes. The public sector is beginning to think like the private sector in the sense of being customer-oriented, competitive, and watching the bottom line. In this respect, the management skills in the public sector are much like those required of a corporate CEO (Travis, 1995).

This study found several authors made comparisons to police work and police management with other governmental and social careers. As stated earlier in this text, the

President's Commission stated top level positions in other branches of government required higher education as a minimum requirement (Eastman, 1973). Fyfe (1997) made comparisons between police employees and management with agents of the FBI, DEA, and Secret Service. He also stated police employees utilize the same judgment and knowledge as social workers, schoolteachers and prosecutors and positions requiring higher education. Another writing stated that government and public administration workers, of which police management are a part of, were grouped with finance, insurance and real-estate workers with respect for the need for college education (Klein, 2000). Thirty-seven percent of workers in those groups had attained college degrees. That grouping was second only to the services sector in which 39% had achieved degrees.

A study to identify different careers that had higher education requirements was conducted. A periodical, outlining occupational and employment projections to the year 2008, indicated the fourth fastest growing group of employees were the executive, administrative and managerial occupations (Braddock, 1999). The study revealed education levels for the various growing occupations and stated general managers and top executives in the workforce must not only possess work experience, but should at least have a baccalaureate degree, if not more.

Many have studied the importance a college education for police managers. These studies inferred a college degree should be a minimum requirement for police managers and executives. According to Leonard (1993), police executives of agencies of at least 75 employees should have at least 4 years of college, and those with less than 75 employees should at least have an associates degree. A study conducted by Roberg (1980) on a Midwest police department's promotional examination noted that of 190 test applicants, 13 had college degrees. Of those 13, nine were in the top 25, making up 36% of the 25 finalists. Travis (1995) cited New York's education

requirements for promotion and Richmond's supervisory leadership training programs to impart his belief that police managers should be educated. Carter and Sapp (1992) stated as more highly educated officers enter law enforcement, there will be a greater need for more highly educated police managers, supervisors and executives. Greene (1980) wrote about the importance of a college education at employment because it would facilitate institutional change as the educated officers move into management positions and become leaders and authorities in police agencies. In a study on police cadet programs, Osterburg (1970) stressed it was apparent future potential leaders were best selected among graduates of college or graduate programs. He also suggested any officers selected from a cadet program should be required to continue their formal education after appointment because the cadet programs cultivate participants for leadership.

As has been shown in this review of literature, there is ample support by many as to the necessity for police managers and executives to formally educate themselves by completing baccalaureate or graduate degrees. However, there are reasons to believe the achievement of such a goal may be very difficult to attain if at all. As stated earlier, the greatest single factor against educational achievement is the fact that most departments continue to utilize the military model (Franz, 1987). The military model encourages authoritarianism and discourages many of the managerial techniques espoused by leadership guru's (Franz, 1987). The military model normally requires promotion to occur from within and lateral entry of qualified supervisory personnel is almost non-existent. Unfortunately, patrol level officers promoted to supervisory positions are rarely prepared for their new responsibilities as are supervisors who promoted to administrative or executive positions (Sheehan, 1995). According to Eastman (1973, p. 120), "...the continuation of traditional policies will move the police world further away from the ever-

changing and dynamic society of which it is a part and in which there is a continually rising educational level.”

Another barrier facing increased educational requirements is legal precedence. In *Griggs v. Duke Power*, the issue of requiring educational requirements was raised as discriminatory (Bennet, 1992). The court ruled in favor of Griggs and stated any requirements or tests used in selection or promotion must be job related (Bennet, 1992). This decision caused concerns in the police field but in *Davis v. the City of Dallas*, the court ruled the Dallas Police Department’s requirement of 45 college hours with a C average was a bonafide occupational qualification (BFOQ) (Travis, 1995, Bennet, 1992). Bennet urges all departments to establish a clear policy documenting the specific level of education as a BFOQ.

Despite the difficulties of achieving educated police status, there are still those who insist it must be done. Smith (1981) believes the quality of police service will not significantly improve until higher educational requirements are established for its personnel and its supervision. Thibault (1990) stated that “a college-educated police force of professionals whose job description is related to professional skills and knowledge will be a superior police force.”

Police departments across the nation are beginning to recognize the importance of higher education. According to an El Paso Police Department Study of Educational Requirements of 16 Large Metropolitan Police Departments (2000), three of the municipal agencies (19%) surveyed, the Kansas City Police Department, Charlotte-Mecklenburg Police Department and Jacksonville Sheriff’s Department require higher education for promotion into supervisory ranks. The Portland, Oregon Police Department requires a bachelor’s degree at the time of employment while the Minneapolis, Minnesota Police Department requires a bachelor’s degree after appointment (El Paso Police Department, 2000). In total, 63% of the departments surveyed indicated their value

of higher education either as a requirement for higher education for promotion, or offered incentive pay and/or tuition reimbursement for their officers to earn degrees (El Paso Police Department, 2000).

The State of Texas has started to look at the importance of a college education for all commissioned peace officers in the State also. The Texas Commission on Law Enforcement Officers Standards and Education has recently proposed all commissioned officers of the State possess a bachelor's degree as a requirement for obtaining a Peace Officer Commission by the year 2010 (Gilot, 2000).

## METHODOLOGY

After conducting the review of literature, this researcher sought to understand police officer attitudes towards the subject of required education for supervisory personnel. A survey of attitudes of commissioned members of the El Paso, Texas, Police Department was conducted. The survey was sent to all 1045 members of the Department through departmental e-mail. A total of 141 surveys were returned accounting for 13% of the department. Seventy-two percent of the surveys returned were completed by officers and detectives; 14% were completed by sergeants; 11% by lieutenants; and 4% were returned by executive staff (Commander, Captain, and Chief).

The survey asked the following questions (appendix):

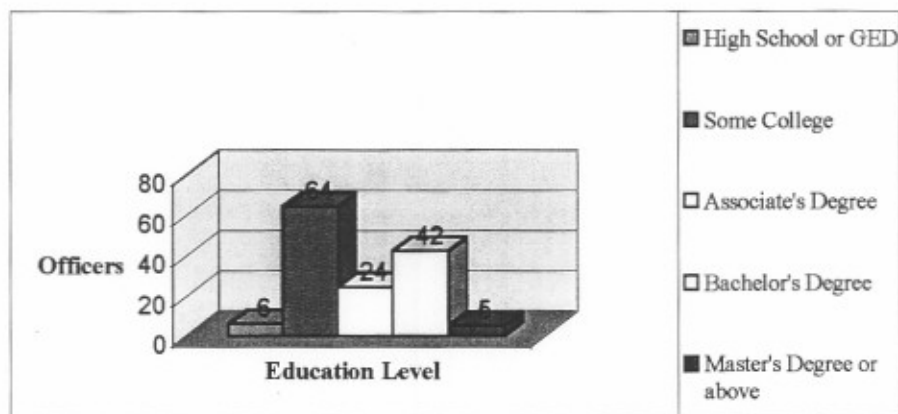
- How long have you been with the El Paso Police Department?
- How many total years of law enforcement do you have?
- What is your rank?
- What is your highest level of education?
- I am satisfied with my level of education. (Strongly agree, agree, no opinion, disagree, and strongly disagree)
- I intend to promote to a supervisor rank before I retire. (strongly agree, agree, no opinion, disagree, and strongly disagree)
- I believe the educational requirements should be (the current standard, Associates, Bachelors, Masters).
- I believe that educational requirements for sergeant should be (the current standard, associates degree, bachelors degree, masters degree).
- I believe the educational requirement for lieutenant should be (the current standard, associates degree, bachelors degree, masters degree).
- I believe the educational requirement for administrative staff should be (the current standard, associates degree, bachelors degree, masters degree).
- I believe overall supervision is (poor, adequate, good, excellent).
- I believe that higher education can make a better supervisor. (strongly agree, agree, no opinion, disagree, strongly disagree)

## FINDINGS

The results of the survey of the officers of the El Paso Police Department clearly demonstrated the attitudes of the commissioned officers of the Department favored the concept of requiring higher education for police supervisors and administrators. It demonstrated not only did the officers believe in the increased standards for promotion, but they were willing to achieve higher levels of education in order in to promote within the Department.

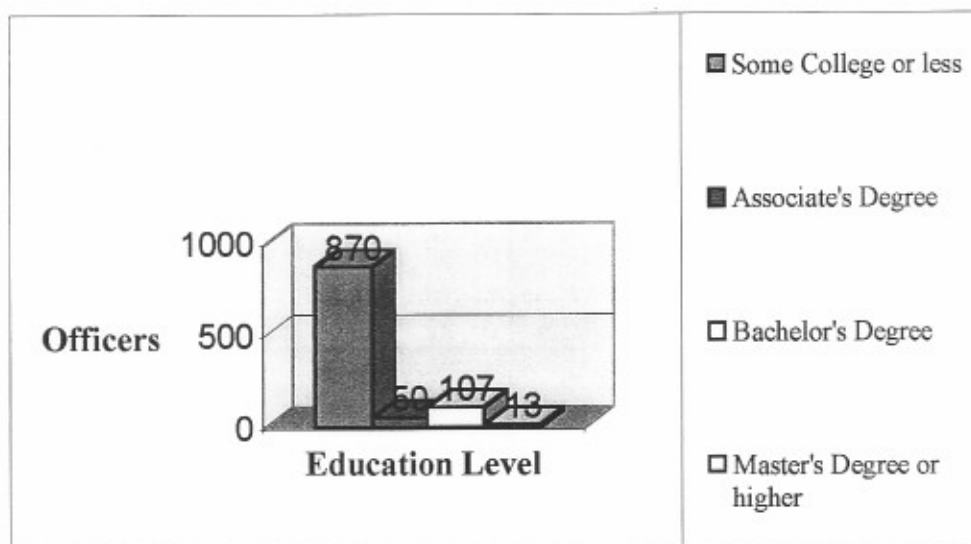
The survey first established the number of year's experience, rank and educational levels of the respondents. Sixty-four percent of the respondents had between 10 and 20 years of law enforcement experience indicating the majority of those who responded were experienced veterans of the department. The vast majority of the respondents were from line level officers and detectives (72%). Therefore, the assumption can be made that majority of those who responded were experienced line officers.

The education levels of the respondents appeared higher than the actual reported levels for the El Paso Police Department (figure 1). Six (4%) of the respondents had only a high school diploma or G.E.D.; 64 (45%) had some college; 24 (17%) had an associates degree; 42 (30%) had a bachelor's degree; and 5 (4%) earned a master's degree or higher. The actual reported



**Figure 1.** *Respondent Education Levels*

level of education of officers of the El Paso Police Department is 870 (84%) with some college or less; 50 (5%) have earned an associate's degrees; 107 (10%) have obtained a bachelor's degrees; and 13 (1%) possessed a master's degrees (Gilot, 2000) (figure 2).



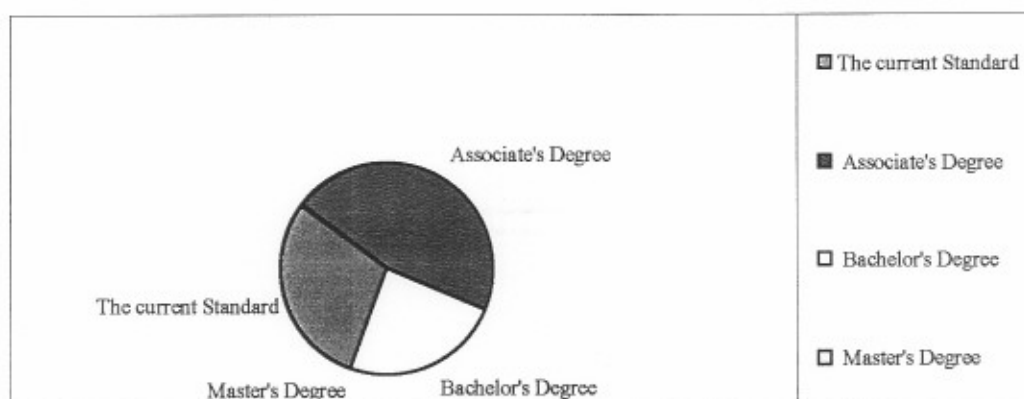
**Figure 2.** *El Paso Police Department Education Levels*

The second part of the survey was to determine the respondent's satisfaction with their education and rank within the Department. When asked if they were satisfied with their level of education, a resounding 72% either disagreed or strongly disagreed with the statement. Seventy-nine percent of the respondents indicated they intended to pursue higher levels of education. Forty-six percent wished to earn a bachelor's degree; 27% a master's degree; and 6% expected to earn a Ph.D. Only 20% of the respondents indicated they were satisfied with their level of education. A total of 57% of the respondents indicated they wished to promote to a supervisory rank before they retire.

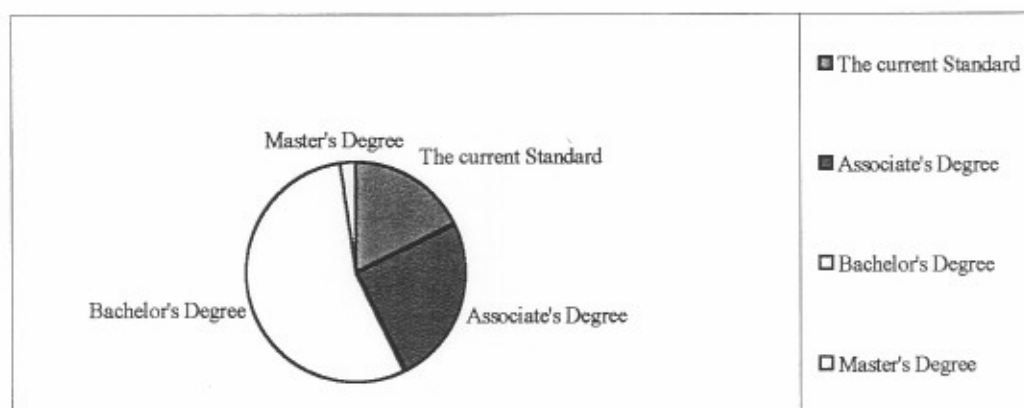
The third and most important aspect of the survey was to determine the attitudes of the respondent's with respect to the concept of requiring higher education for police supervisors. The results mirrored the qualifications of the Charlotte-Mecklenburg, and Kansas City Police



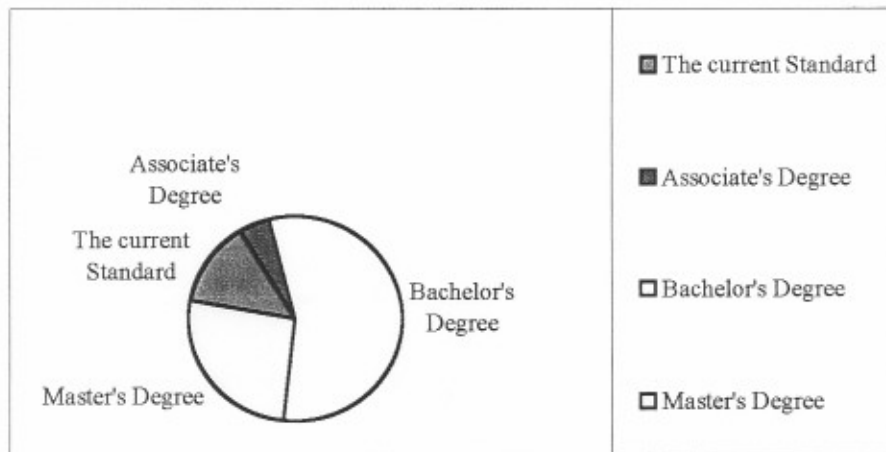
Departments and the Jacksonville Sheriff's Department that were found in the El Paso Police Department study (2000). Fifty-three percent of the respondents indicated the Department's education requirements for employment should remain the current standard (45 hours after 3 years employment). For promotion to sergeant, 46% claimed an associate's degree should be the minimum while 24% believed a bachelor's degree should be required (figure 3). For promotion to lieutenant, 55% believed a bachelor's degree should be the minimum while 25% believed an associate's degree should be required (figure 4). For administrative staff position (captain, deputy chief and chief), 55% believed a bachelor's degree should be required and 25% believed a master's degree should be the minimum (figure 5). When asked if higher education can make a better supervisor, 26% agreed and 41% strongly agreed.



**Figure 3.** Responses for Education Requirements for Sergeant



**Figure 4.** Responses for Education Requirements for Lieutenant



**Figure 5.** *Responses for Education Requirement for Administrative Staff*

In order to obtain an understanding of the prevailing attitude of the overall supervision within the El Paso Police Department, the respondents were asked if overall supervision was poor, adequate, good or excellent. Twenty-five percent stated supervision was poor; 40% said it was adequate; 30% felt supervision was good; and 4% gave supervision an excellent rating. These results are only slightly better than those in the study conducted by Franz (1987) when he compared city workers with police employees. Franz indicated only 23% of officers agreed with their supervisor's decisions where as 34% of El Paso officers had favorable opinions.

## DISCUSSION/CONCLUSION

The question remains, should higher education be considered a minimum qualification for promotion to supervisory and administrative ranks in the police profession? Is the hypothesis, that police organizations share the same management characteristics of other professions and the skills derived from higher education are applicable to police management plausible? The evidence provided in this paper indicates police supervision would be improved if police supervisors and administrators possessed higher levels of education. The research suggests several reasons why it is important for police supervisors to have higher levels of education and entertained discussion into the similarities of organizational management. It also discussed the difficulties the profession faces in achieving those educational standards and offers insight on how to overcome the obstacles. The evidence in favor of a higher education requirement for police supervision appears to be overwhelming.

The argument for increased educational standards is not new and goes back to 1829 when Robert Peele suggested the need for a professionally trained police officers (Travis, 1995) and August Vollmer stated officers should have a formal education from an accredited college or police institute (Green, 1980, Travis 1995). Expanding on the Wickersham Commission of 1931, the President's Commission on Law Enforcement and the Administration of Justice in 1967 found that officers should possess a baccalaureate degree and stressed top administrative and supervisory staff achieve the same (Eastman, 1973).

The debate of a requirement of a 4-year college degree for police officers continues today, however, it is clear few question the need for police supervision to have formal higher education. The success of the Police Commission has resulted in an increase in education levels of all police officers, however, the operational level has risen faster than in the ranks of supervision (Leonard,

1993). This has created a serious disadvantage for police supervisors as they supervise subordinates with higher levels of education.

Another area to consider is the characteristics of management. Police officers are trained to be suspicious, cynical and skeptical (Rawlins, 1987). Although these characteristics are good for the line level, they are opposite those required for managers. Rawlins states police managers must be humanistic and participative in their styles of management. Police managers must be able to motivate, organize, discipline and communicate (Leonard, 1993), as well as create policy, budget and make managerial decisions, all skills that apply to managers in the private sector (Caudron, 2000). According to Leonard, these skills are taught in colleges and universities, not in police academies.

The survey of the Officers of the El Paso Police Department clearly shows the greater percentage of the officers surveyed believe that police supervisors should have some level of higher education than that required at employment. The respondents demonstrated that higher education should be required for promotion to sergeant and even greater education for the ranks of lieutenant, captain and above. The greater percentage recognized the importance of education in their lives and desired to continue their education. Forty-six percent of the respondents intend to pursue a bachelor's degree while 26% hoped to earn a master's degree. Sixty-seven percent of the respondents either agreed or strongly agreed higher education would make for a better supervisor.

Although the evidence supports the requirement of higher education for police supervisors and administrators, the fact remains that it will take many years before this can be realized. The primary obstacle for achieving this standard is the adherence of most police departments to the military model (Franz, 1987). The military model encourages authoritarianism and discourages

managerial techniques of the private sector. It requires promotion from within and discourages lateral entry of qualified supervisory personnel. As Eastman stated (1973) "the continuation of these traditions will only serve to separate the police world farther away from the ever changing and dynamic society of today's organizational management". For the police vocation to truly commit to the professionalization of its supervisory and administrative ranks, a dramatic change in tradition and ideology must be undertaken.

This paper does not attempt to resolve the barriers created by the military model or answer how the concept of higher educational requirements for police supervisors can be implemented. A separate and complete research must be conducted in order to answer those questions. However, it is clear by this research that higher education for police managers, supervisors and administrators must be the wave of the future. Cities such as Kansas City, Charlotte-Mecklenburg and Jacksonville are already doing so. They, however, are the exception.

Police Departments are not static entities that can continue to operate through traditional practices. Rather, they are complex organizations that require complex management and administration. Like their counterparts in the private sector, the personnel responsible for the direction and operation of a police department must possess the skills to do so. Like supervisors and managers in the private sector, police managers and supervisors cannot possess these skills simply through experience, they must be learned through formal education.

## REFERENCES

- Bennett, W. and Hess, K. (1992). Management and Supervision in Law Enforcement. St Paul, MN: West Publishing Company.
- Bopp, W. (1970). A Dying Art? Police Chief, 37, (4), pp. 42-47.
- Braddock, D. (1999). Occupational Employment Projections to 2008. Monthly Labor Review, 122, (11), pp. 51-77.
- Carter, D. and Sapp, A. (1992). College Education and Policing Coming to Age. FBI Law Enforcement Bulletin, 61, pp. 8-21.
- Caudron, S. (2000). Building Better Bosses. Workforce, 79, (5), pp. 32-39.
- Dantzker M. (1994). Requirements For the Position of Municipal Police Chief: A Content Analysis. Police Studies, 17, (3), pp. 33-42.
- Eastman, G., & McCain, J. (1973). Police Managers and Their Perceptions of Higher Education. Journal of Criminal Justice, 1, (2), pp. 113-124.
- El Paso Police Department, Planning and Research Division, (2000). Police Officer Educational Requirements. A Survey of Educational Requirements of 16 U.S. Police Departments.
- Franz, V. and Jones, D. (1987). Perceptions of Organizational Performance in Suburban Police Departments: A Critique of the Military Model. Journal of Police Science and Administration, 15, (2), pp. 153-161.
- Fyfe, J., Greene, J., Walsh, W., and Wilson, O. (1997). Police Administration (Fifth Edition). New York, NY: The McGraw-Hill Companies, Inc.
- Gilot, L. (July, 3<sup>rd</sup>, 2000). State Might Require Police to Have Degree. El Paso Times. Section B, p.1.
- Greene, J., and Cordner, W. (1980). Education and Police Administration: A Preliminary Analysis of Impact. Police Studies, 3, (3), pp. 12-23.
- Griggs v. Duke Power Company, 401 U.S. 424 (1971).
- Leonard, V. and More, H. (1993). Police Organization and Management (Eighth Edition). Westbury, NY: The Foundation Press, Inc.

Klein, D. (2000). Labor Month in Review: College Degrees in Industry. Monthly Labor Review, 123, (5), p 2.

McLaughlin, V. and Bing, R. (1987). Law Enforcement Personnel Selection: A Commentary. Journal of Police Science and Administration, 15, (4), pp. 271-276.

Osterburg, J., & Trubitt, J. (1970). Recommendations Based Upon A Study of Police Cadet Programs in the United States. Journal of Criminal Law Criminology and Police Science, 61, (3), pp. 459-462.

Rawlins, C. and Daumer, H. (1987). Police Manager Life Style Choices: A High Need for Security. Journal of Police Science and Administration, 15, (2), pp. 145-152.

Roberg, R., and Laramy J. (1980). An Empirical Assessment of the Criteria Utilized for Promoting Police Personnel: A Secondary Analysis. Journal of Police Science and Administration 8, (2), pp. 183-187.

Sheehan, R & Cordner, G. (1995). Police Administration (Third Edition). Cincinnati, OH: Anderson Publishing Co.

Smith, D. (1981). Empirical Studies of Higher Education and Police Performance. Unpublished research paper, New York University, New York.

Thibault, E., Lynch, L., & McBride, R. (1990). Proactive Police Management (Second Edition). Englewood Cliffs, NJ: Prentice Hall.

Travis, J. (1995). Education in Law Enforcement: Beyond the College Degree [On-line]. Available: <http://www.pjp.usdoj.gov/nij/speeches/police.htm>

## APPENDIX

### El Paso Police Department Survey

	Totals	% of responses
<b>1. How Long have you been with the El Paso Police Department?</b>		
A. Under 2 years	6	4%
B. 2 to 5 years	19	13%
C. 5 to 10 years	38	27%
D. 10 to 20 years	52	37%
E. 20 + years	26	18%
<b>2. How many total years of law enforcement do you have?</b>		
A. Under 2 years	5	4%
B. 2 to 5 years	18	13%
C. 5 to 10 years	34	24%
D. 10 to 20 years	53	38%
E. 20 + years	31	22%
<b>3. What is your rank?</b>		
A. Officer or Detective	101	72%
B. Sergeant	20	14%
C. Lieutenant	15	11%
D. Captain or Commander	4	3%
E. Deputy Chief, A/C or Chief	2	1%
<b>4. What is your highest level of education received?</b>		
A. High School or GED	6	4%
B. Some College	64	45%
C. Associate's Degree	24	17%
D. Bachelor's Degree	42	30%
E. Master's Degree or above	5	4%
<b>5. I am satisfied with my level of education.</b>		
A. Strongly Disagree	65	46%
B. Disagree	36	26%
C. No opinion	12	9%
D. Agree	11	8%
E. Strongly agree	14	10%
<b>6. I intend to continue my education and achieve a</b>		
A. Bachelor's Degree	65	46%
B. Master's Degree	38	27%
C. Ph.D.	8	6%
D. I am satisfied with my level of education	28	20%
<b>7. I intend to promote to a supervisor rank before I retire.</b>		
A. Strongly Disagree	13	9%
B. Disagree	15	11%
C. No opinion	22	16%
D. Agree	17	12%
E. Strongly agree	64	45%



**8. I believe that educational requirements should be**

A. The current Standard	75	53%
B. Associate's Degree	54	38%
C. Bachelor's Degree	10	7%
D. Master's Degree	0	0%

**9. I believe that educational requirements for sergeant should be**

A. The current Standard	42	30%
B. Associate's Degree	65	46%
C. Bachelor's Degree	34	24%
D. Master's Degree	0	0%

**10. I believe the educational requirement for Lieutenant should be**

A. The current Standard	25	18%
B. Associate's Degree	35	25%
C. Bachelor's Degree	77	55%
D. Master's Degree	3	2%

**11. I believe the educational requirement for administrative staff**

A. The current Standard	19	13%
B. Associate's Degree	7	5%
C. Bachelor's Degree	78	55%
D. Master's Degree	37	26%

**12. I believe overall supervision is**

A. Poor	35	25%
B. Adequate	56	40%
C. Good	43	30%
D. Excellent	5	4%

**13. I believe that higher education can make a better supervisor.**

A. Strongly Disagree	16	11%
B. Disagree	21	15%
C. No opinion	9	6%
D. Agree	37	26%
E. Strongly agree	58	41%

Total Responses Received	141
Percent of Department surveyed	13%