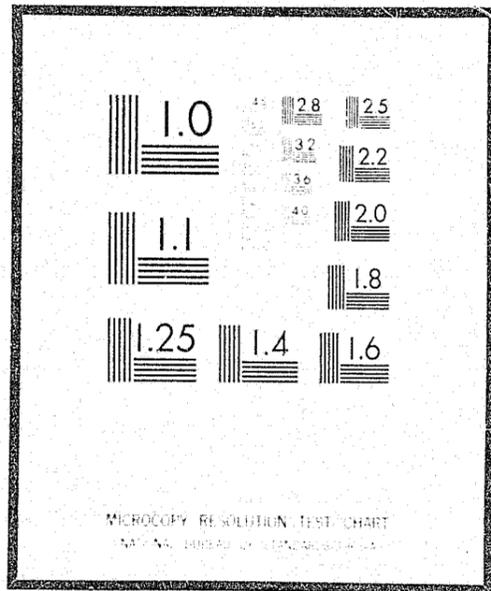


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COMPOSITE REPORT OF ADMINISTRATIVE PROCEDURES, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE PROGRAM DEVELOPMENT STUDY

A Report to
The
Michigan Law Enforcement Officers Training Council
In Accordance with
Grant No. 177 from
U. S. Department of Justice
Office of Law Enforcement Assistance
Washington, D. C.

by
Dr. Bern J. Kuhn
Project Coordinator and Consultant

March, 1968

This project was supported by funds awarded by the Attorney General under the Law Enforcement Assistance Act of 1965, Grant 177, to the Michigan Law Enforcement Officers Training Council. Persons undertaking such projects under governmental sponsorship are encouraged to express freely their professional judgment, findings, and conclusions. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the United States Department of Justice.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Administrative Evolution and Recommendations for Future Projects of this Nature	2
Administrative Evolution.	2
Recommendations for Future Projects of this Nature. .	5
Objectives of the Study.	7
Conducting the Study	8
Scope of the Study	10
Method of Approach	10
Coverage	11
Organization of the Composite Report	12
Organization of the Program Development Study Report . .	13
II. STATE OF THE ART REPORT--PRESENTATION OF SURVEY DATA. . . .	17
Limitations of the Survey.	17
Survey Definitions	18
Interpretations of Findings.	19
Administration.	20
Basic Recruit Training.	32
Pre-Service Training.	39
In-Service Training	48
Roll-Call Training.	57
Higher Education.	60
Recruitment and Selection	63
Police Training Instructors	79

CHAPTER	PAGE
Conclusion	86
III. SELECTING LOCAL LAW ENFORCEMENT OFFICERS IN MICHIGAN: CURRENT PRACTICE AND FUTURE PROGRESS.	88
Introduction	88
Findings and Conclusions	91
Recommendations for Immediate Action	93
Recommended Personnel Services and Assistance.	99
Research Projects Which Should Be Initiated as Soon as Possible	101
Long-Range Research Projects	102
Some Anticipated Consequences of the Recommendations .	104
Summary and Conclusions.	107
IV. A STUDY OF LAW ENFORCEMENT TRAINING FACILITIES AND FACILITIES PLANNING IN MICHIGAN	109
Introduction	109
Conclusions and Recommendations.	110
Conclusions	110
Recommendations	113
V. A PLAN FOR REGIONAL LAW ENFORCEMENT TRAINING IN MICHIGAN.	119
Introduction	119
Summary and Recommendations.	121
Regional Delineations	121
Alternative Recommendations for Law Enforcement Training.	121
Regional Law Enforcement Training Committee Criteria	128
Regional Law Enforcement Training Committee Composition	129

CHAPTER	PAGE
	iii
VI: A STUDY OF SELECTION AND CERTIFICATION PRACTICES OF INSTRUCTORS TEACHING IN THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL POLICE TRAINING SCHOOLS	132
Introduction	132
Findings and Conclusions	134
Recommendations.	144
VII. CURRICULUM STANDARDS.	155
Introduction	155
Findings and Conclusions	157
Recommendations.	159

AN INVITATION TO CHALLENGE

Everything in these pages, representative of Grant No. 177 from the Office of Law Enforcement Assistance, Washington, D. C., is an invitation to the individual police administrator, working singly and collectively with fellow administrators, to assume responsibility and engage in innovation in police training in Michigan and throughout the nation. The invitation derives from a belief in what law enforcement training can and should be doing. Law enforcement training is now at the center of a new horizon and must be guided by men equipped with knowledge, information, sensitivity, and an active sense of social, occupational, and professional responsibility. Their individual characteristics must be of such a nature as to guarantee them respect and rewards because of the job they must do and the skill with which they must do it. They must be given the freedom, the material necessities, and the training conditions required to render their services effectively.

These ideas expressed in this project are a beginning, not an end; they represent a mandate to the Office of Law Enforcement Assistance and others for further study and a continuing search for better ideas and increased wisdom.

What is said here is in no sense the fixed and final truth. The Michigan Law Enforcement Officers Training Council will continue to raise questions, to revise positions, and to seek assistance from all who would offer it.

Bern J. Kuhn
Project Coordinator and Consultant

STATE OF MICHIGAN



GEORGE ROMNEY, GOVERNOR
DEPARTMENT OF STATE POLICE
**LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL**

416 FRANDOR AVENUE, LANSING, MICHIGAN 48912
PHONE: 373-2826

April 22, 1968

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SHERIFF RICHARD P. WEILER
Grand Traverse County

EXECUTIVE-SECRETARY
NOEL C. BUFE

Mr. Cortney A. Evans
Acting Director
Office of Law Enforcement Assistance
U. S. Department of Justice
101 Indiana, N.W.
Washington, D. C.

Dear Mr. Evans:

I respectfully submit the attached documentation as the final report of our efforts to the U. S. Department of Justice, Office of Law Enforcement Assistance, in accordance with Grant No. 177 entitled "Program Development--Michigan Law Enforcement Officers Training Council." The results of this research study are developed in seven separate parts. Parts I, III, IV, V, VI, and VII each deal with a certain aspect of the state's law enforcement officer selection and training program. Part II is a composite report of the findings, conclusions and recommendations.

I am particularly pleased to report that the substance of this production far exceeded the expectations we had at the outset of the study. Our preliminary ambitions were to concentrate on providing for the immediate program needs of the Council which became identifiable soon after it became operative. Fortunately, we were also able to develop recommendations which have long-range implications and provide a framework for sophisticating our program to meet the needs of the future.

We are extremely proud of the individuals who worked so diligently on this project. I am personally indebted to the Michigan State Police who cooperated by providing many support-type services during the duration of the study and to Dr. Bern J. Kuhn, Project Coordinator, who shouldered the responsibility for supervising the efforts of all the personnel as well as writing three parts of the study.



Mr. Courtney A. Evans

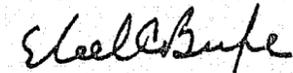
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April 22, 1968

I look forward to the implementation of the program suggestions developed as the result of this grant. We are anxious to share those portions of the project that are not localized to Michigan with other states that are developing a similar state level law enforcement officer selection and training program.

Sincerely,

LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL



Noel C. Bufe
Executive Secretary

NCB:ejv

ACKNOWLEDGMENT

Recognition for this study is shared with the many individuals who participated either in an active or a supporting roll: the Project Director and Executive Secretary of the Michigan Law Enforcement Officers Training Council, Noel C. Bufe, for his professional guidance and cooperation; the project consultants, Bruce T. Olson, Public Administration Specialist and noted author, Institute for Community Development, Michigan State University; Richard Post, Instructor, School of Police Administration and Public Safety, Michigan State University; Richard Germond, Sheriff, Leñawee County, Adrian, Michigan; James Rutherford, Chief of Police, Flint, Michigan; and to the 364 law enforcement agencies at the county, township and municipal level who responded to the survey questionnaire.

A sincere expression of gratefulness is extended to all other individuals, too numerous to mention, who gave freely of their time beyond their formal obligation.

Special recognition is extended to the Michigan State Police for their administrative assistance and other supporting services provided.

To Bob Zajac, Supervisor of Printing and Mailing, Michigan State Police, for his uncommon dedication, carefulness, and assistance, the writer extends personal praise and admiration.

Profound appreciation is extended to Mrs. Gail Olson for her editorial services during the conducting of the study, but more gratefully for her continuing personal inspiration.

An unusual debt of gratitude and tribute is owed by the writer, the Michigan Law Enforcement Officers Training Council, the Michigan State Police, and the State of Michigan to Mrs. Jean Valley for her devotedness and professional competency displayed in translating the consultant's expressions to the printed page. Her personal attention to the manuscript demands of the study proved invaluable.

Finally, the writer pays recognition and tribute to Miss Margo Mulvihill for her continuous firm support, cooperation and personal inspiration.

Bern J. Kuhn

Act No. 203
PA of 1965
Approved by Governor
July 16, 1965

STATE OF MICHIGAN
73rd LEGISLATURE
REGULAR SESSION OF 1965

An Act to provide for the creation of a law enforcement officers training council; to provide for additional costs in criminal cases and the establishment of law enforcement officers training fund and allocations therefrom to local program.

* * * * *

The People of the State of Michigan enact:

Sec. 1. This act shall be known and may be cited as the "Michigan law enforcement officers training council act of 1965."

Sec. 2. As used in this act:

- (a) "Council" means the law enforcement council.
- (b) "Executive secretary" means the executive secretary of the council.
- (c) "Police officer" or "law enforcement officer" means a member of a police force or other organization of a city, county, township or village regularly employed as such and who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, but shall not include any person serving as such solely by virtue of his occupying any other office or position, nor shall such term include a sheriff, undersheriff, commissioner of police, or any person having an equivalent

title who is appointed or employed by a city, county, township or village to exercise equivalent supervisory authority.

Sec. 9. The council shall prepare and publish advisory training standards with due consideration to varying factors and special requirements of local police agencies relative to:

(a) Minimum standards of physical, educational, mental and moral fitness which shall govern the recruitment, selection and appointment of police officers.

(b) The approval of police training schools administered by a city, county, township, village or corporation.

(c) Minimum courses of study, attendance requirements, equipment and facilities required at approved city, county, township, village or corporation police training schools.

(d) Minimum qualifications for instructors at approved police training schools.

(e) Minimum basic training requirements which police officers appointed to probationary terms shall complete before being eligible for continued or permanent employment, and the time within which such basic training must be completed following such appointment to a probationary term.

(f) Minimum basic training requirements which police officers not appointed for probationary terms but appointed on other than a permanent basis shall complete in order to be eligible for continued employment or permanent appointment, and the time within which such basic training must be completed following such appointment on a nonpermanent basis.

(g) Categories or classifications of advanced in-service training programs and minimum courses of study and attendance requirements for such categories or classifications.

(h) The establishment of subordinate regional training centers in strategic geographic locations in order to serve the greatest number of police agencies that are unable to support their own training programs.

Sec. 11. The council may:

(a) Visit and inspect any police training school, or examine the curriculum or training procedures, for which application for approval has been made.

(b) Issue certificates to police training schools qualifying under the regulations of the council.

(c) Authorize the issuance of certificates of graduation or diplomas by approved police training schools to police officers who have satisfactorily completed minimum courses of study.

(d) Cooperate with state, federal and local police agencies in establishing and conducting local or area schools, or regional training centers for instruction and training of police officers of this state, its cities, counties, townships and villages.

(e) Make recommendations to the legislature on matters pertaining to qualification and training of police officers.

Sec. 16. This act shall take effect on January 1, 1966.

This act is ordered to take immediate effect.¹

¹Excerpts applicable to the operation and responsibilities of the MLEOTC with regard to the development of training advisory standards, taken from Act No. 203, Public Act of 1965, State of Michigan, 73rd Legislature, Regular Session of 1965.

CHAPTER I

INTRODUCTION

The adequacy of law enforcement training is determined primarily by the trainee, but this quality can be enhanced by efficient teaching, appropriate industrial materials, adequate training school facilities, and significant standards or guidelines which promote the desirable degree of quality.

It is highly important for police training planners to assess the status of such training and to develop programs which will insure, among other training and educational foresights, that there will be adequate training for all police officers commensurate with time in service, rank, and level of responsibility.

The fact that the impetus of this study came from an immediate concern for an assessment of law enforcement training in Michigan and the urgent need for advisory training standards based on this assessment should not over-shadow its importance in providing data which is needed for everyday law enforcement training planning. Thus, the study is significant for the data which it has brought together for the first time, the advisory training standards recommended, and for the potential uses of this information by law enforcement training officials throughout Michigan.

The catalyst for the determination and evaluation of the state-of-the-art of police training in Michigan came from Act No. 203,

P. A. of 1965. This Act recognizes that police officers, training facilities, instructional staff, training programs, law enforcement training administration and legislative support are vital state resources essential to providing competent, continuous law enforcement operation.

I. ADMINISTRATIVE EVOLUTION AND RECOMMENDATIONS FOR
FUTURE PROJECTS OF THIS NATURE

Administrative Evolution

Act No. 203, P. A. 1965, cited as the Michigan Law Enforcement Officers Training Council Act of 1965, was approved on July 16, 1965. This Act, by its design, stipulated that an assessment of law enforcement training in Michigan be made to determine the state-of-the-art of police training for the purpose of bringing together important data which would be used in the development of advisory training standards for the MLEOTC.

In order to determine the extent of data available in regard to police training throughout the state, a survey questionnaire, developed by Mr. Noel Bufe, Executive Secretary of the Michigan Law Enforcement Officers Training Council, was disseminated to 444 county, township, city and village police agencies. A copy of this questionnaire is located in Appendix A, State-of-the-Art Report.

The first mailing of this questionnaire began on March 21, 1967. Subsequent follow-up mailings were required to various police agencies. This procedure was necessary to insure a high percentage return. Council members, representative of various law enforcement agencies and organizations

throughout the state assisted Mr. Bufe by contacting those departments within their particular jurisdiction, urging them to complete the questionnaire. By May 1, 1967, 364 of the 444 originally mailed questionnaires had been returned. This number, 364, representing an 82 per cent return of the original 444 questionnaires mailed, was used in the analysis of the data in determining the state-of-the-art of police training in Michigan.

The Council, prior to May 1, 1967, had solicited federal financial support from the Office of Law Enforcement Assistance. The purpose of this support being to assist the Council in expediting the development of advisory training standards.

With the receipt of a \$34,637 grant from the Office of Law Enforcement Assistance and an equal matching state contribution, the Council, on May 1, 1967, hired several consultants on a part-time basis to assist in developing the desired advisory training standards. These consultants were selected by Mr. Bufe, Executive Secretary, on the basis of their individual education, experience and overall backgrounds for the particular areas of studies they were assigned and were approved by the Council and the Office of Law Enforcement Assistance.

The consultants were Dr. Bern J. Kuhn (also project coordinator), Director of Public Safety Personnel, Inc., East Lansing, Michigan; Mr. Bruce T. Olson, Public Administration Specialist, Institute for Community Development, Kellogg Center, East Lansing, Michigan; Mr. Richard Germond, Sheriff of Lenawee County, Michigan; and Mr. James Rutherford, Chief of Police, Flint, Michigan.

At the outset of the study various forms were developed by the project coordinator which were used for record keeping purposes by the consultants, as well as a guide for the project coordinator in determining the rate of each consultant's progress. For example, a Bi-Monthly Activity Report was used to record the number of work days for a given period of time as well as the accumulative number of days worked from the beginning of the project; a Monthly Expenditure Report, used to record such information as the number of days spent during a given period, pay due for that same period, total number of days worked since beginning of project, total pay received from the beginning of project, and other information relative to transportation and subsistence cost necessitated by travel required in completing their project; a Monthly and Accumulation Expenditure Report was used by the project coordinator to record all project expenditures by month, accumulative from the beginning to the completion of the project; and a Quarterly Projection Report completed by each consultant, indicating both the accomplishments for the past quarterly period as well as those projected for the following quarterly period.

Throughout the duration of the project, many planning conferences and discussions involving the project director, project coordinator, and the consultants, both collectively and individually were held.

Each consultant conducted research and investigation in a specified area. Their responsibility focused heavily on developing guidelines for action in the form of a "blueprint" which the MLEOTC could follow in

developing future Council approved training schools. This "blueprint" was structured in the form of recommended standards which could be implemented in future Council approved law enforcement training schools. In addition the consultants were instructed to develop recommendations that had long-range implications.

It is believed by the writer that the completed project reports, in most cases, far exceed all original expectations in both quality and quantity.

Recommendations for Future Projects of this Nature

The following recommendations are mentioned by the writer for the purpose of assisting other states and/or agencies that may be planning to conduct projects of this nature. It is not intended for these recommendations to infer criticism on the part of any stipulated procedure required to be followed or any individual who may have worked in some way on this project. For ease of reading and clarification the following enumerated list is mentioned:

1. IT IS RECOMMENDED THAT SERIOUS CONSIDERATION BE GIVEN TO EMPLOYING FULL-TIME CONSULTANTS, OR THOSE INDIVIDUALS WHO CAN, WHILE WORKING ON THE PROJECT, CONSIDER IT A FULL-TIME OBLIGATION. Project reports of the nature completed for this study cannot adequately be done by part-time personnel, especially the police practitioner at the management level who already is, in most cases, far too busy to undertake other obligations demanded by this type of research effort. In most cases the extent of energy expended will be minimized in view of other full-time obligations.

2. WE RECOMMEND THAT PRIVATE, FULL-TIME CONSULTING OR RESEARCH FIRMS OR AGENCIES CAPABLE OF CONDUCTING PROJECTS OF THIS NATURE BE GIVEN FIRST CONSIDERATION BEFORE EMPLOYING PART-TIME CONSULTANTS. The writer believes that a sub-contract with such a research firm or agency or private consulting firm would eliminate the majority of problem situations occurring due to the fragmentation of "spreading out" of consultants both in the number of part-time people that are employed and the distance in miles between the consultants and the coordinating office.
3. WE RECOMMEND THAT SECRETARIAL ASSISTANCE BE OBTAINED ON A FULL-TIME BASIS, OR THAT ONLY THOSE INDIVIDUALS WHO HAVE NO OTHER EMPLOYMENT COMMITMENTS DURING THE DURATION OF THE PROJECT BE CONSIDERED FOR CLERICAL RESPONSIBILITIES. It is extremely difficult for a secretary within the agency conducting the study to budget a given per cent of her time to agency business while at the same time meet the clerical demands of part-time or full-time consultants conducting the study.
4. IT IS RECOMMENDED THAT PAYMENT FOR SERVICES OF EITHER PART-TIME OR FULL-TIME CONSULTANTS BE DISTRIBUTED IN SUCH A MANNER WHERE AT LEAST 33 1/3 PER CENT OF THE CONSULTANTS FEES ARE RETAINED BY THE AGENCY UNTIL THE FINAL COPY OF THE STUDY HAS BEEN COMPLETED AND APPROVED. When payment is made monthly for a given number of days worked, it is not infrequent that the

consultant will, at the end of the time allowed for the project, have received all of his fees without completing his obligation. This problem, at times, can be eliminated by requiring and checking progress reports carefully to determine the consultant's stage of completion; however, this method also leaves much to offer. The writer suggests that three payments, each constituting 33 1/3 per cent of the consultant's total fees be made at specified times and only after the consultant meets certain obligations.

5. WE RECOMMEND THAT LETTERS OF INTENT OR CONTRACTS BE USED BY THE AGENCY WHEN EMPLOYING PART-TIME OR FULL-TIME CONSULTANTS TO COMPLETE A GIVEN PROJECT IN A SPECIFIED PERIOD OF TIME. Any letter of intent or contract must be signed by the consultant prior to the beginning of the project, and require the complete enumeration by the agency of specific requirements of the particular project for which he is being considered. Any deviation by the consultant or the agency from this agreed commitment must be supported in writing with proper file records retained.

II. OBJECTIVES OF THE STUDY

To fulfill the requirements of Act No. 203, P. A. 1965, a survey of Michigan law enforcement agencies became necessary. Types of agencies surveyed were: county, township, city, and village. The general objectives of the study were:

1. To locate and identify county, township, municipal, and village police agencies in Michigan.
2. To assess the functional status of these agencies in terms of administration; basic recruit training; pre-service training; in-service training; roll call training; higher education; recruitment and selection; and training instructors.
3. To generally obtain as much information as possible about the agencies so as to allow a better analysis and understanding of law enforcement training resources and conditions in Michigan.
4. To develop and recommend minimum advisory training standards for the MLEOTC in guiding the development of future law enforcement training programs in Michigan.

III. CONDUCTING THE STUDY

The survey questionnaire was distributed to 444 county, township, city and village police agencies. Each police administrator in each agency was asked to complete the questionnaire and return it to the Council office. At the inception of the research project, 364 questionnaires or 82 per cent of those mailed had been received by the Council office.

The data reflect the results of two computer programs. The first, July, 1967, of a general nature, presented data regarding responses and totals to each question on the questionnaire. The second, February, 1968, delineated a more specific breakdown of data such

as individual agency totals, types of agency, classification of agencies with regard to size of jurisdiction serviced, and individual agency and state totals.

This computer service was made available by the Michigan State Police, Data Processing Division. A copy of the questionnaire used to collect the data is located in Appendix A of the State-of-the-Art Report.

The foundation or ground work necessary to initiate the survey was accomplished by the Executive Director of the MLEOTC, Mr. Noel Bufe. After the questionnaires were mailed to the respective agencies, follow-up efforts were required to insure a high percentage return. Mr. Bufe was aided in this task by assistance from all of the Council members, who by whatever means of communication possible, contacted those agencies failing to complete the questionnaire.

Beginning in March, 1967, the MLEOTC started receiving the questionnaires, and by May 1, 1967, 364 of the 444 originally mailed had been received from various police agencies throughout the state. Questionnaires received after May 1 were not used in the analysis of the data.

Beginning May 1, 1967, several consultants, each assigned a specific project sub-goal area, commensurate with their background experience and education, were employed on a part-time basis to supplement the Council staff in analyzing the data in each of the project investigation areas. Continued investigation was pursued by each

consultant for the purpose of developing a "blueprint for action" regarding future MLEOTC approved training schools, based on knowledge acquired from extensive study and research of past and present training conditions in Michigan.

IV. SCOPE OF THE STUDY

After the development or initiation of the Michigan Law Enforcement Officers Training Council, there came a need to gain knowledge of the existing conditions with regard to the extent of law enforcement training in Michigan reflective of county, township, city and village police agencies. As the result through federal support and state funds, this advisory training standards study was undertaken to gain greater knowledge of the state-of-the-art of law enforcement training in Michigan.

This investigation has also entailed a thorough review of existing literature in the various project areas.

In addition to the review of literature and the use of the survey questionnaire, information through interviews with key contributors and visits where possible to various law enforcement agencies were also accomplished. The state-of-the-art study presents the current state-of-knowledge regarding police training in Michigan.

V. METHOD OF APPROACH

It became evident at the outset of this project that a vast amount of information varying greatly in quality existed on the general subject of law enforcement training in Michigan. The Council approached

the task of collecting, evaluating, analyzing, and integrating this mass of information by using a team of consultants chosen from both police agencies and university faculties.

VI. COVERAGE

The MLEOTC does not claim to have covered exhaustively all information on the broad subject of police training in Michigan. Quantity while originally one of the objectives was received to the extent of an 82 per cent return of the original 444 questionnaires mailed to various police agencies. Therefore, this study has done much more than simply sample a mass of available information.

In reviewing and assessing the data from the survey returns, we have attempted to maintain scientific objectivity. In the difficult area of constructing statistical tables to provide a meaningful evaluation and breakdown of the data we, at times, had to rely on projection or estimate statistics based on a limited response to a particular question from the various agencies.

It is important to point out that it is not the purpose or intent of this study to praise or criticize any police agency or individual concerned with law enforcement training or its inherent problems. Rather, it is our purpose to report what is known, and what we believe can, and should be accomplished in the future.

No state-of-the-art survey or overall study of this type is ever complete. This is particularly true in the broad field of police training. Work in this field is expanding rapidly and it seems that with the publication of a new piece of work there is another publication more current, more significant, waiting to take its place. In addition

because of the extreme complexity and multiplicity of the factors involved in law enforcement training, there is a natural tendency to want to reconsider and reinterpret older data.

A state-of-the-art analysis of what is known about police training in Michigan was urgently needed at this time in order to assist in the formulation of advisory training standards and to initiate expanded research and action programs. To meet this need this study was planned on a rigid time schedule based on the thought that time is just as important as completeness of coverage. Therefore, the MLEOTC welcomes comments aimed at supplementing our findings and reports, and would urge continuing efforts by any individual, group, or agency to expand and update the survey or any of its project reports.

VII. ORGANIZATION OF THE COMPOSITE REPORT

The chapters in this report contain either the administrative aspects of the study, or findings, conclusions, and recommendations pertinent to a particular area of research basic to the purpose of this study.

Chapter I, the introductory chapter, presents the administrative aspects of the study. Chapter II contains approximately sixty brief statements of findings relative to the data received from the use of the survey questionnaire. Chapter III is with reference to the subject of recruitment, selection and appointment considerations in upgrading Michigan law enforcement. Chapter IV pertains to information concerning police training facilities. Chapter V presents the development of the

regional law enforcement training center concept. Chapter VI is concerned with police instructor standards in regard to the selection and certification process. Chapter VII deals with curriculum standards applicable to the development of lesson plan outlines to be used in MLEOTC training programs.

Throughout this composite report mention is made of various appendices in which specified documents or reference materials can be located. The reader is informed that these reference materials can be found in the specific study report pertaining to that subject, and are not included in this report.

VIII. ORGANIZATION OF THE PROGRAM DEVELOPMENT STUDY REPORT

Part I contains data reflective of the state-of-the-art survey of police training, presenting sixty tables and brief statements of major findings relative to the data obtained from the survey of the 364 responding police agencies.

Part II presents the composite report of various administrative aspects of the study as well as the findings, conclusions and recommendations of the five project reports. By condensing this information into one report it enables the information to be more meaningful and related and provides a more ready interpretation of scope and evaluation of the project without having to study in detail the five project research reports.

Part III deals with recruitment, selection and appointment standards. The primary objective in this section was to do a complete analysis of Michigan law enforcement officer recruitment selection and appointment

practices. Current Council standards were reviewed in relation to the recommended standards established by the Michigan Civil Service Commission, the Michigan Association of Chiefs of Police, and other appropriate national and state agencies. Data which has been collected from the state-of-the-art have been studied and together with the standards recommended by these other agencies form the basis for recommending adjustments to present Council standards.

Part IV, Facility Standards, a law enforcement training facility guide has been developed and is currently being used on a trial basis, in evaluating the adequacy and suitability of a training facility to house a training program. The scope of the facilities study includes specific areas where desirable facilities and equipment can be found or used in order to achieve effective training objectives. Standards have been developed for various specific facilities such as school site, building structure, classrooms, visual aids, library, gymnasium, indoor range, outdoor range, swimming pool, auditorium, vehicle driving range, lodging, feeding, auxiliary services, heating, ventilating, air conditioning, lighting and electrical equipment, fire protection, and water supply and sanitary facilities.

Part V, the Regional Training Center Study, deals with the establishment of guidelines for the development of regional training centers in strategic geographic locations. These centers are designed to serve the greatest number of police agencies that are unable to support their own training programs. By locating these regional

centers in predetermined geographic locations as determined by police manpower and training needs, sufficient trainee enrollment is assured and full-time operation of the training school on a yearly basis is permitted. Specific areas of investigation were the use of regions for planning, delineation of regions, criteria to be considered in this process of regional delineation, and demographic and socio-political characteristics relevant to law enforcement training areas.

Part VI, Instructors' Standards, seeks to determine the experience, education and other instructor training requirements so necessary to the establishment of minimum qualifications for instructors teaching in approved police training schools. An evaluation device or method and criteria for such evaluation has also been developed. A model training program for training and certifying instructors is also a part of the study. Suggestions as to teaching methods, techniques, and other important considerations applicable to effective teaching have also been recommended.

Part VII, Curriculum Standards, presents lesson outlines developed to assist training schools in the alignment of their course curriculum with that of Council specifications. The Council previously adopted a curriculum for use in its minimum basic police training program, but this did not include prepared lesson plans. The curriculum development program serves to standardize enforcement in the state as the basic topical areas covered by a curriculum will be available to guide instructors statewide. Lesson plan outlines have been developed in all areas of the curriculum in the basic recruit schools. In addition, various other curriculum materials not covered by the current basic curriculum have been prepared. The extensiveness of the outlines provides

the Council the opportunity to meet the needs of training programs of 130 hours as well as those programs exceeding 400 hours of course instruction. Intended implementation follow-up evaluation and revision of these outlines will enable the Council to determine the extent and type of subject matter information most applicable in every MLEOTC training program in view of the length of the program in hours of instruction.

It should be borne in mind that we have separated the project reports into the sections that have been mentioned primarily for convenience and readability. The important point in dealing with each project separately or all collectively is that all the factors and areas of interest considered in each project are interdependent, potential contributors to a greater effectiveness and more efficient law enforcement training program in Michigan.

This document, the Program Development Study, seven parts total, represents the final written report on the assignment to develop program or advisory training standards for the Michigan Law Enforcement Officers Training Council on Grant No. 177 from the Office of Law Enforcement Assistance, Washington, D. C.

CHAPTER II

STATE OF THE ART REPORT

PRESENTATION OF SURVEY DATA

This section presents a brief interpretation of the major findings obtained from the 364 responding agencies to which questionnaires were sent. The presentation of each finding is pertinent to a particular type of data solicited by the survey questionnaire. Such interpretations are also often reflective of information contained in other interpretations so as to provide the reader with more unity and clarification of existing data pertinent to a specific topic. While the descriptions are brief, the number of concepts and relationships of the information as it relates to the type of police agency, manpower strength, location in the state, training requirements, etc., is almost limitless.

Only findings reflecting data taken from the survey questionnaire are included in this report. The State of the Art report includes tables reflecting pertinent illustrative data.

I. LIMITATIONS OF THE SURVEY

The reader is cautioned to interpret statements in this publication with the following limitations in view:

1. The data represents an 82 per cent return of the questionnaires. This percentage was used to figure all current statistics and future trends.

2. Estimations and projections in terms of current and future full-time, sworn, law enforcement personnel for all of the police agencies in Michigan were based upon the 82 per cent return of the questionnaire.
3. Many of the returned questionnaires were not completely filled out thus assumptions based on approximations had to be made.
4. Some of the reporting law enforcement agencies did not fully accept or perhaps misunderstood the suggested directions and as such their subjective interpretation of the question prompted assumptions which had to be made in evaluating the data; these assumptions appear, in some instances, to distort the validity and relevance of the data.

II. SURVEY DEFINITIONS

MLEOTC: Michigan Law Enforcement Officers Training Council established by Act 203, Public Act 1965.

Questionnaire Survey: The questionnaire means the document which was developed to assess the extent of existing training facilities and was used to survey law enforcement agencies throughout Michigan.

State-of-the-Art: The present state or condition of law enforcement training in Michigan. It is a concept which is accepted and often used in research investigations to mean the extent of existing conditions pertinent to a selected area of research.

Classification of Responding Agencies: The separation of county, township, and various sizes of cities or municipalities was used for both convenience and ease of understanding. The Michigan State Police, Data Processing Division, makes use of this same designation or classification of areas for State Police purposes and as such the coding and subsequent computer programming demands were easily met.

County
Township
*Cities:
Under 1,000
1,000 - 2,499
2,500 - 4,999
5,000 - 9,999
10,000 - 24,999
Over 25,000

III. INTERPRETATIONS OF FINDINGS

To enable the reader to more easily interpret and identify the presented findings with the survey questionnaire (see Appendix A),¹ the report of the data is categorized under the same designations by which it was requested through the use of the questionnaire. For example, interpretations will relate to Administration, Basic Recruit Training, Pre-Service Training, In-Service Training, Roll Call Training Higher Education, Recruitment and Selection, and Police Training Instructors.

*Cities under 1,000 are generally classified as those which are either unincorporated villages or townships; cities under 2,500 are classified as rural areas; cities over 2,500 are classified as urban areas.

¹Cf., Dr. Bern J. Kuhn, The State of the Art of Police Training in Michigan.

ADMINISTRATION*

NUMBER OF RESPONDENTS ANSWERING QUESTIONNAIRE

Of the 444 questionnaires mailed to various police agencies throughout Michigan, 364 or 82 per cent were returned.

Of the 320 questionnaires mailed to various agencies located within cities, 269 or 73.9 per cent were returned.

Police agencies located in cities over 25,000 were most responsive to the questionnaire, returning 39 of the original 40 questionnaires mailed to departments within cities of that size.

POLICE AGENCIES RECEIVING OUTSIDE HELP (POLICE ASSISTANCE) FROM OTHER
POLICE AGENCIES

Of the 212 agencies answering "yes" to this question, 173 indicated they received assistance from the Michigan State Police.

Of the 121 city agencies receiving outside assistance, 93 indicated they received help from the Michigan State Police, while 90 of the same city total indicated assistance also received from sheriff's departments.

On a state-wide basis, 113 of the 212 respondents receiving outside assistance indicated they received such help from sheriff's departments.

*All data in this study, unless otherwise indicated, represent an 82 per cent return of the survey questionnaire and are interpreted in view of this percentage return.

The Michigan State Police provides the greatest amount of assistance to other police agencies. Sheriff departments, generally, also provide an almost comparable amount of outside assistance.

A limited response to this question in terms of assistance provided by federal law enforcement agencies and local agencies was received.

NUMBER* OF SWORN, FULL-TIME, POLICE EMPLOYEES AS OF NOVEMBER 1, 1966

On the basis of the returns, 364 or 82 per cent of the responding agencies, there are approximately 11,000 sworn, full-time, police employees in Michigan.

Slightly over 9,000 police officers were identified as coming from agencies representing various size cities.

Sixty-five of the existing 83 county agencies indicated the number of sworn, full-time, police employees to be near 1,600 or approximately 15 per cent of the almost 11,000 men based on the 82 per cent questionnaire return.

Of the 40 questionnaires mailed to cities of over 25,000, 39 were received indicating the presence of 7,280 full-time personnel or 66.6 per cent of the approximately 11,000 men based on the 82 per cent state return.

*The figure of approximately 11,000 sworn, full-time personnel represents only 82 per cent of the state total.

ESTIMATED NUMBER OF FULL-TIME, SWORN, POLICE PERSONNEL
BASED ON MANPOWER STATISTICS FROM SELECTED AGENCIES
AS OF NOVEMBER 1, 1966

It is estimated, based on the computation of average manpower statistics from the 82 per cent returns for selected agencies and then projecting these averages for the total, 100 per cent, police full-time, sworn, manpower, population in Michigan, that there were approximately 11,500 full-time, sworn, police officers as of November 1, 1966. This number is based on a 100 per cent projection estimate of the Michigan police agencies, 444, to which the original questionnaire were mailed.

Over 9,300 of the estimated 11,500 full-time, sworn, police officers were located in cities of varying sizes. The remaining amount of manpower comes from county and township police agencies.

POLICE AGENCIES--FIVE OR LESS FULL-TIME PERSONNEL

Of the 364 responding agencies, 179 of these agencies were comprised of five or less full-time personnel. A breakdown of this figure shows 138 city agencies, 23 county and 18 townships comprise this figure.

NUMBER OF PART-TIME AND RESERVE OR AUXILIARY POLICE OFFICERS
AS OF NOVEMBER 1, 1966

The greatest number of part-time, police officers, 221, were identified by the 65 responding county police agencies. This figure represents 27.8 per cent of the total 794 part-time officers identified by the survey from the 364 respondents. The same county agencies indicated the existence of 1,005 or 34.6 per cent of the state total of over 2,900 reserve or auxiliary police officers.

Eighty-six agencies from cities ranging in size from 1,000 to 2,499 indicated the existence of 144 part-time police officers and 172 reserve or auxiliary officers.

The 39 responding agencies from cities over 25,000 population indicated a total of 896 or slightly over 24 per cent of the state total of 3,701 part-time and auxiliary or reserve police manpower.

Approximately 43 per cent or 341 of the 794 part-time police officers come from county and township agencies while the same agencies employ approximately 38 per cent or 1,094 of the 2,907 reserve or auxiliary police officers.

UNFILLED, FULL-TIME, SWORN, POLICE POSITIONS AS OF NOVEMBER 1, 1966

Of the 364 responding agencies 231 answered this question while 133 provided no response.

Forty-three of the responding 65 county law enforcement agencies indicated the number of unfilled positions for sworn, full-time personnel to be 54 or 5.8 per cent of the state total of over 900 unfilled positions for sworn, full-time personnel.

For cities over 25,000 population, 36 of the 39 responding agencies indicated the existence of slightly over 760 unfilled positions or over 81 per cent of the state total of 935 such vacancies.

FULL-TIME, SWORN, POLICE EMPLOYEES APPOINTED BETWEEN SPECIFIED DATES

Between July 1, 1964 and June 30, 1965 a total of 977 men were appointed to full-time, sworn, police positions in the 364 responding agencies.

For all city agencies responding to this particular question, 772 men were identified as being appointed between July 1, 1964 and June 30, 1965. This figure represents over 79 per cent of the 977 men appointed as indicated by the 82 per cent return of the questionnaire. While for the period July 1, 1965 to June 30, 1966, 177 men were appointed to county law enforcement agencies throughout the state.

Four hundred eighty-five men or 50 per cent of the approximately 1,000 appointed between July 1, 1964 and June 30, 1965 were appointed to agencies located in cities of over 25,000 population while for the period July 1, 1965 to June 30, 1966, slightly over 560 men were appointed to agencies within cities of this size.

During the period July 1, 1965 to June 30, 1966, 900 or almost 78 per cent of the 1,158 men appointed throughout the state were appointed to law enforcement agencies in cities of over 25,000.

PROJECTED SWORN, FULL-TIME POLICE PERSONNEL AS OF JUNE, 1971
BASED ON CURRENT 82 PER CENT POLICE MANPOWER STATISTICS

It is estimated that by June, 1971, based on data received from the original questionnaires that there will be approximately 14,000 full-time, sworn, police personnel. This figure of 14,000 represents an approximate 82 per cent figure and does not take into account projections based on total sworn, full-time, police personnel expected for all Michigan police agencies.

For county law enforcement agencies, it is expected there will be an approximate 20 per cent increase in the number of full-time, sworn, police personnel appointed between November 1, 1966 and June, 1971. It is estimated that these law enforcement agencies will have approximately 1,900 full-time, sworn personnel by June, 1971, based on 82 per cent of the state total.

It is significant to view the above increase in terms of the similarity of the percentage of increase by all types of agencies between the years November 1, 1966 and June, 1971. For example, county law enforcement agencies indicate that as of November 1, 1966 their full-time personnel consisted of 14.7 per cent of the total state personnel figure of 10,934. For the projection figure of June, 1971, they estimate that their manpower figure would be approximately 1,900 or 14 per cent of the total state estimated figure of almost 14,000.

For departments located within cities of over 25,000 population, they indicated their manpower to be approximately 7,300 or 66.6 per cent of the total state figure of 10,934. For the projection figure as of June, 1971, a further indication from these agencies reveal their expected full-time, sworn manpower to be approximately 8,800 or almost 64 per cent of the total 13,680 state figure. The figure of 13,680 is based on 82 per cent of the total expected sworn, full-time personnel.

PROJECTED TOTAL SWORN, FULL-TIME, POLICE PERSONNEL AS OF JUNE, 1971
BASED ON MANPOWER STATISTICS FROM SELECTED AGENCIES
REPRESENTING AN ASSUMED 100 PER CENT RETURN OF THE QUESTIONNAIRE

It is estimated that there will be approximately 15,000 sworn, full-time, police officers as of June, 1971.

Over 12,000 of the total 15,000 police officers will be located in cities of varying sizes.

Based on the existing 83 county law enforcement agencies, it is estimated that they will consist of a total of almost 2,200 full-time, sworn, police personnel.

For departments located within cities over 25,000 population, it is estimated that a force of 9,338 sworn, full-time personnel will be employed. This figure represents an increase of slightly over 2,000 men for the same agencies as of November 1, 1966.

The estimates for average projected manpower for each agency as of June, 1971 are higher than what will actually be the case for many agencies. It is extremely difficult to project averages with any degree of accuracy even with the use of selected agencies when there is existent the range of manpower differences from one agency to another. For example, many county agencies have but 3 to 5 sworn, full-time personnel yet there are several with in excess of 100 and one over 500.

TOTAL BUDGET FOR FISCAL YEAR 1966-67 BASED ON
82 PER CENT QUESTIONNAIRE RETURN

Based on the 82 per cent return of the questionnaire, it is estimated that for the fiscal year 1966-67 the total police operation budget was \$112,716,562. This figure is reflective of the response from 337 of the 364 responding police agencies. Twenty-seven of the 364 agencies did not answer the question.

Of the 269 responding police agencies within various size cities, 244 such agencies indicated a total police operation budget of \$96,186,407. Twenty-five of the 269 city police agencies did not provide information as to this question.

Due to the great variance in total police operation budgets for various types of agencies, there was no attempt made to compute an average budget and then project this budget on an estimated 100 per cent return. However, it can be safely estimated that the figure of \$112,716,562 is several million dollars less than what it would be if the total police operation budget on a 100 per cent survey return basis were known.

POLICE TRAINING BUDGET OTHER THAN SALARIES FOR FISCAL YEAR 1966-67

One hundred ninety-four of the 364 respondents stated a part of their total operation budget was allotted for police training. One hundred seventeen agencies indicated no such monies available from their operation's budget.

For the 194 agencies with training budgets, a total of almost \$352,000 is allotted to training, or on the average, .4 per cent per agency is spent for training from the total operational budget of these 194 agencies of which the amount is \$100,442,000.

Of all respondents the greatest number of agencies with training budgets are those within cities of over 25,000. The 38 of the 39 respondents in cities of this size indicated a total training budget of almost \$205,500 or, on the average, .3 per cent per agency of the

total operation's budget, \$79,134,000 for the same size agencies. The training budget for these 38 agencies represents almost 79 per cent of the total training budget spent by all 194 respondents.

All agencies within various size cities have a total training budget of almost \$325,000 or comprise approximately 93 per cent of the state total, \$351,846, spent for training.

Sixteen of the 65 county agencies stated training budgets allotted amounted to almost \$16,500. The total operation's budget for these agencies was almost five million dollars. Of the sixteen agencies, on the average, .3 per cent of the total operation's budget per agency was spent for training. The total training budget for these agencies, \$16,500, is only 5 per cent of the total training budget of all 194 respondents, \$351,846. Twelve agencies did not answer the question, while 33 agencies indicated no training budgets.

Generally, on the average, the amount of monies allotted to training from the total operation's budget for the 194 agencies with training budgets is far less than one per cent.

DEPARTMENTAL PERSONNEL ASSIGNED FULL-TIME TO TRAINING ACTIVITIES

Of the 364 responding agencies, 20 indicated that they did have personnel assigned full-time to training activities. Three hundred thirty-nine agencies replied negatively to such assigned personnel while 5 agencies gave no response.

Of the cities over 25,000 population, 7 of the 39 respondents indicated that they had 19 full-time, sworn personnel and 3 civilian personnel assigned full-time to training activities.

Three hundred forty-four of the 364 responding agencies gave no response to the question as to whether or not departmental personnel were assigned full-time to training activities. Those agencies that did indicate an answer to this question provided a total state-wide figure of 51 full-time, sworn, departmental personnel assigned to training.

TRAINING FACILITIES

Of the 364 responding agencies, 55 indicated the existence of training facilities while 304 indicated no such facilities available. Five agencies did not respond to the question.

Forty-seven of the 55 agencies answering this inquiry were city agencies which indicated the existence of training facilities. Two hundred nineteen indicated no such facilities available while 3 of these agencies did not respond.

It is worthy to mention that the definition of what constitutes an adequate basic recruit training facility is subject to great variance and as a result many law enforcement officials indicated the existence of such recruit training facilities within their departments which would not meet minimal standards recommended by the MLEOTC. Upon a more thorough investigation of the data revealed by the questionnaire, it was later determined that 45 agencies which conducted police basic recruit programs within their individual departments did have facilities which they used in the operation of these programs. No attempt was made to evaluate all of these 45 training facilities. It is assumed that many responses to this particular question were based upon the fact that only one element or aspect of a training facility such as

a gymnasium, a range (indoor or outdoor), or a classroom was available within the police agency, and not all that are required to meet current MLEOTC standards for the operation of a training school.

The 55 responding agencies indicated the presence or availability of 43 classrooms which were used approximately (on the average) four months of the year in conducting basic recruit training programs.

The 55 agencies with facilities also indicated that approximately 1,000 men could be trained in the recruit schools conducted throughout the state annually.

Of the total 364 responding agencies, 16 indicated the availability of gymnasiums; 59 indicated access to or available indoor ranges; 87 indicated having access or ownership to outdoor ranges; and 82 specified the existence of some form of library facility.

Of the 55 agencies indicating the existence of some form of training facilities, 19 responses came from agencies located in cities over 25,000 population.

POLICE AGENCIES ADHERING TO THE MICHIGAN LAW ENFORCEMENT
OFFICERS TRAINING COUNCIL STANDARDS AS OF JANUARY 1, 1967

Of the 65 responding county agencies, 16 adhere to MLEOTC standards; 40 do not; 9 did not respond to the question.

Of the cities over 25,000, 18 departments indicated the adherence to MLEOTC standards; 16 said "no;" 5 gave no response.

Fifteen and one half per cent of the agencies adhering to MLEOTC standards are county agencies; 17.5 per cent represent cities between 1,000 to 2,499 population; 18.4 per cent represent cities of 5,000 to 9,999 population; and 17.5 per cent from cities over 25,000.

BASIC RECRUIT TRAININGNEWLY APPOINTED POLICE OFFICERS ATTENDING RECRUIT SCHOOL
WITHIN A SPECIFIED PERIOD OF TIME

Twenty-nine of the 364 total respondents indicated that newly appointed police officers attend recruit school immediately; 166 stated they would attend one as soon as one is available; and 160 agencies did not respond to the question. Nine agencies specified other periods of time.

Of the 39 responding agencies within cities of over 25,000, 12 stated that police officers would attend recruit school immediately; 25 replied as soon as one is available; one agency did not respond.

Of the 160 agencies that did not respond to the question, 39 were county agencies, 50 were agencies from cities of 1,000 to 2,499 population and 32 from cities from 2,500 to 4,999 population.

NUMBER OF MONTHS WHICH NEWLY APPOINTED POLICE OFFICERS
NORMALLY COMPLETE RECRUIT SCHOOL AFTER APPOINTMENT

One hundred sixty-four of the responding 364 agencies indicated that on the average, police officers generally complete recruit school after appointment within a 9-month period of time.

For the 269 responding city agencies, 139 indicated that on the average, police recruits normally completed basic training school within 8 months after appointment. The other 130 agencies did not respond to the question.

The 13 county agencies responding to the question indicated that within an 18-month period of time the police recruit normally completes basic training school.

The largest number of months for a recruit to complete school after appointment was, on the average, 18 and this representative of responding county agencies. The shortest period of time for which a newly appointed police officer normally completes school is 5 months, this being within cities of under 1,000 population. However, due to the limited number of responses, it is speculated that this average number of months is not realistic in terms of the few responses for cities of this size to this particular question. More realistic in terms of the shortest period of time for the completion of recruit school after appointment is within 6 months, this being for the police agencies within cities of over 25,000 population.

AGENCY CONDUCTING POLICE RECRUIT SCHOOLS TO WHICH MICHIGAN
POLICE AGENCIES SEND THEIR OFFICERS

Of the 212 agencies answering the question, 8 agencies send their men to Michigan State Police training schools; 106 indicated their men attended regional training schools; 10 to schools conducted by the F.B.I.; 28 to Michigan State University's Department of Continuing Education basic schools; and 60 to schools conducted by their own particular agency.

Particularly significant is the number of agencies which indicated the sending of police officers to recruit schools conducted under the regional training program. This figure completely overshadows all other

types of schools or responses by agencies in which they indicated different schools to which their men were being sent.

Of the 15 county agencies answering the question, 11 indicated that their recruits were sent to regional training schools; of the 17 township agencies, 10 indicated the sending of men to regional training schools for recruit training. Of the larger departments in the cities over 25,000, of the 39 responding agencies, 21 indicated the sending of men to regional training schools.

Of the 60 agencies conducting police recruit schools to which their own officers attend, 49 are city police agencies reflective of the stated population sizes, the largest number being 15 from cities of over 25,000 population.

RECRUIT SCHOOL PROGRAM IN TRAINING HOURS

On a state-wide basis (364 respondents), reflective of the response of 126 agencies, an average of 127 classroom hours are provided, 48 hours of field training, and 130 hours of training other than classroom or field.

On the average a 202-classroom-hour period of training is provided by 26 of the 39 municipal agencies within cities of over 25,000. Thirteen respondents did not answer the question. Twelve of these 39 municipal agencies provide on the average, 57 hours of field training per each agency. Twenty-seven agencies did not respond to this particular question. Eleven of the 39 agencies provide, on the average, 203 hours of training other than classroom or field. Twenty-eight agencies did not respond to this question.

One hundred twenty-six out of the 364 respondents responded to this question in regard to basic recruit training in hours of training given. Of the 126 agencies responding, municipal agencies from cities over 25,000 provide the greatest number of classroom hours of instruction.

Of the total 30 township agencies, 10 responded that they provided an average total of 134 classroom hours of training per agency. Twenty agencies did not answer the question. Twelve of the 30 township agencies stated they provided, on the average, 160 hours of training other than classroom or field. Eighteen agencies did not respond to this particular question.

One hundred one of the 126 agencies (state-wide) answering this question were from cities of various sizes. For these 101 agencies, on the average per agency, 129 classroom hours of training are provided, 50 hours of field training, and 131 hours of training other than classroom or field.

COMPLETION OF BASIC RECRUIT TRAINING SCHOOL

Of the 364 responding agencies, 145 indicated that once the officer begins recruit school, he stays until the completion of the training program. Fifty-nine stated that the officer would leave the recruit training program before the completion of the school. One hundred sixty-eight agencies did not answer the question.

Seventeen of the 65 county agencies stated that the officer, once having begun the training program, would stay until completion.

Thirty-four of the 39 municipal agencies from cities over 25,000 stated that once the officer begins the school, he will stay until completion.

One hundred seventeen of the 145 agencies which indicated the officer stayed until the completion of the program represent municipal police agencies from various size cities, the largest number of responses coming from cities of over 25,000 population; the smallest response from cities under 1,000.

SWORN, FULL-TIME PERSONNEL WHO HAVE NOT ATTENDED A BASIC RECRUIT SCHOOL

Of the almost 11,000 (82%) sworn, full-time, police personnel, nearly 9 per cent or over 930, are presently without the benefit of having had formal recruit training. It is estimated that if the number were based on 100 per cent existing conditions rather than on the 82 per cent return of the questionnaire, this figure would be in excess of 1,000 men. Even this figure is thought to be extremely conservative due to the variance in individual interpretation as to what constitutes an adequate basic recruit school.

Four per cent or 252 men out of the 7,280 sworn, full-time, police personnel in municipal agencies in cities of over 25,000 have not had the benefit of formal recruit training. This figure of 252 represents 27 per cent of the total state personnel (933) without such training. Municipal agencies within cities of this size reveal the smallest percentage of men who have not had the benefit of formal recruit training within a particular type of agency. Due to the number of personnel in agencies within cities of this size (7,280), the number of untrained personnel (252) represents the largest per cent (27 per cent) of all state agencies (364) without basic training.

Over 700 of the 930+ sworn, full-time personnel without recruit training come from municipal agencies of various sizes, the largest number being from agencies in cities of over 25,000.

NUMBER OF PERSONNEL RECEIVING BASIC RECRUIT TRAINING YEARLY

Nearly 58 per cent or 464 of the 798 men who receive training yearly come from municipal police agencies in cities of over 25,000 population. On the average for individual agencies of this type, 13 men receive basic recruit training annually.

Of the 364 respondents, 209 stated that an average collective total of 798 men yearly receive basic recruit training.

Of the 269 responding municipal agencies from various size cities, 158 stipulated that 656 men or over 82 per cent of the state total of 798 men received basic training annually.

Nearly 13 per cent of the state total of the almost 800 men that receive training annually come from county law enforcement agencies. The least per cent of men being trained annually, approximately 2 per cent, comes from law enforcement agencies in cities of under 1,000 population.

REQUIREMENT OF NEWLY HIRED, FULL-TIME OFFICERS FROM OTHER AGENCIES TO REPEAT RECRUIT TRAINING

Nearly 49 per cent or 19 of the 39 responding municipal agencies in cities of over 25,000 require an officer to repeat recruit training

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1 OF 4

even though he may have had the benefit of such training with another agency. Twenty of the 39 agencies indicated that such repeat training was not required.

Seventy-one of the 364 respondents indicated the requirement of repeating recruit training. The largest number of these respondents coming from municipal agencies in cities of over 25,000. This being 19 or nearly 27 per cent of the 71 responding agencies.

One hundred ninety-five of the 364 respondents indicated that no such repeat training was required. Thirty-two of the respondents were from county law enforcement agencies; 42 from cities of 1,000 to 2,499; and 38 from cities of 2,500 to 4,999 population.

As reflected by the data, agencies which are most apt to require repeat recruit training are those of the larger municipalities, especially in cities of over 25,000. Agencies which are least likely to require repeat recruit training are those from townships and cities under 1,000 population.

PRE-SERVICE TRAININGPRE-SERVICE OR PRE-ASSIGNMENT TRAINING FOR EXPERIENCED MEMBERS
OF DEPARTMENT WHEN PROMOTED OR TRANSFERRED TO A NEW ASSIGNMENTTransferred to Traffic from Patrol

Of the 364 responding agencies, 25 indicated that training was provided; 85 said that no such training was provided; while 254 gave no response.

Sixteen of the 39 municipal agencies in cities of over 25,000 indicated that training was provided while 17 stated that no such training was given and 6 provided no response to the question. Twelve of the responding agencies indicated that classroom training was given while 6 said that some other type of training was provided; 251 agencies did not respond.

Municipal agencies in cities of over 25,000 not only had the largest number of responses for agencies providing training to men transferred to traffic from patrol, but provided the greatest per cent of training given in classroom situations as well as other types of training and also exceeded all other agencies in the length of course in hours for such training.

Of the 86 responding agencies in cities of 1,000 to 2,499 only one agency stated that training was provided and that such training was given in a classroom situation. Eighty-five agencies did not respond to the type of training given. The one agency indicating the existence of classroom training stated that the length of the course was 40 hours.

Based on the return of the questionnaire, it is assumed that county law enforcement agencies provide no training of any type to officers transferred from patrol. The reason for this being perhaps due to the nature of their assignment in that the jurisdiction of the area of coverage is more pertinent to patrol work than to specific traffic responsibilities as would be the case for municipal law enforcement agencies.

Transferred to Administrative from Field

Thirty-one of the 364 responding agencies indicated that training was given to personnel when transferred to administrative positions from field positions; 82 agencies said no such training was provided and 251 provided no response.

In cities of over 25,000, 14 of the 39 responding agencies indicated that this type of training was given while 18 said no pre-service or pre-assignment training provided; 7 agencies did not respond. Also, for cities of this size, 8 of the respondents indicated that classroom training was given to the extent of 389 hours for the 8 responding agencies. Of these 8 agencies, 2 indicated training provided by regional training schools, 2 given by the F.B.I., 6 sent their men or had such training provided by Michigan State University, and one agency conducted its own program.

Of the 65 responding county agencies, 2 indicated training provided; 13, no training given; 50 agencies did not respond. One of the 2 responding agencies indicated that classroom training was given to the extent of 80 hours duration.

Only 2 of the 86 responding agencies of cities of 1,000 to 2,499 indicated that pre-service or pre-assignment training was given to men transferred to administrative positions from field positions. One of the 2 agencies indicated classroom training given to the extent of 40 hours duration.

It appears, in interpreting the data dealing with pre-service or pre-assignment training for experienced members of a department when promoted or transferred to a new assignment, that the majority of such training in the past has been provided by Michigan State University's Department of Continuing Education.

Reassigned to Detective from Uniform

Of the 269 city agencies responding, 43 stated that reassignment or pre-service training was given; 60 stated no training provided; while 166 agencies did not answer the question.

Of the 364 respondents, 47 agencies provided training to men re-assigned to detective from uniform; 77 agencies said no training provided; 240 agencies did not respond.

For municipal agencies in cities of over 25,000, 20 of the 39 responding agencies provided training; 15 do not; while 4 did not respond to the question. Thirteen of the 20 agencies provide classroom training; 3, other types of training; while 23 agencies did not respond to this particular question. For 20 of the 39 agencies responding, over 1,150 hours or on the average, 58 hours per agency was accorded to instruction

or training for men reassigned to detective from uniform, while 25 of the 39 agencies did not respond to this particular request for information.

Of the 30 township agencies responding, 24 did not answer the question; one stated training was provided for reassignments or pre-service training of this type, while 5 did not answer. The one agency indicated the type of training to be classroom but did not stipulate the hours of instruction.

Three of the responding 65 county agencies stated that training was provided; 12 did not provide training; 50 agencies did not respond to the question. One of the 3 county agencies stated that the type of training given was classroom and consisted of 60 hours of instruction.

Of the 364 responding agencies, 166 of the agencies from various size cities did not respond to the question, while 240 did not respond on a state-wide basis. It is, therefore, assumed that the agencies not responding do not provide training for men reassigned to detective positions from the uniform position.

The majority of police officers receiving training of this nature, attended courses offered by Michigan State University's Department of Continuing Education.

Promoted to Sergeant

Forty of the 364 respondents provided training of this nature. Eighty-five replied negatively to the question, while 239 of the 364 respondents did not answer the question.

Seventeen of the responding 40 agencies which indicated that training of this nature was provided stated that this training was classroom training which consisted of a total of 1,125 total hours of instruction; or on the average, slightly over 66 hours per responding agency which provides training of this type.

Thirteen of the responding 65 county agencies do not provide training for men promoted to sergeant; 2 agencies stated that such training was given while 50 agencies did not respond. Of the 2 agencies providing training, one agency indicated that theirs consists of 80 hours of classroom instruction.

Seventeen of the responding 39 municipal agencies for cities of over 25,000 provide training for men promoted to sergeant; 17 do not; 5 did not respond to the question. Nine of the 17 responding agencies which provide training provide classroom type training while 3 provide other types of training. These 9 agencies provide classroom training for a composite total of 582 hours of instruction, or on the average, almost 65 hours of classroom instruction per agency.

Thirteen of the responding 86 law enforcement agencies from cities of 1,000 to 2,499 population do not provide training for men promoted to sergeant. Three agencies stated that such training was given, while 70 of the 86 agencies did not respond to the question. Of the 3 agencies stating that training was given, 2 indicated the training to be some other type than classroom training. One agency indicated that this training was given by their own particular department.

Of the 40 agencies out of the 364 respondents which indicated this type of training provided, one stated it was given by regional schools, 3 by the F.B.I., 15 stated Michigan State University's Department of Continuing Education, and 6 indicated their own agency to be the source of training.

Promoted to Lieutenant

Only 28 of the 364 responding agencies indicated that training for personnel promoted to lieutenant was given. Eighty-nine agencies said no such training provided; 247 agencies did not answer the question. Of the 28 agencies, 11 stated this training to be of classroom type while 6 agencies indicated other types of training provided. Three hundred forty-seven agencies did not respond. A total of 622 hours or on the average, 22 hours of this type of training is given by each of the 28 agencies which stated the provisions for such training.

The greatest number of agencies indicating the provisions for training for men promoted to lieutenant were from those cities over 25,000 of which 15 of the 39 responding agencies provide training to the extent of a total 403 hours or on the average, 27 hours per each of the responding 15 agencies. Three of the agencies indicate the training given by regional training schools; 5 stated such was given by Michigan State University's Department of Continuing Education; and 4 stated this training provided by their own agencies. Twenty-seven of the 39 agencies from cities of this size which responded to the questionnaire did not respond to this particular question pertaining to the type agency giving the course of instruction.

Only one of the 65 county law enforcement agencies provide training for personnel promoted to lieutenant. This agency did not indicate the type of training given but did indicate that the training consisted of 80 hours of work, and as such indicated the course given by Michigan State University. It is assumed, therefore, this work was that of a classroom nature. Fifty-one of the 65 county agencies did not respond to the question; 13 agencies stated no such training given.

It is worthy to study the responses from the various agencies pertaining to the section on the type of agency giving the course of instruction for men promoted to lieutenant. There was very limited response by all the agencies up to those of over 25,000 population. Agencies in cities of this size were more responsive than all other agencies to this particular question.

Out of the 364 responding agencies 28 stated that training was provided, 11 indicated the training to be that of classroom type, while 6 indicated the training to be of some other form. There is no interpretation, definition, or examples provided here as to what other forms of training might have been provided.

Promoted to Captain

Fifteen of the 364 respondents provide training of this nature; 6 of the 15 indicated this training is of classroom nature; and 3 of these agencies stipulated that other than classroom training was provided. Eighty-one of the 364 respondents do not provide this training, while 268 of the 364 agencies did not answer the question.

The greatest number of responses came from municipal agencies in cities of over 25,000 where 10 of the 39 responding agencies stated such training was provided; 18 agencies said no training of this nature was given, while 11 agencies did not respond. Of the 10 agencies providing training, 4 give classroom instruction and 3 some other form of instruction. Of the 7 agencies (4 classroom--3 other) indicating training of some nature provided to men promoted to captain, a total of 243 course hours of instruction was provided, or on the average of almost 35 hours per each of the 7 agencies.

Fifty-one of the responding 65 county agencies did not answer the question. Only one county agency provides training for men promoted to captain; 13 do not. For the one agency providing this training, no indication was made as to the type of training given, however, due to the length of the hours indicated (99) and the fact that the course was offered by Michigan State University's Department of Continuing Education, it is assumed that this was classroom type training.

For the 15 of the 364 respondents throughout the state providing training to men promoted to captain, 2 stipulated such training given by regional training schools; 5 by Michigan State University's Department of Continuing Education; and 2 by their own individual agencies. Three hundred fifty-five agencies out of the 364 respondents did not answer the question.

Of the 269 agencies from varying size cities, 13 stated such training provided; 64 indicated no training of this type given; 192 did

not respond to the question. Of the 13 indicating the existence of such training, 5 said it to be that of classroom, 3 of some other form of training. Of the 8 agencies (5 classroom--3 other) that do provide some type of training for men promoted to captain, a total of 283 hours of instruction or on the average, almost 36 hours of training per agency were given.

IN-SERVICE TRAININGRANKS AND ASSIGNMENTS WHICH ROUTINELY ARE PROVIDED
IN-SERVICE REFRESHER TRAININGPatrolmen--Uniform

One hundred eight of the responding 364 agencies provide training of this type, while 49 indicated no such training given. Of the 108 agencies, 59 provide classroom training; 15, other forms of training.

For the 74 of the 364 respondents which indicated such training or a type of training given, whether it be classroom or other form of training, a total of 2,482 hours of training is provided, or on the average of almost 33 hours of training per individual agency for the 74 reporting. Two of the 108 agencies stated that the Michigan State Police provided such in-service training; 27 agencies indicated regional schools were used; 19 utilized F.B.I. courses; and 10, the Michigan State University's Department of Continuing Education. Thirty-three of the agencies conducted their own training programs of this type.

Eighteen of the 108 agencies providing training of this type stated that it was offered immediately. Five agencies stated that such training is given as soon as possible; 3 every three months; 16 every six months, and 35 agencies at least once a year.

County agencies provide very little pre-service or pre-assignment training for experienced members when they were promoted or transferred to a new position. However, with regard to ranks or assignment which are routinely provided in-service refresher training, we find that county

agencies more frequently participate. Eleven of the 65 responding agencies indicated that such training was given for uniform patrolmen while 7 agencies stated no training provided, 46 agencies did not respond. Five of the 11 agencies indicated the existence of classroom type training to the extent of 173 hours of instruction or on the average, 12 hours of training for each of the 5 classroom type training courses given. Of the 11 agencies stating that training was provided, one indicated the Michigan State Police as the source of training; 2 agencies, regional training schools; 2 agencies, the F.B.I.; and 4, their own agency as the training source.

It can be noted that although 11 of the 364 respondents did indicate that they provided training, the total number of types of training or agencies giving the course do not add up to a total of 11 agencies reporting training. An assumption is made that at least 2 of the agencies providing some type of training of this nature do so on an informal basis, or participate in training programs provided by agencies other than those referred to in the questionnaire.

For the 26 of the 39 responding municipal agencies in cities over 25,000 population which provide such training, 6 agencies use regional schools; 4, F.B.I. courses of instruction; and 3, Michigan State University's Department of Continuing Education. Eleven provide training programs of this nature within their own department.

Of the 26 agencies out of the 39 respondents within cities of over 25,000 population, 9 stated that such in-service refresher training

was given at least once a year, while 5 indicated it to be immediate, 3 provided it as soon as possible, one agency at least once every 3 months, and 5 agencies at least every 6 months.

Of the 86 law enforcement agencies in cities of 1,000 to 2,499, only 13 agencies provide training of this nature; 12 do not; 61 did not respond to the question. Of the 13 providing training, 5 provide classroom type training while 5 indicated that some other form of training is given. Three of the reporting agencies which stated they provide training did not respond to the question pertaining to the type of training given. Therefore, for the 10 agencies offering some form of training, a total of 348 hours or on the average of almost 35 hours per each of the 10 agencies reporting is provided. If the average were computed considering the total 13 agencies which stated that they did provide training, it would be approximately 26 hours of instruction per agency.

In viewing the number of agencies providing courses of training for this particular rank or job, it is viewed that the greatest number of such programs available are those conducted by the individual agencies in cities of over 25,000 population. It is, therefore, assumed that the reason for such a higher frequency of training programs of this type within these agencies is due to the size of the agency, the ready resources available, and the number of men to be trained who are of the rank or job classification.

Investigators

Fifty-eight agencies out of 364 respondents, based on the 82 per cent return of the questionnaire, provide training for investigators with

regard to in-service refresher training. Of these 58, 46 represent agencies located in cities of various sizes.

Fifty-one of the 364 responding agencies indicated no type of training of this nature provided; 255 agencies did not respond to the question. Thirty-two of the 58 agencies stated that classroom training was given, 3 agencies stated some other form of training provided, while 328 agencies did not respond to this particular question.

Over 1,160 hours of such training was indicated for the 58 agencies providing some form of training, or on the average per agency, slightly over 20 hours of in-service refresher training provided. Nine of the agencies stated this training was given by regional training schools; 9 by the F.B.I.; 9 by Michigan State University's Department of Continuing Education; and 16 agencies replied that they provided their own such in-service refresher training for investigators. Eighteen of the 58 agencies which provide this training indicated that it was given at least once a year. Eight of these 18 agencies represented municipal law enforcement agencies from cities of over 25,000 population.

Eight of the 65 county agencies provide training of this nature; 8 do not; while 49 agencies did not respond to the question. Of the 8 agencies providing training, 3 provide classroom instruction consisting of a total of 32 hours or, on the average, slightly over 10 hours of classroom instruction per each of the 3 agencies.

Twenty of the 39 respondents in cities over 25,000 provide training; 6 do not; 13 did not respond to the question. Sixteen of the 20 provide classroom instruction for a total of 546 hours on the average, slightly over 34 hours of classroom instruction.

Three of the 86 agencies within cities of 1,000 to 2,400 indicate the presence of such training while 12 do not provide training of this type; 71 did not respond to the question. Of the 3 stating such training provided, only one agency indicated the type of training given to be of a classroom nature consisting of approximately 80 hours of instruction. Two of the 3 agencies providing training of this nature did so through regional training schools and Michigan State University's Department of Continuing Education.

Supervisors

Of the 269 agencies located in various size cities, 47 stated such training was available; 41 indicated no training of this type provided; while 181 did not respond to the question. Of the 47 agencies, 27 provide classroom training while 2 agencies indicated the existence of some other form of training. Of the 29 agencies providing some type of training, a total of 916 hours of training or on the average per individual agency, slightly over 31 hours of instruction is given of this type.

Eight of the 33 agencies giving training of this type indicated that they took advantage of regional training schools; 8 of FBI schools; 9 participated in schools provided by Michigan State University's Department of Continuing Education; while 8 indicated that they provided such training within their own agency.

Eighteen of the 29 respondents stated that this training was provided at least once a year.

Totally throughout the state 58 of the 364 responding agencies provide training of this nature; 52 indicated that they do not; 254 did

not respond to the question. Thirty-four of those agencies providing training do so in classroom situations; 2 use some other form of training. These 36 agencies provide a total of 1,043 hours or on the average almost 29 hours of in-service refresher training of this nature per each agency. The greatest majority (20) of the 58 agencies providing training of this type do so at least once a year, with the greatest frequency or number of agencies being those located within cities of over 25,000.

Lieutenant

Forty of the 364 respondents throughout the state, based on the 82 per cent return of the questionnaire, provide training of this nature. Fifty-eight agencies do not; while 266 did not respond to the question. Of the 40 agencies providing training, 21 do so in the form of classroom instruction, while one agency indicated the provisions for training of some other type.

For the 22 agencies providing either classroom or some other form of instruction, a total of 636 hours of instruction or on the average almost 30 hours of instruction per each of the reporting agencies is provided. Twelve of the 40 agencies providing such training do so at least once a year, while 5 agencies indicated that such training is provided immediately or as the need is presented, 2 as soon as possible, one at least once every 3 months, and 4 agencies stated that they provided such at least once every 6 months. The greatest extent of training of this type provided is done so within the 39 agencies in cities of over 25,000 population.

No such training is provided in cities under 1,000 to 2,499, or 2,500 to 4,999.

Four of the 65 county agencies provide such training while 9 indicate no training of this nature given; 52 agencies did not respond to the question. Of the 4 agencies providing training of this nature, no agency indicated the type of training given, but one agency did indicate that the F.B.I. was the source or the agency providing the course. It is therefore assumed for at least one of the 4 reporting county agencies that classroom instruction is involved as the type of training given.

Nineteen of the 39 responding municipal agencies in cities of 25,000 population provide such training, 6 do not, and 14 did not answer the question. Of the 19 providing training, 13 offer classroom instruction for a total number of hours of 343 or on the average for each of the 13 agencies, slightly over 26 hours of instruction or in-service refresher training for the rank of lieutenant.

Captain

Thirty of the 364 responding agencies provide training of this nature for the rank of captain. Fifty-four do not, while 280 did not respond to the question. Fourteen of the 30 agencies provide classroom instruction to the extent of a total of 510 hours or on the average, slightly over 36 hours of training per each of the 14 agencies. Three hundred fifty of the 364 respondents did not answer the question in regard to the type of training given.

The majority of agencies providing such training do so at least once a year with the greatest frequency or number of agencies being located within cities of over 25,000 population.

Four of the 30 reporting agencies given such training utilized existing regional training schools; 6 the F.B.I. schools; 4, Michigan State University's Department of Continuing Education; and 7 agencies conduct their own training programs of which 5 of these 7 agencies represent departments located within cities of over 25,000.

All agencies other than those in cities over 25,000 provide very limited in-service refresher training programs for ranks or jobs as identified by this survey.

Administrative

The data reveal that 46 of the 364 respondents provide such in-service refresher training. Fifty-six do not while 262 respondents did not answer this particular question. Twenty-one of the 46 agencies provide classroom training while 3 agencies provide some other form of training. On the average for the 24 agencies (21 classroom--3 other), 28 hours is given per agency.

Nine of the 46 respondents which provide this training sent their personnel to regional training schools; 7 to FBI schools; 7 to Michigan State University's Department of Continuing Education; and 7 agencies conducted their own program.

The majority of such training provided is offered at least once a year with, as before, the most frequent response coming from those agencies with cities over 25,000 population.

County agencies either provide limited opportunities for such in-service refresher training at this level or take little advantage of

what training programs are offered by other agencies. Only 5 of the 65 respondents indicated that such training was provided; 9 stated no training given while 51 agencies offered no response to the question.

DEPARTMENTS MAINTAINING RECORDS FOR FULL-TIME POLICE
EMPLOYEES RELATING TO ALL TYPES OF TRAINING COMPLETED

One hundred thirty-nine of the 364 respondents indicated that such records are maintained for training activities completed; 81 agencies stated that no such records were kept; while 144 agencies did not respond to the question.

Eleven of the 65 responding county agencies indicated that such records were kept; 24 stated no such records maintained; while 30 agencies provided no response. Those agencies which indicated the maintaining of records (11) represented nearly 8 per cent of the state total of all agencies (139) maintaining such records while the 24 agencies indicating no such records maintained represented almost 30 per cent of the 139 agencies keeping records of this nature.

Thirty-three of the 39 agencies in cities of over 25,000 indicated that they did maintain records for full-time police employees relating to training completed while only 3 of these 39 agencies indicated that they did not. Three agencies did not respond.

ROLL-CALL TRAININGPOLICIES OF POLICE AGENCIES REGARDING PROVISIONS
FOR ROLL-CALL TRAINING

Two hundred fifteen of the 364 respondents provide no such training while 74 indicated the offering of training of this type; 75 agencies did not respond to the question. Of the 74 agencies offering such training, 28 agencies did so at least one day of each week, while 17 agencies indicated that such training (5 to 15 minutes prior to the start of the shift) was provided 7 days a week.

Seven of the 65 county agencies provided some form of daily or periodic training. Thirty-eight of the county agencies indicated no such training provided, while 20 agencies did not respond to the question. Of the 7 county agencies providing such training 4 stated it was offered at least once each day for an average of 26 minutes per session per each of the 4 agencies.

Municipal police agencies in cities over 25,000, on the average, provide the shortest amount of roll-call training, this being approximately 13 minutes per agency providing this training. Six respondents provide this training at least 2 days out of the week, while 6 other agencies do so every day of the week.

Totally on a state-wide basis for the 74 agencies which stated the provisions for such training, the average length of roll-call training sessions is approximately 21 minutes. For law enforcement agencies (64) coming from cities of varying sizes, the average session is 19 minutes.

Cities under 1,000 population (3) stated that they provided, on the average, roll-call training for at least 40 minutes each session while township agencies (3) exceeded this amount to the extent that their sessions on the average were slightly over 50 minutes. Both township agencies and cities under 1,000 provided limited response as to the number of agencies which actually conducted such training.

Thirty-one of the 364 respondents indicated that this training is given off-duty while 66 stated it given during on-duty time.

Twenty of the 39 municipal agencies and cities over 25,000 offer such training. Ten of the 20 agencies indicated that it is given off-duty while 15 do so during on-duty time. It is assumed, due to the totals of the agencies reporting such training off-duty and on-duty not being equal with the number of agencies indicating that they did provide such training, that many of the agencies provide roll-call training both during off-duty and on-duty time.

With all 364 respondents in all types of agency categories or size of city classifications as defined by this survey, more roll-call training is given by agencies during on-duty hours than off-duty. For example, 25 of the 269 responding agencies from various cities provide this training during off-duty hours while 52 provide for such training during on-duty time. Totally throughout the state, based on the 364 respondents, 31 agencies provide such training during off-duty time while 66 provide such during on-duty hours.

Two hundred two of the 364 respondents indicated that administrative and operations publications are made available to all police officers within the agency while 69 agencies said that no such publications are available. Ninety-three agencies did not answer the question.

Thirty-two of the 39 responding agencies in cities over 25,000 do have administrative and operations publications and make them available to police officers in the agency, while 6 do not. One agency did not respond to the question.

Twenty-five of the 65 responding county agencies make administrative and operations publications available while 14 do not. Twenty-six agencies did not respond to the question.

Of the 86 responding agencies in cities of 1,000 to 2,499, 31 stated they do make such administrative and operations publications available; 19 said they do not; 36 agencies did not respond to the question.

Generally, the larger the department in number of sworn, full-time personnel, the more prevalent the making available of administrative and operations publications to all police officers.

HIGHER EDUCATIONDEPARTMENTS ENCOURAGING OFFICERS TO ATTEND COLLEGE
LEVEL PROGRAMS ON THEIR OWN TIME

One hundred fifty-six of the 364 agencies responding indicated that their departments do encourage officers to attend college programs on their own time; 143 stated they did not, while 65 agencies did not respond to the question.

Of the 269 responding agencies within cities of specified sizes, 91 indicated that they arranged the officer's working hours so that he could attend college programs while 178 agencies did not respond to the question.

Of the 156 agencies that encourage officers to attend college programs on their own time, 113 agencies stated that they arrange the officer's working hours so that he can attend these programs while 251 agencies did not respond to the question. Fifty-six of the 156 agencies stated they provide on the average per agency approximately 78 per cent of the tuition costs for officers attending college-level programs on their own time. Three hundred eight agencies did not respond to this question.

The largest number of agencies (20) stating that they paid part of tuition costs were from cities over 25,000 population. The average per cent per agency of tuition paid by the 20 municipal agencies for cities of this size was approximately 67 per cent.

Nineteen of the 364 responding agencies stated they provide credit for college work on promotional exams while 345 agencies did not respond to the question.

Of the 364 respondents, only 4 agencies indicated that the officers went to college on their own time at their own expense. Three hundred sixty agencies did not answer the question.

Seventy-six of the 364 respondents stipulated that their officers attended college programs on department time while 229 stated that they did not allow the officer to attend college programs on department time.

FULL-TIME POLICE EMPLOYEES WITH COLLEGE DEGREES
AND TYPES OF DEGREES

From the 364 respondents a total of 277 college degrees were identified. Seventy-five of these were the Associate of Arts degree (A.A.); 184, Bachelor of Science (B.S.) or Bachelor of Arts (B.A.); 11, Master of Science (M.S.) or Master of Arts (M.A.); 2, Bachelor of Laws (LL.B.); and 5, Doctor of Philosophy (Ph.D.) degrees.

Of the 277 respondents specifying that a certain number of degree holders were members of their agency, 226 or almost 82 per cent of the state total (277) are located within the cities of over 25,000. The next largest number of degrees, 29 or 10.5 per cent of the state total (277), are located in agencies of 10,000 to 24,999 population.

POLICE OFFICERS CURRENTLY ENROLLED OR INTERESTED IN
ENROLLING IN A COLLEGE PROGRAM

Based on the 82 per cent return of the questionnaire by the 364 respondents, there are approximately 300 full-time officers currently enrolled in college programs. Of the 364 respondents, 285 answered this particular inquiry while 79 gave no response.

It is estimated that there is in excess of 860 full-time officers currently interested in enrolling in college programs. Six hundred sixty-six of this amount are located in 212 city agencies. The greatest number of these officers (271) represent agencies in cities of over 25,000 population. The least number (4) from cities under 1,000 population.

There are approximately 20 part-time officers as identified by the 364 respondents currently enrolled in college programs with the greatest majority (17) coming from city agencies. Approximately 220 part-time officers or almost 28 per cent of the state total (794) exist within county agencies, yet there are no part-time officers currently enrolled or interested in enrolling as identified by the survey from county law enforcement agencies.

The largest number (472) police officers currently enrolled and those interested in enrolling in a college program come from cities of over 25,000 population.

RECRUITMENT AND SELECTION

FULL-TIME POLICE OFFICERS HAVING U. S. CITIZENSHIP

Of the 364 respondents only one police agency (township) indicated that all of their officers were not U. S. citizens. The number of men in this particular agency not possessing U. S. citizenship is not known.

Three hundred forty-seven of the 364 agencies indicated that all full-time, sworn, police officers in their agencies were U. S. citizens. Sixteen agencies did not respond, 2 of which were county, one township, one under 1,000, 5 between 1,000 and 2,499, 4 agencies from cities of 2,500 to 4,999 and 3 from cities ranging in size from 5,000 to 9,999.

MINIMUM AGE FOR EMPLOYMENT AS A FULL-TIME POLICE OFFICER

Three of the 364 responding agencies indicated that the minimum age was 18; one respondent a county agency, one from a city ranging in size from 1,000 to 2,499, and one agency from a city of over 25,000 population. Two agencies indicated the minimum age to be 20; one a township and the other agency located within a city 2,500 to 4,999 population.

Of the 364 respondents 300 agencies stated the minimum age for employment to be 21.

Other responses as to minimum age levels for employment are as follows: 4 agencies at 22 years of age; 6 agencies at 23; 4 at 24; 6 at 25; one at 26; one at 28; and one at 30 years of age.

Both the 28 and the 30 minimum age for employment responses came from agencies in cities of 1,000 to 2,499 population.

MAXIMUM AGE FOR EMPLOYMENT AS A FULL-TIME POLICE OFFICER

Two hundred forty-nine or slightly over 68 per cent of the 364 respondents replied to the question with regard to maximum age for appointment for full-time police officers.

One agency out of the 249 respondents which stated a maximum age, for employment, indicated this age to be 27 years. Thirty-three or slightly over 13 per cent of the 249 respondents stated that the cut-off age for appointment was 31 years of age; 53 agencies or slightly over 21 per cent of the 249 respondents indicated the maximum cut-off age to be 35. This figure represented the greatest number of respondents replying to any maximum age category.

Because of the diverse thinking with regard to what should be the maximum cut-off age for employment as a full-time police officer, not only for Michigan law enforcement agencies but law enforcement agencies nationally, it is necessary to indicate the frequency of the response from agencies for those ages generally thought of as being "over the age limit" for employment as a sworn, full-time, law enforcement officer. With this in mind the following ages, frequencies and percentages are mentioned. Twenty agencies or 8 per cent of the 249 respondents that indicated a maximum age limit use 30 years of age as being maximum for employment; for 31 years of age, 33 agencies or slightly over 13 per cent of the responding 249 agencies; 53 or slightly over 21 per cent of the responding 249 agencies state 35 years of age as being maximum; for ages between 40 and 44, 21 or over

8 per cent of responding 249 agencies; ages between 45 and 49, 19 respondents or almost 8 per cent of the 249 agencies; ages between 50 and 59, 20 responses or 8 per cent of the 249 respondents; over the age of 60, 40 respondents or slightly over 16 per cent of the 249 responding agencies indicated this age or over the maximum age for employment as a full-time police officer. The majority of these 40 respondents specifically stated the age of 60 with several at 65, and one agency indicating that 70 was the maximum age for employment.

While there has been much thought as to whether 30 or 35 years of age should be the maximum cut-off point for employment as a full-time, police officer, this data reveals that the greatest number (53) of the 249 respondents use the age 35 as the maximum age limit for employment while the next greatest number (40) of the 249 respondents, so specifying a definite maximum age, indicated that 60 or over is the maximum age of employment as a full-time police officer.

POLICIES OF POLICE AGENCIES RELATING TO FINGERPRINTING AND FINGERPRINT SEARCH OF AVAILABLE FILES

Two hundred forty-three of the 364 respondents indicated that fingerprinting was required of all applicants. Ninety-two stated that it was not, while 29 did not respond.

All respondents (39) from cities over 25,000 require fingerprinting of all applicants.

Those agencies (92) indicating that there was no such requirement consisted of 18 county; 8 township; 7 from cities under 1,000; 34 from

cities of 1,000 to 2,499; 17 from cities of 2,500 to 4,999; 6 from cities of 5,000 to 9,999; and 2 from cities of 10,000 to 24,999 population.

Three hundred twenty-two of the 364 respondents indicated that a search of local files was made with reference to fingerprinting of applicants. Fourteen of the 364 respondents stated that no search of local files was necessary. These 14 agencies consisted of 3 county agencies, 2 agencies from cities under 1,000; 5 from cities from 1,000 to 2,499; 3 from cities of 2,500 to 4,999; and 3 from cities from 5,000 to 9,999. Twenty-eight agencies did not respond to the question.

Two hundred ninety-five of the 364 respondents indicated that a fingerprint search was made of state files, while 35 agencies said no such search was conducted. These 35 agencies consisted of 8 county agencies, one township, 4 within cities under 1,000; 11 within cities 1,000 to 2,499; 9 from cities of 2,500 to 4,999, and 2 from cities from 10,000 to 24,999. Thirty-four agencies did not respond to the question.

Two hundred fifty-four of the 364 respondents stipulated that a fingerprint search of federal files was made of the applicant. Seventy-six stated no search of federal files conducted. These 76 agencies are comprised of 17 county respondents; 5 townships; 6 from cities under 1,000; 25 from cities of 1,000 to 2,499; 15 from cities of 2,500 to 4,999; 6 from cities of 5,000 to 9,999; and 2 from cities of 10,000 to 24,999 population.

All respondents (39) within cities of over 25,000 require a fingerprint search of local, state and federal files.

AGENCIES WHO WILL NOT EMPLOY APPLICANTS IF CONVICTED OF A FELONY OFFENSE

Three hundred forty-two of the 364 responding agencies indicated that the conviction for a felony offense would disqualify the applicant for employment.

Four of the 364 respondents stated that the conviction for a felony offense would not disqualify the applicant; one being from a county agency, 2 agencies from cities of 1,000 to 2,499, and one agency from a city ranging in size from 2,500 to 4,999. Eighteen agencies did not respond to the question.

ELEVEN COMPONENTS OF BACKGROUND INVESTIGATION OF POLICE
APPLICANTS CONDUCTED BY RESPONDENTS

These components or sources of background investigation have been arranged in rank order from the most often used to the least. Police files are indicated as being most often used by the 364 respondents while F.B.I. assistance the least. It is for this reason, that only the statistics for these two components are mentioned in the following paragraph.

Three hundred twenty-eight or approximately 90 per cent of the 364 respondents indicated that police files (those immediately available) were most often used, while 225 or 62 per cent of the 364 responses stated the F.B.I.'s assistance was requested in conducting the background investigation of the applicant. Twenty-six agencies did not respond to the question concerning police files while 139 of the 364 agencies did not respond to the question concerning F.B.I. assistance.

AGENCIES REQUIRING GOOD MORAL CHARACTER OF POLICE APPLICANTS
AS DETERMINED BY COMPREHENSIVE BACKGROUND INVESTIGATION

Three hundred forty of the 364 respondents indicated that a good moral character of the applicant, as determined by a comprehensive background investigation, would be needed before being employed by the police agency. Four agencies replied negatively to this question while 20 of the 364 respondents did not answer the question.

MINIMUM EDUCATIONAL REQUIREMENTS STIPULATED BY RESPONDENTS
WHICH THE APPLICANT MUST HAVE COMPLETED PRIOR TO APPOINTMENT

Of the 364 respondents to the questionnaire, 296 indicated that the applicant would qualify for appointment if he had received a G.E.D. or high school equivalent diploma. Twenty-three agencies said that they would not accept this equivalent diploma while 45 of the 364 agencies did not respond to the question.

Thirteen of the 364 respondents indicated that completion of the eighth grade was the minimal educational requirements for appointment.

Three of the 364 respondents indicated that the ninth grade was required for minimal educational requirement, and again, these being in cities of 1,000 to 2,499.

Fifteen of the 364 respondents stated that a tenth grade education was required prior to appointment.

Two hundred seventy-seven of the 364 respondents stated that the high school education or the completion of the twelfth grade was required for the applicant prior to appointment as a full-time police officer.

Of the 39 responding agencies from cities of over 25,000, one stated the completion of the eighth grade as a minimal requirement; one, the completion of the tenth grade; 34, the completion of high school or the twelfth grade; one, completion of one year in college; and one agency, the completion of two years of college. Thirty-one of the 34 agencies indicating that a high school diploma was required stated that the applicant would qualify for appointment if he had completed a General Education High School Equivalent Test, while 7 of the respondents stated "no" to this question.

DEPARTMENTS REQUIRING POLICE OFFICER CANDIDATES TO BE
EXAMINED BY A LICENSED PHYSICIAN PRIOR TO APPOINTMENT

Two hundred forty-eight or slightly over 70 per cent of the 364 respondents stated that an applicant must be examined by a licensed physician prior to appointment as a full-time police officer. Eighty of the 364 respondents do not require this degree of visual acuity while 36 of the 364 respondents did not answer the question.

Thirty-four of the 65 county agencies indicated that their police officers were not required to be examined by a licensed physician prior to appointment, while 8 of the 30 township agencies also displayed the same response.

Eight out of the 14 agencies within cities under 1,000 population stipulated that no such requirement is necessary, while 28 agencies of the 86 responding from cities of 1,000 to 2,499 indicated that their personnel were not required to be examined by a licensed physician.

Of the 60 responding agencies from cities from 2,500 to 4,999, 11 stated they did not require police officer candidates to be examined by a licensed physician prior to appointment while only one agency for cities from 5,000 to 9,999 and one agency in cities of 10,000 to 24,999 made the same reply.

Of the 39 responding agencies located within cities of over 25,000, all 39 stipulated that their departments required police officer candidates to be examined by a licensed physician prior to appointment.

In reviewing the data it can be noted that generally the smaller the department and the fewer number of sworn, full-time police officers, the less apt the requirement is to be made that the police officer candidate must be examined by a licensed physician prior to appointment. It also can be stated that as the departments increase in size (manpower), the requirement for police officer candidates to be examined by a licensed physician also becomes more prevalent. Supporting this observation is the fact that 65 of the 69 responding agencies in cities over 10,000 have such a requirement.

DEPARTMENTS REQUIRING THAT POLICE APPLICANTS BE FREE FROM PHYSICAL DEFECTS WHICH WOULD AFFECT THEIR PERFORMANCE OF DUTIES

Almost 92 per cent or 334 of the 364 responding agencies indicated that an applicant must not have any type of physical defect which would hinder his performance of duties.

Eleven of the 364 agencies or slightly over 3 per cent indicated that they would accept applicants with physical defects even though such might affect the performance of duties, while 19 agencies or slightly over 5 per cent of the 364 responding agencies did not answer the question.

Of the 11 agencies which indicated that applicants with physical defects could be appointed as full-time, police officers, the most responses came from cities of 1,000 to 2,499.

Generally the smaller the department, the more apt that the presence of physical defects will not be a deterrent to employment even though the performance of duties might be affected. With the larger departments, no such allowance for physical defects would be made to allow an applicant to enter the police service as a full-time officer.

DEPARTMENTS WHICH HAVE CANDIDATES EXAMINED TO DETERMINE
WHETHER THERE ARE INDICATIONS OF EMOTIONAL OR MENTAL
CONDITIONS WHICH WOULD AFFECT PERFORMANCE OF DUTIES

One hundred seventy-two or slightly over 47 per cent of the 364 respondents stated that candidates would be examined prior to becoming a full-time police officer for purposes of noting any indications of emotional or mental conditions which might affect the performance of duties.

Almost 45 per cent or 163 of the 364 respondents stated that no such examination would be given prior to appointment.

For cities over 25,000, 22 or 6.1 per cent of the 364 respondents stated that such a requirement is necessary prior to appointment, while 16 indicated no such requirement.

Twenty-four of the responding 65 county agencies or 6.6 per cent of the 364 respondents indicated the requirement necessary prior to appointment, while 35 stated such an examination was not required. Six agencies did not respond to the question.

In cities over 1,000 to 2,499 population, 36 or almost 10 per cent of the 364 respondents stated that such a requirement is necessary prior to appointment; 40 stated no such examination necessary; while 10 of the 86 agencies did not respond.

DEPARTMENTS WHICH TEST APPLICANTS FOR COLOR VISION REQUIREMENTS

Two hundred eight or a little over 57 per cent of the 364 respondents test applicants for color vision while 118 or over 32 per cent do not require the color vision examination. Thirty-eight agencies or over 10 per cent of the 364 respondents did not answer the question.

Generally the smaller the police agency, the more apt certain requirements or stipulations are not required to be met as the converse is true for larger police agencies. For example, in cities of 10,000 to 24,999 population, 24 agencies out of the 30 respondents indicated that the color vision examination was required. Only one agency did not respond to the question. Also, for cities over 25,000, of the 39 respondents, 36 stated the color vision examination was required while one did not respond to the question. Whereas, in cities under 1,000, only

2 of the 14 respondents test for color vision, and in cities of 1,000 to 2,499, 39 of the 86 agencies stated such color vision requirements were necessary for applicants.

DEPARTMENTS INDICATING APPLICANT STANDARDS FOR VISUAL ACUTENESS

Two hundred forty-eight or slightly over 68 per cent of the 364 respondents indicated that visual acuteness for the applicant must be at least (for each eye) correctable to 20/20. Eighty of the 364 respondents do not require this degree of visual acuity, while 36 of the 364 respondents did not answer the question.

Eleven of the 364 respondents stated that visual acuteness must be (for each eye) correctable to at least 20/30, while 6 agencies stipulated that visual acuteness standards must be at least 20/40 for each eye. One agency stated that such visual requirements for the applicant must be at least 20/100.

Three hundred forty-six of the 364 respondents did not answer the questions with regard to other standards for visual acuteness used other than each eye to be correctable to 20/20 vision.

DEPARTMENTS REQUIRING A COMPETITIVE WRITTEN EXAMINATION OF POLICE OFFICER APPLICANTS

One hundred forty-nine or over 40 per cent of the 364 respondents stated that competitive written examinations were required of the police officer applicant. Slightly over 55 per cent or 201 of the 364 responding agencies stated no such requirement present, while 14 or almost 4 per cent of the total respondents did not answer the question.

Fifty-one of the 65 responding county agencies stated no competitive written examinations required while only 12 of the 65 agencies stated that such a requirement was present. Two agencies did not respond.

For cities of 1,000 to 2,499 which have, on the average, 2 full-time police officers per agency, 61 of the 86 respondents indicated no competitive examinations required, while 18 stipulated such a requirement. Seven agencies did not answer the question.

Of municipal agencies in cities over 25,000, 37 of the 39 respondents stated such competitive written examinations required of the applicant while only 2 indicated no such requirement.

DEPARTMENTS REQUIRING AN ORAL EXAMINATION OF POLICE OFFICER APPLICANTS

Over 81 per cent of the 364 respondents, or 296 agencies, require oral examinations of police applicants. Fifty-nine or approximately 16 per cent of the state respondents stated no such requirement necessary prior to appointment.

The largest number of responses from agencies which indicated that no oral examination is required came from county agencies, cities of 1,000 to 2,499 and cities ranging in size from 2,500 to 4,999.

DEPARTMENTS GIVING VETERANS OF MILITARY SERVICE PREFERENCE IN EMPLOYMENT

Over 43 per cent or 157 of the 364 respondents indicated that preference for employment is given to veterans of military service. One hundred eighty-eight or over 51 per cent of the 364 respondents indicated no such preference.

Thirty-nine of the 65 county respondents do not provide preference to veterans of military service while 22 do give such recognition to applicants with military service.

Seventeen of the 39 municipal agencies in cities over 25,000 do provide preference for military service while 22 do not.

DEPARTMENTS HAVING A PROBATIONARY PERIOD OF EMPLOYMENT

Three hundred fourteen or over 86 per cent of the 364 respondents have probationary periods of employment.

The average length of probationary period for the 364 respondents is approximately 6 months.

Municipal agencies in cities over 25,000 of which all 39 responding indicated the presence of a probationary period of employment, stated that, on the average, approximately 8 months would be required to satisfy the probationary period requirements.

Forty-two of the 65 county agency respondents stated that, on the average, a little over 5 1/2 months are required for a probationary period of employment. Twenty-one of the 65 county agencies stated no such probationary period required while only 2 of these agencies did not respond to the question.

All agencies in cities of 5,000 to those of over 25,000 have probationary periods of employment.

POLICE AGENCIES ADHERING TO CIVIL SERVICE POLICIES
IN THE HIRING OF POLICE OFFICERS

Two hundred ninety-one or 80 per cent of the 364 respondents indicated that they do not adhere to civil service policies in the hiring of officers while only 18 per cent or 65 of the total respondents indicated such adherence to civil service policies. Eight of the 364 respondents did not answer the question.

Only one of the 65 responding county agencies adheres to civil service policies in hiring police officers. Sixty-three do not, while one agency did not respond.

Of the 39 municipal agencies in cities of over 25,000, 26 stated adherence to civil service policies while 13 indicated no such policies.

Generally the smaller the police agency in manpower and scope, the less apt it is to adhere to civil service policies in the hiring of police officers, while on the other hand the larger the police agency as indicated by the response from cities over 25,000, the more apt the agency will adhere to civil service policies in hiring police officers.

DEPARTMENTS REQUIRING A PSYCHIATRIC EVALUATION BE MADE OF
POLICE OFFICER CANDIDATES

Forty-one or slightly over 11 per cent of the 364 respondents stated that a psychiatric evaluation was made of all police officer candidates. Approximately 81 per cent of the 364 respondents or 294 agencies stated that no such evaluation was made of a candidate.

The data reveal that generally the practice of requiring a psychiatric evaluation to be made of police officer candidates is not a widely adopted or used method of evaluating the candidates prior to selection.

DEPARTMENTS ADMINISTERING PHYSICAL AGILITY TEST
TO POLICE OFFICER CANDIDATES

Slightly over 19 per cent or 70 of the total 364 respondents administer physical agility tests to the candidate while almost 76 per cent or 275 of the 364 respondents stated no such test administered. Nineteen or slightly over 5 per cent of the total respondents did not answer this particular question.

Physical agility tests are more often administered to police officer candidates in large police agencies. Supporting this statement is the fact that 19 or 48 per cent of the 39 agencies surveyed in cities of over 25,000 indicated such a physical agility test to be a requirement, while 40 per cent or 12 of the 30 respondents from cities of 10,000 to 24,999 also have this requirement. For cities under 1,000, only 7.1 per cent or one of the 14 respondents administer a physical agility test. In cities of 1,000 to 2,499, 8 or 9.3 per cent of the 86 respondents indicate such a requirement.

DEPARTMENTS MAKING WRITTEN SERVICE RATINGS
ON ALL FULL-TIME POLICE OFFICERS

Eighty-five or over 23 per cent of the 364 respondents replied that such written service ratings were made on all full-time police

officers. Twenty-five or 29 per cent of these respondents made the written service ratings on a quarterly basis, while 34 or 40 per cent on a semi-annual basis with the remaining 26 or over 30 per cent making the ratings on an annual basis.

Two hundred forty-seven or almost 68 per cent of the 364 responding agencies do not make written service ratings on full-time police officers. Thirty-two or approximately 9 per cent of the 364 respondents did not answer this particular question.

The greatest frequency of respondents comes from municipal agencies in cities over 25,000 in which 26 of the 39 agencies states such written service ratings made, 6 on a quarterly basis, 16 on a semi-annual basis, and 4 on an annual basis; 12 of these municipal agencies stated no such written service ratings required while only one of the total 39 respondents did not answer the question.

The smaller the police agency in manpower, the more apt that no written service rating will be required on full-time police officers. Conversely, the larger the agency in manpower, the more prevalent the existence of written service ratings on full-time police officers.

POLICE TRAINING INSTRUCTORSDEPARTMENT POLICE TRAINING INSTRUCTORS
WHO ARE HIGH SCHOOL GRADUATES

Almost 40 per cent of the 364 respondents or 145 agencies indicated that instructors used in departmental training programs are high school graduates, while only approximately 9 per cent or 31 of the total 364 respondents stated that their police training instructors were not high school graduates. One hundred eighty-eight or nearly 52 per cent of the 364 respondents did not answer this question.

The smaller the police agency in terms of manpower, the more prevalent the possibility that police training instructors used in the departmental training programs will not be high school graduates. Conversely, the larger the police agency, the more apt that training instructors will be high school graduates. This is evidenced by the 29 or 74 per cent of the 39 total municipal agency respondents from cities of over 25,000 stating that training instructors were high school graduates. Only 6 of these agencies stated they were not, while 4 agencies within the size classification did not respond to the question. Seventy per cent or 21 of the 30 respondents from cities of 10,000 to 24,999 population also stated such instructors to be high school graduates. For the agencies within cities under 1,000, only 21 per cent of the instructors are high school graduates; while 15 of the 86 respondents have departmental training instructors who are high school graduates.

PER CENT OF INDIVIDUAL DEPARTMENT TRAINING CURRICULUM TAUGHT
BY SWORN MEMBERS OF THE DEPARTMENT

On the average almost 69 per cent of the training curriculum taught in municipal agencies of over 25,000 is taught by sworn members of the department. Twenty-eight of the 39 agencies in cities of this size responded to the question.

Of the 30 responding agencies in cities ranging between 10,000 to 24,999, 19 agencies indicated that, on the average, almost 63 per cent of their individual training curriculum was taught by sworn members of the department.

The lowest average per cent of department curriculum taught by sworn members is representative of county law enforcement agencies in which the 23 of the 65 responding agencies stated that, on the average, slightly over 49 per cent of their individual department training curriculum was taught by sworn members of the department.

On the average, for the 129 total agencies (state-wide) answering this question, 62 per cent of their departmental training curriculum is taught by sworn members of the department.

On the average, for the 92 city agencies (state-wide) answering this question, 67 per cent of their departmental training curriculum is taught by sworn members of the department.

DEPARTMENTS REQUIRING POLICE INSTRUCTORS IN THEIR
TRAINING SCHOOLS TO SUBMIT LESSON PLANS IN ADVANCE OF APPEARING
BEFORE THE TRAINING CLASS

Nearly 15 per cent of the 364 respondents or 53 agencies require lesson plans to be submitted in advance of appearing before the class. In excess of 26 per cent or 95 agencies stated that no lesson plans were required to be submitted. Two hundred sixteen or over 59 per cent of the 364 total respondents did not answer this particular question.

Municipal agencies in cities over 25,000 more frequently require police instructors to submit lesson plans in advance of appearing before training classes than do all other police agencies.

YEARS OF POLICE EXPERIENCE REQUIRED TO QUALIFY AS AN
INSTRUCTOR IN DEPARTMENTAL TRAINING PROGRAMS

On the average, on a state-wide basis, almost 5 years of experience is required to qualify as an instructor in departmental training programs.

Also, on the average, slightly over 5 years of experience is required to qualify as an instructor in departmental training programs in all agencies within cities as categorized in the study.

POLICIES REGARDING DEPARTMENTAL TRAINING PROGRAM INSTRUCTORS
AND THE REQUIREMENT OF COMPLETING A COURSE IN INSTRUCTOR
TRAINING BEFORE APPEARING IN THE CLASSROOM SITUATION

Seventeen agencies or almost 5 per cent of the 364 respondents stated that the completion of an instructor training course was required. These 17 respondents indicated that, on the average, 21 hours of instructor training was necessary prior to an appearance in the classroom situation.

Of the municipal agencies in cities over 25,000, 6 of the 39 respondents require instructors to complete a course in instructor training. These respondents stated that on the average, approximately 30 hours of instructor training were required prior to appearing in the classroom situation.

One hundred thirteen or 31 per cent of the 364 total respondents stated that the completion of an instructor training course was not necessary for the instructor before appearing in the classroom situation.

DEPARTMENTS SUPPLYING TRAINING INSTRUCTORS FOR OTHER POLICE
TRAINING PROGRAMS IN THE STATE

Forty-six or approximately 13 per cent of the 364 respondents indicated they do supply training instructors for other police training programs in the state. For these responding agencies an estimated 56 man-hours per year per agency is provided.

Almost 58 per cent or 210 of the 364 responding agencies do not supply training instructors for other police training programs in the state while 108 or nearly 30 per cent of the agencies did not answer the question.

For the 65 county agencies responding, 43 stated that they do not supply training instructors for other police training programs while only 4 indicated that they did supply such personnel for various training programs throughout the state. These 4 agencies estimated that slightly over 100 man-hours per year per agency is expended for this purpose. Eighteen of the 65 county agencies did not respond to the question.

DEPARTMENTS WILLING TO SUPPLY INSTRUCTORS FOR THE MICHIGAN
LAW ENFORCEMENT OFFICERS TRAINING COUNCIL PROGRAMS

Slightly over 30 per cent or 110 of the 364 respondents stated their willingness to supply instructors while 106 or slightly over 29 per cent replied negatively to this inquiry. One hundred forty-eight or approximately 41 per cent of the 364 respondents did not answer the question.

Departments from cities of over 25,000 population indicated a greater willingness to assist in teaching in the Michigan Law Enforcement Officers Training Council training programs than any of the other responding agencies. Of the 39 agencies from cities of this size, 26 indicated they would supply instructors for MLEOTC programs while 8 agencies replied negatively. Five agencies did not respond to the question.

SUGGESTED EDUCATION AND EXPERIENCE REQUIREMENTS
FOR INSTRUCTORS IN POLICE TRAINING SCHOOLS

Slightly over 39 per cent or 40 of the 102 agencies which answered the question indicated that at least a high school education was required for instructors in police training schools. The greatest number (21) of the 102 responses came from municipal police agencies in cities of over 25,000.

Of the 102 agencies that answered the question, 58 agencies or almost 57 per cent of this number stated that at least 4 years of college should be an educational requirement for instructors in police training schools.

Of the 82 agencies which responded to the question regarding suggested experience requirements, 45 agencies or approximately 55 per cent of the total number of respondents (82) stated that at least 5 years of experience should be required for the instructors in police training schools while 26 agencies or almost 82 per cent of the 82 respondents stated that approximately 9 years of experience should be a requirement for instructors in police training schools.

DEPARTMENTS INDICATING TRAINING EXPERIENCE NECESSARY FOR
INSTRUCTORS IN POLICE TRAINING SCHOOLS

Forty-five or slightly over 12 per cent of the 364 agencies indicated that some training experience is necessary for an instructor teaching in a police training school. No agencies of any type or size

classification indicated that training experience was not a necessity. Three hundred nineteen or almost 88 per cent of the 364 respondents did not answer the question.

Of all agencies stating that training experience was necessary for training instructors, municipal agencies in cities of over 25,000 provided the largest number of affirmative responses to the question.

AGENCIES THAT WOULD BE WILLING TO ASSIST THE MICHIGAN LAW ENFORCEMENT
OFFICERS TRAINING COUNCIL IN THE DEVELOPMENTAL PHASE OF
THE ADVISORY STANDARDS

Fifty-six per cent or 204 of the 364 respondents expressed a willingness to assist MLEOTC in developing advisory training standards. Forty-five or a little over 12 per cent of the respondents replied negatively to this question. Almost 32 per cent or 115 of the 364 respondents did not answer the question.

When considering the number of questionnaires mailed (444) to different types of agencies within the specified classifications and considering also the number of those questionnaires returned (364) from all agencies surveyed, municipal agencies in cities over 25,000 by far exceeded all other agencies in expressing their willingness to assist the MLEOTC in the developmental phase of the advisory standards. Eighty-two per cent, or 33 of the 39 respondents from cities of this size (over 25,000) expressed such willingness to render assistance.

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2 OF 4

IV. CONCLUSION

The primary objective of the state-of-the-art survey is the evaluation of all information presently available which can be related to the future implementation of programs directed at the improvement of law enforcement training programs for all police officers in Michigan.

The focus of this state-of-the-art evaluation was not on the development of a detailed list of findings, but rather on the assessment of our current state of knowledge of factors relating to and affecting law enforcement training in Michigan. We present here in this state-of-the-art survey a limited number of findings which we feel to be especially pertinent. While the interpretations of the findings are in most cases brief, the number of concepts and relationships of the information as it relates to the type of police agency, manpower strength, size of agency, training requirements and many other factors inherent in each of the interpretations is almost limitless.

It is clear that the present growing magnitude of the total concept of law enforcement training is of great significance. There is a growing demand for and increases are anticipated in the expenditures devoted to develop new thinking and new types of action programs directed not only at the basic recruit level but also the in-service and special service levels of instruction. There is a high degree of interrelatedness of training factors. There are so many considerations which must be made of a complex nature in evaluating, digesting and synthesizing this

information that the present information seems almost incomplete and in many cases is, partially, due to the large number of agencies that did not respond to many of the questions as they completed the questionnaire.¹

These facts demand and require an expanded law enforcement training program effort. But in addition, a stronger focus is needed on the objective analysis and evaluation of the survey data and the benefits which can be obtained by future implementation of proposed remedies found in each project report. In short, a broad application of the training advisory standards developed as a result of this study to deal with current and future or projected law enforcement training problems or programs in Michigan.

Extensive use of the recommended training advisory standards will enable the state of Michigan to advance beyond the best of expectations in providing quality training for the quantity of needs, and will place the MLEOTC in a definite leadership role in resolving much of the debate which presently characterizes law enforcement training programs nationally. In addition, it will automatically place the MLEOTC in the role of counsel for the majority of other training councils, nationally, who seek assistance in the resolution of problems so identified in this advisory training standards study.

¹Cf., Dr. Bern J. Kuhn, State-of-the-Art Report of Law Enforcement Training in Michigan.

CHAPTER III

SELECTING LOCAL LAW ENFORCEMENT OFFICERS IN MICHIGAN:

CURRENT PRACTICE AND FUTURE PROGRESS

Recommendations for Immediate and Long-Range Action and Research

I. INTRODUCTION

We anticipate that those who seek easy answers to the problem of attracting and selecting qualified police applicants may experience some disappointment in reading this report. It would be simple to recommend that a certain series of recruitment and selection strategies be employed by local Michigan police departments. There are many people today advocating that one or another test be adopted by police agencies. Indeed, it is possible to buy such "tests" through the mail.

One may read the journals we have cited and conclude that a certain test, or series of tests, would make useful selection instruments.

Unfortunately, the identification and application of such instruments is not an easy task: we have no easy answers to offer here, neither about tests nor any other aspect of the professionalization process. This chapter will not make general statements about the necessity to raise the pay of the police--of course, this is a commendable goal, providing the increase in salaries was accompanied by an increase in personnel quality. Nor will we make general recommendations about

improving the educational standards for police officers.¹ Certainly, there is room in today's police service for the college graduate. However, to say that college education should be a basic requirement for police work at this time in our history is folly. Indeed, there is ample evidence that, given the nature of our present conception of police work, a four-year college education is probably inappropriate so far as the current system is concerned.

We will not make any recommendations regarding a change in the present MLEOTC applicant standards: as currently promulgated they serve the purpose of providing a basic guide in police selection. The program we will recommend, however, will eventually result in standards which will minimize error in police selection decision-making, whereas there is nothing in the present standards that significantly reduces the potential for such error. Nevertheless, we believe that the present standards provide the rudimentary elements of more professionalized standards as these will evolve if a program like the one we describe below is activated.

The objectives of this chapter, then are:

1. To summarize briefly the findings reported above.
2. To develop conclusions based on these findings.

¹It is our position that education, in itself, does not improve the quality of the police service. However, if education were to become part of the police administration value system, we anticipate that it could have positive consequences for the police service. We urge the Council to consider endorsing the kind of education incentive system that is "spreading" in California. See for example, Allen P. Bristow, "Educational Recognition by California Law Enforcement," Police, Vol. 11, July-August, 1967, pp. 30-32. Bristow reports that in many California local law enforcement agencies, some college education is an entrance or promotion requirement, and that various kinds of incentives are used to encourage college attendance.

3. To recommend specific projects which the Council might foster in order to bring about substantial improvement in the way local Michigan law enforcement officers are selected.

This chapter is organized into six main headings:

Findings and Conclusions

Recommendations for Immediate Action

Recommended Personnel Services and Assistance

Research Projects Which Should be Initiated As Soon As Possible

Long-Range Research Projects

Some Anticipated Consequences of the Recommendations

Finally, a word about the writer's orientation to the concept of professionalization. Those who debate whether law enforcement is a profession are engaged in a futile exercise. We may all, as police practitioners and persons interested in serving law enforcement, proclaim that the police service is a profession. Unfortunately, this will do little good since professionalism is not conferred from within, but from without. It does, however, originate from within, but it can only be authenticated by community belief. The community, in deciding whether to confer professional status on a vocation, inspects the aspiring vocation to see if it has matured sufficiently to motivate its members to self-improvement. One of the "tests" of professionalism is to evaluate how a vocational group selects its members. In effect, the guiding principle is this: if a vocation has enough internal direction to insist that only the best qualified candidates are selected, that vocation is approaching, or has attained, professional status.

Those vocations who do not show evidence of self-regulation (i.e., vocational maturity) are not considered professional and, if the community wants them improved, it simply regulates them through legislation, forever branding them as unable to regulate themselves and, hence, unworthy of professionalization and its benefits.

Our recommendations, then, are based on our belief that law enforcement is still a vocation, but that the public today is far more willing to confer it professional status than ever before.

To the degree that the Council can promulgate standards that represent evidence of law enforcement's willingness to upgrade itself, professionalization, greater public service and financial rewards will follow. It is to this objective that our recommendations are oriented.

II. FINDINGS AND CONCLUSIONS

The following findings and conclusions are of crucial importance in framing our recommendations.

- A. No all-purpose test, or test battery, exists today which is universally applicable for all police applicant selection requirements. The literature reflects studies using small numbers of subjects, criterion measures of questionable utility; studies in which a certain test seemed to be useful but, when used in a different department by different researchers, seemed inconclusive; overriding these problems is the major barrier to test development--a plea,

persisting for at least 50 years, that we do not know enough about the nature of police work to construct valid, reliable selection instruments.

- B. While our study data do not identify the types of tests now being used, it is doubtful, given the evidence in the literature, that these tests are serving a generally useful purpose. If, as we suspect, no studies have been done by Michigan departments to determine how the tests have performed, the possibility exists that the tests are either useless or harmful.
- C. Survey data indicate great variability in selection practices and strategy, particularly in an area in which we expected greater unanimity--the background investigation.
- D. If the November, 1966 Survey is an accurate portrayal of today's recruitment and selection policies, many Michigan local police agencies do not measure up to the Council's standards, minimal as these are.
- E. On the positive side there is some indication that larger police departments are able to employ more stringent selection practices than smaller departments. This suggests (1) that there probably are people who have had a great deal of experience in Michigan with police selection theory and practice and (2) considerable data might be available for research needed to improve police selection.

Based on these findings and conclusions, we offer next two categories of recommendations:

1. those which can be implemented within the near future and
2. those which will require longer periods of time.

III. RECOMMENDATIONS FOR IMMEDIATE ACTION

We do not believe further reliance can be placed on promulgated standards to upgrade law enforcement. The Council's greatest contribution to a specific program of immediate activities for upgrading local law enforcement would be to provide the facilities and leadership that characterize the early stages of professionalism in medicine, law, accountancy, and other fields. Therefore, we recommend that:

A. THE COUNCIL ESTABLISH A PROFESSIONAL STANDARDS COMMITTEE

1. Constituency. The Committee should include several Council members, an industrial psychologist, or sociologist, or social psychologist; a psychiatrist, a testing expert and a local government public personnel expert. We view this Committee as a Standing Committee of the Council partly composed of experts in order to profit from their experience and knowledge. We strongly urge that this Committee be viewed, as one of its purposes, as a bridge between the law enforcement vocation and social science, which is why we specify several kinds of

social science expertise. While this Committee is not directly comparable to conventional professional standards committees, we believe this make-up (at least for some time to come) is necessary to assist police leadership to move in the direction needed to solve recruit and selection problems.

2. Agenda. No doubt the Committee will identify many crucial problems. To assist it in starting its work, we suggest that it address itself to the following items of business:
 - a. identify with emotional stability, intelligence, physical ability, aptitude, interest tests might be appropriate as police selection instruments.
 - b. explore ways by which departments who use superior selection techniques might be rewarded for their efforts and ways of motivating other departments to use such techniques; in effect, we are talking here about an accrediting program from "within," rather than accrediting from "without," (i.e., by legislation) which is often a barrier to professionalization.
 - c. invite practitioners and other interested persons to appear before the Committee in order to identify leading selection programs and possible solutions and, once again, to encourage social science to offer constructive solutions to such problems.

- d. establish a research fund to encourage researchers from various social science disciplines to involve themselves in police selection as a research interest.

B. THE COUNCIL IS URGED TO SPONSOR A SERIES OF WORKSHOPS, CLINICS, CONFERENCES IN MICHIGAN DIRECTED AT HELPING LAW ENFORCEMENT SOLVE ITS VARIOUS SELECTION PROBLEMS AND IMPROVE ITS SELECTION TECHNIQUES, FOR EXAMPLE:

1. Michigan conferences, clinics, workshops could be aimed at convening knowledgeable practitioners and social scientists to offer "short courses" in subjects like
 - a. what's "good" and "bad" about written tests,
 - b. progress in evaluating personnel,
 - c. how to conduct physical ability examinations,
 - d. how to conduct background investigations,
 - e. strengths and weaknesses in oral interviews.

C. It should be recognized that police selection is a subject which is not limited to Michigan in its importance. WE BELIEVE THAT THE COUNCIL CAN BENEFIT MICHIGAN BY ENCOURAGING ITS COUNTERPARTS IN OTHER STATES TO JOIN IN A CONCERTED EFFORT TO SOLVE RECRUITMENT AND SELECTION PROBLEMS. Therefore, we suggest that

1. MLEOTC request its counterparts to co-sponsor a series of police selection annual conferences which would include reports by persons now engaged in police selection research (the writer has identified nearly

a dozen such projects currently underway in the nation). This conference would also invite chiefs of police, sheriffs, and their personnel officers to contribute to and attend these meetings. This kind of systematic interest, and formal evidence of support, would encourage many persons (including police personnel) to interest themselves actively in police selection research.

2. The annual conference would also serve to identify progress in selection research in other vocations and professions and analyze this research for its potential contribution to law enforcement. For example, many private industries, nursing and the military have developed selection techniques which, with modification, would be beneficial to law enforcement.
3. In addition, the Council is urged to seek national support for a fact finding effort to overcome the problems related to not knowing more about the nature of the police service.

D. WE RECOMMEND THAT THE COUNCIL (EITHER BY VOLUNTARY PARTICIPATION OR LEGISLATION) COLLECT CERTAIN BASIC INFORMATION ON ALL PERSONS NOW GRANTED SWORN POLICE OFFICER STATUS, OR WHO WILL BE GRANTED SUCH STATUS IN THE FUTURE, INCLUDING

1. The name, age, present address, year first employed (and by whom employed) as a police officer, names and dates of service in all police departments, educational attainment. (The reasons for this recommendation will be more apparent in further recommendations, below.)
 2. WE RECOMMEND THAT THE COUNCIL DEVELOP A TERMINATION FORM WHICH WOULD RECORD WHEN, AND POSSIBLY WHY, AN OFFICER LEFT THE SERVICE. Data from this form would be posted to the form described immediately above. A copy of both forms would be filed with MLEOTC
- E. WE RECOMMEND THAT THE COUNCIL IMMEDIATELY BEGIN RESEARCH LEADING TO A UNIFORM APPLICATION BLANK WHICH ALL POLICE APPLICANTS IN THE STATE MUST COMPLETE.
1. The original would remain with the department to which the applicant is applying; the first carbon would be sent to MLEOTC and the third carbon remain with the applicant.
 2. This recommendation has three purposes, none of which restricts the hiring authority's autonomy:
 - a. to save time for the department, since, eventually a "print-out" could be prepared which would provide the department with much needed data as a result of processing the application through other state, and national files,

- b. to save time for the applicant since, if he is applying to more than one, each department could be provided with a copy of the original application and results of the file search,
- c. to provide data by which MLEOTC could conduct, or sponsor, long-range research in improving application blanks, changes in the police vocation, research to identify ways of improving recruitment strategies, and many related, crucial subjects which will, in part, be discussed below.

F. WE RECOMMEND THAT THE COUNCIL CONSIDER PUBLISHING AND DISTRIBUTING THE INFORMATION IN APPENDIX D² TO ALL POLICE DEPARTMENTS IN THE STATE EMPLOYING MORE THAN FIVE FULL-TIME OFFICERS. This document outlines specific police selection tools which, if widely adopted, would enable most departments quickly to upgrade their selection practices and policies in keeping with the spirit of MLEOTC's standards.

²Cf., Bruce T. Olson, Selecting Local Law Enforcement Officers in Michigan.

IV. RECOMMENDED PERSONNEL SERVICES AND ASSISTANCE

- A. THE COUNCIL IS URGED TO PREPARE A "GUIDE TO BACKGROUND INVESTIGATIONS" WHICH CAN BE MODIFIED AS WE LEARN MORE ABOUT SUPERIOR BACKGROUND INVESTIGATION PROGRAMS. The guide would be made available to Michigan police departments and would provide the basis of short courses in the subject, as discussed above.
- B. A MODEL PERSONNEL FILE IS RECOMMENDED TO ENABLE DEPARTMENTS TO COLLECT EFFICIENTLY AND ACCURATELY DATA ON ALL PERSONNEL FOLLOWING THEIR APPOINTMENT. This would include evaluation forms, records of training achievements, commendations for superior service, etc. The purpose of this recommendation is to encourage departments to use the most objective techniques available for assignment, promotion, involuntary termination, etc. In time, it would also make available the crucial data needed for systematic police personnel research.
- C. THE COUNCIL IS URGED TO DEVELOP A CLEARING HOUSE AND TRAINING CENTER FOR PERSONS PARTICIPATING IN SELECTION ORAL INTERVIEWS. Since there is evidence that oral interviews are useful selection techniques, if properly designed and conducted, we offer this recommendation to assist local law enforcement officials in convening and conducting such interviews as part of the selection process.

- D. WE RECOMMEND THAT THE COUNCIL COLLECT AND PUBLICIZE DATA ON POLICE SALARIES AND BENEFITS AND, IN ADDITION, THIS DATA BE RELATED TO SPECIFIC EFFORTS TO UPGRADE THE SELECTION PROCESS. The aim of this recommendation is to create a citizen demand for better salaries and benefits accompanied by higher standards. We deplore efforts by police interest groups to seek the former without the latter and hope the Council will use its prestige and dignity to discourage such practice.
- E. We recommend that the COUNCIL PROVIDE A "RECRUITMENT KIT" WHICH WILL BE AVAILABLE TO POLICE EXECUTIVES WHO SEEK GUIDANCE IN INITIATING AGGRESSIVE, LOCAL CAMPAIGNS TO IMPROVE THEIR RECRUITMENT BASE. The kit would consist of news releases describing (in a way that is objective and motivating) the nature of police work, brochures for distribution to schools, civic groups; materials for high school vocational counsellors, etc. While we recognize that considerable controversy exists regarding the value of this kind of "salesmanship," we believe that it provides a useful beginning for more sophisticated recruitment campaigns which will be developed in accordance with improved knowledge about the social-psychological factors involved in police career decision-making.

V. RESEARCH PROJECTS WHICH SHOULD BE INITIATED AS SOON AS POSSIBLE

1. The values and assumptions in the police selection process are products of the beliefs of police officials, the community, and the traditions of the police institution. Recommendations for upgrading law enforcement must recognize that these values and assumptions exist. Unfortunately, no one knows what these are yet, their existence is confirmed in our finding regarding the great variability of Michigan local law enforcement police selection strategies and practices. In order to propose more specific police selection standards, we believe it is extremely important to know more about these values and assumptions. WE THEREFORE RECOMMEND THAT THE INVESTIGATION WE PROPOSE IN APPENDIX C BE UNDERTAKEN AS SOON AS POSSIBLE.³
2. Important clues to intra-organizational factors which (a) influence how the individual behaves in the police organization, (b) give rise to the stresses and strains peculiar to police work, and (c) begin "working on" the recruit the minute he joins the police service could be revealed in data obtained from a specially designed work attitude questionnaire. Such data would be extremely

³Ibid.

important in identifying selection strategies and techniques appropriate to police work. An excellent example of such an instrument (though, in its present form, not immediately applicable) is the Sears-Roebuck Employee Attitude Survey.⁴

WE RECOMMEND THAT AN INSTRUMENT OF THIS NATURE BE DEVELOPED AND ADMINISTERED TO A SAMPLE OF MICHIGAN POLICE OFFICERS AS SOON AS POSSIBLE.

3. WE RECOMMEND THE COUNCIL SPONSOR A STUDY OF AT LEAST 1,000 OFFICERS WHO HAVE LEFT POLICE WORK VOLUNTARILY, AND BEFORE RETIREMENT, TO DETERMINE WHY POLICEMEN VOLUNTARILY QUIT THE SERVICE.

VI. LONG-RANGE RESEARCH PROJECTS

- A. WE RECOMMEND THAT THE COUNCIL SPONSOR A LONG-RANGE STUDY OF NO LESS THAN 1,000 POLICE RECRUITS FOR AT LEAST A 10-YEAR PERIOD. The purpose of this recommendation is to determine how police careers affect men, how they adapt or do not adapt, how families of officers are affected by police work, relationships between biographical data and

⁴See, for example, Frank J. Smith, "Employee Attitude Surveys-- The Sears Program," Applying Behavioral Science in Industry, (New York: Industrial Relations Counsellors, Inc.), 1964, pp. 27-47. The Sears Survey consists of 150 questions under eight categories: supervision, kind of work, amount of work, co-workers, physical surroundings, financial rewards, career future and security, company identification.

success, non-success, etc. This project is intended to provide, for the first time, the systematic data needed for the design of better selection instruments, including improved background investigation techniques; in addition, it will provide useful personnel by-products, for example: superior evaluation instruments, improved training curricula, etc.

- B. WE RECOMMEND THAT THE COUNCIL SPONSOR A CONTINUING STUDY INTO THE ELEMENTS OF THE POLICE TASK. Police work, like many other highly sensitive vocations, undergoes constant change. Job analyses conducted in one decade are obsolete in the next decade. Accordingly, selection, evaluation, and training programs based on such analyses become out-dated. The intent of this recommendation, then, is to provide a continuing assessment of significant changes in police work, not only for immediate selection purposes but for the purpose of redesigning the police task where and when this seems appropriate.
- C. No matter what the Council might do to improve police selection techniques, police work and police pay, the most important factor influencing police selection may forever remain beyond the influence of law enforcement unless more is learned about it. We believe that many social-psychological forces pre-select police applicants with the result that those persons who apply for police

work may, to begin with, be a special type. We expect that an individual's decision to apply for police work may be the result of forces which, possibly, often discourage the kind of man the service really needs and encourages persons who, often times, are not suitable officers. We need to know more about what kinds of people apply for police work and what motivates others not to apply. WE THEREFORE RECOMMEND THAT THE COUNCIL SPONSOR RESEARCH INTO THE PUBLIC ATTITUDES REGARDING THE POLICE VOCATION, WITH SPECIAL EMPHASIS ON ATTITUDE FORMATION AMONG ETHNIC GROUPS, GRAMMAR SCHOOL CHILDREN, AND THE TEACHING PROFESSION.

VII. SOME ANTICIPATED CONSEQUENCES OF THE RECOMMENDATIONS

We have outlined eighteen recommendations which are characterized in the proceeding pages by three features:

1. They recommend that the Council broaden the scope of its activity to provide certain basic personnel services to all Michigan police departments. For small departments these services amount to adding a personnel officer to the staff of each department. For larger departments, these services amount to providing personnel consultation. For all departments, the personnel function will be improved through the pooling of resources, knowledge,

and experience of police personnel and social scientists. And underlying our recommendations is no implied or explicit diminution of local authority.

2. The recommendations are based on a concept of partnership between the Council and local law enforcement in Michigan.
3. Future activities of the Council are directed away from a passive role to actively providing and cultivating state-wide leadership needed for the planned conversion of a vocation into a profession.

Two classes of consequences are anticipated from our recommendations: immediate results and long-range benefits.

Immediate Results. First, we believe these recommendations will instill among Michigan's police executives a high degree of involvement and interest in solving police selection and recruitment problems. Secondly, these recommendations are aimed at challenging social science to offer constructive solutions to these problems. Thirdly, certain improved police selection tools would be improved within a relatively short time. We believe that the selection technique which has the greatest potential for the police field is the systematic examination of the applicant's background: this is the reason for this report's emphasis on the background investigation and the application blank. Also, Appendix C is designed to be executed in several months. This means that within a very short time, the Council could move to reformulate its current standards in very specific areas. In five years' time the standards could be one of several precision selection instruments used by all Michigan police departments.

Long-Range Benefits. The writer believes that, within five to ten years, it would be possible to compute an "applicant police potential index" which would allow a police executive to decide whether to continue considering an applicant for more rigid selection processing; this index could be computed within several hours after the applicant completes his application blank.

Savings to police departments and applicants would accrue because a central file would exist on every applicant in the state, to cite just one example of conserved manpower. This would mean that police executives who are considering employing an officer who is, or has been, employed in another Michigan police department could get a complete "run down" on a candidate within minutes.

Also, if a particular skill, or set of skills, were needed for a complex police investigation (let us say, as an example, an officer who speaks Polish, is licensed to pilot a helicopter and who has had polygraph training), qualified persons could be identified within a few minutes because of centrally filed information.

These recommendations would provide continual monitoring of the various forces influencing morale, applicant rates, turnover, etc., with the result that the Council could assist the police community to cope more effectively with its environment and develop remedial strategies for police personnel problems. This means that specific, hard hitting recruitment campaigns could be directed in directions most likely to produce results rather than on a scatter-gun basis.

It should also be possible, within a few years, to develop a "one day" selection service by which applicants would be sent to regional facilities for the purpose of taking a variety of tests specially aimed at determining their probable suitability for police work. The benefits of such a procedure are so obvious they need no further elaboration.

A variety of useful information would be available as the result of the data collecting phases of our recommendations, including: curriculum modification, forecasts of training needs, actuarial data for workmen's compensation, insurance, retirement legislation, and a continual monitoring of environmental structural, and psychological factors related to employee stress and morale problems.

VIII. SUMMARY AND CONCLUSIONS

The recommendations we offer above are of two types: those which we believe should be undertaken immediately, and which should yield relatively immediate results, and those which should be started soon but which may take between two and ten years to mature. We emphasize the background investigation and the application blank as the most immediately beneficial area in which the Council can work.

We believe that social science has a vast potential for helping law enforcement upgrade itself, that police professionalism can be accelerated and that our recommendations include many, but not all, the

elements of a specific plan to improve police selection for Michigan's local law enforcement service. We have outlined the basic dimensions of a social-psychological approach to solving police selection problems in Michigan. This approach is based on some of the contributions social psychology has made to solving some of industry's problems. We believe these principles are equally useful for law enforcement. Finally, we believe the Michigan Law Enforcement Officers Training Council is the appropriate instrument for the professionalization of the Michigan police service and it is this belief which has informed the recommendations we have offered.

CHAPTER IV

A STUDY OF LAW ENFORCEMENT TRAINING FACILITIES AND FACILITIES PLANNING IN MICHIGAN

I. INTRODUCTION

There are numerous reasons for the apparent concern regarding the development, use, and planning of law enforcement training facilities. It appears that law enforcement officials in the past have taken lightly the task of providing adequate training facilities for instructional programs. With the increased emphasis on law enforcement training, facilities must become a matter of central concern in the future plans of law enforcement officials if they are to gear their training objectives to the needs of the officer, which will enable him to optimally function within the department and serve the total needs of a demanding society.

Perhaps the most prominent reason for the construction of these facilities is an urgent need to increase the scope of police training programs, especially at the basic recruit level, with more intensified programs serving a greater number of men. Another reason for concern is that training facilities are expensive to provide, especially if new facilities are considered. Also closely related, the high cost of construction of new facilities or remodeling old facilities often utilizes funds urgently needed for other purposes. As a result of these reasons, it is particularly important that as law enforcement officials develop training programs, they include the provision of sufficient sums

of money to support instructional programs. Whether these programs are being provided by their department which necessitates the use of their facilities, or by another agency, is not the question. The essential point is that because of this needed intensified training, monies must be available and considerations made for such projections if instructional programs and suitable facilities are to be developed.

Law enforcement training exists for two major purposes. First, to develop the potentialities of the officer to the fullest extent and second, to protect and promote the welfare of society. These two goals depend upon each other for accomplishment. It should be the purpose of the training school to strive toward these two goals during the time when it has the officer in training. If this is to be done effectively, it is essential that law enforcement administrators understand and be sympathetic with both the needs of the officer and society.

II. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the data collected in the survey of existing law enforcement personnel, training programs, and training facilities in Michigan and an analysis and interpretation of this information, the following conclusions appear warranted.

1. EITHER ADDITIONAL COUNCIL APPROVED TRAINING SITES PROVIDING SPECIFIED RECRUIT TRAINING MUST BE INITIATED, OR THOSE PROGRAMS NOW IN OPERATION MUST FUNCTION MORE FREQUENTLY.

This conclusion is stated in view of the following facts revealed by the survey:

- 11,300(+) FULL-TIME SWORN LAW ENFORCEMENT OFFICERS IN MICHIGAN, BASED UPON AN 82 PER CENT RETURN.
- 14,700(+) FULL-TIME SWORN OFFICERS PROJECTED IN 1971.
- 1967-1971, AN INCREASE OF 3,400(+) FULL-TIME POLICE OFFICERS OF 31 PER CENT INCREASE OVER A FOUR-YEAR PERIOD.
- 404 MEN TRAINED AT THE RECRUIT LEVEL THE FIRST SIX MONTHS OF 1967 IN COUNCIL APPROVED TRAINING SCHOOLS.
- 850(+) FULL-TIME SWORN LAW ENFORCEMENT OFFICERS ANNUALLY, ON THE AVERAGE, WILL REQUIRE BASIC TRAINING, 1967-1971. THIS FIGURE DOES NOT REPRESENT TRAINING REQUIRED FOR THOSE PERSONNEL CURRENTLY UNTRAINED AND ON THE JOB, NOR MANPOWER TURNOVER ESTIMATES.
- 940(+) FULL-TIME SWORN POLICE OFFICERS CURRENTLY UNTRAINED AND ON-THE-JOB. THEREFORE, ANNUALLY, ON THE AVERAGE (1967-1971) 235 FULL-TIME PERSONNEL WILL HAVE TO BE TRAINED IN ADDITION TO THE 850 MENTIONED ABOVE.
- 4,340(+) OR ON THE AVERAGE, YEARLY, 1,085 FULL-TIME SWORN PERSONNEL WILL REQUIRE BASIC TRAINING BETWEEN 1967-1971 DUE TO MANPOWER GROWTH AND PROJECTION AND BACKLOG ACCUMULATION.
- 1,350 ADDITIONAL MEN WILL REQUIRE BASIC RECRUIT TRAINING ANNUALLY, ON THE AVERAGE, 1967-1971, DUE TO AN ESTIMATED 12 PER CENT ANNUAL TURNOVER RATIO FOR FULL-TIME SWORN POLICE OFFICERS.

- 2,400(+) POLICE OFFICERS IN MICHIGAN WILL REQUIRE BASIC RECRUIT TRAINING ANNUALLY, ON THE AVERAGE, BETWEEN 1967-1971 DUE TO MANPOWER GROWTH AND PROJECTION, BACKLOG ACCUMULATION, AND TURNOVER ESTIMATES.
- THESE MANPOWER TRAINING STATISTICS DO NOT INCLUDE THE NEEDS FOR FUTURE TRAINING PROGRAMS, SUCH AS SUPERVISORY, INSTRUCTOR, RIOT CONTROL, CONTINUATION OF THE BREATHALYZER PROGRAM OR OTHER IN-SERVICE AND SPECIAL SERVICE PROGRAMS.

The conclusion (number 1) is also stated in view of the fact that only a limited number of law enforcement agencies, other than Council approved schools and sites, conduct adequate recruit training programs with sufficient facilities to meet the Council recommended standards.

2. THE MAJORITY OF THE LAW ENFORCEMENT DEPARTMENTS IN MICHIGAN CONDUCTING RECRUIT TRAINING PROGRAMS DO NOT HOUSE SUITABLE OR ADEQUATE FACILITIES TO ACCOMPLISH THIS PURPOSE.
3. THE MAJORITY OF RECRUIT TRAINING PROGRAMS CONDUCTED BY INDIVIDUAL LAW ENFORCEMENT DEPARTMENTS ARE NOT ADEQUATE TO MEET APPROVAL STANDARDS CURRENTLY RECOMMENDED BY THE MLEOTC.
4. A NEW PATTERN OF LOCATING COUNCIL APPROVED SITE LOCATIONS FOR TRAINING PROGRAMS IS NEEDED. PROPER REGIONALIZATION OF SITE LOCATIONS WILL MAKE RECRUIT TRAINING MORE FEASIBLE TO MANY SMALL DEPARTMENTS IN THE NORTHERN HALF OF MICHIGAN.

5. IN ALL CASES, CURRENT COUNCIL APPROVED FACILITIES ARE ADEQUATE TO HOUSE THE PRESENT 130-HOUR STIPULATED CURRICULUM. HOWEVER, SHOULD ENROLLMENTS INCREASE, AND/OR THE NUMBER OF MINIMAL HOURS (130) BE GREATLY INCREASED, WITH THE ADDITION OF DIFFERENT LEARNING SITUATIONS AND EXPERIENCES INCORPORATED INTO THE PROGRAMS, ADDITIONAL FACILITIES WILL HAVE TO BE ACQUIRED.
6. THE MOST PROMINENT WEAKNESS OF ALL LAW ENFORCEMENT TRAINING FACILITIES, COUNCIL AND OTHERS, IS THE LACK OF ADEQUATE AND SUITABLE LIBRARY FACILITIES AND RESOURCE MATERIALS.
7. THE MOST APPARENT, BEST SUITED FACILITY TO HOUSE LAW ENFORCEMENT TRAINING SCHOOLS IS THE COLLEGE, UNIVERSITY, OR OTHER EDUCATIONAL INSTITUTION.
8. COUNCIL APPROVED TRAINING FACILITIES AND PROGRAMS PROVIDE GREATER SUITABILITY AND ADEQUACY FOR PROMOTING THE LEARNING PROCESS THAN DO THOSE DEPARTMENTS, GENERALLY, THAT CONDUCT THEIR OWN TRAINING PROGRAMS, USING THEIR OWN TRAINING FACILITIES.

Recommendations

It is apparent from the results of the state-of-the-art survey and the evaluation of existing law enforcement training facilities, that if current training facility problems existing in Michigan are to be solved satisfactorily and realistically, action, in addition to that already

underway, is necessary. Law enforcement training is of paramount importance to a democratic society and it is the responsibility of all law enforcement administrative and public officials, acting cooperatively, to provide the greatest possible training opportunities for every law enforcement officer in the state of Michigan. For these reasons, it is recommended that:

1. ALL SITES SELECTED TO HOUSE COUNCIL APPROVED TRAINING SCHOOLS HAVE USE OF, OR ACCESS TO, A CLASSROOM, INDOOR OR OUTDOOR FIRING RANGE, LIBRARY AND LIBRARY RESOURCE MATERIALS, GYMNASIUM OR ACTIVITY AREA, AND FEEDING AND LODGING FACILITIES EITHER EXISTENT AT THE SITE OR IN THE NEARBY COMMUNITY AREA. THESE FACILITIES MUST BE EVALUATED FOR ADEQUACY IN TERMS OF THE RECOMMENDED STANDARDS AS STIPULATED BY THIS STUDY. ALSO, BEFORE ANY SITE CAN HOUSE A TRAINING PROGRAM, IT MUST RECEIVE, AT LEAST, A RATING PROFILE SCORE OF "3" ON EACH OF THE APPLICABLE AREAS LISTED FOR EVALUATION IN THE LAW ENFORCEMENT TRAINING FACILITY EVALUATION GUIDE.¹
3. THAT SERIOUS CONSIDERATION BE ACCORDED FUTURE FACILITY NEEDS BASED ON TRAINING PROGRAMS OF GREATER DURATION THAN THE PRESENT 130-HOUR CURRICULUM. SUCH FACILITY NEEDS WOULD

¹Cf., Dr. Bern J. Kuhn, A Study of Law Enforcement Training Facilities and Facilities Planning in Michigan, Appendix C.

INCLUDE INDOOR AND OUTDOOR FIRING RANGE, SWIMMING POOL, VEHICLE DRIVING RANGE, LIBRARY SPACE WITH RECOMMENDED RESOURCE MATERIALS, AND INSTRUCTIONAL AREAS SO DESIGNED TO ACCORD THE USE OF ELECTRONIC INSTRUCTION AND TEACHING AIDS.

4. THE SUGGESTED LAW ENFORCEMENT LIBRARY SOURCE LISTING BE ACCEPTED AND USED AS A GUIDE FOR THE SELECTION OF SUITABLE PUBLICATIONS. THE INDICATED PUBLICATIONS SHOULD, IF POSSIBLE, BE HOUSED AT THE TRAINING SITE AND BE AVAILABLE DURING THE DURATION OF THE TRAINING SCHOOL. NO TRAINING SCHOOL SHOULD BE APPROVED WHERE NO EFFORT HAS BEEN EXPENDED TO GAIN ACCESS TO THESE PUBLICATIONS.
5. WE RECOMMEND THAT ALL POSSIBLE TRAINING SITE LOCATIONS IN A SPECIFIC REGION BE THOROUGHLY INVESTIGATED AT SUCH TIME WHEN SPECIFIC DELINEATION OF REGIONAL AREAS FOR LAW ENFORCEMENT TRAINING HAVE BEEN ESTABLISHED.
6. THAT COLLEGE, UNIVERSITY, OR OTHER EXISTING EDUCATIONAL FACILITIES BE GIVEN FIRST PRIORITY CONSIDERATION FOR HOUSING DESIRED TRAINING PROGRAMS. ALSO THAT THE FOLLOWING PRIORITY LISTING OF POTENTIAL SITE LOCATIONS BE ACCEPTED AS A GUIDE TO PROVIDING ADEQUATE AND SUITABLE TRAINING FACILITIES:
 - COLLEGE, UNIVERSITY, OR OTHER EDUCATIONAL INSTITUTIONS.
 - U. S. ARMED FORCES TRAINING CENTERS.

- A COMBINATION OF LAW ENFORCEMENT FACILITIES AND OTHER EXISTING COMMUNITY FACILITIES.
 - A COMBINATION OF MOBILE INSTRUCTIONAL UNITS AND OTHER EXISTING COMMUNITY FACILITIES.
 - BUILD NEW PERMANENT FACILITIES.
 - MODIFY OR REMODEL EXISTING FACILITIES.
7. THAT, AT SUCH TIME, IF UNMANAGEABLE PROBLEMS ARE ENCOUNTERED WITH COLLEGE, UNIVERSITY, OR OTHER EDUCATIONAL INSTITUTION OFFICIALS WITH REGARD TO TYPES OF TRAINING PROGRAMS BEING OFFERED, FINANCIAL ARRANGEMENTS, QUALIFICATIONS OF INSTRUCTORS, ETC., CONSIDERATION BE GIVEN TO THE OTHER ABOVE LISTED ALTERNATIVES. SUCH CONSIDERATION MAY BE IN THE ORDER IN WHICH THEY ARE LISTED, OR TO ANY ONE ALTERNATIVE SEPARATELY.
8. THAT THE LAW ENFORCEMENT TRAINING FACILITY EVALUATION GUIDE PREPARED BY THE WRITER BE ACCEPTED AND USED TO EVALUATE ALL POTENTIAL SITES WHICH MAY HOUSE TRAINING PROGRAMS.
9. THAT, AT A LATER DATE, ALL LAW ENFORCEMENT DEPARTMENTS CONDUCTING THEIR OWN BASIC RECRUIT TRAINING PROGRAM WITHIN THEIR OWN FACILITIES, HAVE THESE FACILITIES EVALUATED USING THE LAW ENFORCEMENT TRAINING FACILITY EVALUATION GUIDE TO DETERMINE THE ADEQUACY OF THE FACILITY TO HOUSE AN EFFECTIVE TRAINING PROGRAM.

10. WE RECOMMEND THAT ALL TRAINING PROGRAMS AT THE RECRUIT LEVEL, OTHER THAN COUNCIL APPROVED, BE EVALUATED AND COMPARED WITH THE MINIMUM STANDARDS FOR SUCH TRAINING PROGRAMS AS RECOMMENDED BY THE COUNCIL.
11. THAT ADDITIONAL LONG-RANGE PLANNING BE DONE TO CONSIDER ALL FUTURE ANTICIPATED TRAINING PROGRAMS, PRE-SERVICE, IN-SERVICE, AND SPECIAL SERVICE, AND THE EFFECT OF SUCH ON SITE LOCATION AND FACILITIES AVAILABLE WHICH HAVE BEEN PREVIOUSLY SELECTED FOR ONLY RECRUIT LEVEL TRAINING. THE MAIN CONSIDERATION IN THIS WOULD BE CURRICULUM STIPULATIONS, DIFFERENT LEARNING EXPERIENCES REQUIRED, CAPACITY OF THE FACILITY TO HOUSE INCREASED ENROLLMENTS, AND ENROLLMENT PROJECTION STATISTICS FOR ALL TYPES OF TRAINING PROGRAMS, DESIGNED FOR ALL LEVELS OF RANK AND RESPONSIBILITY.
12. WE RECOMMEND THAT CONSIDERATION BE GIVEN TO ESTABLISHING A NEW PATTERN OF LOCATING COUNCIL APPROVED SITE LOCATIONS FOR TRAINING PROGRAMS. IF THIS IS NOT DONE, ADDITIONAL COUNCIL APPROVED TRAINING SITES PROVIDING RECRUIT TRAINING MUST BE ESTABLISHED, OR THOSE SITES NOW HOUSING RECRUIT LEVEL TRAINING PROGRAMS MUST FUNCTION MORE FREQUENTLY.

It appears that the most effective remedy for the present problems encountered in providing adequate and suitable law enforcement training facilities, as well as many other aspects of the training program in

Michigan, lies in proper delineation of regional boundaries and the selection of desirable sites. This improvement should be further encouraged by continued investigation as to the exact number of law enforcement officers in Michigan who have not had the benefit of any type of formal basic recruit training, and ways and means by which these men may have ready access to such programs.

CHAPTER V

A PLAN FOR REGIONAL LAW ENFORCEMENT TRAINING IN MICHIGAN

I. INTRODUCTION

The concept of regional law enforcement training facilities encompasses the entire state law enforcement community. It provides a framework in which all training activities can be placed.

The historical development of law enforcement training has been very spotty with large communities being able to provide better and more complete training than smaller or rural areas. This has resulted in inequities in service to segments of society and lack of uniformity in technical knowledge for officers. A minimum level and amount of training is necessary for all officers throughout the state if uniformly trained, professional service is to result.

This age of instantaneous communication through the mass media, with a growing interdependence and interaction of society, makes minimum levels of competence absolutely necessary. The provision of adequate law enforcement training facilities must be accomplished at a level most acceptable to the officers to be serviced. This acceptability is based on such things as nearness to place of residence, adequacy of facilities, opportunities for formal academic training, and training needs of the region.

The overall planning of law enforcement training facilities should be broad in scope and forward-looking in character. In a sense

it should serve as a blueprint for future action and should contain sufficient detail to permit the planning of specific training facilities. It is a master plan that satisfies the foreseeable needs and provides for the unpredictable future through flexibility both in plan and in implementation.

The consequence of improper or inadequate training planning will not only affect current operation, but drastically influence future potential. If too many sites are chosen, resources and funds are dissipated without much effect; if too few, over-crowding, long travel time, and decrease in quality result. It is, therefore, necessary that a firm groundwork be established upon which to build a comprehensive law enforcement training program.

It should be noted that while a regionalized approach to law enforcement training is most heavily emphasized in this study, it is by no means the only answer to the problem. Centralized training facilities are discussed as are mobil training units, metropolitan academies, and combinations of these various approaches. The regional approach was decided upon as a primary area of research since it initially appeared to best fit the needs of Michigan. The results of this report appear to support the validity of this assumption.

II. SUMMARY AND RECOMMENDATIONS

This chapter is divided into three sections:

1. Regional delineations
2. Alternative recommendations
3. Regional committees

REGIONAL DELINEATIONS

IT IS RECOMMENDED THAT THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL ADOPT THE TEN REGIONAL AREAS PRESENTED IN CHAPTER V AND PICTURED IN MAP 14.¹ IT IS FURTHER RECOMMENDED THAT THE TWELVE PRIMARY TRAINING FACILITIES BE ADOPTED.

ALTERNATIVE RECOMMENDATIONS FOR LAW ENFORCEMENT TRAINING

The plans which are listed here are presented in a descending order of acceptability and workability. While all are based on Regional Delineation, the implementation and administration within the regions vary. IT IS RECOMMENDED THAT OF ALL ALTERNATIVES LISTED, PLAN A BE ADOPTED AS A BASIS FOR A COMPREHENSIVE LAW ENFORCEMENT TRAINING PROGRAM WITHIN MICHIGAN.

¹Richard Post, A Plan For Regional Law Enforcement Training in Michigan.

Plan A

Regional delineation. Regional areas should be developed on the basis of all demographic and socio-political data available. This includes police strength, projection, and training needs, availability of educational facilities, and instructors. IT IS RECOMMENDED THAT THE REGIONS SHOWN ON MAP 14 BE UTILIZED FOR TRAINING PLANNING PURPOSES.

Coordinated educational programs. IT IS RECOMMENDED THAT:

1. THE MLEOTC COORDINATE ALL TRAINING AND VOCATIONAL EDUCATION CERTIFICATE PROGRAMS OFFERED THROUGH COMMUNITY AND JUNIOR COLLEGES. Michigan Law Enforcement Officers Training Council has the authority to give direction to the Department of Education, Vocational-Technical Education Division on curriculum, facility, and instructional standards. Arrangements should be made to integrate certificate Vocational Education programs into an academic framework to allow officers to obtain college credits in addition to earning a law enforcement Vocational-Educational certificate. The training certificates being issued at this time are not covered by this recommendation and should be given for basic and advanced training.
2. A STATE-WIDE COORDINATED PROGRAM OF TWO- AND FOUR-YEAR LAW ENFORCEMENT EDUCATION SHOULD BE ESTABLISHED. Representatives of four-year law enforcement programs (Michigan State University and Wayne State University should specify a set of criteria for credit acceptability from two-year

law enforcement programs within the state. These standards should be discussed with the Department of Education, Higher Education Division, MLEOTC, and community college representatives so that law enforcement courses and possibly some Vocational Educational certificate courses would have uniform acceptance at all junior, community, and universities within the state. This is not possible now.

Community college law enforcement training. IT IS RECOMMENDED THAT ALL TRAINING BE CONDUCTED IN CONJUNCTION WITH JUNIOR AND COMMUNITY COLLEGES ONLY. For the most part, all vocational-technical educational programs are conducted through junior and community colleges. Since the Vocational Education Department has regulatory authority over this type of instruction, it appears practical to locate all training sites in this type of atmosphere. Such location would further serve to introduce an academic orientation to programs offered via training and possibly stimulate officers to advance themselves through a coordinated certificate-degree program.

Locating law enforcement training at these institutions would provide a fixed location facility for all training in the region. Availability of needed space, instructor resources, housing, and scheduling would thus be greatly facilitated.

Combine certificate-degree program. IT IS RECOMMENDED THAT STEPS BE TAKEN TO DEVELOP A COORDINATED VOCATIONAL EDUCATION TERMINAL CERTIFICATE PROGRAM WITH AN ASSOCIATE DEGREE PROGRAM FOR LAW ENFORCEMENT. There are two alternatives in this area:

1. Combine the two so that officers can take a series of courses, some of which can be applicable to the degree (e.g., Introduction to Law Enforcement, Criminal Investigation, etc.) but in a certificate program. If, after completing the certificate program, an officer decides to begin work on a degree (A.A. or A.S.), the designated courses would apply toward college credits. He would then be required to complete college degree requirements. These courses could be determined by a committee comprised of representatives from Vocational Education, Higher Education (Department of Education), MLEOTC, and MSU and Wayne State Police Administration Schools.
2. THE VOCATIONAL-TECHNICAL EDUCATION TERMINAL CERTIFICATE PROGRAM FOR LAW ENFORCEMENT BE ELIMINATED. It could be incorporated into a coordinated program as outlined above. Officers could enroll in an associate degree program on a provisional basis and take law enforcement courses and receive a certificate from the Law Enforcement Department after completing the program. He could also take both law enforcement and academic courses together and seek admission on a regular student basis.

Establish regional law enforcement training committees. IT IS RECOMMENDED THAT TRAINING COMMITTEES BE ESTABLISHED IN ALL DESIGNATED REGIONAL AREAS. These committees would be chaired by a member of the MLEOTC and have members representing the regional law enforcement community. These committees would have the duties and responsibilities outlined in this chapter.

State-wide scheduling. IT IS RECOMMENDED THAT TRAINING BE SCHEDULED SO THAT PROGRAMS BEGIN ON STAGGERED DATES IN VARIOUS REGIONAL AREAS THROUGHOUT THE YEAR. This would enable all departments to insure that new officers receive the basic course prior to beginning work. If proper scheduling was utilized, a new program would begin every month, somewhere within the state. The same type of scheduling should be done for in-service, supervisory, staff, and specialty courses.

Adequate law enforcement training facilities. IT IS RECOMMENDED THAT ALL REGIONAL TRAINING FACILITIES BE ADEQUATE FOR THE TYPES AND AMOUNT OF TRAINING TO BE DONE IN THE REGION (TV UTILIZATION, ETC.). The adequacy of the facilities are to be determined in accordance with the standards specified in the Facility Standards report prepared by the MLEOTC.

Arrange reciprocal payments. IT IS RECOMMENDED THAT COORDINATION BE ACCOMPLISHED BETWEEN REPRESENTATIVES OF COMMUNITY COLLEGES, MLEOTC, AND DEPARTMENT OF EDUCATION ESTABLISHING AN AGREEMENT ALLOWING OFFICERS TO ATTEND TRAINING PROGRAMS ANYWHERE IN THE STATE (AT JUNIOR OR COMMUNITY COLLEGES) WITHOUT PAYING ADDITIONAL TUITION COSTS.

Plan B

Regional delineation. Same as Plan A

Coordinated educational programs. Same as Plan A.

Establish regional law enforcement training committees. Same as
Plan A.

State-wide scheduling. Same as Plan A.

Adequate training facilities. Same as Plan A.

Arrange reciprocal payments. Same as Plan A.

Alternate training facilities.

1. IT IS RECOMMENDED THAT TRAINING BE CONDUCTED AT POLICE DEPARTMENTS WHICH HAVE ADEQUATE FACILITIES (AS OUTLINED IN THE FACILITY STANDARDS REPORT) AND AT JUNIOR OR COMMUNITY COLLEGES.² The training offered at the departments would be limited to non-academic, non-certificate programs which would only be offered at the regional training facility (junior or community college). Departmental training would be limited to basic and in-service programs; all others at the college.
2. IT IS RECOMMENDED THAT IN LARGE METROPOLITAN AREAS, METROPOLITAN TRAINING FACILITIES BE ESTABLISHED TO SERVICE ALL INVOLVED COMMUNITIES FOR NON-ACADEMIC, NON-CERTIFICATE

²Dr. Bern J. Kuhn, A Study of Law Enforcement Training Facilities and Facilities Planning in Michigan.

POLICE TRAINING COURSES. This would prevent needless duplication and expense. Scheduling and courses of instruction could be arranged to permit mixing of officers taking any MLEOTC minimum required courses or longer departmental programs. Again, all other law enforcement courses would be taught only at training programs at colleges.

3. IT IS RECOMMENDED THAT A STATE-WIDE TRAINING ACADEMY BE ESTABLISHED TO PROVIDE ALL NON-DEGREE, NON-CERTIFICATE TRAINING TO POLICE OFFICERS WITHIN THE STATE.
 - a. Regional areas would be utilized for planning and coordinating purposes only.
 - b. Metropolitan facilities could be utilized in conjunction with the state-wide academy for all officers from other than metropolitan areas.
 - c. All certificate and degree programs would be offered only at regional law enforcement training facilities (colleges).

Plan C.

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Training teams. IT IS RECOMMENDED THAT STATE-WIDE TRAINING TEAMS BE DEVELOPED TO GIVE NON-DEGREE, NON-CERTIFICATE, TRAINING BY SCHEDULE IN VARIOUS AREAS AROUND THE STATE ON A REGULAR BASIS. These

programs could be given in training facilities (colleges) within the designated regions.

Plan D

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Television instruction. IT IS RECOMMENDED THAT INSTRUCTIONAL TELEVISION PROGRAMS BE DEVELOPED BY THE MLEOTC, UNIVERSITY, OR DEPARTMENT OF EDUCATION, AND MADE AVAILABLE ON A CLOSED CIRCUIT BASIS TO REGIONAL TRAINING FACILITIES FOR TRAINING PURPOSES IN DEGREE OR NON-DEGREE PROGRAMS.

Plan E

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Local initiative. IT IS RECOMMENDED THAT LOCAL INITIATIVE DEVELOP TRAINING FACILITIES AS NEEDED WITH MLEOTC ASSISTANCE AND ADVICE.

REGIONAL LAW ENFORCEMENT TRAINING COMMITTEE CRITERIA

The needs of law enforcement in the area of training are best served at the local level, but coordinated regionally. The quality of service offered to communities by their police is directly related to the amount and quality of training received by the officers. While the general principles and theories of law enforcement do not vary extensively, the conditions under which they are applied are quite flexible. Due to the diverse social and economic conditions across the

state, things that are severe police problems in one area are insignificant in another. These local differences in emphasis are best known to those involved in local law enforcement.

In establishing regional areas, an attempt was made to keep these areas as homogeneous as possible and still be meaningful. It is envisioned that within each region a Law Enforcement Training Committee would be formed. This committee would be charged with coordination, planning and programming of all training within the region. These committees would be coordinated and assisted in their functions by the MLEOTC and its staff.

Initially, these regional committees would be voluntary and made up from interested groups within area law enforcement, education, judiciary, citizen groups, etc. It is hoped, however, that as the program develops, the pooling of training funds of the region's various agencies might eventually be sufficient to staff a full-time training facility. This should be in conjunction with a junior or community college program with possibly the law enforcement program coordinator being hired as the training coordinator for the region to provide both academic and practically oriented pre- and in-service courses.

REGIONAL LAW ENFORCEMENT TRAINING COMMITTEE COMPOSITION

Regional training committees should be representative of the regional law enforcement community. Representatives of various areas of law enforcement should have a voice in development of training programs and needs.

The following list represents a minimum selection of types of groups which should be considered for inclusion on these committees:

1. Chiefs Police Association representative
2. County Sheriffs' Association representative
3. Fraternal organization representative
4. Community college/university representatives
5. Probation/correctional representatives
6. Judicial members
7. MLEOTC member (if available)

Selection of Committee Members

There are no statutory provisions for regional Law Enforcement Training Committees in the state. It is, however, necessary that representatives of all groups involved either in giving or receiving training be attained. Since some regions contain as many as 16 counties, the number of members on the committee must be limited so that constructive action might occur.

It is recommended that two representatives each from the Michigan Association of Chiefs of Police, Michigan Sheriffs' Association, Fraternal Order of Police, local community colleges, one chief each from two major cities, a municipal judge, a court prosecutor, and a MLEOTC member be appointed to each committee. The initial appointment would be for two years. The sponsoring organization would replace one of their members every second year so that no member would serve more than four years. The chairman would be selected by the members and would serve for a one-year term.

The MLEOTC would assist in the establishment of regional committees and give advice and council to help insure a successful program within each region. The committee would be free to develop programs as necessary, but would be required to cooperate with the state-wide scheduling of pre-service (recruit) and in-service training programs of the MLEOTC. It would also be required to meet all minimal standards in the areas of facilities, curriculum, and instructors. It would also be required to provide such information on programs and activities as the Council might direct.

CHAPTER VI

A STUDY OF SELECTION AND CERTIFICATION PRACTICES OF INSTRUCTORS TEACHING IN THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL POLICE TRAINING SCHOOLS

I. INTRODUCTION

New certification regulations and standards normally develop as a result of experience with earlier forms. Usually, certification patterns do not change dramatically or suddenly--they emerge as a consequence of pressures exerted upon the existing forms and as a result of broad participation in discussion and debate.

The MLEOTC has the responsibility for stating standards for selection and certification of police instructors in Michigan. There has been general acceptance of the notion that strong programs of instructor training be provided so as to identify competent instructors capable of meeting present standards. It is apparent that progress in the development and in the implementation of such programs has not kept pace with other training programs provided by the Council.

The problem was to identify appropriate criteria which could be used in developing standards for instructor selection and certification, provide for the inception of a model instructor training program, and develop an evaluation system or technique which could be used to analyze and evaluate an instructor's overall effectiveness in the classroom situation.

Since the operation of effective standards and training programs involves cooperating relationships not only among the MLEOTC but also

with the agencies and/or academic institutions where they are conducted and with the officers that will be attending them, it is readily apparent that the problem is greatly extended if the standards and training programs devised are also to be implemented. In spite of the magnitude of the undertaking, the involvement of all individuals and agencies concerned in a state-wide approach to the problem seems warranted if any significant progress is to be made in strengthening the prevailing practices. In the light of new developments in methods of instruction and new concepts in police training, it is appropriate at this time, to encourage the MLEOTC to be more specific about their instructor selection process, desired instructor training goals, especially in terms of performance, and also to provide training instruction and commensurate evaluation of instructors.

The task of the writer has been to study past practices in Michigan in regard to instructors teaching in approved MLEOTC police training schools, and to appraise the results in terms of the need for developing additional guidelines for instructor certification, instructor training programs, and instructor performance evaluation.

This chapter presents a summary of the major findings, conclusions and recommendations inherent in Chapter II through V, and Appendix A through K.¹ These findings, conclusions and recommendations

¹Dr. Bern J. Kuhn, A Study of Selection and Certification Practices of Instructors Teaching in the Michigan Law Enforcement Officers Training Council Police Training Schools.

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3 OF 4

growing out of this study are presented with some retrospection and with occasional analysis.

To enable a more direct association of the findings, conclusions and recommendations, the writer relates them to specific components of the study.

II. FINDINGS AND CONCLUSIONS

A. Past Practices in Michigan in Regard to Instructors Teaching In Approved MLEOTC Police Training Schools.

1. A study of this type was of absolute necessity if proper attention was to be given to the formulation of advisory training standards for the selection and certification of police training instructors. The investigation that was pursued in seeking the data which was analyzed and interpreting it in terms of future MLEOTC police training programs has brought about the development of additional materials which will, with implementation, increase the effectiveness of instructors teaching in MLEOTC training programs.
2. Many instructor information sheets (application forms used by the Council for instructor certification) were inadequately completed. It is the responsibility of the training school coordinator to check the information sheet for its completeness when returned to him by the applicant. Although these "incomplete" information sheets provide enough information in most cases to identify the level of professional education and/or training, such as the type

of position and the type of college degree(s), little other information is given. Quality in the certification process begins with sufficient information on which to base a decision as to whether the person's credentials meet with established requirements for certification.

If the applicant does not have enough time to sufficiently complete the information sheet or applicant form, it can be assumed that he may also have little time for class preparation, and as such, quality of instruction may be lost, and generally is, in the instructor's attempt to simply meet a requirement rather than to perform a worthwhile service.

3. Generally speaking, the credentials of instructors teaching in MLEOTC training programs were commensurate with the needs of the particular subject area which they were teaching. It was found upon investigation of the instructors' file maintained by the Council office, that several instructors seemed "inadequately" prepared professionally to teach the subject to which they were assigned. In many cases the writer felt this was due to their information sheet being incomplete due to the absence of essential information pertinent to their background. Yet, in other cases their specific type of employment at the time, and for several years prior, did not lend itself to the specific subject matter they were teaching.

4. In the vast majority of cases, the credentials of the instructional staff of all MLEOTC police training programs conducted prior to the writing of this report, February 1, 1968, were of high quality. The writer believes, with confidence, that such expertise, in many instances, would be difficult if not impossible to obtain by individual police agencies conducting their own basic training programs. In terms of educational preparation, federal law enforcement officers, have on the average per officer, 4.8 years of college education. Michigan State Police officers, on the average for the 69 officer instructors, have almost 2 years of college per officer and municipal police agencies indicated approximately 1.3 years of college, on the average, for each of the 268 officer instructors. Other agencies and participants (special professional and specialist personnel) show slightly over 5 years of college for each of the 183 participant instructors. This extent of educational background preparation by the MLEOTC instructors enhances, with proper supervision by the Council based on the needs of its program, the quality of its training programs.
5. Past practices by the Council in selecting and certifying instructors were adequately stated in terms of their implications on the desired level of instruction. However, it is felt by the writer after reviewing all of the instructor information

sheets on file in the Council office, and interviewing several past trainees who participated in MLEOTC training programs, that training school coordinators, at times, did not fully adhere to Council regulations regarding the proper selection and assignment of teaching personnel.

6. Instructional environment, in the majority of Council approved training schools, was excellent. This was due, in most part, to the programs being conducted on college and university campuses, U. S. Armed Forces installations, and selected police and community facilities. Council practices in stipulating certain requirements for training facilities dictates the need for instructional environment of this nature.
7. It is not known how many instructors teach annually, or their level of proficiency, in the basic training schools other than Council regulated which are conducted by individual agencies. The writer makes no estimation of this figure due to the number of variable factors involved.
8. It is not known to what extent police training instructors teaching in basic training programs (other than Council approved) conducted by individual police agencies, were certified to teach in Council approved training programs. It is assumed, that the great majority of the instructors were sworn, full-time personnel from the individual agency

or neighboring agencies, and also that the majority of the instructors teaching in these programs were not certified by the Council to teach in MLEOTC training programs.

9. The data obtained from the survey questionnaire in regard to police training instructors, were limited in interpretive coverage in that the majority of questions indicated a high percentage of "no response" answers. However, in most cases, the "weight" and predictive trend of the data support the writer's belief as to actual and/or expected conditions. The reader is cautioned to accept the following findings in view of the limits of the data:
 - a. The smaller the police agency in terms of man-power, the more prevalent the possibility that police training instructors used in the departmental training programs will not be high school graduates. Conversely, the larger the police agency, the more apt that training instructors will be high school graduates.
 - b. The police agencies which conduct their own basic recruit training programs utilize sworn members from their own department as instructors more often than instructors from other departments.
 - c. Larger police departments, generally (cities over 25,000), more frequently require police instructors

to submit lesson plans in advance of appearing before training classes than do all other police agencies from smaller size cities identified in this study.

- d. On the average, on a state-wide basis, for those departments conducting basic training programs, almost five years of experience is required to qualify as an instructor in departmental training programs.
- e. Generally, the larger police agencies (cities over 25,000) require departmental training program instructors to complete a course in instructor training before teaching in the training program. On the average, for those departments specifying this requirement, 30 hours of instructor training was required.
- f. The larger the police agency (cities over 25,000) the more apt it is to provide instructors for other police training programs in the state.
- g. The majority of the agencies responding to the question concerning suggested educational and experience requirements for police training instructors stated that the instructor should have at least four years of college and five years of practical experience.

B. Police Officer Instructor Training Program

1. The Council does not make provisions for an instructor training program. The Council in its present and future intended role has an obligation as an outgrowth of its responsibility for assuring police officers throughout the state the best possible training programs to develop and implement a police officer instructor training program. (See Appendix G)²
2. The Council is not fulfilling its complete function by not providing an instructor training program. The role of the Council in providing instructor training programs includes several responsibilities, which are: training the police officer instructors teaching in Council training schools; development of programs for the training of instructors; certification of all police training instructors; advancement of standards in both instructor training and the selection and certification process; provide instructor training both pre-service and in-service; and the identification, selective admission and retention of police training instructors.
3. The need for effective training instruction parallels the increasing demands for additional Council police

²Ibid., p. 241

training programs at the pre-service, in-service, and special service levels. Even though it was determined that a great number of the instructors presently certified to teach in Council approved training programs had several years of college preparation, it is a well-known fact that expertise provides no indication of teaching ability. The mature instructor and the beginning instructor, the good and not-so-good, all need to extend their knowledge and the methods by which they present this knowledge to others.

It is surmised by the writer that the prevalent lack of training for instructors in quality and quantity has caused certain injustices to the public, the police officer, and certainly to the mission of law enforcement.

4. No instructors' guide or reference source is made available by the Council to instructors which stipulates desired instructional practices in its police training programs. This guide, especially applicable in the absence of instructor training programs, would assist the police instructor in preparation for his presentation to a training class. (See Appendix A)³

³Ibid., p. 126.

C. Police Instructor Certification Standards

1. The Council in its previous use of instructor certification standards did so on the basis of establishing minimum qualifications for instructors for the purpose of certifying them to teach in MLEOTC police training programs. The minimum qualifications while being general, but not vague, leave a wide range for individual interpretation as to how much expertise the instructor should have prior to being approved to teach in a Council training program. These minimum qualifications lack specificity in establishing minimum certification requirements for specific subject matter areas taught. As these minimum certification requirements are now stated, they allow the selection of instructors to teach specific course content without adequate previous education and/or training preparation in that subject.
2. Regardless of the now stated or projected minimum certification requirements for police training instructors, the MLEOTC being the sole selecting, certifying authority for police training instructors for Council training programs, has the authority to approve or disapprove applications from individuals seeking certification as police training instructors. This authority is by virtue of Act 203 of Public Acts of

1965, and the writer views this as a prerequisite to effective directiveness of all Council operations in view of its objective to provide for an effective learning environment.

D. Instructor Performance Evaluation

1. No evaluative instrument has been adopted by the Council to use in the evaluation of the instructor's performance. Broadly speaking, the functions of the Council include all those activities which are related to the evaluation and improvement of instruction and learning. A recognition of this responsibility carries with it the obligation for the Council to develop and implement an evaluative device which can be used to analyze the instructor-learning situation, to detect elements of skill or deficiency, and to assist in the modification of his behavior to a desired level. (See Appendix C)⁴
2. Without the future implementation of a practical, usable method of evaluating instructor performance, little progress, if any, will be gained, in seeking the enhancement of effective instruction and learning in all Council approved police training schools.

⁴Ibid., p. 231.

III. RECOMMENDATIONS

The need for the development and implementation of additional MLEOTC instructor certification guidelines, an ever increasing demand for more and better police training programs of all types, the increased emphasis placed on the importance of police instructor training schools in promoting the learning process, and the demands for a continuous evaluation process of instructor performance, build the framework for the following suggested recommendations:

- A. Future Practices in Michigan in Regard to Instructors Teaching in Approved MLEOTC Police Training Schools.
1. WE RECOMMEND THAT THE COUNCIL ADOPT THE SUGGESTED INSTRUCTOR APPLICATION FORM WHICH HAS BEEN DEVELOPED AS THE RESULT OF THIS STUDY. (SEE APPENDIX F) This form demands slightly more information from the applicant than the now used information sheet (See Appendix E), and is directly related to the stipulated Council requirements in the Minimum Certification Standards Guide for Police Instructors located in Appendix B.⁵
 2. WE RECOMMEND THAT THE COUNCIL, POLICE AGENCIES, FRATERNAL POLICE ORGANIZATIONS AND THE VARIOUS POLICE ASSOCIATIONS AND TRAINING SCHOOLS AND ACADEMIES THROUGHOUT MICHIGAN ENCOURAGE QUALIFIED PERSONS TO MAKE APPLICATION FOR CERTIFICATION TO TEACH IN COUNCIL APPROVED POLICE TRAINING PROGRAMS. This process would enable the Council to maintain a readily

⁵Ibid., p. 194

available file of certified police training instructors. This instructor's "pool" could greatly assist the school coordinator and/or his assistant in locating and obtaining the services of competent, qualified, and interested instructors.

3. Since it is not known how many police instructors teach annually, or their backgrounds, in the individual department basic training schools, other than Council regulated, WE RECOMMEND THAT A RESEARCH QUESTIONNAIRE BE DEVELOPED IN THE NEAR FUTURE (ONE YEAR) THAT WILL IDENTIFY THE NUMBER OF INSTRUCTORS TEACHING IN ALL POLICE TRAINING PROGRAMS, OTHER THAN COUNCIL REGULATED, AND THE EXTENT OF THEIR PREPARATION. This information will allow the Council to develop a profile depicting the image of the instructors teaching in these programs and use this image to build an effective instructor training program.
4. WE RECOMMEND THAT THE COUNCIL DEVELOP, PUBLISH, AND DISSEMINATE TO ALL SCHOOL COORDINATORS AND/OR ASSISTANTS, ANNUALLY, A LIST OR BOOKLET OF CERTIFIED TRAINING INSTRUCTORS. This could be revised annually, or amended monthly, and would serve as a source document to be used by the school coordinator and/or his assistant in obtaining the services of certified instructors for Council approved police training programs.

B. Police Officer Instructor Training Program

1. WE RECOMMEND THAT THE PROPOSED 40-HOUR, ONE-WEEK, INSTRUCTOR TRAINING PROGRAM, LOCATED IN APPENDIX G BE IMPLEMENTED AS A

REIMBURSEABLE COUNCIL REGULATED TRAINING PROGRAM, AND THE FIRST TRAINING SCHOOL TO BEGIN ON A PILOT STUDY BASIS PRIOR TO SEPTEMBER 1, 1968.⁶ The foundation for supporting the need for this type of training is based on the following assumptions:

- a. The focus of the instructor training is on meeting the needs of the trainee.
- b. The instructor school helps to meet these needs by bringing the trainee into a more meaningful relationship with the total training program.
- c. An essential step in increasing the effectiveness of the total training program is improving the quality of training school instructors.
- d. The quality of all Council approved training programs may be improved substantially by increasing instructor competencies through a planned, organized, and continuing program of instructor training.

2. WE RECOMMEND THAT THE COUNCIL REQUIRE THE SUCCESSFUL COMPLETION OF THE INSTRUCTOR TRAINING PROGRAM BY POLICE OFFICER INSTRUCTORS PRIOR TO CERTIFICATION. The following guidelines should be followed complying with this recommendation:

- a. At such time when the Council initiates an instructor training school, each instructor certified at that time,

⁶Ibid., p. 241.

must attend within a three-year period of time, a one-week, 40-hour, instructor school. This requirement is mandatory for all instructors in Council approved training programs who are employed as police officers in any governmental agency having the responsibility of enforcing the criminal laws of this state.

- b. Previous attendance at a training school of this type for a commensurate period of time, will, generally, suffice for this requirement. The decision to accept a similar course of training would be rendered by the Council, but only after a detailed evaluation of the previous training program.
- c. Prior to the development and implementation of a Council approved instructor training program, no specific course of instruction is required for certification.
- d. At the end of the three-year period, police officer instructors who have not successfully completed an instructor training program approved by the Council will lose their certification until evidence is provided by them that they have fulfilled this requirement.
- e. Professional and specialist personnel (i.e., judges, attorneys, physicians, professors, etc.) will not be required to attend the training program. However, they will be required to read the Council's Instructor Training

Guide (See Appendix A) and indicate by their signature⁷ that they fulfilled this requirement.

Also, individuals who have the following experience in teaching and/or training, and provide documented evidence of this experience, may not be required to attend the instructor training school: any individual who was certified as a teacher at the local, county, or state level within two years prior to his application for certification as a police training instructor and was employed as a teacher in a public school for at least 100 days of a nine-month school session; any applicant who received a college degree in the field of education having completed student teaching requirements within five years prior to his application for instructor certification, generally, will have the training school requirement waived.

C. Police Instructor Certification Standards

1. Instructors teaching in MLEOTC approved police training programs should be requested or assigned to teach courses for which they are fully qualified by preparation and certification. Instructors should accept only those courses for which they are qualified.

WE, THEREFORE, RECOMMEND THAT THE COUNCIL ADOPT THE MINIMUM CERTIFICATION STANDARDS FOR INSTRUCTORS TEACHING IN MLEOTC

⁷Ibid., p. 126.

APPROVED POLICE TRAINING PROGRAMS AS PRESENTED IN APPENDIX B.⁸

This minimum standards guide will serve as an instrument for improving the quality of the training program and guaranteeing the trainees an instructor who is adequately qualified.

Secondly, since it is the responsibility of the local area school coordinator and/or his assistant to determine who are competent and qualified instructors, this standards guide will assist them by eliminating indecision and doubt as to whether the person's credentials will meet with Council approval.

2. WE RECOMMEND THAT THE COUNCIL, IN ADOPTING THE STATED STANDARDS FOR CERTIFICATION (APPENDIX B), ALWAYS GUARD CAREFULLY AGAINST THE DEVELOPMENT OF POLICIES AND PROCEDURES OF CERTIFICATION THAT PROMOTE INFLEXIBILITY.⁹ Important among the facts to be considered is that courses to be taught and instructor qualifications do not always come out even, especially in remote geographic areas. Inflexibility in certification, therefore, cannot be carried to the complete extreme unless courses for which no instructor is formally prepared are to be dropped. Since the Council stipulates a minimum curriculum to be followed, restrictions on assignments must have some degree of flexibility. With this in mind, WE ALSO RECOMMEND THAT THE COUNCIL ALWAYS RETAIN FINAL APPROVAL AUTHORITY, BASED ON EXISTING CONDITIONS, TO ISSUE OR REVOKE A CERTIFICATE.

⁸Ibid., p. 194.

⁹Ibid.

D. Instructor Performance Evaluation

1. WE RECOMMEND THAT THE MLEOTC ADOPT FOR IMMEDIATE USE IN ALL COUNCIL POLICE TRAINING PROGRAMS THE INSTRUCTOR EVALUATION FORM LOCATED IN APPENDIX C.¹⁰ Obviously, some of the techniques of instruction must be superior to others in achieving training goals. The recognition of this fact prompts the continuous search for better methods of instruction as one of the principal goals of the Council's evaluation program. To complicate this search there are other elements which make up the total instruction phase, and because of their variability, continuous evaluation is essential. Some of these are the curriculum, instruction practices, trainee activities, job relatedness to instruction, and instructor expertise and his ability to effectively disseminate his expertise in meaningful ways in the classroom.
2. The Executive Secretary of the Council should have the right to review and have the final decision in issuing or revoking an instructor's certificate. THEREFORE, WE RECOMMEND THAT THE EXECUTIVE SECRETARY OF THE MLEOTC HAVE THE FINAL AUTHORITY FOR ISSUING AND REVOKING AN INSTRUCTOR CERTIFICATE. This recommendation directly implies that the Executive Secretary should have the right to overrule the decisions of the school coordinator or his assistant, another staff employee of the Council, or

¹⁰Ibid., p. 231.

any member of the Council in matters of this specific nature.

3. It is quite evident that to have an effective and reliable instructor evaluation process, more than one person must be involved. WE RECOMMEND, THEREFORE, THAT THE INSTRUCTOR EVALUATION PROCESS INVOLVE THE FOLLOWING CONSIDERATIONS:
 - a. THE TRAINEE AT THE CONCLUSION OF EACH TRAINING SCHOOL WILL COMPLETE A STRUCTURED INSTRUCTOR EVALUATION FORM WHICH WILL BE ANALYZED BY THE SCHOOL COORDINATOR AND/OR HIS ASSISTANT AND THE TRAINING COUNCIL STAFF.
 - b. THE SCHOOL COORDINATOR WILL MAKE A REPORT OF ALL INSTRUCTOR OBSERVATION VISITS AND EVALUATIONS MADE BY HIM OR HIS ASSISTANT, AND THESE WILL BE REVIEWED BY A MEMBER OF THE TRAINING COUNCIL STAFF.
 - c. A MEMBER OF THE COUNCIL STAFF WILL VISIT EACH TRAINING SCHOOL, AND "SIT-IN" ON VARIOUS CLASS SESSIONS, AND WILL MAKE A WRITTEN REPORT ON ALL INSTRUCTORS OBSERVED AND EVALUATED.
 - d. THE COUNCIL WILL MAINTAIN A FILE OF ALL INSTRUCTOR EVALUATIONS RESULTING FROM HIS PARTICIPATION.

The Council, being concerned with instructor evaluation, must stipulate the goals: realistic standards of achievement for instructors must be set up; accurate observations must occur over a period of time; judgments must be formed as to the direction of change; and any action which occurs as the result of the evaluation should improve the quality of training experienced by the members of the training school.

E. Research (Long-Term)

1. WE RECOMMEND THAT A COMPREHENSIVE RESEARCH DESIGN BE DEVELOPED WITHIN THE NEXT FIVE (5) YEARS, SUPPORTED BY A STATE OR FEDERAL APPROPRIATION, TO STUDY THE PROBLEMS OF DEFINING AND EVALUATING POLICE INSTRUCTOR EFFECTIVENESS AND RELATING THE RESULTING CRITERIA TO THE INSTRUCTOR SELECTION PROCESS WHICH WOULD INCLUDE FACTORS OTHER THAN THOSE CONSIDERED IN THE CERTIFICATION PROCESS. The following categories define many of the areas which lend themselves to this recommended research:

Boyancy

Considerateness

Cooperativeness

Dependability

Emotional Stability

Ethicalness

Expressiveness

Flexibility

Forcefulness

Judgment

Mental Alertness

Objectivity

Personal Magnetism

Physical Energy and Drive

Scholarliness¹¹

¹¹Barr, A. S. et. al. Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness. (Madison, Wisconsin: Dembar Publications, Inc.), 1963.

See Appendix K for further elaboration as to specific considerations within each category.¹²

2. In selecting the criteria to be applied in the process of instructor selection, it is important that the rationale for the criteria of selection be clearly understood. Careful distinctions should be made between standards which are established on the basis of research studies and standards which have been adopted on assumptions which have been accepted by the police practitioner. Text materials and research findings relating to police instructor selection, or for that matter general teacher selection, do not yet positively support in strength any single criterion or combination of criteria as absolute predictors of future teaching success. Nevertheless, certain assumptions have been accepted for police instructor selection which are not negated by research such as the following: police instructors should be above average in scholastic and intellectual ability rather than below average; they should be in good physical and mental health rather than emotionally disturbed and physically impaired; they should be interested in the police field in general, and police education and

¹²Kuhn, op. cit., p. 258.

training specifically; and they should be vigorous and enthusiastic rather than lazy and apathetic. THEREFORE, WE RECOMMEND THAT, IF ADOPTED BY THE COUNCIL, THE MINIMUM STANDARDS GUIDE (APPENDIX B)¹³ BE USED AS THE BASIS FOR THE FUTURE DEVELOPMENT OF AN OVERALL PROFILE OF THE TYPE OR IMAGE OF INSTRUCTOR, STIPULATING BOTH SELECTION AND CERTIFICATION FACTORS, WHICH THE COUNCIL WILL USE TO DEVELOP AN INSTRUCTOR EVALUATION INSTRUMENT WHICH, IN TOTAL, WILL SERVE AS A DIAGNOSTIC, EVALUATIVE, AND CORRECTIVE PROCESS.

¹³Ibid., p. 194.

CHAPTER VII

CURRICULUM STANDARDS

I. INTRODUCTION

The term curriculum, as generally used in reference to law enforcement training programs, means all the experiences of the trainee under the guidance of the training program. The ways in which "trainee experiences" are organized vary greatly throughout the United States.

Wide gaps exist, at times, between educational and training theory and training school practices. Many modern police educators have advocated for some time the development of experience curricula in contrast to curricula organized wholly into subject matter areas where the emphasis seems to be fulfilling a course requirement rather than upon what learning is to take place. In theory, learning through participation in the solution of real, practical police work situations has been accepted as in harmony with what is known about the learning process, yet in practice the individual trainee is too often treated as passive material, to be molded into a prescribed pattern. Today, law enforcement textbooks, lesson plans and teaching units are generally considered most useful when they serve as references and help provide answers to problems which relate to the job responsibilities of the police officer. Actually, they are very likely to be followed precisely from cover to cover, often to the detriment of real learning.

Despite this pessimistic view of law enforcement training progress, there are many evidences of widespread change. Drab, meaningless instruction, remote from the trainees' interests and needs is gradually being replaced by a more dynamic and sincere consideration of problems related to actual job performance. Instructional materials are being organized around units of work in which there is opportunity for trainees to participate in a variety of activities and situations. Group problem solving is often replacing the lecture, and in many cases the law enforcement training school is reaching beyond its four walls to find constructive activities in which police trainees can participate.

There must be many activities, experiences and situations outside the formal instruction program of the police courses which contribute to the law enforcement training curriculum. Perhaps no other area of the total police operational concept embraces such a wide variety of experiences as the training curriculum. These experiences are so wide and so varied in nature as to call on instructional contributions from many law enforcement agencies and to involve many kinds of police personnel with a variety of professional skills and expertise.

There is urgent need for a variety of educational and training experiences in training programs; it now becomes necessary to so plan as to make this possible, incorporating into the law enforcement training curriculum those desirable activities, experiences, and situations which will promote the optimum development of the police trainee.

The remainder of this chapter presents various findings, conclusions and recommendations reflective of an attempt by the writer to interpret past, present, and future MLEOTC police training curriculum needs and essential considerations.

II. FINDINGS AND CONCLUSIONS

Evaluation of Present 130-Hour Curriculum

There is little evidence to indicate the effectiveness of the present 130-hour curriculum in terms of meeting the minimum needs of police trainees. This is readily understandable in that this curriculum has been considered and used as the core curriculum for the brief period of approximately 18 months. In view of this finding and directly related to it, there has been little, if any, effort expended to determine the needs of the present 130-hour curriculum in reference to additional courses and/or course hours of instruction.

Effectiveness of MLEOTC Police Training Curriculum

There is an urgent need to determine the extent of and/or the desired training curriculum as voiced by practicing law enforcement officers. The use of a field survey should be used to identify desired additional and/or extended courses and the hours of instruction. There is evidence to indicate that this procedure would serve a very worthwhile purpose in terms of identifying the curriculum with the needs and interests of the officer.

Standardized Law Enforcement Training Curriculum

The lack of standardized lesson plans for all subjects taught in MLEOTC training programs encourages learning experiences, activities and situations to occur, in many cases, by chance alone. Combined with the lack of any type of evaluation procedure to determine the effectiveness of present instruction, the absence of standardization in the preparation and presentation of all MLEOTC training school curricula promotes a high degree of inconsistency in the presentation of all required courses of instruction.

Extension of Present 130-Hour Curriculum

The present 130-hour, minimum, training curriculum prescribed by the MLEOTC does not meet the needs of the trainee in terms of a sufficient number of hours of instruction for the courses given, as well as the type or extent of courses offered. This conclusion is stated as the result of numerous discussions with various MLEOTC instructors and trainees.

Instructional Materials

It is assumed that rather than the lack of or the inability to acquire adequate audio-visual equipment, there is simply the failure to use such equipment in courses of instruction by training program instructors. The effectiveness of the instructional program can be greatly enhanced by proper planning on the part of the instructor so as to assure the trainee the best possible instruction available. The use of audio-visual teaching aids properly planned for and presented can assist greatly in achieving the desired quality of instruction.

III. RECOMMENDATIONS

In view of the aforementioned findings and conclusions, the following recommendations are stated:

Evaluation of Present 130-Hour Curriculum

WE RECOMMEND THAT IMMEDIATE CONSIDERATION BE GIVEN TO DETERMINING THE EFFECTIVENESS OF THE PRESENT 130-HOUR MINIMUM BASIC TRAINING CURRICULUM NOW STIPULATED BY THE MLEOTC. The primary focus of this research effort would be to evaluate all courses of instruction offered in terms of meeting the needs of the trainee both in and out of the classroom situation. In the absence of some form of concrete understanding and/or awareness by MLEOTC officials as to the degree which the training program actually accomplishes the objectives for which it was designed, no definite, positive conclusion can be stated as to the value of the present 130-hour curriculum. This research effort would assist greatly in determining what courses of instruction should be retained for inclusion in a more extensive curriculum as well as those courses which should be added. It is suggested that a brief, concise field survey questionnaire could be used to accomplish this evaluation and determination.

Extension of Present 130-Hour Curriculum

WE RECOMMEND THAT THE PRESENT 130-HOUR BASIC MLEOTC TRAINING CURRICULUM BE INCREASED TO A MINIMUM OF 200 HOURS OF COURSE INSTRUCTION. On the average, for all previous MLEOTC basic training programs, 190 hours of course instruction per training school was provided. The

computation of this average takes into consideration those programs which offered only the minimum requirement of 130 hours of instruction as well as those which provided in excess of 400 hours. This recommendation is supported by voiced agreement from previous MLEOTC instructors, trainees, and school coordinators.

Dissemination or Prepared Lesson Plans

The lesson plans prepared as the result of this specific study are intended for use in MLEOTC training programs ranging from 130 to 400 hours of course instruction. The reason for this being the diversity in both hours of instruction and types of courses offered beyond those stipulated by the Council in previous basic training programs conducted throughout the state. In order for the Council to achieve the desired level of standardization in lesson plan development and preparation it was necessary to develop the lesson plans for an optimum rather than a minimum basic training program. THEREFORE, WE RECOMMEND THAT THE PREPARED LESSON PLANS BE DISSEMINATED TO PREVIOUS MLEOTC BASIC TRAINING SCHOOL INSTRUCTORS AND/OR OTHER RECOGNIZED INDIVIDUALS POSSESSING THE EXPERTISE TO EVALUATE THE SUBJECT MATTER CONTENT IN TERMS OF BOTH SUITABILITY FOR PRESENTATION AND SPECIFIC TIME ALLOTMENT FOR CONTENT AREAS TO BE EMPHASIZED IN A GIVEN PERIOD OF TIME. For example, some training programs offer two hours of instruction in Police Interviewing; others provide six hours. The Council makes no specification as to the maximum number of hours which a course can be allotted as the reimbursement procedure is based strictly on the 130-hour minimum curriculum.

If standardization in both the development and presentation of lesson plan outline materials is to be achieved, there must be consistency of course instruction in all MLEOTC training programs relative to each particular lesson plan content specifying topical areas in that content outline which should be emphasized during a given period of time.

Preface Material for Prepared Lesson Plan Outlines

WE RECOMMEND THAT THE PREPARED LESSON PLAN OUTLINES, AFTER BEING FIELD TESTED FOR EVALUATIVE PURPOSES, BE REVISED IN VIEW OF NECESSARY ADDITIONS AND DELETIONS, AND PREFACE MATERIALS DEVELOPED TO BOTH GUIDE MLEOTC INSTRUCTORS IN THE USE OF THE LESSON PLANS, AS WELL AS PROMOTE A GREATER DEGREE OF STANDARDIZATION OF INSTRUCTION. The structure of this preface material for each lesson plan outline would give recognition to the following elements:

1. Specific Topic
2. General Objective
3. Specific Objectives
4. Questions for Discussion
5. Suggested Learning Experiences and Activities
6. Content (listing of major topical areas only)
7. Instructional Methods
8. Teaching Materials
9. Evaluation

This material would precede the lesson plan content outline and would serve to introduce the plan and scope of instruction.

Training and Educational Aids and Materials

WE RECOMMEND THAT THE MLEOTC IMMEDIATELY PURCHASE TRAINING AND EDUCATIONAL AIDS AND MATERIALS IN THE FORM OF BOOKS, FILMS, AND AUDIO-VISUAL EQUIPMENT. The use of these materials would be regulated by the Council through specified written procedures regarding their use and dissemination. It is recommended that the Council purchase the suggested Law Enforcement Training Library referred to in the Training Facilities Project Report.¹ All books, films, and visual-aid equipment and materials should be located at the Council office, with the Executive Secretary responsible for maintaining these materials and equipment and accomplishing all transactions pertaining to their use.

¹Cf., Dr. Bern J. Kuhn, A Study of Law Enforcement Training Facilities and Facilities Planning in Michigan.

END

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